



UNIT 1: PERSONAL MANAGEMENT

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UNIT 1: PERSONAL MANAGEMENT

Assessment Plan

Assessment Target: GLO A: Build and maintain a positive self-image.
SLOs 1.A.1–1.A.8

Assessment for Learning:

- Have students reflect on the discussion following the “Three Spheres of Life” activity and identify how they can connect this new information to their own career development. (Introduction)
- Provide feedback. Have students provide feedback to each other about their storytelling. (1.A.1–1.A.3)
- After completing the activities for 1.A.1 to 1.A.3, have students reflect on how self-knowledge helps in goal setting. Have students summarize the skills and attributes identified as strengths and describe possible solutions to improve skills and attributes identified as weaknesses. Provide feedback. (1.A.1–1.A.3)
- Have students reflect on the self-images of a role model or mentor and how their self-images contributed to their success. Provide feedback. (1.A.4–1.A.6)
- Have students reflect on the “I Have a Secret” activity. (1.A.6)
- Have students reflect on the connection between self-image and motivation. (1.A.7–1.A.8)

Assessment of Learning:

- As a culminating activity for this section, students will use all available information to write a short reflective essay describing how completing the self-awareness activities contributes to their own career development.

Assessment Target: GLO B: Interact positively and effectively with others.
SLOs 1.B.1–1.B.7

Assessment for Learning:

- Have students complete exit slips giving examples of effective communication that they have experienced recently. (1.B.2)
- Have students complete an exit slip, describing three group communications skills they will work on improving. (1.B.3–1.B.4)
- Have students reflect on being in a conflict situation and how it feels to resolve it. (1.B.6)
- Have students reflect on new ideas or perspectives presented by the guest speaker. (1.B.7)

Assessment of Learning:

- Have students prepare a monthly budget. (1.B.5)
- Have groups of students present their research about diverse businesses to the class using visual aids. (1.B.7)
- Have groups of students create a poster giving advice for communicating with others in the workplace. (1.B.7)

Assessment Target: GLO C: Change and grow throughout life.
SLOs 1.C.1–1.C.5

Assessment for Learning:

- Have students freewrite about experiences in the workplace or in volunteer situations and how those experiences colour feelings about future experiences. Provide feedback. (1.C.1)
- Have students create a chart that compares their physical, social, psychological, and emotional characteristics at age eight with now. Have students speculate on how they will change in these areas in the future and how these changes may affect their ability to deal with work-related situations. (1.C.2–1.C.3)
- Have students complete an exit slip describing stressful situations and strategies to manage them. (1.C.4)

Assessment of Learning:

- Groups of students compile a list of strategies to deal with stress and create a poster for the classroom. (1.C.4)
- As a culminating activity, have students select one of the role-playing scenarios and write a short narrative describing how they would most likely react (given their self-esteem and personality) and outline some of the strategies they would use to resolve this issue.

UNIT 1: PERSONAL MANAGEMENT

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	22 hours
■ Introduction	1 hour
■ Build and Maintain a Positive Self-Image	9 hours
■ Interact Positively and Effectively with Others	5 hours
■ Change and Grow throughout Life	7 hours

Introduction to Course

Prescribed Learning Outcomes

Suggestions for Instruction

What is Career Development?

In small groups, students explore the meaning of career development.

Three Spheres of Life

Students participate in the “Three Spheres of Life” exercise. (See Appendix A for BLM 1.)

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Students each write a reflective journal entry (see Appendix B) discussing the connection between the three spheres and career development. What is the purpose of the course? Why is it important? What are three things you hope to get out of this course?



This course will provide every student with the opportunity to create a Career Portfolio and complete an Annual Education Plan (AEP). (See Appendix A for BLM 2.) The portfolio and AEP will be helpful in guiding students in their career goal planning.

GLO A: Build and maintain a positive self-image.

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.1

Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses.

1.A.2

Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others.

1.A.3

Describe how self-assessment can contribute toward the achievement of one's personal, educational, social, and professional goals.



Building a Positive Self-Image by Exploring Strengths

Students each complete an admit slip (see Appendix B) giving three examples of how performance in school subjects and leisure learning situations can help in assessing their abilities.

