

# Developing Capable Kids™

## ONE DAY WORKSHOP - Overview

Developing Capable Kids is a powerful one day workshop for parents and parent advisory council reps, teachers and school administrators, social workers, child care workers, counsellors, youth workers, First Nations support workers, public health nurses. Boys and Girls Clubs, Big Brothers & Big Sisters, and other adults who provide services and support to children, youth and families.

This workshop will address the growing number of concerns regarding our children and teens in our communities, including:

- \* Depression and suicide
- \* School failure
- \* Bullying and violence
- \* Drug use
- \* Negative influence of the media
- \* Fear of the future
- \* Teen pregnancy

This dynamic workshop is based upon the highly successful - **Developing Capable People® (DCP) program** and draws upon the latest research from Canada and the US on resiliency building strategies for use with children and youth. The workshop utilizes a variety of experiential activities that are designed to honour participant's personal learning styles. The workshop utilize: PowerPoint slides, video clips, handouts, music, small and large group discussions and activities, plus **lots of fun!**

This seminar begins at 9:00 a.m. and will finish at approximately 5:00 p.m. There will be a one hour lunch period and two short breaks (mid-morning and mid-afternoon). Participants are on their own for lunch.

Registration Fee: **\$197** per person - plus 12% HST

**\*\* Special Time Limited Offer - Register now and bring one guest for FREE**

Pay by: Visa, MasterCard, Amex, Cheque or Invoice

Phone Toll Free: **1-800-327-1090**

Email: [Info@ResiliencyInstitute.com](mailto:Info@ResiliencyInstitute.com)

### Workshop Locations and Dates - 2010

Victoria - Nov. 25 <sup>th</sup>	Vancouver - Nov. 27 <sup>th</sup>	Kelowna - Nov. 29 <sup>th</sup>
Edmonton - Dec. 2 <sup>nd</sup>	Calgary - Dec. 4 <sup>th</sup>	Red Deer - Dec. 6 <sup>th</sup>

# **Workshop Outline**

**8:30 - 9:00 a.m. - Registration**

**9:00 a.m. - Welcome and Introduction**

## **OUR CHANGING WORLD**

- Understanding how rapid social, technological and economic change in the world is negatively impacting children, families and schools.
- Risk factors vs. protective factors - shifting from pathology to wellness.
- Using the **7** Life Principles model of human empowerment to develop capable, healthy, responsible and resilient kids.

## **THE POWER OF PERCEPTIONS**

- The important relationship between perceptions, beliefs, attitudes, motivation and behaviour.
- Learning the five key strategies to work effectively with perceptions.
- Using encouragement to develop the **3** critical perceptions.

## **THE 3 CRITICAL PERCEPTIONS**

### **(1) Perceptions of Personal Capabilities**

- Identifying children's Learning Styles and Multiple Intelligences.
- Understanding how to develop children's self-confidence and personal competency.
- Avoiding the 'Barriers' and using the 'Builders' to develop personal capabilities.

### **(2) Perceptions of Personal Significance**

- Understanding the conditions that meet 'Greatest Human Need'.
- Modeling and teaching - understanding, acceptance and affirmation.
- Creating conditions that help children and teens feel significant and genuinely needed.

### **(3) Perceptions of Personal Power**

- Understanding the importance of acquiring 'mental toughness'.
- Using cognitive strategies, e.g., Learned Optimism, to overcome challenges and adversity in life.
- Creating a positive and compelling future.

## **12:00 noon - 1:00 p.m. LUNCH**

### **THE 4 CRUCIAL LIFE SKILLS**

#### **(1) Developing Emotional Intelligence (E.Q.)**

- Understanding the relationship between thoughts, feelings and actions.
- Developing self-assessment of thoughts and feelings.
- Learning self-control and practicing self-discipline.

#### **(2) Developing Effective Communication Skills**

- Identifying the key communication skills.
- Developing effective communication skills.
- Solving problems and resolving conflicts.

#### **(3) Developing Personal and Social Responsibility**

- Providing unqualified love, acceptance and respect.
- Teaching and modeling personal and social responsibility.
- Using Positive discipline and using natural and logical consequences.

#### **(4) Developing Values and Principles**

- Identifying and clarifying personal values and principles.
- Understanding the basic stages of cognitive and moral development.
- Helping young people learn about values and principles.

## **4:30 p.m. - IMPLEMENTATION STRATEGIES**

## **5:00 p.m. - CLOSURE**