

# HEALTH AND LIFE SKILLS

GRADE 4

HOW SHOULD I ACT?

**ALBERTA LEARNING**

- PERFORMANCE ASSESSMENT -

*Developed by AAC... everyday assessment tools for teachers*

# HOW SHOULD I ACT?

## OVERVIEW

Students are often faced with potentially threatening or conflict situations that call for risk management skills. Typically they respond in one of three ways: passively, aggressively or assertively. The outcome of the potential threat is often tied to the method of response. In this performance assessment, which may be introduced through literature, video or everyday issues and discussions, students will develop knowledge and skills to apply to real-life risk management situations. Students will learn to demonstrate aggressive, assertive and passive roles through discussion and exploration of different things to say, ways to act, body language, gestures and facial expressions. This knowledge will be useful for application in potentially threatening situations.

## RECOMMENDED GRADE LEVEL – 4

## TIME SUGGESTED

- **Assessment Task 1:** Two 40-minute periods
- **Assessment Task 2:** Two to three 40-minute periods (for preparation and presentation)

## GENERAL OUTCOMES

## SPECIFIC OUTCOMES

No.	Description	No.	Description
Health and Life Skills – Grade 4			
<b>W-4</b>	<i>Students will</i> make responsible and informed choices to maintain health and to promote safety for self and others.	<b>W-4.7</b>	<i>Students will</i> describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies.
<b>R-4</b>	<i>Students will</i> develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.	<b>R-4.7</b>	<i>Students will</i> practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language.

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

### **Task 1**

#### **Each student will:**

- identify specific actions, statements or gestures as representative of passive, assertive or aggressive roles
- demonstrate, through role-playing, an understanding of passive, aggressive and assertive behaviours and their consequences
- identify and practise effective communication skills to reduce escalation of conflict related to passive, aggressive and assertive behaviours and postures.

### **Task 2**

#### **Each student will:**

- demonstrate understanding of the terms passive, aggressive and assertive by suggesting possible statements, actions or gestures for each category
- present three alternative solutions to a conflict situation, demonstrating passive, aggressive and assertive behaviours, and illustrating the positive and negative consequences of each
- consider audience and purpose in creating an informative presentation.

## **MATERIALS AND RESOURCES**

- one literature selection that presents a starting point for discussion of a relevant issue for analysis. An example might be: *Oh The Places You'll Go* by Dr. Seuss. Other titles can be chosen depending on availability and group interests or issues
- web page for teacher information on de Bono's ideas:  
<http://www.edwdebono.com/debono/shvdb1.htm> Exercises with hats may be helpful in role-playing
- information on assertiveness training ideas presented at the BBC website:  
<http://www2.bbc.co.uk/education/bully/you.htm>
- example scenarios that might be encountered by Grade 4 students for role-plays in Task 1
- poster paper, chart paper and other materials that may be needed for a variety of presentation formats
- HyperStudio, ClarisIdeshow or PowerPoint as electronic presentation software

## **PRIOR LEARNING EXPERIENCES AND INSTRUCTION**

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

- describe effective communication skills and strategies to express feelings; e.g., appropriate expression of anger (from R-3.4)
- identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares (from W-3.7)
- define and use the words passive, aggressive and assertive, and demonstrate what these behaviours look, sound and feel like (W-4.7)
- discuss conflict resolution using terms such as “conflict,” “consequence,” “risk,” “communication” and “escalate”

- define the term “body language” and demonstrate understanding through describing or showing examples (from R-4.7)
- role-play a given situation to demonstrate a specific skill or intent.

## STUDENT PRODUCTS/PERFORMANCES

### Task 1

- Role-play three different ways of dealing with a variety of given situations; i.e., passively, assertively and aggressively.

### Task 2

- Produce a visual/oral presentation explaining passive, aggressive and assertive behaviour and its consequences.

