

# Personal Development

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*Focus is on skill development through personal understanding*

*- using the lens of intrapersonal learning.*

**Definition:** *Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors.*

**Rationale:** *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.*

***I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.***

Students will:

- A. Understand, analyze and express thoughts and emotions.
- B. Identify and assess personal qualities and external supports

***II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.***

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

**Self-Awareness – Understanding and expressing personal thoughts and emotions in constructive ways.**

A. Understand and analyze and express thoughts and emotions.

K-2	<ol style="list-style-type: none"><li>1. Identify and describe basic emotions.</li><li>2. Identify situations that might evoke emotional responses.</li><li>3. Identify positive and negative emotions. *</li></ol>	<ul style="list-style-type: none"><li>• Draw faces that describe how you feel after listening to/reading stories.</li><li>• Describe physical responses you have to emotional experiences.</li><li>• Offer a scenario and have students describe when a character’s behavior is productive and helpful.</li><li>• Draw faces to demonstrate emotions.</li><li>• Brainstorm various communication forms.</li><li>• Role-play situations that are constructive or destructive to communication.</li><li>• Discuss the difference between reacting and responding to emotions.</li></ul> <p>*Positive emotions are those that are productive and helpful in the social emotional context. Negative emotions are those that are destructive.</p>
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3-5	<ol style="list-style-type: none"> <li>1. Critically reflect on behavioral responses to emotions and reflections depending on context or situation.</li> <li>2. Identify the varying degrees of emotions one can experience in different situations.</li> <li>3. Identify the positives and negatives of emotions that can be experienced with various communication forums.</li> <li>4. Recognize reactions to emotions.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe how personal emotional reactions change as action rises toward the climax in a story.</li> <li>• Describe a time when you felt happy, angry, sad, etc.</li> <li>• Create a poster showing what productive and destructive might look or sound like.</li> <li>• After reading a story, name the character's emotions.</li> </ul>
6-8	<ol style="list-style-type: none"> <li>1. Describe common emotions and effective behavioral responses.</li> <li>2. Recognize common stressors and the degree of emotion experienced.</li> <li>3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).</li> </ol>	<ul style="list-style-type: none"> <li>• Describe possible consequences to a solving a problem.</li> <li>• Describe different possible reactions to common stressors</li> <li>• Students do a task using written language only; do the same with oral communication; discuss plusses and minuses of each mode.</li> </ul>

9-12	<ol style="list-style-type: none"> <li>1. Analyze complex emotions.</li> <li>2. Evaluate degree of personal emotion from common experiences.</li> <li>3. Recognize direct reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).</li> <li>4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).</li> <li>5. Interpret/anticipate how positive (constructive) and negative (destructive) expressions of emotions affect others in an interdependent world.</li> </ol>	<ul style="list-style-type: none"> <li>• Using two movie clips, compare/contrast two characters that display similar emotions and how they manifest into behaviors.</li> <li>• Identify negative consequences to indirect, unhealthy reactions to emotions.</li> <li>• Use newspaper articles to give examples of constructive and destructive expressions of emotions that affect others in an interdependent world.</li> </ul>
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B. Identify and assess personal qualities and external supports.

