**Application Form for Grades K – 12**

**Projects, presentations, materials and resources in Yukon Schools**

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| Application for: Projects, Presentations \_X\_Resources, Materials \_\_\_\_\_ |
| Agency/Department:F & B Consulting, Katrine Frese and Florian Boulais, Box 31289, Whitehorse YT, Y1A 5P7Date of Submission: June 17, 2021Contact Name: Florian BoulaisPhone Number: (867) 993 3831Email: info@fb-consulting.ca |
| Request initiated by: F & B Consulting |
| Title of project, presentation, resource or material:**RESILIENCY WORKSHOPS for students,** * #1 Resiliency Super Powers for Growing Uppers
* #2 Finding the Courage
* #3 Grade 12 Transition Workshop

delivered by F&B, **as per attached separate pages.**The goal of the workshops is to showcases the freedom and joy brought by a life based on adventurous, playful, lifelong learning for the benefit of self and others. In many ways, the workshops bring to students an attitude that integrates all the traits the curriculum instills. Through using our bios, we will bring to life and display multiple examples how a resilient mindset looks and feels like. Last but not least, students will be provided with tools and concepts to build their resiliency tool box. All three workshops address at least the subjects, big ideas, curricular competencies outlined below. Given the fact that that we offer the workshops to a wide age range, we have chosen one ‘Big Idea’ per subject that fits each age group but is by no means limited to it. Obviously, the workshop will be tailored to the specific grades, as per demand, and will reflect the competencies outlines in the BC curriculum for the respective grade. |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| Grade 4-5 | Physical and Health Education | Developing healthy relationships helps us feel connected, supported, and valued. | Describe and assess strategies for promoting mental well-being, for self and others. | Grade 4: * practices that promote health and well-being
* factors that influence self-identity, including body image and social media
* nature and consequences of bullying, including strategies for responding to bullying, discrimination, and violence
* strategies and skills to use in potentially hazardous, unsafe or abusive situations, including identifying common luresor tricks used by potential abusers

Grade 5:* practices that promote health and well-being
* physical, emotional, and social changes that occur during puberty
* changes to relationships
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* factors influencing use of psychoactive substances, and potential harms

*See also attached separate pages with course outlines* |
| Grade 4-5 | Career Education | Good learning and work habits contribute to short- and long-term personal and career success. | Set realistic short- and longer-term learning goals, define a path, and monitor progress. | Grade 4 and 5:Personal Development* goal-setting strategies
* problem-solving and decision-making strategies
* emergent leadership skills

 Connection to community:* cultural and social awareness
* generational roles and responsibilities
* safety hazards and rules at school, at home, and in the community

*See also attached separate pages with course outlines* |
| Grade 6-7 | Physical and Health Education | Healthy choices influence our physical, emotional, and mental well-being. | Describe and assess strategies for promoting mental well-being, for self and others. | Grade 6:* consequences of bullying, stereotyping, and discrimination
* physical, emotional, and social changes that occur during puberty and adolescence
* influences on individual identity, including sexual identity, gender, values, and beliefs
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* basic principles for responding to emergencies
* strategies for managing personaland social risks related to psychoactive substances and potentially addictive behaviours

Grade 7:* consequences of bullying, stereotyping, and discrimination
* signs and symptoms of stress, anxiety, and depression
* influences of physical, emotional, and social changes on identities and relationships
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* basic principles for responding to emergencies

See also attached separate pages with course outline |
| Grade 6-7 | Career Education | Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community. | Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments | Grade 6 and 7:Personal Development* goal-setting strategies
* self-assessment
* project management
* problem-solving and decision-making strategies
* leadership

 Connection to community:* cultural and social awareness
* local and global needs and opportunities
* global citizenship
* volunteer opportunities

Life and career plan:* technology in learning and working
* role of mentors, family, community, school, and personal network in decision making

