



**RESILIENCY SUMMIT:**  
**HONOURING YOUTH VOICE**



# **Credit-Earning Opportunities for Student Participants**

Since many students are coming from grades 10-12, we have started to map how teachers might help their students gain extra credit for attending and participating in the Summit. We want to make clear that the Resiliency Summit is a worthwhile event, even for those who do not desire to earn credits. We know that adding this extra layer may feel like too much for a school group or for individual students. However, since we know that some students could benefit from gaining extra credits or be incentivized to attend if there were credits attached, we have outlined a sample list of courses, assessments and pre/post activities to help schools start this process for their unique district.

Your students may have already earned the credits we have listed here - this is simply a starting point, outlining our thought process as we determine which courses could work for students and how to start to assess those.

We hope this will spark your own thinking for your unique context and the students you are bringing!



*"Young People are not just the leaders of tomorrow-- they have a great untapped potential for responsible leadership today."*  
Brendtro, Brokenleg and Van Brockern

**Resilient Schools**

**Ever Active Schools**

**WINTER SPORT INSTITUTE (WINSPORT)  
CANADA OLYMPIC PARK  
TREATY 7 TERRITORY  
CALGARY, ALBERTA  
NOVEMBER 27-28, 2019**

# Table of Contents

## Page 4

Credit opportunities for students with minimal pre-/post-conference work

HSS 1080 – Leadership Fundamentals 1

- Course Outcomes
- Detailed lessons, activities, and rubrics

21 - CCS 3050 – Supporting Positive Behaviour

- Course Outcomes
- Sample lessons, activities, assessments

## Page 38

Credit opportunities for extending activities sparked at Resiliency Summit into another class or an after-school or club-based program

CCS 1080 – Community Volunteerism 1

- Course Outcomes
- Sample lessons, activities, assessments

## Page 47

Additional credit options for schools starting leadership programming in addition to Resiliency Summit, such as YMP

HSS 1050 – Introduction to Mentorship

- Course Outcomes
- Sample lessons, activities, assessments

# Credit Opportunities for Students with Minimal Pre-/Post-Conference Work

Below, you will find an example of a CTS 1-credit courses that can be earned through participation in the Resiliency Summit and with a unit design intended to minimize student workload outside of the conference. Students will be engaged in additional course work throughout the conference, but it is intended to maximize their learning experience.

<b>Example 1: HSS 1080 Leadership Fundamentals 1 Program of Studies</b>	
<b>1. Evaluate the characteristics and qualities of effective leadership based on basic principles of leadership</b>	1.1 define leadership 1.2 describe the characteristics and qualities of effective leaders 1.3 describe various types of leadership styles, such as democratic, laissez-faire, transformative, inclusive and authoritarian 1.4 evaluate personal leadership characteristics and qualities based on experience within a leadership team
<b>2. Create a personal growth plan for leadership development</b>	2.1 evaluate personal core values 2.2 create a personal leadership philosophy such as a mission statement 2.3 design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development 2.4 identify strategies for achieving goals 2.5 evaluate personal leadership development
<b>3. Evaluate the behaviours, skills and roles that contribute to the effective functioning of a leadership team</b>	3.1 describe strategies for overcoming challenges and obstacles typically encountered by leaders, including: 3.1.1 conflict resolution, 3.1.2 stress management, 3.1.3 time management 3.1.4 financial management 3.2 explain behaviours and skills that contribute to the effective functioning and goals of a leadership team 3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including: 3.3.1 effective communication skills, 3.3.2 interpersonal skills, 3.3.3 personal management skills 3.3.4 empowerment of other team members 3.4 explain several different roles and responsibilities often associated with high performing teams 3.5 negotiate roles and responsibilities with other team members, including defining the scope of responsibilities of team members 3.6 observe individual team members to identify: 3.6.1 positive contributions to the team, 3.6.2 the effective fulfillment of assigned team roles
<b>4. Demonstrate basic competencies</b>	4.1 demonstrate fundamental skills to: 4.1.1 communicate, 4.1.2 manage information, 4.1.3 use numbers, 4.1.4 think and solve problems 4.2 demonstrate personal management skills to: 4.2.1 demonstrate positive attitudes and behaviours, 4.2.2 be responsible, 4.2.3 be adaptable 4.2.4 learn continuously, 4.2.5 work safely 4.3 demonstrate teamwork skills to: 4.3.1 work with others, 4.3.2 participate in projects and tasks
<b>5. Make personal connections to the cluster content and processes to inform possible pathway choices</b>	5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences 5.2 create a connection between a personal inventory and occupational choices

## Pre-Conference

These activities can be completed during 1 or more lunch hour meetings with your school team. Activities are suggestions and can be adapted as you see fit.

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### Lesson 1: Defining Leadership & Leadership Qualities [Outcome 1.1, 1.2]

#### Materials:

Small poster paper  
Post-its  
Writing Utensils

#### **Activity 1.1: \$1 Definition of Leadership**

- Divide students into small groups of 3-4
- Working together in groups, students will try to create a "\$1 definition" of *leadership* where each word that they use costs \$0.05 (meaning they can use a maximum of 20 words).
- Provide a reasonable time limit and support students in working together.
- After they have finished, have each group share out their definitions with the larger group.
  
- After sharing their definitions, tell students that due to inflation, the cost of each word has risen to \$0.10. Therefore, they will need to re-write their definitions using a maximum of 10 words this time.
- Provide a reasonable time limit and support students in working together.
- Have each group share out their new definitions.
  
- For the final round, share with students that inflation has changed the cost of words again and they are now \$0.25 each. They will now need to re-write their definitions using a maximum of 4 words.
- Provide a reasonable time limit and support students in working together.
- Have each group share their new definitions.

#### *Debrief Questions:*

- What words stayed the same in your definitions? What does that tell us about leadership?
- How did your group make decisions through each step of the activity? Were those strategies effective? Why/why not?
- What was the easiest part of this activity?
- What was the most difficult part of this activity?
- Did you learn anything about yourself through this activity?

#### **Activity 1.2: Leadership Post-it Pile-it**

- Begin in small groups of 3-4 (preferably the same as in Part 1) and distribute a pad of Post-Its to each group
- Using the definitions that small groups came up with in Part 1, students will reflect on what qualities and characteristics leaders should have using the "Post-It, pile it" method.
- Individually, students will brainstorm qualities and characteristics of leadership for 1 minute, writing each one individually on a different sticky note.

- After they have written their ideas individually, have students share their sticky notes with their group.
- After all students have shared, they will then work together to group similar qualities and characteristics by “piling” sticky notes on one another. For example, if one sticky note says, “kind” and another says, “nice”, they will put those two sticky notes together because they represent the same or similar characteristic.
- Have each small group pile all of their sticky notes into groups that represent the same/similar ideas.
- Once they have finished this process in their small groups, have each group share with the larger team about their piles.
- Then, as a whole group, use the same process to organize all of the sticky note piles into groups of similar ideas.
- Lastly, rank these ideas in terms of the number of sticky notes they have in order to identify what the whole group believes are the top 5 qualities of a leader.

*Debrief:*

- Why are these qualities/characteristics the most important to you? Do you think they are the most important to everyone? Why or why not?
- What do these characteristics look like in action? What are some examples?
- Are there any examples of leaders in our school or community that demonstrate these qualities? Any examples of people outside our communities, maybe public figures, celebrities, characters in movies or TV?
- What qualities or characteristics do you feel you have strengths in? Which ones would you like to personally develop?

**Assessment**

Using outcomes-based assessment, the rubrics below allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on their knowledge and demonstration of the outcomes during Lesson 1.

**Lesson 1 Rubric: Defining Leadership & Leadership Qualities**

	Below Standard				Acceptable Standard				Standard of Excellence				
	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<p>OUTCOMES 1.1, 1.2:</p> <p>Evaluate the characteristics and qualities of effective leadership based on basic principles of leadership</p>	Understanding of the qualities of effective leadership has not been demonstrated by the student	Little or no evidence of student understanding or demonstration of the qualities of effective leadership		Emerging understanding but inadequate demonstration of the qualities of effective leadership		Adequate understanding and capable demonstration of the qualities of effective leadership		Proficient understanding and increasingly confident demonstration of the qualities of effective leadership		Comprehensive understanding and distinctly confident demonstration of the qualities of effective leadership		Exceptional understanding and precise command of the qualities of effective leadership	

## Lesson 2: Personal Leadership Styles [Outcome 1.3, 2.3, 2.4, 3.1, 3.2]

### Materials:

Student copies of *Four Leadership Styles Worksheet* from WE.org (attached)

4 signs with one of each of the following colours: Red, Green, Yellow, Blue

*Explanation of Leadership Styles* from WE.org (attached) printed out and cut into 4 cards

Tape

SMART Goals Template

### **Activity 2.1: Leadership Styles**

- Before the meeting, set up 4 stations – one for each colour – and include sign and *Explanation of Leadership Styles* card for each station.

- Have students complete the *Four Leadership Styles Worksheet*. Read out each statement and have students rank them from 1-10, with 1 being untrue and 10 being true.

- Once everyone is finished, read out the color that corresponds with each statement, and have students enter this in the “Leadership Code” column.

- Afterwards, have students tally their scores for each colour and determine which colour has the highest score. They will then move to the station for this colour and work in small groups.

- As students are clustered according to leadership style, ask them to discuss the following questions, while one or more members records group responses (in words, diagrams, visuals, sentences, etc.):

1. In what situations might our leadership style thrive?
2. What group roles are we best suited for? What group roles would we struggle with?
3. What are the strengths of our leadership style when it comes to
  - a. Conflict management
  - b. Stress management
  - c. Time management
  - d. Financial management
4. What are the challenges of our leadership style when it comes to
  - a. Conflict management
  - b. Stress management
  - c. Time management
  - d. Financial management
5. Do always identify with this leadership style? In what situations might be use a different leadership style?

- Have each station share what their leadership style is, what they've learned about their leadership style, and a summary of their discussion

### **Activity 2.2: Leadership SMART Goals**

- Students will write SMART goals for their leadership participation based on what they have learned about their own leadership style and areas that they want to improve upon.

- Guide students through the work sheet and support them in creating 2 SMART goals for their leadership during the Resiliency Summit.

# RESOURCES FOR LESSON 2



## FOUR LEADERSHIP STYLES

Rate how true the following statements are as they pertain to you, with 1 being untrue and 10 being true. Once everyone is finished, your teacher will read out the color that corresponds with each question, and you will enter this in the "Leadership Code" column. Once you've tallied your scores for each color, your teacher will read out what each color means in terms of your leadership style. It is important to note that you may have more than one leadership style, but in this exercise, you are identifying your strongest leadership tendency.

	From 1-10, rate how true these statements are with 1 being untrue and 10 being true	STATEMENTS When I am among a group of friends or classmates...	LEADERSHIP CODE
1		I don't need to be in charge of a group, but I enjoy making detailed plans that everyone will carry out.	
2		I am the nurturing type who takes care of everyone.	
3		I am the listener. I hear what people are saying and make sure everyone has a voice.	
4		I am the logical one. I enjoy working through puzzles and equations.	
5		I am the peacekeeper who listens to everyone and finds a reasonable compromise.	
6		I look at all sides of a situation before arriving at a solution.	
7		I can be stubborn when I feel passionately about something going my own way.	
8		I am the dreamer who is always thinking of new and exciting ideas. I believe there is no limit to what we can achieve.	
9		I like to tackle tasks, problems, and projects with a well-thought out plan.	
10		I am friends with just about everyone I meet.	
11		I am drawn to hands-on tasks. I like making tangible products.	
12		I like to take risks and try ideas before knowing if they will work or not.	
13		I like to think of new solutions to old problems.	
14		I am the energetic one who is always ready to roll up my sleeves and get to work.	
15		I am the artistic one and people see me as creative.	

16	I don't like trying something unless I'm pretty sure it will work the first time.
17	I like to get things done quickly.
18	Sometimes I can seem disorganized.
19	People are quick to trust me.
20	I make most decisions based on facts, data and numbers.
21	I am good at coming up with big ideas, but not always good at following through to make them happen.
22	Often it takes me a long time to make decisions because I need more information.
23	I am good at being in charge of groups and keeping groups focused.
24	People see me as someone who will get the job done, no matter what.
25	Sometimes I have a hard time saying no to people, and end up taking on too much.

**Tally up the scores**

Get the leadership code for each question from your teacher and then tally up your scores! The color with the highest score is your most dominant leadership style.