K-2	<ol style="list-style-type: none"> <li>1. Identify personal likes and dislikes.</li> <li>2. Identify personal strengths and weaknesses.</li> <li>3. Identify consequences of behavior.</li> <li>4. Ask clarifying questions.</li> <li>5. Identify positive responses to problems (for example, get help, try harder, use a different solution)</li> <li>6. Identify people, places and other resources to go for help (parents, relatives, school personnel).</li> </ol>	<ul style="list-style-type: none"> <li>• Make a poster that shows your likes and dislikes.</li> <li>• Identify what you want to be when you grow up.</li> <li>• Write a story about a time you needed help and how you found the help and the results.</li> <li>• Create a “get help” map (or list) of people who you can ask for help.</li> <li>• With a partner, the first student tells a story, the second asks clarifying questions.</li> </ul>
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3-5	<ol style="list-style-type: none"> <li>1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).</li> <li>2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).</li> <li>3. Identify reliable self-help strategies (for example, positive self talk, problem solving, time management, self monitoring).</li> <li>4. Solicit the feedback of others and become an active listener.</li> <li>5. Identify additional external supports (for example, friends, historical figures, media representations).</li> </ol>	<ul style="list-style-type: none"> <li>• After making and listening to speeches/oral presentations by peers, gather feedback in a group discussion.</li> <li>• Play an ethics game where students are to make choices from items or events and argue their justifications. (Exp: Game of Life, Apples to Apples)</li> <li>• Make a collage illustrating your personal qualities.</li> <li>• Make a web of benefits of a personal quality of your choice. Share with the class. Display.</li> <li>• Discuss reliable self-help strategies. Partners role-play one of the strategies. Present to the class.</li> <li>• Create a class directory of sources of external support.</li> </ul>
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6-8	<ol style="list-style-type: none"> <li>1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.</li> <li>2. Inventory personal preferences.</li> <li>3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).</li> <li>4. Describe benefits of reflecting on personal thoughts, feelings, and actions.</li> <li>5. Identify self-enhancement/self-preservation strategies.</li> <li>6. Identify common resources and role models for problem solving.</li> <li>7. Recognize how behavioral choices impact success.</li> <li>8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, media representations).</li> </ol>	<ul style="list-style-type: none"> <li>• Complete a personality index to help students uncover personal traits with evaluation being accomplished with adult leader.</li> <li>• Develop a class-mentoring program with peer mentoring or mentoring to younger students.</li> <li>• Identify animals that could be used as representatives of human behaviors and how the animal(s) succeed in their domains.</li> <li>• Create and illustrate a T-shirt advertising your personal qualities. Present to class. Post in room.</li> <li>• Divide into groups. List benefits of reflection on thoughts (Group 1), feelings (Group 2, and actions (Group 3).</li> <li>• Discuss meaning of self-enhancement/self-preservation strategies. Draw a pie chart of percentage of time each day is spent using each strategy.</li> <li>• Make a common resource and problem-solving cube (resource on each side). Share with class.</li> </ul>
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9-12	<ol style="list-style-type: none"> <li>1. Evaluate the effects of various personal qualities (for example, honesty and integrity).</li> <li>2. Analyze reflection and self-enhancement/self-preservation strategies.</li> <li>3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models).</li> <li>4. Evaluate how behavior choices can affect goal success.</li> <li>5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations).</li> </ol>	<ul style="list-style-type: none"> <li>• Write a letter to people in a student's support circle explaining how those people help them to meet their personal goals.</li> <li>• Using an idea web with student as the middle surrounded by their life domains (exp: gender, relationships, activities, family), they determine where their efforts should be focused. Doing this activity allows them to analyze and evaluate how to balance their lives.</li> <li>• List top 10 qualities employers are looking for. Share with class.</li> <li>• Draw a cause and effect diagram of behavior choices and their affect on goal success.</li> </ul>
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**Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals**

