

LOCALLY DEVELOPED COURSE OUTLINE

Developing Personal Value (2022)1st

Developing Personal Value (2022)2nd

Developing Personal Value (2022)3rd

Submitted By:

The Livingstone Range School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
25-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10
35-5	125.00	02/01/2022	08/31/2026	Developed	Authorization	G10

Course Description

Developing Personal Value 15, 25, 35 is a course series designed to assist students in discovering, and understanding their personal value. Students will learn that Personal Value is infinite and inherent in all people. They will learn that personal value is not based on their personal performance, attributes, or accomplishments. They will learn how to detach these qualities from their sense of personal value and view themselves and others without negative and destructive comparisons. Students will learn that it is connection with self, peers, family, community, and nature that helps them to understand and feel personal value. Students will examine influences that have the potential to create disconnection can result negative and destructive beliefs and feelings. Students will learn how to create connections that will intentionally grow an understanding and sense of personal value in themselves and others. They will learn to reflect on how their growing sense of personal value opens vast possibilities to them.

Course Prerequisites

Developing Personal Value 15 - no prerequisite
Developing Personal Value 15 is a prerequisite to Developing Personal Value 25
Developing Personal Value 25 is a prerequisite to Developing Personal Value 35

Sequence Introduction (formerly: Philosophy)

Developing Personal Value 15 focuses students' efforts on understanding that personal value is something that everyone has and is limitless. Students participate in activities and projects exploring the impact that this understanding could have on their lives. They learn that connection can help them sense their value and the value of others and identify the impacts of disconnection.

Developing Personal Value 25 focuses on the strategies and skills that students need to create connection in their own lives. It helps students to apply the learning from **Developing** Personal Value 15 as they come to feel and understand their own personal value. They reflect on and share experiences that help them to create connection and develop strategies and skills to limit disconnection and its impact. Specifically, the destructive nature of shame is explored.

The outcomes in **Developing** Personal Value 35 focus on helping students deepen their understanding of "personal value" as they focus on others. They learn empathy, nonjudgement, and selflessness in order to understand personal value more deeply as it applies to themselves and others. They learn how vulnerability enables them to give away shame. The outcomes invite students to lead out by example and to assist others to understand and feel their personal value.

Student Need (formerly: Rationale)

Understanding and feeling one's personal value is an important internal asset for adolescents. While related, personal value is not the same as self-confidence or even self-esteem. When students understand that their value is something that everyone has and is limitless and is not attached to their attributes, achievements, popularity, or a number of other factors, they naturally become less judgmental of self and others. They are more likely to try something new, believe that they can be successful, be optimistic and have ambitions. They are more likely to stand by their convictions and beliefs and not be swayed by others. They are also more likely to be able to handle disappointments and discouragements that are a natural part of life. With a developing understanding of personal value people can often give up negative judgements of self and others, creating an environment less impacted by unhealthy and damaging comparisons. When combined with other positive traits, understanding and feeling one's personal value is an important factor in helping adolescents develop a greater sense of their identity, inspiring them to become conscientious, successful, happy young adults.

In a world where unhealthy comparisons are everywhere, social media platforms can be dangerous places. Many adolescents report having negative experiences on social media; citing cyberbullying/victimization, destructive peer relationships, and impacts on mental health and well-being as the primary reasons. Pressures to compete, fit in, or to measure up in so many ways, often leave our youth feeling empty, alone and worthless.

Personal value is understood and felt through connection. Activities and projects that facilitate deep connection can assist individuals in experiencing their personal value. Creating connection with self, peers, family, community and nature is a significant and powerful way to grow a sense of one's indisputable self-worth.

Developing Personal Value 15- 25-35 is a course series designed to assist with an observed and growing need. These courses teach students that they have infinite personal value. Through working with others and self students learn how to understand and feel "personal value". A sense of personal value is foundational to a mindset that welcomes possibility.

Scope and Sequence (formerly: Learner Outcomes)

1. Our personal value is inherent and infinite. It cannot be grown or diminished.
2. While we cannot grow our personal value, we can discover it through connection.
3. While we cannot diminish our personal value, we can lose sight of it through disconnection.
4. Feeling and understanding our personal value opens up possibilities.

Guiding Questions (formerly: General Outcomes)

- 1 What does it mean to have inherent and infinite value?**
- 2 How does connection help us come to feel and understand our infinite value and that of others?**
- 3 How does disconnection limit our ability to feel and understand our personal value?**
- 4 How do moods limit our capacity to feel and understand our personal value and that of others?**
- 5 How do comparisons limit our capacity to feel and understand our inherent personal value and that of others?**
- 6 How does social media limit our capacity to feel and understand our inherent personal value and that of others?**
- 7 How does shame limit our capacity to feel and understand our inherent personal value and that of others?**
- 8 What possibilities open up to us when we feel and understand our personal value?**
- 9 How does vulnerability allow us to give away shame and create capacity to feel and understand our inherent personal value and that of others?**

Learning Outcomes (formerly: Specific Outcomes)

1 What does it mean to have inherent and infinite value?	15-5 25-5 35-5
1.1 Describe personal value as something all people possess.	X
1.2 Describe personal value as infinite for all people.	X
1.3 Explain why personal value cannot be grown or diminished.	X
1.4 Identify the impact that understanding and feeling one's personal value would have on their lives.	X
1.5 Discuss the meaning of having inherent and infinite value	X
1.6 Reflect on the value of personal perspectives	X
1.7 Explain why it is difficult to sometimes see that personal value is something all people possess.	X
1.8 Explore ways that people mistakenly try to increase their personal value.	X
1.9 Analyze how we allow people's choices, successes, or failures to cloud our ability to see their value.	X
1.10 Express, reflect, and celebrate the diversity, uniqueness, and potential of self and others.	X

2 How does connection help us come to feel and understand our infinite value and that of others?	15-5 25-5 35-5
2.1 Define connection as it pertains to relationships.	X
2.2 Discuss how connection is strengthened through emotional bonds, personal interactions, and mutual experiences.	X
2.3 Discuss how positive relationships create desirable connections.	X
2.4 Recognize caring and supportive positive relationships.	X
2.5 Identify connection as a way to discover their personal value.	X

2.6 Identify ways to feel and understand their personal value through connection with self, peers, mentors, family, community, nature, and heritage.	X
2.7 Discuss how social media can facilitate connection	X
2.8 Design and carry out personal opportunities to create connection with self, and two additional connections with the following: peers, mentors, family, community, nature, and culture.	X
2.9 Describe their growing sense of personal value through connection with self, peers, mentors, family, community, nature, and culture.	X
2.10 Design and carry out a plan to use social media to create positive connection with others.	X
2.11 Explain how empathy, nonjudgment, and selflessness open their capacity to believe that all people have infinite value.	X
2.12 Practice empathy, nonjudgment, and selflessness utilizing a variety of methods	X
2.13 Explain how empathy, nonjudgment, and selflessness nourishes other people's sense of their own personal value.	X
2.14 Design and carry out personal opportunities to nurture other people's sense of their own personal value.	X

3 How does disconnection limit our ability to feel and understand our personal value?	15-5 25-5 35-5
3.1 Define disconnection as it relates to relationships.	X
3.2 Discuss how connection is lost through closing off, neglect, inaction, or offense	X
3.3 Identify times in their lives where they have felt valued and devalued	X
3.4 Recognize that it is natural that their sense of personal value fluctuate with the situations of their lives.	X
3.5 Discuss that disconnection limits our ability to feel and understand our personal value.	X
3.6 Discuss how connection can be retained or reestablished through effort and maintenance.	X

3.7 Explain how they have been impacted by disconnection yet still sought for connection.	X
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4 How do moods limit our capacity to feel and understand our personal value and that of others?	15-5 25-5 35-5
4.1 Identify ways that negative moods create disconnection.	X
4.2 Acknowledge that negative moods do not need to last forever.	X
4.3 Accept that while there is a reason for a negative mood, remaining there is still a choice.	X
4.4 Identify a variety of ways to manage negative moods.	X
4.5 Evaluate a variety of ways to manage negative moods.	X
4.6 Listen to students with empathy, non-judgement, and openness	X

