



How to Use the Tool

A Training Workbook for the 5 Alive Student
Self-Assessment

12.4.24

Deeper Dive into Effective Communication

For this activity, you will review the definition for the competency Relationship Skills. You will then read about how to foster effective communication skills in students. After you have read the two excerpts, complete step 1 quietly on your own. You will complete step 2 in break out groups.

Excerpt 1: CASEL Definition	Excerpt 2: Fostering Effective Communication
<p>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	<p>Think about all of the people students interact with every day. From family members and teachers to coaches and instructors, classmates, teammates, school staff, and so many others, students are constantly engaged in either communicating or not communicating. The development of students' communication skills is incredibly important. What might a student say to a classmate who did well on a project? What might they do to listen to a teammate who is frustrated? What might they say to show themselves kindness? How students talk and listen to themselves and others helps them to work through problems, create amazing things, advocate for themselves, make new friends, and build healthy relationships. When we communicate effectively, we create a connected, supportive, and understanding world.</p>

First: Reflect Individually (3 minutes)

- **Bold** any word or phrase from Excerpt 2 that is unclear to you or that you have questions about.
- **Highlight** any word or phrase from Excerpt 2 that stands out as a priority for your program.

Next: Small Group Discussion (5 minutes)

- Share out any **bolded** words/phrases that are unclear to you or that you have questions about.
 - Discuss what this word/phrase might mean. "What might we see, hear, or experience if this word/phrase was fully present in a classroom or the program at large?"
- Share out any **highlighted** words/phrases that stand out as a priority.
 - What are some reasons this would be valued by young people and adults in our program?
 - How is this currently being prioritized and/or supported in our classrooms and/or program?
 - What would be important to focus on to move this forward?

Deeper Dive into Rubric

For this activity, you will highlight the differences between the rubric levels (i.e., mature, developing, understanding, and early) for effective communication. You will do this for each row of the focus skill. Next, you will write in the component for each row in the far-right column.

Write in the skill component here	4 (Mature)	3 (Developing)	2 (Understanding)	1 (Early)
	I <u>consistently</u> practice active listening, even when I am in conflict or disagreement.	I <u>usually</u> practice active listening but may struggle during an argument, when bored, when distracted, etc.	I <u>understand</u> the importance of active listening but struggle to do so in practice.	I do not yet attempt to listen actively to what others are trying to communicate.
	I <u>accurately</u> describe even <u>complex</u> feelings, ideas, and thoughts.	I <u>competently</u> describe <u>most</u> feelings, ideas, and thoughts.	I <u>consistently attempt</u> to describe my feelings, ideas, and thoughts.	I do not yet attempt to describe my feelings, ideas, and thoughts.
	I understand <u>most</u> nonverbal cues, <u>including subtle</u> facial expressions and body language.	I understand <u>some</u> nonverbal cues, especially if they are <u>more obvious</u> .	I recognize that nonverbal cues are important and <u>attempt</u> to understand them.	I do not pay attention to nonverbal cues.
	I consistently and effectively use conflict resolution skills such as "I" statements.	I attempt to use conflict resolution skills such as "I" statements.	I know about some conflict resolution skills but do not usually use them.	I do not yet know any conflict resolution skills.
	I <u>sensitively</u> discuss difficult subjects with peers and adults.	I at least <u>attempt to</u> discuss difficult subjects in a sensitive way but may struggle to do so.	I <u>know about</u> at least one strategy to sensitively discuss difficult subjects but I avoid difficult subjects.	I do not yet understand the importance of discussing difficult subjects with sensitivity.

Deeper Dive into Drawing/Writing Prompt

With your partner, come up with examples (either written or drawn) of what you might see from a student that demonstrates effective communication at a mature, developing, understanding, and early level. You may complete the task in the space below or a separate piece of paper.

Mature	Developing	Understanding	Early

Here are some examples of what you may see from a student at each level of the rubric for the effective communication focus skill.