A. Understand and practice strategies for managing thoughts and behaviors.

K-2	<ol style="list-style-type: none"> <li>1. Identify and demonstrate techniques to manage common stress and emotions.</li> <li>2. Identify and describe how feelings relate to thoughts and behaviors.</li> <li>3. Describe and practice sending effective verbal and non-verbal messages.</li> <li>4. Recognize behavior choices in response to situations.</li> </ol>	<ul style="list-style-type: none"> <li>• Balloon activity: use a balloon to demonstrate varying levels of stress and methods of relieving the stress. Compare this to one's own body's reaction to stress.</li> <li>• Use charades to illustrate an emotion.</li> <li>• Tell about a time when you were mad, sad, or glad. What caused it? What did you do?</li> <li>• Present "Positive Action" circle of thoughts, feelings, and actions. Apply this to a life situation.</li> <li>• Practice sending effective verbal messages; non-verbal messages. Discuss what "effective" means.</li> <li>• Using literature (i.e. <u>Pokey Puppy</u> or <u>Little Engine That Could</u>) tell how characters' choices affected them.</li> <li>• Demonstrate different body languages and what they say.</li> </ul>
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3-5	<ol style="list-style-type: none"> <li>1. Identify and develop techniques to manage emotions.</li> <li>2. Distinguish between facts and opinions.</li> <li>3. Describe cause/effect relationships.</li> <li>4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, violence)</li> <li>5. Describe consequences/outcomes of both honesty and dishonesty.</li> <li>6. Describe and practice communication components (for example, listening, reflecting, responding).</li> <li>7. Predict possible outcomes to behavioral choices.</li> </ol>	<ul style="list-style-type: none"> <li>• Write a choose-your-own adventure story in which a character has choices about possible behaviors and then experiences logical/natural consequences.</li> <li>• Practice self-regulating techniques (i.e. deep breathing, visualization, etc)</li> <li>• Make a list of facts. List opinions. Compare and contrast.</li> <li>• Define civic responsibilities. List some examples of bullying, vandalism, and violence.</li> <li>• Brainstorm consequences/outcomes of both honesty and dishonesty.</li> <li>• With provided scenarios have students describe and practice communication components.</li> </ul>
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6-8	<ol style="list-style-type: none"> <li>1. Identify multiple techniques to manage stress and maintain confidence.</li> <li>2. Distinguish between facts and opinions, as well as logical and emotional appeals.</li> <li>3. Recognize effective behavioral responses to strongly emotional situations.</li> <li>4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual)</li> <li>5. Recognize cause/effect relationships.</li> <li>6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.</li> <li>7. Practice effective communication (for example, listening, reflecting, responding).</li> </ol>	<ul style="list-style-type: none"> <li>• Study an advertisement to determine logical and emotional appeals.</li> <li>• Develop a totem pole using faces/animals representing the models of decision-making.</li> <li>• Practice listening via triad exercise where one person listens, one speaks and one observes.</li> <li>• Invite counselor to class to discuss techniques to manage stress and maintain confidence.</li> <li>• Have a social worker lead discussion of effective behavioral responses to strongly emotional situations. Students may brainstorm list of strongly emotional situations, possible responses, and identify which are most effective and why.</li> <li>• Read a quote from a famous historical figure (i.e. John f. Kennedy, Martin Luther King, Abraham Lincoln, George Washington, Adolf Hitler, or Dwight Eisenhower, etc) Have students identify which model of decision-making they believe was used by that person. Tell why.</li> <li>• Design a science project to test a cause and effect relationship.</li> <li>• Using excerpts from <u>To Kill a Mockingbird</u>, demonstrate logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.</li> </ul>
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9-12	<ol style="list-style-type: none"> <li>1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.</li> <li>2. Analyze accuracy of facts/information/interpretation.</li> <li>3. Evaluate quality of support for opinions.</li> <li>4. Evaluate logical and emotional appeals.</li> <li>5. Analyze cause/effect relationships.</li> <li>6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.</li> <li>8. Apply effective listening skills in a variety of setting and situations.</li> <li>9. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).</li> </ol>	<ul style="list-style-type: none"> <li>• Read scenarios that would likely cause emotional responses and write what might be good, bad, and ugly responses.</li> <li>• Describe consequences of ineffective listening and expressing strategies.</li> <li>• Bring in a professional counselor or social worker to identify and evaluate techniques to successfully manage emotions, stress, and maintain confidence.</li> <li>• Discuss how peer mediation or conflict resolution deals with accuracy of facts/information/interpretation.</li> <li>• Debate an issue.</li> <li>• Utilizing magazines, papers or other media, evaluate logical and emotional appeals.</li> <li>• Analyze cause/effect relationships.</li> <li>• Choose a war in American history to analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradictions, ambiguity, distortion and rationalization.</li> <li>• Identify the four barriers to effective communication: autobiographical listening, judgment/criticism, inquisitive listening and solution listening (from Leadership Coaching for High Performance)</li> </ul>
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B. Reflect on perspectives and emotional responses.

