

CHALLENGES & CHOICES



SAMPLE

Where required, adapt this assessment task to reflect your local context.

Year 1 Assessment Task

| Task details | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------|
| Title of task | What's on the poster? |
| Task description | In this task students will review road safety posters identifying the audience and the key message(s). |
| Evidence to be collected | <ul style="list-style-type: none"> <i>What's on the poster?</i> worksheet (one per student) |
| Suggested time and assessment | <ul style="list-style-type: none"> One lesson of in-class time |

| Task preparation | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior learning | Students have: <ul style="list-style-type: none"> identified safe and unsafe actions of passengers travelling in a car suggested ways to change unsafe passenger behaviour into safer passenger behaviour identified and practised the steps for crossing a road safely – stop, look, listen, think and cross identified safer places to cross a road. |
| Resources | Challenges and Choices Year 1 |
| Differentiation | Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required. |

Western Australian Curriculum – Health and Physical Education Syllabus

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|---------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content | Sub-strand | Communicating and interacting for health and wellbeing |
| | Content descriptions | Ways health messages are communicated on television, posters, radio |
| Propositions | | <ul style="list-style-type: none"> Take a strengths-based approach. Include a critical inquiry approach. Develop health literacy. |

Links to other relevant resources

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| Early Years Learning Framework | <ul style="list-style-type: none">• Outcome 2: Children are connected with and contribute to their world<ul style="list-style-type: none">▪ Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation• Outcome 4: Children are confident and involved learners<ul style="list-style-type: none">▪ Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating• Outcome 5: Children are effective communicators<ul style="list-style-type: none">▪ Children interact verbally and non-verbally with others for a range of purposes▪ Children engage with a range of texts and gain meaning from these texts |
| National Quality Standard | <ul style="list-style-type: none">• QA1 Education program and practice<ul style="list-style-type: none">▪ 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators |

★ Teacher instructions



Note

For this task, teachers will need to source road safety posters targeting children crossing the road or being a safe passenger in a vehicle. It is recommended that four to five posters are sourced (however teacher discretion is advised).

1. Show one of the road safety posters. Ask questions that probe the key messages shown in the poster and how these are presented.

- What really stands out in the poster?
- What do you notice first?
- Is the poster easy to understand? Why or why not?
- Who do you think the poster has been created for? eg who is the target audience.
- What are the main colours used?
- Does the poster attract your attention? Why or why not?
- What signs and/or symbols are used? What do these signs/symbols tell you?
- Are there any words used? What do these words say?
- What is the main message (or messages) in the poster? Is this message clear?
- What is the poster telling you to do, or not to do?
- Would you change anything about this poster? Why or why not?

2. Display the other road safety posters around the room. Ask students to choose one road safety poster to focus on for their assessment.

3. Working as a class, discuss the questions on the *What's on the poster?* worksheet (page 3).



Note

Explain the meaning of words on the *What's on the poster?* worksheet as required eg audience, attention etc.


4. After sufficient discussion time, provide students with work time to individually complete the sentences on their *What's on the poster?* worksheet. Inform students that their worksheet will be collected.

5. Collect completed worksheets.



Note

As required, provide additional options for students to demonstrate their understanding eg provide a scribe, video students' verbal responses to the questions etc.

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| Assessment Task Road Safety |
| Name: |
| What's on the poster? |
|  Worksheet |
| TASK |
| 1. Complete the following sentences. |
| 2. Hand in your completed worksheet to your teacher. |

Which poster have you chosen? _____

This poster tells me...

This poster attracts attention by...

The audience for this poster is...

I would improve this poster by...

The main message in the poster is...

Assessment Task
Road Safety

Sample marking key

Description

Road safety message/audience

| | |
|------------------------------------------------------------------------------------------------------------------------|--------------|
| Provides a clear, accurate and suitable message and audience. | Excellent |
| Provides a clear and suitable message and audience. | High |
| Provides a mostly accurate message and audience. | Satisfactory |
| Provides a basic and/or unclear message. May not correctly identify suitable audience, or requires teacher prompts. | Limited |
| Provides an unclear, and/or unsuitable message. Does not correctly identify suitable audience despite teacher prompts. | Very low |

Design features

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Identifies relevant design features to gain attention and convey message and provides a meaningful and relevant suggestion to improve poster. | Excellent |
| Identifies some relevant design features to gain attention and convey message and provides a relevant suggestion to improve poster. | High |
| Identifies one design feature to gain attention and/or convey message. Provides a general suggestion to improve poster. | Satisfactory |
| Identifies one basic design feature and provides a limited and/or relevant suggestion to improve poster. | Limited |
| Does not identify relevant design feature. May not provide a suggestion, or suggestion is irrelevant. | Very low |