



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.3

Assessment for Learning:

- Students each write a reflective journal entry describing how their personal self-images differ from others' perceptions of them and evaluating how their own perceptions of themselves may have an impact on how others see them. (1.A.1)
- Using the data collected from the Personal Silhouette form, students each create a table or chart or use a Venn Diagram to compare their own perceptions with the perceptions of others. From the analysis, students identify one differing perception that they would like to discuss in a group setting. (1.A.1)
- Students each develop a three-column chart to create a profile of their strengths and preferences. Students list strengths in one column and work preferences in the second column. They use the third column on the chart to list activities previously performed as evidence. (1.A.2)
- Students each complete an exit slip about their own behaviours and attitudes that help them to overcome obstacles. (1.A.3)
- Students each complete a self-assessment of their significant seven life skills. Students reflect on what they learned and how they can improve their skills. (1.A.3)
- Students each complete an exit slip commenting on the significance of these life skills and how they'd like to improve their skills. (1.A.3)
- Students each use the information they have gathered to write a reflective journal entry describing how to build their own resiliency. (1.A.3)

Assessment of Learning:

- Using the information from the previous lessons, students respond to the following scenario:
Your employer is currently considering you for a promotion, but the new position requires an ability to think logically and quickly. Using all the information you know about your strengths, write a letter to your employer highlighting why you should be promoted.

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

Assessment for Learning:

- Students each write a reflective journal entry, reflecting on how different people value different areas of life, and how it is important to recognize the validity of these different focuses.
- Using a checklist, provide feedback to students on how they participated in the small group and class discussions and were respectful of feelings and values held by others. (1.B.1)
- Students each complete an exit slip about how they can show respect for others whose values and feelings are different than theirs. (1.B.1)
- Students each complete a Y-chart reflecting on the role plays and what students learned about effective ways to handle criticism. (1.B.2)
- Students peer assess their group mates on communication skills used in the presentation of the jigsaw information. (1.B.3)
- Students each complete an exit slip about using the four management skills in real-life situations either at home or at work, now and in the future. (1.B.3)
- Students each complete an exit slip defining respect and describing how to be respectful in a culturally diverse classroom. (1.B.4)
- Students each write a reflective journal entry about the obstacles one can encounter in a cross-cultural dialogue. (1.B.5)

Assessment of Learning:

- Students each write a report based on their research, identifying the best sources of financial aid for their post-secondary choices. When the reports are completed, the students share them with the class. Students store their reports in their Career Portfolios. (1.B.6)
- Based upon information collected, students create a two-to-three-year financial plan that will support their post-secondary goals (this would include the balance of any RESPs, possible grants or bursaries, and the amount of financial aid required). Assess these financial plans using a rubric. (1.B.6)

Assessment Target: GLO C: Change and grow throughout life.
SLOs 1.C.1–1.C.3

Assessment for Learning:

- In small groups, students identify factors that have created change in their communication skills since starting school. Students each create a timeline showing the factors and acquisition of skills. (1.C.1)
- In groups of three, students participate in the Communication Feedback exercise to receive feedback on their communication strengths. (1.C.1)
- Students each complete an exit slip describing the communication skills information they found most useful and areas they plan to improve on in the future. (1.C.1)
- In small groups, students share their answers to the Wheel of Life discussion questions. (1.C.2)
- Students each draw a diagram of their ideal Wheel of Life. (1.C.2)
- Students write a reflective journal entry about ways of coping with stress. (1.C.3)

Assessment of Learning:

- Students write a speech they would give at their own retirement. The speech would reflect upon the three areas covered in the GLO C section: communication, balanced lifestyle, and coping with stress.

Students create their own rubrics for this task and justify the criteria and weighting of the scale. (1.C.1–1.C.3)

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

Suggestions for Instruction

Recognize the purpose of this course and the meaning of career development (i.e., life/work building).

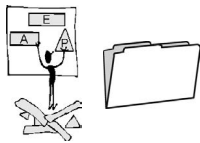
Career Management Expert

Introduce students to today's world of work using some of the questions from "Who Wants to Be a Career Management Expert?" (see Appendix A, BLM 1). These questions can be distributed as a handout or presented using a program such as PowerPoint. Additional questions about local job market conditions can be added.

