

## Journal Writing Response Assessment Rubric

There will be Journal Prompts and Journal Responses throughout this course.

**Journal Prompts** are intended to inspire quick, informal reflection.

**Journal Responses** are intended to inspire deep, formal reflection. You must have a minimum one-page (may be double spaced), typed, Times New Roman size 12 font response to hand in. It will be assessed using the Journal Response Rubric.

<b>Rating</b>	<b>Content of work/ responses to questions</b>	<b>Personal reflection</b>	<b>Self-assessment</b>
<b>4</b>	<ul style="list-style-type: none"> <li>· My response is thorough.</li> <li>· I make meaningful connections to important ideas from the lesson.</li> <li>· I draw upon previous knowledge and/or connect my response to larger issues.</li> <li>· I support my responses with relevant details and accurate facts.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are thoughtful and complete.</li> <li>· I reveal personal feelings about the topic.</li> <li>· I reflect on personal experiences related to the topic.</li> <li>· I use humour, questioning, and other techniques that probe for deeper meaning.</li> </ul>	<ul style="list-style-type: none"> <li>· I describe how my understanding has changed using specific, meaningful examples.</li> <li>· I make comparisons between what I understood before and what I understand now.</li> <li>· I raise important questions for further exploration, or describe new topics I'd like to learn.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>· My response is adequate but could be more thorough.</li> <li>· I make some connections to ideas from the lesson.</li> <li>· I support my responses with some details and facts, but they are not completely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are adequate, but could be more thoughtful.</li> <li>· I reveal some personal feelings about the topic.</li> <li>· I mention personal experiences but don't reflect on them.</li> <li>· I use some humour or questioning in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>· I describe how my understanding has changed and give some examples.</li> <li>· I make comparisons between what I understood before and what I understand now.</li> <li>· I briefly mention new questions or topics for exploration.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>· My responses is incomplete.</li> <li>· The connections I make to other ideas or information are weak.</li> <li>· I provide only weak or incomplete supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are brief.</li> <li>· I reveal very little about my personal feelings or experiences.</li> <li>· There is little reflection or questioning; it sounds as if I'm not really interested in the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· I provide some information about how my understanding has changed. I don't include any examples.</li> <li>· I provide only limited comparison between what I understood before and what I understand now.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>· My response is random or unrelated to the question.</li> <li>· My writing is disorganized and unconnected to any important ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflection is limited or superficial.</li> <li>· I don't reveal any personal feelings or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· I don't reveal anything about how my understanding of the issue has changed.</li> </ul>
<b>Your score/ notes:</b>			

Miss Foley

LifeTrans20: Orientation Mod 1.1

**Journal Responses**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.1

**Intro**

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## **Assignment: Modality Preferences**

- 1) Complete the Modality Preferences survey using the Modality Test handout.
- 2) Once you have totalled all of your categories to discover which type of learner you are, research online the type of learner that you are. If you only have a difference of one, research both styles.
- 3) Open this document in a word processor and complete the following:
  - a) "In your own words define your learning style(s).
  - b) List five examples of academic assignments that use your strength(s) or five examples of jobs that use your learning strength(s).

**My Learning Style Is...**

**Transition =  
a positive/negative change in someone's life  
that has an effect on their future**

**Video:** [3 Tips to Help with Transition - How to Deal with Change \(3:53\)](#)

Think about your life right now, what major transitions have you already been through?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How have these transitions affected who you are?

**Video:** [Christine Hong: The Art of Managing Life's Transitions \(9:16\)](#)

**The 3 R's of Managing Change Are:**

- 1.
- 2.
- 3.

## **Assignment: Personal Transitions**

Create a timeline of the major transitions in your life so far. You must include a **min of 15 important transitions in your life and predict 5 future transitions** you may face. Be sure to describe how these transitions have affected and/or could affect your life.

You may create a power point presentation, speech, pictures, a written account or any other method you would like as long as you have it approved by the teacher.

**Assessment:**

Correct number of Transitions:	15 experienced + 5 predicted	/20
Appropriate Descriptions:	Written component	/20
Mechanics:		/10

## Decision Making Styles

There are a variety of decision-making strategies. Here are some of the most common:

- Agonizing:** People using this style search for so much information that the decision gets very complex. They are in danger of becoming "lost" in the confusion.
- Compliant:** People using this style prefer to let someone else decide. "Whatever you say, sir."
- Delaying:** People using this style cannot make up their minds. "I'll do it later."
- Fatalistic:** People using this style believe that it does not matter what their decision is because the outcome is pre-determined by fate.
- Impulsive:** People using this style decide and then think about the decision later. This is perfectly acceptable in many situations, such as where to park on a busy street.
- Intuitive:** People using this style use more feeling than thinking. "It feels right inside so I think I'll do it." We are encouraged to "trust our feelings". Some argue that intuitive decision making is a higher order of decision making than the logical or rational style.
- Paralysis:** People using this style know they must decide but are so overwhelmed by the choices that they are unable to make any decision at all.
- Planning:** People who use this style are organized decision makers who consider alternatives before deciding. They follow a definite strategy.



## Decision-Making Process: Example

**Step 1: Problem or Situation** - I didn't study for a test and I don't want to go to school.

**Step 2: Choices** - I can stay home or go to school.

**Step 3: Advantages or Good Results** - If I stay home I can sleep late, relax and watch TV. I can do what I want. If I go to school, I can take the test, get my work done, see friends.

**Step 4: Disadvantages or Bad Results** - If I stay home I will get behind in class, I could get caught and have an unexcused absence. If I go to school, I will have to get up early, get my homework done and take a test.

**Step 5: Best Choice** - Which decision is best?

**Step 6: Final Decision** - Make a final decision.

**Step 7: What Did You Learn?** - Think about the decision. Did I make the right decision? What did I learn from this decision?

Miss Foley

LifeTrans20: Orientation Mod 1.3

## **Decision Making**

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This Decision-making Notes section has been adapted from *The Transitions Curriculum* © Used by permission of the James Stanfield Company Santa Barbara, CA 93103 and the *Life Transitions 20/30 Curriculum* 1996.

## Decision Making Styles & Steps

Every day we make decisions, some are good and some are not good. Everyone makes decisions differently. When we make decisions, we need to take many things into account, such as good and bad about the decision, how it will affect others, and is it the best decision for me. There are a number of different decision-making styles.

- 1) **Survey:** Complete the survey below. What kind of decision maker are you?

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Read the words and mark those that are most like you.

Quiet	or	Loud	Slow	or	Fast
Calm	or	Tense	Thoughtful	or	Impulsive
Afraid	or	Brave	Cautious	or	Daring
Shy	or	Confident	Careful	or	Carefree

*If you marked the words in the left-hand column, you may tend to avoid decisions. If you marked the words in the right-hand column you may tend to make decisions too quickly. There are no right or wrong answers. One way is not better than another. It is important that you understand your decision-making style and use it wisely.*

**Reflection: Applying Personal Standards to Career Tracking** – highlight/circle your answer.

- A person who enjoys adventure and excitement might consider a career as:
  - a cashier
  - a foreign ambassador
  - a florist
- Knowledge and continued learning might be most important to a:
  - university professor
  - an autobody shop employee
  - a receptionist
  - all of the above
- A person who values power and authority might want a degree in:
  - philosophy
  - business administration
  - French
- A person who values and enjoys companionship might be suited to:
  - small appliance repairs
  - a tour-guide
  - cosmetology
- A person with a need for some creativity might be happiest as:
  - a waitress
  - a chef
  - a pharmacist
- A person who likes helping others might get the most satisfaction from being a
  - a car sales person
  - editing videos
  - driving an ambulance
- A person who values independence might consider a career as
  - a loan-officer
  - a freelance writer
  - a pilot
- Because I value \_\_\_\_\_, I might consider a career as:
  - 
  - 
  -

- 2) Remember the 8 different decision-making styles. Think about an example for each of the decision-making styles.

Agonizing –

Compliant –

Delaying –

Fatalistic –

Impulsive –

Intuitive –

Paralysis –

Planning –

- 3) Reflect on the steps to the decision-making process in your notes. Demonstrate your understanding by choosing a problem or situation and completing the following:

Step 1: Problem or Situation –

Step 2: Choices –

Step 3: Advantages or Good Results -

Step 4: Disadvantages or Bad Results -

Step 5: Best Choice -

Step 6: Final Decision -

Step 7: What Did You Learn? -

- 4) Read the following write ups about Tina and Adam. Complete the decision-making chart to outline the decision-making steps. (7 marks/decision = 14 marks)

### **Tina's Dilemma**

Is it a good idea for teenagers to work after school? It depends on the teenager and the reasons for working. Over fifty percent of all teenagers' work. Working means earning extra money and learning a new skill. It also means having less time for friends, school work, and sports.

Tina feels that she needs to get a job. Her dad was laid off 5 months ago and is still looking for a job. Money is very tight at home right now. She feels she needs to help the family and herself.

Her classes are hard and her grades have been low this year. It is her senior year; and Tina needs to keep her grades up. She wants to get into the business program at the local community college next year. She would like to work in a business office in the future.

Tina is also on the volleyball team. The team is in season for the next two months. They have a chance to make it to the finals this year and she really wants to stay on the team.

During lunch Tina stopped to talk to Mrs. Casey, the work experience teacher. She asked Mrs. Casey if there were any job leads. Mrs. Casey gave her three job leads: Burger King, Clothestime and Smith's Insurance.

After school the next day, Tina went to each place and filled out applications. Two of the places called her; Burger King and Smith's Insurance. Burger King offered her 25 hours a week at \$4.75 an hour. She would have to work evenings and weekends.

Smith's Insurance offered her 10 to 15 hours a week at \$5.50 an hour. She would work after school until 5:00 PM. and some Saturday mornings.

Volleyball practice was three days a week from 3:30 PM. to 6:00 PM. Games were usually on Saturdays. Burger King would work around her Volleyball Schedule but Smith's couldn't. Tina really didn't want to work at a fast food place. She liked the idea of working as a receptionist at Smith's.

Studying was a priority this year. She needed to have time to study. Working 25 hours a week at Burger King would leave very little time for her homework.

### **Adam Needs Help**

Adam is having problems with his grades. He needs to pass his American History class or he will not be able to play baseball. If his grade average falls below 3.0, he will not be able to use his parent's car. He needs the car to get to work and to baseball practice.

