

Name:

## COMPETENCY 2 Affirms his/her Personality

Acquired

### Uses appropriate means to meet his / her needs

*Appropriately expresses needs, tastes, interests and emotions. For example:*

**Teacher Intervention**

- Expresses physical needs (e.g. I'm not feeling well.)
- Expresses emotional needs (e.g. Johnny won't play with me.)
- Asks other children what they are doing or how something works
- Communicates the need to play in a group/ with a friend
- Expresses verbally or physically when upset with another child

**Comments**

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*Uses different strategies to meet his/her needs. For example:*

**Teacher Intervention**

- Asks for help
- Asks for alone time
- Uses self control
- Attempts to apply relaxation techniques
- Volunteers to be of help
- Asks questions
- Experiments with different tools and/or materials
- Adapts/modifies an object or tool to accomplish a goal

**Comments**

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### Expresses tastes, interests, feelings and emotions appropriately

*Expresses his/her tastes and interests. For example:*

**Teacher Intervention**

- Makes choices
- Expresses verbally what he/she likes (I like...)
- Contributes ideas verbally, in small and/or large group discussions
- Expresses tastes and interests through art work

**Comments**

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**Name:**

*Expresses his/her feelings and emotions: . For example:*

**Teacher Intervention**

- Can identify feelings and emotions
- Communicates how he/she feels (I feel...)
- Expresses feeling and emotions through the arts (dance, music, drama, visual art)

**Comments**

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**Demonstrates autonomy in games, activities, projects and everyday life in class**

*Can assume responsibilities. For example:*

**Teacher Intervention**

- Follows classroom routine with little help
- Manages transitions easily
- Completes tasks undertaken
- Cleans up workspace and puts things away
- Passes on a message

**Comments**

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*Takes initiative. For example:*

**Teacher Intervention**

- Volunteers to help, assists another child in need.
- Retrieves materials or tools without asking
- Asks questions, seeks information
- Takes initiative by asking another child for help
- Applies learned strategies to solve simple challenges

**Comments**

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**Name:**

*Makes choices. For example:*

**Teacher Intervention**

- Selects favourite books, toys, games
- Chooses a team or group to work or play with
- Selects appropriate materials and/or space for the project or activity
- Selects what he/she wants to include in the portfolio

**Comments**

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**Manifests emotional security in a variety of ways**

*Takes risks, puts forward ideas and presents personal impressions with confidence. For example:*

**Teacher Intervention**

- Tries new things
- Tries different ways of doing things
- Makes decisions
- Makes suggestions, e.g. on how to improve something
- Challenges an idea or solution
- Expresses ideas in a small group setting
- Expresses ideas in a large group setting

**Comments**

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*Faces up to challenges. For example:*

**Teacher Intervention**

- Identifies a problem or challenge, e.g., something they would like to get better at
- Tackles a simple problem appropriately
- Attempts to find a strategy to solve a problem with assistance
- Attempts to find a strategy to solve a problem independently
- Attempts to apply a strategy to solve a problem with assistance
- Attempts to apply a strategy to solve a problem independently
- Perseveres at an activity proposed by him/herself
- Perseveres at an activity proposed by others

**Comments**

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**Name:**

*Begins to set appropriate goals for him/herself with assistance. For example:*

*Teacher Intervention*

- Identifies strengths and weaknesses
- Identifies with help what he/she would like to do or improve
- Takes steps to reach goals
- Recognizes when a goal is met

**Comments**

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*Puts forward ideas with confidence. For example:*

*Teacher Intervention*

- Contributes ideas in a group
- Expresses his/her personal opinions
- Makes suggestions

**Comments**

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