



# 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.9

#### **Assessment for Learning:**

Provide students with the opportunity to identify instances in their own life that exhibit a positive self-image and reflect or respond to activities that require self-reflection (e.g., positive self-image, self-assessment) by having them complete an exit slip for the activities (1.A.1, 1.A.3, 1.A.5). Students will represent their thoughts on values, interests, and skills in a variety of ways (1.A.6, 1.A.8) and identify how these attributes relate to career education.

#### **Assessment of Learning:**

As a culminating activity for this section, students will refer to all self-awareness activities and create an individual profile (1.A.9) that demonstrates how they plan to build and maintain a positive self-image. They will identify their top 10 interests and values and explain how these relate to career awareness. This profile should be included in their Career Portfolios.

Assessment Target: GLO B: Interact positively and effectively with others.  
SLOs 1.B.1–1.B.6

#### **Assessment for Learning:**

Students complete a Y-chart reflecting on their observations of various communication skills used in group work (1.B.1). Provide students with the opportunity to respond to the “Ten Pieces of Me” (1.B.4) activity by completing a reflective journal entry or exit slip on the following: Describe the role that would cause the most change in your life if you had to give it up and explain why.

#### **Assessment of Learning:**

Students create a budget using the provided form (1.B.6).

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on positive and effective communication in different situations (e.g., peer pressure, respect, and teamwork) and have the students write a response describing how they would handle the situation.

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

**Assessment for Learning:**

Provide verbal feedback on the group presentation describing the list of strategies to deal with change (1.C.2) and have each student complete an exit slip noting one new strategy to try when dealing with personal change. Have students reflect on the role plays and what they show about effective ways to handle stress (1.C.3). Students share highlights of small group discussions on ways to express personal feelings. Provide feedback on the small group discussions (1.C.4).

**Assessment of Learning:**

Complete a Compare/Contrast sheet on the “Circle of Courage” and the general learning outcomes (1.C.5).

Note: “Circle of Courage” and general learning outcomes posters are included with this document.

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on dealing with change, managing stress, and expressing personal feelings. Students write or role-play a response showing how they would handle the situation.

# UNIT 1: PERSONAL MANAGEMENT

## Achieving the Learning Outcomes

### Suggested Time Allotments

■ Overview	22 hours
■ Introduction	1 hour
■ Build and Maintain a Positive Self-Image	11 hours
■ Interact Positively and Effectively with Others	6 hours
■ Change and Grow throughout Life	4 hours

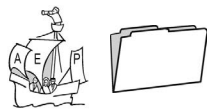
### Introduction to Course

#### Prescribed Learning Outcomes

Students will be able to:

Introduction:

Explore the scope of career development and the range of personal competencies one needs.



#### Suggestions for Instruction

##### **Career Education**

Provide the students with a definition for career education: "Career education is the development of competencies and skills needed to make appropriate decisions to prepare for life and work."

##### **Ice-breaking**

Give each student a handout outlining the GLOs (see Appendix A). Ask students to choose one GLO that is important in life. Students then introduce themselves by giving their names and explaining what they hope to do for a career and how their chosen GLO will be important to that career.

##### **Planning**

Explain that this course will provide every student with the opportunity to develop an Annual Education Plan (AEP) and create a Career Portfolio. These instruments will be used for short-term and long-term planning of career goals.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

1.A.1

Recognize how positive characteristics are the basis of a positive self-image.

1.A.2

Describe and practise how self-image influences behaviour.

#### Self-Image Discussion

Small groups discuss the characteristics of someone who has a positive self-concept and explore the characteristics and behaviours of someone with a negative self-concept.

Class brainstorms examples of situations where someone exhibited a positive self-concept.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Small groups discuss how activities in school affect self-concept. Whole class discusses the links between positive characteristics and a positive self-image.

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Students each complete an exit slip (see Appendix B: Strategies for Instruction and Assessment) identifying instances in their own life that show a positive self-image.

#### Self-Image in Action

Students role-play situations that demonstrate individuals with a positive self-image and show individuals with poor self-images. Help students identify behaviours and attitudes displayed.

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Students fill out a Y-chart (see Appendix B: Strategies for Instruction and Assessment) reflecting on their observations and thinking.

1.A.3

Describe and recognize how personal behaviours influence the feelings and behaviours of others.

#### Cultural Self-Image

The class discusses how different cultures have an impact on peoples' behaviours and feelings.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

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Students write exit slips (see Appendix B), identifying examples of how these differences can be misunderstood (e.g., no eye contact when talking, wife walking behind husband) and how such misunderstandings can affect self-image.