- |          |           |            |            |            |
|----------|-----------|------------|------------|------------|
| 1. Red   | 6. Red    | 11. Yellow | 16. Red    | 21. Blue   |
| 2. Green | 7. Yellow | 12. Blue   | 17. Yellow | 22. Red    |
| 3. Green | 8. Blue   | 13. Blue   | 18. Blue   | 23. Yellow |
| 4. Red   | 9. Red    | 14. Yellow | 19. Green  | 24. Yellow |
| 5. Green | 10. Green | 15. Blue   | 20. Red    | 25. Green  |

Green	Yellow	Red	Blue
SCORE:	SCORE:	SCORE:	SCORE:



# Explanation of Leadership Styles

<b>Green</b>	<b>Yellow</b>
<p><b>GREEN LEADERS</b> bring everyone together. They resolve conflicts amongst team members and ensure that all team members are feeling good. Greens are great at building relationships within groups and creating a positive environment for groups. They are often seen as great "people people."</p>	<p><b>YELLOW LEADERS</b> propel the team with action. They lead by example, motivating people and maintaining the team's momentum as they move toward the goal. They keep teams focused and can be persuasive in getting their way. They are often seen as reliable people who follow through and get things done.</p>
<b>Red</b>	<b>Blue</b>
<p><b>RED LEADERS</b> use their logic-based skills to make sure that groups are being realistic and achievement focused. They analyze the team's goals and actions and decide the best possible way to achieve the goals, given specific conditions and circumstances. Reds do a lot of calculating, analyzing, systematizing, organizing and budgeting. They are great at providing solutions that "make the most logical sense."</p>	<p><b>BLUE LEADERS</b> dream and inspire. They are the idea-makers, they approach problems in new ways and tackle tasks differently than others. Blues are always thinking, brainstorming, suggesting and looking ahead at where the team can go. They are often seen as "big picture" thinkers.</p>

# Setting SMART Leadership Goals

<h2>5</h2> <p>CRITERIA</p>	 <b>SPECIFIC</b> Clearly define the expected result.	 <b>MEASURABLE</b> Quantify your objective, to know when you have achieved it.	 <b>ACHIEVABLE</b> Define realistic ways of achieving your objective.	 <b>REALISTIC</b> Take the different constraints (environment, resources, etc.) into account.	 <b>TIME-BOUND</b> Specify the deadline or target date for achieving your objective.
	<b>EAT MORE</b> fruits and veggies	Have at least <b>5 SERVINGS OF FRUITS AND VEGGIES</b> every day, as recommended by Canada's Food Guide.	<b>MAKE A SHOPPING LIST</b> so that I have what's necessary for adding a fruit snack or a vegetable to dinner	I need to <b>ADD 2 SERVINGS OF FRUITS AND VEGGIES</b> per day	Target: <b>BY MARCH 31, 2018.</b>
	Take up <b>JOGGING</b>	Run slowly for <b>15 MINUTES</b>	<b>CONSULT A KINESIOLOGIST</b> to get a plan that's tailored to my needs	I can go for a <b>RUN 3 MORNINGS</b> before work	I give myself <b>3 MONTHS</b> to reach my goals

## My Leadership Goals

	Specific	Measurable	Achievable	Realistic	Time-Bound
<b>SMART Goal #1</b>					
<b>SMART Goal #2</b>					

Strategies for Achieving Goals:

- 1) Align your goals with your values.
- 2) Share your goals with three or five 'key people'.
- 3) Assemble everything you need before you start.
- 4) Minimize Challenges.
- 5) Complete at least one action every day.
- 6) Establish a support system.
- 7) Reward yourself.

I will use the following strategies to achieve my goals:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Assessment

Using outcomes-based assessment, the rubrics below allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on their knowledge and demonstration of the outcomes during Lesson 2.

### Lesson 2 Rubric: Personal Leadership Styles

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 1.3: Describe various types of leadership styles, such as democratic, laissez-faire, transformative, inclusive and authoritarian	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
	Understanding of leadership styles has not been demonstrated by the student	Little or no evidence of student understanding of leadership styles		Emerging understanding of leadership styles		Adequate understanding of leadership styles		Proficient understanding of leadership styles		Comprehensive understanding of leadership styles		Exceptional understanding of leadership styles	
OUTCOME 3.1: Describe strategies for overcoming challenges and obstacles typically encountered by leaders, including: conflict resolution, stress management, time management, financial management	Understanding of strategies for overcoming leadership challenges has not been demonstrated by the student	Little or no evidence of student understanding of strategies for overcoming leadership challenges		Emerging understanding of strategies for overcoming leadership challenges		Adequate understanding of strategies for overcoming leadership challenges		Proficient understanding of strategies for overcoming leadership challenges		Comprehensive understanding of strategies for overcoming leadership challenges		Exceptional understanding of strategies for overcoming leadership challenges	
OUTCOME 3.2: Explain behaviours and skills that contribute to the effective functioning and goals of a leadership team	Understanding of leadership behaviours and skills has not been demonstrated by the student	Little or no evidence of student understanding of leadership behaviours and skills		Emerging understanding of leadership behaviours and skills		Adequate understanding of leadership behaviours and skills		Proficient understanding of leadership behaviours and skills		Comprehensive understanding of leadership behaviours and skills		Exceptional understanding of leadership behaviours and skills	

### Lesson 2 Rubric: SMART Goals

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 2.3: Design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
	Understanding of SMART goal setting for leadership development has not been demonstrated by the student	Little or no evidence of student understanding of SMART goal setting for leadership development		Emerging understanding and demonstration of SMART goal setting for leadership development		Adequate understanding and demonstration of SMART goal setting for leadership development		Proficient understanding and demonstration of SMART goal setting for leadership development		Comprehensive understanding and demonstration of SMART goal setting for leadership development		Exceptional understanding and demonstration of SMART goal setting for leadership development	

## During Conference

These activities will supplement the learning that students will engage in throughout the Resiliency Summit.

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### **Participation and Reflections [Outcomes 1.4, 3.3, 3.5, 3.6, 4.1, 4.2, 4.3]**

#### **Part 1: Daily Reflections**

Students will reflect on their learning throughout the conference using a medium/template that works best for them. Options include:

Example 1: "Live tweet" or "Insta Story" throughout the event and summarize key moments through photos and accompanying captions. *Teachers can decide if they will allow students to use the actual social media platforms, or templates that mimic those platforms* Templates attached.

Ex. This is \_\_\_\_\_. I went to their workshop on \_\_\_\_\_, I learned about \_\_\_\_\_ and it relates to leadership in the following ways. . . .

Example 2: Take photos and write reflective captions for them. Upon returning from the conference, print and display the photos as part of an exhibition in the school or community.

Example 3: "Snapchat Stories" - Take video highlights of sessions or activities along with reflection videos sharing key moments of learning about leadership. Students can edit these videos together to create a "Snapchat Story".

*Please remind students about digital citizenship and respecting the privacy and boundaries of others when taking pictures or video.*

#### **Part 2: Plan Your Wellness Break**

As a school leadership team, students will work together using leadership skills such as effective communication skills, interpersonal skills, personal management skills, and empowerment of other team members to plan their wellness breaks. Support your team in problem-solving and collaborating and allow for opportunities to debrief around what worked well and what challenges came up.

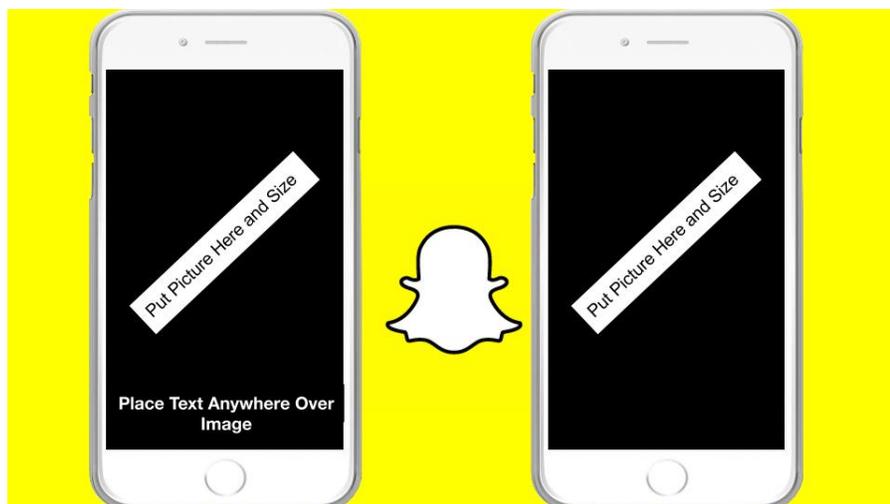
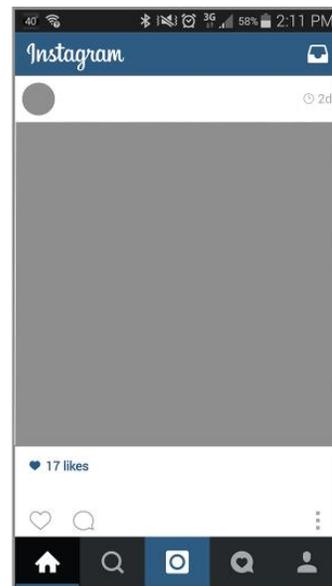
#### **Part 3: School Team Planning Time**

On Day 2 of the conference, your school team will engage in a team wellness planning opportunity. During this time, students will demonstrate some of the skills that they've learned and work to manage different roles and responsibilities to help the team succeed.

# RESOURCES FOR ACTIVITIES DURING CONFERENCE

## Reflection Templates

Created by and available from Jim Covais at <https://bit.ly/2mWQpj4>



### **Assessment:**

Using outcomes-based assessment, the rubrics below allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on their knowledge and demonstration of the outcomes.

### **Student Reflections Rubric**

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 1.4: Evaluate personal leadership characteristics and qualities based on experience within a leadership team	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
	Understanding of the qualities of effective leadership has not been demonstrated by the student in their personal reflections	Little or no evidence of student understanding or demonstration of the qualities of effective leadership in personal reflections		Emerging understanding but inadequate demonstration of the qualities of effective leadership in personal reflections		Adequate understanding and capable demonstration of the qualities of effective leadership in personal reflections		Proficient understanding and increasingly confident demonstration of the qualities of effective leadership in personal reflections		Comprehensive understanding and distinctly confident demonstration of the qualities of effective leadership in personal reflections		Exceptional understanding and precise command of the qualities of effective leadership in personal reflections	

### **Wellness Break Planning Rubric & Team Time Rubric**

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 3: Evaluate the behaviours, skills and roles that contribute to the effective functioning of a leadership team	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
	Understanding of behaviours, skills and roles that contribute to the effective functioning of a leadership team has not been demonstrated by the student	Little or no evidence of student understanding of behaviours, skills and roles that contribute to the effective functioning of a leadership team		Emerging understanding and demonstration of behaviours, skills and roles that contribute to the effective functioning of a leadership team		Adequate understanding and demonstration of behaviours, skills and roles that contribute to the effective functioning of a leadership team		Proficient understanding and demonstration of behaviours, skills and roles that contribute to the effective functioning of a leadership team		Comprehensive understanding and demonstration of behaviours, skills and roles that contribute to the effective functioning of a leadership team		Exceptional understanding and demonstration of behaviours, skills and roles that contribute to the effective functioning of a leadership team	

## Student Competencies Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 4	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>4.1 Fundamental Skills</b>													
<b>Communication</b> <ul style="list-style-type: none"> <li>• uses appropriate language</li> <li>• speaks clearly and confidently</li> <li>• body language and facial expressions are respectful</li> </ul>	Student has not demonstrated communication skills and behaviours	Little or no evidence of demonstration of communication skills and behaviours		Emerging understanding and demonstration of communication skills and behaviours		Adequate understanding and demonstration of communication skills and behaviours		Proficient understanding and demonstration of communication skills and behaviours		Comprehensive understanding and demonstration of communication skills and behaviours		Exceptional understanding and demonstration of communication skills and behaviours	
<b>Manage Information</b> <ul style="list-style-type: none"> <li>• is organized and has and keeps track of important materials</li> </ul>	Student has not demonstrated information management	Little or no evidence of demonstration of information management		Emerging understanding and demonstration of information management		Adequate understanding and demonstration of information management		Proficient understanding and demonstration of information management		Comprehensive understanding and demonstration of information management		Exceptional understanding and demonstration of information management	
<b>Use Numbers</b> <ul style="list-style-type: none"> <li>• uses numeracy skills effectively when needed</li> </ul>	Student has not demonstrated numeracy skills	Little or no evidence of demonstration of numeracy skills		Emerging understanding and demonstration of numeracy skills		Adequate understanding and demonstration of numeracy skills		Proficient understanding and demonstration of numeracy skills		Comprehensive understanding and demonstration of numeracy skills		Exceptional understanding and demonstration of numeracy skills	
<b>Think and Solve Problems</b> <ul style="list-style-type: none"> <li>• shows initiative for finding resources and solutions</li> </ul>	Student has not demonstrated problem solving	Little or no evidence of demonstration of problem solving		Emerging understanding and demonstration of problem solving		Adequate understanding and demonstration of problem solving		Proficient understanding and demonstration of problem solving		Comprehensive understanding and demonstration of problem solving		Exceptional understanding and demonstration of problem solving	
<b>4.2 Personal Management Skills</b>													
<b>Demonstrate Positive Attitudes and Behaviours</b> <ul style="list-style-type: none"> <li>• acts responsibly</li> <li>• is open to learning new things</li> <li>• can adapt and be flexible to issues that arise</li> <li>• is responsible</li> </ul>	Student has not demonstrated positive attitudes and behaviours	Little or no evidence of demonstration of positive attitudes and behaviours		Emerging understanding and demonstration of positive attitudes and behaviours		Adequate understanding and demonstration of positive attitudes and behaviours		Proficient understanding and demonstration of positive attitudes and behaviours		Comprehensive understanding and demonstration of positive attitudes and behaviours		Exceptional understanding and demonstration of positive attitudes and behaviours	
<b>4.3 Teamwork Skills</b>													
<b>Work with Others</b> <ul style="list-style-type: none"> <li>• works well with others</li> <li>• is a team player</li> </ul>	Student has not demonstrated collaborative skills	Little or no evidence of demonstration of collaborative skills		Emerging understanding and demonstration of collaborative skills		Adequate understanding and demonstration of collaborative skills		Proficient understanding and demonstration of collaborative skills		Comprehensive understanding and demonstration of collaborative skills		Exceptional understanding and demonstration of collaborative skills	
<b>Participates in Projects and Tasks</b>	Student has not participated	Little or no evidence of participation		Emerging participation		Adequate participation		Proficient participation		Comprehensive participation		Exceptional participation	

## After Conference

These activities will wrap up the course and summarize the learning from activities before and during Resiliency Summit.

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### Personal Leadership Growth Plan [Outcomes 2.1, 2.2, 2.4, 2.5, 5.1, 5.2]

**Materials:**

Student copies of Leadership Growth Plan (attached)

**Leadership Growth Plan**

- Have students complete the leadership growth plan template after the conference to develop a leadership plan with their values and vision moving forward, particularly as they consider their future career paths

*Note: Students can respond to the questions using any format that they like for this leadership plan: a poster, oral presentation, slideshow, reflection piece for My Blueprint or another digital portfolio, collage, etc.*

**Assessment:**

Using outcomes-based assessment, the rubrics below allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on their knowledge and demonstration of the outcomes.

### Leadership Plan Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>OUTCOME 2:</b> Create a personal growth plan for leadership development	Student has not demonstrated planning for personal growth	Little or no evidence of student planning for personal growth		Emerging understanding and demonstration of planning for personal growth		Adequate understanding and demonstration of planning for personal growth		Proficient understanding and demonstration of planning for personal growth		Comprehensive understanding and demonstration of planning for personal growth		Exceptional understanding and demonstration of planning for personal growth	
<b>OUTCOME 5:</b> Make personal connections to the cluster content and processes to inform possible pathway choices	Student has not demonstrated personal connections to career pathways	Little or no evidence of personal connections to career pathways		Emerging understanding and demonstration of personal connections to career pathways		Adequate understanding and demonstration of personal connections to career pathways		Proficient understanding and demonstration of personal connections to career pathways		Comprehensive understanding and demonstration of personal connections to career pathways		Exceptional understanding and demonstration of personal connections to career pathways	

## Personal Growth Plan for Leadership Development

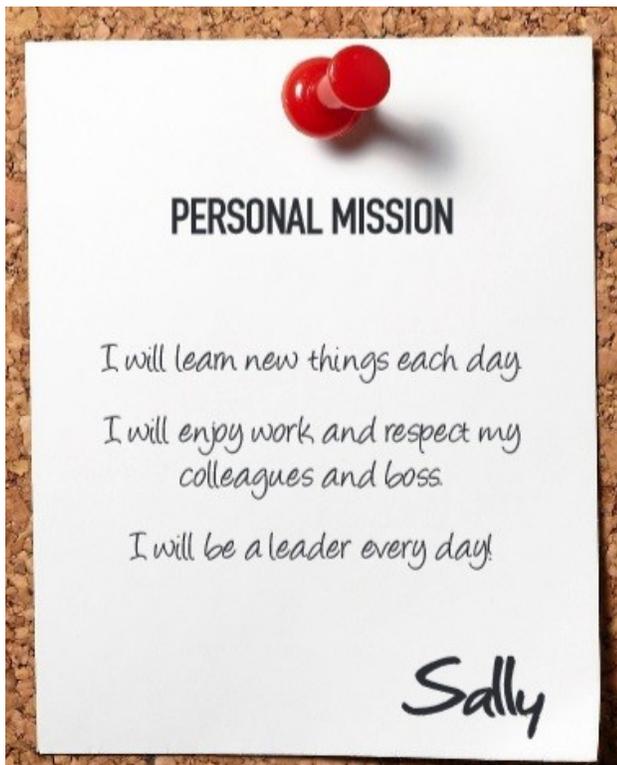
A.) Evaluate Personal Core Values:

List the four 'core values' you consider most important for effective leadership.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B.) Create a personal leadership philosophy - such as a mission statement – to identify what kind of leader you want to be:

*Mission Statement Definition: “a formal summary of the aims and values of a company, organization, or individual” (Oxford Dictionary).*



*My Leadership Philosophy:*

C.) How did your participation in the Resiliency Summit improve your personal leadership skills? Explain, using examples.

D.) Describe two skills that you learned that will assist you in future career pathways.

E.) Did your participation in Resiliency Summit influence a change in any future goals or career plans? Explain.



# Credit Opportunities for Students with Minimal Pre-/Post-Conference Work

Below, you will find an example of a CTS 1-credit courses that can be earned through participation in the Resiliency Summit and with a unit design intended to minimize student workload outside of the conference. Students will be engaged in additional course work throughout the conference, but it is intended to maximize their learning experience.

This course will support any future leadership or mentorship opportunities for youth and will help them develop skills and tools for supporting positive behaviours with children they interact and work with.

<b>Example 2: CCS 3050 Supporting Positive Behaviour Program of Studies</b>	
<b>1. Examine human behaviour</b>	1.1 define behaviour 1.2 differentiate between behaviours that are learned and behaviours that are reflexive 1.3 describe how learned behaviours begin and are continued 1.4 describe the communicative purposes of a learned behaviour, including desirable and undesirable behaviour, including: 1.4.1 getting something (attention or tangibles), 1.4.2 avoiding something (escape and avoid) 1.4.3 achieving sensory comfort/regulation 1.5 examine examples of the communicative purposes of behaviours; e.g., giving compliments, completing homework, cooperating with others, swearing, interrupting, bullying 1.6 examine and map the components of a behaviour pathway, including: 1.6.1 setting events, 1.6.2 triggers (slow and fast), 1.6.3 replacement behaviours 1.6.4 desired behaviours, 1.6.5 problem behaviours, 1.6.6 consequences 1.7 describe the potential behavioural impact of personal or situational changes
<b>2. Recommend strategies to support positive behaviours</b>	2.1 map pathways of specific behaviours 2.2 examine strategies to support positive behaviours based on the elements of a behaviour pathway, including: 2.2.1 redirecting to a different activity, 2.2.2 providing visual information 2.2.3 taking active breaks, 2.2.4 participating in a relaxation activity 2.2.5 removing a stressful activity, 2.2.6 providing more attention and assistance 2.2.7 providing an easy or preferred task, 2.2.8 providing positive feedback for preferred behaviours 2.2.9 cueing (visual and verbal), 2.2.10 setting clear expectations 2.3 select strategies to support positive personal behavioural change based on a map of specific personal behaviours
<b>3. Demonstrate basic competencies</b>	3.1 demonstrate fundamental skills to: 3.1.1 communicate, 3.1.2 manage information, 3.1.3 use numbers, 3.1.4 think and solve problems 3.2 demonstrate personal management skills to: 3.2.1 demonstrate positive attitudes and behaviours, 3.2.2 be responsible, 3.2.3 be adaptable 3.2.4 learn continuously, 3.2.5 work safely 3.3 demonstrate teamwork skills to: 3.3.1 work with others, 3.3.2 participate in projects and tasks
<b>4. Make personal connections to the cluster content and processes to inform possible pathway choices</b>	4.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences 4.2 create a connection between a personal inventory and occupational choices

# Pre-Conference

These activities can be completed during 1 or more lunch hour meetings with your school team. Activities are suggestions and can be adapted as you see fit.

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## Lesson 1: Examine Human Behaviour [Outcome 1, 2]

### Materials:

- Sticky Notes

*For Reference (Also used in the development of this material)*

- Guiding Children's Behaviour Manual – Created by the Government of BC (<https://bit.ly/2oARb5E>)

### Activity 1.1 – What is behaviour?

- As a large group, brainstorm a definition for **behaviour**
- After you finish brainstorming, share the following important ideas if they weren't listed:
  - Some behaviours are learned, just like skills, and some behaviours are reflex
  - It is important to teach and reinforce behaviour positively
  - Behaviour is influenced by many different factors
  - Some behaviours are developmental
  - Some form of disruption is normal from young participants
  - Some challenging behaviours stem from exuberance and excitement
- Next, divide a whiteboard or large poster paper in two: on the left side, write **Learned** and on the right side, write **Reflexive**
- Have students identify as many examples of behaviour as they can and write each one on a different sticky note
- After 2-3 minutes of brainstorming, have students work together to organize all of their behaviour sticky notes as either **Learned** or **Reflexive** on the whiteboard/poster
- As students work to organize their sticky notes, they might find that some behaviours are both learned and reflexive, depending on the context. For example, crying when a parent says "no" might be a learned behaviour, whereas crying when a child is injured is reflexive.
- For the most part, students will see that a lot of behaviours are learned. Knowing this, students can identify the importance of teaching and modelling behaviour and that how we interact with children can either teach desirable or undesirable behaviours.

### Debrief:

- Share the summary below with students

Children's behaviour is influenced over time by their age and level of development, their environment, and the adults who care for them. Caregivers need to understand that children experiment and make mistakes as a normal and expected part of their development. It is important to have reasonable expectations that are consistent with each child's age, developmental stage and abilities. Caregivers need to take time to offer developmentally appropriate guidance and explanations to help children gain confidence, competence, and problem-solving skills. Caregivers can be more effective in guiding behaviour and supporting children when they have an understanding of the different developmental stages and abilities of children they care for.

**Materials:**

- Behaviour iceberg graphic
- Iceberg Template

**Activity 1.2 – All Behaviours Communicate**

- Based on the first lesson, students now know what behaviour is and that most behaviour is learned.
- Show students the iceberg example.
- Explain that behaviour is like an iceberg – what you see on the surface communicates that there is something going on underneath.
- Rather than changing the surface level behaviour, we have to understand what the child is trying to communicate and what is going on underneath in order to support different behaviour.
- In small groups, have students create a small poster using the iceberg template.
- They will identify a desirable (ex. listening) or undesirable behaviour (ex. crying) and brainstorm causes of that behaviour, writing them below the surface of the water.
- When students are finished, have them share out to the larger group.

