

Level 2: 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 2 *LifeSkills Training* Units. It is provided as a suggested approach, and teachers should feel free to adapt the tool to 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
--------------------	----------------------	----------------------	---------------------

Quality of Completion

1 Poor	2 Fair	3 Good	4 Excellent
-----------	-----------	-----------	----------------

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.

Drug Abuse and Violence: Causes and Effects

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of drug abuse?

A1. Drug abuse is the compulsive (uncontrolled) use of one or more psychoactive (mind-altering) drugs.

Q2. Name two causes of drug abuse.

A2. Any response given in LST Level 2 Teacher's Manual, p. 4.5. Key idea is that there is no one cause for drug abuse.

Q3. What are the four steps leading to drug abuse?

A3. Responses provided in LST Level 2 Teacher's Manual, p. 4.9.

Q4. What are two immediate effects of cigarette smoking?

A4. Increased pulse rate and decreased hand steadiness.

Q5. What is the definition of violence?

A5. Violence is any act, word, or gesture that physically or emotionally harms a person or object, including oneself.

Skill Acquisition Assessment (5 points)

Optional Activity LST Level 2 Teacher's Manual, Appendix 3, p. 4.18.

Making Decisions

Cognition Assessment: Short Answer (10 Points)

Q1. What are the 3 Cs of Decision-Making?

A1. Clarify, Consider (collect information and consequences), and Choose.

Q2. Why do different people in the same situation make different decisions?

A2. Different things are important to different people, we have different needs, etc. The key point is that each person should make the decision that is right for him or her.

Q3. Name three people or things around you that can influence your decisions.

A3. Parents, friends, media, etc.

Q4. Why might a person be influenced to do something by a group?

A4. To fit in, to be accepted, to avoid conflict, etc.

Q5. Name two situations in which a person might have to make decisions with others.

A5. Party, sports team, study group, group of friends, etc.

Skill Acquisition Assessment (5 points)

Collect Worksheet 3, Putting the 3 Cs Into Practice, LST Level 2 Student Guide, p. 18, and Worksheet 4, Group Decision- Making Planner, p. 19. Review for application and understanding of the 3 Cs.

Media Influences

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 2 Student Guide, pp. 22 - 23.

Q3. Define *target market* 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. How do advertisers try to manipulate us?

A4. By giving the impression that life will be better or more enjoyable if we use their product.

Q5. Choose a product you recently purchased and describe the specific techniques that the advertiser used to sell the product.

A5. Any analysis that includes the techniques from the Level 2 LST Teacher's Manual, pp. 6.5 – 6.6, or Student Guide, pp. 22 – 23.

Skill Acquisition Assessment (5 points)

Collect and review Worksheet 5, Identifying Advertising Techniques, LST Level 2 Student Guide, pp. 22 – 23, and Worksheet 6, Practice Analyzing Tobacco and Alcohol Ads, pp. 24 – 26.

Coping with Anxiety

Cognition Assessment: Short Answer (10 Points)

Q1. What is the definition of *anxiety*?

A1. Anxiety is feeling nervous, uptight, uneasy, or apprehensive.

Q2. Name three physical symptoms of anxiety.

A2. Any appropriate physical response such as the ones on LST Level 2 Teacher's Manual, p. 7.2.

Q3. List two situations that make you feel anxious.

A3. Any that the student self-identifies.

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

A4. Any three of the following: body relaxation exercise, preparation and practice, mental rehearsal, deep breathing, and positive thinking.

Q5. Which techniques do you feel most comfortable using? Describe a situation where you might use any.

A5. Any techniques 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.

2. Collect and review Worksheet 7, Rating How Anxious You Feel, LST Level 2 Student Guide, p. 30.

Coping with Anger

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 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 techniques listed in LST Level 2 Teacher's Manual, pp. 8.5 – 8.7.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 8, Anger Diary, LST Level 2 Student Guide, p. 35, and Worksheet 9, Anger--Keep It In or Let It Out? p. 36.

2. Observe students' practice techniques during in-class behavioral rehearsals.

Communication Skills

Cognition Assessment: Short Answer (10 Points)

Q1. What are the two communication skills?

A1. Sending Skills and Receiving Skills.

Q2. Name two things that are important when sending a message.

A1. Be specific and send the same message verbally and non-verbally.

Q3. Name two things that are important to receiving a message.

A3. Pay attention and listen carefully.

Q4. Identify one non-verbal and one verbal active listening skill.

A4. Any response from LST Level 2 Student Guide, p. 40.

Q5. What are the four skills for avoiding a misunderstanding?

A5. Responses listed in LST Level 2 Student Guide, p. 42.