1.A.4

Demonstrate behaviours that will build self-esteem in self and others.

#### Building Self-Image

Facilitate the "I am . . ." exercise to give students an understanding of how self-concept develops (see Appendix A for BLM). Students tape the "I am . . ." sheets on their backs and mingle around the room receiving positive feedback.

Students work in small groups discussing ideas for building a positive self-concept.

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

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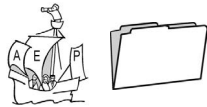
### Prescribed Learning Outcomes

### Suggestions for Instruction

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1.A.5

Use computer-based activities to explore skills, learning styles, interests, and values.



#### Exploring Aspects of Self that Build Self-Image

Students use computer-assisted techniques or other self-assessment activities. They visit career exploration websites such as the following:

- whatever subscription-based career exploration website school subscribes to (e.g., *Career Cruising*, *Choices Planner*)

Students print and save results for their Career Portfolios and fill in the appropriate areas on their Annual Education Plans (AEPs) (see Appendix A for AEP form).

Class discusses how the various skills can be used in learning, leisure, and work situations.

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Students each complete an exit slip (see Appendix B) reflecting on their skills, learning styles, interests, and values.

1.A.6

Explore and discuss own strengths, interests, attributes, and values.



#### Knowing Me, Knowing You

Facilitate the “Knowing Me, Knowing You” mingling exercise (see Appendix A for BLM) to help students start discussing interests, values, and strengths.

Class discusses benefits of the exercise.

Students each write a reflective journal entry (see Appendix B) on how the answers to the questions relate to their AEPs. Students each fill in the interests, values, and skills sections on their AEPs.

1.A.7

Identify and compare areas of strength.

#### Strengths Built through Volunteering

Students each prepare a list of personal and group volunteer activities and achievements.

Students list the personal skills acquired during these activities.

Small groups discuss the lists in order to compare and contrast individual differences in terms of strengths and weaknesses.

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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.8

Recognize the purpose and use of self-assessment for career education.

#### **Self-Image and Career Education**

Class discusses how knowing oneself helps one decide on jobs and hobbies.

Students explore how personal values are related to work satisfaction through doing the "Increasing Self-Awareness" exercise. Class brainstorms answers to the question "What makes work satisfying?" Each student sorts responses into four categories (values, skills, interests, and life/work preferences). (See Appendix A for BLM.)

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Students reflect (see Appendix B) on how these values, interests, skills, and preferences relate to career goals. Students fill in the top five values and top five work values on their AEPs.

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1.A.9

Develop an individual profile.

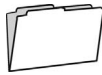
#### **Individual Profile**

Students review their top 10 values, top 10 interests, and top skills, and combine these to develop an overall Top Ten.

Students each include results in their Career Portfolios and on their AEPs.

Students each write a summary statement about who they are, using the Top Ten as the basis for their description.

Small groups discuss and compare their results with others.



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

### Prescribed Learning Outcomes

### Suggestions for Instruction

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1.B.1

Identify and demonstrate effective communication skills.

#### **Group Communication Skills**

Indicate that this course will revolve around individual and group communication.

Class reviews listening skills, giving and receiving feedback, group decision-making skills, problem solving, respecting others, etc.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Facilitate a group activity such as "Marooned" to demonstrate students' ability to use communication skills. Divide the class into teams of approximately five students each, and give each team a copy of the Marooned BLM (see Appendix A).

Students each complete a Y-chart (see Appendix B) reflecting on observations of various communication skills used in their group work.

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

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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1.B.2

Explore sources and effects of peer pressure.

#### The Effects of Others

Class discusses peer pressure, where it comes from, and the effects it has on individuals.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Students brainstorm in small groups to develop strategies to deal with peer pressure.

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1.B.3

Explore the implications, effects, and consequences of helping others.

#### Helping Others

In small groups, students generate names and activities of community organizations that help people.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Class discusses the effects and consequences of these activities. Also see Volunteer Opportunities, Unit 3, 3.J.4

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1.B.4

Acknowledge and respect own unique character.

#### Ten Pieces of Me

Facilitate the “Ten Pieces of Me” exercise (see Appendix A for BLMs) to demonstrate each student’s individual uniqueness.

Students each write a reflection or complete an exit slip (see Appendix B) examining how environment, spirituality, culture, and genetics play a role in making us different as shown in the “Ten Pieces of Me” exercise.