Debrief:

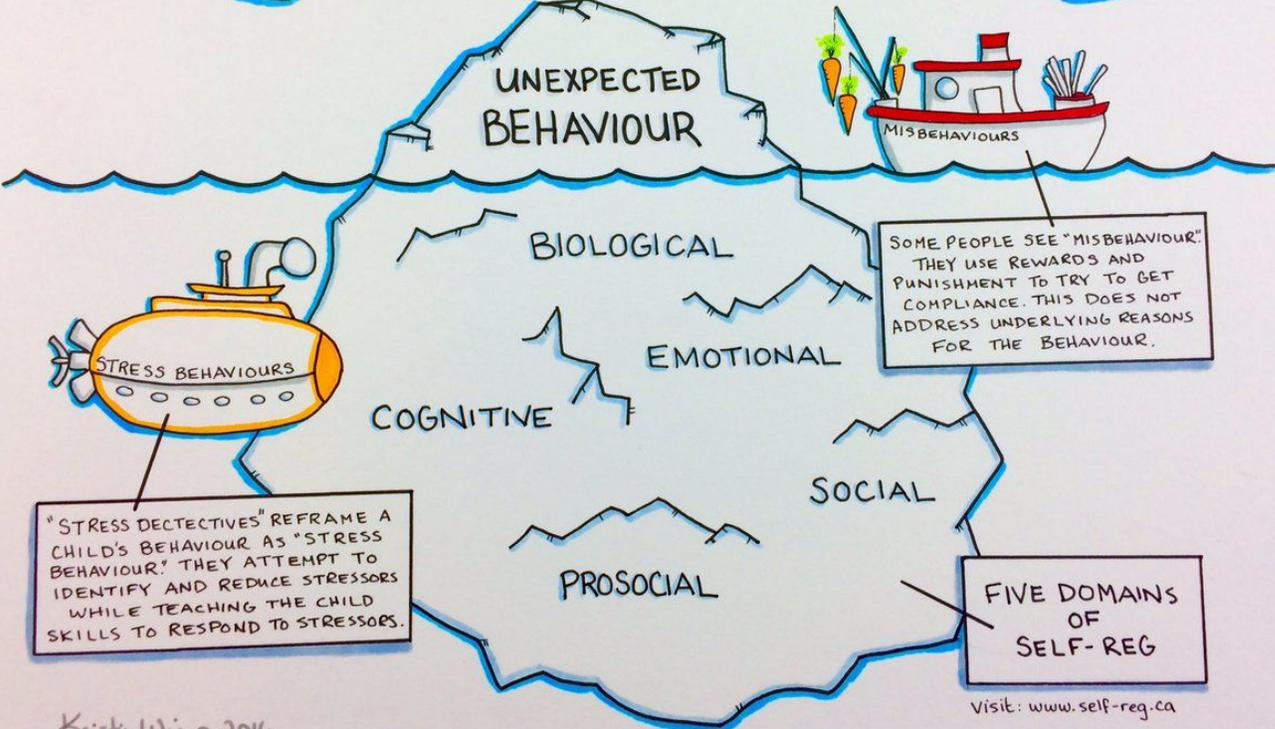
- It is helpful to remember that all behaviours are a means of communication for a child - they are to trying to tell you something through their behaviour
- Things they might try to tell you include:
  - **frustration:** they can't do something or can't tell you what they want
  - **fear:** they are frightened of something
  - **strong feelings:** they are unhappy or angry about something or a situation
  - **anxiety:** they are feeling confused, worried, stressed, unable to think well
  - **hyperactivity:** they have excess energy and cannot seem to burn it off
  - **discomfort:** they are in pain and can't tell you
  - **attention:** they are making attempts to meet their need for attention, attachment and interaction
  - difficulty with understanding
  - difficulty processing or making sense of sensory experiences in the environment: for example, certain touch, noise and lights may stress your child.
  - seeking sensory input and/or experiences
  - **biological needs** (hunger, fatigue, illness)
  - past or ongoing trauma
  - **boredom**
  - inadequate boundaries and supervision

**Activities 1.1 & 1.2 Rubric**

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 1: Examine human behaviour	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
	Understanding of the qualities of human behaviour has not been demonstrated by the student	Little or no evidence of student understanding of qualities of human behaviour	Emerging understanding of qualities of human behaviour		Adequate understanding of qualities of human behaviour	Proficient understanding of qualities of human behaviour	Comprehensive understanding of qualities of human behaviour		Exceptional understanding of qualities of human behaviour				

# BEHAVIOUR IS COMMUNICATION

@kwiens62



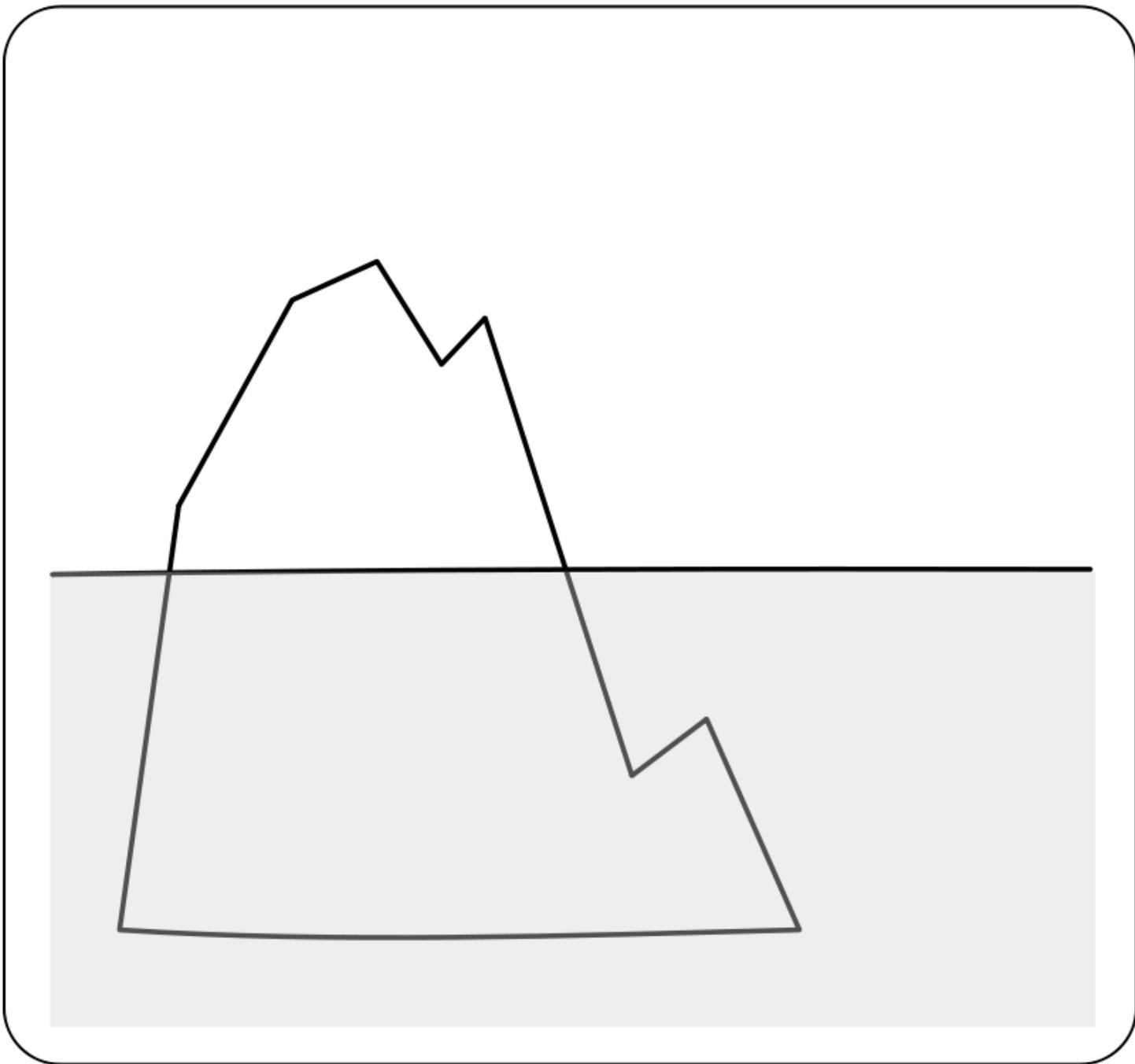
"STRESS DETECTIVES" REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR." THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

SOME PEOPLE SEE "MISBEHAVIOUR." THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

FIVE DOMAINS OF SELF-REG

Visit: [www.self-reg.ca](http://www.self-reg.ca)

Kristin Wiener 2016



**Materials:**

- Student copies of Behaviour Pathways resource (attached)

**Activity 1.3 – Behaviour Pathways Workbook**

- Hand out copies of the Behaviour Pathways resource to students
- Read through the booklet together and support students in understanding the terms and how to use the pathway using the examples
- Students can complete the activities in the resource together or in small groups

Assessment:**Behaviour Pathways Rubric**

	Below Standard				Acceptable Standard				Standard of Excellence				
	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>OUTCOME 1: Examine human behaviour</b>	Understanding and application of the behaviour pathways has not been demonstrated by the student	Little or no evidence of student understanding and application of the behaviour pathways model		Emerging understanding and application of the behaviour pathways model		Adequate understanding of and application of the behaviour pathways model		Proficient understanding of and application of the behaviour pathways model		Comprehensive understanding and application of the behaviour pathways model		Exceptional understanding and application of the behaviour pathways model	

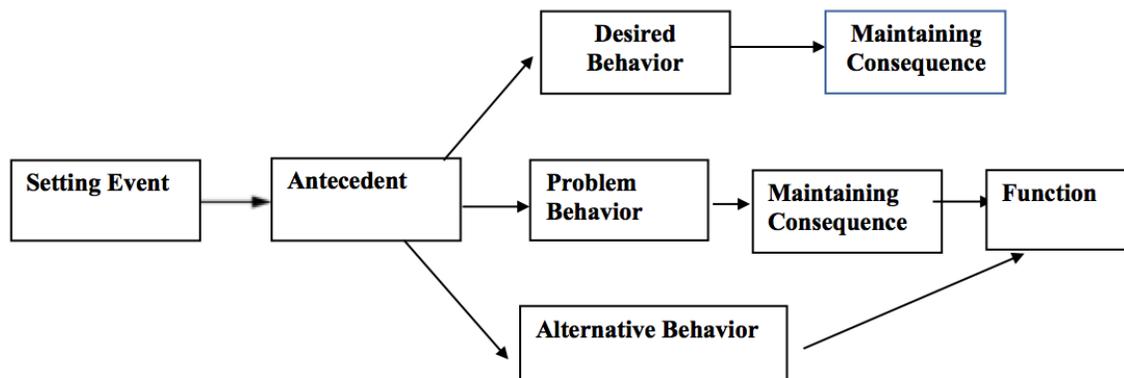
# Behaviour Pathways Workbook

We know that most behaviour is learned, including undesirable behaviours. This means that we can replace undesirable behaviours with desirable behaviours by **teaching** and **reinforcing** the behaviours that we desire.

The Behaviour Pathways model allows us to:

- 1.) Identify undesirable or “problem” behaviours
- 2.) Determine the desirable behaviour and the positive natural consequences in that situation
- 3.) Consider what might have triggered the undesirable or “problem” behaviour and what the behaviour might communicate
- 4.) Become aware of the events that might increase the likelihood of the trigger
- 5.) Specify a replacement behaviour that will achieve the same result as the problem behaviour, but through self-regulation and in an appropriate way

**Diagram 1 BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY**



**Setting Events** – indirectly “set-up” the problem behavior by temporarily altering conditions and experiences (ex. lack of sleep, hungry, change in routine).

**Antecedents** - occur immediately before and act as “triggers” for problem behavior.

**Desired Behavior** - this is a long-term goal that often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills).

**Alternative Behavior** - an immediate attempt to reduce problem behavior and shift towards a positive behavior that serves the same FUNCTION. It should be a behavior that the student already engages in or can be quickly learned with minimal instruction.

**Maintaining Consequence** - is an item, activity or event that follows a behavior and results in an INCREASE in that behavior.

