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INTELLECTUAL OUTPUT 2

Survey tools to measure the learning degree of life skills



Overview

The survey tools will be structured in a kit consisting of:

- Manual of “typical” situations in which to observe the pupils: teachers and families will be invited to create the conditions indicated in the manual in order to observe and analyse, in these specific situations, the manner of exercise of the life skills and record the increase of the same
- Questionnaires for analysis and reporting, aimed at teachers and parents, making possible to assess the degree of learning life skills through the activities carried out every day in school and at home. The two observational questionnaires will be built respectively, addressed to teachers (school environment) and parents (domestic environment) of the students involved (6-7 years old) in the experimental classes. These surveys will allow the measurement of the degree of acquisition of the following life skills for the identified indicators:
 - ✓ Planning skills
 - ✓ Motivation to act (e.g. learning)
 - ✓ Organisational skills
 - ✓ Ability to relax and rest
 - ✓ Coping with stress
 - ✓ Effective learning
 - ✓ Creativity and creative thinking
 - ✓ Independent and critical thinking
 - ✓ Changing habits of thinking, changing beliefs
 - ✓ Emotional intelligence, empathy
 - ✓ Entrepreneurship
 - ✓ Assertiveness
 - ✓ Conflicts management
 - ✓ Interpersonal communication
 - ✓ Teamwork
 - ✓ Personal culture

PART 1 - Manual of “typical” situations in which to observe the pupils

Teachers and families will be invited to create the conditions indicated in the manual in order to observe and analyse, in these specific situations, the manner of exercise of the life skills and record the increase of the same.

Planning skills Planning is the thinking skill that helps an individual develop strategies to accomplish goals. It helps a child to think about how to complete a task before attempting to begin it.	
Typical situation in school environment Planning is utilised when a child sets out to complete a school project by first deciding what s/he will need, carefully assembling and arranging these supplies, and then taking a step-by-step process for completing the project.	Typical situation in domestic environment Planning is utilised when a child prepares its school backpack by first checking what s/he will need for next day classrooms and carefully packing all materials s/he needs.

Motivation to act Motivation to act can be seen as the ability of a child to engage in a task, the way s/he choose it, the effort s/he put in its performance and the persistence s/he shows about it.	
Typical situation in school environment A child can show motivation to act when s/he volunteers to do an activity s/he likes any time the occasion arises and s/he shows a consistent pleasure doing it.	Typical situation in domestic environment A child reveals motivation to act when s/he chooses extracurricular activities or a specific hobby and s/he is persevering about doing it.

Organisational skills Organization is the thinking skill that helps a child take a systematic approach to problem solving by creating order out of disorder.	
Typical situation in school environment Organization involves learning how to collect all of the necessary materials to complete a task while being able to step back and examine a complex situation.	Typical situation in domestic environment A child is using organizational skills when they take time to gather all of their notes before starting to study for a test.

Ability to relax and rest The ability to relax and rest means the child is able to recognize the signs s/he is tired and adjusts her/his behavior accordingly.
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<p>Typical situation in school environment A child shows this ability when if feeling tired or not well, choose to rest or a quiet activity rather than play a more energy-demanding activity with her/his schoolmates during playground.</p>	<p>Typical situation in domestic environment A child shows this ability when, having had an exhausting day, s/he will go to sleep earlier than usual.</p>
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<p>Coping with stress Coping with stress means that a child is able of using adaptive strategies, like looking at a problem in a different way, engaging in problem solving or pursuing constructive communication when facing a stressor situation.</p>	
<p>Typical situation in school environment A child that is able of coping with stress will adapt and try to find new friends when facing a situation of changing school or the relocation of a friend.</p>	<p>Typical situation in domestic environment When coping with stress, a child will adapt or talk about her/his needs at times of change such as the arrival of a sibling or the loss of a family member or even a pet.</p>

<p>Effective learning Effective learning is the way how the learning informs action in future situations. It involves the child ability of planning, monitoring and reflecting.</p>	
<p>Typical situation in school environment When, doing a task or during a project, a child is able of using knowledge from other areas, in a well-adapted way.</p>	<p>Typical situation in domestic environment When a child easily builds dialogue with people of different stances and makes good use of information obtained in different contexts in new ones.</p>

<p>Creativity and creative thinking Creativity and creative thinking means the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others and entertaining herself/himself as well as others.</p>	
<p>Typical situation in school environment Creativity and creative thinking can be seen when a child presents imaginative writings or draws, relating unexpected materials or information.</p>	<p>Typical situation in domestic environment Creativity and creative thinking can be seen when a child creates stories or games to play, alone or with others, using the available resources in an innovative way.</p>

