



## Sample assessment task

<b>Year level</b>	1
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Health Education
<b>Title of task</b>	Class rules

## Task details

<b>Description of task</b>	Students will create a poster that communicates three to five classroom rules, written in positive language
<b>Type of assessment</b>	Formative
<b>Purpose of assessment</b>	To assess students' understanding of the reasons for classroom rules
<b>Assessment strategy</b>	Visual representations
<b>Evidence to be collected</b>	Poster
<b>Suggested time</b>	Two to three lessons

## Content description

<b>Content from the Western Australian Curriculum</b>	<p>Actions that support a safe classroom, such as:</p> <ul style="list-style-type: none"> <li>• moving around safely</li> <li>• sharing appropriately</li> <li>• following class rules</li> </ul> <p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> <li>• television</li> <li>• posters</li> <li>• radio</li> </ul>
<b>Early Years Learning Framework (EYLF)</b>	<p>Outcome 2: Children are connected with and contribute to their world Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p><i>[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.]</i></p>
<b>National Quality Standard</b>	<p><b>National Quality Standard: Quality Area 2 – Children’s health and safety</b></p> <p>Standard 2.3 – Each child is protected. Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p><i>[Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</i></p>

## Task preparation

<b>Prior learning</b>	Students have had experience in making/viewing posters and their features. Students have had discussions about what makes a safe classroom.
<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>	<ul style="list-style-type: none"><li>• IWB/TV</li><li>• A3 poster paper</li><li>• tokens or stickers</li><li>• variety of drawing/writing materials</li></ul>

## Instructions for teacher

### Class rules

[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>• Play an unfamiliar outside game with the students. Provide them with the game objective but no rules, e.g. two teams and the objective is to get the beanbag in their team's bucket as many times as possible.</li> <li>• Students discuss the good and bad points of the game. Ask: Was the game fair? Was the game safe?</li> <li>• Play the same game again only this time provide simple rules that combine fairness and safety, e.g. each team's bucket must stay stationary on their side of the ground; students are able to run with the beanbag but it must be passed to two other people in the team before the team can score; once a team has scored the other team have control of the beanbag; no player is allowed to pull the beanbag out of anyone's hands and must try to avoid physical contact with the opposition team.</li> <li>• Conduct a class discussion about what happened, why the game worked better and how they felt. Link rules to safety and brainstorm why rules are needed to keep people safe.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Brainstorm classroom rules that support a safe environment.</li> <li>• Model effective and ineffective examples of posters, using digital technology.</li> <li>• Talk about some features of an effective poster: clear, positive language and easy to read.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Inform students that the poster will need to include:               <ul style="list-style-type: none"> <li>▪ a title</li> <li>▪ three to five rules or actions that will help to keep the classroom safe</li> <li>▪ text and pictures.</li> </ul> </li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Students plan their poster and complete a final copy.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Students participate in a 'Walkabout' where they view their peers' completed posters.</li> <li>• Students have three tokens or stickers and place them on their favourite posters.</li> <li>• Discuss the effectiveness of some of the posters in a sharing circle.</li> </ul>

### Sample assessment key

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

Student names	Student can name actions that support a safe classroom	Comments

## Making connections across learning environments

### National Quality Standard: Quality Area 2 – Children’s health and safety

Standard 2.3 – Each child is protected.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

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	<i>Provocation/activities</i>	<i>Resources</i>
<b>Inside spaces/ environments</b>	<p><b>OHS office</b></p> <p>Provide a space (an office) to provoke thinking about rules. Supply a number of books on safety (fiction and non-fiction). Have a variety of different coloured and shaped paper and texta pens available for sign making. Students identify Occupational Health and Safety issues in the classroom and create a sign to make everyone aware of any potential safety issues.</p>	Books, texta pens, paper, removable adhesive
	<p><b>Wait and move – Mad dash!</b></p> <p>Discuss and decide upon a secret code word for a mad dash. Whenever the teacher says this word the students need to, as quickly and as quietly as they can, swap spaces with another student. All students will move at the same time, taking with them what they are currently working on. The objective is for students to arrive safely at their new destination and continue work as though there had been no interruption.</p>	Mad dash code word
<b>Outside spaces/ environments</b>	<p><b>Make it up!</b></p> <p>Students to explore making up their own games and rules, using a selection of sports equipment.</p>	Sports equipment
	<p><b>Rule breaker</b></p> <p>Teacher sets up signs to indicate directions around the classroom/school (turn left here, take five steps and turn right etc.). Tell the students that they are only allowed to move around the school by following these directions. Select a secret ‘rule breaker’ who is sent out prior to each outside break to change one part of the directions. Students must follow the new directions.</p>	Cones, laminated signs with directions, masking tape, chalk