Ice-breaking

Provide the students with a definition for career development: "Intentional career development is creating the life one wants to live and the work one wants to do." In small groups, the students discuss the meaning of the definition and share why they decided to take this course and what they hope to learn. Groups share their thinking with the class.

Explain to the students that the course will be used to help them develop career goals, revise or develop an Annual Education Plan, and build a Career Portfolio. They will spend more time in a community setting than they would have in Grade 9 or 10 career development courses.



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

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.1

Evaluate the impact of self-image on self and others.

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Personal Silhouette

Students each complete the Personal Silhouette form (see Appendix A, BLM 2). Each student is to obtain self-image assessments by a parent and two friends.

After the Personal Silhouette forms are completed, students each write a reflective journal entry (see Appendix B) describing how their personal self-images differ from others' perceptions of them, and evaluating how their own perceptions of themselves may have an impact on how others see them.

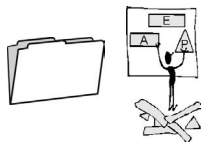
Using the data collected from the Personal Silhouette forms, students each create a table or chart or use a Venn Diagram (see Appendix A, BLM 3) to compare their own perceptions with the perceptions of others. From the analysis, students identify one differing perception that they would like to discuss in a group setting.

In small groups, students discuss others' perceptions of them and how those influence their own self-images. Students identify some of the common misunderstandings that are discovered from others' perceptions.

1.A.2

Identify own interests, skills, work values, learning styles, and work preferences.

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Self-Image Building with Self-Assessment Instruments

Students self-assess their interests, skills/abilities, work values, learning styles, and preferences for working with data, people, or things using a number of online career exploration sites such as the following:

- Quizzes:
http://work911.com/planningmaster/Career_Quizzes_And_Self_Assessment/
- Work Values Assessment:
www.quintcareers.com/workplace_values.html

Students each include other personal attributes that have been identified from their previous year's portfolio as part of their self-assessment.

Students each develop a three-column chart to list their strengths in the first column and work preferences in the second column. They use the third column on the chart to list activities previously performed as evidence. Students store the chart in their Career Portfolios and record the results of their assessment in their Annual Educational Plans (see Appendix A, BLM 4).

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

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.3
Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

Behaviours and Attitudes that Facilitate Achievement of Goals

Using a jigsaw grouping procedure (see Appendix B), each group of students reviews and shares information about the personal career of a different successful Canadian (such as Shania Twain, Michael Ondaatje, Mario Lemieux, Roberta Bondar, or Meg Tilly) focusing on the behaviours and attitudes that helped them to achieve their goals.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

The class discusses the behaviours and attitudes demonstrated by these well known Canadians in pursuit of their goals.

The class compiles a list of common personal characteristics these individuals have displayed to overcome obstacles.

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Students each complete an exit slip (see Appendix B) about their own behaviours and attitudes that help them to overcome obstacles.

Significant Life Skills and Beliefs

Present Significant Life Skills and Beliefs (see Appendix A, BLM 5).

In small groups, students discuss each of the Significant Life Skills and Beliefs and for each skill develop a list of practical examples or definitions of what these beliefs and skills mean to them (see Appendix A, BLM 5). Results are shared with the class.

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Individually, students complete self-assessments of their significant life skills and beliefs on a 1 to 5 scale (see Appendix A, BLM 5). Students each reflect on what they learned from this and how they can improve their life skills.

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Students each complete an exit slip (see Appendix B) commenting on the significance of these life skills and how they'd like to improve their skills.

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

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.3 *(continued)*
Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

Resiliency/Protective Factors

Provide students with the definition of resiliency as “being able to recover from difficulties or being able to bounce back.”

In small groups, students research and generate lists of personal characteristics and protective factors involved in resiliency.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Once the students have completed the research, facilitate a follow-up class discussion about what increases the likelihood of resiliency (protective factors) and what decreases it (risk factors). The class should develop a chart listing personal qualities found in resilient youth and the major factors that contribute to putting youth at risk.

