



# 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.5

#### Assessment for Learning:

- Students use the Career Management Assessment to identify their level of skill development for life/work preparation in today’s world of work. (1.A.1)
- Students develop a personal profile that includes interests, skills, and values. (1.A.2)
- Students complete a resiliency quiz. (1.A.3)
- Students each write an exit slip about one of the important things about resiliency that they learned in class. (1.A.3)
- Students compare and contrast the seven habits of highly effective people and the seven teachings of the Ojibwe as they relate to families, leisure activities, and occupational goals. (1.A.4)

#### Assessment of Learning:

- Students select five attributes from the list and write an article describing how they used these attributes to attain their goals. In the article, students identify three other qualities that they would use in attaining future goals. (1.A.4)
- Students select and use the information from all the previous learning activities to write a letter of application to a college or university. In the letter, they must describe their attributes that will contribute to the attainment of their goals. (1.A.1–1.A.4)
- In small groups, students develop articles for a newsletter describing what teens can do to improve their self-images. Students each write an article as to how an improved self-image will affect relationships with others at work, at school, and in the home. (1.A.5)

Assessment Target: GLO B: Interact positively and effectively with others.  
SLO 1.B.1

#### Assessment for Learning:

- Students each write a reflective journal entry explaining how they have used their personal management skills to deal with difficult situations both in their personal lives and in a school/work situation. (1.B.1)

Assessment Target: GLO C: Change and grow throughout life.  
SLOs 1.C.1–1.C.2

**Assessment for Learning:**

- Students each write an exit slip identifying their personal coping skills and explaining why they are so important to mental and physical health. (1.C.1)

**Assessment of Learning:**

Students each create a personal chart that outlines time commitments and life/work management strategies. (1.C.1–1.C.2)

# UNIT 1: PERSONAL MANAGEMENT

## Achieving the Learning Outcomes

	<b>Suggested Time Allotments</b>
■ Overview	8 hours
■ Build and Maintain a Positive Self-Image	5 hours
■ Interact Positively and Effectively with Others	1 hour
■ Change and Grow throughout Life	2 hours

### Introduction to Course

#### Prescribed Learning Outcomes

#### Suggestions for Instruction

Understand the purpose of this course, which is to examine the various aspects of career development, to develop and implement short-term goals, and to plan long-term goals.

Students each have five minutes to complete an admit slip (see Appendix B), answering the questions, "What am I planning to do next year? Where? How? Why?"

The class discusses issues such as questioning by parents, friends, and relatives about the future plans, the pressure felt by some students about making educational/training choices beyond Grade 12, and the perceived need to have a specific detailed plan.

Provide students with the understanding that, since career development is the process of managing life, learning, and work over one's life span, it is very difficult to provide others with a simple answer about future plans. This course helps students look at the various aspects of career development and assists them in developing and implementing their short-term goals and planning some of their long-term goals.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

1.A.1

Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management.

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#### **Personal Career Management Assessment**

Students use the Career Management Assessment found in Appendix A (BLM 1) to identify their level of skill development for life/work preparation in today's world of work.

If students are taking this course as their first career development course, more explanation may need to be given for them to understand the scale. This exercise can be used as a benchmark as students will be required to do this exercise again near the end of Unit 5.

In small groups, students compare how their career management skills rate with their peers.



Students save their Career Management Assessments in their Career Portfolios so they can compare these results with end-of-course results.

Class discusses how these skills/outcomes relate to work, leisure, and personal life goals.

1.A.2\*

Identify own characteristics such as interests, skills, and values.

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#### **Personal Profile of Interests, Skills, and Values**

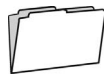
Using online and print resources, students each develop a personal profile that includes interests, skills, and values.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Some students may want to use the school online career information system (e.g., *Career Cruising*).

If students have done the exercise in previous years, ask them to try to explore their characteristics using different assessment tools.



Results should be recorded in the Transition Plan (see Appendix A, BLM 2) and a copy of the profile should be stored in their Career Portfolios.

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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1.A.3

Compare habits and choose experiences that maintain or improve personal resiliency.

#### Protective Factors of Personal Resiliency

The class brainstorms answers to the following questions: What is personal resiliency? How can protective factors derived from school environment, families, and individual characteristics enhance reaching one's goals?

More information about resiliency can be found in *Resiliency: What We Have Learned* by Bonnie Benard.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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Students assess their own personal resiliency using The Resiliency Quiz (see Appendix A, BLM 3).

