

Unit 1

Personal Development



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Standards and Objectives

Unit 1: Personal Development

Performance Objective #1

Complete FCCLA Step One. http://www.schools.utah.gov/cte/facs_cabinet10.html

Performance Objective #2

Create a road map of life that analyzes the influence of personal values and goals related to college/career pathways.

Performance Objective #3

Demonstrate the correct usage of I-Messages in each of the following environments: family, career and community.

STANDARD 1

Students will gain skills to help them deal with young adults transitions into adult life and college/career success.

Objective 1: Discuss how each person is unique, but alike, in the Havighurst developmental tasks.

(STEM) *Human Development/Biology

- a. Identify Havighurst's developmental tasks and challenges that occur during the teenage years and conditions that can impede, delay, or interrupt these tasks/roadblocks.
- b. Identify skills which lead to an understanding of self (self-esteem, self-concept, how to build self-concept, and personality assessment).
- c. Identify and define personal values (tangible and intangible) using the values cycle.
- d. Define short and long-term goals. (Short term goals are the stepping stones to achieving long term goals. All goals should be realistic, measurable, and specific.)

Objective 2: Discuss and analyze the healthy expression of personal and professional emotions.

- a. Compare positive and negative methods of expressing and communicating emotions in family, career and community environments.
- b. Analyze differences between passive, assertive and aggressive behavior.
- c. Identify the consequences of controlled and uncontrolled emotions on individuals, families and communities.
- d. Define stress (stressor, eustress, distress, stress reducer). **(STEM) *Biology**
- e. Identify and review stress management skills (causes and effects, management techniques).

Objective 3: Identify and recognize personal communication styles and discuss the importance of quality communication skills as they relate to family, career and community environments.

- a. Discuss styles of communication and their effects (child, parent, adult).
- b. Identify and analyze the three types of communication (constructive, destructive and nonverbal).
- c. Utilize I-Messages in developing positive relationships in families, careers and communities.
- d. Identify how positive conflict resolution and active listening skills enhance human relationships.

Developmental Tasks and Roadblocks

What are Developmental Tasks?

_____ required for successful _____ from childhood into adulthood.

Task 1: Develop _____ with peers of both genders.

Task 2: Adopt a _____.

Task 3: _____ as it is and make the most of what you have.

Task 4: Become _____ from parents and other adults.

Task 5: Prepare for _____ life.

Task 6: Select and prepare for a _____.

Task 7: Adopt _____ in keeping with personal goals and societal expectations.

Task 8: Adopt socially _____.

What are Roadblocks?

_____ that come into our path that stop or _____ our process down the road of life.

Roadblocks are created by:

1. _____
2. _____
3. _____

Common Major Roadblocks:

- Crisis/Trauma
- Abuse
- Divorce
- Teen Pregnancy
- Death
- Drugs/Alcohol
- Severe Illness
- Addictions/OCD Behavior

Dealing with Roadblocks:

- Teens will need to _____ with the roadblocks in order to move forward successfully.
- Sometimes you can handle it on your own, but sometimes you will need _____ to move past the obstacles.
- Who can you turn to for help in getting past your roadblocks? (List 3)
 1. _____
 2. _____
 3. _____

Values and Goals

What are Values?

- Anything in life that is _____ to us.
- They determine how we _____ and how we tell the difference between _____ and _____.