## DESCRIPTION OF ASSESSMENT TASKS

### TASK 1

**Title:** How Should I Act?

**Purpose:** To demonstrate an understanding of how different responses—passive, aggressive and assertive—can affect the outcomes of potentially threatening or negative situations.

**Assessment Activity:** Students will role-play three ways of responding to a potentially threatening situation, illustrated by a scenario provided by the teacher, showing the potential consequences of each.

**Teacher Note:** Here are some suggested steps for facilitating the activity:

- In class discussions, help students generate ideas about what passive, assertive and aggressive responses look like and record them, with pictures if possible, in chart form.
- Provide each group with a realistic scenario for small-group discussion. Typical examples might include such issues as whether or not to try smoking, shoplifting or cheating. Other examples might focus on dealing with bullies on the playground, someone hurting your feelings, pushing in line, or someone spreading gossip about you.
- Discuss the scenario in the groups, and generate three possible answers. Suggestions are recorded in chart form. Teachers may want to have students use the terms “Hot, Cold and Cool” responses, where “Cool” is the assertive response, a behaviour that asserts rights with respect and fairness, calmly and confidently. “Hot” is the aggressive response, a behaviour that attacks, belittles, controls or defeats in an angry way. “Cold” is the passive response; the victim, who gives up, runs away, withdraws or becomes depressed.

- After analyzing the possible ways of dealing with the situation in the scenario, each group plans to role-play the various responses.
- Students will present the role-play for their situation, illustrating different options they might use to deal with a situation and the different possible outcomes depending on the response given to the threat.
- Have students discuss the role-plays in general, identifying the most effective methods of dealing with the scenarios, and the consequences of each type of behaviour illustrated.

**Role and Audience:** Students will assume various roles and postures in each role-play, depending on the scenario provided, and dramatize various responses to the situation in front of an audience of peers and teacher. For example, a student may be acting as another student who is in a crisis, responding to the given situation in three different ways; or a student may act as a teacher dealing with an angry student in a similar role-play.

## TASK 2

**Title:** “Let’s Ask the Experts”

**Purpose:** This assessment task requires students to organize their role-play of a situation into a visual/oral presentation for peers, which clearly demonstrates their understanding of passive, aggressive and assertive behaviours and their respective consequences in dealing with a conflict situation.

**Teacher Note:** Students may work with the same scenario they used in the original role-plays, choose a different scenario, or create one of their own. Teachers may wish to allow some students to work individually, rather than in groups, depending on individual preferences and presentation styles.

**Assessment Activity:** In their groups or individually, students are to design a presentation, in a creative format, demonstrating their knowledge and application of the three types of behaviour and their respective outcomes, such as a puppet play, video, storybook for younger children, talk show, storyboard, slide show. These presentations are meant to provide help and applicable suggestions for peers and younger students to help them in dealing with potentially difficult situations.

**Role and Audience:** Students will become “experts” on passive, aggressive and assertive behaviours, presenting their information in an educational and creative way to an audience of classmates and/or younger students who require the information they have to present.

# 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.

Students should be invited to evaluate and support their own performance based on the criteria from the rubrics provided.

## **Teacher Note:**

- You may wish to create simplified student rubrics, written in language appropriate for Grade 4 students, or take the time to go through both rubrics with students before asking them to perform a self-evaluation. The self-evaluation and teacher evaluation may be included in a portfolio or notebook.
- You may also wish to use the following questions for further student reflection to follow up the activities:
  - How can this exercise help you in dealing with a potentially threatening situation in the future?
  - What are some things you have learned that you can do or say to protect yourself in the future?