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Students each use the information they have gathered to write a short reflective journal entry (see Appendix B) describing how to build their own resiliency.

For example, students could address a question such as the following: How will knowing this help me be more successful?

Letter Applying for Promotion

Using the information gathered in the previous lessons, students each respond to the following scenario:

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Your employer is currently considering you for a promotion but the new position requires an ability to think logically and quickly. Using all the information you know about your strengths, write a letter to your employer highlighting why you should be promoted.

Provide a sample memo from a fictitious employer explaining this opportunity for a promotion (see Appendix A, BLM 6).

Assess the letters using a rating scale (see Appendix A, BLM 7).

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.1

Illustrate how we show respect for the feelings and values of others.

Three Spheres of Life Values

Students each complete a Three Spheres of Life form (see Appendix A, BLM 8). When the forms are completed, set up a gallery walk (see Appendix B), where half the students display and act as curator to their work and the other half walk around and ask the following question: What do your activities reveal about your values (that is, about what you think is important in life)? Students switch roles so that everyone is given the opportunity to display and to view the displays.

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Students each write a reflective journal entry (see Appendix B), reflecting on how different people value different areas of life, and how it is important to recognize the validity of these different focuses.

Circle of Courage and Three Spheres of Life

In small groups, students examine the Circle of Courage (see Appendix A, BLM 9) and list the values stressed in it. Students compare these values to those that were revealed in the Three Spheres of Life forms and discuss how various activities reveal the spirit of generosity or the spirit of belonging or the spirit of mastery or the spirit of independence. Remind students that small group discussions are a good opportunity to practise showing respect for the feelings and values of others.

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As a class, discuss any personal insights gained. What did students learn about their own values? the values of their classmates? Was anyone surprised by how different or how similar their values were? How easy was it to show respect for the feelings and values held by others, especially when they were different from one's own?

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Using a checklist (see Appendix B), provide feedback to students about how they participated in the small group and class discussions and how they were respectful of feelings and values held by others.

Students each complete an exit slip (see Appendix B) about how to show respect for others whose values and feelings are different.

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

Prescribed Learning Outcomes**Suggestions for Instruction**

1.B.2

Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.

Responding to Criticism

In a class brainstorming session, develop a list of strategies to deal with various forms of criticism in an effective manner. The class lists effective ways of responding to criticism, using likely outcomes and consequences as a method of identifying best responses.

In small groups students role-play a few scenarios where someone is criticized.

Examples:

- Someone suggests you cheated on a test.
- Boss tells you that you are always late for work.
- A friend makes fun of your clothing.
- A friend tells you that you have not told the truth.

Students each complete a Y-chart (see Appendix B) reflecting on the role plays and what students learned about effective ways to handle criticism.

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1.B.3

Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.

Personal Management Skills

Using the jigsaw grouping strategy (see Appendix B), the class is divided into small groups with each group assigned one of the following management skills:

- time management
- problem solving
- stress management
- life/work balance

Each group develops a definition and lists characteristics of the assigned management skill. Students regroup to share what they've learned with other groups.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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Students peer assess their group mates on communication skills used in the presentation of the jigsaw information (see Appendix A, BLM 10).

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Students each complete an exit slip (see Appendix B) about using the four management skills in real-life situations either at home or at work, now and in the future.

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

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.4

Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.

Openness to Diversity

Every student finds someone in the room whom they do not know well. They introduce themselves to each other, and spend five to ten minutes talking about respect: What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, students return to their seats for a class sharing and discussion of any ideas they generated. (EdChange, activity1.html)

As a class, students discuss the multicultural makeup of Canada and identify the multicultural makeup of their class.

Students each complete an exit slip (see Appendix B) defining respect and describing how to be respectful in a culturally diverse classroom.

Knowing the Community

Students sit in a circle (or two, if necessary). Each student is given a list of questions (see Appendix A, BLM 11).

Before answering the questions themselves, students should think about how a classmate or two might answer the questions. Students do not have to share these predictions, but the process may give them some insight into how they formulate ideas about people.

Students each write answers to the questions on their form, and then each person briefly shares their answers with the group (set a time limit of a minute or two).