Levels	Examples (* indicates example was obtained during pilot)
<p>Level 4 (Mature): Student recognizes and demonstrates effective communication to navigate settings with <u>individuals and groups from backgrounds, cultures, and contexts that are different from their own.</u></p>	<ul style="list-style-type: none"> • Sees a peer with their head down on their desk and checks in on their wellbeing. • Can <u>clearly</u> let staff know they need help by raising their hand, drawing a picture, and/ or asking for assistance depending on what the situation calls for. • Chose not to speak about an upsetting incident in the moment but instead waited until they were in a safe space. • Recognizes and can explain their own preference for raising their hand, holding a sign, or asking to leave when they need to go to the bathroom. • Can communicate to a peer when their actions make them sad, and their peer understands. • Uses an “I feel...” statement when navigating a disagreement with a new peer on the playground. • Listens to the perspective of others when there is a disagreement without help from a peer or adult. • <i>*The student communicates with a new, shy peer. They ask the new peer “how are you feeling?” after noticing the new peer sitting on “the buddy bench” looking sad. After noticing this body language, the student goes over to the new peer to support them.</i>
<p>Level 3 (Developing): Student demonstrates <u>some</u> effective communication skills to navigate a <u>limited number or a specific</u></p>	<ul style="list-style-type: none"> • Will look to see if friend has their head down on their desk and may wait to talk but struggles to recognize the meaning of the behavior in others.

setting. Student generally communicates effectively and respectfully with close individuals. The student consistently recognizes effective communication skills in others.

- Can let staff know they need help by raising their hand, drawing a picture, or asking for assistance but may struggle to identify which communication style is appropriate given the situation.
- Consistently prefers verbal communication even when raising hand may better be suited for quiet reading time.
- Communicates with select group in a way most comfortable to the student.
- May see that a friend talks with their hands when they are excited while they get louder but may not notice another friend nods their head aggressively.
- Recognizes tension but struggles with how to navigate it without the help of others.
- Will walk away from a game if it gets too tense but would rather stay and play.
- After being punished, student struggles to focus upon returning to the group.
- Uses "I feel..." statements among friends while playing outside.

Level 2 (Understanding): Student does not yet demonstrate consistent effective communication skills but does understand the concept. The student may recognize effective communication skills in others even if they do not consistently demonstrate it.

- Can see that their friend has turned their back and crossed their arms but does not fully recognize what they are displaying/how to interpret their body language.
- Student will choose not to play with their peer whose style is more hands-on rather than ask for a different style of play
- Knows that their friend is sad, engaging in quiet play and not talking, but does not know how to show care without trying to get them to engage verbally.

	<ul style="list-style-type: none"> • Student recognizes they are feeling upset/showing initial signs of agitation but does not know how to ask for help/communicate their frustrations.
<p>Level 1 (Early): Student does not yet demonstrate relationship skills via effective communication.</p>	<ul style="list-style-type: none"> • Will not ask others to eat snack with them. • Consistently prefers verbal communication even when raising hand may better be suited for quiet reading time. • Will decide not to play a game out of fear of conflict. • Will blame another student when punished for arguing with peer. • Will choose not to sit near students they feel are too loud or hard to understand. • Student struggles to make eye contact, is shy, or afraid to meet someone new.

Deeper Dive into Reflection Questions

For this activity, the instructor will read the following script (blue), giving the student time to respond. The instructor should practice coming up with probes and taking notes as if they were conducting this part of the assessment with a real student.

Ask students the following reflection questions once students have finished their writing/drawing. Please take as close to verbatim notes as possible.

Super, we are almost done! I just want to ask you a few questions about your responses to the activity you just completed.

- 1. When you think about effective communication, what comes to mind? How would you describe effective communication to a friend?*
- 2. Please tell me about your drawings and descriptions. What did you draw? Why did you choose to draw that? Can you tell me more about how this demonstrates effective communication?*
- 3. Did you enjoy this activity? What was your favorite part? What was your least favorite part?*