Students self-assess their skills and personal qualities and explore their interests, values, and other attributes using their previous year's Career Portfolio and/or AEP, and one or more online career exploration sites such as the following:

- Career InfoNet Skills Profiler: www.careerinfonet.org/skills/
- whatever subscription-based career exploration website the school subscribes to (e.g., *Career Cruising*, *Choices Planner*, etc.)

Students each record their top five interests, top five skills, five personality traits, and top five work values on their Annual Education Plan (AEP). Students also save any quiz/inventory results to include in their Career Portfolios.

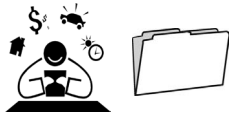
Stories to Build Self-Image

In small groups, students take turns telling of a time when they tried to achieve a goal. Students in the group provide feedback to the storyteller about positive characteristics revealed in that story. Students use this feedback to add additional personal strengths to their AEPs.

Increasing Self-Awareness to Set Goals

The class brainstorms answers to the question "What makes work satisfying?" Students each sort responses into four categories (values, skills, interests, and life/work preferences) and complete the "Increasing Self-Awareness" form. (See Appendix A for BLM 3.)

Once students have completed the form, facilitate a follow-up whole-class discussion about what makes people decide on jobs and career choices.



If additional values, skills, interests, and life/work preferences are identified, students add them to their AEPs. Students save the exercise to include in their Career Portfolios.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

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Students each write a reflective journal entry (see Appendix B) answering the questions: How does knowing about your skills, values, interests, preferences, and personal qualities help you to set short-term and long-term goals? Why is it important to set short-term and long-term goals?

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Students each write a summary in paragraph or chart form of the skills and attributes identified as strengths and those identified as weaknesses. They also describe possible solutions to improve skills and attributes identified as weaknesses. Provide feedback.

1.A.4

Discover the importance of developing a realistic and positive self-image and the consequences of an erroneous one.

Realistic Self-Images

Students each complete an admit slip (see Appendix B) giving one example of a possible consequence of a low self-esteem and one example of a possible consequence of a realistic positive self-esteem.

1.A.5

Identify how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally.

In small groups, students compare the consequences of a low self-esteem and a realistic positive self-esteem.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

1.A.6

Evaluate the impact of one's self-image on self and others.

Using jigsaw groupings (see Appendix B), students research and discuss well-known people in history and their positive and erroneous self-images (e.g., Winston Churchill, Bill Gates, Cindy Klassen, Nellie McClung).

Students view a film about a famous person, focusing on that person's self-image and how it hindered or contributed to self-fulfillment. Following the film, students discuss in small groups the effects of different kinds of self-image.

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If possible, students each interview their role models or mentors to discover the impact self-image has had on their lives. In reflective journal entries (see Appendix B), students write about the self-images of a role model or mentor and how their self-images contribute to their success. Students share their observations in class and receive feedback.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.6

Evaluate the impact of one's self-image on self and others.

I've Got a Secret

Students evaluate the impact of one's self-image on self and others by doing the following "I've Got A Secret" activity:

1. Students each write a sentence or short paragraph describing something about themselves that they have not previously shared with the group.
2. The unsigned papers are put in a box.
3. The teacher reads the secrets, one at a time.
4. The class, with consideration and respect, discusses each secret as it is read. This should reassure students that others are accepting and may have the same private thoughts and concerns.

Students each write a reflective journal entry (see Appendix B) using the following questions as a guide:

- How did you feel when your statement was read out loud?
- What was the most important thing you learned from this exercise?
- Was it difficult or easy for you to think of a secret to write down?
- How did hearing people discuss your secret affect your self-image? How do you think it affected the self-image of others in the class?
- How do you see this exercise relating to life/work planning?
- What would happen if someone did this type of exercise at work?

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1.A.7

Identify and compare how internal and external factors affect motivation.

Self-Image Motivation

Students each write an admit slip (see Appendix B) giving three reasons why they come to school.

1.A.8

Explore personal desires and interests.

