



## **Social Responsibility – Competency Profiles**

*Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.*

*Play Is The Way teaches students to be independent, self-regulating, self-motivated learners in pursuit of their personal best and able to get along with each other. It helps foster the growth of empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do*

*The four facets of social responsibility described, are interrelated and interwoven with each other and with other competencies.*

- 1. Contributing to community and caring for the environment** – *Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.*

*PITW encourages children to use their skills to advantage others in the pursuit of common objectives. PITW strengthen the skills of teamwork and cooperation and help children to build strong relationships.*

*PITW encourages kids to create a shared body of experience that is used to build up relationships within the group and to develop the group as a whole.*

- 2. Solving Problems in Peaceful ways-** *Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.*

*PITW creates a common awareness and language with which to discuss the processes of human action and interaction. They foster empathy, respect and an appreciation of difference.*

*PITW helps to develop and habituate patterns of behaviour that are socially effective and culturally appropriate.*

**3. Valuing diversity-** *Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.*

*PITW asks children to make significant and worthwhile contributions that will be a value to all. The games are like mini societies in action. In the hands of insightful the games transcend the limits of amusement and become tools to assist in the development of emotionally intelligent, happy and purposeful children.*

*PITW does far more than develop physical skills and fitness. Every game, no matter how simple, is a structure by which children learn about themselves and others.*

**4. Building Relationships-** *Students develop and maintain diverse, positive peer and intergenerational relationships in a variety of contexts.*

*PITW teaches children to respond appropriately to the thrill of success and the disappointment of failure- to enjoy competition with good grace and consideration of others.*

**Profile 1**

- I am aware that other people can be different than I am.
- I can interact with my friends. With some support, I can be part of a group.

**PITW Key Concepts:**

*Treat others as you would like them to treat you.*

*Pursue your personal best no matter who you work with.*

**Profile 2**

- In familiar and structured settings, I can interact with others and the environment respectfully.
- I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me, or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.

**PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*

- *Be brave participate to progress*

### Profile 3

- I can interact with others and the environment respectfully and thoughtfully.
- I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider other' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.

#### **PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
- *It takes great strength to be sensible*
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### Profile 4

- I can take purposeful action to support others and the environment.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive changes. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.

#### **PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
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### Profile 5

- I can initiate positive, sustainable change for others and the environment.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from

different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

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## Personal Awareness & Responsibility

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

### Play is The Way (PITW)

- Develops positive social behaviour.
- Creates a shared body of experience that is used to build relationships.
- Highlights the benefits of managing emotions and working together.
- Develops optimism and the ability to bounce back.
- Encourages self-motivation and the capacity to persevere.
- Initiates a process of self-awareness and discovery.
- Creates a positive tone and safe school culture.

*The Personal Awareness and Responsibility Competency Profiles describe and illustrate students' development, focusing on the three facets described below. Note that these overlap, and any task/illustration is likely to demonstrate more than one facet and often includes facets from Positive Personal and Cultural Identify Profiles.*

1. **Self –determination-** *Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.*

- PITW engages children's emotions and call for mastery and control of those emotions to achieve success. By being challenging, the games develop self motivation and perseverance. They help children to identify the reasons for failure and foster optimism and resilience.
  - PITW act as metaphors, similes and analogies for life and by playing these games children hone the skills that help them to live, learn, work and play well.
2. **Self-Regulation** – *Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understood and regulate their emotions. They are aware the learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.*
- PITW helps children to develop and habituate patterns of behaviour that are personally advantageous and culturally appropriate.
  - PITW assist children to control impulsive behaviour and control the need for immediate gratification as they strive for long-term benefits and goals.
3. **Well-Being** – *Students who are personally aware and responsible recognize how their decisions and actions effect their mental, physical, emotional, social, cognitive and spiritual wellness, and take increasing responsibility for caring themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.*
- PITW improves the social, emotional, physical and mental health of children.

