

## Life Skills Education - Student Outcomes Framework

Outcome	A. Communication	B. Relationships	C. Well-Being	D. Self-Efficacy	E. Resilience	F. Knowledge and Understanding
What it means...	... Improved communication and listening skills	... Effectively dealing with bullying and peer pressure on themselves and others	... Managing personal feelings	... Sustainability of the programme effect over time through improved risk management and increased awareness of risk	... Making safe and responsible choices for themselves and others	... Knowledge about drugs, alcohol and substance misuse
What we expect to see if the outcome is being met.	A1. The young person can tell others what they think and how they feel.	B1. The young person understands what peer pressure, and bullying, look like in practice.	C1. The young person understands the situations that they will find stressful and influence their feelings.	D1. The young person can assess how their choices have positive and negative consequences.	E1. Young people are able to recognise and demonstrate resistance strategies to help <b>them</b> make safe and responsible choices.	F1. The young person is empowered through accurate and relevant data about drug, alcohol and substance misuse.
	A2. The young person can recognise and demonstrate non-verbal communication.	B2. The young person can react positively to peer pressure and bullying.	C2. The young person is able to recognise the signs of stress in themselves and act on them.	D2. The young person has the tools to assess risk in context [as well as work through outcomes and consequences].	E2. Young people are able to recognise the benefit of giving and receiving help <b>to others</b> .	F2. The young person understands the facts and health effects of drugs and alcohol.
	A3. The young person can express and discuss ideas with others.	B3. The young person can avoid negative peer influences.	C3. Young people understand how small incidents [situations] can escalate if [they don't take action] and are allowed to continue.	D3. The young person has knowledge of the law and the legal consequences of their decisions.	E3. The young person has a strong support network and knows whom to go to for help and support.	F3. The young person is able to make balanced decisions about the use of drugs, alcohol and other substances.
	A4. The young person can <i>discuss</i> how to deal effectively with feelings.	B4. (Empathy) The young person is sensitive to situations where others might feel stressed or be under pressure to do things.	C4. (Empathy) Young people can reflect on the positive and negative emotions and feelings people have (for example, happiness or anxiety).	D4. The young person is confident they can apply the tools needed to make good decisions. [The SKILL Decision Making Model].	E4. The young person can consider ways to respond to and report incidents.	
	A5. The young person can talk about the choices they make, and why.	B5. (Empathy) Young people can understand the impact they can have on others and the personal consequences of bullying.				

\* We are in the process of developing an updated set of measurement tools to thoroughly assess the impact of our suite of programmes against our stated outcomes. Independent large RCTs (randomised control trials) show that our primary programme is effective against its learning outcomes.