



Tools for Life – Trauma Informed Practices
Presented by Linda Bessmer
Muses3, LLC – Managing Partner

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toolsforlife

better futures



Professional Development Tools for Life Training Institute



Social Emotional Learning – Relationship-building Solutions

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Tools for Life is a Relationship-building solution that:



- ❖ Builds social and emotional skills
- ❖ Teaches respectful communication
- ❖ Promotes positive behaviors that enable students to cope with trauma and build resilience
- ❖ Provides students with Strategies, Tools, and a common language within a safe school environment



Social
Emotional
Learning
SEL



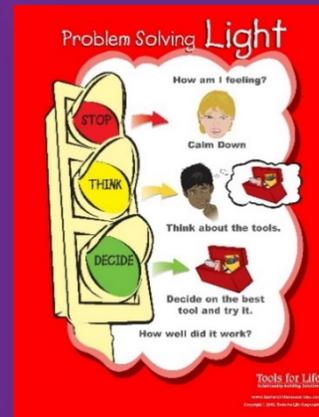
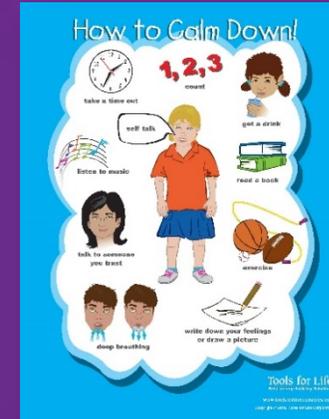
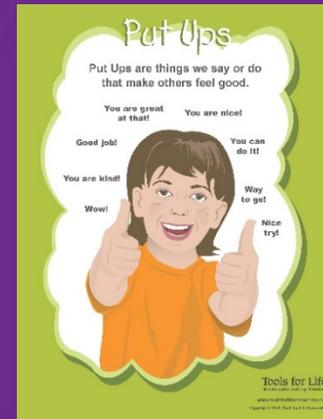
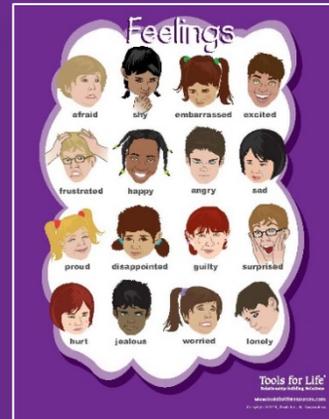


In the Classroom Kit

- ❖ Feelings Wheel
- ❖ Posters
- ❖ Problem Solving Cards & Lanyard
- ❖ Feelings Bingo
- ❖ Feelings Beach Ball
- ❖ Music / tunes / lyrics
www.toolsforliferesources.com/music
- ❖ Bookmarks
- ❖ Door Hangers
- ❖ Situation & Scenario Cards
- ❖ Educator's Manual



Tools for Life Strategies Poster Series



Paying Attention

Everyone listens in a different way

Body
is calm
but not
always
still



Hands and
feet to
ourselves

Eyes
looking
at the
speaker



We
listen
but some-
times
can't look

Ears
ready
to hear



Brain
always
thinking

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Tools for Life
Relationship-building Solutions