5 How do comparisons limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
5.1 Recognize that comparison that attaches negative value to people's differences is destructive	X
5.2 Identify comparisons that create disconnection.	X
5.3 Reflect on personal comparisons that are destructive and notice their negative impact	X
5.4 Notice destructive personal comparisons and develop strategies to manage them.	X
5.5 Positively and publicly regard others' attributes, abilities and contributions.	X
5.6 Recognize and encourage others in their efforts to be inclusive, kind, generous, and authentic.	X

6 How does social media limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
6.1 Identify and discuss how social media impacts the way they see themselves	X

6.2 Identify and discuss how social media creates disconnection	X
6.3 Identify and discuss how to use social media to create positive connection	X
6.4 Experience and reflect on intentional time away from social media	X
6.5 Identify ways they will use social media to create positive connections	X
6.6 Demonstrate the use of social media to create positive connections	X
6.7 Identify ways they will use social media to involve others in creating positive connections	X
6.8 Demonstrate the use of social media to involve others in creating positive connections	X

7 How does shame limit our capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
7.1 State that shame is the intensely painful feeling of believing that something we've experienced, done, or failed to do makes us flawed and unworthy of love and connection.	X
7.2 State that guilt is a feeling of remorse because something we have done or failed to do is not consistent with our beliefs and values.	X
7.3 Comprehend that shame undermines feelings of value and causes people to want to hide, preventing change or resolution	X
7.4 Comprehend that guilt is an acknowledgement that empowers change or resolution	X
7.5 Reflect on times when they have felt shame.	X
7.6 Reflect on times when they have felt guilt.	X

8 What possibilities open up to us when we feel and understand our personal value?	15-5 25-5 35-5
8.1 Reflect and share current feelings of personal value	X

8.2 Identify and share possibilities they can see for themselves	X
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9 How does vulnerability allow us to give away shame and create capacity to feel and understand our inherent personal value and that of others?	15-5 25-5 35-5
9.1 Recognize vulnerability as allowing themselves to be seen.	X
9.2 Evaluate vulnerability as a way to be authentic and to facilitate connection.	X
9.3 Accept that vulnerability requires emotional risk, exposure, uncertainty, and can be a measurement of courage.	X
9.4 Recognize vulnerability as a way to give away shame.	X
9.5 Consider their own feelings of shame and explore ways to let them go.	X

Facilities or Equipment

Facility

No required facilities specified.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources specified

Sensitive or Controversial Content

Learning about factors that create disconnection within our lives invites personal introspection and sharing of past experiences. Specifically, learning about personal moods, the effects of destructive comparisons, shame, and vulnerability can invite students to share things that require sensitivity and follow-up. These can be potentially difficult things for students to re-experience or to hear.

Issue Management Strategy

To mitigate these potential issues, teachers will:

- Create a safe environment that encourages appropriate sharing.
- Frame what students become aware of in positive ways and help students to see how their past experiences have created significant awareness. This awareness can empower their future choices.
- Teach, model, and expect confidentiality.
- Model and teach appropriate personal sharing.
- Provide opportunities for students to debrief and receive support such as school counsellors, parents, and community agencies.

Health and Safety

No health and safety issues identified.

Risk Management Strategy

No risk management strategy needed.

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

•
Physical Education K-12
Identified Overlap/Similarity

•
Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum include elements of wellness.

•
Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum invite students to consider the effects of media and peer influences on themselves.

•
Both the Physical Education K-12 curriculum and the Developing Personal Value curriculum contain elements of communication, teamwork, and leadership.

Reasoning as to Why Locally Developed Course is Necessary

•
The wellness focus within the Physical Education curriculum is specific to the context of physical activity and its influence on wellness. Whereas the wellness sought through participation in the Developing Personal Value curriculum is more specific to the context of thoughts and emotions and their influence on wellness. The Physical Education K-12 Curriculum lists learning outcomes around communication and team work (e.g. interact positively with others, demonstrate fair play, contribute to teamwork, etc.)