Students each list five characteristics that make them unique, and add them to their Annual Education Plans.

Students each write a reflective journal entry (see Appendix B) about how their unique characteristics contributed to the group work done above (1.B.1).

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

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**Prescribed Learning Outcomes****Suggestions for Instruction**

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**1.B.5**

Describe and demonstrate the importance of working together with others.

**Electricity**

Students demonstrate the effectiveness of people working together by doing the following “Electricity” exercise (Haché and de Schiffart, 24–25):

1. Divide the class into two equal teams.
2. Have members of each team line up in two parallel lines, with a member of one team sitting or standing across from a member of the other team. Place a ball on a chair at the head of the line, between the first two participants. Position yourself at the end of the line, between the last two participants—have a coin in your hand.
3. Have members of each team join hands. The first member of each team looks at the ball. The last member of each team looks at the coin. Other team members close their eyes.
4. Flip the coin. If “tails” is showing, the participants do nothing. If “heads” is showing, the last person on each team squeezes the second last person’s hand, who in turn squeezes the third last person’s hand, and so on in a ripple effect up the line. When the team member at the head of the line feels his or her hand being squeezed, he or she reaches for the ball. The team that first picks up the ball is the winner of the round.
5. Participants on the winning team rotate one position; that is, the person at the front of the line moves to the back of the line, and the participants each slide forward one seat. The first team to return to the “start position” is the winner of the game.
6. If a team member accidentally squeezes on “tails” and the front person picks up the ball, the team must rotate one position in reverse order for that round.

Class discusses what seemed to allow some teams to complete the task faster than others.

**1.B.6**

Explore and practise financial management skills.

**Financial Management**

Class discusses the handling of money. Who would be considered spenders? Why? Who would be considered savers? Why? How can others help you to manage money?

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Students do the “Creating a Budget” exercise, making a monthly budget plan based on a suggested salary and typical monthly expenses (see Appendix A for BLMs). Provide updated information about income tax, Canada Pension Plan, and Employment Insurance.

**A***of***Applying Effective Communication Skills**

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on positive and effective communications in different situations (relating to peer pressure, respect, teamwork, and financial management). Students write or role-play a response showing how they would handle the situation.

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## GLO C: Change and grow throughout life.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 1.C.1

Determine that change and growth have an impact on mental and physical health.

#### 1.C.2

Identify and develop strategies for dealing with change.

#### Change throughout Life Stages

Class reviews the life stages as outlined by Erikson. (See Appendix A for handout.) Using a jigsaw approach, one small group each studies one life stage and the mental and physical impacts change has during that stage, and then teaches it to the other groups.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Students each write a reflective journal entry (see Appendix B) about how they have dealt with changes in the life stages so far in their lives.

#### Strategies to Deal with Change

Class discusses ways we deal with change all through our lives.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Small groups develop and post a list of strategies to be used.

Provide verbal feedback on the group presentations of lists of strategies.

Students each complete an exit slip (see Appendix B) noting one new strategy to try when dealing with personal change.

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#### 1.C.3

Identify and review stress management techniques used in response to life situations.

#### Change and Stress

Students role-play scenarios related to work, school, peers, and community.

Students each write a reflection or complete a Y-chart (see Appendix B) reflecting on the role plays and what they show about effective ways to handle stress.

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#### 1.C.4

Recognize and explore ways to express personal feelings.

#### Personal Feelings

In a class brainstorming session, students identify ways one expresses feelings.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html).

Small groups discuss expressing feelings in a respectful and responsible manner.

In groups, identify times when it is difficult to express feelings and ways of doing it effectively. Share highlights of small group discussions.

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

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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1.C.5

Articulate how the Aboriginal "Circle of Courage" areas and general learning outcomes are complementary.

**Circle of Courage**

Present the "Circle of Courage" components and assist students in comparing components with course general learning outcomes (GLOs). (A Circle of Courage poster is included with this document.)

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Students complete a Compare/Contrast sheet or a Venn Diagram comparing the GLOs with the "Circle of Courage" areas.

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Students each write a reflective journal entry (see Appendix B) about how the "Circle of Courage" areas and the GLOs help them to grow and change.

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**Growing by Dealing with Change**

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As a culminating activity for this section, create a scenario that requires students to apply the information obtained on dealing with change, managing stress, and expressing personal feelings. Students write or role-play a response showing how they would handle the situation and how they would grow as a result.

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