**Bullying Sock Puppet Activity Rubric**

**Requirements:**

For this project, you must create a:

- Sock puppet video based on your understanding of bullying.

- Be prepared to share it with the class.

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| 5 | 4 | 3 | 2 | 1 |
| - Exceeds expectations, adds more than 1 bully or victim. More then 1 sock puppet (variety of situations)-Relates it to real life situations- Extremely good use of words | - Bully, bystander, victim and adult/supervisor-Shows what bullying is and what bullying isn’t - Shows both reporting and tattling-Great descriptive words- Each character speaks more than once-uses good volume, pace and expression | - Bully, bystander, and victim- Shows bullying and what you can do-Has either reporting or tattling in it- Conversation makes sense-Each character speaks once -speaks clearly (good volume and pace) | - Only has two characters- Just shows bullying- Doesn’t explain about reporting or tattling- Hard to follow dialogue - 1 or more characters don’t speak | - Can not get started-Only has one character- Limited speaking parts-Doesn’t make sense at all- No sign of reporting or tattling. |

I created this rubric for Grade 3 health the focus was on bullying. I believe that this assessment reflects 21st century learning because I was able to incorporate technology in a purposeful way for students to share their knowledge. This assessment allows student to share their understanding of the important topic of bullying through an interactive app called sock puppets. This app provides student the opportunity to create a situation they have experienced or seen bullying representing it through sock puppets. In order to expand on 21st century learning next time I would give the students options on different apps they can use to share their understanding of bullying using technology.

Based on the 7C’s this assessment captures multiple aspects. Students are able to present critical thinking and problem solving based on their solution of their sock puppets. Creativity and innovation, is present based on the app they are using creating their own scenario, scenery, characters, place and time. Students had the opportunity to collaborate with other students throughout this unit on different scenarios bullying might take place by performing a skit in front of the class. It was a great way for students to identify first hand who the bystander, victim, and bully were in the situation. Being able to identify a situation of bullying will help students stick up for themselves and others.