Paying Attention

EYES on speaker

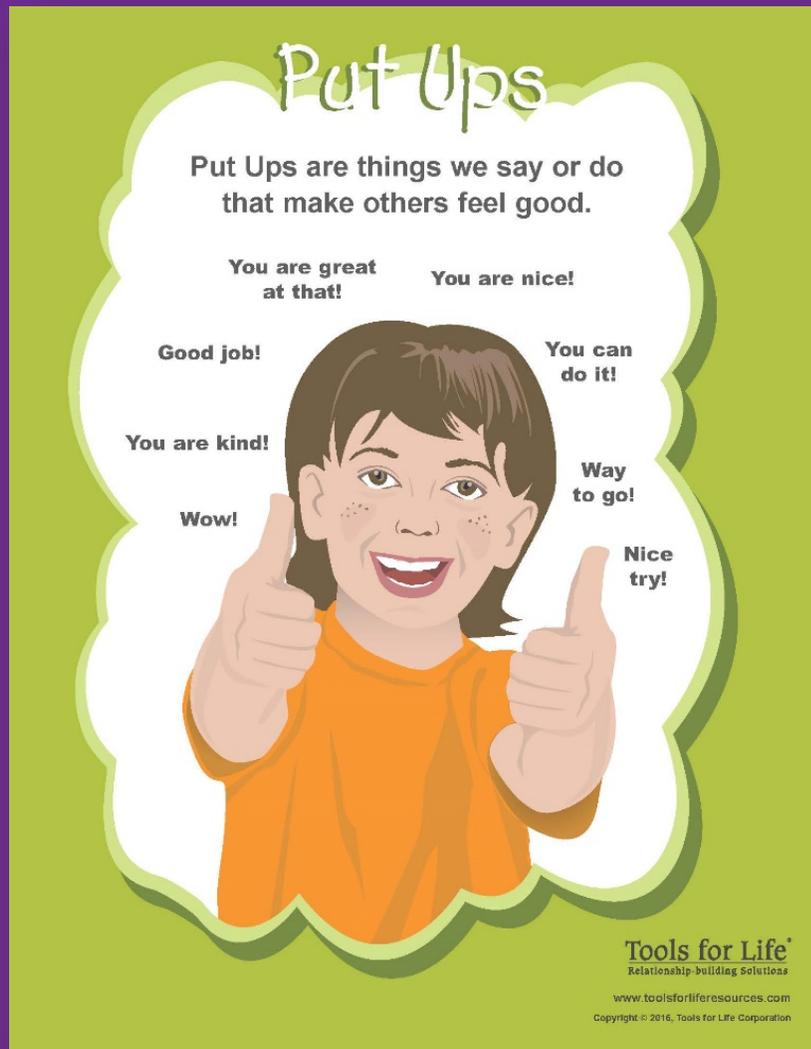
BRAIN is thinking

BODY is calm



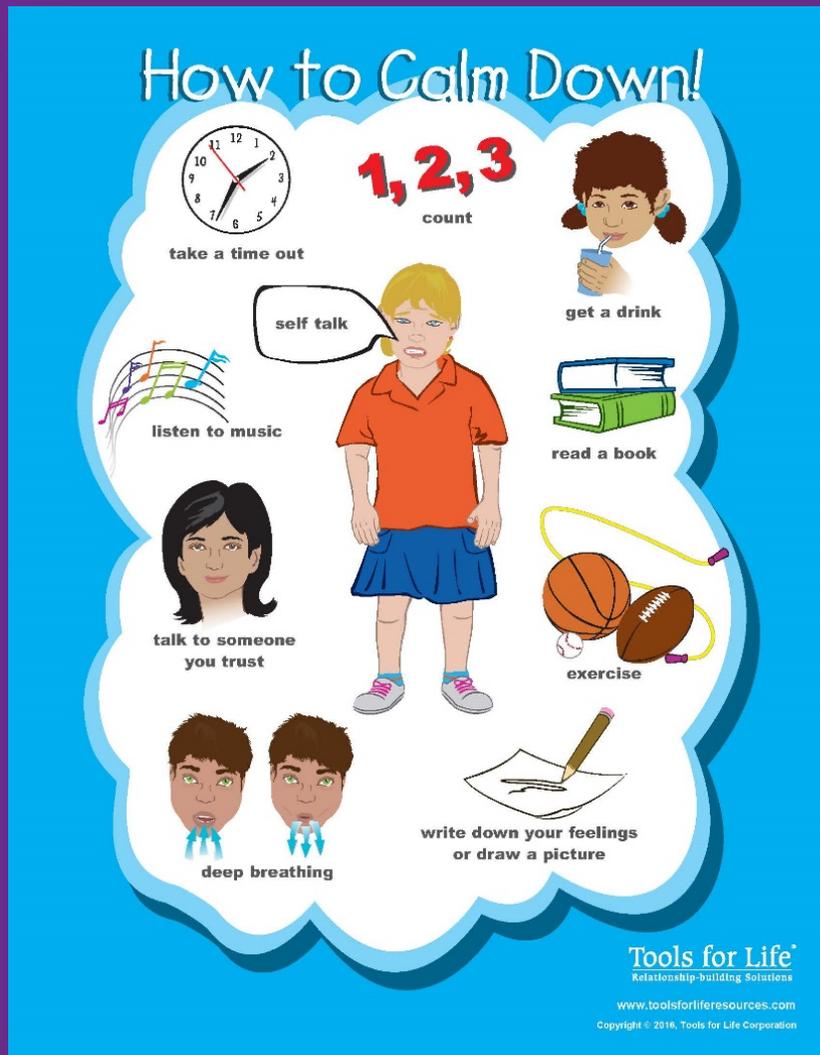
Feelings

We learn to identify feelings in ourselves and others and to react appropriately



A Put Up is ...

Something you say or do that makes someone else feel GOOD !

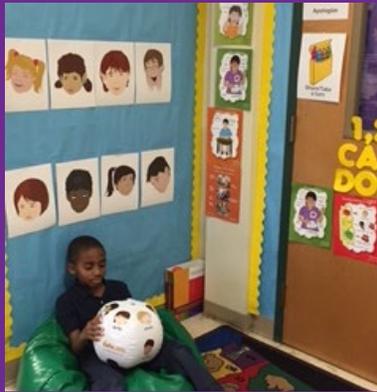


Calming Down

Calming down allows us time to get our thoughts together and to make appropriate decisions



Calm Down Zones





More Calm Down Ideas

- ❖ Fidgets
- ❖ Mindfulness jars
- ❖ Grounding materials
- ❖ Visuals
- ❖ Bubbles
- ❖ Stress balls
- ❖ Coloring books
- ❖ Hoberman spheres
- ❖ Rubik's cube
- ❖ iPod or CD player with headphones
- ❖ Colored paper and markers
- ❖ Feelings Inventory (at end of Workbook)
- ❖ Noise-cancelling headphones
- ❖ Visuals for breathing



Body Clues are ...

Our body's way of showing our reaction to a situation or a problem

Tools for Problem Solving



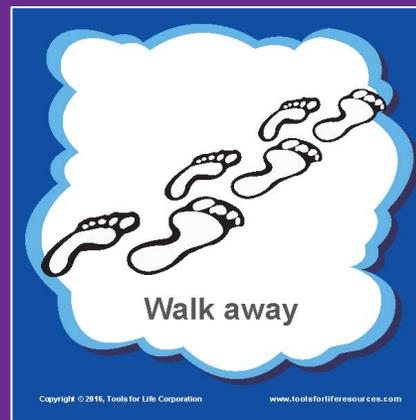
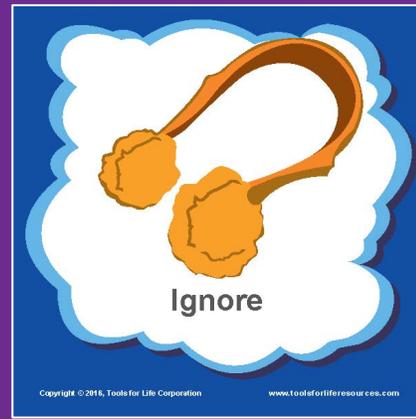
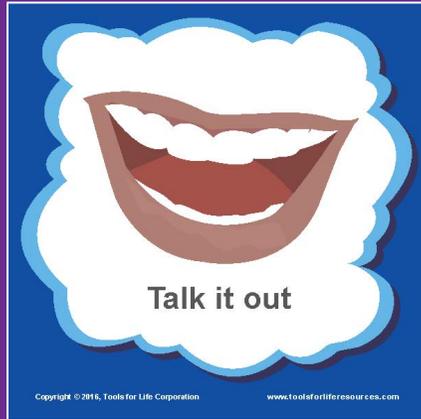
Tools for Life
Relationship-building Solutions

