



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Cariboo-Chilcotin School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 27
<b>Developed by:</b> Heather Auger	<b>Date Developed:</b> June 2020
<b>School Name:</b> Skyline Alternate School	<b>Principal's Name:</b> Curt Levens
<b>Superintendent Approval Date (for School Districts only):</b> <i>October 27, 2020</i>	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> <i>October 27, 2020</i>	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Resiliency - Personal Awareness YPA 10A	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

- Access to computer, printer and digital camera
- Access to community facilities (Recreation Centre, Yoga Studio) and transportation
- Access to kitchen at the school
- Access to meeting space within the school

### Course Synopsis:

In today's world, of increased behaviours and dependence on technology, many people's concerns are regarding the development of the youth. **Wellness** is an active process of becoming aware of and making choices toward a healthy and fulfilling life. **Resiliency** is the ability to withstand adversity and bounce back and continue to grow and develop. There are five pillars of resilience that would be addressed in this course. They are:

- Self-awareness
- Mindfulness
- Self-care
- Purpose
- Positive relationships

**Resilience awareness and training;** in the academic environment resilience awareness can improve student **confidence, competence, connection and character** for a healthy life path. Having the tools and knowledge will increase the student's toolbox for increased and positive interactions in the classroom and the real world. How can a student increase their toolbox of knowledge and skills to assist in the students' health journey?

### Goals and Rationale:

The rationale for this course has three components and will address an ongoing need we have in SD 27 Cariboo-Chilcotin Skyline Alternate School, supporting the needs of our high school learners with behaviour and anxiety designation within school district #27.

- The first component is to support our students who have a behaviour designation to recognize that their learning style and behaviour may be different and to develop skills and strategies to assist in the successful reintegration into the tier one school allows students to pursue an areas of focus based on their educational goals and graduation requirements.
- The second component is that Skyline students are often looking for electives to assist in fulfilling graduation requirements. This course would satisfy the need for transition education and address an emerging need we are seeing in the local secondary schools. The goal at Skyline is to set all students up for success in their chosen academic journey. By offering a specific elective which will fulfill graduation requirements which allows the student to successfully reintegrate back into the secondary school system.
- Finally, this course is designed to effectively equip youth with a toolbox of strategies to enter the real world after graduation. Creating lifelong skills.

Resiliency – Personal Awareness 10 A (YPA 10A), inherently acknowledges, addresses and respects many aspects within **The First Peoples Principles of Learning**. Specifically:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students will learn how the environment, surroundings and personal health and wellness can be affected by various types of school and community activities.
- Learning involves recognizing the consequences of one's actions. Students will examine the consequences of the choices that we make as a society and the direct impact it has on their land and within their community
- Learning is embedded in memory, history, and story. Students will learn how his or her past, and the past of others, creates a shared connection that will enhance understanding.
- Learning involves patience and time. Students will work through the course at their pace allowing them to internalize the effects of crime on the individual and society.
- Learning involves generational roles and responsibilities. Students will develop skills to prioritize health and wellness and students will investigate the role that society plays in promoting a healthy lifestyle.
- Learning recognizes the role of indigenous knowledge. Students will investigate the role of indigenous knowledge in the implementation of health and wellness from traditional and natural medicine practices.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will examine their own reactions to the content, and their personal responses to the stories of others.

#### Core Competencies

Communication  
Creative Thinking  
Critical Thinking  
Positive Person and Cultural Identity  
Personal Awareness and Responsibility  
Social Responsibility

## **BIG IDEAS**

### **GRADE 10**

Analyze the five components of Resilience (self-awareness, mindfulness, self-care, purpose and positive relationships)  
Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being

Explore systemic cultures for effects of stress and trauma and proactively develop a strategic plan

Examine the consequences of incorporating the five key skills of resilience in healthy living

## Curricular Competencies

*Students are expected to do the following:*

- Use Resiliency inquiry processes and skills to ask questions; gather, interpret, and analyze personal and community concepts, issues, and procedures; and communicate findings and decisions.
- Analyze the background components of resiliency skills and begin to develop confidence, competence, connection and character.
- Examine the biological and psychological theories of trauma resiliency model
- Assess, label and critique contrasting theories on trauma and resiliency models.
- Investigate resources within community, province and country regarding resiliency and healing theories.
- Identify various transitional goal setting processes that pertain to individual
- Make reasoned judgements about the current trauma resiliency models and the effectiveness and strategies to incorporate for healing purposes.