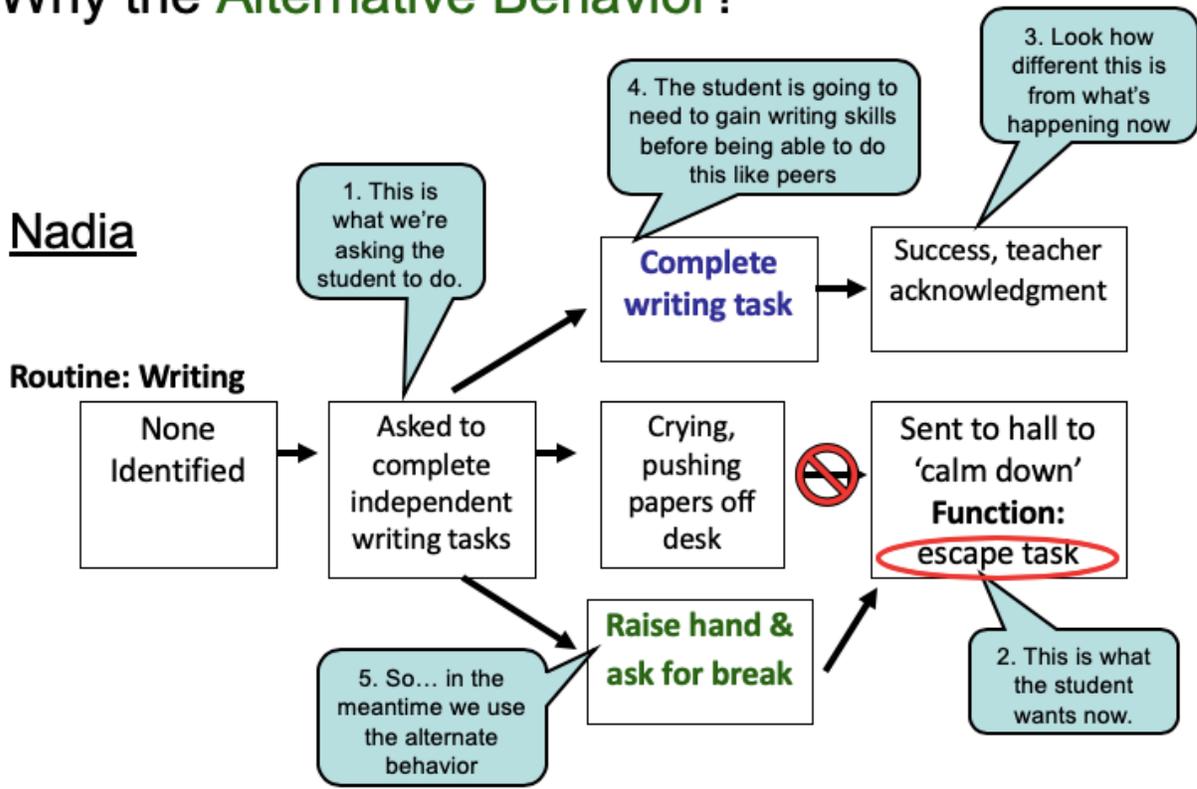
**Function** – what is the purpose or goal of the behavior

Ex. Obtain/Access: peer attention, adult attention, desired activity, desired object/items, sensory relief

Ex. Avoid/ Escape: difficult task, boring task, easy task, physical demands, non-preferred activity, peer or adult attention

**Our goal in using the behaviour pathway model is to shift from undesirable behaviours to replacement behaviours**

## Why the **Alternative Behavior**?



## Keys for Changing Behaviour Using the Behaviour Pathways Model

Replace problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function

Prevent problem behaviors by directly reducing triggers

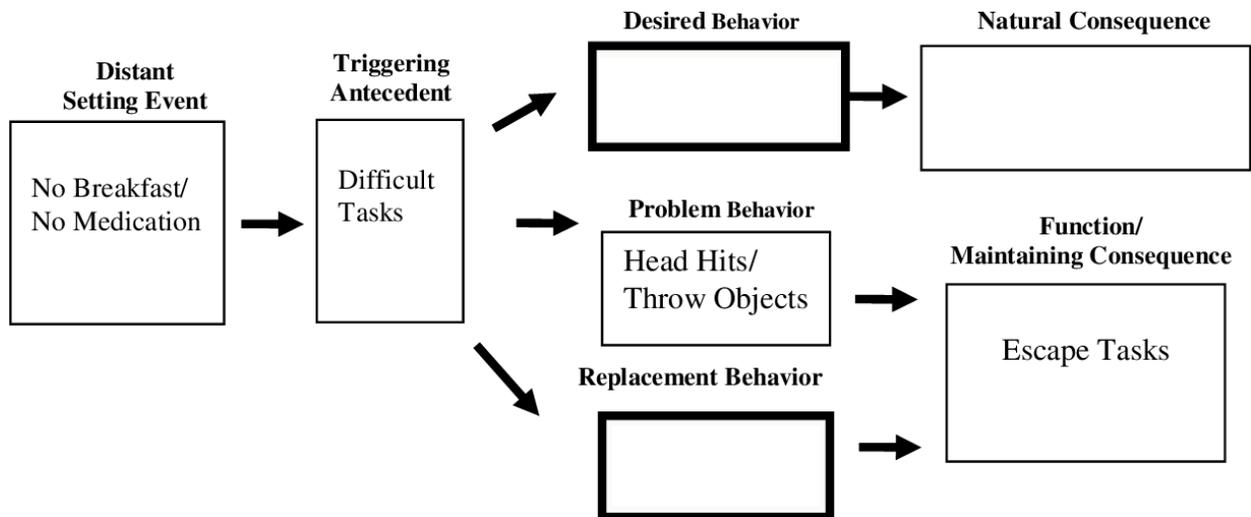
Reinforce replacement & desired behaviors

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior

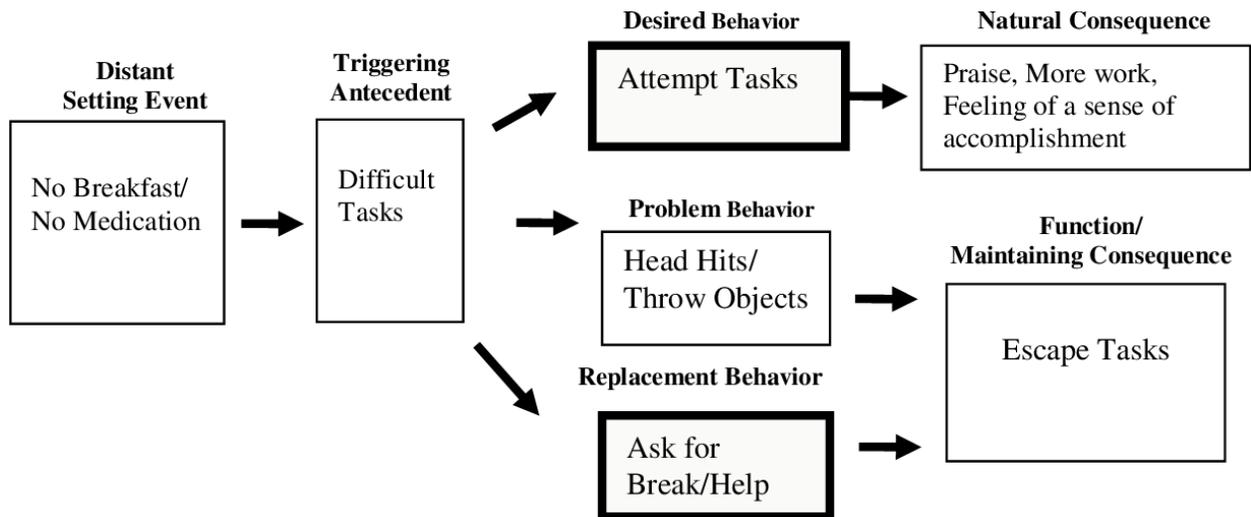
Minimize Reinforcement of problem behaviours by ensuring that they do NOT pay off for the student (i.e. does not result in the function of behavior)

## Example Behaviour Pathway Model

**EXAMPLE: Identifying the undesirable behaviour and what is causing the behaviour**



**EXAMPLE: Determine preferable and replacement behaviours to support positive alternatives to achieve the same results**



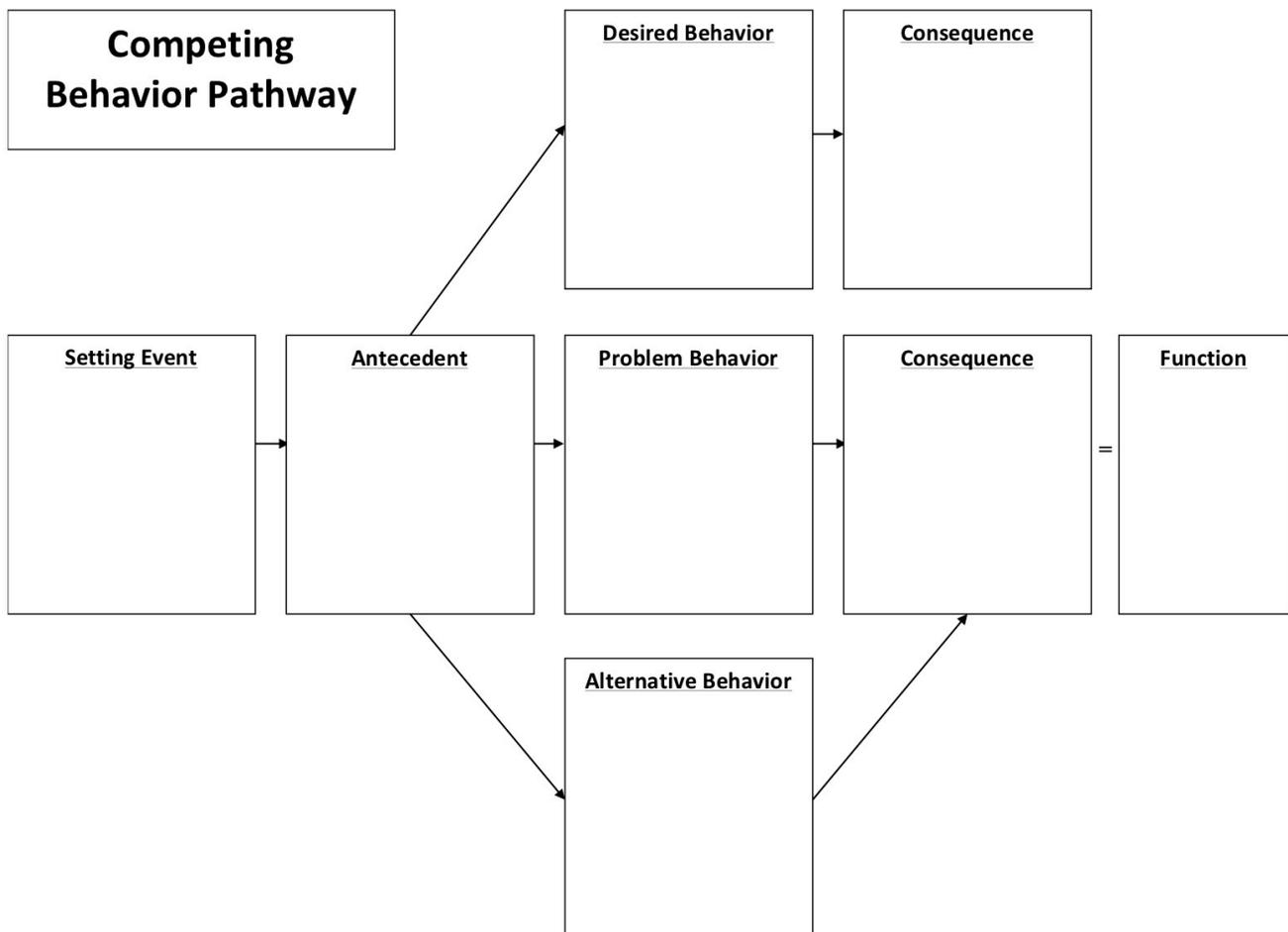
# Behaviour Pathway Scenarios

Use the behaviour pathway model to determine replacement behaviours and other strategies to support positive behaviour in the following scenarios (templates attached):

## SCENARIO 1:

Katie is 9 years old and you have worked with her for 2 weeks. She has shared that she often forgets her lunch at home. During the after-school program, she continually argues with you when you ask her to do something and it is challenging for you to facilitate activities as a result of this behaviour.