#### Profile 1

- *With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.*
- *I can sometimes recognize emotions. I can participate in activities that support my well-being.*

#### **PITW Key Concepts:**

- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
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- *Self Mastery Checklist*

#### Profile 2

- *In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions.*



- *I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.*

**PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
- *Be brave participate to progress*
- *Self Mastery Checklist*

**Profile 3**

- *I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.*
- *I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my on line interactions. I advocate for myself and my ideas; I accept myself.*

**PITW Key Concepts:**

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- *Pursue your personal best no matter who you work with*
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**Profile 4**

- *I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.*
- *I can set priorities; implement, monitor, and adjust a plan, and assess the results. I take responsibility for my learning seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.*

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### Profile 5

- *I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.*
- *I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.*

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## **Positive Personal & Cultural Identity**

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

Through PITW students will develop personal and social capabilities as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognizing and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.

### 1. Relationships and cultural contexts

Students understand that their relationships and cultural contexts help to shape who they are. ("Culture" is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

Personal and social capability supports students in becoming creative and confident individuals with 'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future.'

## 2. Personal values and choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members'

## 3. Personal strengths and abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

### Profile 1

- I am aware of myself as different from others.
- I know my name. With some help, I can identify some of my attributes.

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### Profile 2

- I am aware of different aspects of myself. I can identify people, places, and things that are important to me.

- I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place).
- I can explain what I like and dislike. I am able to explain what interests me.

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Profile 3

- I can describe different aspects of my identity. I have pride in who I am.
- I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.

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Profile 4

- I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.
- I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).

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#### Profile 5

- I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.
- I can understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

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## **Critical Thinking**

Critical Thinking involves judgments based on reasoning; students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

Development of critical thinking begins with families, before students enter formal schooling, and expands at every level of schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills. Students encounter many opportunities for critical thinking in activities such as decision-making, issue analysis, problem solving, inquiry, and self-assessment. Students move from basic or highly supported thinking to increasingly complex, sophisticated, and independent thinking. The development of competency in critical thinking does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts.

Our classrooms must offer children practice at creating a world in which they can all lead fulfilling lives. We can guide them to see that most things don't happen because of who they are but because of what they did or did not do. Responding enthusiastically to the curiosity of children helps maintain their interest in learning. The truth is not passed on but it is continuously rediscovered and must survive rigorous examination. Remembering this will maintain a child's eagerness to ask, why?

The Critical Thinking Competency Profiles describe and illustrate students' development, focusing on three interrelated facets described below. Note that these overlap, and any task/sample is likely to demonstrate more than one of these facets.

All critical thinking tasks and illustrations involve review and reflection; these are highlighted as part of the analyze and critique facet.

### 1. Analyze and critique

Students learn to analyze and make judgments about work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g., assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

Children can toil to reach a higher goal and we must not insult them by believing the only way we can motivate them is by making things fun. Nothing validates a child's existence more than an adult's belief in what they can overcome and achieve. Expecting children to face their fears and requiring them to meet challenges with resolve and commitment, is to honour their strength of character.

### 2. Question and investigate

Students learn to engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on one part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

Working together, we can educate children to master their emotions, face their fears and build the optimism that helps them to survive when things go wrong. Children who are eager learners welcome the emotional discomfort that learning creates and by overcoming that discomfort they experience the uplifting sense of achievement and progress.

### 3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities, develop and refine plans, monitor their progress, and adjust their procedures in the light of the criteria and feedback. They can determine the extent to which they have met their goals.

When children learn to make sense of them selves, others and the world in which they live, they learn that it is not easy. That is we also try and have children make



sense of things like Math, reading, Science and technology. Making sense of these things helps us to more effectively connect with each other, our community and the world. By trying to learn these things we will discover what excites us or worries us, what makes us confident and what makes us doubt ourselves.

There is no better place than school to help you make sense of things, because school is a place of thinking and without thinking we can't make sense of anything.

### Set of Profiles: Critical Thinking Competency

These profile descriptions include the three facets that underpin the Critical Thinking Competency: analyze and critique, question and investigate, and develop and design. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

#### Profile 1:

- I can explore
- I can explore materials and actions. I can show if I like something or not.

#### **PITW Key Concepts:**

- *Pursue your personal best no matter who you work with*
- *Be brave participate to progress*
- *Self Mastery Checklist*

#### Profile 2:

- I can use evidence to make simple judgments.
- I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.

#### **PITW Key Concepts:**

- *Pursue your personal best no matter who you work with*
- *Be brave participate to progress*
- *Self Mastery Checklist*

#### Profile 3:

- I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.
- I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.