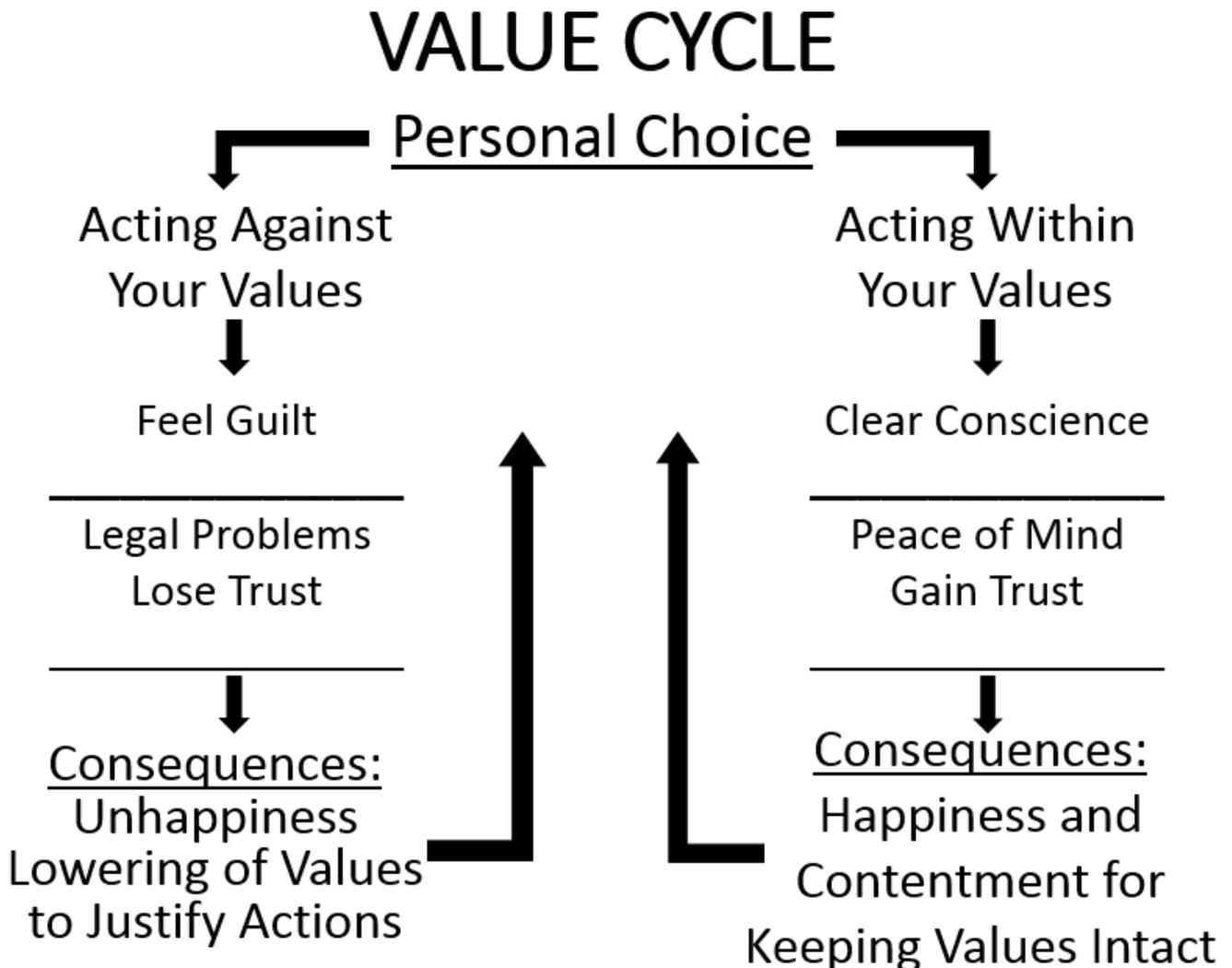
Two Types of Values

- _____: Material things in our lives. They usually cost money to obtain.
(Examples include: Jewelry, cars, clothes, etc.)

List one of your personal tangible values: _____

- _____: Non-material things in our lives. Usually can't be bought with money.
(Examples include: Love, honesty, kindness, etc.)

List one of your personal intangible values: _____



VALUES RANKING ACTIVITY

Place a check mark in the column across from each value that best represents you.

