



## Locally Developed Courses

# Life Skills

For the 2023-2024 School Year

# Introduction to the Life Skills Course Sequence

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*Subject: Career and Technology Studies - Discipline: Community Care Services*

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Life Skills sequence provides pregnant and parenting students an opportunity to feel valued and capable in an academic setting. Students will develop strategies to move forward in their high school learning. Major topics of study include strategies to support positive behaviour, qualities of healthy relationships in a variety of settings and strategies to increase self-esteem, self-reflection and self-advocacy to support both the parent and child's well-being.

## Student Need

The Life Skills sequence has been designed to build relationships, develop trust, explore resiliency and achieve success in an academic setting, as pregnant and parenting students often have gaps in their learning. This course focuses on how to develop positive relationships, manage conflict, decision making based on students' personal beliefs and values, problem solving, critical thinking and how behaviours affect self, children and others. It teaches students how to work with natural supports and navigate complex relationships. Life Skills helps students lessen their learning gaps, become engaged learners, experience success as a student, become

# Courses in the Life Skills Course Sequence

## Life Skills 15 (LDC1928)

The Life Skills 15 course is designed to help pregnant and parenting students recognize that they are capable of success while simultaneously managing challenging situations. The foundations of this course build on personal values and beliefs to help students make positive decisions, overcome challenges, plan and set goals, and cope with the changes occurring in their lives. The program seeks to overcome obstacles in order to improve school success, general health and well-being through the exploration of decision-making skills, problem solving, conflict management, communication, mindfulness, positive behaviour, interpersonal relationships, coping skills, self-awareness, and care and resiliency. Techniques to recognize and expand on the life skills required to become lifelong learners are a key component of this course. The course is designed to help students recognize their individual strengths and gifts and explore strategies that help them complete high school and beyond.

| no required facilities

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2023-2024	2026-2027

## Curriculum Outline

Curriculum Elements		Life Skills 15-5
1	<b>Topic</b> Acquiring strategies to support positive behaviours	✓
1.1	<b>General Outcome</b> How can students recognize and apply strategies to support positive behaviour?	✓
1.1.1	<b>Specific Outcome</b> Articulate a description of positive behaviour	✓
1.1.2	<b>Specific Outcome</b> Recognize and examine positive or negative behaviours and how these behaviours impact myself, my child and the natural support people in my life	✓
1.1.3	<b>Specific Outcome</b> State how having a positive attitude can influence self-esteem, mental health, thought process and the people around me including my child	✓
1.1.4	<b>Specific Outcome</b> Pinpoint personal morals and values and state how they can impact/influence behaviour and identify morals and values they want their child/children to develop	✓
1.1.5	<b>Specific Outcome</b> Discuss and examine how morals and values solve problems and influence personal choices and decisions for themselves and while parenting their child	✓
1.1.6	<b>Specific Outcome</b> Examine how emotions impact behaviour and the importance of owning one's actions	✓
1.1.7	<b>Specific Outcome</b> Identify how emotions and reactions can impact others including their child and the consequences of not dealing with our feelings and stress	✓
1.1.8	<b>Specific Outcome</b> Explore and experiment with strategies to change behaviour including emotional regulation techniques	✓
1.1.9	<b>Specific Outcome</b> Specify and describe personal strengths and how they impact our ability to overcome challenges, obstacles and build resiliency	✓
1.1.10	<b>Specific Outcome</b> Set personal goals and identify strategies to achieve goals, for example SMART goals	✓
1.1.11	<b>Specific Outcome</b> Recognize how budgeting and understanding the impact of consumerism can promote positive behaviour	✓
2	<b>Topic</b> Identifying and maintaining health relationships	✓

Curriculum Elements		Life Skills 15-5
2.1	<b>General Outcome</b> How can students determine qualities of healthy relationships and manage those relationships in a variety of settings?	✓
2.1.1	<b>Specific Outcome</b> Determine and evaluate the relationship/natural supports in their lives such as parents, siblings, partner, father of their child, teacher, professional supports	✓
2.1.2	<b>Specific Outcome</b> Describe the components/qualities of a positive relationship such as trust, loyalty, rapport, empathy, respect, cooperation and how to maintain positive relationship with natural, and professional supports	✓
2.1.3	<b>Specific Outcome</b> Identify and hypothesize the support provided in a healthy relationship	✓
2.1.4	<b>Specific Outcome</b> List how positive and negative actions can impact a relationship short term and long term	✓
2.1.5	<b>Specific Outcome</b> Develop strategies for dealing with negative relationships and how to create a safety plan and techniques to communicate/negotiate when another person has authority over aspects of their lives, such as Child and Family Services, Parole Officer or Professional relationships	✓
2.1.6	<b>Specific Outcome</b> Define, describe and consider techniques for effective communication	✓
2.1.7	<b>Specific Outcome</b> Identify barriers to effective communication and skills needed to become an effective listener	✓
2.1.8	<b>Specific Outcome</b> Examine conflict in relationships and describe strategies to overcome, manage and resolve conflict including co-parenting issues	✓
3	<b>Topic</b> Self Esteem, Self-Reflection and Self Advocacy	✓
3.1	<b>General Outcome</b> How can the exploration of strategies to increase self-esteem, self-reflection and self-advocacy support the parent and child's well-being?	✓
3.1.1	<b>Specific Outcome</b> Name factors that contribute to positive self-esteem/self-confidence	✓
3.1.2	<b>Specific Outcome</b> State how to promote and maintain a healthy self-awareness and recognize how becoming a parent has impacted identity	✓
3.1.3	<b>Specific Outcome</b> Describe the impact of negative words/experiences on self-value and identify techniques to overcome these experiences	✓

