

**Relationship building**

**Cohort** Secondary

**Country** Uganda

**Language** English



**Note:** This is an assessment used in classrooms for the Schools2030 programme. It is being shared to demonstrate the approaches to assessment that Schools2030 is developing.

For those interested in using or adapting this tool, further information including teacher guides, psychometric analysis, and other supplementary materials are available on request.



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| **RELATIONSHIP BUILDING** | |
| ***ITEM 1 - 4***  **Scenario 1**  **Ben**  It is a hot afternoon. Ben is standing outside their home. He sees an elderly woman trying to put a heavy basket on her head. The basket is too heavy, and the basket falls, spilling all her mangoes. Ben runs towards the woman and steals the mangoes. The woman asks him to return the mangoes, but he refuses. Ben's mother is not happy with his actions. | |
| 1 | Describe Ben’s behaviour.  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 2 | If you were Ben, what would you have done?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 3 | Was Ben right to eat the mangoes? Give a reason for your answer.   |  |  |  | | --- | --- | --- | | A. | Yes |  | | B. | No |  |   Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 4 | If you were Ben’s mother, what would you do?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **RELATIONSHIP BUILDING** | |
| ***ITEM 5 - 10***  **Scenario 2**  Two girls were fighting. Agatha said that Sofia took her shoes without permission. Sofia said that she did not. Agatha pushed Sofia and Sofia pushed her back. John was watching and he ran to the headmaster. The headmaster asked both girls to explain what had happened. Sofia said that her mum had bought the shoes a week before. Agatha was embarrassed when she realised that the shoes did not belong to her.  Agatha apologized and smiled at Sofia. Sofia smiled back. The girls are friends again. | |
| 5 | What caused the fight between the girls?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 6 | How could Agatha have prevented the fight in the first place?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 7 | If you were John, what would you have done? Give a reason.  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 8 | John played a very big role in reconciling the girls. Give a reason for your answer.   |  |  |  | | --- | --- | --- | | A. | Yes |  | | B. | No |  |   Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 9 | By the girls reconciling, which relationship building skill do they have? |
|  | |  |  | | --- | --- | | **A.** Sharing |  | | **B.** Respect for diversity |  | | **C.** Offer help when needed |  | | **D.** Controlling their feelings |  | |

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| 10 | If you were the head teacher, what would you have done? |
|  | |  |  | | --- | --- | | **A.** Punished John for wasting my time on simple issues |  | | **B.** Punished the girls without asking them what happened |  | | **C.** Asked the two girls why they are fighting each other |  | | **D.** Refused to attend to the girls’ problems as I have my own |  | |

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| **RELATIONSHIP BUILDING** | |
| ***ITEM 11 - 14***  **Scenario 3**  Last month, Andrew joined our school. Andrew quickly introduced himself to everyone in our class. By lunch time, Andrew had already made two friends.  It is not surprising that within a week, everyone in school knew Andrew’s name. Andrew is very funny; he is always happy and likes everybody.  Tom who was always alone felt very comfortable around Andrew and even told Andrew his biggest secret. “Don’t worry Tom”, said Andrew, “your secret is safe with me”. | |
| 11 | List two skills for making friends that Andrew has.  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 12 | Would you be friends with a new student in school?   |  |  | | --- | --- | | **A.** Yes |  | | **B.** No |  | | **C.** Not sure |  | |
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| 13 | What character does Andrew have as a friend that Tom is enjoying?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 14 | What strategy does Andrew use to make friends?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **RELATIONSHIP BUILDING** | |
| ***ITEM 15 - 18***  **Scenario 4**  Last week, my cousins came to visit. John was very good, he helped us to milk the cows. Sara helped mum to clean the dishes. But Gillian refused to help.  Gillian spent all her time on her mobile phone that her dad recently bought for her. Whenever she got off the phone, she would complain about the food. At first, she complained that the food was very little, later she complained that the food was not well cooked.  By the time the visit was over, everyone was very happy that finally Gillian would be leaving. | |
| 15 | By Gillian behaving the way she did, list two relationship building skills that she is lacking?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 16 | If you were Gillian, what would you have done during the visit? |
|  | |  |  | | --- | --- | | **A.** Helped with the chores |  | | **B.** Spent time on my phone |  | | **C.** Complained about the food if it was a little |  | | **D.** Left because I didn’t like the place |  | |

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| 17 | Gillian makes a very good guest. Yes/no. Give a reason for your answer.   |  |  |  | | --- | --- | --- | | A. | Yes |  | | B. | No |  |   Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 18 | If you were Gillian’s friend, what advice would you give to her?  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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| **RELATIONSHIP BUILDING** | |
| ***ITEM 19***  **Scenario 5**  Imagine you have been invited to attend a function at your friend’s house. Your friend is very busy running errands for his family. You are not friends with anyone else at the party except him, but you can see his friends seated in a circle. | |
| 19 | What would you do? |
|  | |  |  | | --- | --- | | **A.** Keep to myself |  | | **B.** Join his friends |  | | **C.** Ignore his friends |  | | **D.** None of the above |  | |

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| **RELATIONSHIP BUILDING** | |
| ***ITEM 20 - 21***  **Scenario 6**  Imagine you are walking behind your classmates, and you hear one of them talking about you. Moreover, what they are saying is not true. | |
| 20 | What would you do? |
|  | |  |  | | --- | --- | | **A.** Ignore them |  | | **B.** Talk about them too |  | | **C.** Tell them that you can hear them |  | | **D.** Fight with the person talking about you |  | |

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| 21 | If the person talking about you asked for forgiveness, what would you do? |
|  | |  |  | | --- | --- | | **A.** Hate them |  | | **B.** Ignore them |  | | **C.** Forgive them |  | | **D.** Refuse to forgive |  | |

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| **RELATIONSHIP BUILDING** | |
| ***ITEM 22 – 23***  **Scenario 7**  Imagine you have been given a group activity. You are three members in the group. You feel that you have better ideas than your group members. | |
| 22 | What would you do? |
|  | |  |  | | --- | --- | | **A.** Refuse to participate |  | | **B.** Wait for your turn to speak |  | | **C.** Ask them to stop talking so that you present your ideas |  | | **D.** Ask the teacher to put you in a group with clever students like you |  | |

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| 23 | What would you do if your group members rejected your ideas? |
|  | |  |  | | --- | --- | | **A.** Join another group |  | | **B.** Reject their ideas too |  | | **C.** Remain positive and listen carefully to their ideas as well |  | | **D.** Keep explaining until they understand my ideas well |  | |