



Assessment Rubric: Come on Over!

Elements in the Lesson

- Identifying trouble:
 - Ask questions: Find out exactly what you are being asked to do or where you are being asked to go.
 - Name the trouble: Say what is wrong with the situation that might cause trouble or become a problem.
 - State the consequences: List the negative outcome that could result if you went along or did what you are being asked to do.
- Effective refusal skills:
 - Say a direct “no.”
 - Suggest another activity.
 - Repeat the same phrase over and over again.
 - Give a reason.
 - Walk away.

Students are asked to respond to these questions:

- Part 1: What would you ask to find out what the person wants to do?
- Part 2: What would you say to name the trouble? What would you say to state the consequences?
- Part 3: What would you say and do to refuse?

The following **holistic** rubric can be used for assessing student ability to identify trouble and use refusal skills. The student has demonstrated the elements listed above through a written assignment.

To access an **analytic** rubric for this assignment or a **generic, holistic** rubric that can be used for any assignment, check the resources for Lesson 6 on the flash drive that came with your manual.



Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Part 1: What would you ask?	Numerous appropriate questions are identified. The questions will clarify what the person wants to do.	Several clear and appropriate questions are identified. The questions will clarify what the person wants to do.	Clear and appropriate questions are identified. The questions will clarify some details of what the person wants to do.	Questions are identified. They may be unclear or inappropriate and few clarify what the person wants to do.	
Part 2: Name the trouble and consequences	The trouble is clearly named and numerous consequences are described in detail, showing a depth of understanding.	The trouble is clearly named and consequences are described.	The trouble is named. A few of the consequences are described, but may be brief or slightly unclear.	The named trouble may be unclear. Most of the consequences are unclear or unrelated.	
Part 3: Use refusal skills	Several refusal strategies are used effectively.	One refusal strategy is used effectively.	A refusal strategy is used weakly.	A refusal strategy is not evident.	



Come On Over!

This rubric can be used for assessing your ability to identify trouble and use refusal skills.

Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the "Comments" column.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
Part 1: What would you ask?	We identified numerous appropriate questions. The questions will clarify what the person wants to do.	We identified several clear and appropriate questions. The questions will clarify what the person wants to do.	We identified clear and appropriate questions. The questions will clarify some details of what the person wants to do.	We identified questions. The questions may be unclear or inappropriate and few clarify what the person wants to do.	
Part 2: Name the trouble and consequences	We clearly named the trouble and described numerous consequences in detail, showing a depth of understanding.	We clearly named the trouble and described the consequences.	We named the trouble. A few of the consequences we identified may be brief or slightly unclear.	The trouble we named may be unclear. Most of the consequences we identified are unclear or unrelated.	
Part 3: Use refusal skills	We used several refusal strategies effectively.	We used one refusal strategy effectively.	We used a refusal strategy weakly.	A refusal strategy is not evident in our response.	



Getting to Know You or See You Tomorrow

Directions:

- Use the following checklist to identify strategies you used to identify trouble and refuse. Place an "x" next to each strategy used.
- Record in the "Comments" column what you did well or could do differently to effectively use these skills.

Skill Strategies	I did this strategy.	Comments
Identifying Trouble I asked questions like:		
"What are we going to do there?"		
"Are your parents going to be home?"		
"Did your parents say it was okay if we come over?"		
"Who else is going to be there?"		
"Is anyone there going to be using drugs or alcohol?"		
"How long will we be there?"		
"How will we get there and back?"		
"Are we going anywhere else from there?"		
Identifying Trouble		
I named the trouble.		
I stated the consequences.		
Effective Refusal Skills		
I said a direct "no."		
I suggested another activity.		
I repeated the same phrase over and over again.		
I gave a reason.		
I walked away.		



Getting to Know You or See You Tomorrow

Directions:

- Use the following checklist to identify strategies your partner used to identify trouble and refuse. Place an "x" next to each strategy used.
- Record in the "Comments" column what your partner did well or could do differently to effectively use these skills.

Skill Strategies	I observed my partner doing this strategy.	Comments
Identifying Trouble My partner asked questions like:		
"What are we going to do there?"		
"Are parents going to be home?"		
"Did parents say it was okay if we come over?"		
"Who else is going to be there?"		
"Is anyone there going to be using drugs or alcohol?"		
"How long will we be there?"		
"How will we get there and back?"		
"Are we going anywhere else from there?"		
Identifying Trouble		
My partner named the trouble.		
My partner stated the consequences		
Effective Refusal Skills		
My partner said a direct "no."		
My partner suggested another activity.		
My partner repeated the same phrase over and over again.		
My partner gave a reason.		
My partner walked away.		



LESSON 7

Avoiding and Escaping Risk Situations

Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. 	<ul style="list-style-type: none"> Self Management
<ul style="list-style-type: none"> Demonstrate skills to avoid and escape risky situations. 	<ul style="list-style-type: none"> Self Management
<ul style="list-style-type: none"> Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior. 	<ul style="list-style-type: none"> Interpersonal Communication

Lesson Synopsis

Review skills learned in previous lessons including communicating personal boundaries, identifying trouble, and refusal skills. Identify reasons to avoid or escape risky sexual situations, including the legal consequences. Demonstrate skills to use to avoid and escape risky situations in a skit. Practice in pairs, small groups, and individually analyzing situations and using skills for avoiding and escaping risky sexual situations by editing and directing a series of scripts and skits. Summarize the lesson by reviewing skills that can be used to avoid or escape risky sexual situations.



Activity	Time	Materials Needed
Introduction	5 minutes	Teacher Manual Resources <ul style="list-style-type: none"> Set of Slide Masters: “Potentially Risky Situations” (optional, from Lesson 6) Supplied by the Teacher <ul style="list-style-type: none"> Chart titled “Potentially Risky Situations” (from Lesson 6) Slides (optional) Projector (optional)
Input	10 minutes	Health Education Resources <ul style="list-style-type: none"> Poster: “Now You Know” Teacher Manual Resources <ul style="list-style-type: none"> Slide Master: “Now You Know” (optional) Appendix Q: “Requirements of Michigan Law: Resources and Information for Michigan Teachers Who Teach HIV Prevention or Sex Education” Teacher Master: “Using Skills to Avoid a Risky Situation” Teacher Master: “Using Skills to Escape a Risky Situation” Supplied by the Teacher <ul style="list-style-type: none"> Slide (optional) Projector (optional) Hat (optional)