This is his junior year at South High School. Adam has played baseball each season. He has improved his batting average and has a good chance of making the varsity team. Adam has been playing baseball since he was 5 years old. If he doesn't make the team, he and his dad will be very disappointed.

Right now, Adam is working four nights a week at Lucky Pizza. He likes his job. Adam needs the money but his job has caused his grades to slip.

Once baseball season starts, he probably will have to quit his job. But that's two months away. He needs to save money to pay his car insurance while he's playing ball.

Adam talked to Mr. Atwood, his history teacher. Mr. Atwood told him that he had to pass the next test or he would flunk the class. If he flunks, he cannot play baseball. Mr. Atwood told him to check into the school's tutoring program. The program is available after school, three times a week. If he uses the tutoring program, he will have only 30 minutes to get to work afterward.

Adam needs to find a solution to his grade and money problems. He wants to keep his job and his car and play on the baseball team. To do this, he needs to bring up his history grade. He also will need to keep it up after the baseball season starts. This will be difficult because, with working and baseball, he won't have much time to study.

**Decision Making Process Chart**

<b>Decision Making Steps</b>	<b>Tina</b>	<b>Adam</b>
Step 1: Problem or Situation		
Step 2: Choices		
Step 3: Advantages or Good Results		
Step 4: Disadvantages or Bad Results		
Step 5: Best Choice		
Step 6: Final Decision		
Step 7: What Did You Learn?		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.4

**Decision Making**

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## **Assignment: Your Personal Decision Making**

In an average day, we make several different decisions (what clothes to wear, what we want to eat, whether or not we want to wake up on time for school, etc.) Today, it is your job to examine some of the decisions you have made in your life.

Using the Decision-making process notes you received yesterday, **pick five (5)** of the styles listed, and write about a time you were this kind of decision maker.

Write a short paragraph (3-4 sentences) describing:

- 1) The event (1 mark)
- 2) What kind of decision maker you were (1 mark)
- 3) If that was the right way to approach the decision (could you have handled the event differently) (1 mark)
- 4) There will be one mark/per paragraph on mechanics, so make sure you are using spell check!

**Assessment:**

4 marks/ paragraph x 5 paragraphs=

/20

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.4

**Decision Making**

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## What Will The Future Bring?

Answer each of the following questions about your future.

### What Do You Want to Achieve FIVE (5) Years from Now?

High school diploma? \_\_\_\_\_

Part-time job? \_\_\_\_\_ Doing what? \_\_\_\_\_

Full-time job? \_\_\_\_\_ Doing what? \_\_\_\_\_

Have your own apartment? \_\_\_\_\_ Where? \_\_\_\_\_

Own a used vehicle? \_\_\_\_\_ Paying for a new car? \_\_\_\_\_

Accepted into college? \_\_\_\_\_ College choice? \_\_\_\_\_

A one-week vacation in \_\_\_\_\_

A longer trip to \_\_\_\_\_

Other? \_\_\_\_\_

### What Do You Want to Achieve FIFTEEN (15) Years from Now?

College degree? \_\_\_\_\_ From \_\_\_\_\_ Major \_\_\_\_\_

Master's degree? \_\_\_\_\_ From \_\_\_\_\_ Major \_\_\_\_\_

Full-time job? \_\_\_\_\_ Occupation \_\_\_\_\_

Own your own home? \_\_\_\_\_

Salary Range:

\$10,000 - \$20,000 \_\_\_\_\_

Married? \_\_\_\_\_

\$21,000 - \$40,000 \_\_\_\_\_

Children? \_\_\_\_\_

\$50,000 - \$75,000 \_\_\_\_\_

How Many? \_\_\_\_\_

Other: \$ \_\_\_\_\_

Two-week vacation each year? \_\_\_\_\_ One-month trip to (location) \_\_\_\_\_

Own new car (no payments) \_\_\_\_\_

Help in the community? \_\_\_\_\_ How? \_\_\_\_\_

*\*Adapted from Baylor University's Community Mentoring for Adolescent Development.*

## SMART Goal Setting Tips

**SMART** is an acronym for the following characteristics that should be present when creating goals for yourself:

**SMART goals are specific.** Specific goals are much more likely to be accomplished than vague ones! A specific goal can be determined by asking the following questions:

**WHO** is involved? Smart goals don't depend on the involvement of too many people - remember, the only person you can control is yourself, so the achievement of your goal should depend on you.

**WHAT** do you want to accomplish? Define your aim, so you will have a clear idea of what you are aiming for. A vague 'I want to be a better person' is not specific enough!

**WHERE** will you work on your goal? Identify a location or locations where most of the work towards your goal will be carried out. If your home is the main base, you may need to revamp a few things.

**WHEN** do you hope to accomplish your goal? Set a time frame and specific deadline for completion. Having a specific end date will keep you from procrastinating.

**WHICH** factors will affect the success of your goal? What requirements do you have, and what limitations will you have to deal with? Being prepared for obstacles makes them easier to surmount.

**WHY** do you want to reach this goal? The reasons behind your choice of a goal are just as important as the goal itself. Looking at those reasons can often tell you quite a bit about yourself!

**SMART goals are measurable.** You should be able to see the progress you are making. This allows you to feel the thrill of each milestone reached, and keeps you on track for completion of your goal. The way you find out if your goal is truly measurable is to ask another set of questions:

**How much** (weight do I want to lose)? **How many** (laps do I want to swim)? **How will I know** when the goal is reached?

Charts are a great way for you to track your progress and measure how much of your goal you have achieved.

**SMART goals are attainable & action-orientated.** Not easy, but attainable. They aren't based on a premise that you will suddenly become superhuman, and they don't follow a plan of action that could be hazardous. They simply are representative of what you know you are capable of if you just put some effort into it.

Each goal you reach makes the next one more attainable, so as you grow so can your goals! As you stretch to reach the goals you set for yourself, you find out you are capable of more than you ever thought possible. You set goals higher each time as you grow more confident.

**SMART goals are realistic.** They not only consider what you are capable of, but what you are willing to do and what your circumstances permit. A goal can be high and still be realistic. At the same time, what might seem like an easy goal to some might be difficult for you because of factors below the surface.

Setting a high goal brings a sense of greater motivation, because you can see what a great difference it will make in your life. At the same time, it can be overwhelming - so break the larger goal down into a series of smaller ones. Your goal will be easier to accomplish if it seems realistic to you, and small goals are approached with greater confidence of success.

**SMART goals are timely.** If you don't have a time frame for the reaching of your goal, you have no real impetus. 'Someday' is not an acceptable deadline. Setting a date for the completion of your goal puts you in motion mentally and sets the pace for a steady race to the finish. Smart goal setting considers all of the guidelines above, and helps you develop a right state of mind and a game plan for getting things done. Is your goal a **SMART** one?

**S**pecific  
**M**easurable  
**A**ttainable  
**R**ealistic  
**T**imely

## Choices & Values: What's Important to Me?

Take a few minutes to think about the meaning of the items listed below. Indicate with a check mark the items that are important to you.

- |   |  |
|---|--|
| 1. ____ A physical appearance to be proud of          | 22. ____ A secure and positive family life   |
| 2. ____ To graduate with honors                       | 23. ____ An enjoyable, leisurely life  |
| 3. ____ Being an honest person                        | 24. ____ Unlimited travel, fine foods, entertainment, recreational, and cultural opportunities |
| 4. ____ To have political power                       | 25. ____ Getting things changed for the better   |
| 5. ____ Being known as a "real" person                | 26. ____ A beautiful home in the setting of your choice  |
| 6. ____ A meaningful relationship                     | 27. ____ A chance to develop creativity/ potential in any area                                 |
| 7. ____ Self-confidence & personal growth             | 28. ____ Owning a possession of great value  |
| 8. ____ Enjoyment of nature and beauty                | 29. ____ To speak up for my personal beliefs   |
| 9. ____ A life with meaning, purpose, and fulfillment | 30. ____ To have better feelings about myself  |
| 10. ____ Continuing to learn and gain knowledge       | 31. ____ To be needed & to be important  |
| 11. ____ A chance to help the sick and disadvantaged  | 32. ____ To become a good parent   |
| 12. ____ To be attractive to others                   | 33. ____ To have better relationship with parents  |
| 13. ____ Some honest and close friends                | 34. ____ To be sexy  |
| 14. ____ A long and healthy life                      | 35. ____ To persevere in what I'm doing  |
| 15. ____ A meaningful relationship with God           | 36. ____ Time for prayer   |
| 16. ____ A good marriage                              | 37. ____ To give of myself freely in helping others  |
| 17. ____ Satisfaction/success in career choice        | 38. ____ A safe and secure environment   |
| 18. ____ An equal opportunity for all people          | 39. ____ To be loved by a special few  |
| 19. ____ Freedom to live life as you want             | 40. ____ To be trusted by others   |
| 20. ____ A financially comfortable life               |  |
| 21. ____ Accomplishment of something worthwhile       |  |

List below the number of the four or five items that are most important to you:

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_ E. \_\_\_\_\_

When you have listed the 4 – 5 items that are the most important to you, refer to the "Value Characteristics" handout and write the appropriate characteristics related to those numbers.

*\*Adapted from Character Plus, [www.characterplus.org](http://www.characterplus.org), originally from License to Lead ©1996, National Association of Secondary School Principals.*

## Choices & Values: Value Characteristics

Number	Characteristic
5	Sincerity
3, 40	Honesty, Integrity
7, 30	Emotional well-being, Stability
8	Artistic appreciation
2, 10	Education, Intelligence, Wisdom
11, 37, 18	(Altruism) Compassion, Fairness, Justice
1, 12, 34	Appearance, Beauty, Approval
6, 13, 31, 39	Love, Friendship, Personal closeness
14, 38	Health, Personal safety, Security
15, 36	Religion, Spirituality
16, 22, 32, 33	Family, Love, Emotional Security
9, 17, 21, 27	Fulfillment, Intellectual & Vocational achievement
19	Personal freedom, Independence
20, 26, 28	Financial security, Money, Status
23, 24	Pleasure, Travel, Material Satisfaction
4, 25	Power, Achievement
29	Courage
35	Perseverance

Write the characteristic that corresponds to the numbers you selected on the checklist.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Short-Term Goal =  
a goal that can be realized in a shorter period of time  
such as a day, week or month**

These would be goals such as: improving test scores, writing better study notes, read more books, participate in something that's important to you.

**Long-Term Goal =  
a goal that requires a longer period of time  
(greater than a couple of months) to achieve**

These would be goals such as: becoming fitter, saving money, develop better friendships.

**Both goals require you to act to be able to realize them.**

Write 2 short term goals that would be important to you:

1.

2.

What action would you need to take to realize your short-term goals?

Write 2 long term goals that would be important to you:

1.

2.

What action would you need to take to realize your long-term goals?

Miss Foley

LifeTrans20: Orientation Mod 1.5

**Values & Goals**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.5

**Values & Goals**

## Assignment: Your Values & Goals

**Journal Response:** Reflect on your Choices & Values personal inventory results. Complete a journal entry - minimum half page response - that provides examples and specifically answers the following: *Do these values actually represent who you are? Explain. Be specific.*

**SMART Goal Setting:** Reflect on the Smart Goal Setting Tips handout. Reflecting on the What Will the Future Bring and Short & Long Term Goals handouts, think about your goals for 5 and 15 years from now. Thinking about where you want to be in 5 & 15 years from now, write two SMART goals that you would like to achieve. Remember to use the SMART goal writing steps.

**Assessment:** Journal Response: (See attached rubric) /12  
 SMART Goal Setting: /12

You must have two goals, one for 5 years from now & one for 15 years from now. Please ensure that you have included each of the SMART criteria in each goal. One mark for each SMART goal criteria per goal.

### Journal Writing Response Assessment Rubric

Rating	Content of work/ responses to questions	Personal reflection	Self-assessment
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1	<ul style="list-style-type: none"> <li>· My response is random or unrelated to the question.</li> <li>· My writing is disorganized and unconnected to any important ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflection is limited or superficial.</li> <li>· I don't reveal any personal feelings or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· I don't reveal anything about how my understanding of the issue has changed.</li> </ul>
Your Mark/ Notes			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.5

**Values & Goals**

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## **Choices & Values Journal Response**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.5

**Values & Goals**

## **S.M.A.R.T. Goal Setting: 5 Years from Now**

**S**  
Specific

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**M**  
Measurable

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**A**  
Attainable

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**R**  
Realistic

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---

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**T**  
Timely

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**Goal:**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.5

**Values & Goals**

## **S.M.A.R.T. Goal Setting: 15 Years from Now**

**S**  
Specific

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**M**  
Measurable

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**A**  
Attainable

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**R**  
Realistic

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**T**  
Timely

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**Goal:**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.6

**Values & Goals**

**Assignment: Breaking Up Your SMART Goals**

**You Will Need:** A ball, basketball hoop, stopwatch

**Your (SMART) Goal:** In 3 minutes, I will make three of my 6 shots in the basket from 5 m away.

**Process:** Set up standing 5m away from the hoop you will be shooting at. Time yourself shooting the ball in to the basket using a stop watch. Make sure that you mark down the success of your shots on the attached SMART goals activity worksheet. After you have finished this, reflect on whether or not you achieved the goal set out for you.

**Answer the following questions:**

- 1) Did you achieve the goal? How do you know?
- 2) What could you have done to make the goal easier? More challenging?

**Journal Response:** Look at your 5 year and 15 year goals from last class. **In paragraph form**, explain how you could break those goals up to be more attainable. This may involve you changing the time frame, the specifics of the goal, or the form of measurement that you have selected. Ultimately, you will be responding to the question, **“How can I break up my 5 year and 15 year goals to make them more attainable (easier to reach)?”**

**Assessment:** Question 1 and 2: /4  
 Journal Response: (See attached rubric) /12

**Journal Writing Response Assessment Rubric**

Rating	Content of work/ responses to questions	Personal reflection	Self-assessment
4	<ul style="list-style-type: none"> <li>· My response is thorough.</li> <li>· I make meaningful connections to important ideas from the lesson.</li> <li>· I draw upon previous knowledge and/or connect my response to larger issues.</li> <li>· I support my responses with relevant details and accurate facts.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are thoughtful and complete.</li> <li>· I reveal personal feelings about the topic.</li> <li>· I reflect on personal experiences related to the topic.</li> <li>· I use humour, questioning, and other techniques that probe for deeper meaning.</li> </ul>	<ul style="list-style-type: none"> <li>· I describe how my understanding has changed using specific, meaningful examples.</li> <li>· I make comparisons between what I understood before and what I understand now.</li> <li>· I raise important questions for further exploration, or describe new topics I'd like to learn.</li> </ul>
3	<ul style="list-style-type: none"> <li>· My response is adequate but could be more thorough.</li> <li>· I make some connections to ideas from the lesson.</li> <li>· I support my responses with some details and facts, but they are not completely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are adequate, but could be more thoughtful.</li> <li>· I reveal some personal feelings about the topic.</li> <li>· I mention personal experiences but don't reflect on them.</li> <li>· I use some humour or questioning in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>· I describe how my understanding has changed and give some examples.</li> <li>· I make comparisons between what I understood before and what I understand now.</li> <li>· I briefly mention new questions or topics for exploration.</li> </ul>
2	<ul style="list-style-type: none"> <li>· My responses is incomplete.</li> <li>· The connections I make to other ideas or information are weak.</li> <li>· I provide only weak or incomplete supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflections are brief.</li> <li>· I reveal very little about my personal feelings or experiences.</li> <li>· There is little reflection or questioning; it sounds as if I'm not really interested in the topic.</li> </ul>	<ul style="list-style-type: none"> <li>· I provide some information about how my understanding has changed. I don't include any examples.</li> <li>· I provide only limited comparison between what I understood before and what I understand now.</li> </ul>
1	<ul style="list-style-type: none"> <li>· My response is random or unrelated to the question.</li> <li>· My writing is disorganized and unconnected to any important ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· My reflection is limited or superficial.</li> <li>· I don't reveal any personal feelings or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· I don't reveal anything about how my understanding of the issue has changed.</li> </ul>
<b>Your Mark/ Notes</b>			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Orientation Mod 1.6

**Values & Goals**

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Name: \_\_\_\_\_

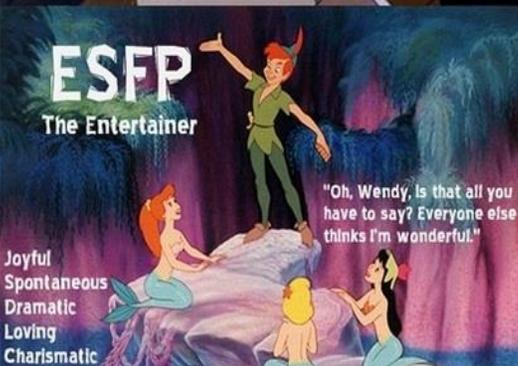
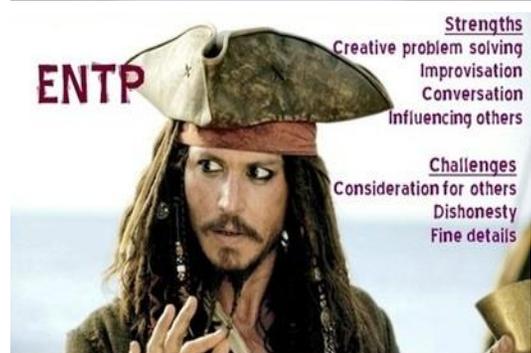
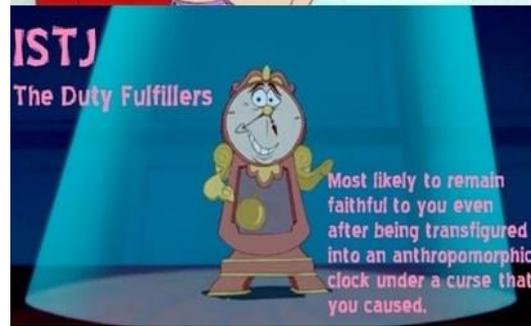
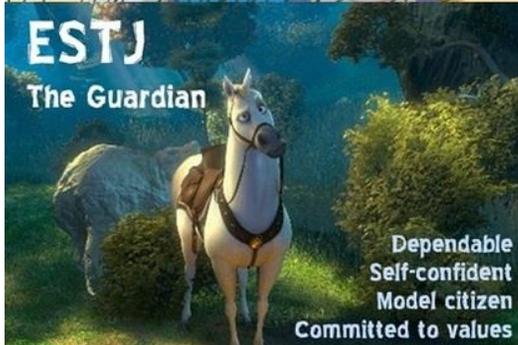
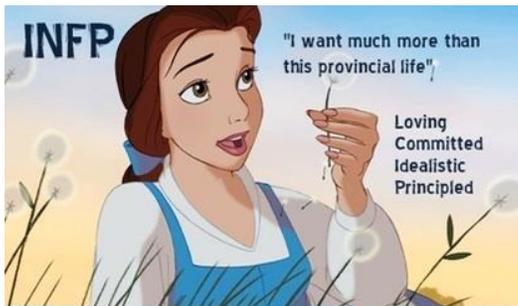
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# LifeTrans20: Self Knowledge Mod 2.1

# Profiles

## Personality Profiles

1. Go online and complete the following personality profile test: [www.16personalities.com](http://www.16personalities.com)  
Please be honest and put some thought into your answers. This will help with the accuracy of your results.
2. Find at least one (1) other personality profile test to complete online.
3. **Journal Response:** Once you have completed the tests read over your results. Write a minimum half page journal response stating whether or not you believe that this is an accurate representation of your personality.

