

Social Emotional Learning – Protective Factors for Youth

This project brought educational and developmental design to the production of a set of developmental milestones and interventions, learning rubrics & parental strategies for children and youth 6-18 years. This development was done through the focus on qanuqtururangniq, pijitsirarniq, avatimik kamattiarniq, piliriqatigiingniq, inusiliriniq, inuqatitgiisiarniq and pilimmaksarniq. These tools were all designed to contribute to building capable, contributing and caring human beings and aim to serve as protective factors in the lives of Inuit. Age cohorts were for 6-9 yr olds; 10-12 yr olds; 13-15 yr. olds; 16-18 yr olds, however, the understanding is with any developmental tool the progressions across ages are continual and not limited by age or stage.

Inuit Child/Youth Development Chart

We cannot grow properly if we overlook proper childrearing programs, good parenting skills and proper laws to guide us. ...culture shows us what we must know about making a life, and culture shows us how we must teach these lessons. Inuit culture is collective wisdom that has been passed on generation to generation, not only how to survive in our environment, but how to be a human being. ...We are guided by culture, because culture is like the constant guidelines which Inuit society live by. Inuit believe one of the most important things to consider is how to make a human being, and so we study this very closely and have realized that we cannot stay quiet about it anymore, because we are making very incomplete people.

Louis Angalik

LEVEL	MILESTONES IN SOCIAL EMOTIONAL BEHAVIOURAL LEARNING (SEBs)	SUPPORTING ACTIVITY
6-8 years	Pursues personal interests and aptitudes. Looks for ways to practice and build skills in interest areas.	Encourage creativity, imagination, accuracy and innovation. Help your child to pursue independent learning. Spend time with your child in supporting their interest areas. Build vocabulary and encourage them to share ideas.
	Is capable of establishing strong relationships with others.	Show love and encouragement continually. Spend time together. Help your child to be a good team member. Value being inclusive of everyone.

		<p>Help build strong relationships with extended family members, community mentors.</p> <p>Encourage your child's friends to visit your home.</p> <p>Promote open communication.</p> <p>Expect honesty.</p>
	<p>Makes decisions about right/wrong behaviours</p> <p>Knows the difference between truth and lies.</p>	<p>Ask good questions; provide honest answers to questions.</p> <p>Build a trusting relationship so your child feels safe to tell the truth.</p> <p>Help your child to think about cause and effect.</p> <p>Seek out your child's opinion about issues.</p> <p>Ask your child about what they think/believe.</p> <p>Discuss options and consequences about making good decisions.</p> <p>Reinforce the value of honesty at all times.</p>
	<p>Has developed a concept of being a good person.</p>	<p>Make sure your child knows right from wrong. Ask "What would you do..?" questions to build reflective thinking.</p> <p>Help them to put the needs/feelings of others first.</p> <p>Model this behaviour.</p> <p>Make expectations known about living a good life.</p> <p>Involve your child in positive activities.</p>
	<p>Seeks new experiences, discoveries.</p>	<p>Provide lots of variety in opportunities.</p> <p>Allow struggle. Encourage perseverance.</p> <p>Encourage observations & practice.</p> <p>Offer choices; support decisions.</p>
	<p>Understands expectations and rules and seeks to follow them. Knows boundaries.</p>	<p>Make sure your child takes on chores.</p> <p>Be firm and calm when you need to confront wrongdoing.</p> <p>Be consistent in disciplining.</p>

