



GUIDE
FOR STUDENTS AND
SCHOOL
PERSONNEL

YOUTH HEALTH

TECHNIQUES AND ACTIVITIES TO ENCOURAGE
REFLECTION ON ONE'S BEHAVIOUR

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INTRODUCTION

Youth Health is a youth support and activities project that was initiated in 1996 by the Ministère de l'Éducation and continued with the collaboration of the Ministère de la Santé et des Services sociaux. It aims to help schools accomplish their mission of social development more effectively.

Youth Health is based on the idea that the quality of life in a group or in society is better when each person takes his or her rightful place without taking up all the room. The words of Margot Breton, social work professor at the University of Toronto, may be used to describe one of the principles behind Youth Health: “. . . the strong belief that one of the main sources of self-fulfillment is the deep satisfaction resulting from interaction in a democratic and creative group.”¹ Consequently, the acquisition and development of competencies associated with democracy (self-assertion, respect for others and for their differences, critical judgment, sense of civic responsibility) and creativity (open-mindedness, originality, intellectual curiosity, independent thinking) are at the heart of the behaviour standards proposed by Youth Health for the class.

Since the acquisition and development of competencies requires that students be placed at the centre of educational activities, one of the main concerns of Youth Health is to provide many opportunities for young people to test their democratic and creative competencies. This leads us to work with teachers towards the strengthening and adoption of certain educational approaches, strategies and activities such as group work, the cooperation council and its variants,

participatory class management and learning through projects.

Furthermore, since it is not enough to place students in situations in which they must act in order for them to learn, “the integration of learning on the emotional and social levels, as well as on the strategic level, is done through a systematic review of the activity.”² Youth Health also places great importance on students' participation and on the evaluation of their behaviour.

Three activity guides³ have been produced so far for the Youth Health project. Each of these guides includes activities to help students take a fair and realistic look at their behaviour. This document is part of our effort to begin updating these work tools.

First, we will classify the activities involving reflection on behaviour that are part of the three previously published guides. These activities will be classified according to their use of one of the following four techniques: case studies, simulation exercises and role-playing, evaluation of other students and comparative self-evaluation.

Each of these categories includes information about the title, theme, targeted cycle and duration of the activities listed. The references for detailed descriptions of the activities will also be indicated.

For each of the aforementioned techniques, an additional activity is also proposed.

1. Margot Breton, "Leçons à tirer de nos traditions en service social des groupes," *Service social*(1990), vol. 39, no. 1, p. 19. (Note: this citation is a free translation)

2. Luce Brossard, "À l'école de Weedon des élèves ouverts, engagés et responsables," *Vie pédagogique*, no. 103, April-May 1997, p. 45.

3. Ministère de l'Éducation du Québec, *YOUTH HEALTH—Quality of Life in the Classroom*, Québec, 1998.
_____, *YOUTH HEALTH—Class Activity, Behaviour Modification and Creativity*, Québec, 2000.
_____, *YOUTH HEALTH—1999-2000 Update and Addenda*, Québec, 2001.

I CASE STUDY

Most of us are quicker to judge the behaviour of others than our own. We feel that this is because self-evaluation is more of a risk.

It is much more daunting to take a fair and realistic look at oneself than to criticize others. In the first case, we focus on the improvements and changes that we must make. In the second case, we demand changes in others and remain uninvolved. The self-evaluation of one's behaviour is more destabilizing or threatening than the evaluation of others' behaviour.

Due to the insecurity that it creates, some people tend to put up a certain resistance to self-evaluation, attempting to protect themselves by doing the required exercises half-heartedly and quickly or by taking advantage of every opportunity for digression, diversion or distraction. Although it is indispensable to the acquisition and development of competencies, students' participation in the evaluation of their own behaviour is not necessarily automatic.

It is quite a challenge to get students to analyze their actions and seek other ways of doing things. Our expectations must be realistic. With fear being the first obstacle to an honest and serious self-evaluation of one's behaviour, one must keep in mind that time and patience are essential; trust cannot be commanded. Judicious use of certain techniques such as case studies can also increase the chances of success.

As its name indicates, this technique consists in studying a case, i.e. in considering an imaginary or real situation. A newspaper article, an allegory or a scene from a film or a television series may be used for a case study.

In this type of study, the teacher asks students questions about the behaviour of others. The case study therefore is less threatening than self-evaluation. If the case presented is close enough to the reality of students to affect them, participation in the discussion is usually good. This technique can be used to encourage the students to gradually make fair and realistic evaluations of their own behaviour.

Teachers who use case studies must remember that the questions they ask students are intended only to make them reflect. There are no right or wrong answers, only personal perceptions and observations. The process (reflection), and not the results (answers), is what interests us.

But this does not mean that the answers are unimportant. In order to encourage students to think, it is important for teachers to ask them to give precise, detailed and well thought out answers and to help them do so. The more emphasis on this point, the better the chances of reaching the goals in question.

CASE STUDY
LIST OF ACTIVITIES

Title	Theme	Cycle	Duration	References
The Stray Mine	Integration	One	20 min.	Doc. 1, Sheet 5.8.1
The Beehive	Discipline	One	20 min.	Doc. 1, Sheet 5.8.2
Bunnykins	Self-control	One	20 min.	Doc. 1, Sheet 5.8.3
Josephine and Jumbo	Self-assertion	One	25 min.	Doc. 3, Sheet 1.1
One Day in Buluba	Self-control	One	20 min.	Doc. 3, Sheet 1.2
Strong Points, Weak Points and Improvements	Behaviour: mouse, bird, elephant, sheep	Two	30 min.	Doc. 3, Sheet 1.3

Doc. 1: *YOUTH HEALTH – Quality of Life in the Classroom* – MEQ, 1998.

Doc. 3: *YOUTH HEALTH – 1999-2000 Update and Addenda* – MEQ, 2001.

NAILS IN THE FENCE

Theme

Impulsiveness

Objectives

- ◆ To describe what we feel when we are angry
- ◆ To find ways to help control our anger
- ◆ To describe what we feel when we are able to control our anger

Cycle

Elementary Cycle One

Materials

Sheet 1.1

Duration

25 minutes

Instructions

The students sit in a circle. The teacher creates a listening climate and reads the story entitled *Nails in the Fence* (sheet 1.1.1 below). After the fourth paragraph, the teacher stops reading and asks the students how they think the story will end. Following a short discussion, the teacher reads the end of the story.

Review of the Activity

The teacher asks the students the following questions:

- ◆ Do you feel the story has a good ending? Why?
- ◆ What does it mean to be impulsive, like the boy in the story?
- ◆ How do we feel when we are angry? What goes on in our minds and bodies? (Try to get detailed descriptions.)