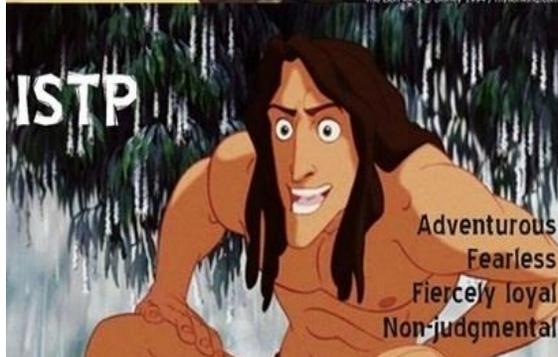
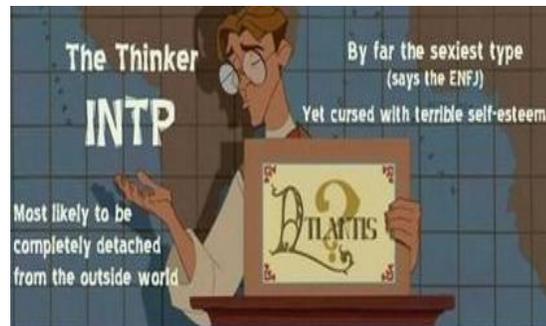
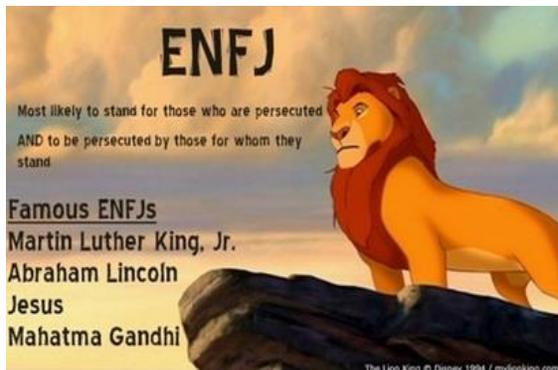
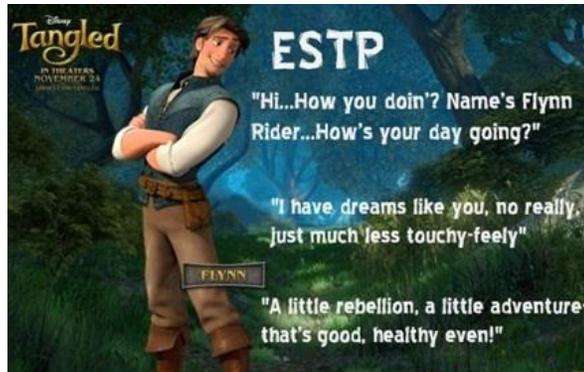


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# LifeTrans20: Self Knowledge Mod 2.1

# Profiles





## PERSONALITY TYPES KEY

- E** **Extroverts**  
are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.
- I** **Introverts**  
often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.
- T** **Thinkers**  
tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.
- F** **Feelers**  
tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

- S** **Sensors**  
are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.
- N** **Intuitives**  
prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.
- J** **Judgers**  
tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.
- P** **Perceivers**  
prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.1

**Profiles**

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## Complexities of Personality

In groups of 2 or 3, you will be assigned one of the following founders of the most accepted theories and models of human development and personality. A good website to use would be [Simply Psychology](#).

- Freud
- Erikson
- Maslow
- Piaget
- Kohlberg
- Myers-Briggs

You will be creating class notes on your assigned person, please include a brief biography (when they studied and where), a brief summary of their theory and the impact they had on the study of human development and personality.

## Theories and Models of Human Development and Personality

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

**Theories and Models of  
Human Development and Personality (cont'd)**

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

**Theories and Models of  
Human Development and Personality (cont'd)**

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

**Theories and Models of  
Human Development and Personality (cont'd)**

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

**Theories and Models of  
Human Development and Personality (cont'd)**

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

**Theories and Models of  
Human Development and Personality (cont'd)**

<b>Name:</b>	
<b>Summary of Theory:</b>	
<b>Impact they had:</b>	
<b>Other interesting facts:</b>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.3

**Appreciation**

## Appreciating Similarities & Differences Between People

**Reflection Prompt:** I am different from others in these ways . . .

### Are We All Different? Are You More Like This or That?

Read each pair of words. Choose the one most like you. Mark an X on the line on either side of the middle marker to show your choice. Be prepared to talk about your choice.

1. Red \_\_\_\_\_ | \_\_\_\_\_ Blue Why? \_\_\_\_\_
2. Winter \_\_\_\_\_ | \_\_\_\_\_ Summer Why? \_\_\_\_\_
3. Jeans \_\_\_\_\_ | \_\_\_\_\_ Dress-up Why? \_\_\_\_\_
4. Funny \_\_\_\_\_ | \_\_\_\_\_ Serious Why? \_\_\_\_\_
5. Dress Shoes \_\_\_\_\_ | \_\_\_\_\_ Tennis Shoes Why? \_\_\_\_\_
6. Truck \_\_\_\_\_ | \_\_\_\_\_ Car Why? \_\_\_\_\_
7. Candy \_\_\_\_\_ | \_\_\_\_\_ Hamburger Why? \_\_\_\_\_
8. Piano \_\_\_\_\_ | \_\_\_\_\_ Guitar Why? \_\_\_\_\_
9. Open Door \_\_\_\_\_ | \_\_\_\_\_ Closed Door Why? \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.3

**Appreciation**

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**Reflection Prompt:** I like being different or similar (choose one) because . . .

**Reflection Prompt:** One thing I need to have in my life is . . .

## Basic Human Needs

**Self-Actualization =**

Knowing yourself

**Self-Esteem =**

How you feel about yourself

**Affiliation =**

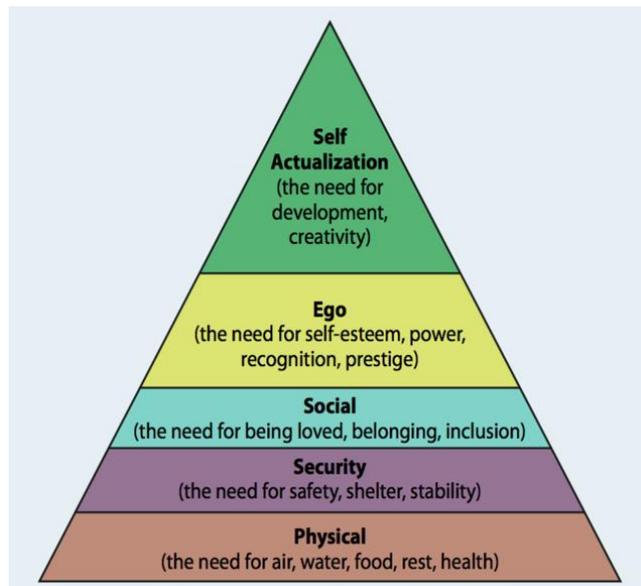
Connection to other people

**Safety =**

Feeling secure

**Physiological =**

Basic physical needs



The first need is **PHYSIOLOGICAL**. This is your need to stay alive. What do you need to stay alive? Air, water, food, sleep, and exercise. These are important for you to stay healthy and ready to be your personal best.

**SAFETY** is the second need. This is the need to feel safe and secure. You need to feel safe in your home and the places you spend most of your time. You also need to know the rules and what is expected of you.

The third basic need is **AFFILIATION**. This is the need to be connected and cared for by other people such as family, friends, church, and neighbors. This need includes: being a good listener; communicating clearly with others; caring about others; and having friends who care about you.

The fourth level is **SELF-ESTEEM**. This is your need to feel good about yourself. Self-Esteem includes: knowing what you do well; believing in yourself; looking for the positive instead of the negative; feeling needed and important; and setting the dreams and goals you want to accomplish.

The last and highest need is called **SELF-ACTUALIZATION**. This is becoming the best you can be. At this level, you develop your talents more each day by working toward your goals without giving up and without being told to do so. You are independent and want to do things to help other people and make the world a better place.

We all work on these needs every day. None of us can meet all of these 100% of the time but we all become better at meeting our needs. This personal growth continues throughout our lives, not just while we're in school. All of us take care of the first two needs automatically. Sometimes even meeting these two basic needs may be difficult when there has been a big change in our lives.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.4

**Human Needs**

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## **Human Needs Collage**

Make a collage, using pictures cut out of a magazine or found on the computer that represents all five of the basic human needs. This needs to be about you. Please use both sides of this assignment page for your collage, if needed. Make sure to label each area in your collage.

( /10 marks)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.4

**Human Needs**

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## Meeting Human Needs

**Reflection Prompt:** An important human need for me is . . .

### Basic Human Needs Checklist

Circle number 3 if you did what the statements says in the last 24 hours. Circle number 2 if you almost completed the statement & circle number 1 if you did not complete the statement.

<u>In The Last 24 Hours...</u>	<u>Met</u>	<u>Almost Met</u>	<u>Not At All</u>
1. I ate healthy food.	3	2	1
2. I slept 6-8 hours.	3	2	1
3. I drank plenty of water, milk, and juice.	3	2	1
4. I exercised for at least 20 minutes.	3	2	1
5. I felt safe and secure at home and at school.	3	2	1
6. I knew what to expect at home and school. (predictable – no surprises)	3	2	1
7. I was treated the same way with which I am familiar. (consistency)	3	2	1
8. I felt comfortable in my surroundings. (warm, cool, safe)	3	2	1
9. I listened to others who were speaking.	3	2	1
10. I showed that I understood what another person needed or was saying.	3	2	1
11. I expressed my feelings appropriately.	3	2	1
12. I showed that I cared about those who need me and who I love.	3	2	1
13. I talked about the things I can do well with my friends or family.	3	2	1
14. I felt confident about what I was doing in my life at home, school, or work.	3	2	1
15. I had a positive attitude.	3	2	1
16. I felt needed by others at home, in school, or in other activities.	3	2	1
17. I thought about my goals and what I want for myself in the future.	3	2	1
18. I learned something new that will help me in the future.	3	2	1
19. I concentrated and did a good job on my school work and chores.	3	2	1
20. I worked on a chore or task until it was finished.	3	2	1
21. I started working without being told.	3	2	1
22. I helped a friend or family member with something.	3	2	1

**TOTAL SCORE:** \_\_\_\_\_

Miss Foley

LifeTrans20: Self Knowledge Mod 2.5

**Human Needs**

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## **Self-Esteem = a person's overall sense of their value or worth**

We all know that self-esteem sometimes referred to as self-worth or self-respect, can be an important part of success. Too little self-esteem can leave people feeling defeated or depressed. It can also lead people to make bad choices, fall into destructive relationships, or fail to live up to their full potential. A grandiose sense of self-esteem, as exhibited in narcissistic personality disorder, can certainly be off-putting to others and can even damage personal relationships.