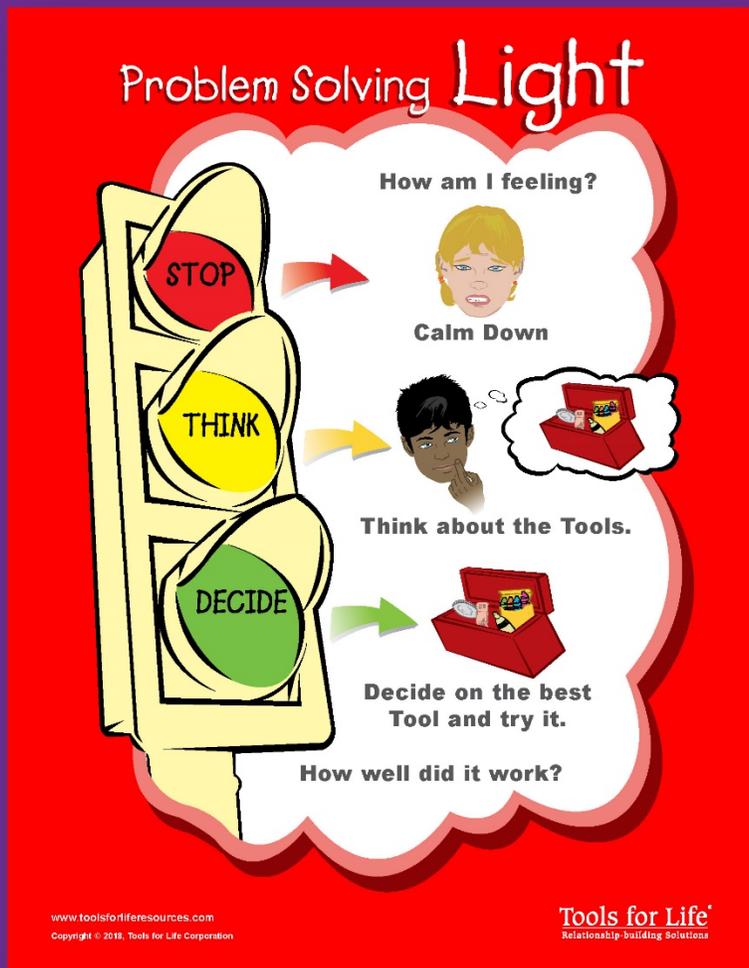
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The 8 Tools Cards





Problem Solving Light Process

STOP ...

THINK ...

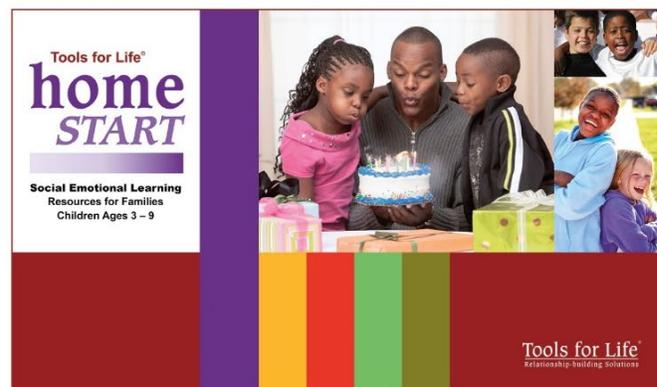
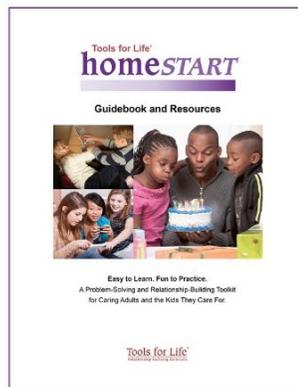
DECIDE !

How well did it work ?



Tools for Life® HomeSTART and Tools for Life® Comienza en la casa

**Tools for Life
HomeSTART
and
Tools for Life
HomeSTART Parenting
Workshop Kit**



Tools for Life® HomeSTART Parenting Workshop Kit

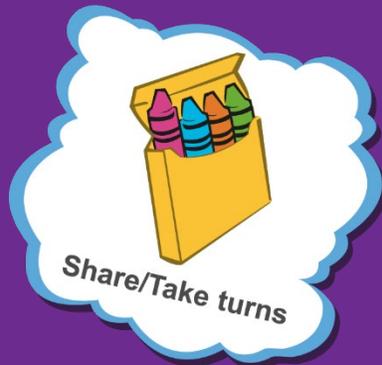


Tools for Life Resources





Tools for Life . . . All Day . . . Every Day!



the Tools Rule!

www.toolsforliferesources.com



Tools for Life[®]

Relationship-building Solutions



Social Emotional Learning

LEADERS IN SOCIAL EMOTIONAL LEARNING AND SELF-REGULATION RESOURCES

2017/18 Evidence-based research indicates that school boards and schools using Tools for Life resources, are noting:

- a significant reduction in office visits,
- a significant reduction in referrals to punitive education solutions,
- a significant reduction in injuries to staff.

