

# HEALTH AND LIFE SKILLS

## GRADE 6

THE SAFETY NETWORK  
(TSN)

**ALBERTA LEARNING**  
- PERFORMANCE ASSESSMENT -

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

OCTOBER 2001

# THE SAFETY NETWORK (TSN)

## OVERVIEW

In this performance assessment, students have the opportunity to demonstrate their understanding of safety skills and procedures and enhance their level of social responsibility. In the first of two activities, students will observe and record examples of responsible safety behaviors in the school and on the playground. They will write a plan for improvement of playground safety based on any needs or problems they may have noticed during this observation phase. In the second activity, students will choose one or more noteworthy examples of responsible safety behavior from their observations, which will become the topic of a newscast presentation for the class.

## RECOMMENDED GRADE LEVEL – 6

## TIME SUGGESTED

- **Assessment Task 1:** 2 or 3 recess periods over a week or part of a week
- **Assessment Task 2:** 2 – forty-five min. classes for presentation

**GENERAL OUTCOMES****SPECIFIC OUTCOMES**

<b>No.</b>	<b>Description</b>	<b>No.</b>	<b>Description</b>
<b>W-6</b>	<p><b>Health and Life Skills</b> Students will make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><b>Health and Life Skills, continued</b></p>	<p><b>W-6.8</b> Students will analyze how laws, regulations and rules contribute to health and safety practices</p> <p><b>W-6.9</b> Students will evaluate the impact of personal behavior on the safety of self and others</p> <p><b>W-6.10</b> Students will demonstrate responsibility for, and skills related to, the safety of self and others; e.g., babysitting, staying home alone, demonstrating Heimlich maneuver/abdominal thrust techniques</p>	
<b>R-6</b>	Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.	<b>R-6.6</b>	Students will develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community.
<b>GO 4</b>	<p><b>Language Arts 6</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<b>4.3.3</b>	<p><b>Present and share</b> Students will demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication.</p>

**CRITERIA for assessment of student products/performances based on specific outcomes that will be evaluated.**

<p><b>Task 1</b></p> <p><b>Each student will</b></p> <ul style="list-style-type: none"><li>• observe and record safety behaviors among grade 6 students in the classroom, in the school or on the playground.</li><li>• identify ways to help younger students or siblings within the school to learn and follow safety procedures.</li><li>• reflect on observations and suggest ways of promoting improved safety on the playground or in the school.</li></ul>	<p><b>Task 2</b></p> <p><b>Each student will</b></p> <ul style="list-style-type: none"><li>• present a well-prepared newscast on “TSN” to the class.</li><li>• identify and report on one or more “newsworthy” examples of responsible safety behavior observed in the school community among grade 6 students.</li><li>• demonstrate understanding of safety procedures, through detailed explanation of the noteworthy safety behavior selected (how it conforms to rules, how it impacts own safety or safety of others, how it demonstrates a necessary safety skill).</li><li>• demonstrate a specific safety procedure related to the safety behavior(s) identified in the newscast.</li><li>• demonstrate knowledge of organizing and presenting an effective class presentation.</li></ul>
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## MATERIALS AND RESOURCES

- Handouts:
  - “TSN” Safety Reporter chart
  - Plan for improving playground safety
  - “TSN” presentations
- Student self-assessment rubric for “TSN” presentations
- Resources for home, school and babysitting safety, and for performing safety procedures such as abdominal thrusts (see the *Guide to Implementation for K-9 Health and Life Skills* for information and suggested sources)

## PRIOR LEARNING EXPERIENCES AND INSTRUCTION

### Before completing the performance assessment tasks, students will be able to

- describe how laws, regulations and rules relate to health and safety practices in their school and community (from W-6.8).
- describe the way their own behavior can affect safety of self and others at school and in the community (from W-6.9).
- demonstrate responsibility for, and skills related to, the safety of self and others; e.g., babysitting, staying home alone, basic first aid (from W-6.10).
- generate ideas for maintaining and enhancing appropriate cross-age relationships with younger children in school, at home and in the community (e.g., through examining their role in teaching and performing safety behaviors to younger children). (from R-6.6).
- identify the elements of an informative and entertaining newscast and incorporate them in a class presentation.
- identify and explain examples of students performing safety behaviors or conforming to safety behaviors/rules at school, at home and in the community.

**Teacher Note:** Teachers are encouraged to modify this task to accommodate the wide range of abilities and learning styles in the class. Optional methods of demonstrating learning can provide for varying student capabilities. For instance, a written news article, accompanied by an illustration, could replace a “live” newscast.

## STUDENT PRODUCTS/PERFORMANCES

<b>Task 1</b> <ul style="list-style-type: none"><li>• Safe Behavior Reporting Chart</li><li>• A plan for improving playground safety</li></ul>	<b>Task 2</b> <ul style="list-style-type: none"><li>• Newscast/news report (with “lead story,” interview and live demonstration) or alternative presentation of same material</li></ul>
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## DESCRIPTION OF ASSESSMENT TASKS

### TASK 1

**Title: The Safety Reporter at Work**

**Purpose:** To observe student behavior in school/on the playground and to suggest ways to improve local playground safety.

**Assessment Activity:** Students are to observe their peers on the playground and in and around the school during a fixed period, looking for examples of model safety behaviors. They are to record their observation data in the chart provided. At the same time, they are to be looking for examples of behaviors that are unsafe or problematic, while making suggestions about how to improve these. Students are then required, to create a plan for improving safety behaviors at their school using the “Plan for Improving Playground Safety.”

**Teacher Note:**

- Begin with a discussion of the role of a reporter collecting information for a story. Relate this to the task by asking what kinds of things a “safety reporter” would be looking for among grade 6 students in the school (following rules, behaving in ways that promote the safety of others, helping younger children, etc.).
- Ensure that sufficient time has been spent on the related Wellness outcomes related to safety (W-6.8, 6.9, 6.10) listed in “learning experience and instruction.” Spend time on this before assigning the assessment tasks if it has not been covered previously.

- Provide students with the “TSN” Safety Reporter chart and give them a fixed period of time in which to observe and record their data; for instance, have them work on it during two or more recess periods, or over a week at their own discretion, depending on the capabilities of students and the time available for the task.
- When students have completed their data charts, lead a class discussion about the kinds of positive behaviors observed. Then ask for ideas about what could be improved to make the playground safer for the younger students, based on suggestions from the “TSN” Safety Reporter Chart. Students can use information from this discussion, along with their own ideas, to complete their “Plan for improving playground safety.” Note that students will need to keep a copy of their data charts and plans for use in preparing for Task 2.

**Role and Audience:** Individual students will assume the role of “safety reporters” to observe their peers and report these observations to an audience of peers and the teacher via data charts. Data charts will be shared with classmates in a class discussion prior to formal sharing in Task 2.

# TSN Safety Reporter Chart page 1

Name of Safety Reporter: \_\_\_\_\_

Place and time	Behavior(s) or action(s) observed	Name(s) of model student(s)

# TSN Safety Reporter Chart

page 2

Name of Safety Reporter: \_\_\_\_\_

Safety problems observed	Place and time	Suggestions for improvement

**Class discussion notes:**

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# Plan for Improving Playground Safety

Name of Safety Reporter: \_\_\_\_\_

Behavior to be improved	Strategies for improvement	
	How	When and Where
1.		
2.		
3.		

## TASK 2

### **Title: The Safety Network News**

**Purpose:** To showcase responsible safety behavior among peers in the school, and to demonstrate understanding of correct and responsible safety procedures at home, at school and in the community.

**Teacher Note:** Students have been asked to observe on the playground, and in the classroom, acts that demonstrate responsibility, knowledge of safety procedures or helpfulness, and they will refer back to the data collected in preparing for this activity. Use the “TSN” Presentations handout to explain the assessment activity to the class. You may wish to use/show sample newscasts before the activity to emphasize the elements of an effective news story (such as catchy headlines, interviews, special demonstrations by “experts on location,” etc.). You may also wish to spend Language Arts time working on the preparation, if possible. Some students may want to prepare simple costumes and props to enhance their presentations. Teachers may also allow small groups of students (2-3) to work together on preparing one newscast, having them combine their data and present more than one “newsworthy incident” in the presentation. Discuss examples of possible skills demonstrations that could be incorporated, based on the types of behaviors observed by your students (i.e. first aid skills, assertiveness skills, getting help from an adult, etc.). The newscasts could be videotaped to make them more authentic, allowing students to perform their self-assessments while viewing themselves on tape.

**Assessment Activity:** Students will refer to their playground observation data and choose one significant incident or example of responsible safety behavior for the subject of their newscast. They will prepare a script for the newscast and rehearse it for presentation, considering the elements of a successful newscast and of an effective oral presentation.

**Role and Audience:** Students will assume the role of news reporters and announcers, presenting safety newscasts to a “television audience” of classmates and teacher.

## “TSN” Presentations

Your class has been asked by “TSN”- The Safety Network – to appear on an important television program. You (or you and a partner) will become newscasters, presenting a live report on playground safety behaviors at your school. To be successful in this presentation, you will need to:

- Choose one or more examples of excellent safety behavior you observed at school (from your Safety Reporter’s Chart)
- Write a script for yourself and your partner, in which you:
  - introduce the student or students who were models of safety behavior
  - describe the safety behavior(s) you observed
  - explain why this behavior is a good example, and why it is important for playground/school safety
  - demonstrate a skill related to this safety behavior
- Rehearse your presentation, working on applying skills for an effective oral presentation
- Prepare props, posters or costumes if needed for your presentation

## 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.

- For Task 1, teachers should assess student products using the rubric for “The Reporter at Work.” Teachers should be sure to go over the assessment criteria with students prior to the assessment, explaining the language of the rubric in terms students will understand.
- For Task 2, students should be invited to evaluate and support their own performance based on the criteria from the rubric provided. Sufficient time should be spent going over the criteria, or a simplified version should be created for student use. Student assessment of the presentation should be done prior to teacher assessment if possible.
- Both student and teacher assessments can be filed in a portfolio or student notebook.

## TASK 1: The Reporter at Work

Contains one or more specific examples of safety behaviors in school and on the playground

Level	Description of reporter's data chart and plans for improvement
<b>4</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>• Includes several thoughtful suggestions for improving playground safety, with examples and explanations</li> <li>• Demonstrates awareness of enhancing cross-age relationships with younger students through suggestions for improvement</li> </ul>
<b>3</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>• Includes thoughtful suggestions for improving playground safety, with some examples and explanations</li> <li>• Demonstrates awareness of improving relationships with younger students through suggestions for improvement</li> </ul>
<b>2</b> <b>Adequate</b>	<ul style="list-style-type: none"> <li>• Includes suggestions for improving playground safety</li> <li>• Demonstrates some awareness of improving relationships with younger students through suggestions for improvement</li> </ul>
<b>1</b> <b>Limited*</b>	<ul style="list-style-type: none"> <li>• Includes few, if any suggestions for improving playground safety</li> <li>• Does not demonstrate awareness of improving relationships with younger students</li> </ul>
<b>Insufficient</b> <b>/ 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 limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## TASK 2: “TSN” Presentation

Contains one or more specific examples of “newsworthy” safety behaviors in the school setting

<b>Level</b>	<b>Description of newscast:</b>
<b>4</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>• Demonstrates clear understanding of the impact of such safety behaviors through detailed explanations and examples</li> <li>• Shows awareness of safety skills through an effective or creative demonstration</li> <li>• Contains many elements of an effective newscast, presented in creative ways</li> </ul>
<b>3</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the impact of safety behaviors through explanations and/or examples</li> <li>• Shows awareness of safety skills through an adequate demonstration</li> <li>• Contains elements of an effective newscast, presented in creative ways</li> </ul>
<b>2</b> <b>Adequate</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the impact of safety behaviors through basic explanations and/or examples</li> <li>• Shows awareness of safety skills through a simple demonstration</li> <li>• Contains some elements of an effective newscast</li> </ul>
<b>1</b> <b>Limited*</b>	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of the impact of such safety behaviors through lack of explanations and/or examples</li> <li>• Shows little awareness of safety skills through lack of demonstration</li> <li>• Contains few, if any elements of an effective newscast</li> </ul>
<b>Insufficient</b> <b>/ 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 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**

- A successful plan for improving playground safety could be taken on as a class or grade project and implemented for a trial period, evaluated, revised and continued. A successful revised plan could be adapted and shared for use by all students in the school.
- Some students may wish to rehearse their newscasts for presentation to audiences of younger students, at student assemblies or at public celebrations of student achievement to showcase their work in Health and Language Arts.
- In an integrated Language Arts/Health setting, this activity could be extended to include several Language Arts objectives, for instance:

G. O. 2, 2.4.4: Produce narratives that describe experiences and reflect personal responses

G. O. 3: Manage ideas and information

G. O. 4: 4.3.1: Present to peers ideas and information on a topic of interest, in a well-organized form

G. O. 4: 4.3.4: Connect own ideas, opinions and experiences to those communicated in oral and visual presentations

- Grade 6 students could be paired with primary-grade buddies to learn simple first aid procedures together, with grade 6 students acting as teachers and/or helpers.

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