

Integrating Approaches

Teaching Resiliency through Focusing Living Skills, Learning Skills and Developmental Assets

Personal Skills	Learning Skills	Developmental Assets
<p>Self-awareness and Self-monitoring Skills</p> <ul style="list-style-type: none"> ▪ Developing a realistic understanding of their own strengths and areas that need improvement ▪ Monitoring their progress in developing skills and understanding ▪ Recognizing stress and learning to identify its causes ▪ Taking responsibility for their actions and for their learning 	<p><u>Initiative:</u></p> <ul style="list-style-type: none"> ▪ looks for an acts on new ideas and opportunities for learning ▪ demonstrates curiosity and interest in learning <p><u>Self- Regulation:</u></p> <ul style="list-style-type: none"> ▪ assesses and reflects critically on own strengths, needs, and interests <p><u>Independent Work</u></p> <p>Independently monitors, assesses, and revises plans to complete tasks and meet goals</p> <p><u>Initiative:</u></p> <ul style="list-style-type: none"> ▪ demonstrates the capacity for innovation and a willingness to take risks ▪ demonstrates curiosity and interest in learning <p><u>Self – Regulation</u></p> <ul style="list-style-type: none"> ▪ sets own individual goals and monitors progress toward achieving them <p><u>Responsibility</u></p> <ul style="list-style-type: none"> ▪ fulfils responsibility and commitments within the learning environment ▪ completes and submits class work, homework, and assignments according to agreed upon timelines <p><u>Independent Work</u></p> <ul style="list-style-type: none"> ▪ follows instructions with minimal supervision 	<p>External Assets</p> <p>Support: young people need to be surrounded by people who love, care for, appreciate, and accept them</p> <p>Empowerment: young people need to feel valued and valuable. This happens when youth feel safe and respected</p> <p>Boundaries and Expectations: young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best</p> <p>Internal Assets:</p> <p>Commitment to Learning: young people need a sense of the lasting importance of learning and a belief in their own abilities</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>
<p>Adaptive, Coping, and Management Skills</p> <ul style="list-style-type: none"> ▪ Using adaptive skills, such as being flexible, making connections, and applying problem-solving, stress-management, and conflict-resolution skills, when confronted with challenges and change 	<p><u>Responsibility</u></p> <ul style="list-style-type: none"> ▪ takes responsibility for and manages own behaviour <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ▪ assess and reflects critically on own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges. 	<p>External Assets</p> <p>Support: young people need to be surrounded by people who love, care for, appreciate, and accept them</p> <p>Empowerment: young people need to feel valued and valuable. This happens when youth feel safe and respected</p>

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<ul style="list-style-type: none"> ▪ Using coping skills, such as relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions, and seeking help, when dealing with difficult or stressful situations or emotions ▪ Using time-management and organizational skills to develop greater control over their own lives 	<p><u>Independent Work</u></p> <ul style="list-style-type: none"> ▪ approaches new tasks with a positive attitude <p><u>Self- Regulation</u></p> <p>seeks clarification or assistance when needed</p> <p><u>Organization</u></p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks ▪ establishes priorities and manages time to complete tasks and achieve goals. <p><u>Independent Work</u></p> <ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals <p>Uses class time appropriately to complete tasks.</p>	<p>Boundaries and Expectations: young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best</p> <p><u>Internal Assets:</u></p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>
<p>Interpersonal Skills</p>	<p>Learning Skills</p>	<p>Developmental Assets</p>
<p>Communication Skills (verbal/non-verbal)</p> <ul style="list-style-type: none"> ▪ Receiving information -- observing non-verbal signals and body language; active listening, including paraphrasing, clarifying, questioning, responding ▪ Interpreting information -- reflecting on messages, analysing messages ▪ Sending information -- signalling intentions; clearly expressing information and ideas; expressing responses and providing feedback; using persuasive skills, assertive skills, negotiating skills, refusal skills <p>Relationship and Social Skills</p> <ul style="list-style-type: none"> ▪ Showing respect for others and the environment ▪ Appreciating differences in people ▪ Demonstrating fair play ▪ Demonstrating teamwork skills by working collaboratively with a partner or in a group 	<p>Collaboration</p> <ul style="list-style-type: none"> ▪ Responds positively to the ideas opinions, values and traditions of others ▪ Builds healthy peer to peer relationships through personal and media assisted interactions ▪ Works with others to resolve conflicts and build consensus to achieve group goals. <p><u>Collaboration</u></p> <ul style="list-style-type: none"> ▪ Responds positively to the ideas opinions, values and traditions of others ▪ Builds healthy peer to peer relationships through personal and media assisted interactions ▪ Works with others to resolve conflicts and build consensus to achieve group goals. 	<p><u>External Assets</u></p> <p>Empowerment: young people need to feel valued and valuable. This happens when youth feel safe and respected</p> <p><u>Internal Assets:</u></p> <p>Social Competencies: young people the skills to interact effectively with others, to make difficult decisions, and to cope with new situations</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>

