Year Plan to Deliver

 **21st Century Skills**



September

Introduce the SECRET Skills

**Week 1 – September 12-16** (first full week of school)

* Introduce all skills very briefly
* **DAY 1 – What are 21st Century Skills**
* **21st century skills**are a wide set of knowledge (things you know), skills (things you can do), work habits (how you work), and character traits (who you are). These skills are super important for EVERYONE to be a success in today’s world. You can use these skills anywhere, and they are important in every area of your life. This year we are going to learn all about these 21st century skills, but we will use SECRET Skills to learn about them.
* **DAY 2 – What are the SECRET Skills?**
* **There are six SECRET Skills that teach us 21st century skills they are: Self-management; Effective Participation; Creativity; Reflective Leaner; Enquiry and Team Work. When you put the letters together they spell the word SECRET! BUT, we do not want this to be a secret at all, because this is how you will succeed at everything you do this year!**
* **DAY 3 – What is the secret to success?**
* **Now that you know that the SECRET Skills are 21st Century skills and the key to your success this year, let’s think a bit more about what success is. Think of a successful person. Are they organized? Do they get involved? Are they creative? Do they make a plan and follow it through? Do they listen to other people? Do they work well as a team? Well those are all SECRET 21st century skills! I would like to challenge you to ask your parents tonight at dinner what THEY think the key to success is. What do YOU think the key to success is? Have fun discussing it at dinner!**
* **DAY 4 – What to each of the SECRET Skills mean?**
* **We use 6 skills to teach 21st century skills with the SECRET skills. The first three are Self-Management; Effective Participation and Creativity.**
* **Self-Management means that you are in control of yourself. Effective Participation means you don’t just sit back and let other people do things. You get involved! Creativity means you are imaginative and you can take creative risks or chances!**
* **DAY 5 – The rest of the SECRET Skills**
* **Yesterday we looked at the first three SECRET skills. Today we will talk about Reflective Learning, Enquiry and Team Worker skills.**
* **Reflective learners set goals, make a plan and learn from others. Enquiry means you ask and answer lots of good questions. Team work means you accomplish things together better than by yourself. Now you know what all the SECRET skills are and what you need to do to succeed!**

**Week 2 – September 19-23 - Self Management**

* Introduce Self-Management
* **DAY 1 – Self-Management**
* This week we are going to focus on self-management. Look at the posters in your room and find self-management! Self-Management means that you are in control of yourself. There are four sub skills that make this skill up. To be a good self-manager you must manage risk, be organized, manage your emotions and go for it and finish it!
* **DAY 2 – Self-Management – Managing Risk**
* How did you all do self-managing yesterday? Did you stay in control of yourself? Well to be a good self-manager, you need to know how to take a risk. That means you learn how to take a GOOD chance. You know that if you try something and you fail, it’s ok because you will learn from it. It also means you know when something isn’t safe and you don’t do it. Don’t be afraid to fail.
* **DAY 3 – Self-Management – Be Organized**
* How many of you have all the materials you need for your first class today out on your work space and ready to go? If you do, you are organized! Being organized means you have your materials ready, and always remember to do what you need to do. It isn’t always easy, but you need to find a way to make it work for you. Some people write things down, others keep an agenda and some use the calendar in their phones. Find a way that works for you and use it! You’ll definitely be more successful if you are organized.
* **DAY 4 – Self-Management – Manage Emotions**
* How did you do being organized yesterday? Keep at it, the more you do it, the better you will get. Self-Managers also manage their emotions. They stay in control and don’t lose it if things don’t go their way. They stay calm and in control. If you feel you may not be in control, take some deep breaths, cool down, go for a walk, talk it out if you need to, and try to move on.
* **DAY 5 – Self-Management – Go For it and Finish it!**
* Did you stay in control of your emotions yesterday? Self-managers also go for it and finish it. If you start something, it is really important that you stick to it and finish it. This means you have to keep on trying, even if you fail. Think of a marathon race. It’s long and hard. Some people just give up or never even try one in the first place. Some people can run the entire thing. Some need to run and take walking breaks, and others need to walk the entire race. It doesn’t matter if you finish the race first, it matters that you FINISH.

**Week 3 – September 26-30 – Team Work**

* Introduce Team Work
* **DAY 1 – Team Work**
* This week we are going to focus on team work. Look at the posters in your room and find team work! **Team work means you accomplish things together better than by yourself.** There are four sub skills that make this skill up. To be a good team member you have to build on your team’s strengths, manage your team or stay on task, be responsible or do what you say you are going to do, and decide how well you all did in the end. Also, if you didn’t do well, you think well you think about how you will do better in a group next time.
* **DAY 2 – Build Team Strengths**
* When learning how to work well in a team it is important that you know that everyone has strengths. Some people are good at presenting, some are good at research, others are good at making everyone feel comfortable. What do you have to contribute to a team? When you know everyone is good at something, it means you include everyone and give them a job they can do well at. Be a good team worker today and every day!
* **DAY 3 – Manage the Team**
* When you work in a team, one of the hardest things is staying on task. It can be really hard to be with your friends and only talk about the job at hand. You have to try really hard to stay on task and manage your team. Even if only person can do this, it will pull everyone else back on track. Be that person! Manage your team, and stay on task. You’ll feel great about it.
* **DAY 4 – Be Responsible**
* Good team workers are responsible. Not only for themselves but also for their team. This means they share the jobs. One person doesn’t do everything, and no one takes over either. Members of the group help each other out, sometimes without even being asked. If you are responsible you make sure you do what you say you will do, and then you help others when you are done.
* **DAY 5 – Evaluate the Team**
* Once you finish working in a team, it is really important to think about how you’ve done. Did you build team strengths? Were you responsible? Did everyone share the jobs? Did you all stay on task and did you all take responsibility for staying on task? If you didn’t do one of these well, it’s important that you make a plan to fix this for next time! The more you do it, and try to get better, the better you will be at team work!

October

**Week 1 – October 3-7 - Creativity**

* Introduce Creativity
* **DAY 1 - Creative Thinking**
* This week we are going to focus on Creativity. Look at the posters in your room and find creativity! **Creativity means you are imaginative and you can take creative risks or chances!**
* There are four sub skills that make this skill up. To be a creative thinker you must use your imagination, make connections from things in the world to your own life, ask lots of good questions and try new things! Think of a creative person. Why do you find that person creative? Think about how YOU can be creative today!
* **DAY 2 – Imagine**
* Creative people use their imagination. When you do an assignment, does yours look the same as everyone else? You should try to make your work your own, and put your own flair on it. When working try to imagine what you could possibly do, and what it might look like. Think outside the box. Be a creative thinker!
* **DAY 3 – Make Connections**
* Creative thinkers make connections and links between ideas. When you are thinking about something try to think about how it relates to you and your life, or a book or story you know, or history or something that has already happened. The more connections you make the more meaningful things will be to you in your life!
* **DAY 4 – Questions**
* Creative people are always wondering about things and asking good questions. Being creative doesn’t just mean you are an artist or a musician, it means you are always thinking in new and exciting ways. You don’t always do things the same way. You are always trying to get better!
* **DAY 5 – Taking Creative Risks**
* Creative thinkers also need to take creative risks. We talked about risk back when we talked about self-management. It still means you take a chance, but in this case it means you take a chance creatively and are not afraid to fail. Creative thinkers work outside their comfort zone. Sometimes the coolest things we make or do happen when we are really nervous or scared but we try something anyway. Go ahead and try it. What’s the worst that could happen?

