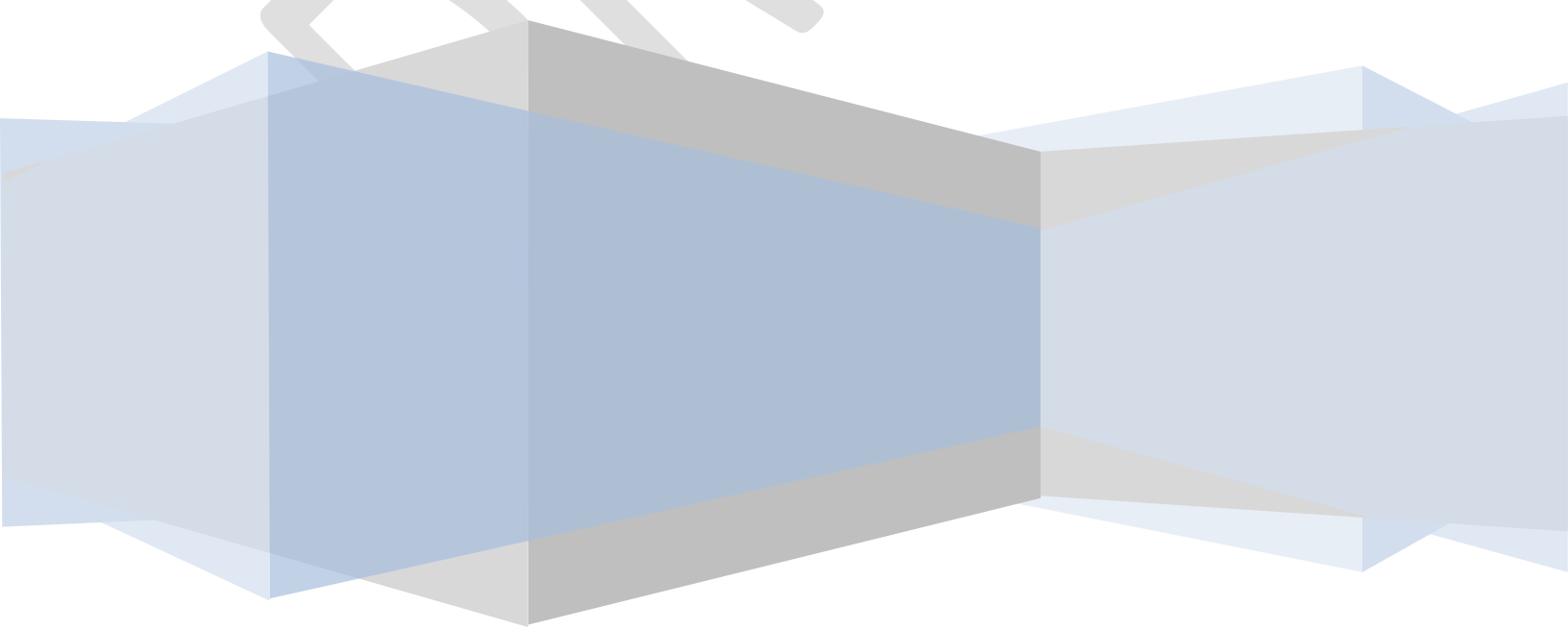




LLOYDMINSTER PUBLIC SCHOOL DIVISION

Character and Citizenship Education Guiding Document



“Character Education is woven in....not added on”
Michele Borba, Ed.D.

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“The primary responsibility for character and citizenship education development lies with parents and families, but schools play an essential supportive role. Whether they are conscious of it or not, schools are involved in teaching cultural and societal mores and values, and in shaping students’ ideas about what constitutes good behaviour. Schools help students to develop civic responsibility, healthy attitudes towards themselves and others, and a commitment to lifelong learning.”

“Character and citizenship education is a deliberated effort to cultivate civility, ethical behaviours, self-management skills and personal attributes that our society values in its school graduates, community members and employees.”