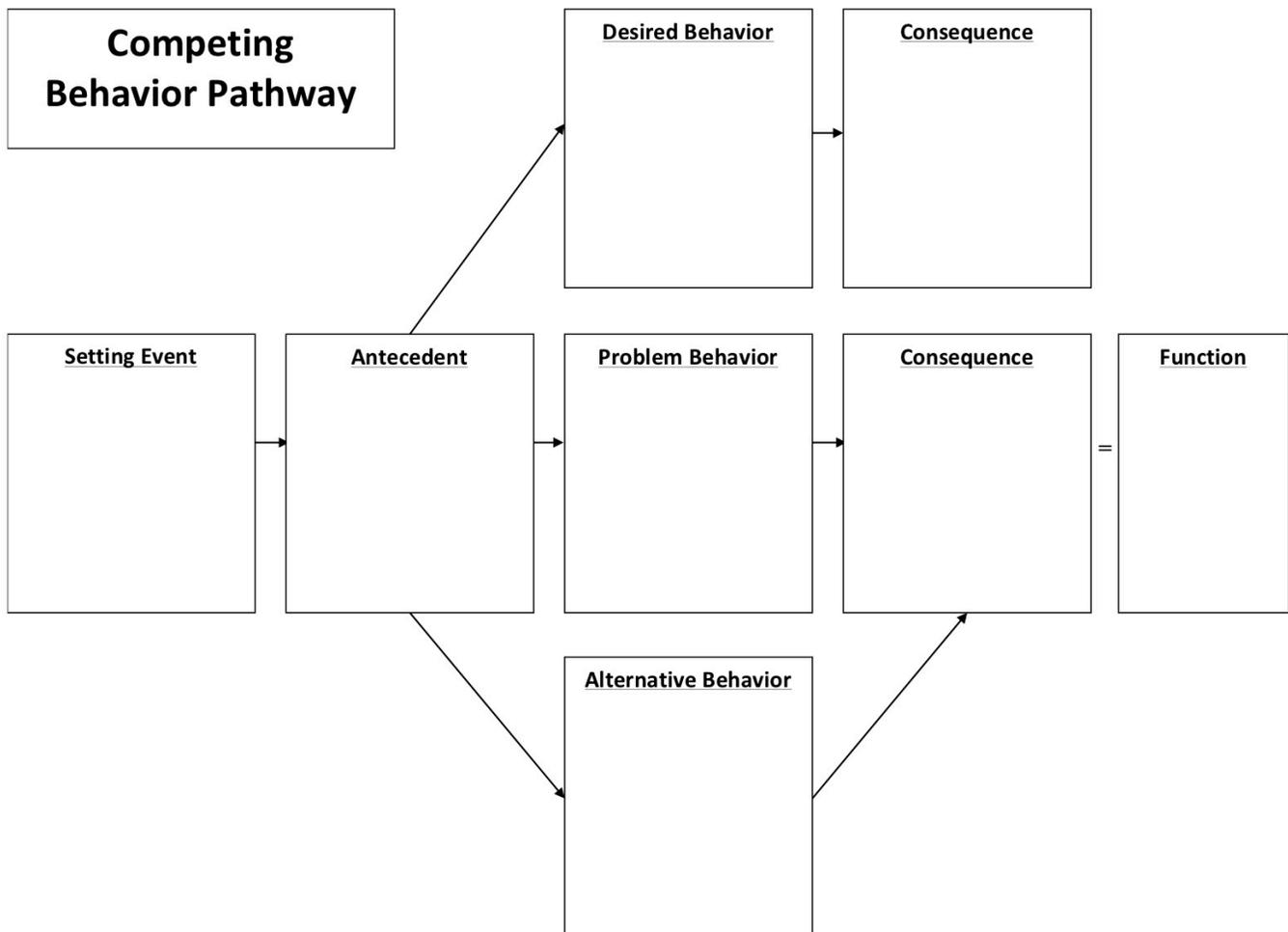
- 1.) Complete the behaviour pathway model.
- 2.) Identify some other strategies that could support Katie in this situation.



**SCENARIO 2:**

Dakota is 6 years old and you work with him during recess times. He is really attached to you and enjoys spending time with you because his siblings don't live with him anymore and he enjoys the attention. At the end of recess, he gets very upset and makes a scene, refusing to go back to class.

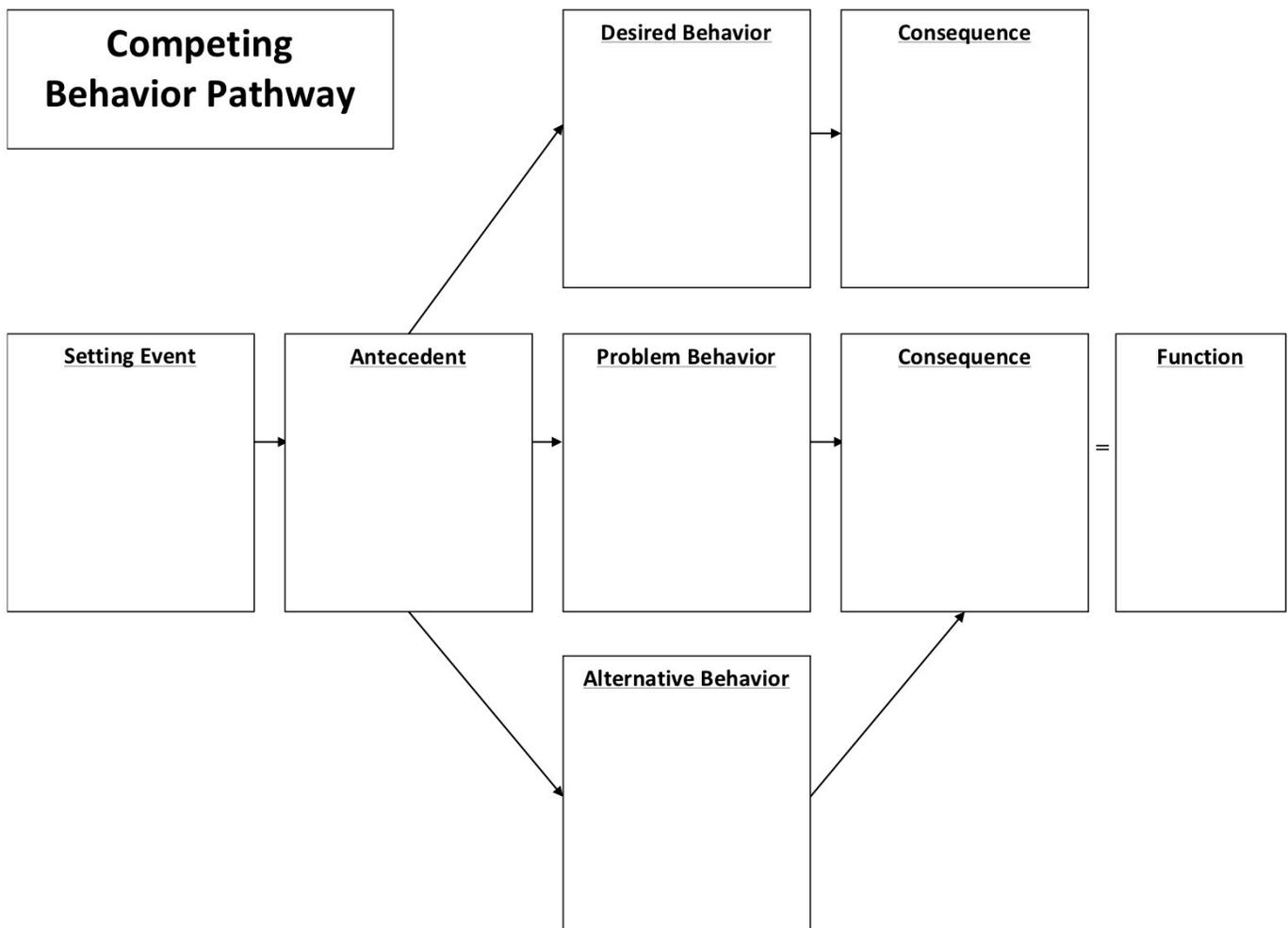
- 1.) Complete the behaviour pathway model.
- 2.) Identify some other strategies that could support Dakota in this situation.



**SCENARIO 3:**

You are facilitating an arts and crafts activity with a mentorship group of elementary students. Jaron always comes to the group really excited, but usually ends up crumpling or throwing out the art activity by the end of class. When you ask why Jaron is wrecking the activity and throwing it out, they respond with “it sucks” or “no one is going to like it”.

- 1.) Complete the behaviour pathway model.
- 2.) Identify some other strategies that could support Dakota in this situation.



## During Conference

These activities will supplement the learning that students will engage in throughout the Resiliency Summit.

---

### Participation and Reflections [Outcome 2, 3]

#### Participation & Reflections

Students will participate and reflect on their learning throughout the conference using a medium/template that works best for them. They should be gathering ideas and information for their Behaviour Support Toolkit project after the conference. Options include:

Example 1: "Live tweet" or "Insta Story" throughout the event and summarize key moments through photos and accompanying captions. *Teachers can decide if they will allow students to use the actual social media platforms, or templates that mimic those platforms* Templates attached.

Ex. This is \_\_\_\_\_. I went to their workshop on \_\_\_\_\_, I learned about \_\_\_\_\_ and it relates to developing positive behaviour support and support social-emotional development in students....

Example 2: Take photos and write reflective captions for them. Upon returning from the conference, print and display the photos as part of an exhibition in the school or community.

Example 3: "Snapchat Stories" - Take video highlights of sessions or activities along with reflection videos sharing key moments of learning about strategies for relationship-building, identifying needs underlying behaviours, and supporting positive behaviour. Students can edit these videos together to create a "Snapchat Story".

*Please remind students about digital citizenship and respecting the privacy and boundaries of others when taking pictures or video.*

### Reflections Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>OUTCOME 2: Recommend strategies to support positive behaviour</b>	Understanding of strategies that support positive behaviour not been demonstrated by the student	Little or no evidence of student understanding of strategies that support positive behaviour		Emerging understanding of strategies that support positive behaviour		Adequate understanding of strategies that support positive behaviour		Proficient understanding of strategies that support positive behaviour		Comprehensive understanding of strategies that support positive behaviour		Exceptional understanding of strategies that support positive behaviour	

## During & After Conference

These activities will wrap up the course and summarize the learning from activities before and during Resiliency Summit.

---

### Behaviour Support Toolkit [Outcomes 1, 2, 3, 4]

**Materials:**

Student copies of Behaviour Support Toolkit assignment sheet

**Behaviour Support Toolkit**

- Students can work individually or in small groups to develop a Behaviour Support Toolkit using the information that they learned before and during the conference

### Behaviour Support Toolkit Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
OUTCOMES 1, 2: Examine human behaviour and strategies to support positive behaviour	Understanding of the dynamic qualities of human behaviour and methods to support positive behaviour have not been demonstrated by the student	Little or no evidence of student understanding of the dynamic qualities of human behaviour and methods to support positive behaviour		Emerging understanding of the dynamic qualities of human behaviour and methods to support positive behaviour		Adequate understanding of the dynamic qualities of human behaviour and methods to support positive behaviour		Proficient understanding of the dynamic qualities of human behaviour and methods to support positive behaviour		Comprehensive understanding of the dynamic qualities of human behaviour and methods to support positive behaviour		Exceptional understanding of the dynamic qualities of human behaviour and methods to support positive behaviour	

# Behaviour Toolkit

Develop a “toolkit” of strategies for supporting positive behaviour by engaging in research and collecting tools and activities from the Resiliency Summit.

## Criteria:

- Gather as many strategies, activities, guidelines, etc. as you can come up with from online research and the reflections that you gathered at Resiliency Summit
- Collect and organize resources into an booklet, blog, website, or other approved format

## Examples of formats and activities to include:

### Tools for Student Self-Regulation

### Tools



## 50+ FREE De-escalation Strategies

- Act calm even if you're not.
- Give a choice.
- Use humor to lighten the mood.
- Ask them to draw a picture.
- Say, "I see where you are coming from."
- Talk about something they like.
- Try to understand their perspective.
- Let the person talk without interrupting.
- Avoid needing to get the last word.
- Remind them they are not in trouble.
- Say, "I'm here for you."
- Ignore the behavior if you can.
- Say, "What would help you right now?"
- Offer to change something you are doing.
- Let them take a walk or get a drink.

