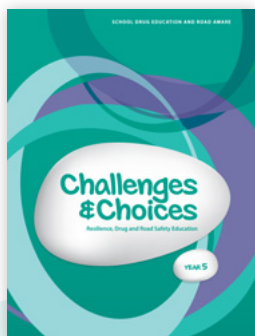


# CHALLENGES AND CHOICES

## YEAR 5 ASSESSMENT TASK

### HEALTH AND PHYSICAL EDUCATION

### ALCOHOL AND OTHER DRUGS



# 5

TASK DETAILS	
<b>TITLE OF TASK</b>	<b>Choosing reliable sources</b>
<b>TASK DESCRIPTION</b>	In this task students will analyse two sources of online information provided by the teacher. One of these will be a web page containing written information about tobacco and/or alcohol; the other is a video. For each source, students will evaluate the information and discuss reasons why it is reliable.
<b>EVIDENCE TO BE COLLECTED</b>	<ul style="list-style-type: none"> <li>• Report</li> </ul>
<b>SUGGESTED TIME AND ASSESSMENT CONDITIONS</b>	Three lessons <ul style="list-style-type: none"> <li>• One lesson of class time to explain and commence task</li> <li>• Two lessons of class time to complete the task</li> <li>• Students can work individually (or in pairs if required)</li> </ul>
<b>RESOURCES</b>	Teachers may choose from the following online information sources. <p><b>Written information</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Smarter than smoking</a> (choose one fact sheet on this page)</li> <li>• Australian Drug Foundation (Choose the tobacco or alcohol information in the Drug facts tab)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Smarter than smoking</a> (a selection of videos are available at this site)</li> </ul>
TASK PREPARATION	
<b>PRIOR LEARNING</b>	Students have: <ul style="list-style-type: none"> <li>• reviewed reliable statistics about drug use from the Australian School Students Alcohol and Drug Survey (ASSAD)</li> <li>• identified a set of criteria they can use to evaluate online drug information.</li> </ul>
<b>RESOURCES</b>	Challenges and Choices Year 5 Focus Area 2 Activity 1 – Student drug use – let’s get the facts
<b>ASSESSMENT DIFFERENTIATION</b>	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.
LINKS TO WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION P-10 SYLLABUS	
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Reliable sources of information that inform health, safety and wellbeing, such as:               <ul style="list-style-type: none"> <li>▪ internet-based information.</li> </ul> </li> </ul>
<b>PROPOSITIONS</b>	<ul style="list-style-type: none"> <li>• Take a strengths-based approach.</li> <li>• Include a critical inquiry approach.</li> </ul>



## TEACHER INSTRUCTIONS

1. Choose either tobacco or alcohol as the context for this task.
2. Provide students with two reliable online sources of information – one written source and one video. Draw from the resources suggested in this assessment task.
3. Students review each source and complete the following using the templates provided.
  - a. Choose three pieces of key information contained in the source. For each piece of information, summarise and describe what the information is telling you. Students take notes using a graphic organiser and then hand in their completed *Evaluating online information sources* worksheet for marking.

For example:

Key information	Description of this information
What is in a cigarette?	There are thousands of chemicals in cigarettes. Many of these can cause cancer and many are poisonous. Some of these chemicals include: <ul style="list-style-type: none"><li>• arsenic – which is used in rat poison</li><li>• acetone – found in nail polish remover</li><li>• nicotine – used as an insecticide. Nicotine is an addictive substance and can raise heart rate and blood pressure</li><li>• tar – a sticky chemical which collects in the lungs of a smoker and can cause cancer.</li></ul>

- b. Provide three reasons why the information provided is reliable.
- c. Describe three actions to avoid when searching for reliable written or audio-visual online information/material. For each action, explain why it should be avoided.

