



PERSONAL AWARENESS & RESPONSIBILITY  
Competency Profiles

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# PERSONAL AWARENESS & RESPONSIBILITY

## Competency Profiles

### OVERVIEW



Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

Personal awareness and responsibility is one of three interrelated competencies that relate to the broad area of Social and Emotional Learning (SEL):

- I. Positive personal and cultural identity (PPCI)
- II. Personal awareness and responsibility
- III. Social responsibility

In considering a student's development, it is important to connect all three of these overlapping competencies. PPCI has an especially strong connection to Personal Awareness and Responsibility, particularly in the Personal Values and Choices facet and the Personal Strengths and Abilities facet. [ [SEE POSITIVE PERSONAL AND CULTURAL IDENTITY PPCI](#) ]

Personal awareness and responsibility includes personal efficacy and self-advocacy — the abilities that students use to understand and take responsibility for their actions, including their learning; to make constructive and ethical decisions about their personal and social behaviour; and to recognize and accept consequences, understanding how their actions affect their own well-being and that of others.

Development of personal awareness and responsibility begins within families and communities, before students enter formal schooling, and expands at every level of schooling. At each stage, students maintain and enhance competencies from previous stages, while developing new skills. Students move from demonstrating personal responsibility in relatively simple and highly supported situations, to demonstrating increasing independence in more complex and varied contexts. The development of competency in personal awareness and responsibility does not end with school graduation, but continues to develop in personal, social, educational, and workplace contexts.



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The Personal Awareness and Responsibility Competency Profiles describe and illustrate students' development, focusing on the three facets described below. Note that these overlap, and any task/illustration is likely to demonstrate more than one facet and often includes facets from Positive Personal and Cultural Identity Profiles.

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## 1. Self-determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

### SAMPLE "I" STATEMENTS

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.

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## 2. Self-regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

### SAMPLE "I" STATEMENTS

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behaviour.

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### 3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.

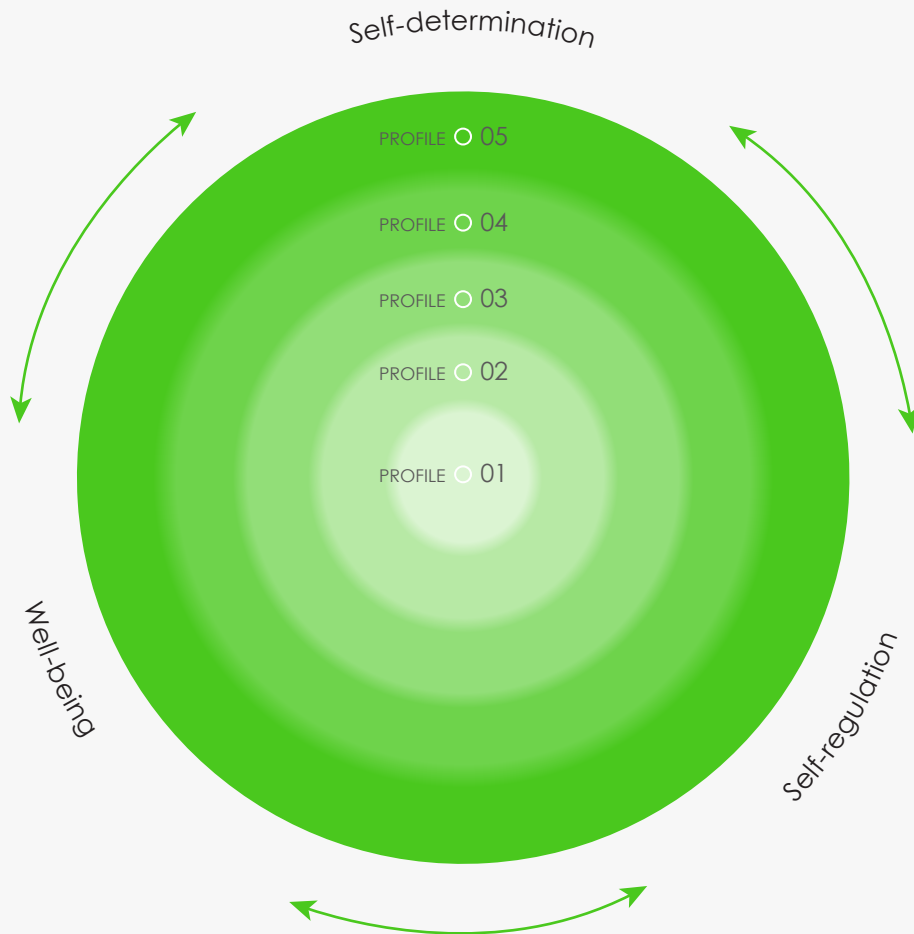
#### SAMPLE “I” STATEMENTS

- I can participate in activities that support my well-being, and tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle.



# PERSONAL AWARENESS AND RESPONSIBILITY

The Personal Awareness and Responsibility Competency Profiles emphasize the concept of expanding and growing. They are progressive and additive, as illustrated by the concentric circles in this graphic.



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## Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

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PROFILE	DESCRIPTION
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 **1**

With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.

 **2**

In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions.

I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.

 **3**

I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.

I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.

 **4**

I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.

I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.

 **5**

I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.

I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.