Self-esteem levels at the extreme high and low ends of the spectrum can be harmful, so ideally, it's best to strike a balance somewhere in the middle. A realistic yet positive view of yourself is generally considered the ideal. But what exactly is self-esteem? Where does it come from and what influence does it really have on our lives?

### **What Is Self-Esteem?**

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself.

- Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring.
- Self-esteem can involve a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors.

### **Why Self-Esteem Is Important**

Self-esteem can play a significant role in your motivation and success throughout your life. Low self-esteem may hold you back from succeeding at school or work because you don't believe yourself to be capable of success.

By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals.

### **Self-Esteem Theories**

Many theorists have written on the dynamics involved in self-esteem. The need for self-esteem plays an important role in psychologist **Abraham Maslow's hierarchy of needs**, which depicts self-esteem as one of the basic human motivations. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization.

It is important to note that self-esteem is a concept distinct from self-efficacy, which involves how well you believe you'll handle future actions, performance, or abilities.

## Factors That Influence Self-Esteem

As you might imagine, there are different factors that can influence self-esteem. **Genetic factors** that help shape overall personality can play a role, but it is often **our experiences** that form the basis for overall self-esteem. Those who consistently receive overly critical or negative assessments from caregivers, family members, and friends, for example, will likely experience problems with low self-esteem.

Additionally, **your inner thinking, age, any potential illnesses, disabilities, or physical limitations,** and **your job** can affect your self-esteem.



## Signs of Healthy Self-Esteem

You probably have a good sense of who you are if you exhibit the following signs:

- Confidence
- Ability to say no
- Positive outlook
- Ability to see overall strengths and weaknesses and accept them
- Negative experiences don't impact overall perspective
- Ability to express your needs

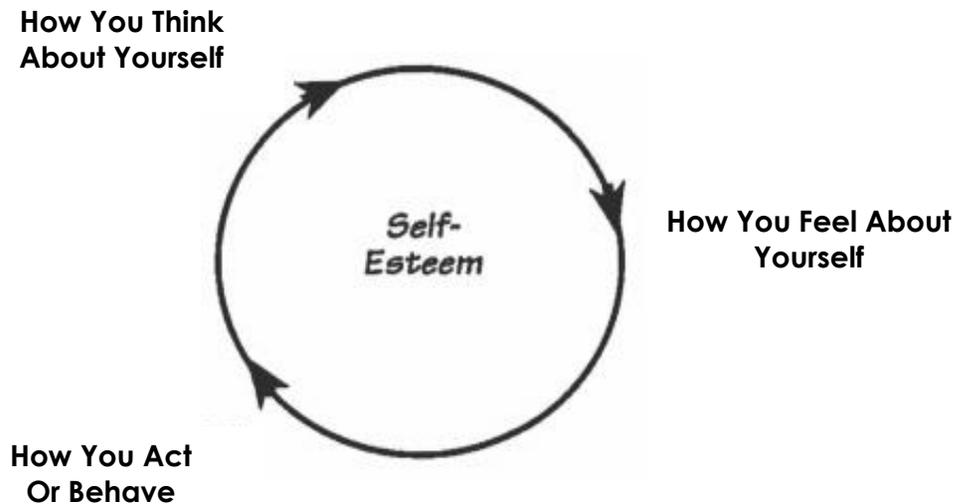
## Signs of Low Self-Esteem

You may need to work on how you perceive yourself if you exhibit any of these signs of poor self-esteem:

- Negative outlook
- Lack of confidence
- Inability to express your needs
- Focus on your weaknesses
- Excessive feelings of shame, depression, or anxiety
- Belief that others are better than you
- Trouble accepting positive feedback
- Intense fear of failure

## The Self-Esteem Circle

Our self-esteem affects our behaviour. The way we feel about ourselves affects the way we see ourselves, which in turn affects our behaviour. Our behaviour then affects the way we feel about ourselves.



Point to the appropriate place on the circle as you read and discuss the following examples with your group.

1. You didn't finish the homework that was due today and you thought you were really stupid. You said:, "The class and teacher are stupid and so is the assignment." You felt embarrassed, unprepared, and dumb. You acted tough and said you didn't care. You got into an argument with someone to take the attention off of your unfinished homework.
2. You brought your homework into class on time. You thought you were really smart to get it completed the day before. You felt calm and prepared. You felt sorry for the kids who didn't get their work finished. You acted like a good student by paying attention and listening.
3. You were late for work. You thought about how stupid you were to be late as you drove to work. You felt embarrassed and afraid of what the boss would say. You acted sneaky and tried to check in without anyone seeing you .You ignored a friend who saw you clock in late.
4. You were early for work and had time to enjoy a soft drink before you started your shift. You thought about how good you are at your job. You felt proud and secure. You acted friendly and joked around with a co-worker who works near you.

## How Self –Esteem Is Different Than...

### **Self-Esteem vs. Self-Image**

Another similar term with a different meaning is self-image; self-image is similar to self-concept in that it is all about how you see yourself (McLeod, 2008). Instead of being based on reality, however, it can be based on false and inaccurate thoughts about ourselves. Our self-image may be close to reality or far from it, but it is generally not completely in line with objective reality or with the way others perceive us.

### **Self-Esteem vs. Self-Worth**

Self-esteem is a similar concept to self-worth but with a small (although important) difference: self-esteem is what we think, feel, and believe about ourselves, while self-worth is the more global recognition that we are valuable human beings worthy of love (Hibbert, 2013).

### **Self-Esteem vs. Self-Confidence**

Self-esteem is not self-confidence; self-confidence is about your trust in yourself and your ability to deal with challenges, solve problems, and engage successfully with the world (Burton, 2015). As you probably noted from this description, self-confidence is based more on external measures of success and value than the internal measures that contribute to self-esteem. One can have high self-confidence, particularly in a certain area or field, but still lack a healthy sense of overall value or self-esteem.

### **Self-Esteem vs. Self-Efficacy**

Similar to self-confidence, self-efficacy is also related to self-esteem but not a proxy for it. Self-efficacy refers to the belief in one's ability to succeed at certain tasks (Neil, 2005). You could have high self-efficacy when it comes to playing basketball, but low self-efficacy when it comes to succeeding in math class. Unlike self-esteem, self-efficacy is more specific rather than global, and it is based on external success rather than internal worth.

### **Self-Esteem vs. Self-Compassion**

Finally, self-esteem is also not self-compassion. Self-compassion centers on how we relate to ourselves rather than how we judge or perceive ourselves (Neff, n.d.). Being self-compassionate means we are kind and forgiving to ourselves, and that we avoid being harsh or overly critical of ourselves. Self-compassion can lead us to a healthy sense of self-esteem, but it is not in and of itself self-esteem.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Self Knowledge Mod 2.6

## Self-Esteem

### Angelica

Read the following story and apply it to the circle of self-esteem by pointing to the areas of the circle that illustrate the story.

Angelica has been working at Miller's Clothing store. She likes her job, but doesn't like the assistant manager. She feels that the assistant manager picks on her and makes her do the boring jobs. The assistant told her she was too slow to work at the front counter checking customers. Angelica is beginning to think she is slow at the front counter checking customers. The more she thinks she is slow, the worse she feels.

**Which part of the diagram illustrates her self-esteem at this point?**

Now she feels so bad that she is getting slower. The assistant manager yelled at her in front of a customer because she didn't find a shirt fast enough. She is so upset, her work is slow and she is making mistakes. Looking at the diagram, find where her self-esteem is now. Angelica feels so bad she wants to cry.

**How has her self-esteem been affected? Find this on the Self-Esteem Circle.**

Now she can hardly work at all and is slower than ever.

**How does the Self-Esteem Circle illustrate Angelica's self-esteem at this point?**

#### Questions:

1. What would it take for Angelica to get faster?
2. Is her self-esteem high or low? How can you tell?
3. Is her self-esteem affecting her success? Why?
4. What would you do in her place?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.6

**Self-Esteem**

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## **Building a Self-Empowering Vocabulary**

**Reflection Prompt:** I feel good about myself when . . .

Self-esteem defines how we value our own self-worth based on our character. To have high self-esteem, we must see ourselves as worthy of high regard. To be empowered is to give ourselves power and authority over our lives. The most successful adults are those who can combine high self-esteem and self-empowerment. As our self-esteem becomes stronger we become more empowered to take positive control over our choices and decisions.

### **Personal Empowerment Key Words**

Using the computer **find definitions** for these words and **put them into YOUR OWN WORDS. You cannot use the root word of the word in the definitions.** You will have an assessment on these words.

1. Self-esteem -

2. Worth -

3. Talent -

4. Attitude -

5. Integrity -

6. Respect -

7. Character -

8. Regard -

9. Choice -

10. Responsibility -

11. Honesty -

12. Strength -

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**Reflection Prompt:** Having high self-esteem means . . .

## Assessing Your Self-Esteem & Empowerment

**Reflection Prompt:** I am most powerful when . . .

### Personal Power Self-Assessment

Read each statement and mark yes, sometimes, or no. Be honest This information will only be used by you to assess yourself and choose your personal growth goals.

WORTH	YES	Sometimes	NO
1. You worry about what someone will think of you.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. You think you are a good person.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. You're embarrassed to raise your hand in class.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. You feel comfortable speaking in class.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. You often feel bad about yourself.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. When someone compliments you, you say thank you and feel good about it.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Add the numbers next to the boxes you checked &amp; write the total on the line. TOTAL:</b>	_____		

TALENTS	YES	Sometimes	NO
1. You don't like to be around people who don't agree with you.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. You don't worry about winning the game.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. You wish you could be more like other people.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. You can name three things you do well.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. You want to be better than the next person.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. You play to have fun, and feel that it's OK not to win.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Add the numbers next to the boxes you checked &amp; write the total on the line. TOTAL:</b>	_____		

ATTITUDE	YES	Sometimes	NO
1. When someone gives a wrong answer you say, "He's brain-less!"	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. If a classmate dropped their books, you would help them.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. You are sarcastic and hard on someone who makes a mistake.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. You compliment others when they do something well.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. You often put yourself down.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. You usually tell yourself you did the best you could.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Add the numbers next to the boxes you checked &amp; write the total on the line. TOTAL:</b>	_____		

<b>INTEGRITY</b>	<b>YES</b>	<b>Sometimes</b>	<b>NO</b>
1. You usually don't feel like finishing things you start.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
2. You are serious about homework and do your best.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
3. You don't always get your chores and homework done.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. You always do what you say you will do.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. You often tell stories to sound better than they really were.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. You do not exaggerate when you talk about yourself.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Add the numbers next to the boxes you checked &amp; write the total on the line.</b> <b>TOTAL:</b>	_____		

<b>RESPECT</b>	<b>YES</b>	<b>Sometimes</b>	<b>NO</b>
1. You always think of ways to do things better the next time.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
2. When something goes wrong, you blame it on someone else.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
3. When someone hurts your feelings, you talk and get over it.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4. Someone who hurts you will not get another chance.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5. If you did something silly in class, you would laugh at yourself.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
6. You get mad and put yourself down after making a mistake.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>Add the numbers next to the boxes you checked &amp; write the total on the line.</b> <b>TOTAL:</b>	_____		

**SECTION TOTALS:**

In each section, add the numbers next to the boxes you checked. Write your total score for each section on the lines below. Add the section totals together and write this total on the line for a grand total.