### Suggested scaffolds

1. Review a sample reliable source of information as a whole class.
2. Explain how to identify key information in the sample source. Model how students can mark up this key information (for example using drawing tools to highlight text).
3. Introduce a graphic organiser (eg wagon wheel) and model its use to identify, gather, summarise and organise information. For example, in the wagon wheel, key information is written in the centre and the spokes are for specific detail.
4. Brainstorm and discuss reasons why the source could be considered reliable.
5. Have students complete one graphic organiser for the sample source and share their work with the teacher and/or other students for feedback.

**CHALLENGES AND CHOICES**  
**ASSESSMENT TASK**  
 HEALTH AND PHYSICAL EDUCATION  
 ALCOHOL AND OTHER DRUGS

Student name: \_\_\_\_\_

**TASK**

1. Review **two** online information sources provided by your teacher (one written source and one video).
2. Choose **three pieces of key information** contained in each source. Summarise and describe what the information is telling you. Use a graphic organiser to help you to take notes and then write your final information in the *Evaluating online information sources* worksheet.
3. List and explain **three reasons** why the information provided is reliable.
4. Describe **three actions** to avoid when searching for reliable written online information and audio-visual material. For each action, explain why it should be avoided.

**SAMPLE MARKING KEY**

DESCRIPTION	MARKS
<b>Written information source</b>	
Provides detailed and cohesive summary and description with relevant examples from the source.	Excellent (5)
Provides some detail with relevant examples from the source.	High (4)
Provides some simple summary and description; may be limited in coverage of source.	Satisfactory (3)
Provides minimal summary and description; response may be brief.	Limited (2)
Provides inaccurate or unsuitable summary or description.	Very low (1)
<b>Audio-visual information source</b>	
Provides detailed and cohesive summary and description with relevant examples from the source.	Excellent (5)
Provides some detail with relevant examples from the source.	High (4)
Provides some simple summary and description; may be limited in coverage of source.	Satisfactory (3)
Provides minimal summary and description; response may be brief.	Limited (2)
Provides inaccurate or unsuitable summary or description.	Very low (1)
<b>Reasons why source is reliable</b>	
Provides a range of valid reasons (5 or 6) and accurately justifies their relevance.	Excellent (5)
Provides some (3 or 4) valid or mostly valid reasons, with some accurate justification to their relevance.	High (4)
Provides one or two reasons, and one or two accurate, yet brief justifications.	Satisfactory (3)
Provides one accurate reason; with minimal, limited or inaccurate justification.	Limited (2)
Provides invalid reasons and/or unsuitable justification.	Very low (1)
<b>What to avoid when searching</b>	
Describes three valid actions to avoid; accurately justifies their relevance.	Excellent (5)
Describes two valid or mostly valid actions, with some accurate justification to their relevance.	High (4)
Provides one or two actions, and one or two accurate, yet brief justifications.	Satisfactory (3)
Provides one accurate action; with minimal, limited or inaccurate justification.	Limited (2)
Provides invalid actions and/or unsuitable justification.	Very low (1)
<b>TOTAL MARKS</b>	<b>/20</b>

# EVALUATING ONLINE INFORMATION SOURCES

## 1. Written information source

Name of written source: \_\_\_\_\_

Author/Organisation: \_\_\_\_\_

Web address: \_\_\_\_\_

KEY INFORMATION	DESCRIPTION OF THIS INFORMATION
1.	
2.	
3.	

Provide **three** reasons why this information is reliable.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHALLENGES AND CHOICES  
ASSESSMENT TASK**  
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ALCOHOL AND OTHER DRUGS

**2. Audio-visual source**

Name of audio-visual source: \_\_\_\_\_

Author/Organisation: \_\_\_\_\_

Web address: \_\_\_\_\_

KEY INFORMATION	DESCRIPTION OF THIS INFORMATION
1.	
2.	
3.	

Provide **three** reasons why this information is reliable.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CHALLENGES AND CHOICES  
ASSESSMENT TASK**  
HEALTH AND PHYSICAL EDUCATION  
ALCOHOL AND OTHER DRUGS

What are **three** things to avoid when searching for reliable online information about alcohol and/or tobacco?