The Heart of the Matter: Character and Citizenship Education in Alberta Schools, Alberta Education, 2005

Beliefs

Lloydminster Public School Division will strive to develop our leaders of tomorrow through the development of character and citizenship education and the understanding and building of the traits that make a good leader.

The following key beliefs provide the framework for Lloydminster Public School Division’s belief in character and citizenship education:

Mission Statement

Ensuring Personal Excellence for All Students

Goal

Students will reach their potentials in their studies and citizenship

- Students demonstrate Lloydminster Public School Division values (caring, respect, responsibility, leadership, excellence)

Vision

LPSD has a shared commitment with parents and community in preparing students to be inspired learners and productive citizens.

Values

In LPSD, all individuals will model:

- A commitment to CARE for themselves and others
- RESPECT for themselves, others, authority, property and the environment
- LEADERSHIP in making positive choices

Belief Statements

Education that promotes citizenship benefits society.

Purpose

Many character and citizenship education qualities emphasized in the Lloydminster Public School Division are built into the Saskatchewan Ministry of Education Curricula and embedded into the school day. Through formal and incidental teachings we will strive to develop resilient individuals who have the ability to bounce back and cope effectively with life's challenges.

Resilient individuals possess many positive qualities such as:

- Ability to control their own behaviour
- Expectations for a healthy lifestyle
- Service oriented (give to others)
- Optimism
- Sense of humour
- Morality (sense of right and wrong)
- Strong problem-solving skills
- Perceptiveness
- Independence
- Self-motivation
- Creativity
- Empathetic.

Protective factors are those characteristics and experiences that help individuals develop a personal resiliency and be more able to overcome difficulties. Research identifies the following protective factors:

- High behaviour expectations
- Strong social skills
- Positive bonding with at least one significant adult
- Meaningful participation at home, in school and/or in the community.

Schools can foster resiliency by:

- Creating a positive school climate
- Setting high standards for learning and behaviour
- Providing opportunities for students to develop and demonstrate responsibility and decision making
- Encouraging students to develop and maintain friendships
- Mentoring of student by adult and peers
- Providing opportunities for students to participate in activities that create opportunities to contribute to others.

Schools can help students build internal protective factors by encouraging creativity, fostering a love for learning, teaching pro-social skills and providing opportunities for students to become more independent. These factors help students overcome setbacks, and maintain strength and balance in their lives. Increasing the protective factors in children's lives can help them become more caring, confident and competent members of society.

The Heart of the Matter: Character and Citizenship Education in Alberta Schools, Alberta Education, 2005

In Lloydminster Public School Division we will strive to develop our students through both character education and citizenship education as defined below:

Character Education: Centered on the individual's personal moral, social and emotional development
Character is built on virtue. Character education gives students the moral bearings on which to make right decisions and to behave morally.

Citizenship Education: Centered on the individual's participation in their communities, nation and global world

Citizenship education develops personally responsible citizens, participatory citizens, and justice-oriented citizens.

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The Relationship between Character and Citizenship Education



Values and Virtues	Social Skills	Community Relationships (safe and caring communities)	Addressing social problems (violence, racism, drug abuse)	Awareness of global issues
Social and Emotional learning	Conflict Resolution			
Moral Development				

Values and Virtues

Students will develop an understanding of societal values, develop knowledge and skills to deal with conflicting values in acceptable ways, and develop an understanding of right from wrong.

The virtues chosen are based on Borba, M., *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*, (Jossey-Bass, 2001) and incorporate the mission, vision and values of LPSD. Schools may choose from the values and virtues that are encompassed below or reflect the same basic principles.

Empathy – Identifying with and feeling other people’s concerns.

“I respect the feelings of others. I seek to understand what others are thinking to appreciate their perspectives. I listen and consider their views, even though we may not agree. I act with kindness and compassion.”

Conscience – Knowing the right and decent way to act and acting that way.

