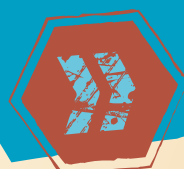
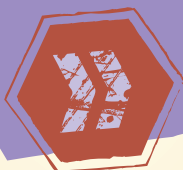




VENTURES

the Journey

THE OLYMPIAN AWARD



# LEARNING AND MASTERING LIFE SKILLS

A NEW WAY OF ASSESSMENT V. 2



THE *Scout* ASSOCIATION  
OF MALTA



SCOUTS®  
Nibnu Dinja Aħjar

In Scouting,  
a boy is encouraged  
to educate himself  
instead of being  
instructed

Robert Baden Powell



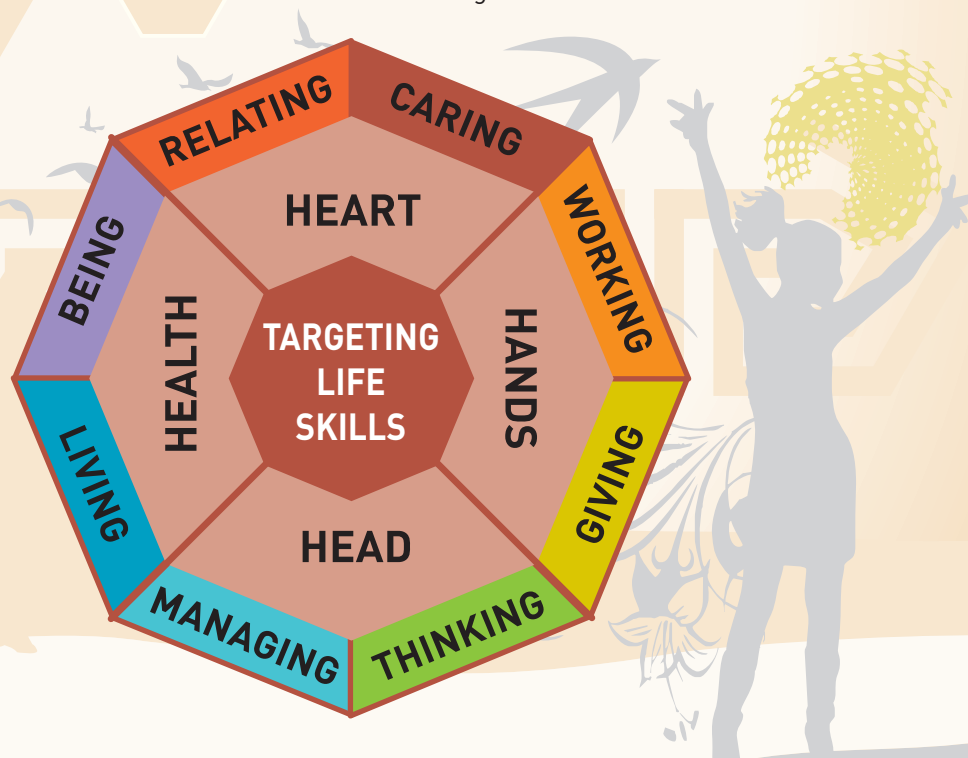
## Life Skills Education

Youth development is a process of mental, physical, social and emotional growth during which you, a young adult, prepare to live a productive and satisfying life within the customs and regulations of our society.