WORTH \_\_\_\_\_ ATTITUDE \_\_\_\_\_ INTEGRITY \_\_\_\_\_ TALENTS \_\_\_\_\_ RESPECT \_\_\_\_\_

A score of **14 or above** in any section indicate strength in that area of Personal Power.

A score **between 11 & 13** in any section indicates some skill and is an area to target for growth.

A score of **10 or below** in any section indicates weakness and is an area to target for growth.

**GRAND TOTAL:** \_\_\_\_\_

A total score of **70 or above** indicates strong Personal Power.

A score **between 51 and 69** indicates some skill with a need for continual growth.

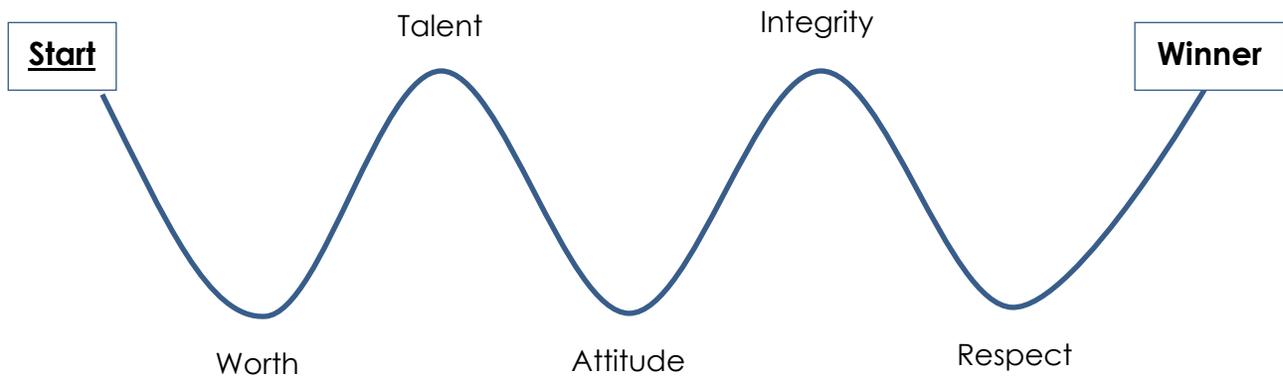
A score of **50 or below** indicates growth is needed to develop your Personal Power.

## The Road to Personal Power

**Reflection Prompt:** I am most powerful when . . .

### The Road to Personal Power

Refer to the Assessing Your Self-Esteem & Empowerment handout. For each self-esteem characteristic with a score of more than 14, draw a star or symbol on that section of the road to indicate an area of strength.



**Reflection Prompt:** My strongest area(s) of personal power is/are . . .

Miss Foley

LifeTrans20: Self Knowledge Mod 2.8

**Self-Empower**

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.9

**Self-Empower**

## Assignment: Self-Esteem Behaviors

**Journal Prompt:** High self-esteem is important because. . .

**The Road to Personal Power:** Refer back to the Road to Personal Power handout. Look at each of the areas you marked as high on the handout. People with low self-esteem often let others control them while those with high self-esteem are in control of their lives. What is the difference between high and low self-esteem?

**Choosing Personal Power:** Where do you fit in each category? Highlight or circle the side of each section that corresponds with where you fit.

**Low Self-Esteem**  
(Others are in control)

The way you look is most important.  
You value what others think of you.  
How others treat you is important.

You do not know your talents & gifts.  
You compare yourself with others.  
You have a Win/Lose attitude.

### YOUR WORTH

**High Self-Esteem**  
(You are in control)

Your inner person is most important.  
You value what you think of yourself.  
How you treat yourself is important.

### YOUR TALENT

You know your talents & gifts.  
You do not compare yourself with others.  
You have a Win/Win attitude.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Self Knowledge Mod 2.9

## Self-Empower

**Low Self-Esteem**  
(Others are in control)

**(Cont'd)**

**High Self-Esteem**  
(You are in control)

YOUR ATTITUDE

You put yourself down.  
You are critical of others.  
You use put-downs & sarcasm.

You say positive things about yourself.  
You are positive about others.  
You are kind and thoughtful.

YOUR INTEGRITY

You do not keep your word.  
You do not do your best.  
You are dishonest with others & yourself.

You always keep your word.  
You do your best every time.  
You are honest with others & yourself.

YOUR RESPECT

You blame others.  
You hold grudges.  
You do not want to grow.

You accept your own mistakes.  
You are forgiving.  
You work on personal growth.

*Used by permission of the James Stanfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM*

**Journal Prompt:** A high self-esteem characteristic I have is . . .

## Getting Your Messages Across Respectfully

We have all done it. Lost our cool in the heat of the moment and said something that we later regretted. The tool to overcome this is I-messages. It gets the message across about how you feel and what behaviour made you feel that way. All this without blaming and rarely does it makes things worse, I-messages is a simple way to communicate in any situation. But do not confuse simple with easy. It takes skill and practice.

### I-Messages

I-messages provide a way feedback can be safely offered, as it avoids putdowns, judgement or assigning blame. There are three types of information when providing effective feedback to someone about their behaviour. These are:

1. describing the behaviour,
2. the feeling the behaviour creates &
3. the effect that the behaviour has.

A description of the behaviour is necessary to inform the person what the problem behaviour is. This should always be included in the message otherwise they will not know what behaviour to change. Including either of the other two types (how it makes you feel and what the effect is) will normally be sufficient to communicate the problem effectively.

An I-message states the behaviour and describes the speaker's feelings (numbers 1 and 2 above). The speaker owns their feelings without coming across as judging the person. It promotes a willingness to exchange information, find a solution and to seek a constructive change in the situation. Rarely does this make matters worse.

I-messages are delivered by saying: '**I feel...** (name the feeling) **when ...** (describe the behaviour)'. For example, you might say, '**I feel angry when** I am expecting a ride home and am forgotten.'

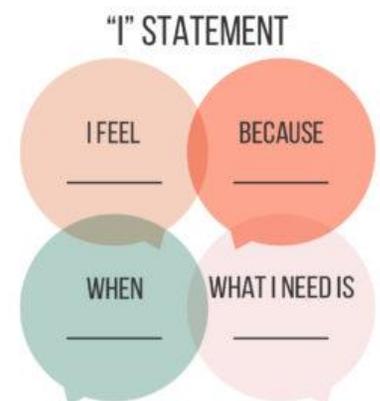
Some other examples of I-messages are:

- I feel angry when people call me names.
- I feel hurt when no one asks what I want to do.
- I feel suspicious when someone tells me one thing, then I find out they are doing another.

### You-Messages

In You-messages, the message contains either **you** or **you're** in it. For example, '**You** make me so angry because **you** forgot to give me a ride home.' Using You-messages blames the person for the situation and judges them. It can also hold others responsible for the feelings of the speaker as well as include putdowns. It causes feelings in the receiver that can make them defensive or start making excuses. All of this can make the situation worse. The examples of the I-messages above have been turned into You-message to show this:

- I feel angry when you call me names.
- I feel hurt when you don't ask what I want to do.
- I get suspicious when you're telling me one thing then I find out you're doing another.



## **I-Messages and You-Messages**

An effective I-message does not contain a 'you' reference in it. It is common for those new to I-messages to use the form, **I feel ...**(feeling) **when you ...** (behaviour) such as 'I feel upset when you ignore me.' It could be classed as both an I-message and a You-message.

However, the 'you' in the statement still blames the other person, making them less likely to cooperate. Therefore, the I feel... when you ... message needs to be treated as a You-message and avoided. Everything said before the 'you' is generally ignored by the person receiving the message.

As soon as they hear the 'you', most people immediately concentrate on the personal attack that follows. It is similar to using 'but' in an argument. This is generally interpreted to mean that you may now disregard everything I have said prior to the 'but'. For example, 'I agree with you, but...' is normally followed by listing all the reasons why you do not agree with them.

Always avoid using the 'you' word when giving constructive feedback as it will be heard as a personal attack. Instead replace it with a generic term, like 'people', 'someone' or 'anybody'. By using a generic term with an I-message, others are more likely to listen to your entire message and willingly change their behaviour.

You will normally feel the same no matter who is using that specific behaviour. So you do not have to single them out. When you don't accuse directly, it enables them to save face and their reaction to you is more open-minded and receptive. It provides an opportunity to start a conversation and work towards a solution.

It is worth noting that I-messages can be used negatively in order to try and manipulate someone. For example, 'I feel worthless when we are not together', or 'I feel angry when people go off and talk to somebody else without me.' This use is calculated to manipulate the other person into behaving in the manner the user wants. Like any tool it can be used for good and bad.

## **Alternative Ways of Delivering an I-Message**

The simplified version, **I feel... when ...** is the best starting point when teaching or learning to use I-messages. It is less complex and gets the most important information out first - the behaviour and the feeling about the behaviour.

A danger in using a template such as this is that it can become predictable or sound false and manufactured. This comes down to what the actual content is and how the message is delivered, or offset this there are a number of additional options.

Below are 20 additional variations to consider. They use the three types of information feelings, behaviour and effect in various combinations.

### **The basic I-Message Includes the Feeling and the Behaviour**

**I feel...** (feeling) **when...** (behaviour)

- I feel worried when it's well after home time and there is no phone call or message.
- I feel angry when I get told off for things when others don't.

