

Assessment and Learning Outcomes (Exemplar Lessons)

The most direct way to illustrate assessment strategies may be through concrete examples, linking topics and learning outcomes as presented in the Curriculum Guidelines with 'useful resources' as suggested in the teacher Guidelines.

Some lessons have an assessment strategy built in that sits very comfortably with learning outcomes as suggested in the Curriculum Guidelines; others may simply need a slight adjustment or addition to ensure that possibilities are included for review/reflection, feedback and reporting. For some lessons it may be best to devise an alternate assessment strategy to that suggested and this should be informed by the aims and objectives of the lesson.

Communication Skills (Year 1)

A suggested learning outcome (Curriculum Guidelines p.17) is-

'Students should have learnt and practiced the skills of listening and of self-statement'.

A suggested useful resource (Teacher Guidelines p.36) is On My Own Two Feet, Assertive Communication, Lesson 4 – Getting Clear.

A suggested assessment strategy, as outlined in this particular lesson, is-

Review/reflection:

As outlined in Assertive Communication, page 36 'Teacher demonstrates and students define behaviour' (Teacher reads out situations using teacher material provided).

Feedback:

As outlined in Assertive Communication, page 37 'Discuss in small groups' (questions about passive, aggressive, assertive behaviour).

Reporting/portfolio:

Record sheet, handout 1 (p. 38) to be completed as homework and added to portfolio.

Substance Use (Year 2)

A suggested learning outcome (Curriculum Guidelines p. 40) is-

'Students should have an awareness of the personal and social implications of alcohol and cannabis in the life of the young person'.

A suggested useful resource (Teacher Guidelines p.53) is On My Own Two Feet, Decision Making, Lesson 13, Deciding about Alcohol.

A suggested assessment strategy (note: The lesson as presented includes an assessment strategy)_

Review/reflection:

As outlined in Decision Making, page 76, Detailed Procedure (Sample situation(s) with prompts for discussion).

Feedback:

As outlined, page 76, Feedback (When small groups finish the story they present their findings to the class).

Reporting/portfolio:

Groups to devise advertisement slogans / posters advising people of their age not to drink alcohol.

(3) Relationships and Sexuality Education (Year 3)

A suggested learning outcome (Curriculum Guidelines p.50) is –

‘Students should have identified and recognised the importance of respect, rights and responsibilities in relationships’.

A suggested useful resource (Teacher Guidelines p.44) is Relationships and Sexuality Education, Lesson 17, Boy/Girlfriends.

A suggested assessment strategy is-

Review/reflection:

Having summarised the results of ‘student sheet 44’ on the flipchart/board, ask participants to list the three qualities valued most highly by the group (class); and/or

Having worked through ‘student sheet 45’ ask participants to choose (write) five reasons most valued by the group for having a boy/girlfriend; and/or

Take one of the case studies on ‘student sheet 46’ and respond to it as though you were an agony aunt.

Feedback:

Do you agree with the three qualities valued by the group? Why/why not? and/or

Is there anything you would like to add to the list of five valued reasons for having a boy/girlfriend? and/or

In groups, share your ‘agony aunt letters’. Give one reason why you like each letter.

Reporting/portfolio:

Design, in groups, a ten-point charter for boy/girl relationships and design as a wall hanging. And/or

Design a 'logo' for boy/girl relationships

(4) Emotional Health (Year 1)

A suggested learning outcome (Curriculum Guidelines p.22) is –

'Students should be aware of appropriate ways of expressing their emotions'.

Suggested useful resources (Teacher Guidelines p.47) include lessons 1,2 and 9 from 'On My Own Two Feet', Feelings.

Alternately, or as a supplement, Lesson 10 (Dealing with Anger) might be used from the same source.

A suggested assessment strategy for On My Own Two Feet - Feelings/ Lesson 10 – 'Dealing with Anger' (bearing in mind the learning outcome)

is –

Review/reflection:

'a friend asks you for advice. S/he claims to be short tempered, to get angry very easily and fears losing friends'.

Complete the following as a response – 'I am no expert on anger, but two things that work for me are (a) _____
(b)_____

Feedback:

Share, in groups, things that work and note similarities and differences.

Reporting (portfolio):

Draw a 'spider diagram' of the suggestions made and underline those particularly useful to you.

An alternate assessment strategy might be –

Review/reflection:

'What colour best represents you when you are angry? Why?' and 'Which animal best represents you when you are angry? Why?'

Feedback:

Was it easy or difficult for you to decide and why?

Reporting (portfolio):

Draw a picture of the animal, in your chosen colour, and write under it 'When I am angry I am like a 'colour / animal' because'

(5) Belonging and Integrating (Year 1)

A suggested learning outcome (Curriculum Guidelines, p. 14) is-

‘Students should have a heightened sensitivity to their own talents and those of others’.

A suggested useful resource (Teacher Guidelines, p. 32) is-

NWHB, Healthy Living, Building Self Esteem.

A suggested assessment strategy is-

Review/reflection:

Feedback in Section 1 of the lesson (p.170) “self Image” – what is it? After reading Sam’s story (p. 171) – examine the two buckets to establish events during the day that build and knock Sam’s self-esteem.

Feedback:

Discussion on what Sam can do to enhance self-esteem and minimise the number of minuses. Review action plan for week (things done to put a positive in your bucket).

Reporting/portfolio:

Write – one sentence – what is self-esteem?