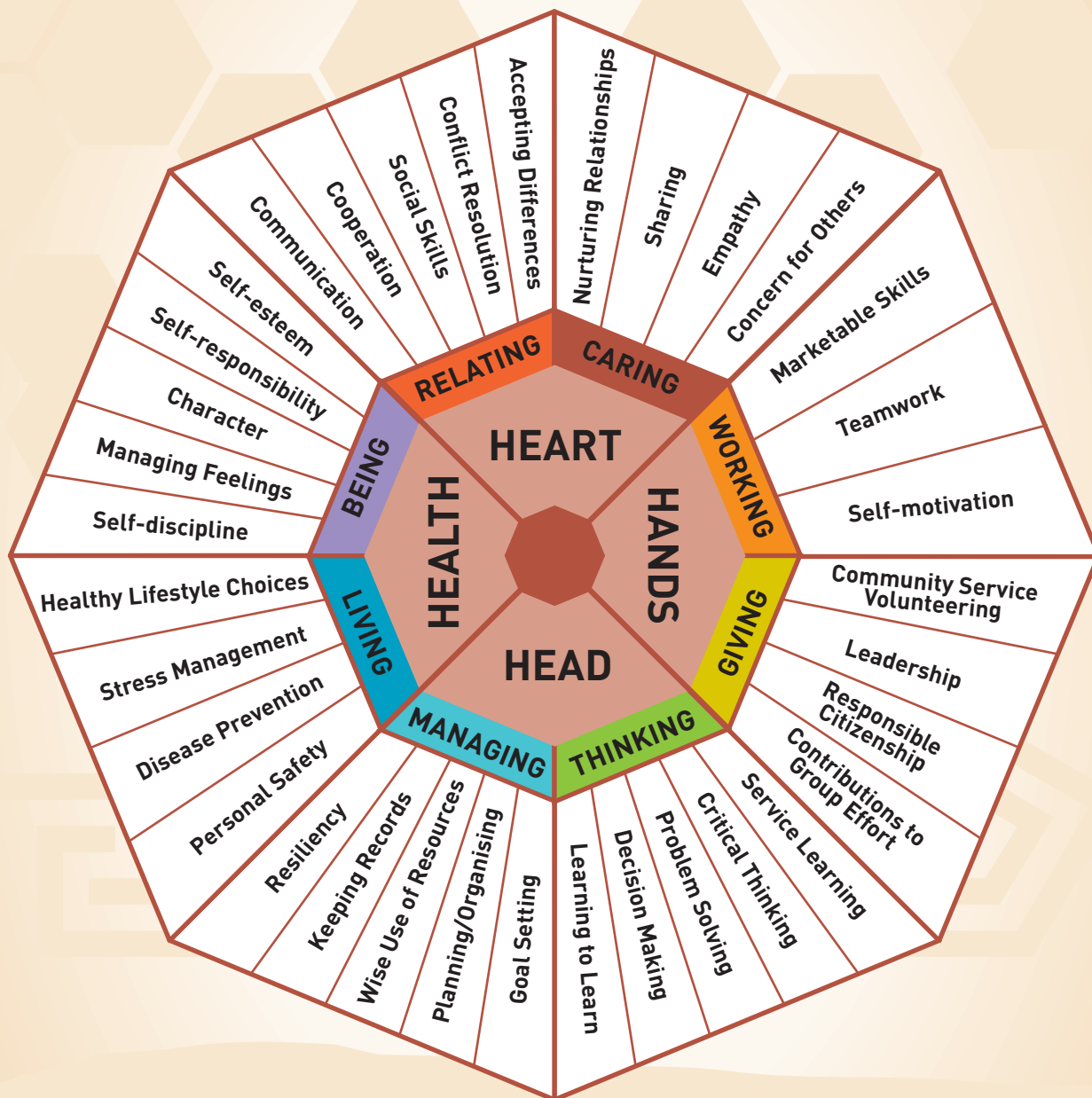
These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to your bodies and your sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater weaknesses.

The goal of youth programming is to provide developmentally appropriate opportunities for young people like yourself to experience life skills, to practice them until they are learned, and be able to use them as necessary throughout your lifetime.

A skill is a learned ability to do something well. Life skills are abilities you can learn that will help you to be successful in living a productive and satisfying life. In the Life Skills Model categories of life skills are identified and divided into 4 sections that represent Head, Heart, Hands, and Health. Two general categories of skills are included under each of the four headings.



## The Skills Model



Permission granted by the Iowa State University to use the TLS model ONLY within the Scout Association of Malta.



## The Purpose

### SPIDER GAP ANALYSIS

Using a gap analysis allows you to examine the current skills set you own and where you want to be in the short/long term. The analysis shows the gap between present and future. It helps you determine the goals you should focus on and what improvements and changes are necessary to achieve those goals.