- ◆ Is it easy to control ourselves and remain calm when we are angry? Why?
- ◆ Is it possible to remain calm when we are angry? How? What are some ways that can help us remain calm when we are angry?
- ◆ How do we feel when we are able to control our anger and remain calm? What goes on in our minds? (Ask the students for as many details as possible.)

Conclusion

The teacher asks the students if there are students in the class who have improved their ability to control their impulsiveness: people who, like the boy in the story, have learned to stay calm. If there are, the teacher asks the students to name them and to give examples of how they have improved.



Once upon a time there was a little boy with an impulsive character. One day, his father gave him a hammer and some nails and asked him to hammer a nail into the fence behind the house every time he got angry.

The first day, the boy hammered 17 nails into the fence. Then, as he learned to control himself, the number of nails gradually diminished.

Finally, one day the boy did not lose his cool. He told this to his father, who asked him to remove a nail from the fence every time he was able to control his temper for a whole day.

The days went by, and the child was proud to tell his father that he had succeeded in removing all the nails. The father took his son by the hand and led him to the fence.

He congratulated his son on his self-control, but also drew his attention to the holes left by the nails. He explained that the fence would never be the same and that hurtful words leave marks, just like nails.

The scars remain, no matter how many times you say you're sorry.

II SIMULATION EXERCISES AND ROLE-PLAYING

Simulation exercises and role-playing put us at the heart of the action. As seen in the previous chapter, case studies lead students to be observers of a particular situation; here they become players.

Simulation exercises encourage students to play. These games may involve improvisation, creativity, communication and concentration. Though the activity should be fun in order to encourage active participation, the purpose of the game is not strictly recreational. It also aims to illustrate particular attitudes or behaviour that will serve as food for thought.

There are two distinct phases in simulation exercises and role-playing games. First the students take part in a game (action), and then they ask questions about what took place (review of the activity).

During simulation exercises, students are free to play the game as they wish. They are presented with a situation, and are then allowed to play: “One at a time, improvise the use of a flashlight in an unusual way.”¹ The way the students play the game is what interests us.

In role-playing, the leader tells the others how to play and gives them each a role. The following roles could be assigned in the example above: the “criticizer” (does not participate in the activity and is busy doing something else without disturbing the others), the “clown” (fools around in order to draw attention), etc. What interests us here is the way in which the situation evolves, as well as the effect the roles have on the action.

Usually, the group is unaware of each person’s role. This information is revealed during the review of the activity. Roles may be assigned to all the students, or to just one or a few of them.

As is the case in self-evaluation, the review of the activity in simulation exercises and role-playing forces students to judge their behaviour. Obviously, in the case of a simulation exercise such as the label game,² for example, the way one behaves does not necessarily reflect the way one would react in real life. In the case of role-playing, it is always possible to maintain that a particular way of behaving was requested by the leader. These techniques do not encourage students to evaluate the way they behave in everyday life, but lead them to choose their play behaviour, either in simulation exercises or in role-playing, more or less freely.

It is specifically for these reasons that we believe these two approaches are useful. They give students the opportunity to judge their behaviour without having to take responsibility for it. This option can be of great value in supporting the students’ educational progress. As in many other fields, proceeding in steps allows the students to learn to judge their actions and accept responsibility for them.

For a role-playing game to function properly, students must be capable of adequately playing the part that was given to them. Few Cycle One students are likely to meet this requirement. Most often, their acting lacks subtlety. Shyness causes some to underplay their part. The recreational and educational qualities of the activity are lost and the game becomes meaningless.

1. MEQ, *YOUTH HEALTH – Class Activity, Behaviour Modification and Creativity*, 2000, Exercise 5.

2. MEQ, *YOUTH HEALTH – Quality of Life in the Classroom*, 1998, Sheet 5.2.

Other Cycle One students take the game too seriously. They fail to understand that behaviour adopted in a role-playing game is fictitious and is not deliberately chosen by the actors. If the student who plays the part of the criticizer says mean things to a classmate, the latter should not feel personally attacked. It is all just a game, and the students are simply playing.

It is therefore necessary to be cautious when using role-playing games with Cycle One students. In our opinion, it is best to ask the students to watch role-playing games played by older students first. For Cycle One students, role-playing games then become live case studies.

Generally, Cycle Two and Three students have no difficulty in understanding and meeting the “theatrical” requirements of role-playing games. It is rather the demands of the review of the activity that they find difficult.

As was previously mentioned, role-playing games and simulation exercises are meant to be more than simply recreational. The action (the game) is always followed by a period during which the teacher asks the students questions about what happened, while following the principles stated in the chapter on case studies.¹ Certain students tend to balk at the effort involved in the exercise: they find it too long, are easily distracted, would prefer to play another game, etc.

It is true that thinking requires a certain effort, and it is also true that voicing one’s opinion, giving detailed answers and clarifying one’s thoughts is demanding. However, it is also true that reflection is a necessary step in improving our individual and collective well-being and that, without it, action quickly loses its purpose and, with time, life itself becomes meaningless.

As parents and teachers, it is our responsibility to encourage intellectual effort in our young people and have them discover that the pleasure we get from reflection increases with practice.

1. There are no right or wrong answers, only perceptions and personal observations. We are not interested in the result (the answer), but rather in the process (reflection). Students should be asked to provide precise and detailed answers to questions, and should be helped to do so.

SIMULATION EXERCISES

LIST OF ACTIVITIES

Title	Theme	Cycle	Duration	References
The Label Game	Rejection	Two and Three	30 min.	Doc. 1, Sheet 5.2
I Want to Belong	Integration	Two	40 min.	Doc. 1, Sheet 5.3
Creation of a Collective Drawing	Collaboration	One and Two	45 min.	Doc. 1, Sheet 5.7
Cut-outs	Collaboration	One and Two	30 min.	Doc. 1, Sheet 5.9
A Drop in the Bucket	Participation	One and Two	20 min.	Doc. 1, Sheet 5.10
One Shape, One Thousand Ideas	Creativity: the capacity to address a problem from different perspectives	Two and Three	15 min.	Doc. 2, Exercise 1
Same-Letter Sentence	Creativity: the ability to generate many ideas	Three	20 min.	Doc. 2, Exercise 2
Puzzle	Creativity: originality	Three	45 min.	Doc. 2, Exercise 3
Draw Me a Picture	Creativity: the ability to develop a basic idea	Two and Three	20 min.	Doc. 2, Exercise 4
The Magic Lamp	Obstacles to creativity	Two and Three	30 min.	Doc. 2, Exercise 5
Sender-Receiver	Collaboration, listening and creativity	Three	20 min.	Doc. 2, Exercise 6
Action-Reaction	Collaboration, listening and creativity	Three	20 min.	Doc. 2, Exercise 7
Bombardment	Collaboration, listening and creativity	Three	30 min.	Doc. 2, Exercise 10
Intimidation	Pressure from other students	Three	25 min.	Doc. 2, Exercise 11
The String and the Stick	Development of creativity	Two	20 min.	Doc. 3, Sheet 3.1
Clapping Story	Generosity, boldness and creativity	Three	20 min.	Doc. 3, Sheet 3.3
Instructions	Haste and excitement	Two and Three	15 min.	Doc. 3, Sheet 4.5

Doc. 1: *YOUTH HEALTH – Quality of Life in the Classroom – MEQ, 1998.*

Doc. 2: *YOUTH HEALTH – Class Activity, Behaviour Modification and Creativity – MEQ, 2000.*

Doc. 3: *YOUTH HEALTH – 1999-2000 Update and Addenda – MEQ, 2001.*



WHO AM I?