<p>Independent and critical thinking Independent thinking means to make sense of the world based on personal observations and experiences rather than just going along with the thoughts of others. Critical thinking involves taking outside knowledge into account while evaluating information.</p>	
<p>Typical situation in school environment A child shows independent and critical thinking when, s/he is not afraid of giving her/his opinion in class and her/his point of view reflects her/his own perspective.</p>	<p>Typical situation in domestic environment A child shows independent and critical thinking when choose to play or do a different activity of her/his siblings, accordingly to her/his own preferences, even if they criticize her/him.</p>

<p>Changing habits of thinking, changing beliefs Changing habits of thinking and changing beliefs can be seen as the child's ability to shift and adopt new habits and beliefs to meet different types of challenges.</p>	
<p>Typical situation in school environment This can be seen when, taking a test that contains both multiple choice and essay questions, a child is able to switch easily between the two formats.</p>	<p>Typical situation in domestic environment This can be seen when a child is able of introducing some changes in her/his daily routines, such as exchanging with her/his sibling their housework duties.</p>

<p>Emotional intelligence, empathy Emotional intelligence is the child's ability to tune into her/his own feelings and respond appropriately to different social situations. Empathy means the child's capacity to understand or feel what another person is experiencing from within her/his frame of reference, that is, to place her/himself in another's position.</p>	
<p>Typical situation in school environment A child reveals it when, noticing s/he is talking too loudly where other schoolmates are trying to work, adjusts the volume or her/his voice to a more considerate level.</p>	<p>Typical situation in domestic environment A child reveals it when give her/his parent a kiss or a hug because notices they are sad or tired.</p>

<p>Entrepreneurship Entrepreneurship means the child's ability of taking initiative and pursuing a goal, without giving up when facing difficulties. It involves a risk taking attitude.</p>	
<p>Typical situation in school environment</p>	<p>Typical situation in domestic environment</p>

A child reveals an entrepreneurship attitude when s/he buckled down to get that science project done in advance and doesn't give up even facing difficulties.

A child reveals an entrepreneurship attitude when s/he never procrastinate or postponed, never had to be reminded about her/his homework about the subjects s/he likes to study.

Assertiveness

Assertiveness is an interpersonal skill that allows the child express openly and honestly about her/himself while also reflect a genuine concern for others.

Typical situation in school environment

A child is assertive when s/he is able of expressing a different opinion in class respecting her/his schoolmates' opinions.

Typical situation in domestic environment

A child is assertive when s/he speaks up about her/his uncomfortable feeling if a friend or a sibling is calling him names or making fun of him.

Conflicts management

When participating in conflict resolution, a child would be able to listen to all sides of the conflict and then determine a course of action that is fair and beneficial for all parties.

Typical situation in school environment

When, facing divergence between two of her/his best friends, s/he manages to find out a way of playing all together.

Typical situation in domestic environment

A child is able of managing a conflict if s/he finds a creative way of solving an argue over a toy with her/his brother, that is good for both.

Interpersonal communication

Interpersonal communication is a social skill that helps a child expressing her/his needs, wants and concerns in a socially-appropriate way.

Typical situation in school environment

A child shows interpersonal communication when is able of asking for help to do an exercise or solve a problem, if needed, without crying or screaming.

Typical situation in domestic environment

Interpersonal communication can be revealed when a child ask a friend to share her/his toys in an effective way.

Teamwork

Teamwork is a social skill through which a child is able of working as part of a team and therefore is able to develop the sense of compromise, tolerance and

respect for others.	
Typical situation in school environment A child is able of doing teamwork when being part of a group, s/he manages to listen others' opinions, give their own, being neither too passive or aggressive.	Typical situation in domestic environment When siblings works together in housework duties or help each other with homework, namely supporting younger siblings.

Personal culture Personal culture can be seen as the ability of a child to accept diversity and people with different backgrounds, reflecting an inclusive attitude towards it.	
Typical situation in school environment When a child reacts in the same way or with tolerance to a schoolmate from a different ethnic group or country.	Typical situation in domestic environment When a child is curious and enjoy travelling and visiting a museum or exploring new activities that broaden their knowledge of the world.

