### Thoughts and Feelings

<table>
<thead>
<tr>
<th>LESSON</th>
<th>17 I Deserve to Be Safe and Happy</th>
<th>18 I Choose to Do What Is Right</th>
<th>19 I Am Loved and Treasured</th>
<th>20 I Give and Receive Happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNER’S NAME</td>
<td>K</td>
<td>S</td>
<td>V</td>
<td>K</td>
</tr>
</tbody>
</table>

**NOTE:** This is a sample table. You will need to make your own in your record book with enough rows for each learner in your class. (K = knowledge, S = skills, V = values)

Some items that may be assessed are given for each lesson:

**LESSON 17**
- **Knowledge:** How to deal with uncomfortable situations
- **Skill:** Articulating feelings
- **Values:** Self-protection

**LESSON 18**
- **Knowledge:** The idea of conscience
- **Skill:** Decision-making
- **Values:** Choosing what is right

**LESSON 19**
- **Knowledge:** Understanding that they are special
- **Skill:**
- **Values:** Self-appreciation

**LESSON 20**
- **Knowledge:**
- **Skill:** Memorising Scripture verses, teaching others
- **Values:**

**Key:**
- ✨GOOD
- ✅AVERAGE
- ❌WEAK

You, the teacher will decide how to use the above instrument. It will not be possible to assess each learner’s knowledge, skills and values in each lesson. You might decide, for instance, to focus in a particular lesson on skills, in another lesson on the knowledge, and on the values in yet another. Another useful strategy is to divide your class into assessment groups of say ten learners as a time. Each time you do an assessment of the above kind you choose a single group on a rotation basis.