Theme

Creativity and open-mindedness

Objectives

- ◆ Distinguishing reproductive thought from creative thought
- ◆ Acknowledging the fact that lack of openness can be detrimental to life in a group

Cycles

Elementary Cycle Three

Secondary Cycle One

Material

- ◆ List of objects (sheet 2.1)
- ◆ Questionnaire (sheet 2.2)

Duration

30 minutes

Instructions

Preparation of the activity (two or three days prior to the activity)

- ◆ Students are divided into teams of five or six people.
- ◆ Each team receives a copy of the list of objects required to play the game (sheet 2.1.1). Students read the list and share the responsibility of finding the necessary objects. Playing the game is impossible without the objects.

Activity

- ◆ Participants in each team sit around a table with the objects that were gathered placed on it.
- ◆ Using a questionnaire (see sheet 2.1.2), the teacher asks each team questions in turn. (For example: Who am I? Not following me means cheating. Answer: the rule).
- ◆ The team must answer correctly within five seconds. Another team may answer the question beyond this time limit or if a wrong answer is provided.
- ◆ The objects must remain on the table throughout the entire game. A single object may be used to answer more than one question.

Review of the Activity

The teacher asks students whether this game draws on creativity, and why. They must explain that there are two ways of thinking.

- ◆ Reproductive thought, which prompts us to act as usual, i.e. repeat and reproduce what we are used to seeing, doing or saying.
- ◆ Creative thought, which prompts us to see, do or say things differently.

Considering the fact that during the game, students must consider objects from a different point of view in order to answer the questions properly, we may say that this activity draws on creativity.

The teacher asks students if it is important to be able to see things and situations from different perspectives in everyday life and why. The students are asked whether the difficulty in seeing things from different angles, i.e. the lack of open-mindedness, can be detrimental to the quality of life in a group. If so, how? If not, why?

Conclusion

The teacher asks the students if there are people in the class who have made progress regarding open-mindedness, and who are now more capable of considering different points of view. If there are, the teacher asks the students to name them and to give examples of how they have made improvements.

WHO AM I?

LIST OF OBJECTS

In a few moments we will play a game called: **Who am I?** Each team must have the following objects. You are responsible for collecting these objects between now and _____.

A nickel

A sheet of paper

A straw

A brush of your choice

A bag of chips

A nail

A ball

Two glasses

A roll of adhesive tape

A light bulb

A baseball bat

A pot of jam

A rock

A nail file

A pen

A ruler

A tea bag

A rubber band

WHO AM I?

QUESTIONNAIRE

For example: A person who governs a country: ruler

Questions for 1 point:

1. Type of music: *rock*
2. Type of haircut: *brush*
3. A small piece of silicon that makes your computer work: *chip*
4. Something on which you record music: *tape*
5. Motorists hate me: *jam*
6. A small flying animal that looks like a mouse: *bat*
7. They cover the upper surface of the tip of each of your fingers and toes: *nail*
8. Small pieces of plastic used in gambling to represent a certain amount of money: *chip*
9. A root that is shaped like an onion and that grows into a flower or plant: *bulb*
10. A type of dance party: *ball*
11. You wear them to help you see better: *glasses*
12. A container for keeping papers in order: *file*
13. A group of musicians: *band*
14. You need me to make your bed: *sheet*
15. They talk about me in the story of the three little pigs: *straw*



Questions for 3 points:

1. A ribbon stretched across the finish line during a race: *tape*
2. You're having me when you're having fun: *ball*
3. A small enclosure with a fence around it where farm animals are kept: *pen*
4. A type of metal: *nickel*
5. A small piece of wood or plastic pushed into the ground and used to support a golf ball before it is hit: *tee*

ROLE-PLAYING GAMES

LIST OF ACTIVITIES

Title	Theme	Cycle	Duration	References
Bomb Shelter	Self-assertion and respect for others	Three	30 min.	Doc. 1, Sheet 5.4
The Peanut Game	Pressure from other students	Two	30 min.	Doc. 1, Sheet 5.5
The Headband Game	Obstacles to collaboration	Three	30 min.	Doc. 1, Sheet 5.6
An Actor	Changes in behaviour	Three	50 min.	Doc. 2, Exercise 8
Theatre-Forum: Mouse, Elephant, Bird	Changes in behaviour	Two	30 min.	Doc. 2, Exercise 9
Anger	Self-control	Two	30 min.	Doc. 2, Exercise 12
Characters on Request	Empathy	Three	25 min.	Doc. 3, Sheet 3.2
The Sentry	Concentration	One	30 min.	Doc. 3, Sheet 4.1
The model	Self-control	Two	20 min.	Doc. 3, Sheet 4.2
Anger	Self-control	Three	25 min.	Doc. 3, Sheet 4.3
Pride	Self-esteem	Three	30 min.	Doc. 3, Sheet 4.4

Doc. 1: *YOUTH HEALTH – Quality of Life in the Classroom – MEQ, 1998.*

Doc. 2: *YOUTH HEALTH – Class Activity, Behaviour Modification and Creativity – MEQ, 2000.*

Doc. 3: *YOUTH HEALTH – 1999-2000 Update and Addenda – MEQ, 2001.*



THE ABOLITION OF RECESS

Theme

Teamwork (rules and obstacles)

Objectives

- ◆ To determine the main rules for teamwork
- ◆ To recognize behaviour that hinders teamwork

Cycles

Elementary Cycle Three
Secondary Cycle One

Materials

- ◆ Cards indicating points of view to be defended
- ◆ Cards indicating points of view to be defended and behaviour to be adopted (Sheet 3.1)

Duration

40 minutes

Instructions

Introduction

The teacher:

- ◆ asks students to make a list of the rules to be obeyed when doing teamwork. He or she writes them on the board and adds to them if necessary: get all group members to participate, stay on topic (do not do or talk about things that are unrelated to the subject), speak when it is our turn to speak, etc.
- ◆ asks the students if it is easy or difficult to obey the rules for teamwork, and why. If the students say that it depends, the teacher asks them to be more precise: what does it depend on?
- ◆ explains that in order to understand the issue of rules for teamwork, they will take part in a role-playing activity called **the abolition of recess**.