		Make consequences known. Have your child take responsibility for their decisions.
	Accepts discipline or correction and tries to make improvements.	Set clear expectations. Allow your child to experience consequences. Use teachable moments to correct poor decisions or behaviours. Ask them to say what they would do next time. Recognize and support their efforts.
	Shows compassion, respect and care for others. Is a good sport.	Find opportunities for your child to help others. Make expectations known about how to be a good family/team member. Help your child manage disappointments. Talk through possible responses.
	Increasingly accepts responsibility in the family/school.	Encourage your child to take on chores. Recognize their contribution. Set standards. Encourage your child to volunteer. Praise the positives.
	Notices and makes connections to things going on around them. Becoming solution-seekers.	Encourage patience and the ability to deal with disappointments. Recognize the value in learning from mistakes.
	Can follow detailed instructions to complete tasks. Building strong memory.	Teach specific tasks in small steps. Ask your child to recall steps often. Watch as your child follows the steps and encourage their attempts. Recognize effort as well as success.
9-12 years	Wants to achieve/succeed; does their best.	Praise often for good efforts. Recognize growing capabilities. Talk about building a positive reputation. Set goals together.
	Willing to try new things; builds a sense of independence & curiosity.	Set reasonable limits.

		<p>Let your child explore on their own. Balance freedom with restraint.</p> <p>Encourage safety; monitor your child.</p> <p>Set clear boundaries.</p> <p>Always explain why these conditions are being set.</p>
	Is cooperative and communicative.	<p>Encourage a lot of discussion about their experiences.</p> <p>Ask for details and encourage descriptive language.</p> <p>Support your child to willingly helps others without being asked.</p> <p>Openly discuss issues of peer pressure, provide strategies to do the right thing.</p> <p>Help your child to develop skills in resolving conflict by having them seek solutions to their own issues with your support.</p>
	<p>Thinks critically, analyzes and evaluates (isumaksaqsiuttiarniq).</p> <p>Actively plans.</p>	<p>Help your child to learn from experiences.</p> <p>Ask questions about what they learned from activities/experiences.</p> <p>Help your child make sense of things.</p> <p>Help your child make a plan – identifying all the possibilities and challenges to be considered.</p>
	<p>Takes responsibility for tasks/chores without being asked.</p> <p>Actively contributes to family & community.</p> <p>Shows resourcefulness.</p>	<p>Set expectations for reliability and following a task through to completion.</p> <p>Encourage them to observe others to learn well.</p> <p>Expect them to do the best job possible.</p> <p>Look for ways to improve on tasks.</p>
	Takes care of property and equipment.	<p>Show your child how to be organized.</p> <p>Ask them to take on responsibility.</p> <p>Talk to your child about how things work and how safe keeping</p>

		tools/equipment means you're ready for any emergency or the next use.
	Practice good relationships.	<p>Expect them to share, respect, avoid conflict, help others, be honest, honour commitments and to be a good friend.</p> <p>Work together as part of a team.</p> <p>Teach about social expectations and what a healthy relationship should look like.</p> <p>Begin to teach your child about becoming a good partner/parent in the future.</p>
	Focus on positive attitudes & good habits.	<p>Show how every challenge can be addressed better with a positive attitude.</p> <p>Think "out loud" when you are making decisions to model the process for your child.</p> <p>Support them to try to improve at what they are not good at.</p> <p>Teach the Inuit values.</p> <p>Use inutsiaqpagutit to reinforce important teachings.</p> <p>Consider your child's peers and monitor their interactions.</p>
	Practices emotional management.	<p>Encourage patience and respect.</p> <p>Practice self-calming strategies.</p> <p>Help them to use strategies to manage emotions.</p> <p>Discuss types of emotions and what might cause those feelings.</p> <p>Help them to build consensus around difficult issues.</p>
	Accepts criticism – moves forward making positive changes	<p>Help your child find ways to improve areas they might be weak in.</p> <p>Communicate openly and often.</p> <p>Help planning to improve.</p> <p>Help them think through consequences.</p>