<u>VALUES</u>	<u>Extremely Important</u>	<u>Important</u>	<u>Not Important</u>
WISDOM: Having mature understanding, insight, good sense and good judgment.			
WEALTH: Having many possessions and plenty of money for the things one wants.			
TRUSTWORTHINESS: Being honest, straightforward and caring.			
SKILL: Being able to use knowledge effectively; being good at doing something important for you and others.			
RELIGIOUS FAITH: Having religious belief.			
RECOGNITION: Being important, well-liked and accepted.			
POWER: Possession of control, authority, or influence over others.			
HAPPINESS: Satisfaction, gratification, fun, joy.			
PHYSICAL APPEARANCE: Concern for being attractive; being neat, clean and well groomed.			
MORALITY: Believing in and keeping ethical standards, personal honor and integrity.			
LOYALTY: Maintaining allegiance to a person, group or institution.			
LOVE: Warmth, caring, unselfish devotion.			
KNOWLEDGE: Seeking truth, information, or principles for satisfaction or curiosity.			
JUSTICE: Treating others fairly or impartially; conforming to truth, fact or reason.			
HONESTY: Being frank and genuine with everyone.			
HEALTH: Being sound of body and practicing healthy habits.			
CREATIVITY: The creation of new ideas and designs; being innovative.			
JOB: One's lifetime work or employment.			
FAMILY: One's present family and/or future family.			
EDUCATION: Maintaining good grades in school, college, etc.			
ACHIEVEMENT: Accomplishments; results brought about by resolve, persistence or endeavor.			

LIST YOUR TOP FIVE VALUES IN ORDER OF IMPORTANCE

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

What are Goals?

- _____ you make to help you reach or _____ something in the future.

Two Types of Goals:

- _____: Usually accomplished quickly (1-3 days).
(Examples include: Doing the dishes, finishing an English paper, etc.)

List one personal short-term goal: _____

- _____: Usually takes longer to accomplish (Months-Years).
(Examples Include: Graduating from High School, getting a job, etc.)

List one personal long-term goal: _____

Setting Successful Goals:

- Achieving your short-term goals will _____ your long-term goals.
- All goals should be: _____, _____, _____.
- Don't give up what you want _____ for what you want right _____.

Self-Esteem and Building Confidence

What is Self-Concept?

- The _____ of self-image and self-esteem. The way we perceive our _____ selves.
- _____: the way we see ourselves physically.
- _____: the way we think of feel about ourselves. (This can change from moment to moment.)

Two Types of Self-Esteem:

- _____: feeling positively about yourself, your actions and future.
- _____: feeling negatively about yourself, your actions and your future.

Ten Things I Love About Me

List the top ten things your love about yourself.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

What is Self-Confidence?

- Believing in _____ and your abilities.
- When you _____ yourself to do what's right no matter what!
- Take things _____ to build self-confidence.
- Nobody is born with self-confidence. It grows from taking _____ and trying _____ things.

Building Self-Esteem and Self-Confidence

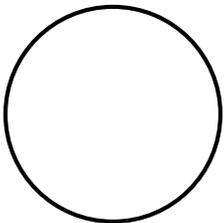
Circle 3-5 that you will try this week.

Accept yourself for who you are and recognize your strengths.	Stop comparing yourself to others!	Make decisions that help you stick to your values.
Forgive yourself for mistakes.	Learn a new skill.	Remember...nobody is perfect so stop trying to be!
Get outside your "comfort zone" and try new things. Start small and don't give up.	Set and accomplish realistic goals.	Live within your value system.
Speak up! Let your opinion be heard	Be positive.	Be kind to others. (What goes around, comes around.)
Reach out to others and make new friends/improve friendships.	Be assertive.	Remember who you really are and who you want to be.
Choose friends that help build your self-confidence/self-esteem.	Don't give up. Building self-esteem is not easy.	View mistakes as learning opportunities.
Stop giving yourself negative messages and use positive self-talk.	Get healthy. (Eat right/exercise/good hygiene, etc.)	Recognize what you can change and learn what you can't change. Then, learn how to accept it.
Ignore put-downs or labels from others.	Take some time for yourself to meditate or relax.	Learn to NOT accept negative messages from others.