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<p>to achieve a common goal</p> <ul style="list-style-type: none"> ▪ Applying conflict-resolution skills ▪ Networking ▪ Showing leadership 	<p><u>Initiative</u></p> <ul style="list-style-type: none"> ▪ Recognizes and advocates for the rights of others. ▪ Looks for an acts on new ideas and opportunities for learning ▪ Demonstrates the capacity for innovation and willingness to take risks 	
<p>Critical and Creative Thinking</p>	<p style="text-align: center;">Learning Skills</p>	<p style="text-align: center;">Developmental Assets</p>
<ul style="list-style-type: none"> • Generating information/ideas • Organizing information/ideas • Focusing and clarifying ideas or strategies <p>Processing</p> <ul style="list-style-type: none"> • Interpreting, making connections, analysing • Synthesizing • Evaluating <p>Drawing Conclusions / Presenting Results</p> <ul style="list-style-type: none"> • Arriving at a decision, conclusion, goal, or solution • Presenting results / demonstrating performance • Sharing the strategy <p>Reflecting/Evaluating</p> <ul style="list-style-type: none"> • Reflecting on what could have been done differently • Transferring learning to new situations <p>Planning next steps</p>	<p><u>Organization</u></p> <ul style="list-style-type: none"> ▪ Identifies, gathers, evaluates and uses information, technology and resources to complete tasks <p><u>Collaboration</u></p> <ul style="list-style-type: none"> ▪ shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ▪ identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. 	<p><u>External Assets</u></p> <p>Empowerment: young people need to feel valued and valuable. This happens when youth feel safe and respected</p> <p><u>Internal Assets:</u></p> <p>Social Competencies: young people the skills to interact effectively with others, to make difficult decisions, and to cope with new situations</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>
<ul style="list-style-type: none"> • 		

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Personal Skills:

Learning personal skills involves the development of an understanding of the factors that contribute to resiliency and a positive self concept. Students develop self awareness and self monitoring skills and also develop adaptive and coping skills. Students need opportunities to use and practice these skills that support building resiliency and their sense of self. A part of learning about personal skills includes learning about the importance of a positive disposition and forward-thinking outlook. Students are not evaluated on their disposition and outlook but they are taught to be aware of and manage their feelings, learning the power of a positive attitude, learning to make connections and developing a holistic understanding of health are all part of developing personal skills. Learning about themselves helps students build a sense of “being”. Learning about characteristics of individuals, their families and their communities or environments that either increase (protective factors) or decrease (risk factors) the likelihood that a young person will be resilient is an important part of developing personal skills. In health and physical education, students have many opportunities to develop personal skills as they discover and develop new physical capabilities, learn to challenge assumptions and strengthen their understanding of themselves as they apply their knowledge.

Interpersonal Skills:

Throughout the health and physical education curriculum, students will have opportunities to develop interpersonal skills. Students need these skills to send, receive and interpret information and to interact positively with others as they build healthy relationships. Students develop a sense of belonging as they learn to interact with others and find their own place in the world. Students learn about communicating not only verbally and in writing but by using their bodies and actions. Students will have multiple opportunities in active settings and with health discussions to learn and develop these skills that are so critical to interactions in everyday life.

Critical and Creative Thinking

Students will learn to use critical and creative thinking processes to lead healthy active lives. Students develop a sense of “becoming” as they use these processes to achieve their personal goals and aspirations. Students will use meta-cognition and will develop the skills and habits that allow them to explore, make mistakes and learn from those mistakes. Developing the skills to solve problems, resolve conflicts, make decisions and set goals will help students in every facet of their lives. Students will learn to apply their critical thinking skills as they develop a plan – generate and organize information and ideas, then focus and clarify those ideas. They will learn and practice using a process – analyzing, synthesizing, and evaluating the ideas and information. Students will have opportunities to experiment and think in safe and healthy ways. They will have opportunities to present the information in a variety of ways when they have arrived at a decision, goal, presentation or solution. Finally, students will learn to reflect and evaluate the process, thinking about what went well, what could have been done differently and planning next steps.