## Content

*Students are expected to know the following:*

- Trauma and Resiliency Terminology, statistics and research methods and resource toolbox
- Biological and psychological explanations and awareness of stress on mental health and strategies and community resources to cope
- Goal setting skills and applications
- Substance Abuse awareness and preventive strategies
- Effective communication skills
- Digital footprint awareness and training
- Suicide prevention awareness and safety goals
- Sexual health and safety awareness
- Respecting differences, core beliefs and values



## Big Ideas – Elaborations

**Analyze the factors that influence trauma:** including fight and flight responses, factors of PTSD environments, stress and research methods used in the field of mental health in order to better understand resiliency.

**Explore why some people are more resilient than others:** including coping strategies and the development of effective communication skills to increase resiliency for individuals effected by trauma. The ability to bring balance back into individual's life

**Investigate the effects of our digital footprint and society:** including strategies and skills necessary for success in the real world.

**Investigate the trends in suicide:** look at suicide trends in rural youth and in the inner-city youth and strategies and safety plan for youth.

**Analyze substance abuse in self, community and the real world:** including definition of substances and abuse, safety of using substances and community resources to support healing process.

**Investigate aspects of sexual health and awareness:** sexual health awareness, preventative measure sand the community resources available to assist with precautions.

**Explore goal setting and effective communication:** incorporate goal setting program and follow-up sessions. Incorporate effective communication tools in school and community.

**Explore differences and respect within the classroom and the real world:** including trauma awareness and resilience coping strategies and the development of effective communication skills to increase resiliency for individuals effected by trauma.

## Curricular Competencies – Elaborations

### Content – Elaborations

#### **Factors that influence trauma:**

Sample topics: different responses to trauma, definition of PTSD, coping strategies in dealing with trauma, brain function, resiliency.

#### **Value of goal setting in daily life**

Sample topics: Preventure goal setting, effective communication steps, research supporting goal setting and positive factors, coping strategies for daily living

#### **Substance abuse and effects on community:**

Sample topics: identifying different types of substances and introducing preventative measures, assess community resources to assist in preventative measures

#### **Sexual health and awareness:**

Sample topics: identifying different sexual transmittable diseases and preventative measure, assess community resources, incorporating healthy relationship skills in daily living

#### **Digital footprint and society:**

Sample topics: social media rights and responsibilities, long term effects of digital history, different persona when people donot know who you are, research supporting positive digital conduct

#### **Investigate healthy relationships**

Sample topics: identifying roles of different type of relationships, investigating boundaries and ethical dillemas, developing communication skills

#### **Suicide awareness**

Sample topics: developing a self-care plan, understanding terminology around suicide, assessing community resources to assit with suicide prevention

#### **Recommended Instructional Components:**

*BAA Course Application*



The instructional component of this course is delivered by classroom teacher, community agencies as experts regarding content, and Youth Engagement Workers to work in one-on-one groups and small group scenarios when deemed necessary. The content for the course is included and students are self-guided through the lessons. Support is provided through classroom teacher, youth engagement workers and school counsellor, if students have questions about the assignments. Support will be provided by the classroom teacher if the student has questions regarding the assessments. Students will be met with on a regular basis to review their progress in the course.

**Recommended Assessment Components:**

The course will be marked in accordance with the Principles of Quality Assessment Guidelines and the Reporting Policies set out by the Ministry of Education. The distribution of grades for the course is broken down as follows:

Units 1 -10	5% each.
Participation	20%
Final Project	30%
Total	100%

The classroom teacher will mark all assignments and assessments for this course. The classroom teacher is responsible for reporting to the student and parents the progress made in the course and the final mark and recommendations.

**Learning Resources:**

The course content and assessments are provided through a variety of self-improvement manuals,

- Community Skills Workbook, Liptak and Leutenberg (2011)
- Self-Esteem Program, Liptak and Leutenberg (2011)
- Anger and Aggression Workbook, Liptak and Leutenberg (2011)
- Substance Abuse and Recovery Workbook, Liptak and Leutenberg (2011)
- Preventure Training Manual, Dr Conrad (2019)
- Complex trauma resources, Dr. Linda O’Neil (2018)
- Self-Reg Schools; A Handbook for Educators, Shaker & Hopkins (2019)
- And community experts and teacher preparation.