NWHB Workbook (p. 19) bottom half of page added to portfolio when complete. (This worksheet is also in the Teacher Handbook. P.172).

Summarise things you can do to enhance your self-esteem.

(6) Influences and decisions (Year 2)

A suggested learning outcome (Curriculum guidelines, p.38) is-

‘Students should have further developed their decision-making skills and be aware of the need for reflection during the decision-making process’.

A suggested useful resource is (Teacher Guidelines, p. 49) is-

On My Own Two Feet, Decision Making, lesson 4, Values.

A suggested assessment strategy is-

Review/reflection:

Draw a ‘self portrait’ (cartoon) and add in your three most important values.

Feedback:

Compare cartoon with Handout 1, What do I value (p.29) to establish if you changed your perceptions of what you value during the lesson.

Reporting/portfolio:

Cartoon to be added to portfolio.

Methods and Assessment

Brainstorming:

brainstorming is used to generate, without comment, as many ideas as possible. Once generated the list can be revisited to prioritise suggestions. In this process participants are receiving feedback on the quality of their own suggestions and the value of teamwork.

Depending on the issue(s) being considered it may be possible for participants, individually or collectively, to write down their prioritised list of concerns. This might inform programme development, be publicised at a staff-meeting, and/or added to their portfolio to inform parents about individual or group concerns.

Role play:

Students may participate in role play as participants and observers. Those who participate should be 'deroled' – a process which has review/reflection built in. Those who observe may have the opportunity to give a report to the participants and/or the class and this process also has review/reflection built in. Written observer reports provide similar opportunities.

The purpose of role-play could be to 'walk in another's shoes' or to practice for a social interaction. As what has happened in the role-play is processed there are opportunities for participants to reflect on how they might perform in similar real or imagined situations and for action planning.

Processing the activity may raise awareness of the prevalence of a particular type of behaviour in the school or community this might be conveyed to staff and inform further elements of the programme (questions like 'do you meet people like this often / where?').

A description of the behaviour (in written or graphic form) might be added to the portfolio. This could be used for feedback to parents in the form of 'This is what (Mary/James) thinks a drug pusher looks like' – if Mary or James agrees its inclusion for this purpose.

Simulation games

are linked with role play in the Teacher Guidelines (p.27)

Artwork:

A summary of the forms of artwork useful for SPHE is found in the Teacher Guidelines (p.27). Opportunities for feedback include personal observation of the finished work, a sharing with others (with due sensitivity to privacy), display / presentation in the class group or wider.

By agreement artwork could be used to report to staff 'this is what class X thinks of school' and/or to parents by inclusion in the portfolio.

Geographical Voting / Carrousel / Musical Chairs:

These methods have a common purpose – to provide participants with opportunities to state their point of view and hear the viewpoint of others. Feedback is instant as one reassess ones own position and has it reinforced or challenged by an alternate viewpoint. A processing of the experience promotes further reflection and appreciation of shared and divergent viewpoints.

A discussion might summarise common and diverging viewpoints of the class group. A summary of what has been learned might be recorded and added to the portfolio.

Case studies / Written material / Video:

'Engagement with a text can be part of the experiential learning cycle ...' (Teacher Guidelines, p.26).

Written or video material may have a knowledge base and be used to inform.

A questionnaire or matching exercise (Teacher Guidelines p.62) might be pre-prepared or designed for review/reflection as an assessment strategy.

Case studies

can be regarded as a 'safe way' to visit real-life situations. Questions posed for review/reflection might be-

- 'How does feel?'
- 'What advice would you give?'
- 'Have you ever felt like this?'

Visitors:

Visitors may be invited to contribute at the beginning, during or as a conclusion to a topic or module in SPHE. Preparation for the visit may present opportunities for review and reflection. The purpose of the visit may be to raise awareness, to review work done by the class and/or to provide feedback to students. A report on the visit might be included in the folder/portfolio. This might vary on the continuum between being 'open-ended' or highly structured depending on time constraints and the needs of the student group.

In the example given in the Teacher Guidelines (p.65), as an alternative to composing a letter, a garda could be invited to visit the class to hear and respond to the findings.

Structuring assessment of SPHE

Assessment is an integral and an important part of SPHE. It provides a structure for learning and clarifies objectives for students. Because it is so integrated into the learning process it does not place a burden of extensive additional work on the teacher. To be effective, however it requires programme planning and careful preparation of individual lessons and this is no more than good teaching practice.

Consideration should be given to how a record of student work is maintained. It probably is easiest if the teacher retains the folders or portfolios from week to week. If portfolios are being used for reporting to parents care needs to be taken that it is with the consent of students. One might, for example, invite students to place their 5 or 6 chosen pieces at the top of their portfolio in advance of a parent/teacher meeting.

Good practice:

Using the SPHE Curriculum Guidelines, The SPHE Teacher Guidelines and chosen resource(s) identify and/or develop an assessment strategy for a lesson in SPHE as follows-

- Identify learning outcome to clarify the nature of the learning being assessed
e.g. 'have an understanding of...'; 'have drawn up...'; 'have enhanced their skills ...'; 'have reflected on...'; 'be able to plan...'; 'be sensitive to...'.
- Draw up an assessment strategy that might be included in the learning process
- Identify way(s) for giving feedback to students
- Consider how outcomes of the assessment might be reported to key people (parents/guardians, other teachers etc

N.B. You will need to consider (a) practical and organisational factors and (b) the needs and abilities of students (c) aims and objectives.