The group as a whole then discusses what students learned from this exchange. (EdChange, activity2.html)

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1.B.5

Identify various communication skills, and adopt those that are culturally appropriate.

Obstacles to Cross-Cultural Communication

The class discusses differences in the ways various cultures communicate due to differences in language, learning styles, family structure, religion, and conflict management styles.

In small groups, students develop a list of obstacles that could arise between two people from different cultures.

The groups report back to the class about the obstacle list they developed.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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Students each write a reflective journal entry (see Appendix B) about the obstacles one can encounter in a cross-cultural dialogue.

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

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.6

Explore all possible sources of financial aid for post-secondary education and training using personal management skills. (Include grants, bursaries, bank loans, band sponsorship, government financial assistance, other loans, work options, scholarships, and family assistance.)

Financial Aid Resources

Every student researches potential sources of revenue for post-secondary education and training including grants, bank loans, other loans, scholarships, band sponsorships, government financial assistance, work options, and family assistance.

Remind students of the various opportunities for post-secondary programs, especially the combinations of university and college programs. Students compare and contrast the various financial sources.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Ask guest speakers such as post-secondary institution representatives, Apprenticeship Branch representatives, and/or Manitoba Student Aid Branch representatives to present to the class.

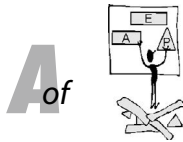
Best Sources of Financial Support Report

Students each write a report based on their research, identifying the best sources of financial aid for their post-secondary choices. When the reports are completed, the students share them with the class. Students store their reports in their Career Portfolios.



Financial Plan

Based upon the information gathered in their research, students create a two-to-three-year financial plan that will support their post-secondary goals (this would include the balance of any RESPs, possible grants or bursaries, and the amount of financial aid required). Assess these financial plans using a rubric (see Appendix A, BLM 12). Students attach their completed financial plans to their AEPs.



GLO C: Change and grow throughout life.

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.1
Examine own communication skills and adopt those that are culturally appropriate.

Personal Communication Skills

Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, students research definitions for the terms *listening skills*, *active listening*, *communication barriers*, and *effective self-expression*.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

The class discusses the results and develops a chart to record composite definitions.

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In small groups, students identify factors that have created change in their communication skills since starting school. Students each create a timeline showing the factors and acquisition of skills.

Communication Feedback

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In groups of three, students participate in the Communication Feedback exercise (see Appendix A, BLM 13) to receive feedback on their communication strengths.

When students have completed their role plays, the class discusses and analyzes what was learned about communication skills.

Students each complete a self-administered communication skills test online at a website such as the following:

- Communication Test
www.queendom.com/tests/relationships/communication_skills_r_access.html

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Students each complete an exit slip (see Appendix B) describing the communication skills information they found most useful and areas they plan to improve on in the future.

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

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.2

Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being.

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Wheel of Life Inventory

Give each student the Wheel of Life Inventory (see Appendix A, BLM 14). The class discusses the meaning of twelve factors identified in the Wheel of Life chart.

Students each complete the Wheel of Life Inventory (see Appendix A, BLM 14).

In small groups, students share their answers to the Wheel of Life discussion questions.

Volunteers share answers to the following question in a class discussion:

- What, if any, changes will you need to make in the future to maintain or improve your mental, emotional, physical, and economic well-being?

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Students each draw a diagram of their ideal Wheel of Life.

1.C.3

Explore and identify stressful behaviour, potential causes, and coping strategies.

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Coping with Stress

Students complete an online stress vulnerability test at a website such as the following:

- Resiliency Quiz—How Resilient Are You?
www.resiliencyquiz.com/index.shtml

In a class brainstorming session, elicit examples of good and bad stress. Students identify stressful behaviour and potential causes. The class develops and posts a list of strategies for coping with stress at work and in school.

Students each write a reflective journal entry (see Appendix B) about ways of coping with stress.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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Upon My Retirement, I Can Say This

Students each write a speech they would give at their own retirement. The speech would reflect upon the three areas covered in the GLO C section: communication, balanced lifestyle, and coping with stress.

Students create their own rubrics for this task and justify the criteria and weighting of the scale.