**Week 2 – October 11-14 (Four day week) – Effective Participation**

* Introduce Effective Participation
* **DAY 1 – Effective Participation**
* This week we are going to focus on effective participation. Look at the posters in your room and find Effective Participation! **Effective Participation means you don’t just sit back and let other people do things. You get involved!**
* There are four sub skills that make this skill up. To be an effective participator you need to persuade or convince others of your ideas, identify issues or problems and then find solutions to those problems. Get involved and get in there and add your ideas! Try to effectively participate today and see how it feels!
* **DAY 2 – Persuade Others**

There is a big difference between fact and opinion. This is important to know when talking about your ideas and persuading others, or trying to get them to think like you. A fact is something that is true and cannot be disputed. You can show someone else it is true. For example, this dog has 4 legs. But an opinion is what someone thinks or feels and it can change from person to person. For example, dogs are the best pets. This is an opinion, because not everyone feels that way.

Effective participators can listen to other people’s opinions and agree or disagree with them respectfully. You don’t freak out on someone because they feel differently about you about something. You listen and you add your ideas. You don’t have to agree. What you do have to do, is treat one another with respect and understand that it is ok to have different opinions.

* **DAY 3 – Identify Issues**
* When working in school and other areas of life, we can have problems, or issues. You need to learn how to pick out what is wrong, or identify the problem. The first step to fixing something that isn’t working, or solving a problem, is knowing what is wrong! If something isn’t working, can you figure out what is wrong? Do you try asking other people what their opinion is and what they think is wrong? See if you can identify or find the problem or issue today when things don’t go your way, or something isn’t working. This is the first step to being a good problem solver!
* **DAY 4 – Find Solutions**
* Effective participators are good problem solvers, and they can find solutions when things don’t work, or something is wrong. To be good at finding a solution, it helps to break up a problem into smaller problems or “chunks”. Then you know what to do, and you can work by yourself or with other people to solve the problem or find the solution. A lot of the times it is easier to find an answer or solution by asking others for help and working together.
* Remember that a really good solution is one that everyone is happy with. Sometimes we have to compromise and we can’t always get our own way. An effective participator tries to make sure that everyone is ok with what is decided!
* **DAY 5 – Get Involved!**
* Getting involved with what is going on is probably the most important part of being an effective participator. You can’t just sit back and let everyone else do everything, or let everyone else answer all the questions. Get in there! Ask questions, offer solutions, dig in and get involved! The more you get involved at school and in your own life, the more fun you will have, the more you will learn, and the more you will enjoy everything you do. So today I challenge you to jump in and try something you haven’t before, help someone that looks like they need it, or raise your hand in class today and offer your ideas, even if you aren’t sure you are right! It all starts with just raising your hand! You can do it.

**Week 3 – October 17-21 (Four-day week) - Enquiry**

* Introduce Enquiry
* **DAY 1 – Enquiry**
* This week we are going to focus on enquiry. Look at the posters in your room and find enquiry! **Enquiry means you ask and answer lots of good questions.**
* There are four sub skills that make this skill up. To be an enquirer you need to be a thinker. You must explore or investigate a question, stay objective and use lots of sources, or stick to the facts or what you know to be true. You need to look at different sources and decide what is fact and opinion, and what is true or not true. You also need to then put all your information or research together to make a conclusion or decision or think of good answers to your questions. Enquiry is a cycle. You ask. Then you research from many different sources. Then you think about what you found and evaluate it. Then you use all your information to make good decisions! See if you can think of some good questions today!
* **DAY 2 – Explore a Question**
* There are all sorts of different kinds of questions. Some have a quick easy answer you can just look up on Google or in a book. Other questions are deeper and need you to make predictions or guesses and need you to look in many places before you can figure out the answer. Both kinds of questions are great, but when you are doing your Wonder Time, Passion Projects or Genius Hour projects you want to try to come up with those deeper level thinking questions you need to really explore! Be curious and ask a lot of questions! See how many you can answer. Is there something you have always wanted to know? You never know, this could lead you to a really cool Wonder Time, Passion or Genius Hour project this year!
* **DAY 3 – Stay Objective**
* If you want to be good at enquiry and research, it is really important that you stay objective. That means when you are finding answers you make sure you are using good sources. It also means you don’t just believe something to be true because you saw it on a website. You have to make sure that is a good web site. You need to make sure you can find the same information on other web sites. You should try to check it with a person that may know the answer, and for sure you want to try to find it in a book if you can too. The more places you can find information, the more likely it is to be true! Remember, there are facts and opinions like we learned before too. Some people will try to convince you that their opinion is always right. Don’t listen. Do the research, and you make YOUR decision. But remember, your way is not always the right way either. Listen to others and keep their ideas in mind!
* **DAY 4 – Evaluate Evidence**
* When you evaluate something you decide if it is good or not. So when you evaluate evidence you gather up all the information you need from people, books, web sites and you decide what is good and what is not. You put the information together and pick out the important parts. This can be tricky to do at first, but the more you do it, the better you will get at it. Remember to stay objective, and look at FACTS or what you know is true when deciding if something is good or not. If you are not sure, ask a teacher or an adult you trust to help you make a decision. Remember to ask yourself the questions “Does this make sense? Could this even be true?” to help keep you on the right track.
* **DAY 5 – Reach a Conclusion**
* When doing enquiry you start by asking a good question, then you do all the research and use lots of sources and look at what could be true. The last thing you do is you put everything together and you make a decision or you reach a conclusion. You answer your question! If you did all the other steps along the way with care, your conclusion should be right, or at least one possible answer to a problem! Keep in mind that sometimes there are plenty of different answers to a question! Always try to keep an open mind, ask lots of questions and really think about your answers! Be a good enquirer!

**Week 4 – October 24-28 – Reflective Learner**

* Introduce Reflective Learner
* **DAY 1 - Reflective Learner**
* This week we are going to focus on Reflective Learner or thinker. Look at the posters in your room and find Reflective Learner! Reflective learners **set goals, make a plan and learn from others. To be a good reflective learner you need to always stop and think about why you are doing something, and ask yourself if it is working or if you need to change what you are doing. Always ask yourself what is going well, and what could you do even better – then do just that! Your work will just get better and better and you will learn a lot about yourself along the way.**
* There are four sub skills that make this skill up. To be a reflective learner you must set goals or challenges for yourself, make a good plan to meet that goal, ask for help or advice along the way from others and then share your learning when you are done!
* **DAY 2 – Set Challenges**
* Reflective learners set goals or challenges for themselves all the time. These can be big year-long goals, or smaller daily or weekly goals. It doesn’t matter really. What does matter is that you always break them down into smaller parts for your bigger goals, and that you never give up trying to meet your challenges.
* I want you to think about your choices today and your goals or challenges. Be careful you don’t always pick something you’re good at. It is safe and easier for you…but you won’t learn anything new. Today I want you to challenge yourself to do something that isn’t easy for you. Try something new. Take a chance and see how it goes! Set a challenge and keep trying today and all the rest of the days until you reach it! Remember, if you don’t try something, then you’ll never, ever do it!
* **DAY 3 – Plan-Do-Review**
* Once you set a goal or challenge for yourself, you can’t just sit back and expect to succeed or meet that challenge. Real life doesn’t happen that way. You have to make a plan for how you will reach your goal. You need to stop and think, “How can I make this happen? What do I have to do? What do I need to make sure I do every day?” Then you need to put that together into a plan of what you need to do every day, weekly, and monthly until you meet your goal.
* It is important that you go back to your goal and ask yourself if your plan is working. If it is, then keep on going for it! If the plan isn’t working it’s time to make a new plan or change the one you have and see if it works better. You can always ask a teacher or a trusted adult to help you with your plan if you need help! Teachers love this sort of thing! Just ask us!
* **DAY 4 – Invite Feedback**
* Reflective learners always take a minute to stop and think “how am I doing with this?” Sometimes they answer that question themselves. You know you understand something and are on the right track so you just keep on moving. But sometimes, you aren’t sure if you are on the right track, or you know for sure you aren’t. That is when it is important to go to other people and ask them what they think. Get their advice or feedback about what you have done, and what you could do next.
* All sorts of people can give us feedback. You can ask your classmates, teachers, EAs, parents, siblings, anyone you know and trust really!
* You need to try to be kind and gentle when giving someone feedback about something, especially if something isn’t done well. It can help to tell them something you really like first, and then make a few suggestions.
* Sometimes it can be hard to hear that someone thinks something you did isn’t the best. You need to learn to hear that and accept it. It doesn’t mean you have to always do what they say, but if you ask them and they give you advice, then you need to at least listen and respect what they have said. Remember, you have to stay objective. Other people have great ideas too. So try to take their advice positively and not be hurt by it. They are just trying to help you do your absolute best!
* Good work needs to improved over and over! A good project is never done in one draft. You always need to keep working at it and making it better and better each time!
* **DAY 5 – Share Learning**
* The more you can share what you learn, the better. Share the new cool things you learn with your friends and family. Teach someone else how to do something you know how to do. You will feel great about it and they will be so excited to know something new!
* Sharing your learning also means you think about your mistakes. If you can think of mistakes you made at the end of the day and what you learned from them, then you are an amazing reflective learner!
* Today I challenge you all to think of one mistake you made today. Then I want you to think about why that was a GREAT MISTAKE. What did you learn from making that mistake? How can you take that mistake and turn it into learning? I would love to hear from the teachers what your class comes up with.

