

Resiliency Education: Civic and Character Education and Life Skills Education Grades 6-12 Plan (SY 2025-2026)

State Requirement - Rule 6A-1.094124: Resiliency Education: Civic and Character Education and Life Skills Education

(1) School districts must **annually provide a minimum of five (5) hours of data- driven instruction to students in grades 6-12** related to Civic and Character Education and Life Skills Education through Resiliency Education.

(2) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, **the instruction for Resiliency Education: Civic and Character Education and Life Skills Education will advance each year through developmentally appropriate instruction and skill-building and must address, at a minimum, the following topics:**

- Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
- Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - Empathy, perseverance, grit, gratitude, and responsibility
 - Critical thinking, problem-solving, and responsible decision-making
 - Self-awareness and self-management
 - Mentorship and citizenship
 - Honesty
- Recognition of signs and symptoms of mental health concerns
- Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
- Strategies to support a peer, friend, or family member through adversity)
- Prevention of suicide
- Prevention of abuse and addiction to alcohol, nicotine, and drugs
- Awareness of local school and community resources and the process for accessing assistance
- Substance Use and Abuse Health Education
- Child Trafficking Prevention Education
 - Recognition of signs of human trafficking
 - Awareness of resources, including national, state and local resources
 - Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance
 - Information on how social media and mobile device applications are used for human trafficking

Implementation

1. Schools to use an alternate bell schedule or extend a specified period; students participate in modules with a certified teacher
2. Each school principal will confirm that students have participated in modules
3. The District will document and report compliance to the FDOE annually, including the method of delivery and the professional qualifications of those delivering the instruction
4. Dual enrollment and full-time virtual school students will be required to complete the activities via Canvas LMS
5. Any hard copy surveys or student activities should be sent from APC office via inter-office mail to Kimberly Dickerson (Coordinator, Secondary Counseling) one week following the activity



Florida Department of Education (FDOE) FAQ and Responses

When does the teaching/instruction begin?

Five hours of instruction must occur during the 2025-2026 school year.

Is the requirement of five hours total from grades 6-12, or five hours per year?

A minimum of five hours is required for each student each year while in grades 6-12.

Are we correct in assuming that by requiring a minimum of five hours annually, students will have received at least 35 hours of resiliency education instruction when they graduate high school?

Yes.

Are students allowed to “waive” or be excused from this instruction? Are parents allowed to request that their child not participate in this instruction?

There is no statutory waiver option at this time.

Are districts expected to develop their own curriculum for each grade level or will the FDOE be providing/recommending specific curriculum/resources suitable to each grade level?

Curriculum choices are made at the district level. FDOE’s Office of Healthy Schools will be developing a list of no-cost resources and will share this with school districts at a later date

How should students participating in full-time dual enrollment receive instruction in Resiliency Education: Civic and Character Education and Life Skills Education?

For students who are full-time dual enrolled or early admit, districts must make arrangements to ensure those students participate with their cohort. *CCPS provides an online platform for students in dual enrollment or hospitalized homebound to complete the resiliency education requirements.*

Resiliency Education: Civic and Character Education and Life Skills Education Scope and Sequence

