

**Sample Assessment Task 14 (Part B)**

<b>Name of Task: The safety of playing a particular sport</b>		
<b>Oral Text-type for the Assessment:</b> <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
<b>Communication Functions:</b>		
<input checked="" type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____		
<b>Audience--teacher plus:</b> <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<b>Target audience:</b> <input checked="" type="checkbox"/> fellow students <input checked="" type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<b>Role(s) of audience:</b> <input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations
<b>Where on this continuum would you place the assessment task?</b>		
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input checked="" type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech
<b>Choice/task of the elective(s) used for the assessment:</b>		
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
<b>Topic/text/materials/resources used for the assessment activities</b> (e.g. websites, debate topics/social issues, books):		
1. Extreme sports articles (see Appendix 18) (adapted from <a href="http://en.wikipedia.org/wiki/Extreme_sport">http://en.wikipedia.org/wiki/Extreme_sport</a> ) 2. Sports safety article (see Appendix 19) (adapted from <a href="http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073">http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073</a> ) 3. Alphabet worksheet (see Appendix 20) (adapted from Upstream Intermediate Express Publishing) 4. <a href="http://www.afcd.gov.hk">www.afcd.gov.hk</a>		
<b>Description of activities leading to assessment</b>	<b><u>Knowledge Building:</u></b> <u>Sports in general:-</u> 1. Ask students to view websites of the sports suggested above. 2. Ask students to view videos of interviews with famous athletes in the world. 3. Ask students to read about extreme sports (see Appendix 25). 4. Ask students to read articles about sports safety (see Appendix 26). 5. Ask students to work together to complete a worksheet to find one sport beginning with each of the letters of the alphabet given in Appendix 27. 6. Ask students to choose a kind of sport that they would like to try and give 5 reasons (e.g. “I would like to try... because...”). 7. In a groups of four, discuss which kind of extreme sport(s) they would like to try (e.g. “I	

## Appendix 18

**Extreme sports** (also called **action sport** and **adventure sport**) is a media term for certain activities perceived as having a high level of inherent danger.<sup>1</sup> These activities often involve speed, height, high level of physical exertion, highly specialized gear or spectacular stunts.

At present date, there are no careful studies or statistics of deaths to separate activities with low or normal level of danger from those with high level of danger. It is instead used as a marketing term in promoting events such as the X Games.



Wave jumping wipeout. While attempting a forward loop in overpowered storm conditions off the coast of Cantabria, Spain, windsurfer Justin Wheeler gets catapulted

into a high double flip.



Ice climbing is a type of climbing.

While use of the term "extreme sport" has spread far and wide to describe a multitude of different activities, exactly which sports are considered 'extreme' is debatable. There are however several characteristics common to most extreme sports. While not the exclusive domain of youth, extreme sports tend to have a younger-than-average target demographic. Extreme sports are rarely sanctioned by schools. Extreme sports tend to be more solitary than traditional sports.<sup>1</sup> In addition, beginning extreme athletes tend to work on their craft without the guidance of a coach (though some may hire a coach later).

Activities categorized by media as extreme sports differ from traditional sports due to the relatively higher number of inherently uncontrollable variables. Athletes in these activities compete not only against other athletes, but also against environmental obstacles and challenges. These environmental variables are frequently weather and terrain related, including wind, snow, water and mountains. Because these natural phenomena cannot be controlled, they inevitably affect the outcome of the given activity or event.

In a traditional sporting event, athletes compete against each other under controlled circumstances. While it is possible to create a controlled sporting event such as X Games, there are often variables that cannot be held constant for all athletes. Examples include snow conditions for snowboarders, rock and ice quality for climbers, and wave height for surfers.

Whilst traditional sporting judgment criteria may be adopted when assessing performance (distance, time, score, et cetera), extreme sports performers are often evaluated on more subjective and aesthetic criteria. This results

in a tendency to reject unified judging methods, with different sports employing their own ideals and indeed having the ability to evolve their assessment standards with new trends or developments in the sport.

In recent decades the term *extreme sport* was further promoted by X Games, a multi-sport event created and developed by ESPN.<sup>[9][10]</sup> The first X Games (known as 1995 Extreme Games) were held in Newport, Providence, Mount Snow, and Vermont in the United States.<sup>[11][12]</sup>

The first authoritative history of the sports was published in 2004. Amped: How Big Air, Big Dollars and a New Generation Took Sports to the Extreme was written by journalist David Browne and published by Bloomsbury. The book provided an overview of the history, culture, and business of the sports and included interviews with athletes, company owners, and marketers.