November

Self-Management

**Week 1 – October 31-November 4 (Four-day week)**

* **Manage Risk**
* **DAY 1 – Safety**
* This month we will focus on self-management and the four subskills of managing risk, being organized, managing emotions and going for it and finishing it. This week we will learn all about how to manage risk. To be a good self-manager, you need to know how to take a risk. That means you learn how to take a GOOD chance. It also means you know when a risk isn’t worth it or isn’t safe, and you don’t take that risk. Tonight is Halloween, and not a good night to take risks with your safety. Being a good self-manager means we know NOT to take a chance if we could get hurt. So tonight, make sure people can see you easily, you stay with an adult, be careful when crossing the street, and don’t eat any candy until your parents have inspected it. Be safe and have fun!
* **DAY 2 – Pros & Cons**
* A risk is a risk because you don’t know what will happen if you do something! One way to decide if a risk is worth taking is to make a list of Pros and Cons. This is actually called risk assessment. You start by writing down all the Pros or good things that could happen if you take a chance. Then you write down all the Cons or things that could go wrong. Ask yourself what could go wrong and think about how you could fix those things before they even happen. Ask yourself “could someone get hurt?” and then think of how you could make it safer first. If you can’t make it safer, or someone could get hurt then don’t do it. Once you finish your list, you can make a good decision about whether you want to take that risk or not. Share your list with a trusted adult that can help you make your decision safely.
* **DAY 3 – Tips for Risk Management**
* Now you know a little more about taking risks. Here are some good tips to help you.
	+ 1. Make a pros and cons list.
	+ 2. If someone could get hurt, don’t do it.
	+ 3. School is one of the safest places to fail, so don’t be afraid to try something new.
	+ 4. Taking a good risk could lead to new and exciting learning for you!
	+ 5. Takings risks can make you feel nervous, but do it anyone if you know you will learn from it. Ask yourself “What’s the worst that could happen?”

**Week 2 – November 7-11 (Four-day week)**

* **Go for it, Finish it!**
* **DAY 1 – Hard Work!**
* This week we are going to continue learning about Self-Management. Our focus this week will be looking at how to Go for it, and Finish it!
* If you start something, it is really important that you stick to it and finish it. This means you have to keep on trying, even if you fail over and over and over. Thomas Edison is a very famous inventor who invented over 1000 important things including the lightbulb, and how to play music and movies. He once said “Genius is 1% inspiration and 99% perspiration”. Inspiration means to come up with a creative idea, and perspiration means SWEAT. That means doing something super important is really almost all just hard work. You have to keep on working and not give up, even when something is really hard.
* If you always give up you will have lots of unfinished projects, and the work you are avoiding will lead you to become stressed and unreliable.
* Remember, even if something is difficult, keep on trying. You will feel so good about yourself in the end if you do! Go for it and finish it!
* **DAY 2 – When You Get Stuck**
* Sometimes, we all have problems finishing things we have started. It is not always easy to go for it and finish it, but it is always important. When you get stuck try taking a break and refocussing, give yourself a reward for finishing part of the job. For example, watch your favourite show or get a snack when you finish part of your task. Just make sure you get back to work when your reward is done! Take a moment and try to think about how you will feel when you finish the task, and use that to help you keep on going! Do what you need to, to make sure you don’t give up!
* **DAY 3 – Tips**
* Now you know a little more about going for it and finishing it. Here are some good tips to help you.
	+ 1. JUST START. The first step to finishing everything is just starting. Don’t just sit there, make a goal and go for it!
	+ 2. Try again if something doesn’t work the first time. You may have to try over and over and over.
	+ 3. Break big things up into smaller tasks. By making smaller goals and jobs you won’t feel overwhelmed and you’re more likely to finish.
	+ 4. Give yourself rewards to keep on going!
	+ 5. Sometimes if things are just not working, you may need to change your approach, but don’t give up!
	+ 6. Stay positive!

**Week 3 – November 14-18 (Four-day week)**

* **Manage Emotions**
* **DAY 1 – The Feelings!**
* This week we are going to continue learning about Self-Management. Our focus this week will be looking at how to Manage emotions! Self-Managers manage their emotions. They stay in control and don’t lose it if things don’t go their way. They stay calm and in control.
* Nobody can help having feelings - they are part of everyone. We feel different things all day long as different things happen to us. Sometimes we feel sad - when someone we love goes away. Sometimes we feel [happy](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2424) - when we are having fun playing. Sometimes we feel scared, [angry](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1728), guilty, [lonely](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1800)or any of a huge range of human emotions. **It is important not to be ashamed of having feelings. Everyone has them - good and bad.**
* **What counts is what we do about our feelings -** we can all learn to show our feelings in ways that are helpful to us and to others, not ways that are hurtful.
* It is ok to have all kinds of emotions, but you need to learn to control THEM and not let them control YOU. You need to stay calm and in control!
* **DAY 2 – Kindness & The Golden Rule**
* Today, I want you to think about how you feel when someone is kind to you. When we follow the Golden Rule it means that we treat other people the way WE want to be treated. That means, if we want people to be kind and caring to US, we must be kind and caring to THEM. This is the golden rule.
* It can be hard to be kind when we are upset or annoyed, but we have to remember what it feels like when someone is mean. You do not want to make someone else feel that way. So today, I am going to challenge you to be extra nice to someone, even when you are feeling grumpy or annoyed by them! Stay calm, be polite and make them feel special. Be kind and follow the golden rule!
* **DAY 3 - Tips**
* Now you know a little more about managing your emotions. Here are some good tips to help you.
	+ 1. Remind yourself it’s never ok to hurt others’ feelings.
	+ 2. When you are upset, it can help to take a break. Ask your teacher or parent if you can go somewhere safe and calm down.
	+ 3. Try taking 3 deep breaths or count to 10 slowly before you say something or react to a problem.
	+ 4. Use your words to say how you feel and what you wish would happen.
	+ 5. Ask for help if you need it.

