

# CHALLENGES & CHOICES



**SAMPLE**

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

## Year 6 Assessment Task

### Task details

<b>Title of task</b>	Gear up... ride a bike!
<b>Task description</b>	In this task students create one item of promotional material that communicates a safer cycling message to a selected target audience.
<b>Evidence to be collected</b>	<ul style="list-style-type: none"><li>Planner (individual)</li><li>One promotional item (one per group)</li></ul>
<b>Suggested time and assessment</b>	<ul style="list-style-type: none"><li>Two lessons of in-class time</li></ul>

### Task preparation

<b>Prior learning</b>	Students have: <ul style="list-style-type: none"><li>identified the different elements and messages of successful health and safety campaigns such as those targeting safer road behaviours and smoking</li><li>identified positive health messages they have seen or heard promoting healthy behaviour</li><li>developed their own positive messages related to the promotion of a safe activity or behaviour.</li></ul>
<b>Resources</b>	Challenges and Choices Year 6
<b>Differentiation</b>	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

<b>Content</b>	<b>Sub-strand</b>	Contributing to healthy and active communities
	<b>Content descriptions</b>	Preventive health measures that promote and maintain an individual's health, safety and wellbeing
<b>Propositions</b>	<ul style="list-style-type: none"><li>Take a strengths-based approach.</li><li>Include a critical inquiry approach.</li><li>Develop health literacy.</li></ul>	

## ★ Teacher instructions

1. Revise with students some examples of health and safety messages. Discuss the promotional materials (or items) used to convey these messages. These may include slogans, jingles, merchandise (eg stickers, t-shirts, drink bottles), TV or radio advertisements, social media posts, and print materials (eg posters, brochures, fact sheets, newsletter articles, letters, blogs, infographics). Discuss how specific items are chosen to suit the target audience and the message being conveyed.

### 📌 Note

Road safety messages can be found at:

**Road Safety Commission**

[www.rsc.wa.gov.au](http://www.rsc.wa.gov.au)

2. Explain to students that they will be working in small groups to create a safer cycling message for a specific target audience. They will need to develop one item of promotional material to communicate their message.

3. Introduce the steps to follow to create a health and safety message.

Step 1	Determine the message and the target audience.
Step 2	Determine the promotional material to communicate the message.
Step 3	Create and distribute the promotional material to the target audience.
Step 4	Evaluate the success of the message.

4. Work through these steps by explaining the following information.

**Step 1** Students need to determine their target audience and create a very clear message. For this task, groups will only need to focus on ONE key message about safer cycling.

**Step 2** In their group, students brainstorm possible promotional materials choosing only ONE to develop. Remind students to choose something that will best suit the message they are sending and the target audience. They will need to create their promotional item.

### 📌 Note

As this is designed as an in-class task, advise groups to choose an item that can be created within the allocated lesson time and with the resources available eg poster, infographic, radio promotion audio file, Instagram post etc.

**Step 3** Students will not be distributing the item created for this task.

**Step 4** Students need to consider how they could measure the success of their message.

5. Introduce the *Planner* worksheet. Explain that groups can discuss the questions on the worksheet as a team however each student will need to hand in their own completed worksheet.

6. Provide class time for students to complete Step 1 working in their small group. Provide guidance as appropriate.

7. Introduce Step 2, and provide time for group discussion. Check each group's chosen item. Emphasise the need for this item to be engaging, relevant and interesting to the target audience with a clear and simple message. Provide guidance as appropriate.

8. Instruct groups to create their item with reference to the checklist below. Provide guidance as appropriate.

**Checklist for item**

- ☐ Item is relevant to the target group.
- ☐ Item is engaging and likely to attract the interest of the target audience.
- ☐ Message is clear.
- ☐ Promotional material is clearly presented.

9. Collect *Planner* worksheets (one per student) and promotional item (one per group).

**Assessment Task**  
**Road Safety**

Name:

**Gear up... ride a bike!****Planner**

1. Working in your small group complete the following steps.

**Note**

Each member of your group will need to hand in their own completed copy of this planner as well as the group promotional item.

**Step 1 – Message and target group**

What is the key message?

Why is this an important message?

Who will be your target audience?

**Step 2 – Promotional material**

What promotional material could be used to communicate the message to your target audience? Consider the best way of reaching your target audience.

What item have you chosen?
Why have you chosen this item?
How will you make sure that this item is engaging, relevant and interesting for your target audience and that it includes a simple, clear message?
<b>Step 3 – Create the promotional item</b>
<b>Step 4 – Evaluate the campaign</b>
a) How will you know if the message has successfully reached your target audience and has been understood/or acted on? b) What information will you collect to determine this?
2. Use the following checklist before handing in your work.  <b>Checklist for promotional item</b> <input type="checkbox"/> Item is relevant to the target group. <input type="checkbox"/> Item is engaging and likely to attract the interest of your target audience. <input type="checkbox"/> Message is clear. <input type="checkbox"/> Promotional material is clearly presented.  <b>Hand in for assessing</b> <input type="checkbox"/> Planner (individual) <input type="checkbox"/> Promotional item (group)

**Brainstorming**

**Notes**

**Assessment Task  
Road Safety**
**Sample marking key**

Description	Marks
<b>Message and justification (5 marks)</b>	
Clearly outlines relevant message and provides strong and valid justification.	5
Outlines message clearly and provides appropriate justification.	4
Outlines message in general terms and provides general justification.	4
Limited outline of the message and justification.	3
Brief and/or irrelevant message and/or unsuitable justification.	2
<b>Promotional item (5 marks)</b>	
Highly relevant, and engaging item which clearly reflects and communicates message to target group.	5
Relevant, and mostly engaging item which clearly communicates message to target group.	4
Relevant, and somewhat engaging item which generally communicates message to target group.	3
Item supports limited engagement and inappropriately and/or poorly communicates message to target group.	2
Item supports minimal engagement and poorly communicates message to target group.	1
<b>Justification of promotional item (5 marks)</b>	
Provides strong and valid justification.	5
Provides appropriate justification.	4
Provides general justification.	3
Provides limited justification.	2
Provides brief and/or irrelevant or justification.	1
<b>Evaluation considerations (5 marks)</b>	
Thoughtfully considered evaluation using relevant measures.	5
Thoughtful evaluation which uses mostly relevant measures.	4
General and/or satisfactory evaluation which uses at least one relevant measure.	3
Limited evaluation which uses irrelevant measures.	2
Poor/unsatisfactory evaluation with irrelevant or no measures.	1
<b>Total marks</b>	<b>/ 20</b>