	<p>Shares ideas with confidence Advocates when needed</p>	<p>Listen carefully and respond to ideas thoughtfully. Encourage them to share ideas. Help your child to understand how to have courage, being assertive, but not aggressive. Increasingly include your child in adult conversations. Ask lots of questions that cause thinking. Encourage them to talk about what they need/want. Listen.</p>
	<p>Interested in spending time in nature</p>	<p>Promote keen observation. Teach terminology. Reinforce safety & survival skills. Teach the laws around respecting wildlife and the environment.</p>
	<p>Build a strong cultural identity.</p>	<p>Talk about family stories. Speak Inuktitut at home. Share Inuit stories, songs, histories. Teach Inuit values, beliefs, teachings, laws.</p>
13-15 years	<p>Is internally motivated and shows competence/skilled independence in several areas.</p>	<p>Create opportunities for your child to have more freedom of activity. Recognize their abilities. Provide lots of encouragement for effort, not just successes. Encourage continual improvement. Encourage thoughtfulness and positivity. Encourage strong self-esteem. Expect hard work, not perfection.</p>
	<p>Is a trusted friend - empathy & sensitivity</p>	<p>Encourage humility and acceptance of others wherever they are at. Talk to your child about being non-judgemental – accepting of others. Encourage empathetic thinking by continually asking what the other person must be thinking/going through. Create opportunities for your child to invite friends over and become involved with them in sharing activities and learning.</p>

	Has a sense of purpose and direction in life.	<p>Encourage optimism and a sense of a hopeful future.</p> <p>Promote resilience by supporting solution-seeking.</p> <p>Actively plan for personal goals with your child.</p> <p>Encourage perseverance in the face of difficulties.</p>
	Seeks advice from adults.	<p>Create a loving and supportive relationship where your child feels comfortable addressing concerns/ issues.</p> <p>Always keep talking/listening and make sure your teachings are understood.</p> <p>Ask your child about their thoughts and feelings.</p> <p>Ask for and value their opinion.</p> <p>Encourage your child to seek out and visit Elders, finding ways to help them while they learn from the Elder.</p>
	Increasingly takes on larger role in the family.	<p>Provide opportunities for your child to use skills/abilities.</p> <p>Actively instruct your child to learn new things.</p> <p>Assign responsibility for more tasks and recognize their contribution.</p> <p>Encourage them to consider the needs of others first.</p>
	Establishing a good personal reputation.	<p>Explain that people see how we are living and that gives us a reputation in life – it's important to pay attention now.</p> <p>The reputation that a child has also reflects on the whole family.</p> <p>Discuss what you would want your family to be known for? – what behaviours should you all pursue to make this happen?</p> <p>The reputation we make for ourselves might also influence our future – our potential relationships, job offers etc.</p>

		Identify good role models in the community.
	Practices preparation and organization.	Support your child in planning, preparing and thinking ahead. Involve them in family planning requirements. Model what you want your child to be able to do. Begin to talk about preparing to have good relationships; respectful behaviour to the opposite sex and family responsibilities.
16-18 years	Becoming more self-reliant. Practicing increasing independence.	Help your child understand the balance between doing things for oneself and for others – interdependence. Encourage relationships outside the family with mentors/Elders. Show your child ways to assert independence in respectful ways. Provide lots of reassurance. Talk about all the things one needs to live independently & plan how to prepare for that. Ensure that your child takes on responsibilities.
	Becoming highly competent.	Set expectations for doing tasks very well. Recognize your child's personal skills and encourage continual improvement. Honour and help them access opportunities to pursue their interests. Remind them that competence still means being safe and knowing limits. Help your child have a sense of control over some aspects of their life.
	Promoting good relationships.	Talk about the importance of respectful relationship with all things and what this looks like in practice.