**Tools for Life creates the positive atmosphere
in the classroom that allows learning to take place.**

The goal of Tools for Life is to promote social emotional learning, self-regulation, and resilience. When students, faculty and staff embrace the Tools and strategies, the school will become a positive, safe place where expressing feelings, engaging in respectful communication, and solving problems thoughtfully becomes second nature.

When parents, family, and caregivers learn to support and extend their children's learning, and the Tools and strategies are reinforced at home, Tools for Life becomes a way of life - all day, every day.

Dr. Regina Rees, Professional Development Manager, Tools for Life

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

The Ontario Curriculum, 2013

Tools for Life® Internalization Taxonomy

The Tools for Life Internalization Taxonomy details how the direct teaching of strategies and skills can be integrated into the curriculum and all other aspects of the school day.

INTERNALIZATION

TOOLS FOR LIFE
IS PRACTISED
ALL DAY,
EVERY DAY

- Tools for Life skills become second nature in building healthy relationships and problem solving.
- Students and teachers become adept at applying the Poster strategies for building healthy relationships and at applying any of the 8 Tools for problem solving. Tools for Life strategies and Tools are imbedded in content areas and classroom management.
- The entire school embraces Tools for Life as a community of learners. Students, faculty, and staff engage in respectful communication using a common language. The school becomes a positive place where students can safely and respectfully express their feelings and practise how to act and react appropriately and responsibly in difficult situations.
- Parents, family and caregivers model Tools for Life at home as a support for their children's learning in the classroom.

APPLYING STRATEGIES
AND TOOLS
TO CONTENT
AND CLASSROOM
PROCEDURES

- Students can evaluate feelings and situations using the traffic light, and choose Tools that will help them problem solve.
- Teachers will integrate into content areas the 8 Tools for problem solving and various strategies recommended in the Poster series as ways to build healthy relationships. For example, teachers will provide opportunities for students to evaluate the feelings and actions of historical and literary characters. They will develop lessons that creatively reinforce Tools for Life social emotional skills and problem solving in content areas such as math, science, art, music, and physical education.
- In their classroom management Teachers will promote respectful communication and application of the Tools while participating in class discussions and group activities.

PRACTICING
STRATEGIES AND
THE 8 TOOLS

- Teachers modify and develop extensions to the lessons to meet the social and emotional needs of their students.
- Students participate in activities such as role play, calm down strategies, and giving Put Ups through words and actions.
- Students discuss and practise how and when to use the Tools.
- Students discuss how they have used the strategies and one or more of the Tools successfully.

TEACHING
STRATEGIES AND
THE 8 TOOLS

- Teachers present lessons from the manual.
- They incorporate manipulatives from the classroom Kit.
- A Calm Down corner is provided in the classroom.
- Students are able to identify various strategies suggested by the Poster series and the 8 Tools for problem solving that are attached to the Tools for Life lanyard.

TOOLS FOR LIFE IN THE CLASSROOM

For Educators

In order to create a Tools for Life Classroom it is necessary for students, teachers and support staff to become totally familiar with the Tools and strategies. That will happen as skills are presented and students and teachers have opportunities to practise appropriate behaviours and responses to difficult or uncomfortable situations. Teachers will go from asking a student if he/she feels the need to go to the Calm Down corner, to the student knowing when it is time to spend a few moments there.

In the beginning, teachers will ask students which Tools they might use to resolve an issue; eventually, students will learn how to self-regulate, observe body clues, and then negotiate between themselves. Students will be able to relate how they resolved a problem by using Tools such as Ignore, Compromise, etc.. They will identify how their use of the traffic light problem-solving process might help them get into the right frame of mind to make a responsible response or decision. Teachers will also notice that the class will begin to get along with each other better. This can only happen when the Tools are integrated into the content areas.

Make Direct Connections with Your Students

Direct connections can be made in a variety of ways:

- Use the feelings ball to identify how characters in a book which students are reading may have felt at particular times in the story
- Identify which of the Tools story characters might have used to solve their problems
- Write haiku poems about the strategies; compose new music lyrics about the Tools
- Graph or chart when and how Put Ups are offered; invite students to do a survey
- Use current or historical events to determine which Tools could have been used to avoid an awkward situation or accomplish a certain outcome.

Give Yourself Credit

You are probably already using some of the Tools in your classroom right now. Have you ever divided the class into groups? If so, you are integrating social and emotional learning. In order for students to successfully work in a group, students must have the skills to talk it out, share and take turns, collaborate, compromise, and sometimes ask for help.

Group work needs the Tools. Perhaps revise your group activities to ensure that students will have to include Tools. You might even include a checklist that asks each group which strategies and Tools they used to complete the group task.

Integrating Tools for Life into the Classroom and Curriculum

✓	Move from direct teaching of Tools for Life to integrating the Tools into the entire curriculum.
✓	Do you have a set of classroom rules? Invite students to check them and determine how the Tools fit into those rules.
✓	Do you have a shout-out wall? That is a Put Ups Wall. Do you encourage the class to give students a “round of applause”? That is also a Put Up.
✓	Do you have students make cards for fellow students or teachers who have been absent, ill, etc? Those are also Put Ups. In other words — name it and claim it. You are integrating Tools for Life into your classroom. When you engage students in social and emotional activities, make sure you use the language of Tools for Life so they can make the connections.
✓	In creating a Tools for Life classroom, it is important to keep reinforcing the use of the 8 Tools. Classroom management will become less of an issue, allowing learning to take place.
✓	Identify what a Tools for Life classroom “looks like” and how to adjust your own classroom. Implement changes in your classroom management style to allow for the positive and effective use of a Calm Down Center and a Put Ups wall. Recognize what a “community of learners” entails.
✓	Recognize that children through practice in a safe environment will learn to remember and apply the Tools for Life strategies and Tools and when they can assist them in getting along better at home, in the classroom, on the playground and in the community.
✓	Permit creative arts and technology to be used as ways of communicating self-identification, self-regulation and internalization. Offer children a variety of opportunities and ways to communicate with each other and teaching staff.
✓	Recognize the importance of implementing a consistent common language in and outside the classroom and identify how teachers might collaborate with other faculty, administration, and staff to change the culture of the school.
✓	Implement the Tools for Life program in the classroom with appropriate brain-dominant learning style activities.
✓	Recognize the importance of the linkages with the home to develop and foster support of the Tools for Life Common Language and modelling of positive behaviours.