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Within the PE curriculum, media consideration is specific to body image whereas within the Developing Personal Value curriculum, students explore a broader range of the effects that media and peer influences have on them. Additionally, within the Developing Personal Value courses, students also explore the reasons why media and peers have an influence on them and consider how an understanding of the why can help them to gain more ability to manage that influence.

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Within the Physical Education curriculum the elements of communication, teamwork, and leadership are taught or practiced explicitly and are outcomes in themselves. Within the Developing Personal Value curriculum, communication, teamwork, and leadership as learned in PE are extended as students use them to deepen their understanding of their own personal value and that of others.

Provincial Courses with Overlap and/or Similarity

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Health and Life Skills K-9
Identified Overlap/Similarity

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There is some similarity between the Developing Personal Value course and some of the Wellness outcomes found within the Health and Life Skills K-9 course series.

Reasoning as to Why Locally Developed Course is Necessary

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The Developing Personal Value course series extends the learning that students have experienced in the Health and Life Skills curriculum. Within the Health and Life Skills curriculum, developing wellness in ones' life is an overarching intention. Wellness is a broad topic with many factors contributing to it. One of the factors contributing to wellness is understanding and feeling one's personal value. This is a unique concept within the Developing Personal Value courses, which intend to add yet more tools to students' repertoire as an extension of learning in the Health and Life Skills curriculum.

Provincial Courses with Overlap and/or Similarity

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Career and Life Management
Identified Overlap/Similarity

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The Developing Personal Value curriculum has some similarities to the Personal Choices General Outcome in the Career and Life Management curriculum.

Reasoning as to Why Locally Developed Course is Necessary

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The Developing Personal Value course series extends the learning that students have experienced in the Health and Life Skills curriculum. Within the Career and Life Management curriculum an emphasis on making choices that help individuals develop wellness is evident. Similarly, choices and wellness are found within the Developing Personal Value curriculum. However, a focus on learning about personal value and its relationship to wellness is unique to the Developing Personal Value course series.

Provincial Courses with Overlap and/or Similarity

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Career and Technology Studies: The Recreation Leadership courses were reviewed. Slight similarity was found between Sport Psychology 1 and 2 and the Developing Personal Value courses.

Identified Overlap/Similarity

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Both Sport Psychology and Developing Personal Value touch on principles of psychology such as beliefs, emotions, self-talk.

Reasoning as to Why Locally Developed Course is Necessary

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Within the Sport Psychology courses, principles of psychology are applied specifically to help students learn how to perform better in sporting pursuits. Whereas within the Developing Personal Value courses, principles of psychology are specifically connected to helping students develop patterns of discovering their own personal value and that of others.

Provincial Courses with Overlap and/or Similarity

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The Career and Technology Studies: Health, Recreation & Human Services Cluster-Community Care Services courses were reviewed and no overlap was found.

Identified Overlap/Similarity

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No overlap or similarity.

Reasoning as to Why Locally Developed Course is Necessary

.
No overlap or similarity

Provincial Courses with Overlap and/or Similarity

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Other Career and Technology Studies courses reviewed for overlap or similarity: Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters.
Identified Overlap/Similarity

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No overlap or similarity was found between the Developing Personal Value course series and the Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters.

Reasoning as to Why Locally Developed Course is Necessary

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No overlap or similarity was found between the Developing Personal Value course series and the Business Administration, Finance & Information Technology; Media, Design & Communication Arts; Natural Resources: Trades, Manufacturing & Transportation; and Career Transition clusters.

Provincial Courses with Overlap and/or Similarity

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Aboriginal Studies 10-20-30 were reviewed for overlap or similarity with the Developing Personal Value course series. While both courses seek to help students appreciate diversity, the learning within Aboriginal Studies is very specific to the context of Aboriginal history and world views whereas the learning within Developing Personal Value is more general in scope. A desirable outcome from both courses is a recognition of marginalized peoples, but the learning outcomes to achieve this recognition are very different from one another.
Identified Overlap/Similarity

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No overlap or similarity was identified.

Reasoning as to Why Locally Developed Course is Necessary

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No overlap or similarity was identified.

Provincial Courses with Overlap and/or Similarity

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The Social Sciences program of study was reviewed for overlap or similarity. Specifically, Philosophy 20-30, Psychology 20-30, and Sociology 20-30 were courses where overlap may have been found. No overlap was found, however.

