Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_\_

**Sleep Advocacy Skits**



***Standard 1:*** *Identifies and demonstrates balance in health practices*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Skit Content**  1.1 Analyzes the relationship between healthy behaviors & personal health | Message is unclear, and does not focus on one topic regarding the benefits or barriers to getting a good night’s sleep.  The message might take a negative approach or not give any suggestions.  Script doesn’t follow a logical sequence with a clearly defined issue, well-researched solutions, or a positive resolution. | Message is vague, and while it may focus on one topic regarding the benefits or barriers to getting a good night’s sleep, it does little to support it.  The message might take a negative approach or not give specific enough suggestions.  Script doesn’t follow a logical sequence with a clearly defined issue, well-researched solutions, or a positive resolution. | Message is clear, focusing on one topic regarding the benefits or barriers to getting a good night’s sleep.  The message takes a positive approach and gives specific suggestions.  Script includes a beginning, middle and end. There is a clearly defined issue, well-researched solutions, and a positive resolution. |  | In addition to Meeting criteria:  Wow! You obviously did some additional research on this project.  You brought additional or new information to the table. |
| **Skit Delivery**  1.4 Describes the benefits & barriers of practicing healthy behaviors | The skit was not relevant to members of our middle school community.  All members of the group were not involved, or involvement was limited.  It was clear very little time was spent on preparing the skit and making it entertaining. | The skit may not be immediately relevant to our middle school community.  All members of the group were not involved, or involvement was limited. It was clear more time could have been spent on preparing the skit and making it more entertaining. | The skit is aimed at the intended audience. The message is relatable and could be relevant to anyone in our middle school community.  All members of the group were involved. It was clear time was spent on preparing the skit and it was entertaining. |  | In addition to Meeting criteria:  Skit supports the message very clearly and could be used to advocate to the wider community.  It’s clear extra time was spent on this project. |

**How did your group do overall? Use this section for a short (3-4 sentence) reflection on your work during this project.**

**Preparation:**

**Performance:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Behaviors** | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Cooperation and Collaboration** | Seldom listened. Asked irrelevant question. Did not ask questions Trouble getting along with others. | Listened some of the time. Offered few ideas. Asked few questions to ensure understanding. Some difficulty cooperating with others. | Listened well and participated. Asks appropriate questions at appropriate times. Cooperated with teacher and peers regularly. |  | Always an active listener. Asked insightful questions and offered own creative ideas. A leader amongst peers when working with others. |
| **Preparation and Organization** | Was often tardy and missing required materials needed for class. (ex writing utensil). Health materials are not organized and projects/assignment was turned in late. | At times was tardy and missing required materials needed for class. (ex writing utensil). Health materials mostly organized and project/assignment turned on time but incomplete. | Nearly always on time, had required materials needed for class. (ex writing utensil). Health materials are organized and projects/assignments were turned in on time. |  | Always on time, had required materials needed for class. (ex writing utensil). Health materials are always organized and projects/assignments were turned in on time. |
| **Integrity and Attitude** | Was often negative and disruptive in the classroom learning environment and during work time. | At times was negative or disruptive during class and towards others. | Displayed a positive attitude toward learning. Respected classroom and others. |  | Passionate about health. Always displayed a positive attitude toward learning and is a trusted, caring leader. |
| **Active Learning/**  **Effort** | Project/assignment incomplete. Rarely participated in discussions. Often needed reminders to stay on task. | Work is lacking in effort. Inconsistent participant in class discussions. Often needed reminders to stay on task. | Worked hard to complete projects/assignments with a great effort. Consistently participated in discussions. Independent worker. |  | Exhibits pride in going well beyond requirements. Leads by example and inspired others during discussions with thought provoking ideas. |

**Self Evaluation:**

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| --- | --- | --- | --- | --- |
| **Learning Behaviors** | **Group Member 1** | **Group Member 2** | **Group Member 3** | **Group Member 4** |
| **Cooperation and**  **Collaboration** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** |
| **Preparation and Organization** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** |
| **Integrity and Attitude** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** |
| **Active Learning/**  **Effort** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** | B A M E  **Comments:** |

**Peer Evaluation:**