

HEALTH AND LIFE SKILLS

GRADE 2

V.I.F.
(VERY IMPORTANT FRIEND)

ALBERTA LEARNING

- PERFORMANCE ASSESSMENT -

Developed by AAC... everyday assessment tools for teachers

V.I.F. (VERY IMPORTANT FRIEND)

OVERVIEW

The purpose of this performance assessment is to provide specific opportunities for students to demonstrate and reflect on their friendship skills. Specifically, students will show appreciation and respect to their friends and classmates, and reflect on themselves as “good friends” by recording their own behaviour, describing their behaviour to others, and collecting testimonials from members of the family and community to provide evidence of their behaviour.

RECOMMENDED GRADE LEVEL – 2

TIME SUGGESTED

- **Assessment Task 1:** 15 minutes daily (week one)
- **Assessment Task 2:** One to two class periods (week two)

GENERAL OUTCOMES

SPECIFIC OUTCOMES

No.	Description	No.	Description
Health and Life Skills – Grade 2			
R-2	<i>Students will</i> develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.	R-2.5	<i>Students will</i> demonstrate ways to show appreciation to friends and others.
		R-2.6	<i>Students will</i> develop strategies to show respect for others; e.g., show interest when others express feelings, offer support.
L-2	<i>Students will</i> use resources effectively to manage and explore life roles and career opportunities and challenges.	L-2.1	<i>Students will</i> demonstrate organizational skills; e.g., notebook organization, desk organization.

English Language Arts – Grade 2			
GO 1	<i>Students will</i> listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.1.4	<p>Discover and Explore Experiment with language and forms</p> <p><i>Students will</i> use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information.</p>

CRITERIA for assessing student products/performances based on specific outcomes that will be evaluated

Task 1

Each student will:

- consciously demonstrate the friendship skills of showing respect and appreciation to others in the environment
- record and organize demonstrations of friendship skills, through creation of bracelets and writing or drawing about each gesture of friendship in a graphic organizer
- share meaning of bracelets effectively with a group of peers.

Task 2

Each student will:

- collect testimonials from a variety of contexts to provide evidence of personal friendship skills
- organize testimonials and information from bracelets and calendars into a presentation
- present effective reasons for being selected as a V.I.F. award winner
- reflect on personal friendship skills and growth.

MATERIALS AND RESOURCES

- lengths of yarn or plastic string for each student
- variety of colored beads
- handouts:
 - _____’s Weekly Calendar
 - Testimonial forms (3 per page)
 - V.I.F. Student Assessment Form
- suggested supplementary literature:
 - *Jessica* by Kevin Henkes
 - *I Miss Franklin P. Shuckles* by Ulana Snihura and Leanne Franson
- various other materials for student presentations; e.g., video camera, booklets

Teacher Note: Ensure that style of bracelets is framed as acceptable for both sexes.

PRIOR LEARNING EXPERIENCES AND INSTRUCTION

Before completing this performance assessment, students should be able to:

- share personal stories about friends and characteristics of a good friend, using vocabulary such as “appreciation,” “respect,” “kindness”
- demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement (Review of Grade 1, R–1.1)
- identify ways of making friends (Review of Grade 1, R–1.5)
- demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play (Review of Grade 1, R–1.6)
- use a variety of media for presentations
- organize and collect information for use in other tasks.

Teacher Note: It is important to help children participate in this self-reflective experience in a non-competitive way. Some children may make this into a competition for the longest bracelet, thus losing sight of what true friendship is all about. With reluctance you may want to limit the number of beads a child can earn, to avoid having to face a situation where a child has only one or two beads while others have considerably more. It is essential that “friendship” not be equated with the accumulation of beads. The gathering and returning of testimonials is reflective of **responsible** behaviour, and not necessarily of friendly behaviour. Testimonials are evidence of showing respect and/or appreciation.