Social Emotional Learning



Having the Right Tools from the Start Can Help Insure a Child's Success

Today's children are taught reading, writing and math before they start kindergarten with an emphasis on the earlier the better. We are so concerned with the intellectual development of our children that we barely touch on their social and emotional development; which is really odd considering that we human beings are affected by emotions in all aspects and at every turn in our lives.

Memory is only one way that emotions affect our lives. Emotions can cloud our minds, control our actions, but they can also propel us to achieve great things when properly directed. They are powerful and as adults we often find them difficult to handle. Children develop an awareness of emotions almost as soon as they start acquiring language skills. This is the perfect time to educate them on how to begin to identify and handle emotions, and build resilience for those times when the going gets tough.

Tools for Life® is a Social Emotional Learning and self-regulation program that provides practical strategies and Tools that better enable children from age 3 to Grade 8 cope with their emotions, and act and react appropriately. The children learn to identify their own feelings and recognize body clues as to how others are feeling. They acquire decision-making strategies to channel these emotions into positive interactions and respectful communication. Self-awareness, empathy and self-regulation are enhanced by the program's 8 specific Tools for dealing with everyday social interactions.

From a young age children need to be empowered with tools and strategies to cope with conflict, build positive relationships, and realize their full potential both individually and as an integral part of the community.

For teachers, Tools for Life means more time teaching, and far less time managing disruption. Tools for Life is foundational to all that you are already doing. It works best when embedded across the curriculum and when it is applied in the classroom all day, every day, whenever a teaching moment arises.





Tools for Life®

Relationship-building Solutions



Social Emotional Learning

RESILIENCE to bullying and trauma CAN BE LEARNED. Help all children develop the skills they need to grow and prosper.

What is Tools for Life®? Social Emotional Learning (SEL)

By helping children and youth discover how to handle their emotions and positively interact with others, Tools for Life hopes to arm them with the skills they need to flourish throughout life. Tools for Life is the step-by-step program designed to build those skills. It's activity-based, it's fun, and it works.

Through each stage of childhood, the program aims to equip children with life skills from listening and self-regulation to decision-making, problem-solving, compromise and collaboration.

Learning empathy and resilience are cornerstones of the program. These attributes are essential to self-awareness and self-confidence, key strengths for handling peer conflict such as bullying and for reducing and managing trauma.

Why do children like Tools for Life® so much?

In a word, wellness.

Children learn, through strategies such as breathing, positive thinking, or exercise, that they can influence how well they feel and how they cope. They can choose how to manage their emotions. Self-regulation is actually empowering! What's more, they can learn to read signals and be responsive to others, and make difficult situations safer and better for themselves.

Since Tools for Life progresses step-by-step, the children start early with play-based basics and build their skills at exactly the right pace. And just like any learned ability, from skiing to debating, as their skill level climbs higher, so do their enjoyment and commitment. In fact, soon they are coaching each other.

How does Tools for Life® fit today's vision for education?

More and more, educators, legislators and advocates all recognize the need to address the well-being of the whole child, improve children's social and communications skills, and work together to combat aggressive conduct such as bullying. Tools for Life is the proven tool to help do just that. And Tools for Life classrooms are leading the charge.

Teachers who introduce the Tools for Life curriculum in their classrooms begin to share a common language with their students, and their students with each other. There is a frame of reference for dealing with the ups and downs of relationships in school and beyond. Classroom management is less the issue. Better learning is the outcome. And when this learning is reinforced at home using Tools for Life HomeSTART, a program for families, the rewards are exponential.

Tools for Life® Modules

	Ages 3-4	8 Lessons
	Ages 4-5	8 Lessons
	Grade 1	8 Lessons
	Grade 2	9 Lessons
	Grade 3	10 Lessons
	Grade 4	12 Lessons
	Grade 5	11 Lessons
	Grade 6	12 Lessons
	Grade 7	11 Lessons
	Grade 8	13 Lessons

www.toolsforliferesources.com



Tools for Life® in Action

Each Tools for Life module is packaged as a comprehensive kit, organized in a sturdy, compact box that's easy to store and keeps everything at hand. Kits comprise the relevant teacher manual, along with a wide variety of resources – from bingo games to feelings wheels – making every learning experience age-appropriate, interactive and engaging.

Ages 3 to 5

Even the youngest school children, perhaps just three years of age, can begin to develop life skills through the Tools for Life program. For example, seated together on the carpet, they learn how to be good listeners, how to make friends using kind words, how to identify their own feelings and respect those of others.

Grades 1 - 4

From the start, Tools for Life uses a common language embracing all cultures that is easily understood and allows everyone self-expression and consistent ways to work out conflict. By Grade 4, while lessons are still primarily oral in nature, teachers can decide on the readiness of the class for particular instruction or activities based on reading and writing levels. Regardless of format, children now advance their skills in areas such as co-operation, goal-setting and problem-solving.

Grades 5 - 6

At this grade level, children are supported while they try out, evaluate and personalize life tools and strategies which promote their resiliency, confidence and emotional well-being. They are encouraged to examine a positive, inclusive world view. The program provides maturing learners with an environment where healthy relationships are seen as attainable by all, and creative solutions to life's unexpected challenges can be navigated collaboratively.