Possible other words to replace feel are: **get** and **become**

- I get concerned when I hear stories about the dangerous pranks that are played on people.
- I become frustrated and annoyed when people say they will do something for me and then they don't.

**Or you can reverse the order:**

**When...** (behaviour) **I feel...** (feeling)

- When people talk about me as if I am not even there, I feel powerless and useless.
- When I am picked on by others, I feel this rage in my gut and just want to rip something to pieces.

Possible other words to replace when are: **because, as, whenever, after,** and **due to.**

- I feel hurt because no one asked me what I thought.
- I feel frightened because of all the yelling and pushing.
- I feel disappointed because this mess has not been cleaned up.
- I feel humiliated as shouting at me in front of others shows a lack of respect.
- I feel offended whenever someone uses racist language.
- I feel suspicious after finding out that people have not told me everything.
- I feel anxious due to the risks involved in riding a motorbike in the city.

### **The Basic Behaviour and Effect Messages**

**I want...** (behaviour) **because...** (effect)

- I want everyone to stay away from the edge because they could fall and get seriously hurt.
- I want everybody to be on time because we need to have this finished tomorrow.

**I need...** (behaviour) **because...** (effect)

- I need everyone to turn up on time because we cannot serve our customers well without all our staff.

**I expect...** (behaviour) **because...** (effect)

- I expect everyone to treat each other with basic respect because that will make it enjoyable for everyone.

**It was my understanding that...** (behaviour) **because...** (effect)

- It was my understanding that everyone agreed not to use putdowns because it can make people feel angry or hurt.

### **The Complex Behaviour and Effect Message**

**I think...** (behaviour + judgement) **because...** (effect)

- I think telling stories that are not true about someone is unfair because others will believe the stories and not like the person for the wrong reasons.

**The Complex Feeling, Behaviour and Effect Messages (cont'd)**

**I would...** (feeling) **if if...** (behaviour) **because...** (effect)

- I would appreciate it if everyone would ring when they are late because then I can plan to have enough staff stay back and cover till they arrive.

**I would...** (feeling) **if very much** (or variation) **if...** (behaviour) **because...** (effect)

- I would like it much better if only one person at a time spoke because then we can all get to hear what each other has to say.

(behaviour and effect)... **and then I feel...** (feeling)

- Leaving the sports gear outside all the time means it gets ruined and then I feel angry about having to spend money to replace it.

**The final option is to use a feeling and effect message.**

Just be aware that, when using this type of message, the actual behaviour that is causing the problem is not included in the message. Only its effect is, so you might need a follow-up message to outline the behaviour to change.

**I feel...** (feeling) **because...** (effect)

- I feel hurt because I didn't get to make a choice.
- I feel frightened because the situation is dangerous.

Possible other words to replace because are: **as** and **due to**

- I feel sad as it hurt my feelings.
- I feel horrified due to the animals being left to go hungry.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.10

**Messages**

## "YOU" MESSAGES TO "I" MESSAGES

"YOU"-messages create barriers to communication (provoke anger, hurt, embarrass, create feeling of worthlessness in teens) messages share feelings and concerns (build trust and respect for feeling, allows us to accept responsibility for our own feelings, and allows us to focus on the actions not the person).

"I"-messages share feelings and concerns (build trust and respect for feeling, allows us to accept responsibility for our own feelings, and allows us to focus on the actions not the person).

### Turn the following "YOU"-messages into "I"-messages:

Example: [ I feel \_\_\_ ] {how \_\_\_ emotion} [why \_\_\_\_\_reason]

1. "I can't believe you. Where is the jacket I let you borrow?"
3. "You idiot, don't cut in front of me! Watch where you are going or don't drive at all!"
4. "When will you get it through your thick skull that when you are done with things, put them away where they go!"
5. "Hey stupid, next time I see your ski crossing my skis, I am going to crack your stupid head open! I do not want my skis to get scratched by someone as careless as you."  
"
6. "How in the heck do you expect to graduate with grades like this?"



Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.11 **Mental Health**

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## Mental Health

**Research:** Using the internet, complete a 1 page research assignment in your own words which includes the following:

1. A definition for mental health.
2. A minimum of 10 mental health illness and/or disorders. Be sure to provide a brief description in your own words.
3. Research the supports currently available in the Cypress Health Region for mental health.

**Assessment Criteria:** 2 marks for the definition  
1 mark for each disorder  
3 marks for the services in Cypress Health Region  
( \_\_\_\_\_ / 15)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.11 **Mental Health**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.12

**Defenses**

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## **Mental Health Defense Mechanisms**

Please reference the attached PowerPoint, research one of the defense mechanism outlined in the PowerPoint presentation & create a journal response that responds to the information below.

**Journal Response:** Using the defence mechanism that you researched, please outline a time that you, or someone that you know, used that mechanism. Was it successful? What did you learn from the experience?

**Assessment Criteria:** The response should at least be half a page, and will be marked based on the Journal Response Rubric for this course. ( \_\_\_\_\_ / 12)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Self Knowledge Mod 2.12

**Defenses**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.1

**Relationships**

## Relationships Meet Our Needs

Enjoy watching the [Junior Love Officers: Kids Give Dating Advice](#) (3:38) and [Relationship Advice From an 11-Year-Old](#) (2:53) videos.

Brainstorm a list of the different types of relationships that you are part of in your life. Remember to think about aspects of your personal, family, community and career relationships.

### Journal Response:

Select **four** of the relationships that you listed above. Using Maslow's Hierarchy of Needs (listed below) respond in a Journal Response how each of the relationships meets your needs. Remember to be specific, to give examples and to list which need is being met by each relationship.

**Self-Actualization** - knowing yourself

**Affiliation** - connection to other people

**Self- Esteem** - how you feel about yourself

**Safety** - feeling secure

**Physiological** - basic physical needs

### Assessment Criteria:

The response should be at least a minimum of half page in length, and will be marked based on the Journal Response Rubric for this course. ( \_\_\_\_\_ / 12)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.1

**Relationships**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.1

## Relationships

# Commitments & Expectations in Relationships

Every relationship is different with unique expectations and commitments. In what relationships do you give the most, receive the most? Effective relationships are a "two-way street". Both individuals in a relationship are givers and receivers. We give and receive commitments to one another. A commitment is a promise, a pledge or an obligation.

### Instructions:

The first column lists the types of relationships in which you may be involved. Space is provided to name each individual. Add others in the blanks provided. In the second column, list what you might have to give to make this relationship work (commitment). In the third column, make note of what you might expect to receive in this particular relationship.

Type of Relationship & Name	What You Might Have To Give (Commitment)	What You Might Expect To Receive (Expectation)
<b>Parent(s)/Guardian(s)</b> Name:		
<b>Best Friend</b> Name:		
<b>Classmate</b> Name:		
<b>Youngest/Oldest Sibling</b> Name:		
<b>Coach/Teacher/Counsellor</b> Name:		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.1

**Relationships**

## **Commitments & Expectations in Relationships (cont'd)**

<b>Type of Relationship &amp; Name</b>	<b>What You Might Have To Give (Commitment)</b>	<b>What You Might Expect To Receive (Expectation)</b>
<b>Neighbor</b> Name:		
<b>Part-Time Employer</b> Name:		
_____ Name:		
_____ Name:		
_____ Name:		

## How Relationships Are Initiated

Watch the [12 Signs You Are People Smart](#) (6:27) video. They are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Watch the video [Do You Really Need Friends?](#)(3:26). Brainstorm a list of the characteristics of being a good friend.

Remember that it is important to make a good impression when meeting new people

- Show genuine concern for the other person.
- Smile and show your interest in making eye contact.
- Use the other person's name in conversation.
- Show that you believe the other person is important.
- Be a good listener.
- Talk about things that are of interest to the other person

Miss Foley

LifeTrans20: Relationships Mod 3.2

**Making Friends**

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**Journal Prompt:**

Create a journal entry response of all the things that someone can do to make friends.

## Toxic Friendships

Watch the video [15 Signs of Fake Nice People Who You Need to Avoid](#) (10:02).  
They are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

Others?

## 10 Signs Your Friend is Toxic

By: Angel Chernoff

Toxic friends complicate your life. These people are more than a nuisance, they're parasitic. Precious time slips away as you deal with their negativity; and you're left wondering why you feel so despondent. If you're ready to simplify your life, you can't condone these toxic friendships any longer.

### What Toxic Friends Do

1. **They drain you.** – You feel psychologically and emotionally depleted after spending time with them, instead of uplifted.
2. **They are unsupportive.** – You're afraid to tell them about new, important aspects of your life because they've been unsupportive or downright rude about your ideas in the past.
3. **They are up to no good.** – They regularly partake in activities that are morally unjust.
4. **Their values and interests are opposite to your own.** – Dissimilar value systems often mix like oil and water. This doesn't necessarily mean the other person is wrong, it just means they aren't right for you.
5. **They are unreliable.** – They always break their promises.
6. **They only contact you when they need something.** – Otherwise you never hear from them.
7. **They aren't meeting you halfway.** – If you are always the one calling your friend to make plans and going out of your way to be with them, but they never return the favor and attempt to go out of her way for you, there's a problem.
8. **They are jealous of you.** – Jealousy is: "I want what you have and I want to take it away from you."
9. **They have zero ambition.** – Beware; a lack of ambition can be contagious. As the saying goes, "You can't soar like an eagle when you hang out with turkeys."
10. **They constantly drive you to moments of insanity.** – You catch yourself daydreaming about how good it would feel to throw a banana cream pie in their face.



### My Story of Toxicity

Here's why I know how bad these friendships can be: I've been on both sides of the court. Yeah, I have my share of victim stories about friends who were friends only if I agreed with them and gave them the spotlight. I've got tales of woe about past friends who were fabulous and fun, provided I didn't try to cut into their time by (gasp!) spending time alone and having other friendships. (You know, having a life outside of them?)

But the truth is I've also been a terrible friend at times, and I realize this. In the past I have neglected some friendships by relying on the other person to stay in touch instead of reaching out myself. Some of these friendships withered away over time because of my toxic behavior.

Bottom line: Toxicity is a two-way street – you have to be a good friend too.

## How to End a Toxic Friendship

In my experience there are two ways to end a toxic friendship: quickly and painfully or slowly and awkwardly. Neither is fun, neither is neat, and neither is easy.