Identified Overlap/Similarity

Within already established provincial curriculum, the treatment of philosophy, psychology, and sociology are specific to the academic study of these disciplines. Whereas within the Developing Personal Value course series, philosophical, psychological, and sociological principles are scattered throughout the learning opportunities, the specific study of these principles is not the intent or practice. The study of personal value and an exploration of the ways we can discover it or hide it is the overall intent of the Developing Personal Value course series. No overlap was found.

Reasoning as to Why Locally Developed Course is Necessary

No overlap was found

Locally Developed Courses with Overlap and/or Similarity

Developing Personal Integrity

Identified Overlap/Similarity

Developing Personal Integrity and Developing Personal Value may seem to have similar content in that both courses explore human motivation, patterns, and connection. However, the subject of the courses is vastly different from one another. In the Developing Personal Integrity course series, students develop a framework of personal reflection, developing awareness, and making change. In the Developing Personal Value course series the focus will be on the infinite personal value that is inherent within us all, how it can be discovered, and how we can overcome those barriers to feeling and understanding it. Learning specifically about the concepts of connection, disconnection, moods, vulnerability, and shame is found within the Developing Personal Value curriculum. These concepts are not a part of the Developing Personal Integrity curriculum.

The outcomes between these courses contain no overlap.

Reasoning as to Why Locally Developed Course is Necessary

No overlap was found.

Locally Developed Courses with Overlap and/or Similarity

Building Communities of Hope

Identified Overlap/Similarity

Both Building Communities of Hope and Developing Personal Value seek to help students develop overall well-being.

Reasoning as to Why Locally Developed Course is Necessary

The Building Communities of Hope curriculum is very specific to the concept of “hope” and the

creation of hope in students' lives. In Developing Personal Value, hope may be developed as students come to better understand their inherent value and that of others. However, the concept of hope is not taught in Developing Personal Value.

Locally Developed Courses with Overlap and/or Similarity

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Positive Psychology Identified Overlap/Similarity

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The Positive Psychology course and Developing Personal Value course series both recognize the importance of mental health instruction for students and seek to help students develop tools for living meaningful lives. However, these similarities are broad goals for these courses, as with many other courses.

Reasoning as to Why Locally Developed Course is Necessary

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The similarities between these courses end with their similar intentions to address mental wellness and to help students develop tools for living meaningful lives. The approach within each of these courses is very different from one another. The Positive Psychology course is very specific to the discipline of positive psychology along with a focus on related researchers within that specific field. The application of outcomes within the Positive Psychology course helps students move toward developing a growth mindset, but within the framework of positive psychology: focus, determination, and optimism. While growth is certainly a part of the Developing Personal Value curriculum as well, growth is the desired outcome of all Alberta Education courses. Furthermore, the concept of growth in Developing Personal Value may be a related outcome, but is not specifically part of the learning found within this course.

Locally Developed Courses with Overlap and/or Similarity

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Mental Health Literacy Identified Overlap/Similarity

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The Mental Health Literacy course deals mainly with mental health disorders. Mental health disorders are not within the scope of Developing Personal Value.

Reasoning as to Why Locally Developed Course is Necessary

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No overlap and/or similarity noted.

Locally Developed Courses with Overlap and/or Similarity

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Social Literacy Identified Overlap/Similarity

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The Social Literacy course series teaches students specific skills in communication, developing relationships, and conflict management. These are important processes or skills that would assist students to engage in the Developing Personal Value courses. However,

these processes and skills are part of the teaching methodology that one might employ to teach Developing Personal Value, they do not represent the learning outcomes of the course.

Reasoning as to Why Locally Developed Course is Necessary

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No overlap between Social Literacy and Developing Personal Value is noted.

Locally Developed Courses with Overlap and/or Similarity

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Leadership, Character, and Socially Responsibility.

Identified Overlap/Similarity

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No overlap identified.

Reasoning as to Why Locally Developed Course is Necessary

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No overlap identified.

Student Assessment

No required student assessments

Course Approval Implementation and Evaluation

No specific processes