**Week 4 – November 21-25**

* **Day 1- Organizational Skills**
* This week we are going to continue learning about Self-Management. Our focus this week will be - looking at how to be organized. An organized person must prepare and plan. It is important to look ahead and make sure you have the time you need to complete your tasks. It is a good idea to try to have something done a day or two ahead of the deadline. This way, if something happens or gets in the way, you will still be ready.
* A great way to plan and prepare is to make a checklist of all the things you need to bring, or all the things to do. Then check them off as you do them or pack them.
* You can break big projects or tasks into smaller ones and then that makes them more manageable.
* Your challenge for this week is - Try to make a homework routine. Pick a good area for you to work, based on your learning style, and set a time that you can work every day.
* **DAY 2 – A place for everything & everything in its place**
* Have you set your homework routine yet? Remember, that is your challenge this week!
* An organized person has to know where stuff is! If you keep everything in the same spot all the time, it will be easier for you to find it. For example, if you always put your backpack and coat in the same place every day at home, it will be there and you won’t have to look for it when you are in a rush.
* Try to regularly clean out your desk, backpack and locker to keep things neat and tidy. It is your responsibility to keep everything in the right spot and easy to find – not your parents and teachers! Be responsible!
* **DAY 3 – Find a System**
* Organized people use a system to help remind them to do and bring things. You can’t just expect to remember on your own. You need to find a system that works for you! That may be using a school agenda, and showing your parents every night. OR it may be setting reminders in your cell phone to do something. Google calendar is a free app that you can use to organize all your event and assignments. You may want to look into setting it up. It works on your phone as well as any other device. Check it out.
* We’ve spent all of November looking at being good self managers. Hopefully you understand it more now, and are better at managing risk, being organized, staying in control and finishing your work. If you’re not – keep at it!
* Next week is the start of a new month, and we will be looking more closely at how to be a creative thinker!

December

Creative Thinkers

**Week 1 – November 28-December 2**

* **Day 1- Imagine**
* This month we will focus on creative thinking and the four subskills of using imagination, making connections, taking creative risks, and asking good questions. This week we will learn all about how to use your imagination to be creative.
* Using your imagination can help you be creative and remember things. We are going to try an exercise. Everyone close your eyes! I want you to use your imagination and try to picture what I am saying.
* Allow yourself to relax. Imagine you’re are floating high up in the sky. You don't have to see anything, just imagine yourself flying, floating, suspended in the air. Then imagine you are looking down at houses and rooftops. Visualize what your own house might look like from the air. Then imagine floating down and you are outside your own front door. Imagine going up to it, see the color, what it is made of, see the parts of the door, panels, glass, the handle, or a door knob...
* Now open your eyes - when you get home tonight. Look at your real door, check how accurate you were. Imagination is like any other skill. The more you try it, the better you get at it.
* **DAY 2 – Thinking Outside the Box**
* Creative thinkers can think outside the box, or differently than most other people. Think of something you do every single day, like sharpening your pencil. Can you imagine a completely new and different way to sharpen that pencil? You have to take risks and try different things. Sometimes they might even sound wild, but you never know where it might lead you.
* **DAY 3 – Be Yourself, Be Unique**
* Creative thinkers need to always be themselves, and take the risk to be unique. It is ok to different than everyone else. That may mean that your artwork or assignments look very different from other kids, or that you wear clothing or have a hairstyle that is different from other kids. That’s ok…in fact, it’s great, because that means you are being yourself, and allowing yourself to be creative. The next time you create a piece of art, do your best to make yours different than everyone else’s. Have fun and be creative!

**Week 2 – December 5-9**

* **Question Assumptions**
* **DAY 1 – What is an assumption?**
* This week we will learn all about questioning assumptions. But what IS an assumption? An assumption is something we accept as true, even though there is no proof. People that question assumptions don’t just accept ideas without thinking about them first. For example, we may assume that making a mistake is a bad thing. It can be a bad thing, if you do nothing about it. BUT if you learn something from that mistake or change your behaviour into something better, then the mistake was not bad at all. In fact, it helped you learn something new, or made you a better person.
* **DAY 2 - Fact versus Opinion**
* A fact is something you can prove as true, like Christmas trees are coniferous. An opinion is how someone feels about something, like real Christmas trees are better than fake Christmas trees. A lot of times, people get the two confused, or they try to make their opinion sound like fact. When learning new things, ask yourself if what you learning is fact or opinion. As a creative thinker, you need to make sure you don’t let someone else push their opinion on you. Be creative. Look at the facts, and make your own opinions and beliefs.
* **DAY 3 – Why?**
* Creative thinkers like to ask WHY? For example, Whydo we do things a certain way? Why didn’t that work? Why didn’t I achieve my goal? Why do I have to do that? It’s good to ask why, it can help you learn a lot more about something. The problem with WHY is there may not always be an answer, but you can have a lot of fun trying to find one. Try to ask some good “Why questions” today!

**Week 3 – December 12-16**

* **Make Links/Connections**
* **DAY 1 – Connections to self**
* This week we will learn all about making links or connections between things.  Learning things as separate facts is much less powerful than learning about how they all connect together.  One way you can connect what you learn, is to connect it to yourself.  We are all unique and have had different life experiences, so the more we can link our new learning to something we already know, the better we’ll learn it.
* When learning new things, try to think of what it reminds you of, and how it relates to your life.  It will help you learn it a lot faster!
* **DAY 2 - Connections to Text/Movies**
* We talked about how linking or connecting things to yourself can make learning easier to learn or remember.  Another way to make connections or links is to relate things to stories you have read or watched.  When you are learning, try to see if something reminds you of a book you have read, or a movie you have watched.  If you can make those connections you will remember and learn things much easier!
* **DAY 3 – Connections to the World**
* So now you know that you learn things better when you can make links or connections to yourself, or books or movies.  There are a lot more ways you can make links or connections too.  Another way is to connect what you are learning to the world.  This could be what is going on in current events in the news, or what you are learning in school or what you have learned in your other classes, or anything at all, really!  So start THINKING.  Really think and try to make as many connections or links as you can when you are learning something new.  The more links or connections you make, the more you’ll learn or remember!

**Week 4 – December 19-22 (Four-day week)**

* **Take Creative Risks**
* **DAY 1 – Weaknesses**
* This week we are going to look at taking creative risks.  We all have plenty of things we are good at.  The things we are good at are our strengths.  But it is important that we also work on the things we are not good at too.  Things we are not good at are called weaknesses.  It’s fine to have a weakness, as long as you keep trying to get better at it.  Think about your Multiple Intelligences or Leaning Style.  What were some of the areas that were low or weak for you?  What is something you struggle with?  Pick one of those things, and set a goal.  Pick a weakness and try to get better at it!  You can do it.  As long as you keep working at something, you will keep improving.
* **DAY 2 - Risk Taking & Failure (famous failures)**
* What do Dr. Seuss, Oprah, Michael Jordon, Thomas Edison, Steve Jobs, Abraham Lincoln, Vincent van Gogh and Walt Disney all have in common? You may think it is that they are famous? Or Rich? Or successful? But what they really all have in common is FAILURE.  These people were either fired, kicked out a school, or told they would never amount to anything and should give up.  They very easily could have just given up.  But they didn’t!
* There is the difference.  If you fail and stop or give up, then you really have failed.  BUT, if you fail and keep trying, and don’t give up, then you haven’t failed at all – you have learned.  Please try to remember this the next time something is hard.  If you fail and give up – you really do fail.  But if you fail and keep trying, you learn.  Don’t give up! Take chances, and fail.  It’s fine to fail…it’s just not fine to stop trying.
* **DAY 3 –** Hopefully you understand more about creativity after this month.  It’s great to be different, it’s fun to use your imagination, it’s important to ask questions and it’s ok to take risks and fail, as long as you don’t give up.  Over the holidays, I would like to challenge you to make a creative gift, decoration, song, poem, or piece of artwork. Bring those creations in after the holidays to share with your teachers and classmates.