		<p>Model what you are talking about.</p> <p>Discuss how to be in respectful romantic relationships.</p> <p>Talk about responsibility and compromise.</p> <p>Welcome and support the change in your own relationship with your child as they become an adult.</p> <p>Talk about preparing for parenthood.</p> <p>Promote reciprocity – they should be becoming less dependent and more collaborative in relationships.</p> <p>Be continually approachable and welcoming.</p>
	Accepting the things we cannot change.	<p>Support your child in dealing with adversity & setbacks.</p> <p>Practice solution seeking and planning for improvement.</p> <p>Discuss how to be adaptive when needed.</p> <p>Discuss the concept of innovation and how this can help in difficulties.</p>
	Communicating persuasively.	<p>Encourage your child to think things through and to present ideas that are supported by evidence.</p> <p>Teach them to always consider both sides of a situation.</p> <p>Ask them to identify all the possible options from a big picture perspective.</p> <p>Encourage careful, thoughtful approaches – clear thinking.</p>
	Planning for a future.	<p>Encourage continually planning and adjusting plans as needed.</p> <p>Talk about setting goals and how to take steps to obtain a goal.</p> <p>Encourage them to think of all the possible option available and to select the best options for them.</p> <p>Celebrate good decisions.</p> <p>Build your child's confidence.</p>

	Taking on the role of an adult.	<p>Assign more adult responsibilities to your child .</p> <p>Encourage your child to build a network of support outside the family.</p> <p>Recognize the ways your child is helping others/serving the community.</p> <p>Provide your child with their own equipment and expect them to manage it well.</p> <p>Praise all their successes.</p> <p>Stay close, observe and advise.</p> <p>Don't rescue your child, but provide support when it is needed, explaining consequences but leaving choices up to the child.</p>

Aajiqatigiingniq Rubric

Elders have identified the requirements of strong motivation, attitude and determination in the process of becoming a capable human being (inunnguiniq). This rubric helps to identify a learner along this path.

	Basic	Progressing	Confident	Competent
Motivation	<p>Is not self-motivated.</p> <p>Expresses boredom/ lack of interest.</p> <p>Requires external motivation.</p> <p>Is reward oriented.</p> <p>Personal goals are unclear.</p> <p>Sense of self is weak.</p>	<p>Shows motivation in some activities.</p> <p>Has specific interests.</p> <p>Relies on others to get things going.</p> <p>Considers benefits to him/herself.</p> <p>Has set some goals.</p> <p>Relies on others to identify his/her strengths, abilities.</p>	<p>Shows interest in a variety of areas.</p> <p>Wants to achieve, apply his/her abilities to a task.</p> <p>Tried new things when asked.</p> <p>Takes an interest.</p> <p>Shows confidence in his/her abilities.</p> <p>Has goals and seeks help to achieve those goals as needed.</p>	<p>Highly self-motivated.</p> <p>Has a clear plan/goals.</p> <p>Self-starter identifies next steps.</p> <p>Values pijitsirarniq/ serving others.</p> <p>Understands how to use skills and abilities for the common good.</p> <p>Willingly tries new things.</p>

		Requires a lot of encouragement.	Considers the needs of others. Has a good sense of self – personal strengths, abilities.	Seeks help/advise as needed. Is excited about possibilities. Wants to improve. Has a future orientation. Demonstrates hope.
Attitude	Has a mostly negative orientation. Doubts/mistrusts. Focus on things which are unfair or have hurt in the past. Has difficulty planning for the long term. Tends to become angry quickly. Feels like a victim. Does not accept responsibility for action/events. Reacts to situations without much thinking.	Sees some good in the world. Is building trust in relationships. Is trying to heal from past. Sometimes responds impulsively. Shows regret. Has a focus for the immediate future/ short term goals. Has a sense of humour. Can sometimes take an objective stance/ look at things from another perspective. Shows sympathy. Has a sense of personal responsibility while still blaming outside factors.	Has a mostly positive orientation. Wants to build/rebuild better relationships. Participates in healing. Apologizes when needed. Considers ways to assist others. Describes personal responsibility for the current situation. Willingness to take action to change. Considers many sides to an issue. Shows empathy. Is able to look for solutions/seek help/ advice. Manages emotions better.	Is positive and future oriented. Looks for the good. Has undertaken healing, plans for changing. Relies on healthy personal relationships. Takes responsibility in all areas of his/her life. Considers multiple perspectives. Actively works for the wellbeing of others. Is solution seeking, collaborative. Manages emotions well. Thinks of others first/meets their needs. Shows good judgement in