#### PRESENT

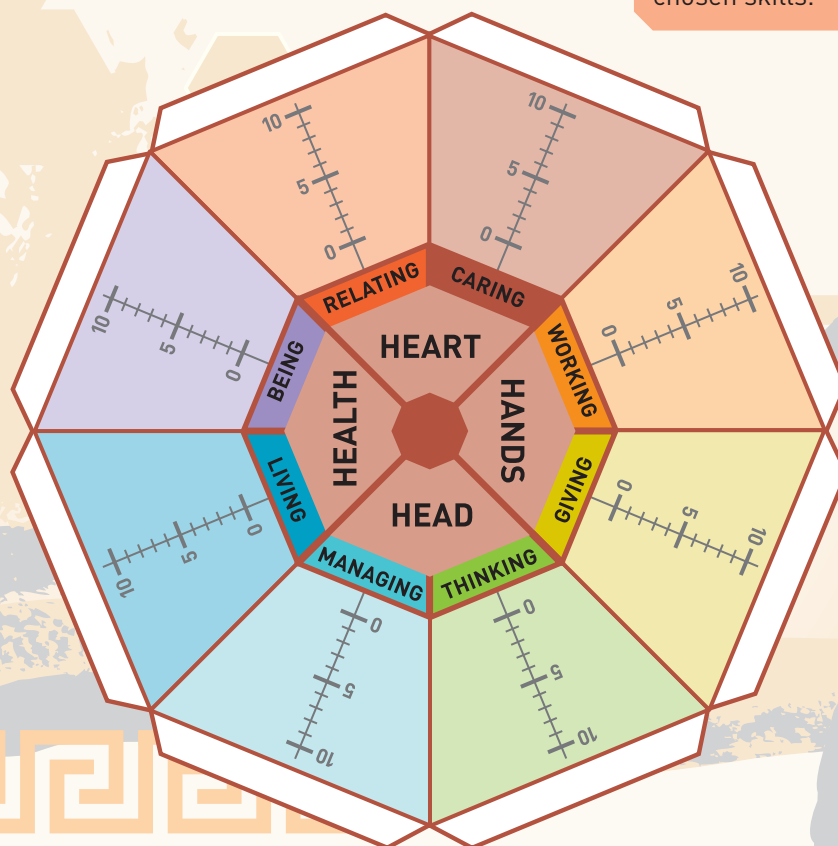
The first step of a gap analysis is to determine where you are now vis-à-vis skills by marking the level of competency for each skill.

#### GOALS

In order for a gap analysis to be effective, you must determine where you want to be by setting goals. This will mean a 6 month period or a year from now.

#### CHANGES

The purpose of a gap analysis is to determine what needs to happen to achieve your future goals. Contemplate what developments you need to make for you to become more successful and competent in the chosen skills.



## The Process

1. Choose which mission you are going to undertake; e.g. Athena. This mission tackles Intellectual knowledge and Leadership Improvement.

There are two ways on how to go about choosing which skills you want to improve:

### ONE:

First select the mission tasks you would like to work upon and plan with whom you are going to do them (on your own or together with your unit)

Once tasks are chosen, you can then discuss on which life skills you are going to work and how you will improve on them.

### TWO:

First select which life skills you would like to improve upon and then select the mission tasks which best suit the life skills chosen.

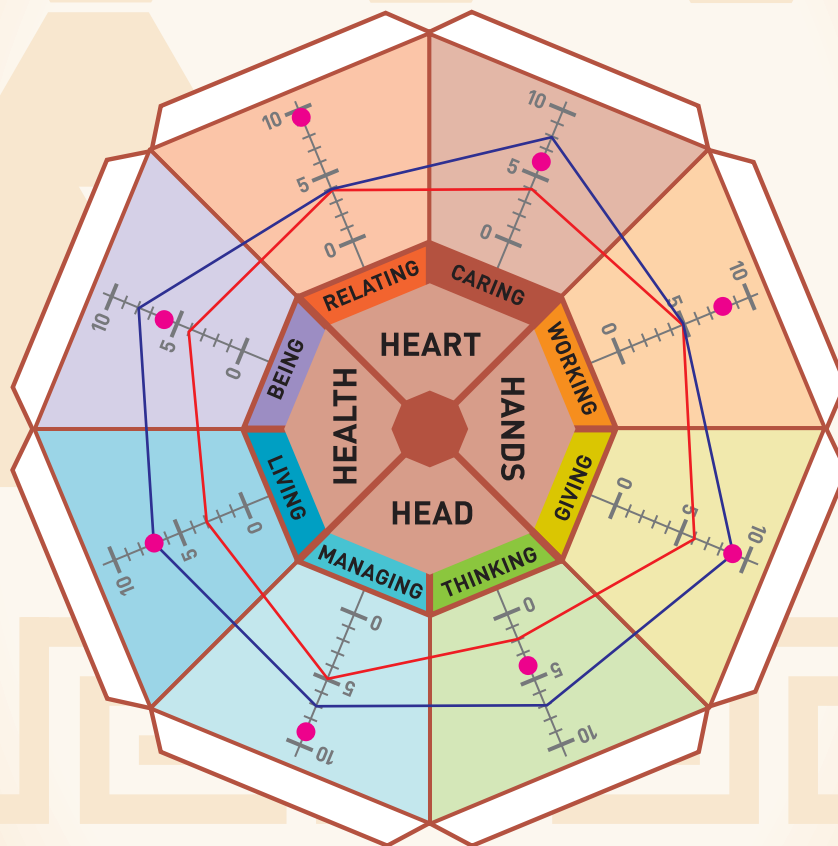
You still have to plan with whom you are going to perform these tasks with (whether on your own or together with your unit).

