EMPOWER

SKILLS FOR SAFETY, SUCCESS, AND GLOBAL CITIZENSHIP

EMPOWER: Skills for Safety, Success, and Global Citizenship is QSI's comprehensive child development program that helps to prepare students to live successfully and safely in and out of the school environment. This program teaches students skills in three areas: Success Orientations, Social Emotional Learning, and Child Protection.

SUCCESS ORIENTATIONS

Success in life is more than academic grades, social status, or the size of one's bank account. The Success Orientations are universally agreed-upon traits that help students become well-rounded, positive individuals who make their families, communities, and the world a better place. The seven Success Orientations are Trustworthiness, Responsibility, Aesthetic Appreciation, Concern for Others, Kindness and Politeness, Independent Endeavor, and Group Interaction.

SOCIAL EMOTIONAL LEARNING

The benefits of social emotional learning (SEL) are vast and vital to the overall success of the student. By being self-aware, socially aware, able to manage personal feelings and emotions, navigate the nuances of relationships, and make positive decisions, students are better equipped to handle the pressures of life as they grow. Lessons in the SEL component of the Empower program were adapted from the 2020 CASEL SEL Framework in conjunction with the International School Counselor Association (ISCA) Scope and Sequence. Concept strands include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

CHILD PROTECTION

The Child Protection component of the Empower program focuses on developing a comprehensive set of skills that students need to stay safe and supported in real-world and digital environments. The key concepts were derived from the UN Convention on the Rights of the Child (UNCRC), the International Centre for Missing & Exploited Children (ICMEC), and the QSI Child Protection Handbook. Concept strands include personal rights, trusted networks, body privacy, abuse, personal and social safety, and self-advocacy.

QSI | QUALITY SCHOOLS INTERNATIONAL

TIMELINE FOR EMPOWER

2021

Development begins on EMPOWER (April).

26 writers and counselors join to begin creating a framework for EMPOWER and writing lessons (April–December).

2022

Writers reconvene to build on the writing from previous year (January–December).

All teachers and paraprofessionals from 3 pilot schools trained in the EMPOWER program (November).

2023

EMPOWER program (1st Edition) begins in 4 pilot schools (January–June).

Writers reconvene to incorporate feedback from the pilot of the 1st edition (July).

2nd Edition books finalized for use by pilot schools (August).

Admin and teachers trained to teach the Empower program across QSI (November–December).

2024

2nd Edition of EMPOWER curriculum published and released to all QSI schools (January).

Counselors trained to teach the Empower program across QSI (February).

EMPOWER Program evaluated and modified as needed to meet the needs of the schools (Ongoing after 2024).

EMPOWER STATEMENTS

I AM EMPOWERED TO BE A SUCCESSFUL CITIZEN!

I AM EMPOWERED TO BE EMOTIONALLY HEALTHY!

I AM EMPOWERED TO BE SAFE AND SUPPORTED!

ADDITIONAL FEATURES OF THE PROGRAM:

* Parent letters to keep them informed
* Age-appropriate set of lessons for every grade level
* Over 400 unique lessons for 5-Year-Olds through Secondary 4 (Grades K to 12)
* Comprehensive online and in-person training for every classroom teacher and paraprofessional
* Diverse resources and children's literature that accompany lessons

PROGRAM COMPONENT 1:
SUCCESS ORIENTATIONS

Success in life is more than simply academic grades, social status, or the size of one's bank account. The Success Orientations are universally agreed-upon traits that help students become well-rounded, positive individuals who make their families, communities, and the world a better place.

EMPOWER STATEMENT:

I AM EMPOWERED TO BE A SUCCESSFUL CITIZEN.

SUCCESS ORIENTATIONS
CONCEPT STRANDS AND DEFINITIONS

*Trustworthiness: being truthful and honest in interactions with others both inside and outside of the classroom and being counted on to do the right thing.

*Responsibility: coming to school on time, being prepared and ready to learn each day, and taking action to help others and avoid accidents.

*Independent Endeavor: being self-sufficient students who can work independently and persevere in assigned work as well as demonstrate initiative to pursue personal goals and interests.

*Concern for Others: accepting, helping, and including others no matter where they are from or what their beliefs are, as well as sharing and demonstrating empathy.

*Kindness and Politeness: being kind and polite to everyone at school no matter who they are and being helpful and patient with everyone.

*Group Interaction: working well in collaborative groups to listen to others, to solve problems, to find positive solutions, and to develop collaborative skills, even when disagreement is present.

*Aesthetic Appreciation: demonstrating appreciation for the beauty and order of the spaces and environment one is in as well as appreciating how other people create their ideas in every sphere of life.

PROGRAM COMPONENT 2:
SOCIAL EMOTIONAL LEARNING

The benefits of social emotional learning (SEL) are vast and vital to the overall success of the student. By being self-aware, socially aware, able to manage personal feelings and emotions, navigate the nuances of relationships, and make positive decisions, students are better equipped to handle the pressures of life as they grow.

EMPOWER STATEMENT:

I AM EMPOWERED TO BE EMOTIONALLY HEALTHY.

SOCIAL EMOTIONAL LEARNING

CONCEPT STRANDS AND DEFINITIONS

*Self-Awareness: recognizing how they feel and think as well as understanding that in any given situation those feelings and thoughts can affect their behaviors.

*Social Awareness: understanding other people's perspectives so that they can learn to empathize with diverse backgrounds and cultures.

*Self-Management: managing their emotions, thoughts, and actions so that they can effectively work and interact with others.

*Relationship Skills: building relationships essential to working effectively in many settings which include effective communication and collaborative skills.

*Responsible Decision-Making: being an effective decision–maker while responsibly applying those skills in social situations and reflecting on personal choices and behaviors.

PROGRAM COMPONENT 3:

CHILD PROTECTION

Children must be provided with a safe and secure environment in which to develop, thrive, and be successful. Abuse and neglect of minors are violations of any child's basic human rights. Additionally, abuse and neglect constitute impediments to learning and development and adversely affect children's physical, emotional, and social well–being. Our teachers are trained and required to report child abuse and neglect, and our students are empowered with the knowledge of these rights and the tools available to use them.

EMPOWER STATEMENT:

I AM EMPOWERED TO BE SAFE AND SUPPORTED.

CHILD PROTECTION
CONCEPT STRANDS AND DEFINITIONS

*Personal Rights: exercising their right to be safe and supported in a healthy environment.

*Trusted Network: identifying and accessing adults they can trust to help them in various situations.

*Body Privacy: recognizing their whole body is private.

*Abuse: identifying different types of abuse and resources available to seek help.

*Self-Advocacy: acting on their own behalf to keep themselves safe.

*Personal and Social Safety: recognizing safe and unsafe situations (digital and in-person) as well as developing strategies to respond safely on behalf of themselves and others.