January

Team Worker

**Week 1 – January 9-13**

        **Take Responsibility**

        **Day 1** - This month we will focus on being a good team worker.  The four subskills for good team work are -  taking responsibility, managing the team, building on team strengths and evaluating the team.  This week we are going to focus on responsibility!

         Being responsible means if you say you will do something, or you are expected to do something, then you do it.  It means people can count on you.  For example, if you were told an assignment is due on Friday, if you are responsible, you make sure it is done and ready to hand in on Friday.  Or, if you have to bring back a permission form by Tuesday, you make sure it is in on time.  Or, if you have chores to be done at home, you make sure you do them without having to be asked or reminded constantly.

        Being responsible is one of the most important skills you can learn to be successful in life.  Be someone others can count on! Be responsible!

        Day 2 - **Excuses and Blaming**

        The other day we learned that being responsible means doing what you say you’ll do, or doing what is expected.  One thing responsible people do NOT do is make excuses or blame others for their mistakes.  A responsible person admits it when they have made a mistake, and they try to fix it.  They don’t come up with a list of reasons why they made their mistake or try to blame other people. Instead, they admit they made the mistake and get to work trying to fix it.  Excuses and blaming don’t help anyone! If you mess up – ‘fess up!

        **Day 3 - Being a Good Leader & Responsibility**

        Good leaders have a lot of skills, but one of the most important skills they have is being responsible.  A good leader must be responsible for themselves, but also their team.  They must be the one that makes sure that “things get done”.  That doesn’t mean that they have to do those things themselves, but they need to make sure that they and their team do them together.

        Here are some tips to help you be responsible and show leadership:

o   When you say you’ll do something, do it.

o   Answer for your own actions

o   Take care of your own matters or business

o   Be honest and trustworthy

o   Always use your head

o   Don’t put things off

**Week 2 – January 16-20**

* **Day 1 - Manage the Team**
* This week we are focusing on Managing the Team. Sometimes when you work in a team, or a group it’s hard to figure out how to get everyone to work together to complete the project or task at hand. Often, it’s good to assign roles in the group, so that everyone understands the job that they can do. Think about your multiple intelligences. Which role would you do best? Are you a researcher or a presenter? The Project Manager helps the group stay on task. He or she makes sure everyone in the team knows what they need to be doing, and if the group looks like they are running out of time, the Project Manager helps and makes sure they complete the job on time. Next time you are working in a group, try and assign one person as the “Project Manager” and you will find that they are an incredibly valuable part of the team!
* **Day 2 - Delegating Jobs**
* Last day we spoke about creating a role for a Project Manager in your teams and have that person help your group get the job done on time. He or she must be good at motivating others to complete the task by giving praise and being a good listener. ***Telling*** people what to do isn’t always the best way to be manager – but asking “What can I do to help you?” is often better. There are also other jobs in teams that are important. What is your Learning Style and strongest multiple intelligence? When working as part of a group, it’s a good thing to know this so that you can ask to take on a role based on your strongest qualities.
* For Example - We need Completer-Finishers – people who see that the project gets done and pay attention to small details. We also need Investigators – people who are able to research and find out new information. Creative thinkers help to generate those new ideas and Presenters like to share the ideas with an audience. Every person in a group has a job to do. This week, try out a few of these roles, think about your Multiple Intelligences and see what job you like best as you work in a team!
* **Day 3 – What to do when there is conflict**
* Sometimes, when you work in a team or a group there are problems. Conflict, or problems happen when there are differences between people, but it isn’t necessarily a bad thing. There are ways to deal with conflict or problems in a team.
* Firstly, the group must agree to give each person a chance to talk.
* Be a good listener and try to understand each group members point of view.
* Don’t focus on blaming one group member if things don’t get done, stick to the facts
* Focus on finding a solution to the problem by brainstorming ideas together
* Be flexible, sometimes you won’t always get your way
* Teams are always bound to have some difficulties along the way because everyone in a group is unique. When we appreciate our diversity and our differences we can achieve many great things!

**Week 3 – Building on Team Strengths**

* **Day 1 – Building Team Strengths**
* This week we will focus on Building your Team Strengths
* Last week we talked about how everyone has a role in a team, and how, even though we are different, we can work together in a group to make great things happen.
* This week we will think about how to show respect for one another in a team and how to encourage each other.
* How do you feel when someone tells you that you are too slow, too messy, or that you don’t have good ideas? Do you feel like you want to work with that person afterwards? Probably not. Often you may feel like giving up when one person in your group puts down your work or tells you that you aren’t as good as the rest of team.
* When you are a member of a team, you need to watch *how* and *what* you say to others and remind yourself of the Golden Rule.
* Instead of complaining about your team members, try giving them praise when you see them doing something well. Don’t just say, “Good Job” – **be specific.** Tell them what exactly you like – it could be that you are thankful that they work so hard to type up the project, or that you appreciate their skills in basketball.
* You will notice that by giving real, genuine praise and thoughtful comments to your friends, your team members will work harder and have more fun together.
* Try encouraging your friends this week by giving compliments instead of complaints!
* **Day 2 – What can damage a team?**
* Last day we talked about using compliments instead of complaining about others on your team. Today we will talk about how your **body language** can damage your team – even without words.
* What is body language? Body language are silent ways that people communicate. Often people can sense how you are feeling, without even a word spoken – just by the way you are acting. Are you rolling your eyes when a team member says something to the group or tries to take a shot in gym class?
* Do you look disinterested when others are trying to tell you their point of view? Perhaps you are looking at your ipad at home, instead of giving your parents your full attention.
* Are you using good eye contact? When others are speaking to you, try your best to look at them – this shows that you are interested in what they have to say.
* Are your arms crossed? This often makes you look closed off and often your friends think you aren’t open to new ideas.
* Poor body language can damage a team. Try to be open, sit forward, and look at each member of your group in the eye the next time you are working together. Smile. A genuine smile indicates happiness and a friendly attitude and almost always makes the other person smile as well! You will find that your team will be able to work much better together when you try to improve your body language as well as your choice in words.
* **Day 3 – Encouragement**
* This week we have talked about how to encourage our team members by giving praise during project work, or when you are on a sports team. We need to remember that everyone in a group works better when we use kindness and follow the Golden Rule. We have also talked about how our body language affects how others view us in a group. Having good eye contact and smiling really make a difference to being a good listener in your group. These are all forms of communication and this is very important when you are working as a team. When you don’t communicate positively, through your words or your body language, often the team struggles. Think of it like a volleyball game, when you don’t communicate, often the volleyball hits the floor.
* Try and take a few minutes today in your class to talk about your plans for the weekend in a small group of 2 or 3. Practise using good eye contact, smiling, and showing interest by asking good questions and listening to others answers. When you realize that working together as a team not only requires hard work but also good communication skills, you will be a valuable member of any team, - whether it be in the classroom, in the gym, in band class, or in your family team.