Preparation

The teacher:

- ◆ presents the students with the following simulation exercise.

At Good Times School, there is a 15-minute recess in the morning and another one in the afternoon. Parents and teachers have suggested abolishing recess and finishing school 30 minutes earlier in the afternoon.

This suggestion gives rise to many comments by parents, teachers and students. Some are in favour of abolishing recess, some are against, and others are undecided.

The school principal asks the student council to give its point of view. Does the student council as a group feel that recess should be maintained or abolished, and why? The council holds a meeting to discuss the issue and to make a decision. We shall attend this meeting.

- ◆ chooses five students who are able to speak in public; they will play the roles of student council members.
- ◆ explains that the viewpoint (concerning the abolition of recess, i.e. for, against or undecided) that each actor will defend is indicated on the card given to him or her. The viewpoint defended by each person (two students are for, two are against, and one is undecided) must not be shared with the others before beginning the game.
- ◆ asks the rest of the students to be attentive, because at the end of the exercise they will be asked to analyze the performance of the student council at Good Times School.
- ◆ makes it clear to the students that they must play their roles until the game has ended.

Activity

The teacher plays the role of principal at Good Times School. The principal presents the situation to the council members: *Should we abolish recess and finish school 30 minutes earlier, or leave things as they are?* The principal explains that he or she would like the council members to discuss the issue and share their viewpoint as a group with him. The principal says that he or she regrettably does not have the time to take part in their discussion because a parent is waiting, and asks a council member to inform him or her of what they will have decided. The principal leaves them alone for their discussion.

If necessary, the teacher in the role of the principal may come back to restart the debate, saying that he or she has some free time and has come to see how the meeting is coming along. Once the debate has started up again, the principal will find a reason to leave again.

After about 10 minutes, the teacher announces the end of the exercise and asks the audience to give the actors and actresses a round of applause.

Review of the activity

The teacher:

- ◆ asks the observers if what took place during the student council meeting at the Good Times School also takes place in real life. Was it realistic?
- ◆ asks the observers to evaluate the extent to which the student council obeyed the rules for teamwork established above. The rating scale below is used for this. The observers raise their hands to indicate the marks they gave the student council at Good Times School. The student-actors do not vote.

The student council at Good Times School has:

- obeyed all the rules for teamwork (5 points)
 - obeyed almost all the rules for teamwork (4 points)
 - obeyed most of the rules for teamwork (3 points)
 - disobeyed most of rules for teamwork (2 points)
 - disobeyed almost all the rules for teamwork (1 point)
-
- ◆ works out the average mark given by the student observers to the student council and asks the actors if they agree or not, and why.
 - ◆ asks the actors to read out loud what is written on the cards they received at the beginning of the game.
 - ◆ asks the students why the student council at Good Times School had some difficulty obeying the rules for teamwork.
 - ◆ asks the students if the fact that the council members do not share the same viewpoint is the main reason for the difficulties they had in obeying the rules for teamwork, and why.
 - ◆ suggests trying the game a second time with different actors in order to come up with a better answer to the question.

Preparation

The teacher:

- ◆ chooses five new students with acting abilities to play the role of the student council at Good Times School.
- ◆ explains that the cards given to each actor contain more instructions than those distributed during the first exercise. This time, the actors are asked not only to defend a particular viewpoint, but also to adopt a certain type of behaviour (respectful, rude, inattentive, etc.).

Activity

Once again, the teacher plays the role of principal and restarts the debate when necessary.

After about 10 minutes, the teacher stops the exercise and asks for a round of applause for the student-actors.

Review of the activity

The teacher:

- ◆ asks the observers if the student council that they have just observed had more difficulty than the last council in obeying the rules for teamwork, and why.
- ◆ asks the actors to read out loud what is written on the cards they received at the beginning of the game.
- ◆ asks the students if the fact that the council members do not share the same viewpoint on the abolition of recess is the main reason for the difficulties they had in obeying the rules for teamwork, and why.
- ◆ explains that most of the time, the difficulties encountered by a work team are caused by the behaviour of its members. The fact that team members do not share the same opinions is not what causes dissension. Problems arise when there is a failure to listen or a lack of respect, control, trust or motivation.

Conclusion

The teacher asks the students if there are people in the class who have made progress regarding their behaviour and who are now better team members. If there are, the teacher asks the students to name them and to give examples of how they have improved.

THE ABOLITION OF RECESS

VIEWPOINTS AND BEHAVIOUR

Actor 1

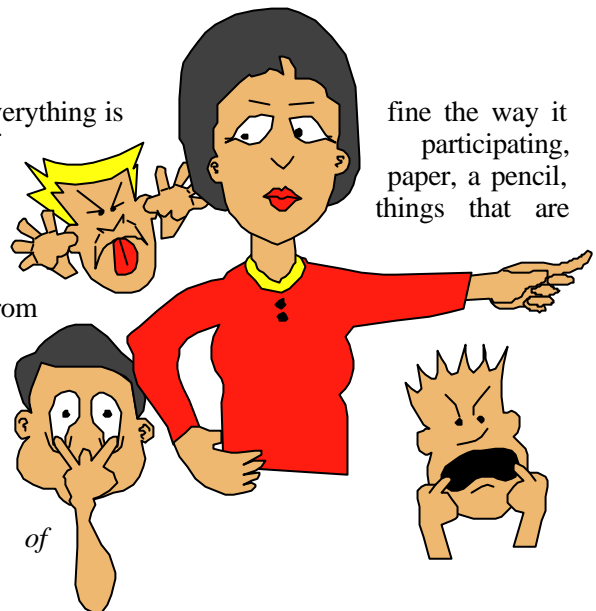
Viewpoint: *undecided*
Behaviour: *silent*

Listen to what the others say but don't participate. If someone else asks you what you think, say that you are indifferent. It doesn't bother you if recess is abolished or not.

Actor 2

Viewpoint: *against the abolition of recess*
Behaviour: *bothersome*

You are against the abolition of recess. You find that everything is boring and that the meeting is boring. Instead of participating, you play with everything within your reach: a sheet of paper, a pencil, an eraser, etc. You rock your chair, get up, speak of off topic such as the Montreal Canadiens, your uncle's new car or the latest film you saw, and you tell dumb jokes. In short, you constantly prevent the meeting from running smoothly and you get on your classmates' nerves.



fine the way it participating, paper, a pencil, things that are

Actor 3

Viewpoint: *in favour of the abolition of recess*
Behaviour: *disrespectful (mean)*

You are in favour of the abolition of recess, and you find that those who are against it are dumb. Every time someone expresses an opinion that is different from yours, you laugh and call him or her an idiot, a fool or a numbskull. Your behaviour toward those who do not share your viewpoint is disrespectful and mean.

