



# *Skills for Growing* Implementation Models

Skills for Growing complements and supports many aspects of the elementary school curriculum, and is designed to fit into several of the required subject areas and learning objectives of most states and provinces. For example, the program meets the national standards in social and emotional learning, character education, drug prevention, service-learning, bullying prevention, and suicide prevention. The program can be integrated into health, language arts, social studies and guidance, since it addresses many of the national standards for those subject areas.

## **Model One: Separate Course**

Adopt the program as the core selected curriculum for an existing subject, such as advisory, guidance, language arts. In this context, the program would be **taught daily, using a core lesson at the beginning of the week with multidisciplinary activities reinforcing the skill through the week.**

## **Model Two: Integrated into Academic Subject Areas**

Integrate the program into one or more related areas of the curriculum to provide a meaningful context for teaching academic skills and knowledge. For example, the skills and concepts taught in Unit #3, “Making Positive Decisions,” impact all aspects of learning and can be easily infused into content areas that teach personal and social responsibility. In this context, the program can be **taught as a core skill-building lesson once per week, with additional multidisciplinary activities available to reinforce the skill throughout the week as needed.**

### **Grades K – 2:**

- Social Studies (Units One through Five)
- Language Arts (Units One through Five)

### **Grades 3 – 5:**

- Social Studies (Units One, Two, Three, and Five)
- Language Arts (Units One through Five)
- Health (Units Three and Four)

## **Model Three: Foundational Life Skills Program**

Use the curriculum as a foundational program to support state and local initiatives in social and emotional learning, character education, comprehensive prevention, and service-learning. In this context, the program can be **taught as a core skill-building lesson once per week, with additional multidisciplinary activities available to reinforce the skill throughout the week as needed.**

## **Model Four: School-wide Initiative**

The program can be used for a school-wide initiative in which all students and parents are involved. Each unit serves as the basis for a monthly or bi-monthly theme for whole-school activities; classroom lessons, applications in arts, music, and physical education classes, guidance activities, service-learning projects, school-to-work, and parent meetings.