



Sample assessment task

Year level	4
Learning area	Health and Physical Education
Subject	Health Education
Title of task	Stand up for yourself

Task details

Description of task	Students respond to a variety of scenarios, using assertive responses
Type of assessment	Formative
Purpose of assessment	To inform the progression of learning and plan further teaching if required
Assessment strategy	Role-play
Evidence to be collected	Teacher observations relating to student knowledge of assertive behaviour and language
Suggested time	30–40 minutes

Content description

Content from the Western Australian Curriculum	Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: <ul style="list-style-type: none">• being alert and aware of unsafe situations• using assertive behaviour and language• knowing who or where to go for help in the community
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Task preparation

Prior learning	Students have prior knowledge of aggressive, passive and assertive language and behaviour, and have practised using the words, body language, facial expressions and movements for assertive behaviours. They are aware that assertive language includes 'I' statements and ways to express needs. They know how to stand up for themselves while considering and remaining respectful of others.
Assessment differentiation	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

Assessment conditions	Students work in pairs, in an open space, where the teacher can move easily among groups.
Resources	<ul style="list-style-type: none">• Scenario cards

Instructions for teachers

Stand up for yourself

This activity is to be completed in pairs with the whole class practising at the same time. It is not a performance, unless some students would like to perform their role-play again in front of the class as an example. The task should be assessed using informal observation and anecdotal notes to see if students understand what assertive communication looks like and sounds like. Break the class into odds and evens, with odds focusing on scenarios 1, 3 and 5, and evens focusing on scenarios 2, 4 and 6.

Instructions to students

You will be working with a partner for this activity. You will have three scenarios to perform, demonstrating your ability to respond in an assertive way. Complete the following steps:

- (a) Read the scenarios your teacher has given you. Together, brainstorm some different ways you could respond demonstrating assertive behaviour and language for each scenario.
- (b) Taking turns, read out the scenario. The other person responds in an assertive way (you can stand up to act out the scenario).
- (c) After each response, talk about how assertive behaviour was demonstrated, or some other things that could have been said or done to get your point across firmly and confidently. You then swap roles with your partner and they respond to the same scenario.
- (d) Continue changing roles with each new scenario.

Scenario 1 The person you sit next to in class keeps borrowing your special coloured pencils without asking and leaves them lying around. Two have already been lost. How do you react?	Scenario 2 Your friend promised to meet you after school yesterday and didn't turn up. The next day he shrugged it off and said he forgot. How do you react?
Scenario 3 Your friend asks to share your lunch but you don't have enough and know you are going to be hungry. It has happened every day this week because she doesn't like what her mum packs for her. How do you react?	Scenario 4 You have been away sick for a week and when you return to school, your friends are playing a new game that you do not know. One says you can't play because you don't know the rules. How do you react?
Scenario 5 Your friend returns your top that she borrowed and it has a big black ink stain on it. How do you react?	Scenario 6 Your best friend is very funny and popular but he often makes fun of you to make other people laugh. You usually laugh along even though you are hurt and embarrassed inside. You want it to stop. How do you react?

Sample marking key

While the students are acting out their scenarios, the teacher should move among the groups to gauge their understanding of assertive communication and behaviour. The guide below includes typical indicators for assertive behaviour and language, as well as aggressive and passive behaviour language. These behaviours should be avoided in each scenario. Students are not expected to demonstrate every indicator of assertive behaviour. Feedback should be given to students at the time the task is being completed.

Assertive language and behaviour

- Using assertive words/statements in a non-threatening way, such as 'I' statements
- Stating needs without blame
- Discussing the behaviour, not the person
- Considering the other person and their point of view
- Standing up for themselves while respecting others, e.g. 'I feel hurt when you make fun of me in front of others. I understand it is a joke but I would really like you to stop as it is upsetting me.'
- Calm, level voice
- Eye contact is made and maintained while speaking and listening
- Body is relaxed and movements are unthreatening

Passive language and behaviour

- Using passive words/statements, e.g. apologising, saying it's okay, not saying anything, nodding
- Quiet, timid voice
- Facial expressions, e.g. not making eye contact, looking down
- Submissive body language and movements, e.g. hunched, little movement, nodding to answer question

Aggressive language and behaviour

- Using aggressive words/statements, e.g. name-calling, blaming, accusing
- Raising voice or shouting
- Facial expressions showing anger, aggression
- Threatening, intimidating body language and movements

Description	Marks
Knowledge of assertiveness language and behaviour	
For each scenario:	
Consistently displays appropriate body language and behaviour that indicate knowledge of assertiveness across a number of scenarios	3
Displays mostly appropriate body language and behaviour that indicate knowledge of assertiveness across the scenarios	2
Displays some language or behaviour that indicate knowledge of assertiveness but is inconsistent across a variety of scenarios	1
Subtotal	3
Total	9