“I am sincere, truthful and trustworthy. (Honesty) I am responsible for my thoughts, words and actions. I am accountable for my choices. I admit my mistakes and work to correct them. People can depend on me to honour my commitments. (Responsibility) I believe in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words. (Integrity)”

Self-control - Regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right.

“I am eager to do what needs to be done without being prompted by others. I seize opportunities and willingly take steps necessary towards achieving a goal. (Initiative) I finish what I start even when it is difficult. I do not give up when faced with challenges or obstacles. I complete all tasks and assignments to the best of my ability. (Perseverance) I recognize risks and dangers, and do not take unwise chances to please others. (Courage)

Respect- Showing you value others by treating them in a courteous and considerate way.
“I am polite, courteous, and caring. I value myself and others. I treat all people with dignity and uphold their rights. I protect property and our environment.”

Kindness- Demonstrating concern about the welfare and feelings of others.
“I think, speak, and act to make the world a better place.” (Caring)

Tolerance – Respecting the dignity and rights of all persons, even those whose beliefs and behaviours differ from your own.

“I include others and value their uniqueness. I celebrate diversity.”

Fairness- Choosing to be open-minded and to act in a just and fair way.
“I am sensitive to the needs of individuals. I treat people with the dignity and consideration with which I would like to be treated. “

Social and Emotional Learning

Students will develop an awareness of the kinds of things people with healthy consciences say and do and strive to incorporate them into their own behaviour. Skills will be incorporated through curriculum or through incidental teaching as needs and situations arise.

- Appendix 1: Character Education Scope and Sequence: Coping Skills, Friendship/Relationship Skills, Emotional Skills, Communication and Personal Care Awareness

Moral Development

Through the teaching of values and virtues and social and emotional learning students will develop the skills to navigate through ethical challenges and pressures that they will inevitably face throughout life.

Social Skills

Through the **direct teaching** of Classroom Survival Skills, students will develop self-control, respect for the rights of others, and a sense of responsibility for their own actions. These skills should be defined, modelled, taught, and reinforced.

- Appendix 1: Character Education Scope and Sequence: Classroom Survival Skills
- Refer to *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*, Alberta Education, 2005. Pages 19 and 43.

Conflict Resolution

Students will develop an understanding of how to deal with, and if possible resolve, conflicts. It may involve learning a set of skills that require the student to be able to consider another’s point of view, examine own perceptions, problem solve, and seek solutions.

- Appendix 1: Character Education Scope and Sequence: Conflict Resolution and Problem Solving

Community Relationships:

Students will demonstrate the values of a safe and caring community by acting responsibly in the community, caring for the property of others and the community as a whole, and contributing time to helping others through service learning projects based in the community.

- Appendix: Character Education Scope and Sequence: Citizenship

Addressing Social Problems

Students will develop a sense of social problems (such as violence, racism and drug abuse) facing their community and adopt a student-community-centered approach to contributing to solutions. The focus can be centered on the concept of inclusion and respect for diversity, awareness of multiple identities, such as regional, cultural, ethnic, religious, class, and gender, and may explore strategies for change that address root causes of problems and address areas of injustice.

- Appendix1: Character and Citizenship Scope and Sequence: Culture and Dealing with Technology

Awareness of global issues

Students will develop a sense of identity as a national citizen and as a member of the world community. Through service learning projects that assist other countries they will seek to understand the issues and problems of a broader society.

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Building and Sustaining Character and Citizenship Education

The most effective initiatives are school-based or “home-grown” (M. Borba). It is an on-going process of overlapping steps. Annually every school must consider the following questions:

1. Building a school vision
 - a. What are the core values of character and citizenship education for this division?
This school?
 - b. What specific student outcomes are expected? How will they be measured?
 - c. What strategies will be implemented to help students achieve the outcomes?
 - d. How will implementation be monitored?
 - e. How will results be shared and with whom?
 - f. What are good sources of information about character and citizenship education?
2. Strengthening school culture
 - a. How can we gather information about our school needs?
 - b. Who are the major stakeholders in our school community?
 - c. What major issues are affecting our students and staff?
 - d. What actions and strategies can we use to deal with these issues and change our school culture?
3. Developing and maintaining leadership

“Leadership by the whole team, rather than one individual, improves the success rate for implementation.”