“Tools for Life has helped to change the lives of many of our students and because of that their lives will never be the same again. It has helped us transform and be a more successful community.” – Primary Teacher

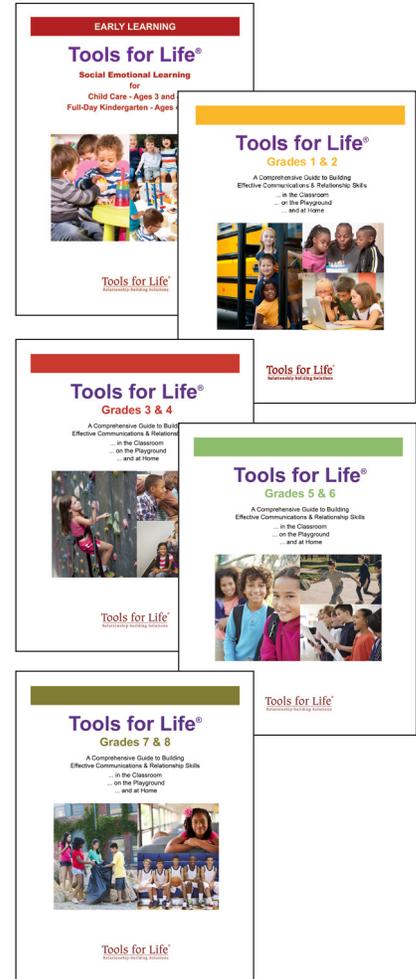
Grades 7 - 8

By Grades 7 and 8, Tools for Life learning can be impressive indeed. Students are ready to examine and tackle cultural stereotypes and gender bias. They examine the nature of conflict escalation and develop self-calming techniques. They learn how to 'look for' self-projections, body language clues or masked feelings and how to move from a defensive stance to a cooperative stance. Their own personal map with strategies and tools helps them de-escalate emotionally charged situations and build trust and respect in their relationships.

Tools for Life Parenting Kit and HomeSTART

A partnership between teachers and families is supported by frequent communications from school, updating parents on classroom learning and suggesting follow-up activities. Adding to that, Tools for Life HomeSTART is a complete kit for the home, providing both a guide and resources, from book marks to problem-solving cards, which further reinforce the language and strategies learned at school. The in-home program can be easily integrated into daily routines to promote respectful family communication, reduce stress and increase positive, interactive family time.

“Tools for Life gives students and staff an accessible, consistent choice of words and relationship-building strategies.” – Principal



“Tools for Life has greatly changed the tone and culture of our school. The common language and Tools provide a foundation for the staff to communicate with each other and the students. The success of the program is in teachers adopting the program and integrating its features into our everyday life here at school.” – Principal



Social Emotional Learning

Tools for Life® HomeSTART changes the culture at home

Aggressive behavior and other childhood trauma have reached epidemic proportions. Now is the time to go after their root causes and stop them in their tracks. **Tools for Life® HomeSTART** presents a practical starting point for families and schools looking for strategies and solutions.

HomeSTART is a comprehensive program in a kit, recommended for children ages 3 to 9. It's designed for adults and kids to use together at home. It's fun and easy, even for little children, but very effective; it's based on the same powerful strategies for managing conflict and building relationships that have made **Tools for Life®** so successful in classrooms.

HomeSTART helps families create an environment full of cooperation and respect, while curbing nasty conduct or interaction, from rudeness and shouting, or cold wars and exclusion, to sibling rivalry that can escalate to fighting.

Who is purchasing HomeSTART and putting it to work? Families of course, but also schools that wish to reach out to their communities by offering parenting workshops.

Exactly How HomeSTART Works

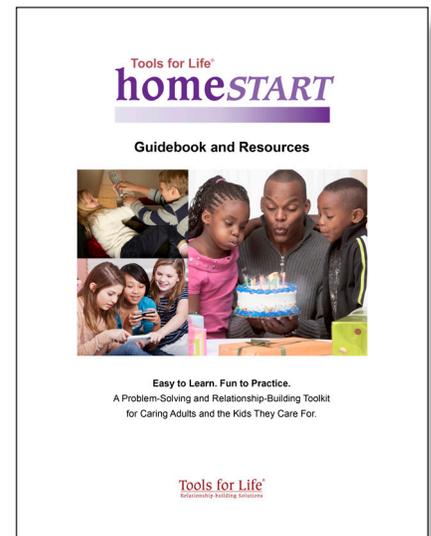
First, both children and families practise being good listeners. Then they learn all about using positive language that everyone understands and appreciates. Children begin to recognize and name their own feelings, which leads in turn to understanding the feelings of others. Finally, kids learn to self-regulate, stay calm and controlled, use some simple decision-making Tools, and choose the best reaction to all kinds of situations.

When children take practical learning like this onto the bus, into the playground or onto the internet, they can hold their own—neither bullied nor bullies, but peacemakers armed with exactly what they need, a happy, healthy sense of self-esteem.

Tools for Life® has been helping thousands of students in hundreds of classrooms every year. It's earned 93% highly satisfactory ratings with teachers, who say they can now actually spend their time "teaching instead of troubleshooting".