2. Choose a minimum of 4 skills and a maximum of 8 skills to improve upon.
  - If you decide to choose 4 skills then make sure you hit one from each "H" category.
  - If you choose 8 skills make sure you choose one from each "H" category and different sub-categories to make it more holistic.
3. Map your current level on the wheel diagram found on the Progress Sheet at the back of each Mission (see example on The Results page)
4. Mark the "Target" you would like to achieve.
5. Start working through the chosen tasks.
6. Along the way analyse your achievements and discuss your improvements with your VSL.
7. Once the Mission is completed, map your new level of skills on the same wheel diagram on the Progress Sheet.
8. Evaluate your improvements with your leader and discuss how these can be further improved.



## The Result

Well done! This diagram is an easy way how to visually see your achievements and improvements. As Scouts, we are bound to do our best in everything we do, everywhere we go. With this in mind, we encourage you to keep on evaluating your skills with each Mission cycle or activity. This is what makes a SCOUT a different, person as we should always strive to improve our abilities and skills.



● my Target

Before Taking the Mission

After Taking the Mission

## Important FAQs:

**A. How are Life Skills important for growing minds?**

We find that behaviour does not always follow the mind. This is when incidents of “I know but I can’t help it” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

**B. Why is there a need for Life Skills Education?**

Life skills training is an effective tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti-social or high risk behaviours.

**C. Who needs Life Skills?**

Everyone needs Life Skills. In Scouting, Life Skills are passed on in a supportive learning environment. They are applicable to all ages of children and adolescents.

**D. Where are Life Skills learnt?**

In Scouting, Life Skills are learnt through meetings, campings, hikes and all activities performed during your Venturing time. Skills are also gained through your daily life.

**E. When are Life Skills utilised?**

Well, as the name implies, these are used throughout our lives. Gaining the ability to master them in a positive way will give you a leading edge over other peers especially when you venture out in the employability phases.

## Life Skills – Point to Remember

**I READ, I FORGET, I DISCUSS, I REMEMBER, I DO, I ENCOURAGE.**

- 1.** Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
- 2.** Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
- 3.** Life skills enable individuals to translate knowledge, attitude and values into actual abilities. e.g. what to do and how to do it, given the scope and opportunity to do so.
- 4.** Life skills however are not a solution of “how to do abilities” as they are not the only factors that affect behaviour. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
- 5.** Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
- 6.** We all use Life Skills in different situations such as:
  - To negotiate effectively at home, school or at scouts, we need to have thinking skills as well as social skills;
  - When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of the box to find a solution to seemingly difficult problems.
- 7.** Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction with each other. In fact, the appropriate combination of Life Skills in a given moment is an art.

## List of Life Skill Definitions and Components

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It is important to define life skill concepts that those who develop and implement curriculum and programmes have the same understanding of the terms. Several of the life skills have very similar meanings. Checking the definitions as life skill selections are made ensures that the ones chosen most closely describe the impacts desired.

Life skills are complex concepts that are more easily understood and addressed if broken down into sequential steps, subskills, or component parts. Imagine that there is another ring added to the outside of the TLS Model. The outside ring would contain subskills, or component parts, of each of the life skills.

Several ways may be used to arrive at these components depending upon the application or accompanying subject matter through which the life skill is to be practiced. Some examples are included to help curriculum developers, but other divisions might be more appropriate in a certain situation. The purpose is to describe a skill more specifically and to identify criteria – observable/measurable indicators- that will demonstrate impact.

Life skill concepts overlap, so some of the same component parts may be listed in several places because life skills are practiced in different contexts and are interrelated. Curriculum developers may creatively design learning experiences describing life skill development as appropriate to the situation. Using this list as a starting place, curriculum developers are urged to think in terms of subskills when writing life skills objectives.





## Head

### 1. THINKING

– using one's mind to form ideas and make decisions, to imagine, to examine carefully in the mind, to consider



**LEARNING TO LEARN** – acquiring, evaluating and using information, understanding the methods and skills for learning.


- Using the senses to gain new information or find new ways to use information.
- Remembering information that is learned, includes processes, such as the Experiential Learning Model, to help ensure information is retained.
- Understanding the meaning of the information.
- Questioning to gain more information.
- Using the learned information in new situations, to solve problems or to change one's behaviour.
- Being able to break down information into parts.
- Integrating parts of information to form a whole.
- Judging the value of information for a given purpose.
- Being able to communicate information to someone else.
- Supporting the efforts of others to learn.
- Being open minded, willing to think about and try new things.



**DECISION MAKING** – choosing among several alternatives.


#### A DECISION-MAKING PROCESS

1. Specify goals and constraints (limits).
2. Generate alternatives.
3. Consider risks and appraise alternatives.
4. Choose an alternative to implement.