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**Pathway 2 SUCCESS**

## Supporting Positive Behaviour

Student: \_\_\_\_\_ OVERALL GRADE: \_\_\_\_\_

Student: \_\_\_\_\_

CTS Course	Category (Weighting)	Outcomes	Description	Assessment Evidence	Weight in Category	Final % Grade
CCS 3050 Supporting Positive Behaviour	Outcomes 70%	Outcome 1	Examine human behaviour, including different purposes behind behaviour, pathways of behaviour, and impacts of behaviour			
		Outcome 2	Recommend strategies to support positive behaviours			
	Competencies 30%	Outcomes 3 & 4	Assessed using the Competencies Rubric along with other assessment activities			

Standards Level Percentage Equivalent  General Descriptors	Outcomes Based Assessment – Standards Descriptor											
	Below Standard		Acceptable Standard				Standard of Excellence					
	Incomplete	Limited	Developing	Basic	Competent	Skilled	Exemplary	Competent	Skilled	Exemplary		
	INC	10%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
Understanding of the outcome has not been demonstrated by the student	Little or no evidence of student understanding or demonstration of the outcome	Emerging understanding but inadequate demonstration of the outcome	Adequate understanding and capable demonstration of the outcome	Proficient understanding and increasingly confident demonstration of the outcome	Comprehensive understanding and distinctly confident demonstration of the outcome	Exceptional understanding and precise command of the outcome						

## Student Competencies Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 4	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>4.1 Fundamental Skills</b>													
<b>Communication</b> <ul style="list-style-type: none"> <li>• uses appropriate language</li> <li>• speaks clearly and confidently</li> <li>• body language and facial expressions are respectful</li> </ul>	Student has not demonstrated communication skills and behaviours	Little or no evidence of demonstration of communication skills and behaviours		Emerging understanding and demonstration of communication skills and behaviours		Adequate understanding and demonstration of communication skills and behaviours		Proficient understanding and demonstration of communication skills and behaviours		Comprehensive understanding and demonstration of communication skills and behaviours		Exceptional understanding and demonstration of communication skills and behaviours	
<b>Manage Information</b> <ul style="list-style-type: none"> <li>• is organized and has and keeps track of important materials</li> </ul>	Student has not demonstrated information management	Little or no evidence of demonstration of information management		Emerging understanding and demonstration of information management		Adequate understanding and demonstration of information management		Proficient understanding and demonstration of information management		Comprehensive understanding and demonstration of information management		Exceptional understanding and demonstration of information management	
<b>Use Numbers</b> <ul style="list-style-type: none"> <li>• uses numeracy skills effectively when needed</li> </ul>	Student has not demonstrated numeracy skills	Little or no evidence of demonstration of numeracy skills		Emerging understanding and demonstration of numeracy skills		Adequate understanding and demonstration of numeracy skills		Proficient understanding and demonstration of numeracy skills		Comprehensive understanding and demonstration of numeracy skills		Exceptional understanding and demonstration of numeracy skills	
<b>Think and Solve Problems</b> <ul style="list-style-type: none"> <li>• shows initiative for finding resources and solutions</li> </ul>	Student has not demonstrated problem solving	Little or no evidence of demonstration of problem solving		Emerging understanding and demonstration of problem solving		Adequate understanding and demonstration of problem solving		Proficient understanding and demonstration of problem solving		Comprehensive understanding and demonstration of problem solving		Exceptional understanding and demonstration of problem solving	
<b>4.2 Personal Management Skills</b>													
<b>Demonstrate Positive Attitudes and Behaviours</b> <ul style="list-style-type: none"> <li>• acts responsibly</li> <li>• is open to learning new things</li> <li>• can adapt and be flexible to issues that arise</li> <li>• is responsible</li> </ul>	Student has not demonstrated positive attitudes and behaviours	Little or no evidence of demonstration of positive attitudes and behaviours		Emerging understanding and demonstration of positive attitudes and behaviours		Adequate understanding and demonstration of positive attitudes and behaviours		Proficient understanding and demonstration of positive attitudes and behaviours		Comprehensive understanding and demonstration of positive attitudes and behaviours		Exceptional understanding and demonstration of positive attitudes and behaviours	
<b>4.3 Teamwork Skills</b>													
<b>Work with Others</b> <ul style="list-style-type: none"> <li>• works well with others</li> <li>• is a team player</li> </ul>	Student has not demonstrated collaborative skills	Little or no evidence of demonstration of collaborative skills		Emerging understanding and demonstration of collaborative skills		Adequate understanding and demonstration of collaborative skills		Proficient understanding and demonstration of collaborative skills		Comprehensive understanding and demonstration of collaborative skills		Exceptional understanding and demonstration of collaborative skills	
<b>Participates in Projects and Tasks</b>	Student has not participated	Little or no evidence of participation		Emerging participation		Adequate participation		Proficient participation		Comprehensive participation		Exceptional participation	

## Credit opportunities for extending activities sparked at Resiliency Summit into another class or an after-school or club-based program

Below, you will find an example of a CTS 1-credit course that can be earned through participation in the Resiliency Summit and with follow-up project work in your school community after the conference.

<b>Example: CCS 1080 Community Volunteerism 1 Program of Studies</b>	
<b>1. Explain the role of volunteers in a community</b>	1.1 define volunteerism and altruism 1.2 describe the personal rewards available by volunteering, including: 1.2.1 self-esteem and self-fulfillment, 1.2.2 learning and career awareness, 1.2.3 employability 1.2.4 enhanced community awareness, 1.2.5 career awareness, 1.2.6 health and wellness 1.3 justify the essential characteristics of a volunteer, including: 1.3.1 confidentiality/ethics, 1.3.2 attendance/punctuality, 1.3.3 resource/time management 1.3.4 adherence to rules and regulations, 1.3.5 safety, 1.3.6 enthusiasm, 1.3.7 sense of humour 1.4 outline several volunteer opportunities in a community 1.5 describe societal benefits of volunteerism 1.6 outline the clients' responsibilities in the volunteering relationship 1.7 describe considerations for personal safety related to volunteering
<b>2. Perform as a volunteer in a specific volunteer activity or placement</b>	2.1 choose a suitable community placement that will enhance interests and abilities 2.2 write a job description, outlining the duties and expectations, that meets with the approval of the supervising teacher and client 2.3 perform at least 15 hours of volunteerism in a teacher-approved community locale
<b>3. Evaluate personal performance in a specific volunteer activity or placement</b>	3.1 describe experiences and personal reflections related to the volunteering activities 3.2 interview the client to: 3.2.1 evaluate personal performance as a volunteer 3.2.2 identify areas for growth and development as a volunteer 3.3 summarize goals for future volunteering experiences based on personal reflections and interviews with the client
<b>4. Demonstrate basic competencies</b>	4.1 demonstrate fundamental skills to: 4.1.1 communicate, 4.1.2 manage information, 4.1.3 use numbers, 4.1.4 think and solve problems 4.2 demonstrate personal management skills to: 4.2.1 demonstrate positive attitudes and behaviours, 4.2.2 be responsible, 4.2.3 be adaptable 4.2.4 learn continuously, 4.2.5 work safely 4.3 demonstrate teamwork skills to: 4.3.1 work with others, 4.3.2 participate in projects and tasks
<b>5. Make personal connections to the cluster content and processes to inform possible pathway choices</b>	5.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences 5.2 create a connection between a personal inventory and occupational choices

## **Pre-Conference**

These activities can be completed as part of a broader community leadership activity and can be delivered during lunch hour meetings, class time, etc.

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### **Assignment 1: Understanding the Role of Volunteers [Outcome 1]**

**Materials:**

Student copies of Module Booklet (attached)

**Understanding the Role of Volunteers**

- The module booklet can be used as a tool for student learning in whatever way the teacher sees fit:
  - as a small or large group discussion tool in class or during team meetings
  - as an assignment completed individually or in partners, in class or at home
  - as the basis for online discussions in the weeks leading up to the Resiliency Summit using Moodle, D2L, Google Classroom, or any other online platform
  - as the basis for interview questions for a guest speaker or panel

## **During & Conference**

These activities will supplement the learning that students will engage in throughout the Resiliency Summit and continue on within the school community after the conference.

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### **Assignment 2: Performing as a Volunteer [Outcome 2]**

**Materials:**

Student copies of Module Booklet (attached)

Any resources from the team planning session at Resiliency Summit

**Assignment 2: Perform as a volunteer in a specific volunteer activity or placement**

- On the second day of the Resiliency Summit, school teams will have the opportunity to create a plan for a wellness initiative within their own school communities
- During this time, students will collaborate and develop a plan for a wellness project that they will put into action during the school year
- Students will identify different volunteer roles and responsibilities as part of their planning during and after Resiliency Summit and will volunteer for a total of 15 hours, after the conference
  
- Students will complete Assignment #2 in the module book and maintain a record of their volunteer hours, signed by a teacher or community supervisor who supported the volunteer project

### **Assignment 3: Evaluating Volunteer Performance [Outcome 3]**

**Materials:**

Student copies of Module Booklet (attached)

**Assignment 3: Perform as a volunteer in a specific volunteer activity or placement**

- Students will complete Assignment #3 to reflect on and evaluate their performance as a volunteer during the planning and execution stages of the wellness initiative

# CCS 1080

## Community Volunteerism 1 Module

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Description: Students examine the role of volunteers in a community, perform as volunteers and evaluate their volunteering experience.

### **Assignment 1: Introduction to Volunteerism**\_\_\_\_\_ **20%**

Respond to the following questions appropriately.

1. Define the following terms and provide an example for each of them:

a. Volunteerism-

b. Altruism-

2. What are some of the personal rewards that someone might experience through volunteering?

3. What are some of the essential characteristics of a volunteer? Discuss and justify why each characteristic is important.

4. What are some local volunteer opportunities in your area? Brainstorm as many as you can think of.

5. Why is volunteerism important for society? How could your community benefit from volunteers?

6. List some responsibilities of a volunteer – try to think of what responsibilities might exist in most volunteer roles.

7. What safety practices may be necessary when volunteering?





**Assessment:**

Using outcomes-based assessment, the student course rubric below, along with the competencies rubric, will allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on student knowledge and demonstration of the outcomes.

**Community Volunteerism 1**

Student: \_\_\_\_\_ OVERALL GRADE: \_\_\_\_\_

CTS Course	Category (Weighting)	Outcomes	Description	Assessment Evidence	Weight in Category	Final % Grade
CCS 1080 Community Volunteerism 1	Outcomes 70%	Outcome 1	Explain the role of volunteers in the community			
		Outcome 2	Plan and perform 15 or more hours as a community volunteer			
		Outcome 3	Evaluate personal performance as a volunteer			
	Competencies 30%	Outcome 4 & 5	Assessed using the Competencies Rubric in addition to other assessment activities			

Standards Level	Outcomes Based Assessment – Standards Descriptor														
	Below Standard		Acceptable Standard			Standard of Excellence									
	Incomplete	Limited	Developing	Basic	Competent	Skilled	Exemplary								
Percentage Equivalent	INC	10%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%			
General Descriptors	Understanding of the outcome has not been demonstrated by the student	Little or no evidence of student understanding or demonstration of the outcome	Emerging understanding but inadequate demonstration of the outcome	Adequate understanding and capable demonstration of the outcome	Proficient understanding and increasingly confident demonstration of the outcome	Comprehensive understanding and distinctly confident demonstration of the outcome				Exceptional understanding and precise command of the outcome					

## Student Competencies Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 4	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
	INC	10%	25%	30%	40%	50%	60%	65%	75%	80%	90%	95%	100%
<b>4.1 Fundamental Skills</b>													
<b>Communication</b> <ul style="list-style-type: none"> <li>• uses appropriate language</li> <li>• speaks clearly and confidently</li> <li>• body language and facial expressions are respectful</li> </ul>	Student has not demonstrated communication skills and behaviours	Little or no evidence of demonstration of communication skills and behaviours		Emerging understanding and demonstration of communication skills and behaviours		Adequate understanding and demonstration of communication skills and behaviours		Proficient understanding and demonstration of communication skills and behaviours		Comprehensive understanding and demonstration of communication skills and behaviours		Exceptional understanding and demonstration of communication skills and behaviours	
<b>Manage Information</b> <ul style="list-style-type: none"> <li>• is organized and has and keeps track of important materials</li> </ul>	Student has not demonstrated information management	Little or no evidence of demonstration of information management		Emerging understanding and demonstration of information management		Adequate understanding and demonstration of information management		Proficient understanding and demonstration of information management		Comprehensive understanding and demonstration of information management		Exceptional understanding and demonstration of information management	
<b>Use Numbers</b> <ul style="list-style-type: none"> <li>• uses numeracy skills effectively when needed</li> </ul>	Student has not demonstrated numeracy skills	Little or no evidence of demonstration of numeracy skills		Emerging understanding and demonstration of numeracy skills		Adequate understanding and demonstration of numeracy skills		Proficient understanding and demonstration of numeracy skills		Comprehensive understanding and demonstration of numeracy skills		Exceptional understanding and demonstration of numeracy skills	
<b>Think and Solve Problems</b> <ul style="list-style-type: none"> <li>• shows initiative for finding resources and solutions</li> </ul>	Student has not demonstrated problem solving	Little or no evidence of demonstration of problem solving		Emerging understanding and demonstration of problem solving		Adequate understanding and demonstration of problem solving		Proficient understanding and demonstration of problem solving		Comprehensive understanding and demonstration of problem solving		Exceptional understanding and demonstration of problem solving	
<b>4.2 Personal Management Skills</b>													
<b>Demonstrate Positive Attitudes and Behaviours</b> <ul style="list-style-type: none"> <li>• acts responsibly</li> <li>• is open to learning new things</li> <li>• can adapt and be flexible to issues that arise</li> <li>• is responsible</li> </ul>	Student has not demonstrated positive attitudes and behaviours	Little or no evidence of demonstration of positive attitudes and behaviours		Emerging understanding and demonstration of positive attitudes and behaviours		Adequate understanding and demonstration of positive attitudes and behaviours		Proficient understanding and demonstration of positive attitudes and behaviours		Comprehensive understanding and demonstration of positive attitudes and behaviours		Exceptional understanding and demonstration of positive attitudes and behaviours	
<b>4.3 Teamwork Skills</b>													
<b>Work with Others</b> <ul style="list-style-type: none"> <li>• works well with others</li> <li>• is a team player</li> </ul>	Student has not demonstrated collaborative skills	Little or no evidence of demonstration of collaborative skills		Emerging understanding and demonstration of collaborative skills		Adequate understanding and demonstration of collaborative skills		Proficient understanding and demonstration of collaborative skills		Comprehensive understanding and demonstration of collaborative skills		Exceptional understanding and demonstration of collaborative skills	
<b>Participates in Projects and Tasks</b>	Student has not participated	Little or no evidence of participation		Emerging participation		Adequate participation		Proficient participation		Comprehensive participation		Exceptional participation	

## Additional credit options for schools starting leadership programming in addition to Resiliency Summit, such as the Indigenous Youth Mentorship Program.