Tools for Life® HomeSTART. Simple steps to real life results.

www.toolsforliferesources.com



“My two and a half year old daughter uses Tools for Life® at daycare and has learned how to ‘talk it out’ and say ‘I’m sorry’ already. It’s incredible. I want to incorporate this great tool into our home lives!”
 – Mom of a Pre-Schooler

“This Tools for Life® program gave me a way to help my son when I was at a loss. Through songs and fun activities, my son became aware of his feelings and body clues. Then he could use the hands-on Tools to calm down and solve problems. He even played ‘problem fix it guy’ for all of us.” – Jacob’s Mom



Tools for Life[®]

Relationship-building Solutions



Social Emotional Learning

ALIGNMENT

Tools for Life and Search Institute's 40 Developmental Assets

Search Institute's 40 Developmental Assets focus on the relationships and opportunities children need in their families, schools, and communities (external assets) and the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets).

Tools for Life Relationship-building Solutions is a social emotional learning resource for children from age 2½ to Grade 8. The program, designed with both students and adults in mind, encourages educators, students and families to work together as partners using a common language that supports the consistent use of certain Tools to problem solve and manage difficult situations, and the consistent application of respectful communication and the use of certain Strategies to build resilience and healthy, positive relationships. Students gain self-control and self-esteem as they learn how to act and react in a thoughtful, constructive way, allowing them to flourish as learners. In the classroom, Tools for Life is referenced all day, every day. Through practice, it becomes second nature for the students to rely on the Strategies and Tools to build sustainable relationships and work through everyday problems.

The Tools for Life HomeSTART Kit and the Tools for Life HomeSTART Parenting Workshop Kit allow parents and caregivers to model and reinforce those same Strategies and Tools at home and with their children in the community.

In the 1990's, the 40 Developmental Assets Framework presented by Search Institute was at the heart of the initial development of Tools for Life. At that time a regional children's mental health agency was dealing with children in the classroom who were at risk due to aggressive behaviors. The agency relied on the Assets, as well as CASEL research, to provide an underpinning for the Tools for Life program they implemented. A three-year research study subsequently indicated to the early intervention team that all children could benefit from Tools for Life when practiced with fidelity in the safety of the classroom.

Tools for Life continues to support these “building blocks of healthy development.” Tools for Life Lessons in Grade 4 through Grade 8 specifically cross-reference the 40 Developmental Assets. By way of example, the attached Tools for Life lesson layout contained in the front matter of the Grades 5-6 teaching manual references the Search Institute. Also attached is the opening page of a sample lesson, again referencing certain of the competencies found in the Assets as they relate to that Tools for Life lesson.

When Tools for Life is incorporated into the classroom curriculum and throughout the school, the climate of the school begins to change. There is less steam in the classroom as children learn to self-regulate, and more opportunity for learning. Students become aware of their feelings and the feelings of others and learn to respond to those feelings appropriately. With practice, through a variety of engaging activities and role play scenarios, Tools for Life becomes second nature for students - a resource that can support them all day, every day.

EXTERNAL ASSETS

Developmental Assets	Tools for Life
<p>Support</p> <p>Young people need to be surrounded by people who love, care for, appreciate, and accept them.</p>	<p>Tools for Life provides family support with the at-home program entitled HomeSTART, which mirrors the Tools for Life classroom program. HomeSTART contains Strategies, Tools, shared literacy readings and games for parents and caregivers to engage their children as they support and model the positive behaviors that their children are learning at school with Tools for Life.</p> <p>The HomeSTART Parenting Workshop is also available. This outreach program builds family partnerships and community connections with the school. Parents can learn how to use Tools for Life with their children while networking with other parents and educators. The workshops can be led by teachers, parent leaders, or other designated members of the community. These strong connections reinforce the common language and respectful communication used in Tools for Life. The social and emotional skills will become second nature for the child and family.</p> <p>The Tools for Life curriculum includes letters to parents with visuals for each lesson. The parents can model and reinforce the skills at home.</p> <p>When the entire school integrates Tools for Life into the school day, the climate of the school is transformed into a caring, safe, encouraging environment.</p>

Developmental Assets**Tools for Life****Empowerment**

Young people need to feel valued and valuable. This happens when youth feel safe and respected.

Tools for Life teaches students how to identify their feeling and the feelings of others. They learn Strategies that help them to calm down, pay attention, and become confident and resilient. Students learn valuable Tools that will help them solve problems and engage in respectful communication that promotes positive relationships. The result is that students feel safe because they have been empowered to deal with personal and academic challenges.

Boundaries and Expectations

Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

Through HomeSTART and the Parenting Workshop, families learn how to become a positive role model, set clear family rules, and encourage their children to do well. Teachers will model positive, respectful communication and set high expectations for students as they guide them through the Tools and strategies. Students learn how to model responsible behavior so they will be positive models for their peers. They understand that there are rules, expectations, and consequences. They will practice critical thinking skills and Tools for Life Strategies so they will be able to make competent decisions.

Constructive Use of Time

Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

Students learn to share, take turns, compromise, talk problems out, and ask for help when needed. When students have the confidence to be able to handle themselves, they will have the confidence to engage in creative activities, youth groups, spend quality time with friends, and develop new skills and interests. Each lesson provides a variety of activities including role play, music, art, and literature based exercises that encourage creativity and developing new interests. HomeSTART features activities and projects the entire family can enjoy.

INTERNAL ASSETS

Developmental Assets

Tools for Life

Commitment to Learning

Young people need a sense of the lasting importance of learning and a belief in their own abilities.

Students will learn how to handle problems by developing calming down Strategies and learning Tools to help them solve problems.

They will engage in activities such as the feelings ball and feelings BINGO that help them to understand themselves as learners and individuals.

Students will also learn strategies for paying attention and understanding body clues. They will identify and practice tools that will help them make positive choices. These Strategies and Tools will carry them through the school day, home, and through adulthood.

When students understand and practice the Strategies and Tools, they will be able to engage in respectful communication, solve relationship problems, and become resilient. The resulting positive classroom atmosphere will allow learning to take place. As students become successful, they will feel more confident. They will realize the importance of learning and that they can succeed.

Positive Values

Young people need to develop strong guiding values or principles to help them make healthy life choices.

The Strategies and Tools provide positive ways for students to learn social emotional skills. Each lesson focuses on a specific value and includes Strategies and Tools to help students make healthy life choices. Because the Strategies and Tools are integrated into the curriculum, students will be able to practice them each day until they become second nature.

Developmental Assets**Tools for Life****Social Competencies**

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

Tools for Life is a relationship building program that emphasizes respectful communication that leads to solid social and emotional skills. Students will learn resilience, self-management, and problem-solving skills. They will practice critical thinking skills that will allow them to identify their feelings and those of others, and make good decisions when solving problems.

Positive Identity

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

With Tools for Life, students explore their feelings and the feelings of others.

Students learn to give Put Ups to each other in order to focus on building positive relationships. They begin to understand that it feels good to say and do good. When students receive positive feedback and Put Ups, they begin to understand their own self-worth. When they use a Strategy or Tool, they understand that they do indeed have control over things in their lives.

Because the Tools for Life classroom provides a safe environment and promotes social and emotional well-being, students will have a sense of belonging. The classroom will be a place where they can make friends and work together with others.

Kindly note the alignment of the 40 Developmental Assets in Tools for Life teaching materials, as illustrated in the following two attachments, taken from Tools for Life resources for Grades 5 and 6:

1. Grade 6 - the lesson layout presented at the opening of the teaching manual
2. Grade 5 - a sample lesson intro correlating the lesson to certain of the Assets

Grade 6

Teaching and Learning - Lesson Layout

The **Tools for Life** lessons and teaching / learning activities provide a resource for teachers and youth care professionals that can be followed as is or adapted to suit the needs of specific groups of children. Each lesson includes the following components.

Learner Competencies state the lesson's goal and essential learning.

Links to Development Assets identify the Search Institute's 40 Developmental Assets that are addressed by Tools for Life lessons.

What's It About establishes a focus and provides background to the topic.

Big Ideas capture the essence of the learning within the larger context of the program goals.

Building on Prior Learning and Experience highlights the knowledge, relational skills and social awareness that students may have acquired in working together, playing in groups and team-building in earlier grades.

Getting Started, Working on It, Responding and Sharing outline a comprehensive but flexible three part lesson plan.

Revisiting the Learning provides suggestions for supporting ongoing learning and practice.

Feedback on the Learning invites learners to reflect on their learning and identify their needs.

Resources you may need identifies materials or space that may be required



Grade 5

Preparation and Planning

Lesson 1: Purposeful Listening

Focus: Empathy

Grade 5

Learner Competency

I can watch and listen attentively to learn more about how others think and feel.

Social Competencies

(Search Institute, 40 Assets)

- Interpersonal Competence
- Peaceful Conflict Resolution

Positive Identity

(Search Institute, 40 Assets)

- Personal Power
- Self Esteem

What's it about?

Children communicate thoughts and feelings through words, body language, facial expressions and tone of voice. Attention to the thoughts and feelings of others is an important but challenging part of solving problems. Effective listeners know how to set aside their own thoughts and feelings in order to observe and listen to the other person.

Big Idea and Learning Goal

We need to listen to others in order to resolve conflicts. Words, body clues, facial expressions and tone of voice can help us understand what others are thinking and how they are feeling.

Building on Prior Learning and Experience

Students have developed basic listening and communication skills in previous years.

Learners have identified the characteristics of good listeners and practiced their active listening skills in the Grade 3 module of Tools for Life. They also have practiced watching for body clues and listening attentively in Grade 4.



Tools for Life® SERIES

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For the Center and the Classroom

Ages 2½ to 4

Ages 4 to 5, FDK

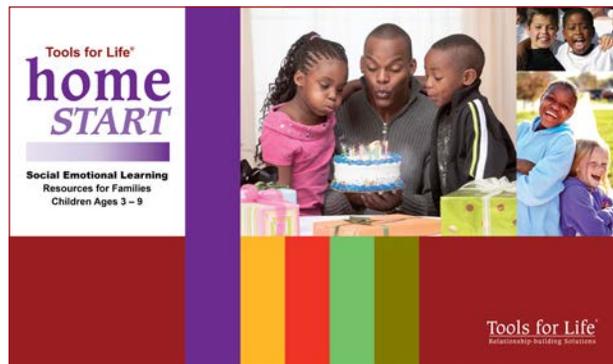
Grades 1 and 2

Grades 3 and 4

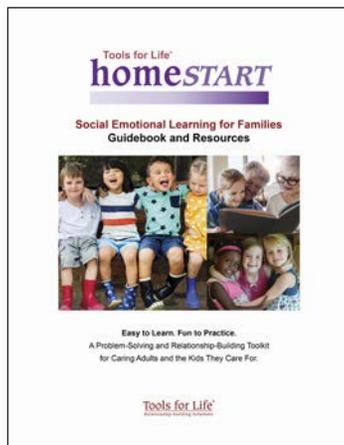
Grades 5 and 6

Grades 7 and 8

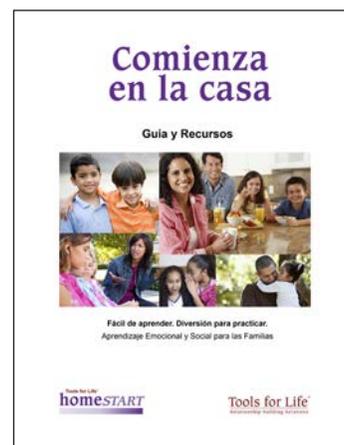
For use in the home, the center and at school



Tools for Life® HomeSTART Parenting Workshop Kit



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