***Assessment Task 1 - HOW WOULD YOU REACT?***

There are times in our life where we will come across situations where our parents, guardians, siblings, friends, teachers etc. may evoke negative feelings in which we want to lash out and react negatively. However, as can be seen from the clips shown this can lead to the breakdown of relationships and loss of respect.

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**YOUR TASK - Instructions**

- You will be given one of the scenarios from the following sheet and in groups of four you are to discuss the scenario and come up with one response that your group finds UNNACCEPTABLE and one that you find ACCEPTABLE for the situation.

- Turn your scenario and responses into a short play, it can be one for each scenario or you can merge the two. Use the school camera to film your scenario and hand the filmed play into me.

- As a group you also need to develop a short oral presentation in which you answer the following questions for the class -

1. How individuals would feel in this scenario?
2. Why you deemed these behaviours acceptable and unacceptable in the situation?
3. What could the unacceptable behaviour lead to?
4. Why sometimes individuals find it difficult to choose the acceptable response in this scenario?

- As a group complete the Group Evaluation form attached and hand it in to the teacher.

**DUE DATE**

You will have this lesson and next week’s lesson to work on the task and will be submitted by the end of next weeks lesson. If you require more time your group needs to take initiative on meeting up or using communication to complete the assignment together. A marking criteria sheet is attached so that you can see where the marks are being allocated and what you need to pay particular attention to.

**SCENARIOS**

Scenario 1 – You are sitting in class chatting to your mate about what you’re doing on the weekend and you can see around you that other students are talking amongst them selves as well. Suddenly your teacher shouts out your name, “I’ve had enough of you chit chatting, move to another desk and sit by yourself”

Scenario 2 – You are sitting down at lunch when a group of your friends walk over and one looks really mad. He/she has heard from someone that you have been saying mean things about him/her behind their back. You know this isn’t true and that you’ve never said a nasty word about your friend to anyone.

Scenario 3 – You have been assigned to a group of four for an awesome health assignment that your awesome health teacher has given you. You are working really hard on your part of the assignment as are two of your group members but one person in your group hasn’t done anything!! Your teacher told you at the beginning of the lesson that every student will receive the same mark and you know your group will get a low mark because he/she wont do her part.

Scenario 4 – An older student from a different school is at your bus stop and starts giving you a hard time about your school saying that his/her school is way better.

Scenario 5 – You are at home in your room kicking back when your sister walks in and tells you to do the dishes and fold the laundry. You already did your chores after school and know that it’s your sisters turn to do the dishes and laundry as you did it yesterday.

Scenario 6 – You are getting ready for a birthday party when your mum comes in and yells at you for leaving dirty dishes around the house and says you can’t go to the party. You didn’t do that though, it was your little sister

**MARKING CRITERIA SHEET**

**HOW WOULD YOU REACT?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **N - Unsuccessful** | **P – Needs Improvement** | **C - Acceptable** | **D - Good** | **HD - Outstanding** |
| Students understand and recognised suitable acceptable and unacceptable behaviours for specific scenario | **0** | **1** | **2** | **3** | **4** |
| Students displayed creativity in their presentation of their behaviours | **0** | **1** | **2** | **3** | **4** |
| Oral presentation provides clear and thoughtful answers to the questions provided | **0** | **1** | **2** | **3** | **4** |
| Students understand the importance of responding with appropriate behaviour for different settings | **0** | **1** | **2** | **3** | **4** |
| Students worked collaboratively as a team and shared the workload evenly (for students to mark) | **0** | **1** | **2** | **3** | **4** |

**Raw Score = \_\_\_\_\_ / 20**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **N** | **P** | **C** | **D** | **HD** |
| **0-9** | **10-12** | **13-15** | **16-18** | **19-20** |

**COMMENTS ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GROUP EVALUATION FORM**

*TO BE COMPLETED AS A GROUP*

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| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **N - Unsuccessful** | **P – Needs Improvement** | **C - Acceptable** | **D - Good** | **HD - Outstanding** |
| We shared the work load evenly | **0** | **1** | **2** | **3** | **4** |
| We discussed and came up with both responses as a group | **0** | **1** | **2** | **3** | **4** |
| We managed our time effectively | **0** | **1** | **2** | **3** | **4** |
| We are happy with our final piece | **0** | **1** | **2** | **3** | **4** |

**Raw Score = \_\_\_\_\_ / 16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **N** | **P** | **C** | **D** | **HD** |
| **0-7** | **8-9** | **10-11** | **12-14** | **15-16** |

**COMMENTS**

Some things to consider:

* Where could you have improved?
* How did you find the task?

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