## TASK 1 RUBRIC: ROLE-PLAY

Level	Description of role-play
<b>4 Excellent</b>	<ul style="list-style-type: none"> <li>• demonstrates a purposeful, detailed and insightful portrayal of the scenario</li> <li>• uses appropriate gestures, facial expressions, body language and words to produce the intended responses</li> <li>• engages the audience through clear articulation, voice projection and creativity</li> </ul>
<b>3 Proficient</b>	<ul style="list-style-type: none"> <li>• demonstrates an accurate portrayal of the scenario with some important details included</li> <li>• demonstrates an understanding of gestures, facial expressions, body language and words</li> <li>• engages the audience through adequate articulation and interesting ideas</li> </ul>
<b>2 Adequate</b>	<ul style="list-style-type: none"> <li>• demonstrates a partially accurate portrayal of the scenario</li> <li>• demonstrates some understanding of gestures or facial expressions, body language or words</li> <li>• partially engages the audience</li> </ul>
<b>1 Limited*</b>	<ul style="list-style-type: none"> <li>• portrays the scenario inaccurately</li> <li>• demonstrates little understanding of the intended behaviours and gestures</li> <li>• fails to engage the audience</li> </ul>
<b>Insufficient/ Blank*</b>	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.

## TASK 2 RUBRIC: PRESENTATION

Level	Description of presentation
<b>4</b>  <b>Excellent</b>	<ul style="list-style-type: none"> <li>• presents information that is thorough and convincing</li> <li>• clearly illustrates and identifies three distinct levels of response</li> <li>• demonstrates mastery of the role intended in each depiction of a role (on a poster or story board, an act in a play or a HyperStudio card)</li> <li>• demonstrates complete understanding of the consequences of each level of response</li> </ul>
<b>3</b>  <b>Proficient</b>	<ul style="list-style-type: none"> <li>• presents information in a convincing manner</li> <li>• illustrates three different responses</li> <li>• demonstrates the intended role in each depiction of a role</li> <li>• demonstrates clear understanding of the consequences of each level of behaviour</li> </ul>
<b>2</b>  <b>Adequate</b>	<ul style="list-style-type: none"> <li>• presents complete information</li> <li>• includes three different responses</li> <li>• demonstrates a role in each depiction</li> <li>• demonstrates understanding of behaviours and consequences</li> </ul>
<b>1</b>  <b>Limited*</b>	<ul style="list-style-type: none"> <li>• presents incomplete information</li> <li>• includes fewer than three responses</li> <li>• does not demonstrate a role <i>or</i> depicts an unrelated or unclear role</li> <li>• does not demonstrate understanding of the objective</li> </ul>
<b>Insufficient/ Blank*</b>	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 subjects or settings

- Students could easily revisit the Health and Life Skills outcomes addressed in these assessment tasks throughout the year in dealing with real issues that may come up. They could apply the role-play procedure in a simplified way as part of their problem-solving process for these issues.
- **Integration with Language Arts:** Teachers could devote more time to reading and discussing literary selections, videos or other media in which characters face issues and deal with them in one or more of the three response types being studied. An excellent literature selection in which characters choose an effective method of handling a difficult situation (providing an example of choosing an effective reaction and achieving a positive outcome) is found in “The Schoolyard Bully,” by Peg Keret. This story can be found in the *Issues Collection* anthology entitled *Justice*, published by McGraw-Hill Ryerson. Although the anthology was published for older students, the selection highlights characters in the fifth grade that stand up to a known school bully in an effective way. It could be very effective if read to Grade 4 students.
- **Integrating Information and Communication Technology (ICT) Outcomes:** Students could consider the issue of appropriate use of the Internet and apply the assessment tasks to related scenarios. Students will find very practical information at the “Stay Alert, Stay Safe” website on street proofing at: <http://www.sass.ca/>.
- For cross-graded experiences, Grade 4 students could share their projects with younger students to offer suggestions to deal with threatening situations. Care should be taken in that the content of the issues is appropriate for younger grades. This can be pre-corrected by providing students with suitable scenarios to begin with.
- Some students may wish to prepare their presentations for public sharing at school assemblies, such as a *Safe and Caring* Assembly dealing with an appropriate topic or theme, or during an assembly or evening ceremony showcasing student achievement.

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