Skill Acquisition Assessment (5 points)

1. Collect and review Worksheet 11, Action Plans for Improving My Communications, LST Level 2 Student Guide, p. 45.

Social Skills

Cognition Assessment: Short Answer (10 Points)

Q1. Describe two ways of overcoming shyness.

A1. Any of the strategies listed in the LST Level 2 Teacher's Manual, pp. 10.3 – 10.4, and the Student Guide, p. 47.

Q2. What is an open-ended question? Give an example of one.

A2. An open-ended question cannot be answered with simply a “yes” or “no.” For examples, any of the options listed in The Value of Open-Ended Questions, LST Level 2 Teacher's Manual, p. 10.9, are acceptable.

Q3. What is one thing you can do to start a conversation?

A3. Responses given in LST Level 2 Student Guide, p. 49, or Teacher’s Manual, p. 10.8.

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

A4. Any tip given in LST Level 2 Student Guide, p. 49, or Teacher’s Manual, p. 10.9.

Q5. What is one tip for ending a conversation?

A5. Any response given in LST Level 2 Student Guide, p. 49, or Teacher’s Manual, p. 10.11.

Skill Acquisition Assessment (5 points)

1. Assess student performance and assign points based on their behavioral rehearsals demonstrating the components of the social skills.
2. Collect and review Worksheet 12, LST Level 2 Student Guide, My Own Social Script, p. 48; Worksheet 13, Asking the Right Kinds of Questions, p. 50; and Worksheet 14 Practicing Social Skills, p. 51.

Assertiveness

Cognition Assessment: Short Answer (10 Points)

Q1. List three situations in which it may be difficult for you or someone else to stand up for themselves.

A1. Any response generated by the student.

Q2. Define the word *passive*.

A2. Accepting things without objection or resistance.

Q3. Define the word *aggressive*.

A3. Acting in a hostile manner.

Q4. Define the word *assertive*. Describe one non-verbal behavior associated with an assertive response.

A4. Able to stand up for one's rights without hurting others. Behaviors include eye contact, facial expression, body position, and body distance.

Q5. Name one verbal assertive skill and describe the steps for using it.

A5. Any of the verbal assertive techniques listed in LST Level 2 Teacher's Manual, pp. 11.5 – 11.10.

Skill Acquisition Assessment (5 points)

1. Assess student performance and assign points based on their behavioral rehearsals demonstrating the components of the verbal assertive skills and / or the refusal skills.
2. Collect and review Worksheet 15, What's Your Refusal Style, LST Level 2 Student Guide, p. 54, and Worksheet 16, Practice Saying "No," p. 56.

Resolving Conflicts

Cognition Assessment: Short Answer (10 Points)

- Q1. What word describes when two or more people in a conflict each give up some of what they want in order to get some of what they want?
- A1. Compromise.
- Q2. What word describes the creative process in which people in conflict come up with a solution that allows everyone to have what they want?
- A2. Negotiation or “win-win.”
- 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 2 Teacher's Manual, p. 12.6, or Student Guide, p. 37.
- Q5. What are three of the six basic steps for resolving conflicts?
- A5. Any steps listed in LST Level 2 Teacher's Manual, p. 12.5.

Skill Acquisition Assessment (5 points)

1. Assess student performance and assign points based on their behavioral rehearsals demonstrating the components of the conflict resolution skills.
2. Collect and review Worksheet 17, Spy on the Loose, LST Level 2 Student Guide, p. 59, and Worksheet 18, What Would You Do? p. 60.

Resisting Peer Pressure

Cognition Assessment: Short Answer (10 Points)

Q1. What is a persuasive tactic?

A1. Something people may say or do to get you to do what they want.

Q2. Give three examples of persuasive tactics.

A2. Any listed in LST Level 2 Student Guide, p. 63.

Q3. What are two questions to ask yourself when someone is trying to persuade you to do something?

A3. As listed in LST Level 2 Teacher's Manual, p. 13.6.

Q4. List three ways to say "No" when someone is trying to persuade you to do something that you don't want to do.

A4. Any listed in LST Level 2 Student Guide, p. 67.

Q5. Describe two situations in which you might find yourself being pressured by a group of people and you could use the saying "No" techniques.

A5. Any that the students generate.

Skill Acquisition Assessment (5 points)

1. Assess student performance and assign points based on their behavioral rehearsals demonstrating the components of the conflict resolution skills.

2. Collect and review any and/or all:

Worksheet 19, Dealing with Peer Pressure, p. 64

Worksheet 20, Persuasive Tactics Exercise, p. 65

Worksheet 21, Resisting Peer Pressure, p. 68

Worksheet 22, Action Plans for Resisting Peer Pressure, p. 69