Actor 4

Viewpoint: *in favour of the abolition of recess*
Behaviour: *doesn't listen to others*

You are in favour of the abolition of recess, and you find it difficult to wait until it is your turn to speak. When others speak, you interrupt and speak louder than them. When you are asked to stop interrupting, you apologize and listen to the others, but not for long. You quickly forget what you have been told and begin interrupting and speaking louder than everyone else again.

Actor 5

Viewpoint: *against the abolition of recess*
Behaviour: *respectful*

You are against the abolition of recess and find that it is important for students to have 15 minutes to unwind for every half day at school. You defend your viewpoint, but respect the opinion of those who do not agree with you. You listen to them and do not interrupt. You ask the other participants to do the same because you feel that respect for others is very important.

III EVALUATION OF FELLOW STUDENTS

The evaluation of fellow students, as with case studies, forces students to evaluate people other than themselves. As mentioned above, since evaluating someone else leads one to analyze one's own behaviour, this technique may help students develop the ability to evaluate their own behaviour in a fair and realistic way.

However, the evaluation of other students is a much more demanding technique than the case study. Students are not asked to voice an opinion on the behaviour of an unknown character or person, but to evaluate that of classmates. The technique involves a certain risk, both for the student and the class, but at the same time may greatly contribute to the development of both.

The quality of the atmosphere in a classroom is an important factor to be considered before conducting an evaluation of fellow students. If students do not trust one another and are asked to evaluate their fellow students' behaviour (ability to respect others and listen to them, for example), the exercise may do more harm than good. In this type of environment, it is best to choose an activity in which students are asked to determine the qualities of their classmates. This type of activity, which is less threatening than a behavioural evaluation, helps strengthen students' self-esteem and may in fact help establish an atmosphere of trust.

An evaluation that focuses solely on the qualities, skills and accomplishments of other students may also be problematic. Students with low self-esteem often experience problems with this type of activity, as they are more inclined to underestimate others rather than to recognize their strengths and accomplishments.

Modelling is an interesting educational means to help children recognize qualities in other students, since looking at others prompts them to look at themselves and strengthen their self-esteem. Let us consider the guardian angel activity,¹ in which students observe classmates for one week and then on Friday, tell others about the positive aspects of their protégés' behaviour. Before beginning this activity, students may be shown how to be a guardian angel, and models may be provided.

At first, the teacher alone acts as a guardian angel. He or she observes five or six students and on Friday, gives an account of the positive elements observed in each student. Following this account, the teacher discusses the quality of these observations with the students: accuracy, precision, omission, suggestion, etc.

Then, the teacher chooses students to act as guardian angels themselves. The number of students selected may vary: three for the first week, five for the following week, etc. Students who have low self-esteem are excluded from the selection.

The chosen guardian angels must each observe two or three students. At the end of the week, the angels give an account of their observations, and the teacher discusses the quality of these observations with the students. Finally, the activity is carried out as planned: each student becomes the guardian angel of another student.

1. MEQ, *YOUTH HEALTH – 1999-2000 Update and Addenda*, 2001, Sheet 2.2.

Another modelling method consists in using the buddy system to pair up students and asking them to observe a given situation and then to produce a common assessment report based on their observations. This strategy can be used for the evaluation of a work team, for example.

The teacher chooses two or three students to observe the behaviour of members of a work team. The chosen students observe the work team individually. They then get together to discuss what they have witnessed and prepare a joint observation report.

For the exercise to truly promote the development of critical faculties, it is important not to pair up students with low self-esteem or students who usually agree with one another. Students' judgment will be improved if they are exposed to a variety of opinions.

Except in the case of modelling, discussions following the evaluation of fellow classmates should not address the quality of the evaluation, or if they do, emphasis on this aspect should be minimal. The primary goal of the exercise is to help students take a more accurate look at themselves, and not to judge the evaluators.

It is not necessary to review the activity immediately afterwards. In certain cases, it may be wise to wait a day or two. First, ask students to provide their own written answers to the questions that will be the focus of a group discussion. This will prevent certain students from getting carried away by using the review of the activity as a means to get revenge. The questions asked should be of the following nature:

◇ *What is most difficult: evaluating others or evaluating yourself, and why?*

◇ *Did this activity allow you to learn something about yourself? If so, what did you discover? If not, explain why.*

◇ *Can this activity help make life better for our class, and why?*

◇ *What is the main positive aspect of this activity? What is its main negative aspect?*

◇ *Do you think we should try a similar activity in the future, and why?*

EVALUATION OF FELLOW STUDENTS

LIST OF ACTIVITIES

Title	Theme	Cycle	Duration	References
Students of Quality	Valuing others	Two and three	45 min.	Doc. 1, Sheet 4.3
Types of Students	Behaviour: bird, elephant, mouse, sheep	Two	30 min.	Doc. 1, Sheet 5.11
Evaluation of Interactions	Positive contribution to the quality of life in the class	Two and three	20 min.	Doc. 1, Sheet 5.13
Guardian Angel	Valuing others	Three	20 min.	Doc. 3, Sheet 2.2
Daisy Petals	Valuing others	Two	30 min.	Doc. 3, Sheet 2.3

Doc. 1: *YOUTH HEALTH – Quality of Life in the Classroom – MEQ, 1998.*

Doc. 3: *YOUTH HEALTH – 1999-2000 Update and Addenda – MEQ, 2001.*

EVALUATION OF FELLOW STUDENTS

SCHOOL YARD AWARDS

Theme

Appropriate behaviour during recess

Objectives

- ◆ To give students the opportunity to evaluate the behaviour of other students during recess
- ◆ To honour students who strive to behave well during recess
- ◆ To discuss the necessity and advantages of appropriate behaviour during recess

Cycle

Elementary Cycle Two

Material

- ◆ List of School Yard Awards (Sheet 3.1.1)
- ◆ Jury members' log sheet (Sheet 3.1.2)
- ◆ Certificate (Sheet 3.1.3)

Duration

The review of observations made during recess for an entire week lasts approximately 30 minutes.

Instructions

During the week preceding the activity, the teacher:

- ◆ announces that prizes will be awarded to the students who make efforts to behave in a positive way during recess.
- ◆ presents the list of School Yard Awards (Sheet 3.1.1).

- ◆ explains that these prizes will be awarded by a jury made up of four students chosen by the teacher. For an entire week, members of the jury will observe the behaviour of students during recess and will write down their observations on a log sheet.

Observations by members of the jury must remain confidential until the end of the week. Members of the jury are not allowed to discuss notes written on their log sheets, except during meetings held for this purpose. The teacher is the only person with whom they may talk about their observations, difficulties, questions, etc.

