



Grade 6C: HEALTH

Name: _____

Date: __/__/____ (dd/mm/yyyy)

Positive Social Environments Assignment

Alberta Curriculum: RELATIONSHIP CHOICES

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

UNDERSTANDING AND EXPRESSING FEELINGS (R-6.1 - R-6.4) & INTERACTIONS (R-6.5 - R-6.9)

Task:

→ Your objective is to create a skit based on a problem you have experienced, or seen others experience; which may have affected them socially and emotionally.

→ Throughout the skit you must address the following outcomes:

- The cause of the problem
- The emotional and social consequences
- How to best deal with the situation in order to help those involved

→ Your group's skit will be set to a maximum of 5 minutes. All group members must play a Notes vital role. Please ensure you have completed the reflection portion of your skit.

Cause:	/2	Notes:
Consequence:	/2	Notes:
Resolution:	/2	Notes:
Presentation:	/4	Notes:
Reflection:	/4	Notes:
Group Reflection: ***Be sure to include your planning process, how the skit made you feel; and lastly, group contributions (Please fill out Cooperative Learning handout & Student Self Reflection). Thank you.		

Group Names:

Total: /14

Bully Butch

Cause:

There's a bully on the playground, but one kid is having none of it. Although the bully wants to fight, Bobby has a trick planned to stop him.

Characters:

Bobby, played by a relatively small kid

Bully Butch, played by a larger kid

Other kids (as many as you want)

SCRIPT:

A group of kids run on-stage. It is recess and they chase each other around. One is kicking a ball. Bully Butch enters and is surrounded by some of the other kids. He brags loudly about himself, pushes a kid, grabs someone's lunchbox, and kicks a ball away. Bully Butch starts to pick on Bobby, calling him names like, "Wimp." The other kids join in.

Bobby stands his ground, not responding to Bully Butch. This makes Bully Butch even madder and he gets louder and more abusive. Finally he says, "You've made me so mad, I'm gonna hit you!"

Bobby says, "Go ahead. But I won't hit you back. You are just a bully and only pick on someone smaller than you are."

Bully Butch calls Bobby, "Chicken!"

Bobby responds, "I'm not afraid of you. If you hit me, you will get expelled. Go ahead."

Resolution:

The two boys begin to circle each other. When Bobby manages to get behind Bully Butch, he grabs him around the waist and hangs on. Bully Butch tries to shake Bobby off, but cannot do so. The other kids find this hilarious and start laughing. Bobby lets go so suddenly that Bully Butch falls to the ground. Bobby runs off, while the other kids laugh at Bully Butch. Bobby calls back over his shoulder, "I think your days of bullying are over!"

An Islamic Perspective: Consequence

Interactions between individuals, from an Islamic point of view, are governed by the fundamental right of sanctity of life, honor, and property. Therefore, anything that compromises these rights should be stopped. In *Sūrat'l- Ḥujurāt* (49:10-12), Allah says, "*Verily, the believers are brothers...*

As the Prophet (peace be upon him) said, "***Help your brother, whether he is an oppressor or he is oppressed.***" ***The Prophet was asked: "It is right to help him if he is oppressed, but how should we help him if he is an oppressor?" He replied: "By preventing him from oppressing others.***"(*Ṣaḥīḥ* Bukhāri, Volume 3, Ḥadīth 624)

Islam doesn't tolerate any form of bullying. All Muslim believe that all forms of bullying are invalid due to the immorality of the deed. And all followers of Islam trust that they have a duty to modify all forms of evil.



Cooperative Learning

Name: _____

Date: __/__/____(dd/mm/yyyy)

Subject: _____// Unit & Project Topic or Title: _____ & _____; Term: ☐ 1 ☐ 2

Direction: Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Standards: 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	Group Member:_____	Group Member:_____	Group Member:_____	Group Member:_____
Participated in group discussions.	3	4			
Helped keep the group on task.	4	2			
Contributed useful ideas.	3	3			
How much work was done?	2	3			
Quality of completed work	3	2			
Column Totals →	15	14			

Self-Evaluation

Briefly describe your contribution to the cooperative learning project (*What did you learn from this project?*):

If you were doing this project again, what would you do differently to improve your work?

How could your team work together more effectively next time?

You're Grade for Yourself (*Please check one*):

Level 4 (80% -100%) **Level 3 (65% -79%)** Level 2 (64%-50%) Level 1 (49% -0%)



Grade 6C: Health

Group Skit Presentation Rubric

Date: ___/___/___ (dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__; Class Average: __ Parent Signature: _____

Level Criteria	Excellent Level 4	Proficient Level 3	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Organization: (_/2)	Presentation was very organized and was very easy to follow. Transitions between group members were well planned and executed cleanly.	Presentation was fairly organized and pretty follow able. Transitions might have been slightly discontinuous but did not take away greatly from the overall presentation.	Presentation was not clearly organized. Transitions between members were jumpy or awkward.	Presentation lacked organization. Poor transitions between group members' individual parts. Presentation lacked order and very difficult to follow.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Teamwork/Participation (_/2)	The group worked very well with each other and the presentation was shared equally among the group members.	The group worked well with each other and communicated well. Some members participated slightly more than others.	Group communicated relatively well with a few lapses in the presentation; some students dominated the presentation and others did not participate much.	Group did not work well together. There were obvious miscommunications and lapses in the presentation.	
Content (_/3)	Group members had a stronghold on the content and content was thoroughly addressed. No mistakes were made with regard to content knowledge. All 4 used	Most of the group members has a solid understanding of the content. Content missing minor elements or contained minor errors. 3 or more used	Group members had only a superficial understanding of content. Several mistakes were made during the presentation. 2 or more used.	Group members had little to no understanding of the content addressed in the presentation. 0-1 used	
Visual Aid(s)/Props (_/1)	Visual aids/Props used were used effectively throughout presentation. Group members used visual aids as a supplement, not as a crutch.	Visual aids/Props used were somewhat effective, but weren't used consistently throughout presentation.	Visual aids/Props used did not support verbal presentation. They lacked information, or group members read from them.	Visual aids/Props were not used at all.	
Maturity/Professionalism (_/2)	All group members were professional and mature during presentation. They took their assignment seriously.	Most group members were professional and mature during presentation.	A few of the group members were professional and mature during presentation.	Group members were immature and unprofessional during presentation.	
Time (_/1)	Group used 4-5 minutes for their skit.	Group used 3 minutes for their skit.	Group used 2 minutes for their skit.	Group used 1 minute or less for their skit.	

Teacher's Comments - Area for Growth and Action Plans (if below "level 2"):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.

Name: _____

Class: _____

Date: _ _ / _ _ / _ _ _ _ (dd/mm/yyyy)

Student Reflections

1. Give a brief description of the project or activity you have completed.
2. **Outward-Looking:** What grade would you give it? Why?
3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?
4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?



Grade 6

Rubric for Student Reflections: _____

Date: __/__/____(dd/mm/yyyy)

Term: ☐ 1 ☐ 2

Name: _____

Assessment type: ☐ D ☐ F ☐ S

Overall: Mark/Level: __/__; Class Average: __ Parent Signature: _____

Level Criteria	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Reflective Thinking (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late (_/1)	0	1	2	3++	--Not Hand In

Teacher's Comments - Area for Growth and Action Plans (if below "level 2"):

☐ Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.