 - a. How will leadership be developed and maintained?
 - b. How will new leadership be encouraged?
 - c. What professional development would be helpful to move the initiative forward?
 - d. What professional development opportunities will be needed in the future?
4. Sustaining change
 - a. Is the leadership team made up of individuals representing school demographics?
 - b. What resources will enhance implementation?
 - c. What are the criteria for evaluating resources for the school?
 - d. What strategies would communicate core values and other key messages?
 - e. What partnerships with agencies outside the school would support this work?
 - f. What partnerships would encourage students to achieve the outcomes?

For further information refer to *The Heart of the Matter: Character and Citizenship Education in Alberta Schools*, Alberta Education, 2005, Pgs.9-13

Character and Citizenship Education as Part of the Life of the School

Character and citizenship education is embedded in curriculum and in the life of the school.

As part of the school improvement planning process each school in Lloydminster Public School Division will develop strategies to support the Equitable Opportunities priority area of character and citizenship education in the Continuous Improvement Framework.

Evidence of success may be gathered through a variety of methods that may include but not be limited to:

- a. *Tell them from Me Survey* Grades 7-12
- b. Speak Out forums
- c. Narrative stories
- d. Student focus groups
- e. Teacher anecdotal
- f. Service projects completed
- g. Baseline surveys, checklists, observations, interviews, discipline records, incident reports, and attendance records.

Reporting

Skills that are directly taught will be reflected in the social development section of the report card in Grades 1-9.

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Covey, S. M. R., *The Speed of Trust*, Free Press 2006

Hakala, D., The Top 10 Leadership Qualities, www.hrworld.com, March 2008

The Heart of the Matter: Character and Citizenship Education in Alberta Schools, Alberta Education, 2005

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Appendix

Appendix A: Character and Citizenship Education Scope and Sequence

- a. K-3
- b. 4-6
- c. 7-9
- d. 10-12

Appendix B: Definitions of Leadership Skills

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Character and Citizenship Education Outcomes and Indicators

Focus: To develop our students' personal, moral, social and emotional development

K-3		
Outcomes	Indicators	Other Information
<p>K-3.1.0 After direct teaching demonstrate classroom survival skills</p>	<ul style="list-style-type: none"> a. Listening b. Responding to a Request c. Ignoring Distractions d. Asking for help (may include how to get an adult's attention) e. Accepting consequences 	<p>Direct teaching of skills</p>
<p>K-3.2.0 Demonstrate coping skills</p>	<ul style="list-style-type: none"> a. Asking for help b. Being organized c. Following instructions d. Getting jobs done in a timely manner 	<p>Direct teaching of skills</p>
<p>K-3.3.0 Demonstrate friendship/relationship skills</p>	<ul style="list-style-type: none"> a. Joining in b. Making friends c. Sharing d. Taking turns e. Tattling vs being socially responsible f. Respect-what it looks like/sounds like using a "T" chart g. Working in a group h. Manners i. Cooperation j. Apologizing 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.4.0 Demonstrate recognition of own feelings and emotions</p>	<ul style="list-style-type: none"> a. Recognition of body signals b. Triggers/cues c. How to react d. Recognition of facial expressions e. Identification and naming of feelings f. Respond of appropriately to other's feelings 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

<p>K-3.5.0 Demonstrate ability to communicate effectively</p>	<ul style="list-style-type: none"> a. Expressing feelings b. Initiating and maintaining a conversation c. Greetings and responses d. Giving and receiving a compliment 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.6.0 Demonstrate personal care awareness</p>	<ul style="list-style-type: none"> a. Awareness of personal space b. Responding to a stranger (how to react) c. Personal hygiene d. "appropriate" touching e. Privacy – what it means and why it is important f. Dress code for school, work, gym and home g. Reporting danger 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.7.0 Demonstrate problem solving/conflict resolution skills</p>	<ul style="list-style-type: none"> a. Saying "No" b. Telling the whole story c. Considering another point of view d. Asking for help e. Decision making 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.8.0 Demonstrate leadership qualities</p>	<ul style="list-style-type: none"> a. Positive attributes in self and others b. Actions that promote peace and harmony c. Ways to make decisions with positive and negative outcomes d. Identify leaders in school and community 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.9.0 Demonstrate awareness of digital citizenship</p>	<ul style="list-style-type: none"> a. Internet safety 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

