

Stage 4 PDHPE



Task Number: 2

Notification Date: Term 2, Week 5 - Tuesday 28/5/24

Weight: 20%

Due Date: Term 2, Week 8 - Monday 17/6/24

(to class teacher by 3:20)

Board Game

OUTCOMES ASSESSED

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

PD4-9 demonstrates self-management skills to effectively manage complex situations

TASK DESCRIPTION

Students are to demonstrate their knowledge and understanding through the creation of an educational board game. This board game will include information learnt throughout the 'Risk' unit studied this term.

You will be assessed on how well you:

- Investigate reasons behind positive and negative risk-taking behaviour
- Propose strategies for making safe and informed decisions
- Develop plans to keep themselves and others safe in real-life scenarios

TASK INSTRUCTIONS

You have been asked by HASBRO to make an educational board game related to risk. The game's purpose is to educate young people on making positive lifestyle decisions.

1. You are to choose **ONE** of the following topics that your game will be about:
 - Party Safety
 - Road Safety
 - Outdoor Safety

2. You are to include the following criteria in your board game.
 - What are the **negative risks**?
 - What are the **negative consequences** of the risks?
 - What are **safe behaviours** that can minimise the risks?
 - What **places** and **people** can provide **information** or **support** around risk and safety?

3. Create a board game that includes the information from above. Some ideas of a board game that could work include:

- Monopoly	- Pictionary	- Snakes and Ladders
- Articulate	- Taboo	- Clue Junior

Teacher's signature: _____

Mrs R Cowell

Teacher's signature: _____

Ms L Nielsen

Teacher's signature: _____

Mr M Van Doesburg

Head Teacher's signature: _____

Ms A Nott

Deputy Principal's signature: _____

Mrs R Ferguson

Marking Guidelines

<ul style="list-style-type: none"> Identifies multiple risks that are highly relevant to the chosen topic. Lists multiple negative consequences that are highly relevant to the chosen topic. Lists multiple positive or safe behaviours that are highly relevant to the chosen topic. Gives a detailed and perceptive explanation of why young people are involved in risky behaviours. Identifies multiple support or educational resources that are highly relevant to the chosen topic. Creates a board game that has an outstanding level of creativity, planning and presentation. 	17-20
<ul style="list-style-type: none"> Identifies multiple risks that are relevant to the chosen topic. Lists multiple negative consequences that are relevant to the chosen topic. Lists multiple positive or safe behaviours that are relevant to the chosen topic. Gives a detailed description of why young people are involved in risky behaviours. Identifies multiple support or educational resources that are relevant to the chosen topic. Creates a board game that has a high level of creativity, planning and presentation. 	13-16
<ul style="list-style-type: none"> Identifies a risk that is somewhat relevant to the chosen topic. Lists a negative consequence that is somewhat relevant to the chosen topic. Lists a positive or safe behaviour that is somewhat relevant to the chosen topic. Gives a sound description of why young people are involved in risky behaviours. Identifies a support or educational resource that is somewhat relevant to the chosen topic. Creates a board game that has a sound level of creativity, planning and presentation. 	9-12
<ul style="list-style-type: none"> Identifies a risk however it is not relevant to the chosen topic. Lists a negative consequence however it is not relevant to the chosen topic. Lists a positive or safe behaviour, however, it is not relevant to the chosen topic. Gives a very basic description of why young people are involved in risky behaviours. Identifies a support or educational resource, however, it is not relevant to the chosen topic. Creates a board game that lacks creativity, planning and presentation. 	5-8
<ul style="list-style-type: none"> Does not identify any relevant risks. Does not list any relevant negative consequences of risk. Does not list any positive or safe behaviours in risky situations. Does not give any reasons why young people are involved in risky behaviours. Does not include support or educational resources. The submitted resource does not resemble a board game 	1-4
<ul style="list-style-type: none"> Non-serious attempt or not submitted. 	0

Additional Feedback:

Teacher Signature: _____

Task Mark: