

## Level 1: LST Classroom Assessment Tool

The *LifeSkills Training* Classroom Assessment Tool is designed to assist teachers in evaluating students' knowledge and skill comprehension in each of the Level 1 *LifeSkills Training* Units. It is provided as a suggested approach and teachers should feel free to adapt the tool for their students' learning abilities and needs.

The first section evaluates homework completion and the quality or breadth of understanding of the concepts of the homework assignments.

### **Homework Completion Assessment: Average of Quantity and Quality of Completion (4 points)**

#### **Quantity of Completion**

1 No components	2 Some components	3 Most Components	4 All Components
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#### **Quality of Completion**

1 Poor	2 Fair	3 Good	4 Excellent
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### **Participation Assessment (1 point)**

Students may earn one point per session for classroom participation in facilitated discussions.

### **Unit Assessments**

Unit assessments include short-answer questions to assess cognitive learning. Skill assessments measure the extent to which the learners demonstrate the key components of the skill during coaching, behavioral rehearsal practice, and completion of skill practice worksheets in the Student Guide

## Self-Image Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of self-image? (1)

A1. Self-image is the mental picture (beliefs and attitudes) that we have about ourselves.

Q2. Name two places where self-image comes from. (2)

A2. Answers should include two of the following: friends, family, our own successes, failures, and experiences in life. Also acceptable: Responses that identify other significant external image references, e.g., media.

Q3. What are the four steps for setting a goal? (4)

A3. Realistic, Manageable, Measurable, and Meaningful.

Q4. What are two important tips for achieving goals? (2)

A4. Any 2 tips found in the LST Level 1 Student Guide, page 14.

Q5. Why is goal setting important? (1)

A5. Any response that reflects the connection between how we see ourselves and how we behave and the capacity to change or accomplish objectives.

### Skill Acquisition Assessment (5 points)

1 Collect Worksheet 3, Recording My Progress, LST Level 1 Student Guide, p. 15.

2 Evaluate whether the overall goal and each sub-goal meets the Realistic, Manageable, Measurable, and Meaningful standards defined in the unit.

3 Apply the four point rubric for quality and quantity of demonstration of the skill of goal setting.

4 An additional point may be given for evidenced completion of each sub-goal.

## Decision-Making Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. Give one example of an everyday decision that you make.

A1. What to wear, what to eat, etc.

Q2. Describe the difference between simple choices and a major decision.

A2. Simple choices can be decided on what we like. Major decisions require more thought.

Q3. What does *to influence* mean?

A3. To be persuaded or pressured by other people or other factors when making choices or decisions.

Q4. Name three people or things around you that can influence your decisions.

A4. Parents, friends, media, etc.

Q5. What are the 3 Cs of Decision-Making?

A5. Clarify, Consider (collect information and consequences), and Choose.

### Skill Acquisition Assessment (5 points)

1. Collect Worksheet 6, My Decision-Making Planner, LST Level 1 Student Guide, p.20, and review for application and understanding of the 3 Cs.

## **Smoking Myths and Realities Unit**

### **Cognition Assessment: Short Answer (10 Points)**

**For each of the following myths, write a reality statement. Use the facts you learned in this unit.**

1. Cigarette smoking is not as dangerous as some people say.
2. It's easy to quit smoking.
3. Smoking is not something I have to worry about until I get old.
4. Most people smoke cigarettes.
5. Smoking is cool and sophisticated.

Answers: Any responses provided in LST Level 1 Student Guide, pp. 23 – 26, and Teacher's Manual, pp. 7.3 – 7.11.

### **Skill Acquisition Assessment (5 points)**

1. Worksheet 8, My Reasons for Not Smoking, LST Level 1 Student Guide, p. 27.  
Assign points for the application of smoking realities and other factors learned in previous units.

## Smoking and Biofeedback Unit

### Cognition Assessment: Short Answer (10 Points)

- Q1. Name two things that happen to someone's body within seconds of smoking.  
A1. Heart beats faster, hand steadiness decreases, carbon monoxide in lung increases, temperature of the skin drops, the pattern of brain waves changes.
- Q2. What is one reason that smoking makes a person's heart beat faster?  
A2. Nicotine causes the adrenal glands to release chemicals that make the heart beat harder and faster; **or** inhaled carbon monoxide takes oxygen from the blood forcing the heart to beat harder to get more oxygen to the body.
- Q3. Rather than calming you down, smoking makes you more nervous. Why is this true?  
A3. Nicotine, the main chemical found in tobacco smoke, is a stimulant.
- Q4. Name two long-term effects of smoking.  
A4. Cancers, lung diseases, heart disease.
- Q5. What does taking our pulse tell us about our heart?  
A5. How slow or fast it is beating.

### Skill Acquisition Assessment (5 points)

1. How to Take Someone's Pulse LST Level 1 Student Guide, p. 32.
2. Have students compare their heart rates taken before and after physical activity. They can also compare their rates with classmates. In addition, you can have them write their before and after rates on the board and observe and analyze the ranges.

## **Alcohol Myths and Realities Unit**

### **Cognition Assessment: Short Answer (10 Points)**

**For each of the following myths, write a reality statement. Use the facts you learned in this unit.**

1. Small amounts of alcohol have no effect on the body.
2. Being able to drink a lot of alcohol is a sign of toughness.
3. Drinking beer or wine isn't as bad as drinking "hard" liquor.
4. Most teenagers drink alcohol.
5. Drinking alcohol will help relieve stress and help you sleep better.

Answers: Any responses provided in LST Level 1 Student Guide, pp. 37 - 39 and Teacher's Manual, pp. 8.2 – 8.10.

### **Skill Acquisition Assessment (5 points)**

1. Worksheet 9, My Reasons for Not Drinking, LST Level 1 Student Guide, p. 40. Assign points for the application of alcohol realities and other factors learned in previous units.

## **Marijuana Myths and Realities Unit**

### **Cognition Assessment: Short Answer (10 Points)**

**For each of the following myths, write a reality statement. Use the facts you learned in this unit.**

1. Marijuana isn't as harmful as other drugs.
2. Smoking marijuana doesn't have any lasting effects on the body.
3. Marijuana helps memory and concentration.
4. Most teenagers smoke marijuana.
5. Marijuana improves eyesight.

Answers: Any responses provided in LST Level 1 Student Guide, p. 43 and Teacher's Manual, pp. 9.3 – 9.10.

### **Skill Acquisition Assessment (5 points)**

1. Worksheet 10, My Reasons for Not Smoking Marijuana, LST Level 1 Student Guide, p. 44. Assign points for the application of marijuana realities and other factors learned in previous units.

## Advertising Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. Why do advertisers advertise?

A1. To sell their products, to make money, to get new customers, etc.

Q2. Name three common advertising techniques?

A2. Any responses listed in LST Level 1 Student Guide, pp. 48 - 49, or LST Level 1 Teacher's Manual, pp. 10.4 – 10.5.

Q3. Define *target group* and give an example of one.

A3. A group of people that an advertiser aims his advertising at in order to get them to buy the product (e.g., parents, kids, teens, etc.).

Q4. What does the term "stated message" mean?

A4. What the advertisement actually says.

Q5. What does the term "implied message" mean?

A5. The hidden message conveyed by the look or the sound of the ad.

### Skill Acquisition Assessment (5 points)

1. Have students select an advertisement and complete Worksheet 11, Practice Analyzing Ads or Worksheet 12, Practice Analyzing Tobacco and Alcohol Ads, LST Student Guide Level 1, pp. 50 - 51.



## **Violence and the Media Unit**

### **Cognition Assessment: Short Answer (10 Points)**

Q1. Why do people enjoy watching violent acts in movies or on TV?

A1. Some people enjoy the thrill they get from experiencing strong emotions like shock or fright.

Q2. Why do people think that there is more violence than there really is?

A2. Violence is prevalent in media images.

Q3. What are some ways in which media violence may be harmful?

A3. Any response from the examples in LST Level 1 Teacher's Manual, p. 11.6

Q4. Name two forms of media that may contain violence.

A4. Movies, television, video games, magazines, music, etc.

Q5. How do the media affect a person's self-image?

A5. Any response that identifies role modeling.

### **Skill Acquisition Assessment (5 points)**

1. Have students complete Worksheet 13, Watching TV and Worksheet 14, Reality Checks, LST Level 1 Student Guide, pages 53 - 55. Advise students to complete this activity with a parent or other adult.

## **Coping With Anxiety Unit**

### **Cognition Assessment: Short Answer (10 Points)**

Q1. What are some other words you can use to describe anxiety?

A1. Nervous, uneasy, anxious, stressed, etc.

Q2. Name three physical symptoms of anxiety.

A1. Any response listed in Worksheet 15, Dealing With Anxiety, LST Level 1 Student Guide, p. 58, or the LST Level 1 Teacher's Manual, p. 12.3, or any other reasonable physical symptom.

Q3. List two situations that make you feel anxious.

A3. Any that the student self-identifies.

Q4. We learned about three healthy techniques for dealing with anxiety in the LST lesson. What are two of them?

A4. Any two of the following three. Deep breathing, mental rehearsal, and/or relaxation exercise.

Q5. Which of these techniques do you feel most comfortable using? Describe a situation in which you might use it.

A5. Any technique or situation identified by the student.

### **Skill Acquisition Assessment (5 points)**

1. Observe students during behavioral rehearsal of the coping techniques and evaluate participation in and application of the steps.

## Coping With Anger Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of anger?

A1. Anger is a strong feeling of displeasure mixed with the urge to fight back.

Q2. Name two physical effects of anger.

A2. Any appropriate response that identifies a physical symptom or effect.

Q3. Name two situations that make you angry.

A3. Any response that describes a situation.

Q4. What are two benefits of controlling anger?

A4. Any response listed on the board that describes a pro-health benefit of anger management.

Q5. List one technique for controlling anger and describe where you might use it.

A5. Any technique listed in LST Level 1 Teacher's Manual, pp. 13.6 - 13.7, and an appropriate situation.

### Skill Acquisition Assessment (5 points)

Have students complete Worksheet 17, What Really Bugs Me, LST Student Guide Level 1, p. 62. Ask them to use one of the coping strategies during the week and describe in a written statement what strategy they used and assess the results of using it.

## Communication Skills Unit

### Cognition Assessment: Short Answer (10 Points)

- Q1. Give one reason why communication is an important skill.
- A1. Good communication helps develop healthy relationships, avoid bad feelings, prevent misunderstandings, get work done, etc.
- Q2. What are the two types of communication? Give an example of each.
- A1. Verbal, as in using words and the loudness and tone of our voice. Non-verbal as in gestures, body language, or facial expressions.
- Q3. What is a misunderstanding?
- A3. A misunderstanding is the result of a failure to communicate clearly. The sender communicates one message but the receiver hears another.
- Q4. What are four skills for avoiding a misunderstanding?
- A4. Responses listed in LST Level 1 Student Guide, p. 67.
- Q5. Describe how you might use communication skills to improve your communications either at school, at home, or with friends.
- A5. Any response that identifies an area to apply the skill and a benefit.

### Skill Acquisition Assessment (5 points)

1. Have each student select one scenario from Worksheet 19, Practice Applying Communication Skills LST Level 1 Student Guide, p. 68 or a situation from their own experience. Have them apply the Four Open Questions to resolving the misunderstanding scenario/situation. This is a written assignment using the following questions:

#### The Four Open Questions

- Observe:** What happened in the scenario/situation?
- Analyze:** Why did this happen?
- Prediction:** What could happen next?
- Alternatives:** What other choices could be made?