**Week 4 – January 30-February 3 (Four day week)**

* **Day 1 – Recognition**
* This week will be the last week for us to discuss working as a Team. This week we will learn to Evaluate our Team. When you work as a team or in a group can you recognize the efforts and achievements of others? Do you remember to give them praise? It is important to use praise, or kind words, to each member in your team. Don’t just say “Good job” to your team mates - you should try and tell members something specifically that they did well that day. Telling your team mates what they did well will inspire them to do it more often the next time they work as a group. Practise talking positively in your class in a group today!
* **Day 2 – Complaints**
* When a team member has a complaint against you – what should you do? This often happens in a group setting. The first thing that you must do is be a good listener. Make eye contact with them and don’t get angry. Try to understand the problem and discuss ways that you and the team could work together to make the situation better. Don’t take the complaint too personally. Just remember that if you make a mistake and give up, that’s not solving the problem. Keep on trying. Think of a problem as another way to learn something new.
* **Day 3 – Reflection**
* When your group has finished an assignment, take a moment afterwards to reflect on your group strengths and discuss what you could improve on the next time you work on a team. This group evaluation is valuable to help you in the future. Ask your group the following questions:
	+ Overall how effectively did your team work together on this project?What did you learn together from the team that you could not of learned if you worked alone?
	+ Were you fully prepared for the teamwork most of the time?
	+ Did each team member have a responsibility or job to do?
	+ What is one practical change that the team could make that would help improve everyone’s learning next time?
	+ Evaluating your team and reflecting on your strengths and discussing improvements for the future will help you focus on being an even better team member the next time you work in a group.

**February**

**Enquiry**

**Week 1 – February 6-10**

* **Day 1 - Explore a Question – ideas/questions**
* This week we will begin discussing being an Independent Enquirer. Find the poster of Enquiring Einstein on your wall. An Independent Enquirer is someone who can ask questions, plan and carry out research.
* Thomas Edison is one example of an Independent Enquirer. He was the inventor of the phonograph (which was a much older version of your ipod), the light bulb, and the movie projector, along with many other inventions. As a child, Edison was always asking “Why?” If people didn’t know why, he would ask them, “Why not?” These two questions, more than anything else, help explain why Edison was the brilliant thinker that he was.
* Try and ask more questions today in class and think about what you would like to learn more about. It could be a subject in school, or something that you could research more about at home or at the library. Asking questions is a great way to start to learn something new!
* **Day 2 – Questions**
* Good enquirers ask questions such as the 5 W’s. Who, what, where, when, and why. When you ask, wonder about a topic, you can learn a lot about something new. When Thomas Edison was 11 years old, he decided to read *every book* in his town library because he had so many questions in his head that he wanted answers for. Now, you may not want to read every book in our library, but where can you go to find answers for your questions?
* For sure, you should try the library or the public library. There is a great amount of information there for you to discover. Another way to answer questions is to Google it or use a safe search such as Kiddle if you are in the younger grades. Search online to learn more about any topic you are interested in. If you are a younger student, you should always do this with a parent or teacher. Websites like Instructables or Explain Everything can teach you how to make things and often there are many tutorials on Youtube where you can learn to play an instrument or repair a bike. It only takes you to ask the question!
* **Day 3 – Science**
* February is the month for Science Fair and being a good Independent Enquirer is very important when you are learning the Scientific Process. To make Science Fair Project, you must ask a question, write a hypothesis (or a prediction of what may happen) and try to answer your question by testing and experimenting.
* The more you ask questions the better you will get at them. Try not to ask “Yes” or “No” type questions, but more open-ended questions that begin with the 5 W’s or How.
* Dig deeper – always consider using follow-up questions such as “What makes you think that?”
* Once you have asked a question – don’t interrupt the person with whom you are talking to. Listen fully to what they are saying. You never know what you will learn!

**Week 2 – February 13-17**

* **Day 1 – What is evidence (fact and opinion)**
* This week as we learn more about being a good Enquirer, we will discuss Evaluating Evidence.  What is Evidence?  Evidence is anything that can be used to prove something is true.  When you are researching, sometime you will come across information in books, or websites, that is untrue or not accurate.  You will need to develop your skills in being an Enquirer so that you can act like a detective and determine which facts are truth and which may be just an opinion.  Opinions are someone’s beliefs, and not always correct.  Can you tell the difference between a fact and an opinion?  Take a moment today to discuss this with your class.
* **Day 2 – Acronym for determining if a web site is good**
* Day 3 – Relevant (time), Reliability (octopus tree)
* How do we know if we are on a website that will provide us with true facts and not someone else’s opinions?  One way to help is to remember this acronym:
* CARDS
* C – Credibility – can you find an “about us” or “contact us” link? Is there an address and phone number for more information on the website? Who is the author?
* A – Accuracy – do you find a lot of errors on the page?  Spelling, grammar or facts?  This may be a red flag that this is not a real website
* R – Reliability – Are the advertisements clearly separate from the information provided? What is the purpose for creating this site – are they trying to sell a product or teach us?
* D – Date – is it easy to find out when this website was written?
* S – Source – are there links to other sources that can be checked out?
* Try taking a look at a few websites today and use the acronym CARDS to determine if they contain true facts and real information and not just someone’s opinions!
* **Day 3 – Online Searches**
* This week we have been evaluating evidence in books and in websites.  Take a look at the websites Dog Island or Save the Pacific Northwest Tree Octopus and decide if the evidence these websites provide is true and correct or not.
* Using a safe search such as Kiddle for younger students is one way to help when you are researching at home or at school.
* As well, your librarian is also a great resource to assist you with your research skills.  If you are ever writing an essay or researching a topic in Science or Social Studies, feel free to go to the school or public library to talk with the librarian about finding the best books or websites for your research. It is a great to learn more about your favorite topics and your librarian is happy to help you to evaluate the evidence so that you can get the facts you need.

**Week 3 – February 20-24**

* **Day 1 – What does objective mean?**
* This week we will be talking about how to “Stay Objective”.  What does it mean to stay objective?  Being Objective means you are not influences by your personal feelings – you stick to the facts.  This means you can also look at something from different perspectives, or viewpoints.
* When you are working on enquiry project its easy to believe that your experiences are the most important because youknow the most about them.  But Good Enquirers try to “Put themselves in the shoes of others”.    This means they take a step back and realize how our life experiences, culture and beliefs shape our viewpoints.
* Different people have different ideas than you – and that’s OK.  We need to remember that to stay objective and be a good Enquirer, you need to respect each other’s differences and appreciate their views, as well as your own.
* **Day 2 – Perspective, Respect & Empathy**
* This week we learned that a good Enquirer needs to Stay Objective.  We know that everyone have opinions based on their own background, culture, and beliefs but it’s our job at school, at home and in the community to be respectful of each others’ opinions.
* Here are a few ideas to show respect and understanding when your friend has a different opinion or idea than yourself:
1. Try to understand their view.  Remember – other people come from different backgrounds than yourself.  Try putting yourself in your friends’ shoes to understand the situation through their eyes.
2. Don’t be rude.  Even if you don’t agree with the issue, you don’t need to start an argument over it.  Listen to their point of view with an open mind.
3. Respect their right to an Opinion – Part of living in a free society like ours is that we all come from a range of cultures and backgrounds and all share different opinions.  Even if you don’t agree with someone’s opinion, at least agree with their right to have it.  No one should be discriminated against for their beliefs.
* Remember- you aren’t the only person to have an opinion – we all have them! Wouldn’t it be boring if we all shared the same opinions?
* As Taylor Swift once said, “We don’t need to share the same opinions as others, but we do need to be respectful.”