K-2	<ol style="list-style-type: none"> <li>1. Describe personal responsibilities to self and others.</li> <li>2. Describe responsibilities in school, home, and communities.</li> <li>3. Describe reactions to getting help from others (for example, surprise, appreciation, gratitude, indifference, resentment)</li> <li>4. Describe common responses to failures and disappointments.</li> </ol>	<ul style="list-style-type: none"> <li>• Make a comic strip (3 pictures) of the first three things you do in the morning and the last three things you do at night.</li> <li>• Describe three positive things you could do after you fail.</li> <li>• Describe what responsibility means with examples</li> <li>• Dramatize reactions to getting help from others (for example; surprise, appreciation, gratitude, indifference, resentment)</li> </ul>
3-5	<ol style="list-style-type: none"> <li>1. Acknowledge personal responsibilities to self and others.</li> <li>2. Recognize and demonstrate environmental and democratic responsibilities.</li> <li>3. Examine the personal impact of helping others.</li> <li>4. Understand causes and effects of impulsive behavior.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe why and how we should keep our school clean.</li> <li>• Start a recycling program.</li> <li>• Make a list of impulsive behaviors and their effects.</li> <li>• Role-play these impulsive behaviors and discuss.</li> </ul>

6-8	<ol style="list-style-type: none"> <li>1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).</li> <li>2. Practice and reflect on environmental responsibilities.</li> <li>3. Practice and reflect on democratic responsibilities.</li> <li>4. Describe experiences that shape their perspectives.</li> <li>5. Demonstrate empathy in a variety of settings and situations.</li> <li>6. Evaluate causes and effects of impulsive behavior.</li> </ol>	<ul style="list-style-type: none"> <li>• Hold a monthly election for an environmental officer with platform, goals, etc. Evaluate and reflect on impacts.</li> <li>• Reflect on being environmentally responsible.</li> <li>• On separate squares of paper, students write names of 5 important persons, 5 important belongings, and 5 important self-attributes (health, humor.) With these words hidden from view, an adult removes and destroys, indiscriminately some of the slips of paper from some or all of the students. Discuss how the impulsive choices affect emotions and responsibilities to self and others.</li> <li>• Design a game for teaching others about personal responsibilities to self and others (for example; friends, family, school, community, state, country, culture, world). Switch with another group. Play the game.</li> <li>• List five things people do who live in a democracy (use the Constitution for a reference guide) i.e. vote, elect officers, manage city, county, state pay taxes, etc.</li> <li>• Write a paragraph describing an experience that shaped your perspective.</li> <li>• Make an acrostic defining empathy. Example: E = Everyone, M = Me, P = People, A = All, T = Teachers, H = Help, Y = You</li> <li>• Describe a fictional or literary character that is impulsive; discuss the causes and effect of their behavior.</li> </ul>
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<p>9-12</p>	<ol style="list-style-type: none"> <li>1. Analyze personal responsibilities.</li> <li>2. Practice environmental responsibility.</li> <li>3. Analyze consequence of ignoring environmental responsibilities.</li> <li>4. Analyze civil/democratic responsibilities.</li> <li>5. Analyze experiences that shape their perspectives.</li> <li>6. Demonstrate empathy in a variety of settings, contexts, and situations.</li> <li>7. Predict the potential outcome of impulsive behavior.</li> </ol>	<ul style="list-style-type: none"> <li>• From the perspective of the custodian (or other service person in the school), write a reflection about your daily routine and share your perspectives on the students.</li> <li>• Describe processes to control impulses.</li> <li>• Describe how to become an informed voter.</li> <li>• Choose a news story and describe how each person in the story might be feeling.</li> <li>• Design a service project to practice environmental responsibility.</li> <li>• Write a story about a city that ignored environmental responsibilities.</li> <li>• From a list of scenarios, predict the potential outcome of impulsive behavior.</li> </ul>
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C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