PART 2 - Questionnaires for analysis and reporting

TEACHERS

The aim is to assess the degree of learning life skills through the activities carried out every day in school.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1- Applies; 2- Applies to some extent; 3- Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if doesn't applies and after experimentation applies to some extent) and/or ++ (if doesn't applies/ applies to some extent and after applies)

LIKE SKILLS	Indicators	Ex-ante observation			Experimentation	Ex-post observation			Impact
		Applies	Applies to some extent	Does not applies	LIKE toolkit activity	Applies	Applies to some extent	Does not applies	+ / ++
Planning skills	Decides what s/he will need								
	Carefully assembles and arranges the supplies								
	Takes a step-by-step process for completing the project								
Motivation to act	Volunteers to do an activity s/he likes any time the occasion arises								
	Shows a consistent pleasure doing it								
Organisational skills	Learns how to collect all of needed materials to complete a task								
	Steps back and examine a complex situation								
Ability to relax and rest	Recognises her/his physical conditions or the level of tiredness								
	Adjust her/his behaviour during playground to her/his level of tiredness								
Coping with stress	Adapts well in a context of school changing								
	Finds new friends if his best friend is relocated in a different school								

Effective learning	Uses knowledge from other areas when doing a task/project								
	The information is used in a well-adapted way								
Creativity and creative thinking	Creates imaginative writings or draws								
	Relates and uses unexpected materials								
Independent and critical thinking	Is not afraid of saying what s/he thinks								
	Has a point of view that reflects her/his own perspective								
Changing habits of thinking, changing beliefs	Identifies different format questions in a test (multiple choice and essay questions)								
	Switches easily between the two formats								
Emotional intelligence, empathy	Notices when talking too loudly where other schoolmates are trying to work								
	Adjusts the volume or her/his voice to a more considerate level								
Entrepreneurship	Takes initiative to get her/his project done in advanced								
	Doesn't give up if loses part of it								
Assertiveness	Expresses own and different opinions in class								
	Shows respect to different opinions, while expressing her/his own								
Conflicts management	Faces divergent wills from their own								
	Finds out a solution that satisfies all parts								
Interpersonal communication	Asks for help to do an exercise or solve a problem, if needed								
	Feels comfortable in that situation (doesn't cry or feels frustrated)								
Teamwork	Manages to listen others' opinions and give their own, when working in a group								
	Has a balanced attitude, neither too passive or aggressive								
Personal culture	Recognises when faces different cultural or ethnic backgrounds								
	Has a tolerant attitude when facing differences								

PARENTS

The aim is to assess the degree of learning life skills through the activities carried out every day at home.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1- Applies; 2- Applies to some extent; 3- Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if doesn't applies and after experimentation applies to some extent) and/or ++ (if doesn't applies/ applies to some extent and after applies)

LIKE SKILLS	Indicators	Ex-ante observation			Experimentation	Ex-post observation			Impact
		Applies	Applies to some extent	Does not applies	LIKE toolkit activity	Applies	Applies to some extent	Does not applies	+ / ++
Planning skills	Checks what s/he will need								
	Carefully packs all the materials s/he needs								
Motivation to act	Chooses extracurricular activities or a specific hobby								
	Is persevering about doing it								
Organisational skills	Takes time to gather all of their notes								
	Then, starts to study for a test								
Ability to relax and rest	Feels have had an exhausting day								
	Goes to sleep earlier than usual								
Coping with stress	Identifies a change situation such as the arrival of a sibling or the loss of a pet or a family member								
	Adapts or talks about her/his needs in that kind of situations								
Effective learning	Builds dialogue with people of different stances easily								
	Makes good use of information obtained in different contexts in new ones								
Creativity and creative thinking	Creates stories or games to play, alone or with others								
	Uses the available resources in an innovative way								
Independent and	Choose to play or do a different activity of her/his siblings								

critical thinking	Identifies own preferences and keep it, even if criticized by their siblings								
Changing habits of thinking, changing beliefs	Recognises own daily routines such housework duties								
	Exchanges housework duties with their siblings								
Emotional intelligence, empathy	Notices the sadness or tiredness of the parents								
	Gives a kiss or a hug to the parent who is feeling that way								
Entrepreneurship	Hasn't the tendency to procrastinate or postponed								
	Doesn't need to be reminded about her/his homework/things s/he likes to study								
Assertiveness	Doesn't like if a friend or a sibling is calling him names or making fun of him								
	Speaks up about her/his uncomfortable feeling								
Conflicts management	Finds a creative way of solving an argue over a toy with her/his brother								
	The solution is good for both								
Interpersonal communication	Identifies own need, want or concern, such as wanting to play with the toy of a friend								
	Speaks about it in an effective way, asking a friend to share her/his toys								
Teamwork	Works with siblings in housework duties								
	Helps siblings with homework or supports younger siblings								
Personal culture	Is curious and enjoys travelling or visiting new places, such as museums								
	Likes to explore new activities that broaden their knowledge of the world								

