

Unit 7

Personal Development



Shake Out Your Future Game

Directions:

- For each category, roll the dice to determine what your final outcome would be.
- Roll the dice and cross out the number that is rolled.
 - For example: In the housing category, if you roll a 2, you would cross out the word "Mansion."
- Continue in the same category until you have rolled the dice enough times to have only one option remaining. This will be your final outcome for each category.
- Record your outcome in the box next to the category and answer the reflection question. Good luck!

Housing

1. Condominium
2. Mansion
3. Apartment
4. Ranch House
5. Trailer



My final housing is: _____

What house would you have liked? What would you have to do to achieve this living situation?

Transportation

1. Bus
2. Bike
3. Walking
4. Car
5. Parents



My final transportation is: _____

Is having a car necessary? What are ways you can reduce transportation expenses?

Education

1. No High School Diploma
2. High School Diploma
3. Associates (2 yr.) Degree
4. Bachelors (4 yr.) Degree
5. Masters Degree



My final education level is: _____

What level of education would you like to pursue? What are ways to begin preparing yourself now for this achievement?

GPA

1. 4.0
2. 3.5
3. 3.0
4. 2.5
5. 2.0



My final GPA is: _____

One academic achievement I would like to accomplish this year is:

Family

1. Single
2. Married
3. Engaged
4. Living With Parents
5. Dating



My final family is: _____

I would like my future family to include:

Financial

1. Full-Time Job
2. In Debt
3. Financially Secure
4. No Job
5. Using Financial Aid



My final financial situation is: _____

When it comes to saving money, I am:

Activities/Hobbies

1. Sports
2. Church Activities
3. Clubs/Organizations
4. Community Groups
5. Volunteering



My final activity is: _____

One activity or hobby I would like to learn or get involved in is:

Which categories do you feel are the *most* important?

What are steps you can take to achieve your ideal lifestyle?

Values and Goals

What are Values?

- A. Anything that is _____, and _____
- B. Influenced by _____, etc.
- C. Each person has _____ values which guide his/her daily decisions

Personal Value Survey

Directions: Think about each item or activity and determine on a scale from 1 to 10 how highly you value each item. (1=the lowest, 10=the highest) Place an "X" in the square for each value.

After ranking the items, circle or highlight the TOP FIVE items you value MOST.

<u>Item/Activity</u>	1	2	3	4	5	6	7	8	9	10
Being a good friend to others										
Be famous										
Be a leader										
Have a sense of humor										
Serve my community										
Serve my country										
Make a lot of money										
Be intelligent										
Get married										
Be healthy										
Be in good shape										
Be attractive										
Have a pet										
Have close relationships										
Have nice clothes										
Have a nice car										
Get a good job										
Be independent										
Be close to my family										
Have a lot of friends										
Have a strong religious faith										
Do what is morally right										
Have children										
Work with children or youth										
Be a good athlete										
Have enough money to feel secure										
Communicate well										
Be in love										

Needs vs. Wants

- _____: something necessary or required for life

What are examples of needs? _____

- _____: something unnecessary, but desired

What are examples of needs? _____

What is a Goal?

- _____: something a person intends to accomplish

Why Set Goals?

Setting Goals are like a road map:

- A. They provided _____
- B. They help you focus on the _____ things
- C. They help you keep the _____ in mind

Types of Goals

- _____: can be accomplished within one year (days, weeks, months)
- _____: Can be accomplished in more than one year

SMART Goals

In order to set goals effectively, they need to be well written, or SMART!

- A. _____: State exactly what is to be done
- B. _____: Include how the goal can be measured
- C. _____: Determine steps to reach the goal
- D. _____: Do not set goals for something unrealistic
- E. _____: State when the goal will be met

SMART Goal Challenge!

Task: Create a free standing tower using your supplies. The tallest tower wins!

But...before you build, work as a team and write down a SMART GOAL to serve as your road map!

MARSHMALLOW TOWER SMART GOAL

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.

Non-Verbal Communication Experiment

Today, you are going to be part of a very important experiment. In order for this experiment to work, you must not talk or vocalize in any way! We are going to communicate strictly by nonverbal means today. Please do your part to make sure this experiment is successful. If you cannot handle this experiment, you will be asked to wait in the hall for the remainder of the class period. Be sure to pay attention to your teacher for other non-verbal instructions.

Instructions:

Throughout this class period, you will be asked to express your feelings non-verbally. Use this worksheet to write down all of your answers and reactions to the activities during the day. Be sure to read through all instructions carefully.

Activity 1

“Object Language” is one type of non-verbal communication. It is the intentional or unintentional display of material things. It might be a work of art, machines, clothing, jewelry, etc. A social worker who appears in a poor, run-down neighborhood driving a flashy car and wearing expensive clothing is obviously using the wrong language if they hope to establish a good rapport with the people they are trying to help. On the bottom of this paper, list **FIVE** objects in this room and describe the message you receive from each of them. (The objects may be part of someone’s attire, but remember, describe the object, not the person.)

Description of Five Objects

OBJECT	DESCRIPTION
1.	
2.	
3.	
4.	
5.	

Activity 2

Watch the video clips that will be played on the screen for about 10-15 minutes. There will be no sound played during the clips. After each clip, write a description of what you just saw on your answer sheet. Do NOT just describe the actions of the characters step-by-step. Describe what you think is being communicated. Watch body language, facial expressions and expressions of feelings. Some of the clips may not have any verbal communication, but a lot can be communicated without ever saying or hearing a single word. Remember, try to figure out what is being said or communicated. Do not just describe the actions of the characters.

Descriptions of Video Clips

Video Clips	DESCRIPTION
Clip 1	
Clip 2	

Clip 3	
Clip 4	
Clip 5	
Clip 6	
Clip 7	
Clip 8	

Activity 3

Look at each of the 15 advertisements on the table at the back of the room. All of the written communication has been eliminated. Try to identify what the people in the ads are trying to portray. On your answer sheet, write what product or service you think they are trying to sell.

Advertisement Identification

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

Activity 4

If you get finished with all of the activities above and are waiting for the rest of the class to finish, try to communicate your feelings and reactions with your classmates. You may write notes, use appropriate sign language, or any other means without vocalization. You may use the space below or a paper of your own.