Below, you will find an example of a CTS 1-credit course that can be earned through participation in the Resiliency Summit and as part of a broader mentorship or community-based initiative that allows for more extensive pre- and post- conference learning to take place.

<b>Example: HSS 1050 Introduction to Mentorship Program of Studies</b>	
<b>1. Explain the relationship of mentoring to the wellness of individuals and communities</b>	<ul style="list-style-type: none"> <li>1.1 define mentorship, including the terms:               <ul style="list-style-type: none"> <li>1.1.1 mentee, 1.1.2 mentor</li> </ul> </li> <li>1.2 describe the etymology of the term mentorship</li> <li>1.3 summarize the characteristics of a successful mentoring relationship</li> <li>1.4 justify the importance of a long-term relationship to the mentee</li> <li>1.5 identify the personal characteristics of a successful mentor</li> <li>1.6 identify the personal characteristics of a successful mentee</li> <li>1.7 differentiate between mentoring and coaching, tutoring, peer support and teaching based on:               <ul style="list-style-type: none"> <li>1.7.1 goals of the relationship, 1.7.2 duration of the relationship</li> <li>1.7.3 roles in the relationship</li> </ul> </li> <li>1.8 differentiate between informal and formal mentoring relationships</li> <li>1.9 describe how cultural diversity influences mentoring relationships</li> <li>1.10 summarize the impact of mentoring relationships on the life goals and achievement of significant individuals from history or current events</li> <li>1.11 list benefits of mentoring relationships to the:               <ul style="list-style-type: none"> <li>1.11.1 mentee, 1.11.2 mentor, 1.11.3 community, including the school community</li> </ul> </li> </ul>
<b>2. Describe the impact of mentoring to personal development</b>	<ul style="list-style-type: none"> <li>2.1 describe the impact of personal mentoring relationships, including formal and informal mentoring relationships from:               <ul style="list-style-type: none"> <li>2.1.1 personal history, 2.1.2 present life, 2.1.3 future life</li> </ul> </li> <li>2.2 share personal mentoring relationship(s) with another person such as a peer or teacher</li> <li>2.3 identify personal characteristics related to being a mentor and being a mentee</li> </ul>
<b>3. Describe the roles, rights and responsibilities of the mentor and mentee related to safety</b>	<ul style="list-style-type: none"> <li>3.1 describe basic safety precautions in the context of a mentoring relationship, including:               <ul style="list-style-type: none"> <li>3.1.1 precautions for the prevention of communicable diseases</li> <li>3.1.2 preparation for a first aid response to minor injury</li> <li>3.1.3 recognition of potential hazards in the environment (indoor and outdoor)</li> </ul> </li> <li>3.2 summarize the principle of confidentiality as it pertains to mentoring relationships</li> <li>3.3 summarize signs and symptoms of four types of abuse, including physical, emotional, neglect and sexual abuse</li> <li>3.4 state the duty to report as indicated in current legislation, including the Child Welfare Act</li> <li>3.5 explain the interpretation of failure to report abuse as a type of abuse</li> <li>3.6 identify appropriate methods of reporting suspicions of abuse that may arise during a mentoring relationship</li> <li>3.7 state the limitations of personal skill and scope of responsibility in dealing with issues related to abuse or violence</li> </ul>

<p><b>4. Demonstrate basic mentoring skills in an actual mentorship experience in a one-on-one or paired mentoring relationship</b></p>	<p>4.1 summarize the qualities of an effective mentor</p> <p>4.2 describe the stages of a mentoring relationship cycle, including:  4.2.1 preparing, 4.2.2 discovering and negotiating, 4.2.3 building rapport and trust  4.2.4 accomplishing and attaining, 4.2.5 wrapping up</p> <p>4.3 outline the general characteristics of life-span development, including:  4.3.1 stages of child development, 4.3.2 stages of adolescent development  4.3.3 stages of adulthood</p> <p>4.4 demonstrate effective strategies for initiating a mentoring relationship, including:  4.4.1 using an ice-breaker activity, 4.4.2 writing a letter of introduction</p> <p>4.5 match personal characteristics of a mentee with recognized levels of life-span development, including:  4.5.1 physical characteristics, 4.5.2 social characteristics, 4.5.3 emotional characteristics  4.5.4 mental characteristics</p> <p>4.6 demonstrate effective communication skills within the context of a mentoring relationship, including:  4.6.1 using conversation builders, 4.6.2 recognizing and avoiding conversation blockers  4.6.3 using active listening skills, including verbal and nonverbal skills</p> <p>4.7 apply basic skills for either wrapping up or renegotiating a mentoring relationship</p>
<p><b>5. Demonstrate basic competencies</b></p>	<p>5.1 demonstrate fundamental skills to:  5.1.1 communicate, 5.1.2 manage information, 5.1.3 use numbers, 5.1.4 think and solve problems</p> <p>5.2 demonstrate personal management skills to:  5.2.1 demonstrate positive attitudes and behaviours, 5.2.2 be responsible, 5.2.3 be adaptable  5.2.4 learn continuously, 5.2.5 work safely</p> <p>5.3 demonstrate teamwork skills to:  5.3.1 work with others, 5.3.2 participate in projects and tasks</p>
<p><b>6. Make personal connections to the cluster content and processes to inform possible pathway choices</b></p>	<p>6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences</p> <p>6.2 create a connection between a personal inventory and occupational choices</p>

## **Pre-Conference**

These activities can be completed during curricular or extra-curricular time, depending on the configuration of your mentorship group. Activities are suggestions and can be adapted as you see fit.

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### **Introduction to Mentorship [Outcomes 1, 3, 4]**

**Materials:**

Student computers to access to Alberta Mentoring Partnership online training (<https://albertamentors.ca/resources/mentorship-training/>)

**Introduction to Mentorship – Online Training**

- Through Alberta Mentoring Partnership, you can sign your school or education authority up to be a partner to the organization so that your students can participate in the online training and you can track their progress.
- Support students in completing the online training module through Moodle
- They will be able to save and print their certificates to include within their resumes or portfolios
- This online training course is a great introduction prior to YMP training

## **During Conference**

These activities will supplement the learning that students will engage in throughout the Resiliency Summit.

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### **Mentorship Scavenger Hunt [Outcomes 2.3, 4.1, 4.4, 4.6, 5, 6]**

**Materials:**

Student copies of Mentorship Scavenger Hunt (attached)

**Resiliency Summit Reflection Activities**

- Have students complete the Mentorship Scavenger Hunt throughout the conference
- Feel free to adapt the activity to include different ways that students might document and share their notes and reflections if they don't have access to technology

# Mentorship Scavenger Hunt

During the Resiliency Summit, you are going to develop your mentorship knowledge and skills by participating in this scavenger hunt.

## Goals and Learning Outcomes:

- 2.3 identify personal characteristics related to being a mentor and being a mentee
- 4.1 summarize the qualities of an effective mentor
- 4.4 demonstrate effective strategies for initiating a mentoring relationship, including:
  - 4.4.1 using an ice-breaker activity
  - 4.4.2 writing a letter of introduction
- 4.6 demonstrate effective communication skills within the context of a mentoring relationship including:
  - 4.6.1 using conversation builders
  - 4.6.2 recognizing and avoiding conversation blockers
  - 4.6.3 using active listening skills, including verbal and nonverbal skills

## **ON THE HUNT**

You are going to LOOK for examples of the following things and document them through pictures, video conversations with others, and personal reflections.

For each item on the scavenger hunt list, you might take a picture or video of a person, presentation, or activity. You might also learn about these things through conversations and want to write down a summary of what you learned. No matter how you collect these items, be prepared to share (through writing or conversation) your reasoning.

Be creative and look for examples everywhere you go!

\_\_\_ 3 different personal characteristics of a good mentor (ex. good listener)

\_\_\_ 3 strategies for relationship-building (ex. an ice breaker activity)

\_\_\_ A good mentor - *Explain your reasoning in your caption or reflection*

\_\_\_ A good mentee - *Explain your reasoning in your caption or reflection*

\_\_\_ 2 lessons learned that will you become an effective mentor

\_\_\_ 2 people whose lives were changed through mentorship, either as a mentor or mentee

## **After Conference**

These activities will wrap up the course and summarize the learning from activities before and during Resiliency Summit.

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### **IYMP Training and Mentorship Opportunities [Outcomes 2, 5, 6]**

#### **Scavenger Hunt Show & Share**

- Have students print out or prepare a presentation of their scavenger hunt items
- Facilitate a sharing circle where students have the opportunity to share the items that they found and explain their thinking and learning throughout the conference

#### **Mentoring Opportunities**

- After completing IYMP training, students will need to engage in mentorship activities with younger students in order to receive course credit

## Assessment

Using outcomes-based assessment, the student course rubric below, along with the competencies rubric, will allow you to assess learning outcomes using a percentage grade, descriptor (i.e. skilled), or both based on student knowledge and demonstration of the outcomes.

### Introduction to Mentorship

Student: \_\_\_\_\_ OVERALL GRADE: \_\_\_\_\_

CTS Course	Category (Weighting)	Outcomes	Description	Assessment Evidence	Weight in Category	Final % Grade
<b>HSS 1050</b> Introduction to Mentorship	Outcomes 70%	Outcome 1	Explain the relationship of mentoring to the wellness of individuals and communities			
		Outcome 2	Describe the impact of mentoring to personal development			
		Outcome 3	Describe the roles, rights and responsibilities of the mentor and mentee related to safety			
		Outcome 4	Demonstrate basic mentoring skills in an actual mentorship experience in a one-on-one or paired mentoring relationship			
	Outcomes 5 & 6	Assessed using the Competencies Rubric in concert with other assessment activities			100	
	Competencies 30%					

Standards Level	Outcomes Based Assessment – Standards Descriptor							
	Below Standard		Acceptable Standard		Standard of Excellence			
Percentage Equivalent	Incomplete	Limited	Developing	Basic	Competent	Skilled	Exemplary	
<b>General Descriptors</b>	INC	10%	30%	50%	65%	80%	95%	100%
	Understanding of the outcome has not been demonstrated by the student	Little or no evidence of student understanding or demonstration of the outcome	Emerging understanding but inadequate demonstration of the outcome	Adequate understanding and capable demonstration of the outcome	Proficient understanding and increasingly confident demonstration of the outcome	Comprehensive understanding and distinctly confident demonstration of the outcome	Exceptional understanding and precise command of the outcome	

## Student Competencies Rubric

	Below Standard				Acceptable Standard				Standard of Excellence				
OUTCOME 4	Incomplete	Limited		Developing		Basic		Competent		Skilled		Exemplary	
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<b>Use Numbers</b> <ul style="list-style-type: none"> <li>• uses numeracy skills effectively when needed</li> </ul>	Student has not demonstrated numeracy skills	Little or no evidence of demonstration of numeracy skills		Emerging understanding and demonstration of numeracy skills		Adequate understanding and demonstration of numeracy skills		Proficient understanding and demonstration of numeracy skills		Comprehensive understanding and demonstration of numeracy skills		Exceptional understanding and demonstration of numeracy skills	
<b>Think and Solve Problems</b> <ul style="list-style-type: none"> <li>• shows initiative for finding resources and solutions</li> </ul>	Student has not demonstrated problem solving	Little or no evidence of demonstration of problem solving		Emerging understanding and demonstration of problem solving		Adequate understanding and demonstration of problem solving		Proficient understanding and demonstration of problem solving		Comprehensive understanding and demonstration of problem solving		Exceptional understanding and demonstration of problem solving	
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<b>Participates in Projects and Tasks</b>	Student has not participated	Little or no evidence of participation		Emerging participation		Adequate participation		Proficient participation		Comprehensive participation		Exceptional participation	