<p>K-3.10.0 Demonstrate cultural awareness</p>	<ul style="list-style-type: none"> a. Multi-cultural awareness b. Respecting differences 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>K-3.11.0 Demonstrate values citizenship</p>	<ul style="list-style-type: none"> a. Helping others b. How to be a good community member (service projects) 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

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Character and Citizenship Education Outcomes and Indicators

Focus: To develop our students' personal, moral, social and emotional development

Grades 4-6		
Outcomes	Indicators	Other Information
<p>4-6.1.0 After direct teaching demonstrate classroom survival skills</p>	<ul style="list-style-type: none"> a. Listening b. Responding to a Request c. Ignoring Distractions d. Accepting consequences e. Using self-control f. Working independently 	Direct teaching of skills
<p>4-6.2.0 After direct teaching demonstrate appropriate study skills</p>	<ul style="list-style-type: none"> a. Organizational skills (notebooks, binders, papers, lockers) b. Time management (electronic or paper calendars, managing deadlines) c. Test taking skills (how to study for a test, types of tests – multiple choice, long answer, etc; and how to write a test) 	Direct teaching of skills
<p>4-6.3.0 Demonstrate friendship/relationship skills</p>	<ul style="list-style-type: none"> a. Assertiveness b. Choosing appropriate friends c. Working in a group d. Cooperation e. Interacting appropriately with members of the opposite sex (Grs. 5/6) f. Apologizing with meaning 	Skills embedded in curriculum, taught incidentally, or directly taught
<p>4-6.4.0 Demonstrate recognition of own feelings and emotions</p>	<ul style="list-style-type: none"> a. Recognition of body signals b. Triggers/cues c. How to react d. Recognition of facial expressions e. Identification and naming of feelings f. Respond appropriately to other's feelings 	Skills embedded in curriculum, taught incidentally, or directly taught
<p>4-6.5.0 Demonstrate ability to communicate effectively</p>	<ul style="list-style-type: none"> a. Non-verbal communication – what does body language say about you? b. Using humour appropriately 	Skills embedded in curriculum, taught incidentally, or directly taught

<p>4-6.6.0 Demonstrate personal care awareness</p>	<ul style="list-style-type: none"> a. Personal hygiene b. Dress code for school, work, gym and home c. Understanding puberty (Grades 5/6) 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>4-6.7.0 Demonstrate problem solving/conflict resolution skills</p>	<ul style="list-style-type: none"> a. Taking responsibility for own actions b. Considering another point of view c. Goal setting d. Decision making 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>4-6.8.0 Demonstrate leadership qualities</p>	<ul style="list-style-type: none"> a. Presentation skills b. Planning and teambuilding skills c. Power and authority (Gr. 6 SS) d. Traits common to leaders (Gr. 6 SS) e. Characteristics of leaders (Gr. 6 SS) 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>4-6.9.0 Demonstrate digital citizenship</p>	<ul style="list-style-type: none"> a. Internet safety b. Appropriate use of social networking sites c. Appropriate use of other technology eg. Cell phones, iPods, etc. 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>4-6.10.0 Demonstrate cultural awareness</p>	<ul style="list-style-type: none"> a. Acceptance of disability and differences in, race, religion and gender b. Developing multi-cultural awareness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>4-6.11.0 Demonstrate values of citizenship</p>	<ul style="list-style-type: none"> a. Belonging to a group b. Justice - fair vs equal c. Giving back to the community (service projects) 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