The class compiles a list of the various sources of motivation from the individual admit slips and from brainstorming further items. The students work in small groups to sort the sources of motivation into internal and external factors and to rank them from most motivating to least motivating. Groups share their results with the class and discuss the differences between external factors and internal factors.


Students each write a reflective journal entry (see Appendix B) about how self-image and motivation are related—does having a positive self-image increase motivation? Which type of motivation is affected—internal or external?

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Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes	Suggestions for Instruction
<p>1.A.8 Explore personal desires and interests.</p>	<p>For Love and Money</p> <p>Students participate in the “For Love and Money” activity. (See Appendix A for BLM 4.)</p>
	<p>Students add interests to their AEPs if applicable.</p>
<p>A of</p>	<p>Students each use the information they have gathered in their exercises and reflections to write a short reflective essay describing how completing the self-awareness activities will contribute to their own career development. (See Appendix A for BLM 5: “Writing Rubric: Reflective Essay.”)</p>

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>1.B.1 Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being.</p>	<p>Three Spheres of Life Revisited</p> <p>Students review the “Three Spheres of Life” exercise (BLM 1) and, in small groups, discuss the need for balancing work, family, and leisure activities.</p> <p>Students each freewrite (see Appendix B) about how an imbalance among work, family, and leisure activities can affect each of emotional, physical, mental, and economic well-being.</p> <p>Students each keep a one-week 24-hour activity log, and use it to create a “three spheres of life” diagram that shows an ideal balance among the three spheres. (See Appendix A for BLM 6.)</p>
<p>1.B.2 Review effective interpersonal skills.</p>	<p>Communicating Effectively</p> <p>In small groups, students create posters illustrating important communication skills such as “I” messages, making messages complete, ensuring verbal and non-verbal congruency, asking for feedback, giving appropriate messages to the receiver, describing one’s feelings, describing the feelings of others without interpretation, and describing behaviour without interpretation.</p>
<p>A for</p>	<p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p>Students each write an exit slip (see Appendix B) giving three examples of effective communication that they have experienced recently.</p>

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.3

Analyze group discussion as to the effectiveness of communication.

1.B.4

Identify effective skills, knowledge, and attitudes for interacting with others.

Fishbowl Group Discussion

Divide the class into two groups. Group A (the fishbowl) sits in a circle and discusses an assigned topic, such as why group communication skills are important in the workplace. Group B (the observers) sits around the outside and observes the discussion, taking note of various communication skills observed (e.g., listening, summarizing information, asking clarifying questions, etc.). (See Appendix A for BLM 7.)

Divide the class into smaller groups, with each group having some observers and some fishbowl participants. The groups review the observers' notes and analyze and discuss the verbal and non-verbal skills exhibited.

Option: Groups switch roles so that they all will observe and participate.

Deer Lodge School Staffing: Group Problem Solving

Students participate in the group problem-solving exercise "Deer Lodge School Staffing." Divide students into groups of six. Extra students can serve as secretaries for a group. Pass out copies of the Instructions to Group Members (see Appendix A for BLM 8). Group members (except for extra students) are each given a clue card (which can be copied from BLM 8).

In different small group configurations, the students discuss the skills and behaviours that contributed to the solution of the puzzle.

Students each complete an exit slip (see Appendix B), describing the three group communication skills they found most useful and will work on improving.

Students add communication skills to their AEPs where applicable.



1.B.5

Demonstrate financial management skills by preparing a monthly budget.

Monthly Budget

Students each prepare a monthly budget (including such expenses as housing, food, automobile, entertainment, gifts, clothing, utility bills, etc., and such income as employment, loans, gifts, etc.). Students can research employment income and costs such as housing, food, entertainment, and automobiles in the local newspapers and online sources.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.6

Display effective skills, knowledge, and attitudes for resolving conflicts with peers and adults.

Resolving Conflicts

The class brainstorms various scenarios involving school- and work-related conflict situations.

In small groups, students role-play a scenario, demonstrating both effective resolution of the conflict and ineffective responses to the conflict.

The class discusses the various skills and strategies, knowledge, and attitudes that worked to resolve the various conflicts.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write a reflective journal entry (see Appendix B) about how it felt to be in a conflict situation and how it felt to resolve it.