*See also attached separate pages with course outlines* |
| Grade 8-9 | Physical and Health Education | Healthy choices influence our physical, emotional, and mental well-being. | Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence | Grade 8: * consequences of bullying, stereotyping, and discrimination
* signs and symptoms of stress, anxiety, and depression
* influences of physical, emotional, and social changes on identities and relationships
* basic principles for responding to emergencies
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* media and social influences related to psychoactive substance use and potentially addictive behaviours
* potential short-term and long-term consequences of health decisions

Grade 9:* consequences of bullying, stereotyping, and discrimination
* signs and symptoms of stress, anxiety, and depression
* influences of physical, emotional, and social changes on identities and relationships
* basic principles for responding to emergencies
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours
* potential short-term and long-term consequences of health decisions

*See also attached separate pages with course outlines* |
| Grade 8-9 | Career Education | The value of work in our lives, communities, and society can be viewed from diverse perspectives. | Demonstrate respect, collaboration, and inclusivity in working with others to solve problems. | Grade 8 and 9:Personal Development* goal-setting strategies
* self-assessment (for career research)
* reflection
* project management

Connection to community:* cultural and social awareness
* local and global needs and opportunities
* career value of volunteering

Life and career plan:* role of mentors, family, community, school, and personal network in decision making
* influence of technology in learning and working
* role of community, school, personal network, and mentorship in career planning

*See also attached separate pages with course outlines* |
| Grade 10-11-12 | Career-Life Education | Lifelong learning fosters career-life opportunities. | Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways | Grade 10-11-12:Career-life development:* strategies for maintaining well-being in personal and work life
* preferred ways of knowing and learning
* communication, thinking and personal/social competencies, including employability skills, essential skills, leadership and collaboration skills
* self-assessment and reflection strategies
* ways to represent themselves both personally and publicly

Connections with community:* inclusive practices, including taking different worldviews and diverse perspectives into consideration
* benefits of personal networking
* factors that both inform career-life choices and are influenced by them
* ways to contribute to community and society that take cultural influences into consideration
* value of volunteerism for self and community

Career-life planning:* career-life development research
* models of decision making and innovative thinking for flexible planning and goal setting

*See also attached separate pages with course outlines* |
| Grade 10-11-12 | Career-Life Connections  | Engaging in networks and reciprocal relationships that can guide and broaden career-life awareness and options.  | Engage in, reflect on, and evaluate career-life exploration. | Grade 10-11-12:Personal career-life development:* intellectual, personal, and social and emotional proficiencies needed to engage in deep, lifelong learning
* [self-advocacy strategies](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;)
* [factors](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) that shape personal identity and inform career-life choices
* strategies for personal well-being and work-life balance
* [reflection](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) strategies

Connections with community:* [social capital](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) and transferrable skills, including [intercultural](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;), leadership, and collaboration skills
* career-life exploration
* ways to represent themselves, including consideration of [personal and public profiles](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;), digital literacy, and citizenship

Career-life planning:* [self-assessment](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) to achieve goals that advance preferred career-life futures
* [career-life roles](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) and transitions
* diverse post-graduation possibilities, including personal, educational, and [work](https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections#;) options

*See also attached separate pages with course outlines* |
| Grade 10-11-12 | Physical and Health Education | Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. | Explore and describe factors that shape personal identities, including social and cultural factors. | Grade 10:* consequences of bullying, stereotyping, and discrimination
* signs and symptoms of stress, anxiety, and depression
* influences of physical, emotional, and social changes on identities and relationships
* strategies for goal-setting and self-motivation
* basic principles for responding to emergencies
* strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings
* physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours
* potential short-term and long-term consequences of health decisions

Grade 11:Active Living:* [motivational factors](https://curriculum.gov.bc.ca/curriculum/physical-health-education/11/active-living) influencing participation in recreational activities
* potential short- and long-term consequences of health decisions
* benefits of physical activities for health and mental well-being
* safety, fair play and leadership
* management of group dynamics and conflict in a recreational environment