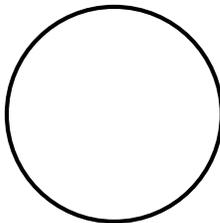
Emotions

Basic Human Emotions:

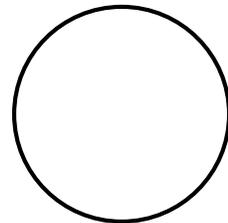
1. _____



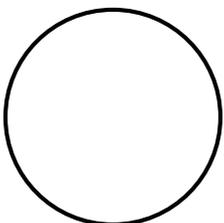
2. _____



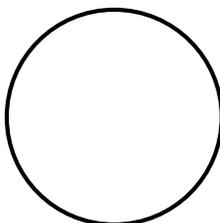
3. _____



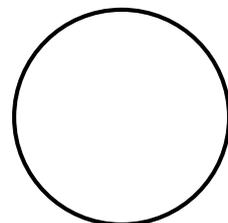
4. _____



5. _____



6. _____



Expressing Emotions

- People express emotions in a _____ of ways.
- We learn how to control and express our emotions _____ as we grow _____.

Consequences of Uncontrolled Emotions

	Results in choosing behaviors that are against the law.
	Factors that affect an individual emotionally because of the behavior.
	Effects on the community, family and individuals because of the behavior.
	Moral and religious values that are violated because of the behavior.
	Harm or injury that can come to people because of the behavior.
	Dollar costs to individuals and communities as a result of the behavior.

Types of Behavior

Three Main Types of Behavior:

1. _____	2. _____	3. _____
<ul style="list-style-type: none"> • Let others walk all over them. • Follow the “crowd” and allow others to make decisions for them. • Lack courage to express feelings. • Followers. • All passivism to control their emotions and are disappointed that they are manipulated by others. • See something wrong, but do nothing about it. 	<ul style="list-style-type: none"> • Always looking for a fight. • In the middle of everyone’s business. • Masters at verbal or physical battle. • Thrive on intimidating others. • Believe that aggression breeds aggression. • They often bring out the worst in OTHERS. 	<ul style="list-style-type: none"> • Calmly, but insistently, state their feelings in a non-emotional way. • Do not allow others to manipulate, intimidate or control their behavior. • Use “I” Messages. • If in a threatening situation, they will walk away and seek help if appropriate. • Tell someone if the situation is harmful, dangerous or against the law.

Dealing With and Expressing Anger

Types of Anger

- _____: explosive anger , comes from feelings kept inside, hurtful to others, people “blow up” at others
- _____: stored inside, not shared with others, self-destructive/”eats away” at people, feelings are not dealt with, physical symptoms
- _____: appropriate anger, expression of anger in a calm way, it’s okay to feel angry, but deal with it appropriately without hurting yourself or others.
- _____ anger can lead to arguments, physical fights, abuse, assault and self-harm.
- On the other hand, _____ anger can be a useful emotion that motivates you to make positive changes.

Physical Effects of Uncontrolled Anger

- _____
- Digestion Problems
- Insomnia
- _____
- _____
- High Blood Pressure
- Skin Problems (Eczema)
- Heart Attack/Stroke

Expressing Anger in a Healthy Way

- _____ from the situation until you have control of your emotions.
- _____ and accept the emotion.
- Try to pinpoint the exact _____ why you feel angry.
- _____ strategies for dealing with the situation in advance.
- Do something _____ like exercise or playing a sport.
- Seek _____ if needed.

Stress and Stress Management

What is Stress?

- The body's reaction to _____, either _____ or _____.

Two Types of Stress

- _____: Weddings, special date, birth of a baby, etc.

List an example of eustress in your life: _____

- _____: Death in the family, divorce, injury, etc.

List an example of distress in your life: _____

Stressors

- Things or events that _____ us stress.
- Stressors are found _____ and we cannot always get rid of or avoid them. But, the way we _____ with them will make them either positive or negative.
- Common Stressors: school, family, friends, work and others.