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Profile 4:

- I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.
- I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments or plans.

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Profile 5:

- I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.
- I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or, others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.

**PITW Key Concepts:**

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### Profile 6:

- I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues.
- I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.

#### **PITW Key Concepts:**

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## **Creative Thinking**

Creative Thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

The development of creative thinking begins within families as they encourage the play of babies and toddlers before the children enter pre-school or school settings. The capacity for creative thinking expands at every level of life and schooling as individuals increase their range of ideas and concepts to recombine them into new ideas. They gradually build their skills and abilities to develop their creative ideas expressions, innovations, or products.

The hardest thing for a parent or an educator is to say nothing and do little. We must observe keenly what kids are going through, as toddlers right up through grade school. Let your face be calm and your eyes carry strength and the expectation that they will continue to try. And if they do, don't explode with enthusiastic praise. By doing so you seem surprised, which only makes them realize you didn't really think they could do it in the first place. The more important message is that we believe in their strength and their ability to hang in their unsupported.

Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.

The Creative Thinking competency profiles highlight three facets of creative thinking that can be observed and documented within educational settings and beyond.

### 1. Novelty and Value

Students get creative ideas that are both novel and have value. There are degrees of novelty – an idea may be new to that student or it may be new to their peers; it may be novel for their age group, or it may be novel to a larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts – it may be fun, it may provide a sense of accomplishment, it may solve a naturally occurring problem, it may be a form of self-expression, it may provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact on the individual student, classmates, a larger group of peers, in one's community, or on a global level.

Resilient children are able to convince themselves that mistakes and failures in one area are only temporary and do not mean that they do not have the skills in other areas. They also look for reasons, other than just themselves, for why things have gone wrong. They are able to recognize negative thoughts, control them and remain motivated. They enjoy being happy and believe they have a right to be so.

### 2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints, or interest or passion. New ideas and inspirations can spontaneously arise from unconscious mind, which is why students often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas – giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. learning a lot about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious and subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities).

Getting children to explain why they think things are working or not working for them and to guide them through the revelations of their own words is important. Getting them to see the differences in the way they explain their failures and successes to the way in which others do, is to build up a common vocabulary of understanding.

### 3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, and work to realize them in some way. This process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may also require generating additional creative ideas to come up with solutions to problems along the way.

Children must be able to see their mistakes and failures as something isolated and changeable. Those children who see mistakes in one area as signs of their general ineptitude, and who feel that failing is just the way it is for them and it always will be, and have little reason to bounce back. Children who learn how to bounce back from failure, as unpleasant as it may be, learn that failure itself is the key ingredient in developing resilience. Quite simply if children cannot cope with failure or bounce back from it if they do experience it in the first place.

### Set of Profiles: Creative Thinking Competency

These profile descriptions include three facets that underpin Creative Thinking Competency: novelty and value, generating ideas, developing ideas. The three facets are interrelated and are embedded with the profile descriptions, which are written from a student's point of view.

#### Profile 1:

- I get ideas when I play
- I get ideas when I use my sense to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.

#### **PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
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- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
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- *Self Mastery Checklist*

#### Profile 2:

- I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem or materials.
- I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.

#### **PITW Key Concepts:**

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- *Have reasons for the things you say or do*
- *Be brave participate to progress*
- *SelfMastery Checklist*

#### Profile 3:

- I can get new ideas in areas in which I have an interest and build my skills to make them work.
- I can generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g. by doing research, talking to others, or practicing), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.

#### **PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
- *Be brave participate to progress*
- *SelfMastery Checklist*

#### Profile 4:

- I can get new ideas or reinterpret others' ideas in ways that that have an impact on my peers.
- I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate ideas for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.

#### **PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
- *Be brave participate to progress*
- *SelfMastery Checklist*

#### Profile 5:

- I can create a body of work over time in an area of interest or passion.

- I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

**PITW Key Concepts:**

- *Treat others as you would like them to treat you.*
- *Pursue your personal best no matter who you work with*
- *It takes great strength to be sensible*
- *Have reasons for the things you say or do*
- *Be brave participate to progress*
- *Self Mastery Checklist*