Middle School		High School	
Instructional Window	Content	Instructional Window	Content
Module 1 September 29 – October 3	Resiliency Education, Mental Health and Suicide Prevention - Students will learn about stress, stressors, and how to manage stressful situations - Students will learn skills for relaxation and stress management - Students will learn how gratitude can lessen stress - Strategies for stress management and self- regulation - How to identify the early warning signs that someone may be experiencing a mental health concern - How to speak to someone experiencing a mental health concern	Module 1 September 29 – October 3	Resiliency Education, Mental Health and Suicide Prevention - Students will learn about stress, stressors, and how to manage stressful situations - Students will learn skills for relaxation and stress management - Students will learn how gratitude can lessen stress - Strategies for stress management and self- regulation - How to identify the early warning signs that someone may be experiencing a mental health concern - How to speak to someone experiencing a mental health concern
Module 2 October 27-31	Social Media and Personal Responsibility - Social Media Awareness and Personal Safety - Discuss how character is shaped by attitudes, decisions and actions - Demonstrate responsible decision-making that considers multiple perspectives - Describe the importance of following school and community laws and rules - Monitor progress toward attaining a personal goal - Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal - Describe how personal goals can vary with changing abilities, priorities, and responsibilities - Identify how continuous learning leads to personal growth - Identify how continuous learning leads to personal growth (<i>Time management, setting boundaries, setting realistic goals, self-care</i>) - Identify healthy responses to negative peer pressure	Module 2 October 27-31	Social Media and Personal Responsibility - Social Media Awareness and Personal Safety - Describe the importance of leadership skills in the school and the community - Analyze different perspectives to inform responsible decision-making - Formulate a plan to attain a personal goal that addresses strengths, needs, and risks - Implement strategies and monitor progress in achieving a personal goal. - Formulate an effective long-term plan to include all dimensions of wellness - Analyze how actions and reactions can influence one to respond in different situations (<i>Emotions not governing behavior</i>) - Evaluate strategies that assist with managing challenges or setbacks (<i>Time management, setting boundaries, setting realistic goals, self-care</i>)

Module 3 November 17 – 21	Critical Thinking and Problem-Solving - Analyze possible solutions to a problem to determine the best outcome for oneself and others - Develop and apply conflict resolution skills in a variety of situations - Analyze ways to pursue common goals as a part of a team or group - Identify the importance of perseverance when facing difficulty solving a problem	Module 3 November 17 - 21	Critical Thinking and Problem-Solving - Analyze the importance of character and grit to achieve successful outcomes - Generate and apply alternative solutions when solving problems or resolving conflict - Describe ways to anticipate, avoid or de-escalate conflicts
Module 4 January 26 - 30	Character - Demonstrate the ability to respond with empathy in a variety of contexts and situations (Identifying others' feelings, perspectives, circumstances, experiences, and active listening) - Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships - Identify sources of relational conflicts and healthy approaches to conflict resolutions	Module 4 January 26 - 30	Character - Demonstrate effective and respectful communication skills and strategies (Differing Opinions) - Demonstrate empathy in a variety of contexts and situations (Identifying others' feelings, perspectives, circumstances, experiences, and active listening) - Adjust behavior to respect the needs of others
Module 5 February 17 -20	Dating Violence and Human Trafficking - Signs of dating violence - Recognition of signs of human trafficking - Awareness of resources, including national, state and local resources - Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance - Information on how social media and mobile device applications are used for human trafficking	Module 5 February 17 -20	Dating Violence and Human Trafficking - Signs of dating violence - Recognition of signs of human trafficking - Awareness of resources, including national, state and local resources - Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance - Information on how social media and mobile device applications are used for human trafficking

Module 6 March 16 - 20	Understanding Community Resources and Substance Abuse • Understand Community Resources • Vaping, Tobacco, and Marijuana Prevention • Alcohol and Drug Use Consequences • Dangerous Substances including Fentanyl	Module 6 March 16 - 20	Understanding Community Resources and Substance Abuse • Understand Community Resources • Vaping, Tobacco, and Marijuana Prevention • Alcohol and Drug Use Consequences • Dangerous Substances including Fentanyl
Module 7 April 13 - 17	Mentorship and Citizenship • Discuss ways a leader can build the trust of individuals and groups • Explain and develop ways to apply leadership skills in the school and the community • Identify the importance of volunteerism in positively affecting the community and nation • Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions	Module 7 April 13 - 17	Mentorship and Citizenship • Identify benefits of voting, volunteering, mentoring, and seeking leadership positions (Student government, clubs, volunteering in the community) • Analyze ways a leader can inspire confidence and motivate others • Analyze situations and demonstrate strategies to engage in respectful debate (Group projects, class discussions)

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