Hang glider launching from Mount Tamalpais

The definition of extreme sports may have shifted over the years due to marketing trends. When the term first surfaced circa the late 1980s/early 1990s, it was used for adult sports such as skydiving, scuba diving, surfing, rock climbing, snow skiing, water skiing, snowboarding, mountain biking, mountaineering, storm chasing, hang gliding, and bungee jumping, many of which were undergoing an unprecedented growth in popularity at the time. Outside magazine, not the X Games, epitomized the meaning of the term, and if there was a clothing style associated with extreme sports it was an "outdoorsy" look favoring brand names associated with mountaineering or backpacking such as The North Face and Patagonia, Teva sandals or hiking boots for footwear, etc. The term nowadays applies more to youth sports like skateboarding, snowboarding, aggressive skating, FMX and BMX and is closely associated with marketing efforts aimed at the younger generation (e.g. the ad campaigns of Mountain Dew), and with their favored styles of clothing and music, especially the kind of urban baggy look associated with skateboarders, and loud, fast alternative rock.

The term gained popularity with the advent of the X Games, a made-for-television collection of events. Advertisers were quick to recognize the appeal of the event to the public, and as a consequence competitors and organizers are not wanting for sponsorship.



Snowboarder drops off a cornice.

## Sports Safety

Participating in sports is great for children and adults, both physically and psychologically. Sports can increase physical coordination, fitness, and self-esteem. In addition, sports can teach about teamwork and self-discipline.

However, players are susceptible to sports injuries. Half of all of these injuries can be prevented with proper use of safety gear, changes to the playing environment, and the establishment of sports rules that help prevent injuries.

Most sports injuries occur most often due to the following factors:

- lack of education and awareness about safety precautions and potential injury
- inappropriate or lack of equipment
- improperly conditioned players

The following are safety precautions recommended to prevent sports injuries:

- Wear appropriate safety gear and equipment.
- The playing environment should be safe.
- Safety rules should be enforced.
- Players should stay hydrated during and after sports.

### **Safety gear and equipment:**

Safety gear should be sport-specific and may include such items as goggles, mouthguards, shin-elbow-knee pads, and helmets. The safety gear should fit properly. In addition, sports equipment (such as bats, baskets, and goals) should be in good working condition and any damage should be repaired or replaced. The playing area should be free from debris and water.

### **The importance of a physical checkup:**

To make sure you or your child is physically fit to participate in a particular sport, a physician should conduct a "sports physical." These physicals can reveal physical strengths and weaknesses and help determine which sports are appropriate.

### **When is my child ready to participate in sports?**

Starting a child in sports too young will not benefit the child physically. The American Academy of Pediatrics (AAP) recommends that children begin participating in team sports at age 6, when they better understand the concept of teamwork. However, no two children are alike, and some may not be ready physically or psychologically to take part in a team sport even at age 6. A parent should base his/her decision on whether to allow the child to take part in a particular sport based on the following:

- age
- weight
- build
- physical development
- emotional development
- child's interest in the sport

Note: The American Academy of Pediatrics (AAP) recommends that late-developing teens avoid contact sports until their bodies have developmentally "caught up" to their peers' bodies.

### **The importance of hydration:**

Sweat lost during sports must be replaced with equal amounts of fluids, usually 1 to 1 1/2 liters per hour of intense sports activity. You or your child should drink fluids before, during, and after each practice or game. To avoid stomach cramps from drinking large amounts of fluids at once, drink about one cup of water (or a type of sports drink) every 15 to 20 minutes. Drinks to avoid include those with carbonation and caffeine.

The following are the most common symptoms of dehydration. However, each individual may experience symptoms differently. Symptoms may include:

- extreme thirst
- weakness
- headache
- dark-colored urine
- slight weight loss

If you or your child exhibits signs of dehydration, make sure you/he/she receives fluids immediately, as well as a snack. The symptoms of dehydration may resemble other medical conditions or problems. Always consult your physician for a diagnosis


Appendix 20

Name: \_\_\_\_\_

Class: \_\_\_\_\_ (     )

Sports and the Alphabet

I. Work together to find one sport beginning with each of these letters of the alphabet.

<b>A</b>	<b>L</b>	
<b>B</b>	<b>M</b>	
<b>C</b>	<b>N</b>	
<b>D</b>	<b>P</b>	
<b>E</b>	<b>R</b>	
<b>F</b>	<b>S</b>	
<b>G</b>	<b>T</b>	
<b>H</b>	<b>U</b>	
<b>I</b>	<b>V</b>	
<b>J</b>	<b>W</b>	
<b>K</b>	<b>Y</b>	

II. Choose a kind of sports that you would like to try and give FIVE reasons.

Exciting	challenging	thrilling	relaxing
Competitive	dangerous	frightening	risky
Exhausting	nerve-racking	demanding	physically demanding
Accurate	cooperative	daring	graceful
careful	determined	courageous	athletic
patient	intelligent	imaginative	talented
adventurous	thoughtful	confident	self-actualized

I would like to try \_\_\_\_\_ because

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III. In a group of four, discuss which kind of extreme sports or sports you would like to try.

You are \_\_\_\_\_ and you like \_\_\_\_\_, but you don't like \_\_\_\_\_.

Start your conversation by saying:

A: I'd love to try \_\_\_\_\_ because it is \_\_\_\_\_

B: really? Why?

C: Yes, I agree with you because...

D: No, I'm afraid I don't agree because...

IV. After six minutes, report which kind of sports your group would like to try and why.