**Week 4 – February 27-March 3 (Four-day week)**

* **Day 1 - Reach Conclusions**
* This is the last week for us to be discussing becoming a good “Independent Enquirer” and this week we will be learning about how to bring all of your research together to write or present a final report. This is called Reaching a Conclusion. What is a conclusion? A conclusion is a last part of something – like the last chapter in a book, or the final scene in a movie.
* When you are working on a project, often it will start with questions that you want to know the answer to. The conclusion is the answer to these questions. A good Enquirer can tell you the things that he or she has learned by the end of a project in a *conclusion* and even tell you which facts were most important.
* **Day 2 – Conclusions**
* This week we have learned that Independent Enquirers ask questions and know how to reach conclusions. When you are creating your conclusion, or ending to a project, remember these things:
* Always think about what was your first question – this was the problem that you were trying to solve. Answer your question in your conclusion once again.
* If your conclusion is based on data and testing, such as in the Science Fair, often providing a visual such as a graph is helpful when making a conclusion. Graphs are easy to read and understand.
* Often your conclusion will lead you to even more questions – and that’s ok! It’s great to remember that there is always more to learn in life.
* This month you have learned that Independent Enquirers Explore a Question, Stay Objective, Evaluate the Evidence, and Reach Conclusions. In March, we will begin to discuss how we can become Effective Participators in our classroom and in our community.

March/April

Effective Participation

**Week 1 – March 6-10**

* **Day 1 – Effective Participation**
* Today we are going to start to talk about Effective participation and what it means. To be an effective participator means that you contribute and take part in your classes. You don’t just sit back, you jump in and do something. You raise your hand and try to answer questions, even if you’re not sure. You share your work with others, keep an open mind, listen carefully, and break problems into smaller chunks. Ask yourself today if you are participating effectively. If you’re not, you know what to do! Get involved!
* **Day 2 - Persuade Others**
* If you persuade someone, you convince them to do something by using reason and logic. You convince them and make them think the same way you do. We have to be careful that we use persuasion and not manipulation. Manipulation is when you try to get someone to do something that isn’t in their best interest. Where persuasion you try to get people to do things that are in their best interest, AND yours. It’s not just all about you. It has to be about the other person too.
* Many of you may have heard about persuasion when writing in Language Arts class. We learn how to write persuasive paragraphs and essays to try to convince someone of something.
* **Day 3 – People who can persuade others**
* Can you think of someone who is NOT very good at persuading or convincing others? For this I thought of the Pigeon in the “Don’t Let the Pigeon Drive the Bus” series. He doesn’t try to persuade the reader, but he tries to **manipulate** you to do what he wants! He begs, he pleads, he tries to make arguments but they are silly and don’t make sense. He even has a tantrum! That is definitely not the way to persuade someone!
* Now think of someone who is good at persuading or convincing you to do things. What do they do that is so different from the pigeon?
	+ They probably have good timing. They don’t try to talk to you about something when you’re really busy. So if you’re trying to persuade one of your parents to do something, wait until they have finished their phone call
	+ The person also likely tells the truth, have your best interests at heart and listens to you and your ideas. They don’t talk over you or tell you that you are wrong
	+ They probably talk kindly to you and you like them.
	+ They likely tell you how doing what they want will benefit you too! Keep these tips in mind the next time you are trying to persuade someone!
	+ These are all the nice ways you can persuade someone. Have good timing, tell the truth, make sure you think about the other person, be kind and likeable, treat the other person with respect and point out how doing what you want will be good for them too. Happy persuading!

**Week 2 – March 13-17 (Four day week)**

* **Day 1 – Get Involved**
* This week we are going to continue looking at the SECRET skill of Effective Participation. Getting involved will be our focus this week. I think GETTING INVOLVED probably the most important part of being an effective participator. You can’t just sit back and let things happen all around you – you need to DO SOMETHING. You need to be active in your life. You need to jump in and help or add an idea and get involved. Keep this in mind – Nobody can do **everything** – but everyone can do **something!** I challenge you today to get involved as much as you can in your class. Answer questions, ask questions, try everything! Try something!
* **Day 2 – You get out what you put in**
* When you want to be an effective participator in your life – it may help you to keep this in mind: No matter what you are doing in your life – school, playing a sport, working at a job, working at a relationship or anything really. You always get as much out of something as you put into it. So if you don’t really try and you sit back and let others do the work, then things will likely not go well for you. You likely won’t make that sports team, or you won’t get played a lot; you won’t do as well in school as you can; your relationships will be harder because people won’t be able to tell you care. So when you want the most out of things – put the most of yourself into it. Try your best, jump in, don’t sit back and let life pass you by. You’ll be glad you did!
* **Day 3 – What is important to you?**
* The other day we talked about how you get back what you put into things in your life. The more you try, and the more energy you put into something – the better it will go for you. This is very true, but sometimes you just don’t have the time or energy to put 100% of yourself into absolutely everything you do. There are just not enough hours in the day. This can be tricky, but when things start happening too fast, and you’re not sure what to do to keep up – this is what you can do. You need to slow down and think, really think, about what is important to you, and give those things your energy first.
* This is called setting priorities. Try making a list of what needs be done. This is a good strategy you can use every day. Now once you make that list, take a look at it, and the thing that must be done, or the thing that is the most important to you – put a #1 beside it. That means you do that first. Then you pick the second most important thing, and so on and so on until you have numbered your list. Numbering this list, is setting your priorities, and helps you make sure that what is important gets done every day!

**Week 3 – March 20-24**

* **Day 1 – Identify issues**
* This week we are going to continue looking at the SECRET skill of Effective Participation. We are going to look closer at identifying issues this week. Let’s talk about what this means. If you can identify issues it means you can figure out what isn’t going well, or you can find problems or mistakes or things that just aren’t great when working with others, or in your own work. This is a really important first step – because before you can fix a problem – you first have to know that something is wrong. Being able to figure out what wrong is your first step to getting better and fixing the problem!
* **Day 2 – Figure out the problem**
* So last day we learned that identifying an issue or figuring out that something is wrong is the first step in being able to fix the problem. That is great – but how do you do this? How do you actually figure out what is wrong?
* You may want to try this strategy – usually if something is wrong, we can tell with our feelings. Do you feel angry? Annoyed? Upset? Frustrated? Lonely? If you do, there is likely a problem. The first step is to stop and calm down. You can do that by taking some deep breaths or asking your teacher if you can take some quiet time. Once you calm down, it’s time to think about why you feel the way you do. What is causing the problem? Why are you feeling angry, for example? If you can’t figure out what the problem is, it’s time to visit a trusted adult like mom or dad, a teacher you trust or Mrs. Dedecker. We can help you figure out what the problem may be. The good news is – once we figure out it – we can help you solve it!