At the end of the week, the members of the jury meet with the teacher in order to share their observations and determine who will receive the School Yard Awards. The names of the winners are announced on Monday of the following week. Winners receive a School Yard Awards certificate.

- ◆ discusses with the students the difficulties that members of the jury might encounter, and the qualities that are required to accomplish their task.
- ◆ reveals the names of the four jury members.
- ◆ brings together the jury members to provide them with a copy of the log sheet and to explain how to fill it out.

During the week of the activity, the teacher:

- ◆ ensures that jury members fill in their log sheets on a daily basis and respect their confidentiality agreement.
- ◆ brings members together at the end of the week to decide who will receive the School Yard Awards and to prepare the certificates.

Review of the Activity

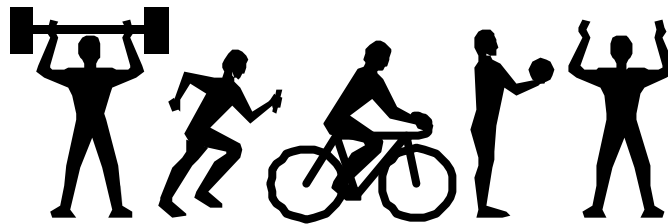
The Monday following the week of activities, the teacher:

- ◆ invites members of the jury to stand in front of the class and asks them
 - *whether they enjoyed being part of the jury for the School Yard Awards, and why*
 - *what they found most difficult, and why it was difficult*
 - *whether having to evaluate the behaviour of others has led them to think about their own behaviour during recess. If so, what did they think about specifically?*
- ◆ asks members of the jury to announce the names of the winners and award a certificate to each.
- ◆ asks all students whether they find it easy to behave positively during recess, and why.
- ◆ asks all students whether some people have more difficulty than others in behaving well during recess, and why or why not.

- ◆ asks members of the jury whether some of the winners made greater efforts than others to behave well during recess. If so, who and why?
- ◆ asks the winners whether they needed to make an effort to earn their prize. If so, what sort of effort? If not, why not?
- ◆ asks winners whether there are advantages to making an effort to behave positively during recess, apart from the prizes they won. If so, what are they?

Conclusion

The teacher asks students whether, in addition to the winners of the six School Yard Awards, there are other people in the class who have made efforts to improve their behaviour during recess. If so, the teacher asks the students to name these people and to give examples of their efforts.



SCHOOL YARD AWARDS

LIST OF PRIZES

1. **Live Wire:** awarded to a student for his or her good spirits and drive throughout the week
2. **Sportsmanship:** awarded for the quality of a student's participation in games (abiding by the rules, good relations with team mates and opponents, enthusiasm) throughout the week
3. **Self-assertion:** awarded for the efforts made by a student throughout the week to assert him or herself more than usual (mingling with others, sharing ideas, gaining respect)
4. **Self-control:** awarded for efforts made by a student throughout the week to better control his or her emotions (anger, excitement, fear)
5. **Autonomy:** awarded for efforts made by a student throughout the week to become less easily influenced
6. **Jury's choice:** awarded to a person or group of people whose behaviour particularly impressed the jury

SCHOOL YARD AWARDS — LOG SHEET

Along with the other members of the jury, you will be asked to give out six School Yard Awards at the end of the week. If you were asked to award these prizes today, who would you give them to and why? Write down the name of the person you would choose as well as the reason for your choice in the appropriate box.

PRIZE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Live Wire	Name: Reason:				
Sportsmanship	Name: Reason:				
Self-assertion	Name: Reason:				
Self-control	Name: Reason:				
Autonomy	Name: Reason:				
Jury's choice	Name: Reason:				





SCHOOL YARD AWARDS
CERTIFICATE

The _____ prize
is awarded to _____
for _____
throughout the week of _____

_____ **Congratulations!** _____
Teacher *Member of the jury*

IV COMPARATIVE SELF-EVALUATION

The evaluation of fellow students and comparative self-evaluation are two similar techniques. The former brings into play an exchange of perceptions: I evaluate the behaviour of other students and they evaluate mine. The latter requires comparison of perceptions: I compare the way I judge myself with the evaluation that someone else makes of my strengths and weaknesses.

Comparative self-evaluation leads students to consider behaviour from a different perspective than that which is usually adopted in the evaluation of fellow students. In the first case, the evaluation is specific and the analysis is detailed. In the second case, the chosen viewpoint is wider and the evaluation is more comprehensive.

The main difficulty posed by comparative self-evaluation consists in recruiting the person with whom the student will share perceptions of him or herself. The person chosen must know the other student well enough to voice an opinion on his or her behaviour. The student must respect this person and trust his or her judgement. This person also has to be capable of objectivity in order for the evaluation to be fair and realistic.

It is quite obvious that the last criterion makes recruitment difficult. It requires a degree of maturity beyond that of most elementary school students. However, the problem can be circumvented in part by using certain strategies.

Among these strategies is the one mentioned in the previous chapter, which consists in evaluating qualities, skills and talents only. This type of exercise is less demanding for the person with whom the student compares

his or her self-evaluation than an evaluation of the student's behaviour involving, for example, an appraisal of the student's level of independence or ability to solve problems. However, one must remember that students with low self-esteem have difficulty in recognizing their own strengths as well as those of others.

Successful comparative self-evaluation implies that the person with whom the student shares his or her self-evaluation is neither too lenient, nor too severe. Although elementary school students rarely display such a level of maturity, this does not mean that Cycle Three students are incapable of carrying out the task successfully.

Let us take the example of a comparative self-evaluation activity addressing the quality of a student's teamwork. The activity is held in Cycle Two classes divided into five work teams. During a 30-minute period every day for one week, each team is observed by a Cycle Three student.

At the end of the week, the teacher first asks each student to evaluate the quality of his or her own participation in the teamwork. Students then receive copies of their respective evaluations made by the observer who was assigned to their team. The teacher then asks all students to compare the results of the two evaluations.

Though it should be possible to find some Cycle Three students to play the role of the person to whom younger students present the way they view themselves, there may not be many who are capable of playing the same role with their own classmates. There are usually three or four students who are able to take on such a responsibility in most classes. However, the real issue may be whether or not we are capable of providing students with the educational support and

supervision they require in order to learn from this experience.

As mentioned in the chapter on the evaluation of fellow students, giving one's opinion on the behaviour of a classmate is somewhat risky. If these risks are dealt with correctly, i.e. if students are well prepared and guided, the exercise may prove to be highly rewarding. Otherwise, it may be disastrous.

Certain principles must be followed during a comparative self-evaluation activity, such as the one described above, in which certain members of a Cycle Three class act as observers.