				making decisions. Is accountable.
Determination	Does not operate according to a plan. Becomes easily frustrated. Gives up easily when mistakes are made. Requires a lot of encouragement. Does not complete tasks. Delays doing tasks/procrastinates. Finds excuses for leaving things undone. Blames others/circumstances/tools etc. Has a sense of defeat.	Understand that improvements require step by step approach. Tries again if first attempt is not successful. Is learning from mistakes. Accepts advice/criticism. Usually completes tasks with help. Beginning to appreciate a challenge. Still looks to others for help/answers. Appreciates successful completion of a task.	Acts when asked. Considers options and makes decisions as to how to accomplish something. Continues to try even when mistakes are made. Learns from mistakes. Is able to analyze a challenge and seek different approaches. Completes tasks. Has a sense of accomplishment. Works independently. Takes some pride in doing things well.	Takes action immediately. Thinks things through carefully. Developed a planned approach to tasks. Tries many approaches until successful. Expects positive outcomes. Thinks deeply and applies this thinking to a task. Has a strong sense of accomplishment. Increasingly works independently. Takes pride in doing things at the highest level (sense of mastery).

Strategies to Support Cultural Competencies & Teachings

PRINCIPLE	STRATEGIES
Qanuqtururangniq	1. Ask your child questions that will “cause thought”. Expect them to provide possible solutions rather than just getting answers from you.

	<ol style="list-style-type: none"> 2. Encourage your child to try things out for themselves. They will learn better by trial and error than being told what to do. 3. Talk about cause and effect. Ask your child to think about why things happen and what might be done better the next time. 4. Continually plan and prepare with your child. Engage them in thinking ahead about what is needed or what might be the next thing to do. Help them to plan and then use plans to prepare for what needs to be achieved.
Pijitsirarniq	<ol style="list-style-type: none"> 1. Model how to serve others, looking for what needs they have and how best to meet them. 2. Encourage your child to look for what needs to be done and to help whenever they can. 3. Find ways to volunteer with your child in the community. Encourage their positive attitude and support of others.
Avatimik kamattiarniq	<ol style="list-style-type: none"> 1. From the earliest age, spend time in your environment with your child. Model respect and care of the environment, sharing the Inuit laws. 2. Be sustainable in the ways that you harvest, use the land/sea always conserving harvests well, only harvesting what is needed and handling harvest respectfully.
Piliriqatigiingniq	<ol style="list-style-type: none"> 1. Have your child participate in and contribute to family tasks from an early age. Increase their participation as they become more capable. Assign responsibilities for taking on tasks as soon as they are able. 2. Create a teamwork approach to any task, assigning your child a role at whatever level they can successfully participate with. Encourage and recognize the importance of their contribution. 3. Before beginning any task, explain the goal fully and ask for input and ideas from your child. Talk about the best ways to proceed and what roles you might each have in the task. Assign timelines and responsibilities as needed. Be clear about the expectations for the team.
Pilimmaksarniq	<ol style="list-style-type: none"> 1. Notice what interests your child and where their skill set lies. Create opportunities for them to use and develop their skills as much as possible. 2. Find ways to allow your child to learn from others with expertise. Expect them to observe closely, learn and help out whenever they can. They also need to show appreciation for this opportunity by reciprocating with the mentor in some way.

Inuqatitgiisiarniq	<ol style="list-style-type: none"> 1. Create opportunities for your child to participate in community events and activities. 2. Spend time in extended family. Teach your child about who their relatives are and how to respect those relationships.
Inusiliriniq	<ol style="list-style-type: none"> 1. Support your child to have many varied life experiences. 2. Encourage your child to take part in everyday activities to build varied life skills and to learn from participating in things that need to be done, contributing to family wellbeing. 3. Help your child to learn from experiences, discuss things that happen and how best to respond to difficult situations.