 **PROBLEM SOLVING** – clearly identifying a problem and a plan of action for resolution of the problem.


### THE PROBLEM-SOLVING PROCESS

- I. Identify /clearly define the problem situation
- II. Gather information, consider priorities, resources, needs, interests.
- III. Identify possible solutions.
- IV. Compare and select the best alternative
- V. Plan a strategy, set a goal and determine ways to reach it.
- VI. Carry out the plan – apply the solution to the problem
- VII. Evaluate the results: Is the problem solved?

 **CRITICAL THINKING** – strategies for analyzing, comparing, reasoning and reflecting focused on deciding what to believe or do, discovering meaning, building connections with past learning.

Critical thinking can be thought of as talking things over with oneself in one's mind, deciding what to think or do, improving the quality of decision making. The critical thinking process can be stated as a set of questions one asks and answers oneself.

- Observe the situation carefully – Do I agree with what is being said or done?
- Examine your reaction – How do I really feel about what is being said or done?
- Consider alternative responses and opposing viewpoints – Based on what I know, is the statement true?
- Decide among the alternatives – What implications does this decision have for me and my future? Am I willing to use this information in making decisions?

 **SERVICE LEARNING** – gaining skill and experience through active participation in organised service experiences that meet actual community needs and that are coordinated with the school and community, learning linked with real life.

Qualities learned through service learning may include:

- Empathy
- Tolerance
- Perspective
- Accountability
- Self-esteem and
- Leadership

## THE SERVICE-LEARNING PROCESS

- Identify opportunities to meet actual community needs.
- Plan a service opportunity with school and community representatives.
- Interact with an interested adult to implement the project.
- Keep records of problem or needs, research completed, services rendered, names, addresses and phone numbers of people involved, other documentation, such as letters, speeches, news articles, journal entries, photographs, etc.
- Learn to apply information problem solving and to help others.

## 2. MANAGING

– use of to accomplish a purpose



**GOAL SETTING** – deciding on purpose or desired results thing to work toward.

Six steps to achieving:

- I. Identify an appropriate
- II. Identify tasks or steps to achieve the goal.
- III. Make an action plan.
- IV. Follow the plan.
- V. Evaluate the results.
- VI. Revise the plan if the integrated goal was not met.



**PLANNING / ORGANIZING** – a meaning for doing something that has thought out ahead of time parts can be put together.

- I. Consider the total situation
- II. Identify the parts, steps and necessary sequence or order.
- III. Assign a person to be responsible – design a time line and identify resources required to accomplish the parts or steps (if needed).
- IV. Assemble the parts into a structure according to the desired purpose.
- V. We use of resources – using sound judgment, not wasteful, being responsible, setting priorities.

Resources include (examples are given of each):

- Time – managing time, including wise use of leisure time for enjoyment, balancing work time and play time.
- Money – budgeting income, comparison shopping.
- Materials – recycling paper and plastic, allocating a supply to last a given length of time.
- Space – efficient room arrangement, wise use of available facilities.
- People – efficient use of people's energy or expertise on a project.
- Natural resources – conservation of resources available in the environment.
- Keeping records – recording selected useful information, usually focused for a specific purpose.

#### DETERMINE THE PURPOSE OF THE RECORD

- Choose an appropriate method or plan for recording the information (narrative, list, chart, diagram, outline, video tape, enumeration, etc).
- Select information to include.
- Enter the information for accounting and any explanation.
- Use the information to make a determination, decision or judgment.



**RESILIENCY** – adaptability, the ability to recover after experiencing misfortune or distress, coping with change, overcoming problems and difficulties.

People with one or more of the following factors tend to be more resilient.


- Ability to see the difficulty as a problem that can be endured or resolved
- Good interpersonal relationships
- A variety of interests and goals
- Flexibility
- Attitudes of hope or persistence
- A sense of self-worth
- Seeing a purpose for one's own life



## Heart

### 1. RELATING


– a mutual or reciprocal connection established between two people that is wholesome and meaningful to both

 **COMMUNICATION** – exchange of thoughts, information or messages between individuals, sending and receiving information using speech, writing, gestures and artistic expression.

Messages must be sent and received for communication to have taken place.

Some examples:

- Reading – considering ideas, thoughts, information or messages that have been written
- Speaking – talking or verbal communication, conversation, planning, organizing and presenting a speech
- Listening – hearing and interpreting verbal (spoken) communications
- Giving feedback – responding to communications from others
- Observing – being attentive to and interpreting nonverbal communications, such as body language and gestures
- Sensitive to thoughts and feelings of others

 **COOPERATION** – to work or act together for a common purpose or mutual benefit

Some skills that aid cooperative effort:

- Communicating effectively
- Setting group goals
- Using social skills
- Interacting effectively with others
- Building and maintaining trust
- Providing leadership
- Engaging in discussion and controversy that produces results
- Managing conflict
- Accepting responsibility

**♥ SOCIAL SKILLS** – skills people use when interacting with others and to behave in the accepted manner or customs of the society in which they live, adapting well to one's social environment.

