

Bill 4

The Social Development Act

WHEREAS “an individual needs to be able to communicate with others, listen to others, influence others, and so forth.”¹ and

WHEREAS “The greater benefit of social skills instruction is that you can improve both the academic and social functioning of individual students”;² and

WHEREAS “Well-developed social skills can help youth develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, so-worker/colleague, and community member.”³

THEREFORE HER MAJESTY, BY AND WITH THE ADVICE AND CONSENT OF THE YOUTH PARLIAMENT OF MANITOBA, ENACTS AS FOLLOWS:

As of 01 January 2014, the Government of Canada shall establish the Socially Utilized Centres Containing Education related to Social Skills [SUCCESS], for the purpose of organizing and administering a mandatory social development program for all Canadians between the ages of 6-21.

SUCCESS will be comprised of accredited teachers, developmental psychologists, social workers, and public health professionals.

The program will be developed and administered by a representative body comprised of the above-mentioned professionals and appointed by government.

The program will be focused on normal social development as well as identifying early signs of developmental or mental health issues.

Resources and Provisions will be made available to help those in need of special attention and care.

The social development program will be divided into three clusters, each with a specific developmental focus: Early Childhood, Adolescence, and Young Adult.

Individuals will progress through development stages based on readiness instead of age in a non-competitive environment.

Normal development is scheduled for the years 6-21 but the program may be tailored to the development of each individual.

¹ Morgeson, F. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. Retrieved from https://www.msu.edu/~morgeson/morgeson_reider_campion_2005.pdf

² Bhargava, D. (n.d.). Ii. developing social skills in the classroom. Retrieved from <http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&sqi=2&ved=0CDwQFjAA&url=http://www.trinity.edu/org/sensoryimpairments/VI/SS/VI%20-%20Ch%206-%20II-%20Dev%20Soc%20Skills%20in%20Classroom.doc&ei=7h6aUoC8FYLjoAT46YGoBQ&usg=AFQjCNEDPuD7XhIHWkodN PpupkFq-mbIKw&bvm=bv.57155469,d.cGU>

³ Bremer, C. (2004, October). Teaching social skills. Retrieved from <http://www.ncset.org/publications/viewdesc.asp?id=1749>

Early Childhood and Adolescent programming will be delivered through current primary and secondary education institutions.

Young Adult programming will be delivered through off-site SUCCESS institutions and SUCCESS centers within post-secondary institutions.

At least one SUCCESS institution will be built within a 100km radius of all villages, towns, or rural municipalities.

All natural-born citizens will be required to complete each development level or face becoming ineligible for employment in Canada.

Natural-born citizens immigrating to Canada after living out of country for some or all of the years of the program will be required to complete a modified version of the Young Adult level.

Individuals still within the age range for lower level programming will be assessed and integrated into an appropriate development level.

Citizens may be employed while completing the program. Maintaining employment status is dependent upon eventual completion.

Immigrants entering Canada will be required to complete a modified version of the Young Adult level that includes education and aid on cultural integration, introduction to available services, and community integration.

Immigrants within the age range for lower level programming will be assessed, and integrated into an appropriate development level.

Immigrants may be employed while completing the program. Maintaining employment status is dependent on eventual completion.

The Early Childhood cluster shall consist of a weekly class broadly focused on assessing the development levels of children by observing play, academic proclivity, and social awareness, as well as early signs of developmental or mental health issues. The program consist of but not be limited to:

- Basic Hygiene and Grooming
- Basic Table Manners and Etiquette
- Sharing and Tolerance for Others
- Communication
- Conflict Resolution
- Teamwork and Cooperative games
- Early Childhood Fitness and Flexibility

The Adolescence cluster shall consist of a weekly class expanded to encompass issues faced by students entering early adolescence. The program will consist of but not be limited to:

- Basic Sexual Education
- Basic Substance Abuse and Addictions Education
- De-stigmatization of Mental Illness
- Self Awareness, Self-Worth, and Empathy
- Anti-Bullying training
- Self-Management – Time management, social responsibility, community engagement.

The Young Adult cluster shall consist of a monthly class focused on adult issues, personal responsibility, and training for transition to independent living. The program will consist of but not be limited to:

- Comprehensive Sexual Education

- Comprehensive Substance Abuse and Addictions Education

- Mental Illness Awareness

- Civic Responsibilities

 - Voting, Jury Duty, community involvement, etc.

 - Democratic participation and knowledge of basic rights, freedoms, and duties.

- Independent Living

 - Finding Employment

 - Taxes, Financial Planning and Management

 - Home Economics – Cooking, cleanliness, and home repair.