 Assessment task

Strand

Health, wellbeing and relationships

Unit of work

Stronger Together

Outcomes

* PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
* PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusiveness in a variety of groups or contexts

Task

In groups of 2-4 create a 2-3min video around the idea of a school and or community for us all that is focusing on inclusivity. It would have a focus on raising awareness of a specific marginalised group (for example, LGBTI, cultural groups, the aged, the disabled, women, youth, Aboriginal and Torres Strait Islander peoples, people with a mental illness) and to promote their health and wellbeing within the community. Alternatively the video could be more generic and focus on inclusivity as a whole.

Names of group members are to be submitted to class teacher as soon as possible – should the teacher feel the group is not well suited there may be changes made (alternatively, teacher created groups could work well - particularly to encourage differentiated groups)

The video could take the form of an infomercial, a news report, a panel show, an interview, vox pop or other ideas the group may develop.

The video should have a clear transcript and using a storyboard will assist you in planning your filming. There are numerous storyboard templates on the internet.

[Storyboard template](https://boords.com/storyboard-template)

The video is to be uploaded to Google Classroom (or other, dependent on school requirements) clearly labelled with the names of all group members. The class will view all videos to complete peer assessment attached along with group assessment on how the group completed the task.

Steps to success

1. Read marking criteria carefully and come back to it as you continue your work. Ensure there is sufficient time to complete task before due date (a timeline may assist)
2. Research the group you are looking at and decide what format your video will take. Give your video a name that can be used for marking purposes.
3. While it is ok to look at videos others have made you are not to plagiarise the work of others. Teachers look on the internet too.
4. Create a rough storyboard and transcript – ensure that the focus is on inclusivity
5. Refine the above as needed
6. Make decisions re how you are going to video and that it is able to uploaded
7. Hand it in on time

Marking criteria – All in This Together

Peer assessment

Name of marker:

Name of video:

| Criteria | A5 marks | B4 marks | C3 marks | D2 marks | E1 marks |
| --- | --- | --- | --- | --- | --- |
| Recognises that diversity exists in the community and that a group or groups are marginalised |  |  |  |  |  |
| Demonstrates a thorough understanding of inclusivity showing skills and strategies that may be used by individuals and/or the community |  |  |  |  |  |
| Creates an original, creative, engaging and informative video |  |  |  |  |  |

Teacher feedback on your groups video

Group assessment

Write the members of your group in the numbered boxes, then assign yourself a level for each of the listed attributes. Then do the same for other members of your group. Be honest.

* A – outstanding
* B – excellent
* C – sound/average
* D – below average/poor
* E – weak

| Criteria | Myself | 1. | 2. | 3. |
| --- | --- | --- | --- | --- |
| Participated in group discussion |  |  |  |  |
| Contributed ideas |  |  |  |  |
| Did their fair share of the work |  |  |  |  |
| Quality of contribution |  |  |  |  |
| Group worked well together |  |  |  |  |

Any comments you would like to add?