Social skills include:

- Greeting others, making introductions.
- Engaging in conversation.
- Following instructions.
- Accepting 'no' answers.
- Expressing feelings appropriately.
- Disagreeing appropriately, seeking to resolve conflict non-violently.
- Showing respect and consideration for others, having empathy, sensitivity and friendship skills.
- Using good manners.
- Cultural competence-having knowledge of and comfort with people of different cultural, racial or ethnic backgrounds.
- Resistance skills – able to resist negative peer pressure and dangerous situations.

**♥ CONFLICT RESOLUTION** – finding and applying creative and non-destructive ways to resolve differences between two or more persons, getting along with others.

#### PROCESS FOR WORKING THROUGH A CONFLICT SITUATION

- |  |  |
|--|--|
| <p><b>1.</b> Describe the current situation.<br/>'The problem is ...'</p> <ul style="list-style-type: none"> <li>• Person I (self) describes the situation as ...</li> <li>• Person ii (other) describes the situation as ...</li> </ul> | <p><b>4.</b> Describe current feelings.<br/>'The way I feel about this situation'</p> <ul style="list-style-type: none"> <li>• Person I (self) feels ...</li> <li>• Person ii (other) feels ...</li> </ul> |
| <p><b>2.</b> Describe the ideal situation.<br/>'What would like to see is ...'</p> <ul style="list-style-type: none"> <li>• Person I (self) wants ...</li> <li>• Person ii (other) wants ...</li> </ul>                                  | <p><b>5.</b> State likely outcomes if conflict is worked out ...<br/>State likely outcomes if conflict is not worked out ...</p>   |
| <p><b>3.</b> What has been done to the conflict toward a desired or undesirable outcome?</p> <ul style="list-style-type: none"> <li>• Person I (self) did.....</li> <li>• Person ii (other) did .....</li> </ul>                         | <p><b>6.</b> Describe intention.<br/>'What I'm willing to do?'</p> <ul style="list-style-type: none"> <li>• Person I (self) intends to ...</li> <li>• Person ii (other) intends to...</li> </ul>           |
|  | <p><b>7.</b> Do we have a resolution.<br/>Is resolution when both answer 'yes'?...<br/>What is preventing resolutions at this time?...</p>   |




Vary the exercise by having person describe his or her view by giving answers to the above while the second person listens. The second person presents what has been said to whether the meaning has been communicated clearly. If the first person accepts the second person's paraphrase as accurate, the second person then completes 1 to 7, and the first person paraphrases to check for understanding.

If there is no resolution, the same sequence of statements may be used again. It may be helpful to have a third person present to facilitate the statement sequence and paraphrasing process.

Skills related to conflict resolution:

- Fighting fairly.
- Attacking the problem, not the person.
- Clearly stating your needs and feelings to others.
- Giving and receiving feedback.
- Listening carefully to what the other person is saying.
- Understanding how the other person feels.
- Speaking up for your rights.
- Respecting the rights of others.
- Controlling impulses and irrational behaviour.
- Developing strategies for taking turns, sharing, compromising, problem solving.
- Negotiating – reaching terms of agreement.
- Mediating – to resolve or settle issues between two parties through a third party or intermediary.

 **ACCEPTING DIFFERENCES** – to recognize and welcome factors that separate or distinguish one person from another.

- Being aware of similarities and differences among people and their cultures.
- Accepting that differences are OK (examples: differences of opinion, cultural diversity).
- Knowing one's own uniqueness and specialness.
- Exploring, understanding and valuing the contributions of a variety of people and their interconnectedness.
- Having positive experience with those who are different from oneself.
- Treating all people with dignity, respect and worth.
- Welcoming and participating in the opportunities that diversity offers.

## 2. CARING

– showing understanding, kindness, concern and affection for others

♥ **CONCERN FOR OTHERS** – to worry about, give attention to, the well-being of others.

- Sensitivity to other's situations and their well-being.
- Sympathy- capacity for sharing or understanding the feelings of another, compassion.
- Involving oneself in helping others- demonstrating concern.
- Being able to accept expressions of concern from others.

♥ **EMPATHY** – being sensitive to or identifying with another person's situation, feelings or motives.

Empathy is a complex emotional state that is difficult to describe and is not observable. It is usually determined by indirect evidence.