STUDENT PRODUCTS/PERFORMANCES

Task 1

- Friendship bracelet
- Weekly calendar
- Share bracelets in small groups

Task 2

- Collect testimonials
- Presentation to V.I.F. Committee

DESCRIPTION OF ASSESSMENT TASKS

TASK 1

Title: Being a Good Friend

Purpose: To practice the friendship skills of showing appreciation and respect to people in the environment, and to record these gestures of friendship in a creative and organized way.

Part A - Fashionable Friends

Teacher Note:

- Tape one end of the yarn/string to a desktop.
- For every friendly gesture demonstrated, students will choose a bead and place on the string.
- Each friendly gesture and bead must be recorded on the weekly calendar; e.g., red = *Today I shared my scissors with my neighbor.*
- As new beads are added, make a pattern with the colors supplied.
- Leave room on the end of the yarn for tying.
- At the end of the week, remove the tape and tie the two ends of the yarn in a knot. Keep it with the weekly calendar for sharing in part B.

Assessment Activity: Students will create friendship bracelets and record their daily acts of friendship, as represented by each bead, on a weekly calendar. Evaluation of the activity will take place after completion of part B.

Part B - Sharing My Bracelet

Assessment Activity: In groups of 3–4, children will share the meaning of their bracelets, communicating the friendship skills they demonstrated.

- Organize students into groups of 3 or 4.
- Students will bring their bracelets and weekly planners.
- Students take turns sharing what friendly gesture the beads represent, referring to their calendars as reminders. Students can share the whole bracelet or a specific number of beads.

Teacher Note: Students will also need to keep their bracelets and weekly planners for use in Task 2. Have students complete the Student Assessment Form after the completion of part B.

Role and Audience: Students share their bracelets in small groups, as themselves. Their classmates are the primary audience, taking on the role of good friends who show appreciation and respect as good listeners while each person takes a turn. After the project, weekly calendars and bracelets can be posted on a friendship bulletin board in the classroom, extending the audience to encompass all members of the class.

TASK 2

Title: You've Been Nominated!

Purpose: To reflect on individual qualities of friendship and describe oneself persuasively as a good friend, based on collected evidence.

Assessment Activity: Students are to imagine that they have been nominated for a V.I.F. (Very Important Friend) award. This is a very prestigious award. In a presentation method of his or her choice, each student needs to convince the V.I.F. Committee that he or she is the best student for the award. The committee is looking for students who possess the friendship qualities of showing appreciation and respect for others. The V.I.F. Committee will accept a variety of presentation formats, including such media texts as letters, skits, friendship books, songs or multimedia presentations.

Teacher Note: The steps below illustrate possible ways to help students with this task:

- Think about how you are a good friend at school and out of school.
- Look back at your bracelet and your weekly planner to help you think.
- Go to people in your school, family, clubs and teams to acquire written testimonials about how you have demonstrated friendship skills.
- Brainstorm ways you could show the committee how you have been a good friend; e.g., skit, letter, speech, video, recording, puppet play, friendship book, song, multimedia presentation, and use these to plan the presentation.

Role and Audience: Each student assumes the role of “candidate” for the V.I.F. award. Class members and the teacher combine to become the V.I.F. Committee, as each candidate presents a description of his or her friendship skills to this very important audience.

_____’S WEEKLY CALENDAR

Use pictures or words to record your friendly gestures for each day of the week.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TESTIMONIAL

I caught _____ showing appreciation or respect.

Description of action(s):

Name: _____ Relationship: _____ Date: _____

TESTIMONIAL

I caught _____ showing appreciation or respect.

Description of action(s):

Name: _____ Relationship: _____ Date: _____

TESTIMONIAL

I caught _____ showing appreciation or respect.

Description of action(s):

Name: _____ Relationship: _____ Date: _____

ASSESSMENTS AND REFLECTIONS

“Continual self-reflection throughout the performance assessment enables students to assess progress, identify areas of difficulty, define learning and reassess goals. Self-reflection is the key to continued, powerful learning.” *How to Develop and Use Performance Assessments in the Classroom*, p. 31.

Teacher Note:



















- For Task 1, provide each student with the Student Assessment Form after completing parts A and B. Read through each statement carefully, and provide time for students to evaluate themselves based on each statement.
- For Task 2, provide each student with a simplified version of the rubric, or go over the rubric, asking students to generate simple examples of meeting the criteria at each level. You may have them evaluate themselves or each other using a simplified version, or complete the teacher assessment only.

Students’ self-evaluation(s) and the teacher’s assessment for Task 2 could be included in a portfolio or notebook.

TASK 1: STUDENT ASSESSMENT FORM

Name: _____

Date: _____

I spent time thinking about friendship.			
I chose to show appreciation and respect to others.			
My friendship bracelet showed all the kind things I did this week.			
The actions I wrote in my calendar showed that I am a good friend.			
My weekly calendar helped me organize my actions and thoughts.			
I think that I did a good job describing myself as a good friend in my group.			

If I did this again I would _____

TASK 2: V.I.F. CANDIDATE PRESENTATION

Level	Description of presentation
4 Excellent	<ul style="list-style-type: none"> • demonstrates a significant number of personal examples of showing appreciation and respect that required pre-planning (such as being well-mannered, trustworthy, relating own stories when consoling or sharing thought with others, and sticking to commitments made to others; e.g., I brought an extra snack to share with my friend) • includes several signed testimonials from a variety of contexts, such as school, family, clubs, sports, neighborhood • demonstrates the ability to communicate his/her friendship skills in a creative and effective presentation • demonstrates significant reflection and growth regarding personal friendship skills
3 Proficient	<ul style="list-style-type: none"> • demonstrates some personal examples of showing appreciation and respect that required thought (such as being honest, accepting of others, generous, and thoughtful; e.g., I asked a new student to play with me) • includes signed testimonials from a family member and at least one other context • demonstrates the ability to communicate his/her friendship skills with details in a presentation • demonstrates some reflection and growth regarding personal friendship skills
2 Adequate	<ul style="list-style-type: none"> • demonstrates personal examples of basic friendship skills (such as being helpful, pleasant, caring, happy, respectful, and willing to share; e.g., I shared a pencil with a classmate) • includes a signed testimonial from a family member • demonstrates ability to describe friendship skills generally • demonstrates some thinking about personal friendship skills
1 Limited*	<ul style="list-style-type: none"> • lacks personal examples of friendship skills • does not include collected signed testimonials • lacks description of personal friendship skills • does not demonstrate reflection or personal growth
Insufficient t/ Blank*	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

- When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

LINK AND LEARN

Adaptations/extensions for other subject areas or settings

- Focus the assessment activity on friendship in the whole class by using a “class” bracelet. Each time someone in the class makes a friendly gesture, place a bead on a class string. At the end of the week, each child can make a replica of the bracelet (follow the pattern) and take it home. “Friendship” can be a class issue, in addition to *or* instead of being an individual one. This could be carried on throughout the year.
- You may wish to create or establish a symbol of the V.I.F. award, such as a certificate, which could be presented to all students who meet the criteria for a 3 or 4 on the candidate presentation (or an alternative decided upon as a class). Awards could be presented to students publicly, at a school assembly or evening celebration of student success/achievement. Selected students may wish to rehearse their presentations for the event as well.

Connections with Mathematics

- Use a pattern activity with the friendship bracelet.
Student constructs the bracelet using an AB, ABC, AAB ... pattern;
e.g., red bead, green bead, green bead, which corresponds with an ABB pattern.
- Use nouns to show the pattern in a different way.
E.g., kiwi, orange, orange (fruit pattern)
dog, cat, cat (animal pattern)
- Use a body movement to show the pattern in a different way.
E.g., snap, clap, clap
stand, sit, sit
- Use pattern blocks or junk boxes to demonstrate your pattern, repeating 6 times.

Connections with Language Arts

Encourage students to use a variety of presentation methods to respond to one of the following questions:

- If you had 2 hours to spend with your friend, what would you do?
- What is a new thing you and your friend have learned to do?
- How did you meet your best friend?
- How do you know when someone is your friend?
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