K-2	<ol style="list-style-type: none"> <li>1. Define success and the process of goal setting.</li> <li>2. Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes).</li> <li>3. Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding).</li> <li>4. Identify specific steps for achieving a particular goal.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students create goals on paper either using words or pictures each nine weeks.</li> <li>• Encourage paper/written goals be placed in “dream/goal” portfolio which may follow them and be more added through academic careers.)</li> <li>• During scheduled group activities have students identify daily goals as part of the activity and reflect at end of activity on how well those were met. (Commonly called daily objectives of the class.)</li> <li>• Use goal setting/defining vocabulary in regular daily activities.</li> </ul>
3-5	<ol style="list-style-type: none"> <li>1. Demonstrate factors that lead to goal achievement and success (for example, integrity, motivation, hard work).</li> <li>2. Design action plans for achieving short-term and long-term goals and establish timelines.</li> <li>3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support).</li> <li>4. Establish criteria for evaluating, monitoring and adjusting goal acquisition.</li> <li>5. Establish criteria for evaluating personal and academic success.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a graphic organizer of goal setting and action plan showing the steps that should be followed.</li> <li>• Give an example of an achieved goal and have students identify the steps of how the achieved goal was met. (for example, a time line, etc.) Goals could be from personal, class, historic, storybook, or classroom speaker (e.g. local athlete).</li> <li>• Have students involve themselves in projects that require developing a hypothesis, testing and evaluating.</li> <li>• List tools to enhance goal achievement (i.e. calendars, planners, timelines, agendas)</li> <li>• Make a T chart with heading, “personal” and “academic”. List criteria for evaluating success for each heading.</li> </ul>

6-8	<ol style="list-style-type: none"> <li>1. Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).</li> <li>2. Describe the effect personal habits have on school and personal goals.</li> <li>3. Identify factors that may negatively affect personal success.</li> <li>4. Describe common and creative strategies for overcoming or mitigating obstacles.</li> <li>5. Explain the role of practice in skill acquisition.</li> <li>6. Design action plans for achieving short-term and long-term goals.</li> <li>7. Utilize institutional, community, and external supports.</li> <li>8. Establish criteria for evaluating goals.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students read a story about a character who did develop and reach goals and discuss the strengths and obstacles. One such story is <u>Where the Red Fern Grows</u>.</li> <li>• Students give presentations to peers about their own goals with emphasis on strategies, action plans and evaluations.</li> <li>• Students learn and use a Character SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats/Obstacles.)</li> <li>• Find examples of people who had to practice their skill acquisition (i.e. athletes, Olympians, computer gurus, singers, dancers, bands) before they were successful.</li> <li>• Write an action plan to achieve a short-term or long-term goal. Follow the plan and reflect on the process. Revise and repeat.</li> <li>• Make a web of all the people who support you (family, instructors, community members, mentors.)</li> </ul>
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9-12	<ol style="list-style-type: none"> <li>1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).</li> <li>2. Analyze the effect personal tendencies have on goals.</li> <li>3. Analyze and evaluate consequences of failures/successes.</li> <li>4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.</li> <li>5. Analyze factors that may have negatively affected personal success.</li> <li>6. Determine the role of practice in skill acquisition and goal achievement.</li> <li>7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students seek career information and establish their goals with action plans using personal history as data. (for example, grades test scores, attendance, work ethic, determination, etc.)</li> <li>• Have students compare and contrast academics and extra-curricular activities in terms of “practice.” Students might consider a personal history or historical characters.</li> <li>• Students find video evidence of other people’s successes and failures.</li> <li>• Students reflect on how inability to achieve a goal might be beneficial.</li> </ul>
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