First, the purpose of the activity and the role of the observer must be clearly explained to all members of the class. The requirements of such a role must be examined. One could even go so far as to ask students to determine which person in the group has the desired qualities. However, it must remain clear that the teacher will make the final decision.

Once they have been selected, students who are to act as observers are brought together and the teacher explains in detail what is expected of them. The evaluation checklists filled out by these students should be read and approved by the teacher before being given to the students concerned.

Finally, it is essential to ask the observers to evaluate their experience. Did they enjoy it, and why or why not? What did they find most difficult? Did they learn something about themselves through the experience? An account of the evaluation should be presented to the rest of the class.

For the evaluation of behaviour such as autonomy, parents can play the roles of

those with whom the students compare the way they see themselves.

However, it is not easy for parents to have the necessary objectivity in order to fairly and realistically evaluate one's own child. Parents usually feel concerned about and responsible for their children—and even judged. To ensure that the experience is a positive one, it is thus essential to reassure parents asked to participate in their child's comparative self-evaluation.

It is important to present the activity in its context and to explain to parents that as an educational exercise, comparative self-evaluation is part of a learning activity designed to increase the ability of students to consider their actions from a critical viewpoint and to recognize that there are other ways of behaving. It is especially important to stress that there are no right or wrong answers to the questions asked in the evaluation checklist that students are asked to fill out. There are only perceptions and personal observations for the students to use to determine whether the way they evaluate themselves is consistent with their parents' opinion.

It is also important to provide parents with feedback on how their child reacted to the evaluation and what he or she got out of the experience. To this end, students may be asked to write a letter to their parents, in which they answer questions similar to the ones below:

- ◆ *What surprised you most in your parents' evaluation, and why?*
- ◆ *Which aspects of your own evaluation most resemble that of your parents?*

- ◆ *Which aspects of your own evaluation are most different from that of your parents?*
- ◆ *Has this activity allowed you to learn something about yourself? If so, what did you learn, and if not, why?*
- ◆ *Can this sort of activity help improve the relationship between parents and children? Why or why not?*
- ◆ *Finally, is there anything in particular that you would like to say to your parents?*

There are no group discussions during self-evaluation activities. The activity is reviewed individually using a questionnaire prepared by the teacher. The questions asked are similar to those mentioned at the end of the chapter on the evaluation of fellow students.

COMPARATIVE SELF-EVALUATION

LIST OF ACTIVITIES

Title	Theme	Cycle	Duration	References
My Week	Behaviour: bird, elephant, mouse, sheep	Two	10 min.	Doc. 1, Sheet 5.12
Winning Qualities	Qualities	Three	30 min.	Doc. 3, Sheet 2.1
Know Yourself	Respect, self-discipline, help, participation, self-sufficiency	Three	30 min.	Doc. 3, Sheet 1.5
Who's Right?	Strengths and qualities	Three	60 min.	Doc. 3, Sheet 2.4

Doc. 1: *YOUTH HEALTH – Quality of Life in the Classroom* – MEQ, 1998.

Doc. 3: *YOUTH HEALTH – 1999-2000 Update and Addenda* – MEQ, 2001.

COMPARATIVE SELF-EVALUATION

VIEWPOINTS

Theme

Judgement, self-sufficiency and sense of responsibility

Objectives

- ◆ To give students the opportunity to find out whether the way they evaluate their own ability to be self-sufficient and responsible corresponds to the perceptions of their parents, teacher and classmates
- ◆ To determine the main qualities that are required in order to evaluate one's own behaviour and the behaviour of others in a fair and realistic manner

Cycle

Elementary Cycle Three

Materials

- ◆ Six copies of Sheet 4.1.1 *Evaluation of the Degree of Self-Sufficiency of Students at School*
- ◆ For the parents of each student, one copy of Sheet 4.1.2 *Evaluation of My Child's Degree of Self-Sufficiency at Home*
- ◆ For each student, one copy of Sheet 4.1.3 *Self-Evaluation of My Degree of Self-Sufficiency at School and at Home*
- ◆ For each student, one copy of Sheet 4.1.4 *Self-Sufficiency at School and at Home—Summary of Evaluations*

Duration

30 minutes

Preparation

The teacher:

- ◆ fills out a copy of Sheet 4.1.1 and enters the results of the evaluation in the appropriate section of Sheet 4.1.4. A copy of Sheet 4.1.4 is prepared for each student.
- ◆ selects five students who will act as evaluators and fill out Sheet 4.1.1. These students are chosen without the other students' knowledge. They must agree to refrain from telling anyone about the evaluation that they are to carry out.
- ◆ collects Sheet 4.1.1 once it has been filled out by each student-evaluator and calculates the averages of the results assigned to each student (or asks one or two student-evaluators to calculate the averages). These averages are written in the appropriate section of Sheet 4.1.4. As mentioned earlier, a copy of Sheet 4.1.4 is prepared for each student.
- ◆ sends a copy of Sheet 4.1.2 in a sealed envelope to the parents of every student, and asks the parents to fill out the sheet without disclosing its contents to their child, and to send this sheet back to the school in a sealed envelope with the student's name written on it.

Note: The sections of Sheet 4.1.4 used for the transcription of the results of self-evaluation and parent evaluation are not filled out in advance. Each student must complete these sections alone upon receiving a copy of Sheet 4.1.4.

Instructions

To prepare the activity, the teacher:

- ◆ asks students to define what they think a self-sufficient person is and suggest that they explain and illustrate their definitions by using examples.
- ◆ explains to students that a self-sufficient person is someone who is capable of performing various tasks and acting responsibly without the assistance of other people (teacher, parent or other). For example: not being late for school, organizing one's spare time, getting up in the morning, etc.
- ◆ asks students whether they consider themselves to be self-sufficient, and why.
- ◆ gives students a questionnaire designed to evaluate their degree of self-sufficiency at school and at home, in order to answer the preceding question more thoroughly.

Activity

- ◆ The teacher distributes a copy of Sheet 4.1.3 to every student
- ◆ Students fill out the sheet

Review of the Activity

The teacher:

- ◆ asks the students whether they have made a fair and realistic evaluation of their own behaviour, and why.
- ◆ asks the students whether it is more difficult to evaluate one's own behaviour in a fair and realistic way than it is to evaluate the behaviour of others, and why.
- ◆ asks the students if there are ways of knowing whether one's self-evaluation is fair and realistic. If so, what are they? If not, why?
- ◆ asks the students if they believe that comparing their self-evaluations with evaluations of their behaviour made by people who see them everyday can be a means of verifying whether the way they evaluate themselves is fair and realistic, and why.
- ◆ gives each student a copy of Sheet 4.1.4, which was prepared for them, and that contains the results of the evaluation (Sheet 4.1.1) by student-evaluators and the teacher. The teacher also provides each student with the evaluation questionnaire (Sheet 4.1.2) that was previously filled out by his/her parents.
- ◆ asks the students to enter the results of their self-evaluation (Sheet 4.1.3) and those of the evaluation made by their parents (Sheet 4.1.2) in the appropriate sections on Sheet 4.1.4.
- ◆ asks the students to answer the questions on Sheet 4.1.4 in writing.

