



SIR CHARLES TUPPER SECONDARY SCHOOL  
2022-2023 COURSE OUTLINE

Course Name: Life Skills 1

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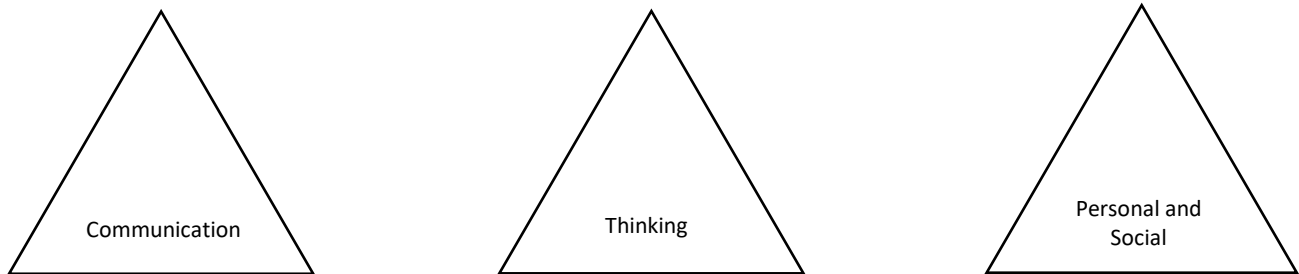
**BIG IDEAS in Life Skills**



**First People's Principles of Learning**

- I acknowledge that we live, work and play on the unceded and traditional territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), selilwitulh (Tseil Waututh) and skwxwú7mesh (Squamish Coast Salish) peoples.
- Thereby recognizing that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

**Core Competencies**



<p>The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital communication and media</p>	<p>The thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development and is demonstrated through:</p> <ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Critical thinking</li> </ul>	<p>The personal and social competency includes</p> <ul style="list-style-type: none"> <li>• Positive personal and social identity</li> <li>• Personal awareness and responsibility</li> <li>• Social responsibility</li> </ul>
<ul style="list-style-type: none"> <li>• Communicate feelings and choices</li> <li>• Listen and respond to the communication of others</li> <li>• Use alternative communication systems</li> </ul>	<ul style="list-style-type: none"> <li>• Use information to make positive choices</li> <li>• Problem-solve with decreasing need for support</li> <li>• Use existing knowledge to learn new things</li> <li>• Express knowledge in creative ways</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identity and family background information</li> <li>• Exploration and development of skills to take care of others, the classroom, school, and the environment</li> </ul>

## Senior Lifeskills Syllabus

Area of Emphasis	Understanding	Activities
<b>Self-Determination</b>	Making choices and expressing preferences and dislikes	Daily academic work, classroom chores, using free time in a productive way
<b>Active Living</b>	Understanding that healthy habits support good health and well-being	Cooking, menu planning, shopping, daily exercise
<b>Social Skills</b>	Communication skills with peers and adults will build relationships and understanding	Conversation practice, locating important information, answering questions, applying social rules in daily practice, conflict resolution with peers and teachers
<b>Transit Training</b>	Using public transportation will increase independence	Learning about bus fare, trip planning, using landmarks and maps
<b>Community Integration</b>	Exercising safety in the community is important for everyone	Road/bus/classroom safety and problem-solving, requesting assistance when in the community (shops, rec. centres)
<b>Social Health-Relationships</b>	Building and sustaining healthy relationships supports mental, social and emotional health	Reviewing social rules and practices that support healthy friendships, recognizing when we need to be alone, self-care practices
<b>Career Awareness and Exploration</b>	Understanding our individual strengths and challenges supports valuable WEX experiences, leading to greater independence	Pre-WEX activities to determine each student's strength and suitable WEX placements
<b>Work Experience &amp; Volunteerism</b>	Listening to, learning from, and watching our leaders, allows us to build work skills and capacity Volunteering at multiple sites will help us to decide what we like and what we are good at	Yearly work experience placements (WEX) in the community (supported by the district WEX team) and school based WEX projects

Student Assessment	Reporting	
FOR Learning: <i>I can build on existing ability, skills and understanding (using information from testing and assessments)</i>	Report 1	Dec.
AS Learning: <i>I can use activities in my class to develop and maximize my learning opportunities</i>	Report 2	March
OF Learning: <i>I can demonstrate my learning through progression and evaluation of goals outlined in my IEP</i>	Report 3	June
	IEP review (Fall)	_____
	IEP review (Spring)	_____