List an example of a stressor in your life: _____

Signs of Stress

- _____: tiredness, injury, insomnia, headache, tense muscles, etc.
- _____: worrying, irritability, crying, feeling anxious, nightmares, depression, etc.
- _____: acting-out, inability to eat, extreme anger, hitting/punching, nail biting, nervous twitch, etc.

Managing Stress

- Acknowledge It
- Good Diet
- _____
- _____
- Building Good Relationships
- Get Organized
- Make a "To-Do" List
- _____
- Mentally Count Down
- List a way you manage stress: _____
- Take a Break
- Laugh
- Say "NO" to Things
- _____

Styles of Communication

Child-Like Communication

- The _____ and most natural communication to use.
- Very _____ method and the _____ when you are an adult.

Characteristics:

- Self-centered
- No listening
- Whining
- Name calling
- Giving orders
- Interrupting
- Acting out of control
- Yelling
- Throwing tantrums
- Topping/"One Upping"

Parent-Like Communication

- _____ to do with actually being a parent. (Two year olds are pro!)
- Only effective because it usually gets someone else to _____ or _____.

Characteristics:

- Giving instructions
- Directing
- Not listening
- Demanding
- Ordering
- Punishing

Adult-Like Communication

- _____ level of communication and the most effective.
- It takes _____ to learn and use.
- Involves active _____.

Characteristics:

- Open two-way communication
- All take responsibility for comments/actions
- All remain calm and control strong emotions
- Respect for each other's feelings
- All have a "win-win" attitude

Types of Communication

Constructive Communication

- _____ communication that contributes to a meaningful exchange of ideas and builds up yourself and others.

Examples:

- Giving positive and encouraging messages
- Sending clear messages
- Keeping the confidences (appropriate secrets)
- Using tact
- Using "I" Messages
- Asking questions
- Being honest and open
- Speaking with respect
- Using active listening skills

Destructive Communication

- _____ communication that “tears down” yourself and others.

Examples:

- Insults, harassment and teasing
- Threatening
- Lying and accusing
- Using “You” Messages
- Swearing
- Sarcasm
- Gossip
- Topping
- Not listening

Non-Verbal Communication

- The way a person expresses themselves through _____, _____ and _____.
- Can often be _____ and misunderstood.
- Possible to send one type of verbal message and a _____ type of non-verbal message at the same time.

Active Listening Skills

- Pay attention.
- Look at the speaker / _____.
- Stop other tasks and listen.
- Listen with appropriate body language.
- Give verbal clues that show you are listening.
- _____.
- Don’t let your emotions get in the way.
- Don’t rush the conversation.
- Put the _____ away!
- Don’t shift your attention to your own problems.

“I” Messages

What are “I” Messages?

- “I” Messages are a helpful way of communicating how you _____ and _____ you feel that way without losing control of your emotions.
- They allow you to resolve _____ without others feeling blamed or attacked.
- They do take _____ and _____ to use effectively.

Parts of an “I” Messages:

- _____ (Identify the feeling)
- _____ (Describe the behavior)
- _____ (How the behavior affects you)
- _____ (Action/behavior you need instead)

Conflict Resolution

What is a Conflict?

- A conflict is a _____, _____ or _____.

Three Conflict Styles:

- _____: tries to avoid the problem all together rather than face it.
 - Changing the subject
 - “Giving in” to avoid confrontation
 - Avoiding the issue in hopes it will go away
 - Communicating through the “grapevine”
- _____: is aggressive and sometimes hostile.
 - “My way or the highway”
 - Very confrontational and competitive
 - Used to gain power and control
 - “You” Messages
 - Can damage relationships
- _____: shows a willingness to compromise and solve the problem positively.
 - Uses collaboration to solve the problem
 - Win-Win attitude
 - Two-way communication
 - “I” Messages

Positive Conflict Resolution Skills

- Try to stay _____ and calm
- Be aware of your _____ triggers
- Use active listening skills to _____
- Focus on _____ instead of winning
- Ask _____
- Use _____ body language / non-verbal communication
- Use _____
- Be _____ about what is bothering you