Empathy includes:

- Emotionally significant experiences that are shared by two or more people.
- Identification with and understanding of another's situation, feelings and motives.
- Experiencing another's emotional state without pity or judgment, 'feeling with' another person.
- In response to a shared understanding, one person loses feelings of a separate self and becomes joined in feelings and perhaps behaviours with another for a time.

♥ **SHARING** – to have, use or do together with another or others.

- To use and object together at the same time, trading off.
- To divide into parts and distribute evenly (give some away).
- To share responsibility for a task (participate together either at the same time or not).
- To have or own jointly.

♥ **NURTURING RELATIONSHIPS** – two or more people form a connection that contributes to their mutual well- being, each providing care and attention to the other person.

- Feeling included and a sense of belonging.
- Assisting others to feel wanted.
- Contributing to the well-being of others.
- Keeping in touch with others.
- Sharing at least some interests and goals.



## Hands

### 1. GIVING

– to provide, supply or cause to happen (social responsibility)



**COMMUNITY SERVICE / VOLUNTEERING** – to donate one's time and/or effort of one's own free will for the benefit of the group without guarantee of reward.

- Contributing to the common good, something bigger than self.
- Participating in community affairs.
- Gaining internal, not external reward.
- Making a difference in one's own life or the lives of others.
- Realizing personal growth and understanding.
- Making sense of personal talents and skills.
- Creating a caring environment.
- Enjoying relationships with others.



**LEADERSHIP** – to assist the group in meeting its goals by showing or directing along the way, using personal influence to guide the group in reaching its goal.

- The qualities desired in a leader depend upon the situation in which leadership is needed. The ability to lead can be learned.
- Some qualities/competencies demonstrated by leaders include the following (The related competencies are grouped together).
- Has a vision, has a motivation to lead, motivates others (inspires others to action).
- Communicates effectively, is a good listener, gives and receives feedback, speaks clearly and effectively in group settings.
- Works well with people and groups, understands group process/functioning, facilitates group interaction, able to help group and achieve goals. Has wide knowledge of institutions and people presides over meetings that are productive, is self-confident.

- Involves other people in meaningful ways, delegates responsibilities, empowers others, sharing, leadership.
- Is able to plan/organize/assessment.
- Is able to define issues, is able to lead group problem solving gets involved in the decision-making process, gathers relevant information for decision-making builds consensus.
- Accepts differences in people in their opinions, is tolerant of disagreements, manages conflict positively, sees perspective of persons and their value, is flexible, is able to negotiate.
- Has personal values and traits of good character, is trustworthy, assumes responsibility, is self-motivated, understands self.
- Generates resources, manages resources, including time, money and human capital.



**RESPONSIBLE CITIZENSHIP** – an individual demonstrating love and devotion response to duties, rights and privileges as a member of a community or country.

- Loyalty to one's place of residence (city, state, country).
- Entitlements and privileges of citizenship including voting, protection, participation in government, etc.
- Obligations of citizenship.




**CONTRIBUTION TO GROUP EFFORTS** – to give or supply along with others for a common purpose.

- Similar to 'cooperation' or teamwork except that cooperation implies relationship between those involved and teamwork is a more structured situation, such as in the workplace. Contribution to group efforts implies a volunteer component and less structure than teamwork.
- Identifying a mutual goal.
- Sharing responsibility for accomplishing the goal.
- Usually implies giving without monetary reward (voluntary participation).
- Sharing accomplishment and achievement if goal is achieved.

## 2. WORKING

– the physical or mental effort that is required to accomplish something, using skill, effort or ability to accomplish something that earns pay to support oneself


 **USEFUL/MARKETABLE SKILLS** – to have the abilities wanted by employers and needed to hold a job.

Effective workers can:

- Make wise use of resources.
- Work well with people from culturally diverse backgrounds.
- Acquire, communicate, organize, use and evaluate information, use computers to process information.
- Understand social, organisational and technological systems, design or improve systems.
- Make appropriate use of equipment, tools and technology including maintenance and repair of equipment.
- Communicate effectively.


Effective workers have:

- Basic reading, writing, arithmetic and mathematics skills.
- Ability to learn, to reason, to think creatively, to make decisions and to solve problems.
- Personal qualities of responsibility, discipline, honesty, sociability and self-esteem.
- Personal work ethic.
- Ability to evaluate career opportunities.
- Self-understanding in relation to career choices.

 **TEAMWORK** – work done by two or more people, each doing parts of the whole task.

Teamwork involves:

- Communicating effectively.
- Identifying and greeting on a common task.
- Dividing a task by identifying contributions by each person (roles).
- Accepting responsibility for one's part of the task.
- Coordinating the interaction (working together) to complete the task.
- Sharing accomplishment.

