



Chester Hill High School

Strength in Unity, Excellence in Education

Year 8 Assessment Task PDHPE

Course:	PDHPE	Year: 8	
Topic:	UNIT 1 – RESPECTFUL RELATIONSHIPS		
Assessment Name:	BULLYING AND CYBERBULLYING		
DATE DUE:	TERM 1 – WEEK 9/10	Total Mark	
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Make notes on video <input type="checkbox"/> Create plan using “Trust, Talk, Take Control” Strategy <input type="checkbox"/> Check spelling and punctuation <input type="checkbox"/> Use correct letter format		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students’ work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student’s Signature: Date:

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Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER’S SIGNATURE:

Task Information

Important idea(s) being explored:	Bullying and harassment are inappropriate but there are strategies to address it and support victims.
Skills, Knowledge and understanding being demonstrated:	Recognise forms of bullying and harassment and devise help seeking strategies. Propose and develop strategies to effectively manage personal safety. Describe ways that they could help others who are being harassed.
Task Requirements:	<ol style="list-style-type: none"> 1. Watch the online video http://www.netsmarz.org/RealLifeStories/BrokenFriendship 2. Read the related "Dear Compy" letter from "Undecided" on the attached worksheet. 3. Devise a course of action for "Undecided" using the 'trust, talk, take control' strategy. 4. Plan a course of action for "Undecided" using the "distancing, assertiveness, tell" strategy. 5. Write a response in the form of a letter to "Undecided" including all the strategies devised in Part 3 and 4 on the attached worksheet. This is a draft. 6. Type the draft document in Word and submit it with the attached worksheet including your draft. <ul style="list-style-type: none"> • Students will commence the task in class and complete it for homework by the following lesson. • Students are required to complete the task on the attached worksheet. • The worksheet is to be handed to your teacher on the due date.
Syllabus Outcomes:	4.2 The student identifies and selects strategies that enhance their ability to cope and feel supported. 4.3 The student describes the qualities of positive relationships and strategies to address the abuse of power. 4.12 assesses risk and social influences and reflects on personal experience to make informed decisions. 4.16 The student clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *PDHPE* is _____

Learning in *PDHPE* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)	Recognise and respect the needs, interests, rights and values of others					
	Recognise the use of power to exert undue influence					
Literacy / Numeracy skills assessed	Develop critical literacy skills as they identify and evaluate the issues of bullying and cyberbullying					
	Use the language and format required					
	Correct spelling and punctuation					
Processes	Recognise forms of bullying and harassment and identify choices and options available to address the issues of bullying and cyberbullying					
	Evaluate information and reflect on prior knowledge and experience.					
	Develop a course of action, including help-seeking strategies to address bullying and cyberbullying.					
Demonstrates Skills	4.2 The student identifies and selects strategies that enhance their ability to cope and feel supported.					
	4.3 The student describes the qualities of positive relationships and strategies to address the abuse of power.					
Knowledge	4.12 assesses risk and social influences and reflects on personal experience to make informed decisions					
Understanding	4.16 The student clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.					

Marking Criteria

	0 marks	1 mark	2 marks
Trust (2 marks) Talk (2 marks) Take Control (2 marks) Distancing (2 marks) Assertiveness (2 marks) Tell (2 marks)	Strategies not addressed	Strategies addressed showing basic understanding	Strategies addressed demonstrating good understanding, giving examples of how they would be used
Written Response (8 marks)	<ul style="list-style-type: none"> • Each strategy addressed in the response with examples • Correct introduction and end to the written response (e.g. Dear Compy, sincerely ...) • Draft letter submitted • Typed letter submitted (ICT used) 		

Cyberbullying

1. Watch the online video <http://www.netsmartz.org/RealLifeStories/BrokenFriendship>

(Notes) _____

2. Dear Compy is a teen advice column specializing in netiquette. Students write to Compy for advice. Read the letter below:

Dear Compy

I need your advice. I have a great best friend who I've known forever. She's fun to hang out with and we always share everything. Now I have to make a choice. There is a group of really popular girls at school. They have promised to let me into their group, but on one condition. I have to give them Michele's e-mail password. I know Michele would be pretty upset if I did this, but I am desperate to be popular for once in my life. What could they do with her e-mail password anyhow? I'll just tell Michele to change it after I give it to them anyway. Please help!

Undecided

3. Trust, talk take control – is a strategy for recognizing whether you or your friends are at risk of harm and is the first step to planning to protect yourself.

- **trust** your feelings, your thoughts and your reading of the situation
- **talk** about it to someone (or your network)
- **take control** by using your own plan for becoming comfortable and safe.

Using the **trust, talk, take control** strategy, plan what "Undecided" should do for each of these.

Trust:

Talk:

Take Control:

4. Strategies to reduce the risk of finding yourself in a potentially unsafe position. Make a plan of what "Undecided" can do to keep herself safe following the strategies below:

- **Distancing** – you leave the situation and tell someone who can help.
- **Assertiveness** – you say what you want, feel and think, and you listen to what others have to say. It means that when you are in an unsafe situation, you clearly say 'no' to what is happening and you state how you feel and what you want.
- **Tell** – talk to a trusted friend or adult about the situation and get advice and help.

Distancing:

Assertiveness:

Tell:

5. Students are asked to take turns every month responding to Compy's letters. You have been asked to write this month's response. You are to give 'Undecided' advice and In your response you must include:

- the strategies **trust, talk, take control**
- **distancing, assertiveness** and **tell**
- you must commence your response "Dear Undecided"
- you must finish your response signed "Compy".

Write your draft response below.

6. Submit a word processed (typed) copy of your response with the draft.