**March Break**

**Week 4 – April 3-7**

* **Day 1 – Finding Solutions**
* This week we are going to continue looking at Effective Participation. This week we will look at how to find solutions to issues or problems. Once you are able to identify an issue, or figure out what is going wrong – you can try to solve the problem or find a solution.
* It’s usually a good idea to brainstorm when you are trying to fix a problem. Try asking yourself – “what could I do to fix this problem?” Try making a list of good choices or solutions. Once you have a good list of options, you need to decide which is the best one. We’ll look at how to do that next day!
* **Day 2 – Picking the Best Solution**
* Last day we talked about brainstorming a list of possible solutions to a problem. If you can think of just one solution, then that’s easy. You try that and see how it goes.
* But what if you have a bunch of good solutions and you aren’t sure what to do? What you can do is look at each solution and try to PREDICT how it would go. If you think it would go well, then that’s a good choice. If things could go really wrong, then maybe it’s not the best choice.
* You could also take your solutions and make a list of pros and cons for each choice. Pros are the good things about using that solution; and Cons are the bad things about using that solution. Then you would pick the choice with the most pros and the least number of cons to try to fix your problem!
* You may not be sure, but pick one solution you think is the very best and try it!
* **Day 3 – The Third Time’s a Charm**
* So far this week we’ve looked at how to come up with solutions and how to pick one that may work. If you’re lucky the first solution you pick will actually work.
* HOWEVER, often our first solution will not work when we are trying to solve a problem! There is a famous saying that says “the third time’s the charm”. That basically means, you usually have to try three things before something really works. So don’t expect it to be easy! You may even have to try more than three things! Just don’t give up and keep on trying. And don’t forget – you have parents and teachers that you can go to for help too. If you’re having a hard time finding a solution, talk to one of us. We may be able to help.
* The last thing to consider when picking a solution to a problem is to make sure you include everyone involved in the situation. You have to do your best to try to find a solution everyone involved will be happy with. Sometimes that means you will have to compromise. This means you may not get ALL of your way; but you may get a little bit your way and a little bit someone else’s way. You often need to compromise when finding a solution to a problem.
* Hopefully you now understand a bit more about how to be an effective participator in your life. You need to get involved, jump in and do something, persuade others, identify or find problems and then find good solutions to fix them.

April/May

Reflective Learner

**Week 1 – April 10-14 (Four day week)**

* **Day 1- Set Challenges**
* Today we are going to start looking at a new SECRET skill. We will start to talk about what it means to be a Reflective Learner. One of the first things a good reflective learner does is set challenges. Your challenges can focus on something you want to get better at, or something you are already good at, but want to get EVEN better at. For example, you may think it would be fun to learn how to paint with oil paints. That would be a challenge. Or, you may be a really good hockey player, but you want to learn to skate even better so you can get more break-aways. That is a challenge too!
* You can set challenges for yourself at school too. Today, I’d like you to set one challenge for yourself outside of what you do at school, and one for something you do at school. The first step to meeting a goal or challenge – is setting one!
* **Day 2 –Desire for Change & Believe You Can Change**
* When you are setting a challenge for yourself, it helps to think about where you want to end up if you meet your goal. Try to picture or envision yourself meeting your goal. What does it look like? Sound like? Feel like?
* Now, sit back and think of what you will need to do to meet your goal. If you just sit back and wait for it to just happen, it won’t. You need a plan, and you need to work HARD to make it happen. The harder you work in life, the more successful you will be.
* You have to want to change, and you have to believe in yourself, and know you can meet the challenge or goal you set for yourself. You CAN do it! Believe it to achieve it!
* If you haven’t had a chance to set a challenge for school and outside of school yet, please do that today. Next week you can use theses challenges to make a plan and check in on your progress.

**Week 2 – April 17-21**

* **Day 1 – Make a Plan**
* Last week we looked at how to set challenges, this week we are going to focus on how to MEET the challenges you have set for yourself. There are three very important parts to this process. First you must make a plan. Then you must DO the plan, and then you must review your plan, make any changes that are needed and keep on going until you meet your challenge. This process is called Plan-Do-Review.
* Last week you set two challenges. One for in school and one for out of school. I’d like you to pick one of those challenges today and make a plan on how you can meet that challenge or goal. Take the time to think about how you will know you have met the challenge. How can you measure your success? Now make a plan for what you need to do to get there. Take the time to sit down and write down the steps you will need to take to meet your challenge. Ask your teacher for help with this if you need it.
* Ask yourself three questions to help you make your plan.
	+ 1. Who can help me? (a parent, coach, friend?)
	+ 2. What do I need to do? (practice, review, find materials?)
	+ 3. When will I work on this? (twice a week, daily?)
	+ If you can answer those three questions, you are well on your way to making a good plan to meet your challenge or goal!
* **Day 2 – Carry Out Your Plan – Just DO IT**
* Last day we talked about how to make a plan to meet a challenge. To plan you must ask yourself who can help you, what you need to do and when you need to do it. Once the plan is made, the next step is to actually do it.
* This can be the hard part. You have to dig in and make yourself do the things that need to be done, EVEN when you really don’t want to do them.
* It’s easy to put the things off we need to do sometimes, that is called procrastination. Don’t let yourself procrastinate. Keep your mind on your challenge or goal and how great it will be to meet that challenge, and go for it! Just do it!
* Now think about the challenge you have set and the plan you have made, and start doing it! Only YOU can make it happen for yourself. Get busy.
* **Day 3 – Review the Plan & Tweak it**
* The last part of the Plan-Do-Review cycle is reviewing how you are doing and changing things if you need to. A few weeks ago we talked about how things don’t always go as planned and often don’t work the first try. That’s totally ok! It’s actually normal for things to NOT go the way you plan.
* That is why it’s important to go back to your plan and see what’s working and what’s NOT working.
* If everything seems on track when you review your plan, then just keep doing what you are doing, and acomplish that challenge.
* But, if things are not going as you planned, which is normal, change your plan, and see how it works. You may have to try a bunch of things before you meet the challenge you set for yourself. Just don’t give up! Keep working on your plan, and keep working on your goal. As long as you don’t give up, you have a really good chance of meeting your challenge.
* This leads us to what we’ll be talking about next week. Sometimes, you may need some help to change up your plan from someone else. You may need to ask for advice or feedback. We will explore that more next week!

**Week 3 – April 24-28**

* **Day 1 - Invite Feedback**
* Part of being a Reflective Learner is asking for feedback about your work. Feedback is information from someone about what they think about your work. Often other people’s ideas and suggestions can really help us do something even better.
* There are a lot of people in your life that can give you feedback. You can ask your teachers, parents, friends, siblings, coaches, or other family members for their thoughts and ideas about your work!
* **Day 2 – Be Specific & Don’t Take It Personally**
* Inviting feedback is not just simply asking people “what do you think?”
* You need to ask people SPECIFIC questions such as “Is there anything I can do better to fix the writing? Does this make sense? How can I make this more exciting? Was my presentation interesting? How could I capture everyone’s attention more when talking?
* Asking specific questions about what you want to improve, will help get you the information you need to make your work even better!
* Remember, when someone offers advice, they are trying to help you and improve your work. Don’t take it personally – it’ not that they don’t like you – they are trying to help you be your best!
* **Day 3 – Two Stars & a Wish**
* One really good way to offer feedback is to tell the person looking for your feedback two stars and one wish.
* For the two stars, you let them know two things they did that were great, or that you really liked or enjoyed. This makes sure they know you did like what they did, and sets them up to be more ready to listen to your wish – or your advice on how to be better.
* Then you tell them one wish – or one thing they can do better to improve even more.
* This is a great way to make sure you don’t get caught up focussing on the negative or what is wrong. You look at what is good, and then pick one thing to make even better. Everyone wins.

**Week 4 – May 1-5**

* Day 1 – Share Your Learning
* Day 2 – Locally – younger students, siblings, parents, your class or teacher; lunch and learn
* Day 3 – Globally – blog, websites like Instructables, YouTube, Communities

May/June

Review

**Week 1 - May 8-12**

* Self-Management
* Hashtags for SM

**Week 2 – May 15-19**

* Creative Thinkers

**Week 3 – May 22-26**

* Effective Participation

**Week 4 – May 29-June2**

* Enquiry

**Week 5 – June 5-9**

* Team Work

**Week 6 – June 12-16**

* Reflection

**Week 7/8 – June 19-29**

* Review