 **SELF-MOTIVATION** – able to make the needed effort to carry out a task or a plan, personal will to take action.


- Inspiring oneself to make the necessary effort- to stimulate to action.
- Taking initiative- taking steps necessary to begin or follow through with a plan or task.
- Self-starting-working independently of supervision.
- Perseverance.



## Health


### 1. LIVING

– the manner or style of daily life, one's actions or behaviour

 **HEALTHY LIFESTYLE CHOICES** – selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury.

May include:

- Nutritional diet.
- Weight control.
- Regular exercise.
- Resisting harmful activity (alcohol, drugs, smoking).
- Reduction of mental and emotional stress.
- Adequate rest.
- Practicing safety.

 **STRESS MANAGEMENT** – to direct or have control over physical or mental strain and pressure or one's reaction to it, coping with change.

(It is important to note that the stress comes from the individual's perception or how an event is interpreted. The same event may be stressful to one person and not another.)

- Understanding the meaning of stress.
- Recognizing signs of stress.
- Identifying personal stressors.
- Learning causes of good and bad stress.
- Learning consequences of stress.
- Learning ways to manage stress positively.
- Identifying support persons to help with stressful situations.
- Setting goals to reduce and actually reducing, stress in one's life.



**+ DISEASE PREVENTION** – to anticipate and ward off conditions that keep the body from functioning normally, such as infection or stress that impairs normal physiological functioning.

- Knowing how the human body functions.
- Understanding how disease spreads.
- Practicing cleanliness and self-protection measures, such as Universal Precautions and hand washing.
- Using tested medications and recommendations of physician.
- Avoiding risky situations.
- Having tests and examinations recommended by physiologists.

**+ PERSONAL SAFETY** – taking and avoid danger, risk or having protection, being cautious physically and emotions.

- Physical safety.
- Emotional safety.
- Handling emergencies.
- Avoiding unhealthy attachments-gangs, bullying.
- Avoiding situations that put one at risk-weapons alone at night, etc.
- If a driver, practicing safety skills, avoiding riding with a supervision drivers.
- Refusal skills.

## 2. BEING

– a person's basic or essential nature, personal development

**+ SELF-ESTEEM** – pride in oneself proper regard for oneself as a human being, valuing oneself of ability to cope, learning accept and like oneself.

- Understanding one's abilities strengths and limitations assessment.
- Learning about oneself from relationships with others.
- Gaining acceptance.
- Gaining control over one's life or situation, belief that one can succeed.
- The ability to experience success.
- Having courage, open to new life experiences.
- Having self-confidence.
- Valuing oneself.

**+** **SELF-RESPONSIBILITY** – taking care of oneself, being accountable for one's behaviour and obligations, choosing for oneself between right and wrong.

- Personally accountable without supervision.
- Answering for own actions.
- Capable of making moral and rational decisions.
- Reliable, can be depended on.
- Uses good judgment.

**+** **CHARACTER** – a person's moral strength, integrity, fortitude, reputation, a person's usual qualities or traits, adherence to a code of values or ethical principles.

Some characteristics of good character:

- |                     |                             |
|---------------------|-----------------------------|
| • Accepting         | • Loyalty                   |
| • Accountable       | • Modesty                   |
| • Altruistic        | • Obedience                 |
| • Autonomous        | • Patience                  |
| • Caring            | • Promise-keeping           |
| • Compassionate     | • Protective of environment |
| • Citizenship       | • Punctuality               |
| • Courage           | • Pursuit of excellence     |
| • Courtesy          | • Respect                   |
| • Dependability     | • Responsibility            |
| • Dignity           | • Restraint                 |
| • Fairness, justice | • Self-discipline           |
| • Generosity        | • Self-respect              |
| • Honesty           | • Social justice            |
| • Humility          | • Temperance                |
| • Industriousness   | • Tolerance                 |
| • Integrity         | • Trustworthiness           |
| • Kindness          |                             |

**+** **MANAGING FEELINGS** – expressing one's feelings appropriately and in proportion to circumstance.

- Recognizing a feeling as it happens to oneself, aware of both one's mood and one's thoughts about that mood.
- Handling one's own feelings so they are expressed appropriately.
- Using emotions to support a goal.
- Recognizing emotions in others, sensitive to what others need or want.
- Skill in managing one's own emotions and those of others when interacting.

**+** **SELF-DISCIPLINE** – control of self and one's conduct in line with moral character (what is right and wrong), personal values (what one considers important) and societal expectations, control before acting in a hurtful or harmful way.

Some related life skills include:

- Social skills
- Self-responsibility
- Decision making
- Character
- Self-esteem
- Goal setting
- Critical thinking
- Personal safety
- Concern for others
- Accepting differences
- Managing feelings