Character and Citizenship Education Outcomes and Indicators

Focus: To develop our students' personal, moral, social and emotional development

Grades 7-9		
Outcomes	Indicators	Other Information
7-9.1.0 Reinforce classroom survival skills	<ul style="list-style-type: none"> a. Listening b. Responding to a Request c. Ignoring Distractions d. Accepting consequences e. Using self-control f. Working independently 	Skills embedded in curriculum, taught incidentally, or directly taught
7-9.2.0 After direct teaching demonstrate appropriate study skills	<ul style="list-style-type: none"> a. Organizational skills (notebooks, binders, papers, lockers) b. Time management (electronic or paper calendars, managing deadlines) c. Completing assignments d. Note taking e. Completing homework f. Test taking skills (how to study for a test, types of tests – multiple choice, long answer, etc; and how to write a test) 	Skills embedded in curriculum, taught incidentally, or directly taught
7-9.3.0 Demonstrate friendship/relationship skills	<ul style="list-style-type: none"> a. Making friends b. Interacting appropriately with the opposite sex c. Telling the truth d. Playing fairly e. Teamwork f. Stating truth vs gossip g. Avoiding being the messenger h. How to get out of a bad situation i. How to repair a friendship 	Skills embedded in curriculum, taught incidentally, or directly taught
7-9.4.0 Demonstrate recognition of own feelings and emotions – self awareness	<ul style="list-style-type: none"> a. Identifying feelings b. Emotional control – reaction fits the problem c. Self monitoring of behaviour d. How to manage feelings eg. Disappointment, anger, anxiety e. Empathy training f. Stress reduction strategies 	Skills embedded in curriculum, taught incidentally, or directly taught

<p>7-9.5.0 Demonstrate ability to communicate effectively</p>	<ul style="list-style-type: none"> a. Asking appropriately for help b. Using appropriate language c. Understanding use of language such as humour, sarcasm, idioms, sexual innuendo, etc. d. Self-advocating eg. Asking for an extension e. Definition of confidentiality 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>7-9.6.0 Demonstrate personal care awareness</p>	<ul style="list-style-type: none"> a. Personal hygiene b. Saying “No” c. Dating safety d. Dress code for school, work, gym and home e. Drug/alcohol/tobacco awareness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>7-9.7.0 Demonstrate problem solving/conflict resolution skills</p>	<ul style="list-style-type: none"> a. Goal setting b. Decision making c. Taking a responsible risk d. Considering another point of view e. Understanding how your choices may affect others 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>7-9.8.0 Demonstrate leadership skills</p>	<ul style="list-style-type: none"> a. Presentation skills b. Planning and teambuilding skills c. How to build trust d. Developing creative thinking and innovation e. Defining leadership qualities of integrity, fairness, humility, and assertiveness vs aggressiveness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>7-9.9.0 Demonstrate digital citizenship</p>	<ul style="list-style-type: none"> a. Internet safety b. Appropriate use of social networking sites c. Appropriate use of other technology eg. Cell phones, iPods, etc. 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>7-9.10.0 Demonstrate cultural awareness</p>	<ul style="list-style-type: none"> a. Acceptance of disability and differences in, race, religion and gender b. Developing multi-cultural awareness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

<p>7-9.11.0 Demonstrate values of citizenship</p>	<ul style="list-style-type: none">a. Equityb. Develop a sense of identity as a national citizen and a member of the world community (service learning projects that assist other countries)c. Giving back to the community (service projects in our own community)	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
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Character and Citizenship Education Outcomes and Indicators

Focus: To develop our students' personal, moral, social and emotional development