Curriculum Elements		Life Skills 15-5
3.1.4	<b>Specific Outcome</b> Recognize the role society, peers, stereotyping, social media play on self-image and learn how to manage these experiences	✓
3.1.5	<b>Specific Outcome</b> Define what is a role model and the strengths they possess	✓
3.1.6	<b>Specific Outcome</b> Evaluate personal strengths and how these contribute to becoming a role model for their child	✓
3.1.7	<b>Specific Outcome</b> Hypothesize how to become more resilient and how to build resiliency in their child	✓
3.1.8	<b>Specific Outcome</b> Recount negative and positive experience and reflect on what they learned and how they overcame the obstacles	✓
3.1.9	<b>Specific Outcome</b> Practice and examine mindfulness techniques and evaluate the impact on the promotion of positive behaviour and resiliency.	✓
3.1.10	<b>Specific Outcome</b> Be aware of and label triggers and develop strategies to overcome issues and examine strategies for self-advocating	✓

## Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Career & Life Management	<p>Life Skills learning outcomes overlap with the CALM 20 general outcome Personal Choices. Life Skills expands on this outcome to help students apply their learning and recognize that students are able to overcome past negative experiences. The Life Skills sequence focuses in-depth on personal growth, self-regulation, self-esteem and the development of communication skills, positive relationships and self-advocacy skills. The scope and sequence of CALM 20 is limiting and does not allow students to explore these outcomes to the degree necessary to support student success for pregnant and parenting students.</p> <p>Life Skills learning outcomes overlap slightly with the CTS courses listed above. However, the context of Life Skills is to develop understanding beyond a career and technology focus to a personal focus around families and parenting.</p>
	<p>Life Skills enables students to make well-informed healthy choices and develop behaviours that contribute to the well-being of themselves and their families. This sequence is designed to work with students to personalize strategies to support them moving from the reactive stage to a proactive approach. Students need the full designated time that this course provides to develop proactive coping strategies to be able to address the stress of being a young parent and high school student.</p> <p>Life Skills helps pregnant and parenting students to close learning gaps, become engaged learners and help them to experience success as a student. As students re-engage in their learning and face the challenges that accompany parenthood, the Life Skills sequence gives them the opportunity to become valued members of the school community and a confident parent. This course allows pregnant and parenting students to build positive relationships, develop trust and achieve success in an academic setting.</p>

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Developing Maturity & Independence	<p>Life Skills learning outcomes overlap with the CALM 20 general outcome Personal Choices. Life Skills expands on this outcome to help students apply their learning and recognize that students are able to overcome past negative experiences. The Life Skills sequence focuses in-depth on personal growth, self-regulation, self-esteem and the development of communication skills, positive relationships and self-advocacy skills. The scope and sequence of CALM 20 is limiting and does not allow students to explore these outcomes to the degree necessary to support student success for pregnant and parenting students.</p> <p>Life Skills learning outcomes overlap slightly with the CTS courses listed above. However, the context of Life Skills is to develop understanding beyond a career and technology focus to a personal focus around families and parenting.</p>
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Perspectives on Interpersonal Relationships	<p>Life Skills learning outcomes overlap with the CALM 20 general outcome Personal Choices. Life Skills expands on this outcome to help students apply their learning and recognize that students are able to overcome past negative experiences. The Life Skills sequence focuses in-depth on personal growth, self-regulation, self-esteem and the development of communication skills, positive relationships and self-advocacy skills. The scope and sequence of CALM 20 is limiting and does not allow students to explore these outcomes to the degree necessary to support student success for pregnant and parenting students.</p> <p>Life Skills learning outcomes overlap slightly with the CTS courses listed above. However, the context of Life Skills is to develop understanding beyond a career and technology focus to a personal focus around families and parenting.</p>
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Supporting Positive Behaviour	<p>Life Skills learning outcomes overlap with the CALM 20 general outcome Personal Choices. Life Skills expands on this outcome to help students apply their learning and recognize that students are able to overcome past negative experiences. The Life Skills sequence focuses in-depth on personal growth, self-regulation, self-esteem and the development of communication skills, positive relationships and self-advocacy skills. The scope and sequence of CALM 20 is limiting and does not allow students to explore these outcomes to the degree necessary to support student success for pregnant and parenting students.</p> <p>Life Skills learning outcomes overlap slightly with the CTS courses listed above. However, the context of Life Skills is to develop understanding beyond a career and technology focus to a personal focus around families and parenting.</p>
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