



Relationship Role-Play Assessment

Standard 4: Use interpersonal communication skills to enhance health and avoid or reduce health risks.

H.S. 4.1 Compare and contrast effective communication skills to improve healthy relationships and /or reduce engaging in risky behaviors.

H.S. 4.3 Choose healthy ways to express affection within relationships.

Standard 1: Students will comprehend content related to health promotion and disease prevention to enhance health.

H.S. 1.14 Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers, and boyfriends and girlfriends.

Task

You will be planning three role-plays that deal with situations related to family relationships, peer or friend relationships, and romantic partner relationships. In class, you will be asked to perform at least one role-play for your peers. For your grade, you must record all three role-plays that you will submit to me for evaluation.

Key Points:

- You must have *one* role-play that demonstrates effective communication (self-expression).
- You must have *one* role-play that demonstrates effective refusal skills.
- You must have *one* role-play that demonstrates effective conflict resolution.
- Your characters should demonstrate the skill cues we have been covering in the unit.
- Each person in your group needs to demonstrate each skill for the **assessment** (not for the role-play in front of the class).
- Come see me if you need help figuring out how to make sure each person can show the skill.

- Use the Relationship Role-Play rubric to make sure you cover all required components. Refer to the skill cues for explanation of each category. The rubric is useful when developing the scripts as well. Your group should be able to complete the assessment during class time.
- All videos will be uploaded to Google Classroom.

Relationship Role-Play Rubric

	4	3	2	1
Self-expression —Body language	Body language is appropriate, open or inviting, and supports effective communication.	Body language is appropriate, inviting, and mostly supports effective communication.	Body language is moderately inviting or appropriate for open communication to occur.	Did not demonstrate appropriate body language.
Self-expression —Assertiveness	Actions demonstrate assertiveness and express thoughts, feelings, or ideas in ways that support effective communication.	Actions demonstrate assertiveness and express thoughts, feelings or ideas to support effective communication.	Actions do not demonstrate assertiveness or expressed thoughts, feelings or ideas that loosely support effective communication.	Student is not assertive and do not express thoughts, feelings or ideas appropriately.
Refusal —No statement	The student very clearly and assertively says <i>no</i> and states a reason.	The student says <i>no</i> , is assertive, and states a reason but is not convincing.	The student does not complete one or two of the criteria (does not say <i>no</i> , does not state a reason, or is not assertive) appropriately.	The student does not clearly say <i>no</i> , is not assertive, and does not state a reason (the student does not complete any of the criteria).

Refusal—Healthy resolution	Resolves the situation in a health-enhancing manner.	Resolves the situation, and the resolution is somewhat health-enhancing.	Resolves the situation in a risky or inappropriate manner.	Does not resolve the situation.
Conflict resolution—Attitude	Demonstrates effective stress management techniques, keeps an open mind, and is assertive during the conflict resolution.	Demonstrates stress-management techniques that are somewhat effective, demonstrates an open mind, and is assertive during the conflict resolution.	Addresses one or two of the criteria in ways that support conflict resolution.	Does not demonstrate an appropriate attitude during the role-play.
Conflict resolution—Solution	Compromises effectively and works with others to create a health-enhancing solution.	Compromise is weak though the student works together with others to create a health-enhancing solution.	Compromise is weak, does not work effectively with others, and the solution is not health enhancing.	Does not compromise, and the solution is not health enhancing.
Relationship content—Benefits of healthy relationships to health	Includes at least three accurate and appropriate benefits of healthy relationships.	Includes two accurate and appropriate benefits of healthy relationships.	States only one benefit or states more than one, but the benefits included are not accurate or appropriate.	Does not include any accurate or appropriate benefits.
Relationship content—Effects of healthy relationships	Includes at least three correct effects of healthy relationships.	Includes two correct effects of healthy relationships.	Includes two effects, but only one effect is accurate or appropriate.	Does not include any correct effects.
Total score (out of 32 points)				

Strengths:

Areas for Improvement:

Role Play Peer Evaluation

For each criterion, circle/highlight Yes or No.

Yes	No	Acted out the conflict safely
Yes	No	Demonstrated a realistic situation
Yes	No	REsolved the situation healthfully
Yes	No	Showed assertive body language
Yes	No	Showed assertive listening
Yes	No	Showed assertive speaking
Yes	No	Demonstrated care and respect

Write one compliment about the role-play:

Provide one suggestion for improving the role-play:

Group Work Assessment Rubric

Name: _____

During group work, the student was observed:

	Yes (2 points)	No (0 points)
Contributing to the group positively		
Making eye contact		
Listening actively to others		
Working effectively with others		
Being assertive when expressing ideas		
Total (out of 10 points)		

Feedback: