

Life Skills Training Pilot Project for Manitoba's Children

Promoting Health and Personal Development



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In general terms Life Skills Training has been used to:

- try to develop healthier communities
- bring about real behaviour change
- promote learning by doing
- foster skill development



Reduce	<ul style="list-style-type: none"> -delinquent behaviour -violence -drug use -high risk sexual activity -peer rejection -emotional disorders
Increase	<ul style="list-style-type: none"> -social adjustment -self-esteem -academic performance -pro-social behaviour

How do they do this??

- program targets social and psychological factors that may cause youth to initiate risky behaviour.

Component	Skills or Topics
Personal Self-Management	<ul style="list-style-type: none"> -Personal behaviour change -self-image and behavioural goal-setting, self-monitoring and reinforcement -problem-solving and decision-making -stress and anxiety management
General Social	<ul style="list-style-type: none"> -effective communication -conversational skills -meeting new people, greetings, etc. -navigating social requests -assertiveness skills
Social Resistance	<ul style="list-style-type: none"> -Awareness of media and other influences on the use of drugs -development of anti-drug use norms -prevention related drug/health knowledge -drug refusal skills

Life Skills Training Project Overview

- was brought forward as a community initiative to address crime prevention.
- Who was involved?
 - concerned Principals and Teachers in the province.
 - was a partnership between Healthy Child Manitoba, Manitoba Justice and Education.

Healthy Child Manitoba	Dr. Rob Santos Teresa Mayer Tina Moody	Scientific Senior Policy Advisor Senior Data and Statistical Analyst Program and Policy Consultant
Justice	Beth Ulrich	Director, Crime Prevention
Education	Carole Bilyk Brian Hatherly (to June 2010)	Acting Coordinator, Development Unit of ICAB PE/HE Curriculum Consultant

Project Overview

-Life Skills training program was developed by Dr. Gilbert J. Botvin, Professor of Public Health and Psychiatry at Cornell University's Weill Medical College. Dr. Botvin is also director of Cornell's Institute for Prevention Research

-This program is a groundbreaking substance abuse prevention program for students based on more than 25 years of scientific research.



How did the Pilot Program develop?

- Letters of information were sent out to all Manitoba elementary schools explaining the nature of LST and the pilot study scheduled begin in 2009/10.
- over 30 schools expressed interest in the program.
- program was piloted on grade-three students using a randomized control trial (RCT) where half of the interested schools implemented the program and the other half did not initially implement the program.

Project Scope

- 2009/10 school year 19 teachers in 14 schools implemented the LST program in their grade 3 classrooms.
- 2010/11 control schools were given the opportunity to receive LST training and deliver the full LST curriculum.

2009/10 Intervention Schools

- Waywayseecappo Community School
- Joe A. Ross School
- Wawanesa School
- Cormorant Lake School
- Anola School
- Lt. Colonel Barker VC School
- Westwood School
- King Edward Community School
- Long Plain School
- Skowan School
- Charles Sinclair School
- Amos Okemow Memorial School
- William Whyte School
- Douglas School
- Gladstone Elementary School
- Anicinabe Community School

2010-2011 Control Schools

- Walter Whyte School
- Hamstead School
- Arborgate School
- Boissevain School
- Juniper School
- Ruth Betts School
- Elkhorn School
- Wanipagow School
- St. Rose School
- Inwood School
- Lake St. Martin First Nation School
- Sioux Valley School
- Gillis School
- Erickson Elementary
- OV Jewitt Community School

What are the specific Life Skills Training Lesson Topics for this Pilot Project?

1. Self-esteem	-analysis of high and low self-esteem
2. Decision-making	-the use of Stop-THINK-Go strategies
3. Effects of smoking	-effects of smoking and reasons why people choose to smoke or not to.
4. Influences of advertising	-tricky techniques used to sell products
5. Managing Stress	-physical changes when under stress and relaxation techniques
6. Communication skills	-feelings and body language
7. Social skills (positive friendships)	-qualities of a good friend
8. Assertiveness	-refusal skills and different ways to say NO

How does this program link to the Manitoba Curriculum for Physical Education and Health Education?

General Learning Outcome #3 Safety - Strand B - Safety of Self and Others	-community safety awareness, community supports and services, violence prevention (behaviours and strategies) and personal safety.
General Learning Outcomes #4 - Personal and Social Management Skills	-Self-awareness, self-esteem, decision-making/problem-solving, social responsibility, relationships (communication skills and styles, developing relationships), conflict resolution, avoidance and refusal strategies and the development of interpersonal skills.
General Learning Outcome #5 - Healthy Lifestyle Practices	-includes personal health practices, helpful and harmful substances, effects of substance use and abuse

Current Status

- program continues in its second year with control schools implementing the lessons this year.
- 70% of initial trial schools are continuing with their delivery of the program for a second year.
- generally speaking teachers reported being pleased with program materials and the activities within lessons.

Highlights/Strengths	Considerations to be Aware of
-Children very interested	-American content
-Topics led to a wealth of discussion	-Time (took longer)
-Very engaging	-Lack of visuals (cigarettes)
-Easy to follow	-Change some writing
-Well laid out teacher's guide	-More on friendship

Feedback Quotes



“Ease of Use”



“Children very
interested and
engaged”



“Material was
informative, program
was easy to implement”



“I feel I was inspired in the whole program and hope I was able to help a few students”



“The program teaches
very important yet basic
things”



“I’ve enjoyed watching the children grow, with regard to their communication skills and how they’ve become more respectfully assertive”

“I thought that teaching LST is like planting seeds. Those skills are basic yet a vital part of life in young people’s minds”





Thank you