After a follow-up class discussion identifying the various resiliency characteristics, students each create a personal list of qualities they can build on to facilitate resiliency.

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Students each write an exit slip (see Appendix B) about one of the important things that they learned about resiliency in this class.

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1.A.4\*

Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.

#### Life Principles for Success

One half of the class works in jigsaw groups (see Appendix B) to research and discuss Stephen Covey's seven habits of highly effective people.

The other half of the class works in jigsaw groups to research and discuss the seven teachings of the Ojibwe people: love, courage, wisdom, respect, honesty, humility, and truth.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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The whole class regroups and representatives from each half share their findings. After a class discussion, students each compare and contrast these two philosophies as they relate to families, leisure activities, and occupational goals using a Venn diagram (see Appendix A, BLM 4).

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\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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#### 1.A.4\* *(continued)*

Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.



#### **Attitudes and Behaviours to Achieve Goals**

In groups of two, students share with each other three personal successes. Each group develops a list of personal attitudes and behaviours that led to those successes.

The groups share the lists with the class.

Students each select five attributes from the list and write an article describing how they used these attributes to attain their goals. In the article, students identify three other qualities that they would use in attaining future goals. These articles should be stored in their Career Portfolios and a summary of the observations recorded on their Transition Plans.

#### **Letter of Application to College or University**

Students select and use the information from the previous learning activities to write a letter of application to a college or university (see Appendix A, BLM 5). In the letter, they must describe their attributes that will contribute to the attainment of their goals.



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#### 1.A.5

Build self-image in order to contribute positively to life and work.

#### **Improving Self-Esteem**

In a class brainstorming session, students clarify and describe the following:

- the difference between a low self-esteem and a healthy self-esteem
- where self-esteem comes from
- how our self-esteem/self-image is related to how we see ourselves and how others view us
- how our feelings of worthiness derive from what we think is important (our values)
- how one can develop a positive self-image

Students read about “Three Steps to Better Self-Esteem” (Counseling and Mental Health Center) found at <https://cmhc.utexas.edu/selfesteem.html#8>.

In small groups, students develop ideas for articles for a newsletter describing what teens can do to improve their self-images.

Students each write an article about how an improved self-image will affect relationships with others at work, at school, and in the home. (See Appendix A, BLM 6 for a sample newsletter format.)



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\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



## GLO B: Interact positively and effectively with others.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 1.B.1

Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles.

#### Effective Personal Management Skills

Students use improvisation to demonstrate management skills in various life/work scenarios.

Divide the class into two teams with one team demonstrating effective use of the skills and the other team demonstrating an ineffective use of the management skills. Use the following scenarios:

- employee is feeling stressed because the manager is bullying him
- boyfriend is being bullied by his girlfriend
- friend discusses a problem he is having with his teacher
- employee is being asked to work overtime several times and lately it has coincided with her ball game
- work assignments are not being completed due to lack of time

After the scenarios are acted out, facilitate a follow-up class discussion about behaviours and consequences of the different actions.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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Students each write a reflective journal entry (see Appendix B) explaining how they have used their personal management skills to deal with difficult situations both in their personal lives and in a school/work situation.

## GLO C: Change and grow throughout life.

### Prescribed Learning Outcomes

### Suggestions for Instruction

1.C.1\*

Adopt habits and engage in experiences that maintain or improve mental and physical health.

#### **Adapting to Change and Stress**

As a class, discuss and develop ideas around and the definition for stress and review information about the three stages of stress and the effects on one's health.

Identify and discuss the differences between stressful responses and normal responses.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

In small groups, students identify various causes of stress in the workplace, at home, and in an educational setting. (Include conflicts with co-workers and management, doing other people's jobs, too much work in too little time, interruptions, client problems, meetings, preparing for an exam, following family expectations, etc.)

The class discusses why life changes and decisions produce additional stress for many people.

Students each write an exit slip (see Appendix B) identifying their personal coping skills, including eating, sleeping, and exercise habits, and explaining why they are so important to mental and physical health.

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1.C.2

Improve life/work management strategies.

#### **FISH! Philosophy™ System as a Management Strategy**

Divide the class into four groups, giving each one a FISH!™ practice to research. Each group improvises a scene demonstrating how to put their principle into practice in a workplace and performs it for the rest of the class.

As a class, discuss how the FISH!™ Philosophy system would have an impact on working conditions.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### **Charting Management Strategies**

Students each create a chart to outline their time commitments and strategies they use to improve their life/work management.

Students retain their life/work management charts for their Career Portfolios.

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