



## Sample assessment task

<b>Year level</b>	2
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Health Education
<b>Title of task</b>	Superhero zero

## Task details

<b>Description of task</b>	Students will create a storyboard that demonstrates their understanding of strategies to use when they need help
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To inform the progression of student learning
<b>Assessment strategy</b>	Visual representation
<b>Evidence to be collected</b>	Storyboard mobiles
<b>Suggested time</b>	Two to three lessons

## Content description

<b>Content from the Western Australian Curriculum</b>	Strategies to use when help is needed: <ul style="list-style-type: none"> <li>• procedure and practice for dialling 000 in an emergency</li> <li>• locating safety houses and trusted networks in the local community</li> </ul>
<b>Early Years Learning Framework (EYLF)</b>	Outcome 1: Children have a strong sense of identity Children feel safe, secure and supported Outcome 3: Children have a strong sense of wellbeing Children take increasing responsibility for their own health and physical wellbeing Outcome 5: Children are effective communicators Children express ideas and make meaning using a range of media <small>[Commonwealth of Australia. (2009). <i>Belonging, Being &amp; Becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small>
<b>National Quality Standard</b>	<b>National Quality Standard: Quality Area 1 – Educational program and practice</b> Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development. Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program. <small>[Based on: <i>Guide to the National Quality Standard</i> (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small>

## Task preparation

<b>Prior learning</b>	Students have prior knowledge of the different types of emergency services. Students are aware of the procedures required in an emergency.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

## Assessment task

<b>Assessment conditions</b>	The teacher assesses individual student's learning.
<b>Resources</b>	Website <a href="http://kids.triplezero.gov.au/">http://kids.triplezero.gov.au/</a> <ul style="list-style-type: none"><li>• Five different colours of card/paper cut into 15 x 15 square centimetres</li><li>• Curling ribbon</li><li>• Tape</li><li>• Scissors</li><li>• Coloured pencils textas, permanent markers etc.</li><li>• Pictures for stimulus (from your school library)</li></ul>

## Instructions for teacher

### Superhero zero

[Based on iSTAR–A model for connected practice within and across classrooms. Western Australian Primary Principals' Association.]

Strategy	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>Brainstorm emergency situations and discuss which emergency service students might require.</li> <li>Role-play a scenario/read a story where one of the emergency services (police, fire, ambulance) has been used.</li> <li>Identify different requirements for all the services (uniforms that identify each service, vehicle, skills of workers etc.).</li> <li>Discuss what procedures are required in an emergency (assessing danger, staying safe, response, call for help, recognising a paramedic).</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>Visit the Triple Zero Kids' Challenge website <a href="http://kids.triplezero.gov.au/">http://kids.triplezero.gov.au/</a></li> <li>As a class, watch one of the scenarios and complete the activity.</li> <li>If devices or computers are available, ask students to work individually or in pairs on one or two scenarios from the website or alternatively work together as a class, ensuring that all students experience different emergency services.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>Explain to students that they are going to make a storyboard depicting the procedure of what to do in an emergency.</li> <li>Model the making of the cards (order, space, information).</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>Students use pre-cut squares of coloured paper/card to display the sequence they would use in an emergency, using text and pictures (one picture per square).</li> <li>Attach the storyboard to curling ribbon or similar to hang in the classroom.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>Strategy – walkabout: Students walk around and observe each other's work.</li> <li>Reflect and respond to the students' work in a sharing circle.</li> </ul>

### Sample assessment key

*I = Independent SS = Some Support LS = Lots of Support*

Student names	Recognise what is an emergency	Identify and use 000	Identify which emergency service is required	Know own phone number and address	Sequence the procedure in logical order	Comments

## Making connections across learning environments

### National Quality Standard: Quality Area 1 – Educational program and practice

Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

	<i>Provocation/activities</i>	<i>Resources</i>
<b><i>Inside spaces/ environments</i></b>	<p><b>Operation emergency (role-play)</b> Set up an emergency control centre with diaries, computers and telephones. Students explore ways of dealing with an emergency situation to reinforce their knowledge.</p>	Computer, paper, telephones etc.
<b><i>Outside spaces/ environments</i></b>	<p><b>Research centre</b> Use online sources of information to research emergency services in Australia. Explore and discover the different emergency procedures across Australia. Students add what they discover to a central document on the computer.</p>	Computer, internet