



Assessing Stage 1: Communication Techniques

Students in grades PreK-2 will have mastered *Stage 1: Communication Techniques* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

- I can tell others how I feel with my voice.
- I can tell others how I feel with my face and body language.
- I can use appropriate tone in my voice when speaking to others.
- I can ask for help.

4.2.2 Demonstrate listening skills to enhance health.

- I can use active listening strategies, such as eye contact, appropriate body language, and appropriate facial expressions to engage in conversations with others.
- I can identify possibly dangerous situations that need my full attention for me to be safe.

ASSESSMENT TOOL #1 (4.2.2)

Have students demonstrate “bad” listening strategies. Then, have students demonstrate “good” listening strategies. Use a checklist to track student behavior in order to collect data and provide feedback. Debrief the activity with students and make a list of “good” listener characteristics.

ASSESSMENT TOOL #2 (4.2.3)

Have students create a picture of a time in their life when it is important for them to be a good listener. After students finish their picture, have students share these images with a partner and act out the listening strategies they would use in the situation.

Literacy Extension: For students able to read and write, have them write a story for the picture, explaining why listening is important and the strategies they would use to stay safe.

ASSESSMENT TOOL #3 (4.2.1)

Have students create a play showing the class how a student feels when they are not included in a game and then when a friend asks them to play. Let students create the scenario using props if available. Remind students that they need to show the class emotions through body language and voice. Have small groups present their plays to the class. Ask the class the following questions:

- What emotions they observed?
- How did they know the characters felt that way?
- What body language did they see?
- What facial expressions?
- How was the tone, speed and volume used to make emotions clear?

**ASSESSMENT TOOL #4 (4.2.1, 4.2.4)**

Give students toys to create a situation where they would need to ask for help. Explain to students that they need to act out a time when they would need to ask for help. Ask students to use specific language when asking for help. Students can use the *Language of Mastery* from *Teaching Progression*. Have students practice the listening and speaking strategies learned throughout the *Teaching Progression*. Walk around to monitor students. Encourage students to use specific language to ask for help. Ask students about their situation using the following questions:

- What happened?
- Why does your toy need help?
- How would they ask?

Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective listening and speaking strategies helps to create a safe and welcoming classroom. When planning for partner or group work, use the strategies learned in *Stage 1: Communication Techniques* to reinforce healthy ways of communicating. Use the strategies when teaching other content areas or share with colleagues, so students use similar language across contents, reinforcing student understanding. For example, during Math instruction prompt students to use active listening strategies during direct instruction of concepts.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Communication Techniques* can be used across content areas when students are trying to communicate.

Reinforce the understanding that effective communication can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are interacting with others, during partner or group work. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their needs, wants, and feelings, and how others may be communicating to them.

- What need, want, or feeling are you trying to communicate in *this moment*?
- How could you be a good listener in *this moment*?
- How could you use your voice to say your *needs, wants, or feelings*?
- How could you ask for help in *this moment*?



VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

listen, speak, voice, body language, facial expressions, speed, communicate, tone

Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

101 Children's Books for Teaching Social Skills:

- <https://childhood101.com/books-friendship/>

Suggested Book for listening: Howard B Wigglebottom Learns to Listen by Howard Binkow

Cookies Crumby Pictures: Listen to Directions

- <https://www.youtube.com/watch?v=l3b3d7bmlCc>

Bert and Ernie Can't Communicate

- <https://www.youtube.com/watch?v=kjF4rKCR81o>

Listening Games for Kids

- <https://www.encourageplay.com/blog/listening-games-for-kids>