Conclusion

The teacher:

- ◆ asks the students to share their answers to two of the questions on Sheet 4.1.4:
 - What are the main qualities that are necessary in order to make a fair and realistic evaluation of oneself?
 - Do you feel that it is important to be able to make fair and realistic evaluations of yourself? Why?
- ◆ completes, if necessary, the students' answers by mentioning qualities such as:

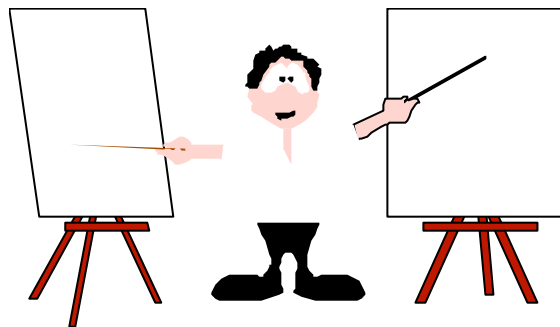
Realism: one must evaluate facts, not wishes

Honesty: one must say what one believes is true without taking into account what others think or may think

Effort: to make a fair and realistic evaluation of oneself, one must stop and think. Thinking does not come without effort

Courage: one must take a stand and not always evaluate oneself as being just an average person. Because it is troubling and even threatening to see oneself such as one truly is, courage is needed to make a fair and realistic evaluation of oneself

- ◆ asks the student-evaluators whether the qualities that were just mentioned also apply when we evaluate the behaviour of others, and why.
- ◆ asks the student-evaluators whether they feel the task that they were asked to perform was difficult or easy, and why.
- ◆ asks the student-evaluators whether having to evaluate every member of the class led them to realize that some students have made progress as far as self-sufficiency is concerned. If so, the students should be asked to name these people and illustrate the progress they have made, using examples.
- ◆ asks the other students in the class whether they too feel that some members of the group have become more self-sufficient. If so, the students should be asked to name these people and give examples of their progress.
- ◆ asks students to have their parents sign Sheet 4.1.4.



EVALUATION OF THE DEGREE OF SELF-SUFFICIENCY OF STUDENTS AT SCHOOL

Evaluate the degree of self-sufficiency of the students in the class by using the rating scale below.

1. Rarely able to carry out a task without the teacher or someone else asking or helping the student to do it
2. Sometimes able to carry out a task without the teacher or someone else asking or helping the student to do it
3. Often able to carry out a task without the teacher or someone else asking or helping the student to do it
4. Usually able to carry out a task without the teacher or someone else asking or helping the student to do it

Students' names	Motivation: does his or her work well, does not get discouraged	Organization: doesn't waste time, does what he or she has to do	Deadlines: hands in homework and assignments on time	Self-control: controls his or her emotions (anger, excitement, etc.)	Participation: gives his or her opinion, answers questions



EVALUATION OF MY CHILD'S DEGREE OF SELF-SUFFICIENCY AT HOME

Name of child: _____

Evaluate your child's degree of self-sufficiency by using the rating scale below.

1. Rarely able to carry out a task without the teacher or someone else asking or helping the student to do it
2. Sometimes able to carry out a task without the teacher or someone else asking or helping the student to do it
3. Often able to carry out a task without the teacher or someone else asking or helping the student to do it
4. Usually able to carry out a task without the teacher or someone else asking or helping the student to do it

RESPONSIBILITIES		RATING
BEDTIME:	goes to bed at a reasonable time	
SCHOOL:	does homework and studies	
TIDINESS:	cleans up and knows where he or she puts things	
SELF-CONTROL:	controls his or her emotions such as anger, excitement, etc.	
TELEVISION:	limits the time spent watching television and playing video games	

SELF-EVALUATION OF MY DEGREE OF SELF-SUFFICIENCY AT SCHOOL AND AT HOME

Name of student: _____

Evaluate your degree of self-sufficiency by using the rating scale below.

1. Rarely able to carry out a task without the teacher or someone else asking or helping the student to do it
2. Sometimes able to carry out a task without the teacher or someone else asking or helping the student to do it
3. Often able to carry out a task without the teacher or someone else asking or helping the student to do it
4. Usually able to carry out a task without the teacher or someone else asking or helping the student to do it

At school

RESPONSIBILITIES		RATING
MOTIVATION:	do my work well, don't get discouraged	
ORGANIZATION:	don't waste time, do what I have to do	
DEADLINES:	hand in homework and assignments on time	
SELF-CONTROL:	control my emotions (anger, excitement, etc.)	
PARTICIPATION:	give my opinion, answer questions	

At home

RESPONSIBILITIES		RATING
BEDTIME:	go to bed at a reasonable time	
SCHOOL:	do homework and study	
TIDINESS:	clean up and know where I put things	
SELF-CONTROL:	control my emotions such as anger, excitement, etc.	
TELEVISION:	limit the time spent watching television and playing video games	



SELF-SUFFICIENCY AT SCHOOL AND AT HOME – SUMMARY OF EVALUATIONS

Name of student: _____

At school

Evaluators	Motivation: does his or her work well, does not get discouraged	Organization: doesn't waste time, does what he or she has to do	Deadlines: hands in homework and assignments on time	Self-control: controls his or her emotions (anger, excitement, etc.)	Participation: gives his or her opinion, answers questions
Teacher					
Student-evaluators (average)					
Myself (self-evaluation)					

At home

Evaluators	Bedtime: goes to bed at a reasonable time	School: does homework and studies	Tidiness: cleans up and knows where he or she puts things	Self-control: controls his or her emotions such as anger, excitement, etc.	Television: limits the time spent watching television and playing video games
Parents					
Myself (self-evaluation)					



1. Do you feel that your evaluation of your degree of self-sufficiency at school is fair and realistic? Why?
2. What surprises you most about your teacher's evaluation of your degree of self-sufficiency? Why?
3. What surprises you most about the student-evaluators' assessment of your degree of self-sufficiency? Why?
4. Do you feel that your evaluation of your degree of self-sufficiency at home is fair and realistic? Why?
5. What surprises you most about your parents' evaluation of your degree of self-sufficiency? Why?
6. Do you feel that it is important to be able to make fair and realistic evaluations of yourself? Why?
7. Name five qualities that are necessary in order to make a fair and realistic evaluation of oneself.
8. Of the five qualities mentioned in the last question, which one would you like to possess the most? Why?

Parents' comments and signatures: _____