Grades 10-12		
Outcomes	Indicators	Other Information
10-12.1.0 Reinforce classroom survival skills as necessary	<ul style="list-style-type: none"> a. Accepting consequences b. Using self-control c. Working independently 	Reinforcement of skills
10-12.2.0 After direct teaching demonstrate appropriate study skills	<ul style="list-style-type: none"> a. Organizational skills (notebooks, binders, papers, lockers) b. Time management (electronic or paper calendars, managing deadlines) c. Balancing school/work/social d. How to meet classroom expectations e. Completing assignments f. Note taking g. How to access help h. Completing homework i. Test taking skills (how to study for a test, types of tests – multiple choice, long answer, etc; and how to write a test) j. Completion of application forms (jobs, university/college, scholarships, etc.) 	Direct teaching of skills
10-12.3.0 Demonstrate friendship/relationship skills	<ul style="list-style-type: none"> a. How to take another person's perspective b. How to avoid peer pressure c. Avoiding being the messenger d. How to get out of a bad situation e. How to repair a friendship 	Skills embedded in curriculum, taught incidentally, or directly taught
10-12.4.0 Demonstrate recognition of own feelings and emotions – self awareness	<ul style="list-style-type: none"> a. Identifying feelings b. How to express and manage feelings eg. Disappointment, anger, anxiety c. How to deal with and learn from mistakes d. Taking responsibility for behaviour e. Empathy training f. Stress reduction strategies 	Skills embedded in curriculum, taught incidentally, or directly taught

<p>10-12.5.0 Demonstrate ability to communicate effectively</p>	<ul style="list-style-type: none"> a. How to talk face to face b. How to address concerns c. How to listen effectively d. How to get out of a difficult situation e. Recognizing the impact of own words f. Asking appropriately for help g. Using appropriate language h. Understanding use of language such as humour, sarcasm, idioms, sexual innuendo, etc. i. Self-advocating eg. Asking for an extension j. Definition of confidentiality 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>10-12.6.0 Demonstrate personal care awareness</p>	<ul style="list-style-type: none"> a. How to stand up for yourself b. How to deal with peer pressure c. Avoiding self-destructive behaviour d. Job preparation e. Personal hygiene f. Saying “No” g. Dating safety h. Dress code for school, work, gym and home i. Drug/alcohol/tobacco awareness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>10-12.7.0 Demonstrate problem solving/conflict resolution skills</p>	<ul style="list-style-type: none"> a. Goal setting b. Decision making c. Taking a responsible risk d. Alternate problem solving techniques e. Considering another point of view f. Understanding how your choices may affect others 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>10-12.8.0 Demonstrate leadership skills</p>	<ul style="list-style-type: none"> a. Refining presentation skills b. Understanding the value of having a vision for the future, to articulate it, own it and work toward it c. Opportunity and encouragement to engage in leadership roles – in class, school wide, extracurricular and community d. Difference between role models and leaders e. Ability to use critical judgment 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

<p>10-12.9.0 Demonstrate digital citizenship</p>	<ul style="list-style-type: none"> a. Internet safety b. Appropriate use of social networking sites c. Appropriate use of other technology eg. Cell phones, iPods, etc. 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>10-12.10.0 Demonstrate cultural awareness</p>	<ul style="list-style-type: none"> a. Acceptance of disability and differences in, race, religion and gender b. Developing multi-cultural awareness 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>
<p>10-12.11.0 Demonstrate values of citizenship</p>	<ul style="list-style-type: none"> a. Develop a sense of identity as a national citizen and a member of the world community (service learning projects that assist other countries) b. Giving back to the community (service projects in our own community) c. Encouraging volunteerism 	<p>Skills embedded in curriculum, taught incidentally, or directly taught</p>

Appendix B: Definitions of Leadership Skills

Assertiveness is the ability to clearly state what one expects so that there will be no misunderstandings. It is not the same as aggressiveness.

Creativity is the ability to think differently.

Dedication means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision.

Fairness means dealing with others consistently and justly.

Humility is the ability to recognize that you are not better or worse than other members of the team.

Integrity is the integration of outward actions and inner values. A person of integrity is the same on the outside as on the inside. Such an individual can be trusted because he or she never veers from inner values.

Magnanimity means giving credit where it is due.

Openness means being able to listen to new ideas.

Trust is the ability to have people be confident in you - your integrity, your motive, your capabilities, your skills, and your results,

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