1.B.7

Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

Diversity in the Workplace

Students freewrite (see Appendix B) on the topic of how people are more alike than unlike each other despite different backgrounds, abilities, and interests. What do all people have in common? Why is it a good idea to talk and think about differences in culture, lifestyle, and abilities? When is it a bad idea?

Guest Speaker

Invite a guest speaker to talk about cultural diversity in the workplace.

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After the guest speaker has spoken, students each write a reflective journal entry (see Appendix B) about any new ideas and/or perspectives the speaker presented.

Diverse Businesses in the Community

Small groups each explore and identify the cultural origins of a different Manitoba business. Does the business employ people from the same cultural background or from a diversity of backgrounds? What cultural community does the business primarily serve? What does the business contribute to the wider community?

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Groups present their research to the class using visual aids such as PowerPoint presentations or posters.

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

1.B.7

Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

Communicating with Members of Different Cultures

Students each interview an adult with a cultural background different from their own, asking about traditions, values, and cultural history. Students should also ask about the person's experiences in school and the workplace—was the person a member of a minority culture or a majority culture? How did that affect his or her experiences?

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After the interviews are completed, students share their findings in small groups and discuss how a diversity of backgrounds often means a diversity of communication skills and styles. Each group creates a poster listing five pieces of advice for communicating with others in the workplace.

GLO C: Change and grow throughout life.

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.1

Explore how feelings are influenced by significant experiences in the workplace/volunteer situations.

Influential Experiences

Students each complete an admit slip (see Appendix B) listing two or three experiences that have influenced their lives. In partners, students discuss these experiences and how they have influenced feelings around later experiences.

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Students freewrite (see Appendix B) about feelings they have encountered in workplace or volunteer situations. How will those past feelings affect future experiences in the workplace or in volunteer situations? Ask volunteers to share experiences and thoughts about them in class and provide feedback.

1.C.2

Discover changes that occur in the physical, psychological, social, and emotional development of an individual.

That Was Then, This Is Now

In small groups, students read “Typical Characteristics of Grade 10 Students” (see Appendix A for BLM 9) and discuss the physical, cognitive, social, emotional, and psychological changes that youth typically experience in their teen years.

Students each complete a “That Was Then, This Is Now” chart to compare what they were like at eight years old to what they are like now. Include physical, social, psychological, and emotional characteristics. (See Appendix A for BLM 10.)

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Students each write a reflective journal entry (see Appendix B) in which they reflect on how they have grown and speculate about how they will change in the future. How will these changes affect their ability to deal with work-related situations?

1.C.3

Identify the effects of physical, psychological, social, and emotional changes in the workplace.

Growing in the Workplace

In small groups, students compare how experienced workers react to situations differently than someone new on the job does. What are the similarities and differences of one’s physical, psychological, social, and emotional reactions at home, at school, and at the workplace?

GLO C: Change and grow throughout life. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.4

Identify causes of stress on own physical and mental well-being in the workplace.

Stress Management

Students read the handout “Stress Management” (see Appendix A for BLM 11). Students each freewrite (see Appendix B) about the positive and negative stress they feel in their lives and how it affects them.

In small groups, students brainstorm causes and symptoms of stress. What are likely to be areas of stress at the workplace?

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Each group compiles a list of strategies to deal with stress and creates a poster for the classroom.

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Students each complete an exit slip (see Appendix B) describing two situations that are stressful for them and a strategy to use to manage each situation.

1.C.5

Demonstrate effective communication skills (e.g., assertiveness, conflict resolution, problem solving) in challenging situations (e.g., bullying).

Challenging Work Situations

Students read the handout “Bullying in the Workplace” (see Appendix A for BLM 12).

Students role-play some difficult work situations that include dealing with customers, management, and fellow employees.

Resolving Conflicts Revisited

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As a culminating activity, students choose one of the role-playing scenarios from “Resolving Conflicts” (1.B.6) or “Challenging Work Situations” (1.C.5) and write a short narrative describing how they would most likely react (given their self-esteem and personality) and outline some of the strategies they would use to resolve this issue.