## **Social Skills A Unit**

### **Cognition Assessment: Short Answer (10 Points)**

Q1. Describe some ways to start a conversation with someone.

A1. Any of the "opener" responses listed in the LST Level 1 Teacher's Manual, pp. 15.4 - 15.5 and/or the Student Guide, p. 73.

Q2. List the three steps for giving a compliment.

A2. Steps listed in LST Level 1 Teacher's Manual, p. 15.6.

Q3. What are the two steps for receiving a compliment?

A3. Responses given in LST Level 1 Teacher's Manual, p. 15.6

Q4. What is one tip for keeping a conversation going?

A4. Any tip given in LST Level 1 Student Guide, p. 74.

Q5. What is one tip for ending a conversation?

A5. Any response given in LST Level 1 Student Guide, p. 74.

### **Skill Acquisition Assessment (5 points)**

Assess student performance of behavioral rehearsals of compliment giving and receiving and/or demonstrating the parts of a conversation. Points are given for demonstrating the key components of each skill.

## Social Skills B Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. Define the word *attribute* and list two examples of attributes.

A1. An attribute is a distinctive quality or characteristic. Any adjective or descriptive phrase meeting this definition is acceptable.

Q2. Name three activities that you would enjoy doing with another person.

A2. All responses that identify one-on-one or group activities.

Q3. What are two tips for asking someone to do something with you?

A3. Any two of the tips listed in LST Level 1, Teacher's Manual, pp. 16.4 - 16.5.

Q4. What is one response you can make when someone asks you to do something?

A4. Any of the three responses listed in LST Level 1, Teacher's Manual, pp. 16.5 - 16.6.

Q5. What technique can you use if you feel anxious about asking someone to do something with you?

A5. Any of the coping with anxiety techniques described in the *Coping with Anxiety* unit.

### Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of asking someone out and responses to being asked out. Assign points based on demonstration of the components of each skill.

## Assertiveness Unit

### Cognition Assessment: Short Answer (10 Points)

- Q1. List three situations where it may be difficult for you or someone else to stand up for themselves.  
A1. Any response generated by the student.
- Q2. What are two reasons why someone may find it difficult to stand up for themselves?  
A2. Any response listed in LST Level 1 Teacher's Manual, p. 17.4.
- Q3. List three ways that people can respond to difficult situations.  
A3. Passive, aggressive, and assertive.
- Q4. Name three benefits of being assertive.  
A4. Any response listed in LST Level 1 Teacher's Manual, p. 17.5.
- Q5. Describe one verbal assertive skill **or** one refusal technique.  
A5. Any of the verbal assertive techniques or refusal skills listed in LST Level 1 Teacher's Manual, pp. 17.5 - 17.10.

### Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of the verbal assertive skills and / or the refusal skills. Assign points based on demonstration of the components of each skill.

Or

Collect and review Worksheet 23, Assertive Action Plans, LST Level 1 Student Guidem p. 82.

## Resolving Conflicts Unit

### Cognition Assessment: Short Answer (10 Points)

Q1. What is one common reaction to conflict?

A1. Striking back **or** Giving in **or** Breaking off.

Q2. Define the words *compromise* and *negotiation*.

A2. Compromise is each side gives up something to gain something. Negotiation involves working together to turn conflicts into problems to be solved so that both sides get what is most important to them.

Q3. What are the benefits of compromise and/or negotiation in solving a conflict?

A3. Achieving goals and maintaining relationships. Win - win outcomes for both people.

Q4. What is one anger control technique that you can use in a conflict?

A4. Any listed in LST Level 1 Student Guide, p. 85.

Q5. What are three important steps for resolving conflicts?

A5. Any steps listed in Changing You and Me to We, LST Level 1 Student Guide, pp. 84 – 85.

### Skill Acquisition Assessment (5 points)

Assess student performance of behavioral rehearsals demonstrating the components of the conflict resolution skills. Assign points based on demonstration of the components of each skill.