Grade 12:Active Living:* potential short- and long-term consequences of health decisions
* benefits of physical activities for health and mental well-being
* benefits of engaging in a variety of recreational activities in different environments
* Strategies to overcome potential barriers to participation in physical and recreational activities
* safety, fair play and leadership
* problem solving and management of group dynamics and conflict in a recreational environment

*See also attached separate pages with course outlines* |
| How will this presentation, project, resource or material enhance Yukon schools?*See attached separate pages with course descriptions* |
| Please list and attach any professional review of this work.*See attached separate pages with course descriptions* |
| Any additional information that you would like to supply should be provided on separate pages.*See attached separate pages with course descriptions* |
| Department Resource Committee Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Approved: Yes \_\_\_\_\_ No \_\_\_\_\_Reasons if application is declined:  |
| Approved for:  |
| Restrictions, if any:  |

# Workshops for students:

*All workshops can be delivered in English or in French*

## **#1 - Title:** Resiliency Super Powers for Growing Uppers

**Subject:** self-esteem, self-regulation, becoming comfortable with the unavoidable struggles of life, becoming comfortable with doing mistakes, the power of making choices and trouble with not making them, power of the positive, importance of visioning and goal setting, relationships are reciprocal, importance of role models, humans are social beings, connection, lifelong learning, bullying

**Delivery:** 2 X 1hr 15 min, over 2 days, in person in the classroom

**Grade:** 6 to 11 (materials and delivery will be adapted to grade)

**Where it fits in curriculum:** Physical and Health Education; Career Life Education; Career Life Connection

**Content:**

*Purpose of the workshop is to:*

* Build resilience and decrease vulnerability in teenagers to navigate life’s ups and downs and cope better during or after difficult situations (arguments with friends, disappointing marks, sporting losses, etc.).
* Create understanding that difficult times, including failure, are part of life and one can expect things to get better.

*The workshop has the following objectives:*

* Introduce the concept of ‘adventurous, playful, lifelong learning’ to the class.
* Prepare teenagers to seek new ways to take risk, overcome challenges and achieve goals (dreams).
* By using our experiences supported by story-telling, short videos and images, foster the development of the following personal values and attitudes in the teenagers:
	+ Self-respect (especially while teenagers are figuring out their identity)
	+ Showing care for others: Empathy, respect for others, kindness, fairness, honesty, cooperation
	+ Social skills, i.e. making and keeping friends (support network), conflict resolution, team work, sense of belonging
	+ Organizational skills, i.e. getting things done
	+ Positive thinking habits

*After this workshop students will be able to:*

* Recognize that difficulties are a normal part of life and that making mistakes is part of learning.
* Explain how and why the human body and mind are anti-fragile.
* Making conscious decisions on how to react to uncomfortable situations, while distinguishing which aspects of life they have control over or not.
* Use the technique of box breathing to regulate emotions.
* Use visioning to achieve goals.
* Practice and integrate adventurous playful learning in daily life.

**How will project enhance Yukon schools:** This project will help students to become more resilient in their personal, relational and school life which in turn will improve student engagement and the overall mood in the school.

**Professional reviews:** This workshop has been run successfully as a pilot project with grade 8 students at FH Collins, with support from Sarah Taylor and Michael Toews in Spring 2021.

## **#2 - Title:** Finding the Courage

**Subject:** Sense of effort, entitlement, bullying and the nature of social media

**Delivery:** 2 x 1hr (same day or 2 consecutive days), in person in the classroom

**Grade:** 4 to 12 (materials and delivery will be adapted to grade)

**Where it fits in curriculum:** Physical and Health Education, Social Studies and Career Education

**Content:**

*Purpose of the workshop is to:*

* Increase willingness of students to embrace effort
* Choosing kindness vs lateral violence (bullying)
* Identifying and understanding entitlement
* Discerning motives in social media

*The workshop has the following objectives:*

* Trigger reflections on the nature of social media
* Help students locate themselves on the Martyr/Narcissist spectrum
* Illustrating benefits of a sense of effort and the consequences of a lack there off
* The downfalls of humility and the entitlement
* The ripple effects of lateral violence/bullying and kindness

The workshop will be facilitated catering to the various cognitive learning styles, using presentation, story-telling and conversation, as well as active experiential participation.