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is it important to avoid this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is it important to avoid this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

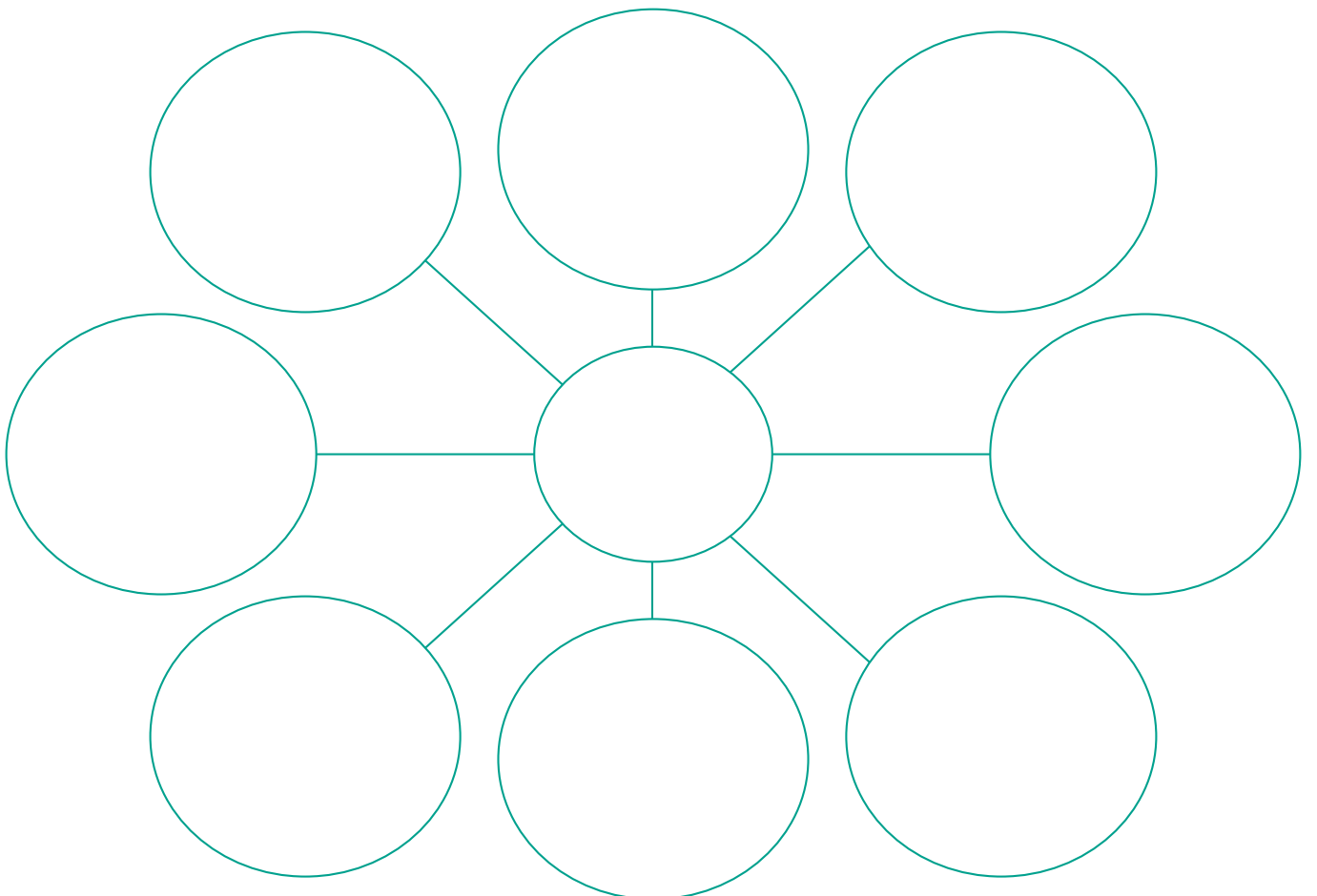
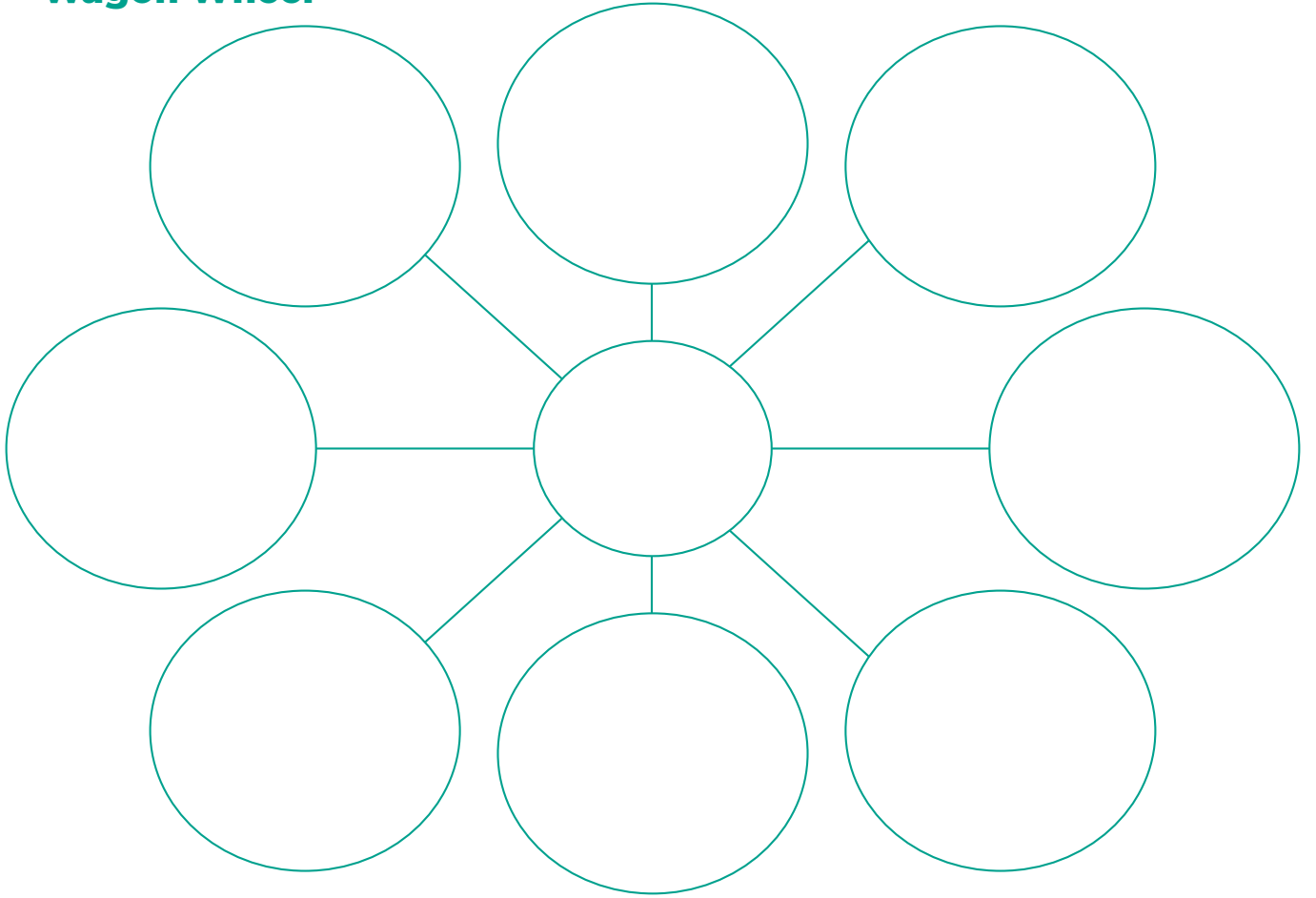
3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is it important to avoid this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# GRAPHIC ORGANISERS

## Wagon Wheel



## 2 Column Notes

KEY POINT	ADDITIONAL NOTES

KEY POINT	ADDITIONAL NOTES

KEY POINT	ADDITIONAL NOTES