*After this workshop students will be able to:*

* Recognize behaviors related to of lateral violence/bullying and entitlement early on and prevent their escalation within themselves or a group
* Adjust manage their moods and adjust their behavior for more positive outcomes,
* Make decisions based on the understanding that kindness and connection open more doors than lateral violence

**How will project enhance Yukon schools:** This workshop will favorize inclusion, diversity and equity amongst students. As well, it will improve students’ relationship to effort and their school results.

**Professional reviews:** This is a pilot project for Yukon schools. This workshop expands on aspects of our ‘Resiliency Super Powers for Growing Uppers’ workshop that was originally created for and delivered to grade 8 students at FH Collins, with support from Sarah Taylor and Michael Toews. The success of this workshop and further discussion with various teachers at different schools, among others with Hillary Hatton, Hidden Valley Elementary, triggered the creation of this workshop.

## **#3 - Title:** Grade 12 Grad Transition Workshop

**Subject:** Dare doing, dare failing, dare growing, importance of life-long learning

**Delivery:** 2 x 1hr per group of Grade 12 students**,** in person in the classroom, possibly recorded for absent from school the date of delivery

**Grade:** 12

**Where it fits in curriculum:** Career Life Education; Career Life Connection

**Content:**

*Purpose of the workshop is to:*

* Build resilience and increase comfort with failure, mistakes, hardship and effort
* Create understanding that difficult times are part of life and one can expect things to get better with effort

*The workshop has the following objectives:*

* Introduce tools and strategies that can help participants develop and commit to short-term goals and actions, while keeping them open to emerging possibilities. Keywords: visioning goals and outcomes - priming the unconscious - Choice: “I can make decisions*”*
* Explore how to respectfully navigate competing social, familial, and cultural expectations while pursuing career-life pathways. Keywords: empathy/compassion - we are all going through the same struggles - communication skills - active listening - courageous conversation - anger management
* Look at ways we can in which we can collaborate with people from our personal and educational/workplace networks to explore and further meaningful career-life opportunities. Keywords: the give and take nature of relationships - reciprocity - the energy of a group - basics of evolutionary psychology: everyone has a good reason to do what they do and everyone has something to teach me
* A sense of purpose and career life balance support well-being (Finding personal and work life balance). Keywords: Connection between our state/mood and outcome/impact - know yourself
* Illustrate how lifelong learning and active citizenship foster career life opportunity for people and communities. Keywords: being in it for the long game - the ripple effect of actions - the importance of attitude

*After this workshop students will be able to:*

* Recognize that difficulties are a normal part of life and that making mistakes is part of learning
* Use visioning to achieve goals
* Practice and integrate adventurous playful learning in daily life
* Making conscious decisions on how to react to uncomfortable situations, while distinguishing which aspects of life they have control over or not
* Start building their resiliency tool box, including the technique of box breathing to regulate emotions

**How will project enhance Yukon schools:** This workshop will help students to become more resilient in their personal, relational and school life. These elements will help them being successful in their studies and become healthy and active members of the community when that time comes.

**Professional reviews:** This is a pilot project for Yukon schools. However, it has to be noted that this workshop expands on aspects of the ‘Resiliency Super Powers for Growing Uppers’ workshop that was delivered to grade 8 students at FH Collins, with support from Sarah Taylor and Michael Toews. This workshop was very well received. Based on the success of the workshop, FH Collins suggested to create a similar workshop for their Grad Transition Workshop series for Fall 2021. We have secured the support of Michel Morris to roll out this 2 x 1 hr workshop.