### If you still want to keep this person in your life, just to a lesser degree:

1. **Stop responding to fake crisis calls.** – If you don't drop everything to take their "I'm so devastated! My boss gave me a look that I think means he secretly hates me and that jerk from marketing wore the same shirt as me" calls, they'll find someone else who will. Or they'll deal with it. Either way, it's okay to step back and get off the first alert calling list for non-emergencies.
2. **Take positive control of negative conversations.** – It's okay to change the topic, talk about you, or steer conversations away from pity parties and self-absorbed sagas. Be willing to disagree with them and deal with the consequences.
3. **Demonstrate that you won't be insulted or belittled.** – To be honest, I've never had much luck trying to call toxic people out when they've insulted me. The best response I've gotten is, "I'm sorry you took what I said so personally." Much more effective has been ending conversations with sickening sweetness or just plain abruptness. The message is clear: There is no reward for subtle digs and no games will be played at your end.
4. **Be brutally honest.** – Some people really don't recognize their own toxic tendencies or their inconsiderate behavior. You can actually tell a person, "I feel like you ignore me until you need something." You can also be honest if their overly negative attitude is what's driving you away: "I'm trying to focus on positive things. What's something good that we can talk about?" It may work and it may not, but your honesty will ensure that any friendship that continues forward is built on mutually beneficial ground.

### If you just want to completely end your relationship with the person in question:

1. **Stop taking their calls completely.** – If you're stuck seeing them on a regular basis, like a co-worker, keep things on a purely professional level. Find a reason to leave and excuse yourself as needed. It's passive aggressive to expect avoidance to handle the problem, but it's an important component. You can't cut ties if you still chat on a regular basis.
2. **Firmly tell them you've had enough.** – If you've decided it's time to cut a truly toxic influence out of your life, you can let them know honestly (without being cruel). "I just can't be friends with you right now" isn't fun to hear, but it has the benefit of putting everybody on the same page.
3. **Make new friends worth having.** – Seriously! Give your time to friends you connect with and enjoy. The long shadows of toxic friends shrink considerably when you've got better things to do with your time than worry about their negativity.

## Finally, Be a Good Friend

It doesn't help to cut toxic friends out of your life if you're not ready to foster quality friendships. On occasion, you may find that the toxicity of a friendship drains away when you start being a better friend yourself. Honestly, this is something I'm working on in my life.

Make that first call, offer a genuine compliment, schedule a fun outing with another person in mind, send that ridiculously funny card for no real reason – there are tons of ways to nurture your friendships. When you're surrounded by good friends and good intentions, it's amazing how pettiness and toxicity simply evaporates.

Miss Foley

LifeTrans20: Relationships Mod 3.3

**Friendship**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.3

## Friendship

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### **Journal Response:**

What are your experiences with toxic friendships? How can we better recognize them? What else can we do about it?

### **Assessment Criteria:**

The response should be at least a minimum of half page in length, and will be marked based on the Journal Response Rubric for this course. ( \_\_\_\_\_ / 12)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.3

**Friendship**

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## Healthy vs Unhealthy Relationships

(Source: Sexuality Education Resource Centre Manitoba, 2006. Adapted with permission.)

In this lesson we will examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. You will also learn about the importance of effective communication to the development and maintenance of a healthy relationship. We examine elements and styles of communication, including the potential impact of technology on effective communication.

### Key Understandings

- Relationships are based on some commonly accepted values (e.g., respect, honesty, equity, consideration, commitment).
- Healthy relationships result in mental-emotional, social, and physical benefits.
- Controllable and uncontrollable factors affect the dynamics of relationships.
- A healthy relationship is a shared responsibility and requires effective communication.
- The mode and style of communication may affect how a message is understood.

### Characteristics of a Healthy Relationship

Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and dating partners. It takes time, energy, and care to develop positive, healthy relationships. Relationships made during the teenage years can become very special and may form an important part of life. There are also many lessons to be learned from the relationships we have.

Healthy dating relationships should start with the same ingredients that healthy friendships have, such as effective communication, honesty, and respect. Dating relationships are a little different than other relationships, however, because they may include expressions of physical affection that may range from hugging, kissing, or holding hands to sexual intercourse.

All healthy relationships between two partners are characterized by communication, respect, sharing, and trust. They are based on the belief that both partners are equal and that decision making in the relationship is shared equally.

In healthy relationships, we must maintain the freedom to be ourselves. It is important to maintain an individual identity, regardless of the type of relationship being pursued.

Maintaining our identity in a romantic relationship also means nurturing the other relationships we already have with family and friends. At first, dating couples may want to spend all their time with each other, but it is equally important for couples to spend time apart so that they can maintain healthy relationships with other people. These relationships provide perspective, and can be a valuable source of support when a couple experiences difficult or stressful times in a romantic relationship or when the relationship ends.

A healthy relationship should be satisfying and promote individual growth. Establishing mutually acceptable boundaries based on personal values is important in any relationship. Romantic partners should never pressure each other to do things they have agreed not to do. Mutual respect means not only giving respect to a partner, but also showing respect for oneself.



### RELATIONSHIP CHARACTERISTICS\*

Some important characteristics of a healthy relationship are identified below.

#### **Closeness**

- You are caring and loyal.
- You trust your partner.
- You share your feelings.
- You support your partner during illness or during stressful times.

#### **Shared Goals and Beliefs**

- You share beliefs and values.
- You recognize and respect differences in each other.

#### **Shared Experiences**

- You share common interests and friends/acquaintances.
- You talk about your experiences and accept and respect each other's individual interests.

#### **Communication**

- You are honest with each other.
- You listen to each other.

#### **Respect**

- You use respectful language and do not act in ways that demean your partner.
- You understand your partner's wishes and feelings.
- You are ready to compromise—to meet your partner halfway.

#### **Humour**

- You and your partner enjoy being with each other and can laugh together.

#### **Affection**

- You show your partner you care.
- You show each other affection in many ways.

\* Source: Sexuality Education Resource Centre Manitoba, 2006. Adapted with permission.

## Characteristics of an Unhealthy Relationship

Relationships generally start out with good intentions. As relationships develop, disagreements and conflicts will arise. Conflict is not necessarily negative if we deal with it appropriately. How we deal with conflict is based on a given situation, as well as on previously learned behaviours.

In some conflict situations, people may use behaviours that are considered unhealthy or abusive, and may include the following:

- **Emotional:** making degrading comments, ignoring, isolating, controlling friendships and/or activities, threatening
- **Physical:** slapping, pushing, punching
- **Sexual:** unwanted touching, forced or coerced sex
- **Financial:** taking or withholding money, controlling spending



## Benefits of Healthy Relationships

Our psychological health and physical well-being depend heavily on our ability to form close relationships. The process of relationship building begins with our families, moves to the formation of friendships, and may eventually lead to romantic relationships. All these relationships help us to develop interpersonal skills and provide experiences that assist us in fine-tuning our emotions and feelings.

Our first relationships are with our parents or caregivers. When caregivers feed and nurture children, they provide a sense of security, trust, and belonging, thus forming a powerful mutual bond. Children who are benefiting from healthy, loving, and nurturing relationships will seek proximity or contact with their caregivers. As adults, these individuals will be more likely to trust other people, feeling secure that they won't be abandoned or rejected. This initial relationship with caregivers has implications on many of the relationships that will follow.

Children who do not experience a secure, healthy relationship in early childhood may become avoidant, resistant, or ambivalent toward their parents/caregivers. As adolescents and adults, these individuals may have a difficult time trusting friends and intimate partners, or letting people get too close for fear of being hurt or rejected.

One of the keys to creating a meaningful and special relationship for life is to affect someone positively at an emotional level. Caring about someone, particularly at a time of need, learning to have faith and trust in others and ourselves, and sharing ourselves with others are some ways to build healthy relationships and to bring about positive outcomes, which will enrich our lives and the lives of others.

## Factors Affecting Relationships

In all relationships, people experience times of difficulty. Problems often arise because the people in the relationships have different expectations, become distracted with other issues, or have difficulty expressing what is on their minds. Some of the issues or concerns are controllable, while others are, or are perceived to be, uncontrollable. Common problems exist in most relationships and, if they remain unresolved, can lead to a break-up.

Examples of issues encountered in the common problem areas in relationships are listed below.

1. Did you have any difficulty identifying examples under any of the problem areas? If so, under which one(s)?
2. Did any of the examples seem trivial? Explain.
3. Do any of the four problem areas seem more problematic than others? Explain.

<b>Practical/ Logistical Issues</b>	<b>Compatibility Issues</b>	<b>Commitment Issues</b>	<b>Affection/Intimacy Issues</b>
<ul style="list-style-type: none"> <li>• Physical distance from partner</li> <li>• Financial issues</li> <li>• Family issues (e.g., family acceptance)</li> <li>• Others?</li> </ul>	<ul style="list-style-type: none"> <li>• Age/maturity</li> <li>• Values or beliefs</li> <li>• Personal character and attitude</li> <li>• Personal goals</li> <li>• Culture and language</li> <li>• Religion</li> <li>• Intellect</li> <li>• Others?</li> </ul>	<ul style="list-style-type: none"> <li>• Too busy with other activities/people</li> <li>• Unsupportive of partner's needs, goals, activities</li> <li>• Issues of infidelity</li> <li>• Others?</li> </ul>	<ul style="list-style-type: none"> <li>• Communication issues</li> <li>• Power and control</li> <li>• Attraction issues</li> <li>• Mental-emotional issues (e.g., low self-esteem, jealousy)</li> <li>• Behaviours associated with demonstrating affection/intimacy</li> <li>• Emotional or physical abuse</li> <li>• Others?</li> </ul>

## **Communication: The Cornerstone to Healthy Relationships**

A relationship does not exist without communication. A **healthy relationship does not exist without effective communication**. Through effective communication we create the characteristics of healthy relationships, such as trust, openness, and intimacy. We need effective communication to resolve conflicts, solve problems, and make decisions that contribute to the strength of a relationship. While patterns of communication may vary according to our personal style and family and cultural background, being able to express our values, opinions, feelings, and dreams is important in any meaningful relationship.

Everything we know about ourselves and others can only be processed through some form of communication. Effective communication is a shared responsibility that involves both sending and receiving messages. Strategies for effective communication involve verbal skills, active listening, and the ability to resolve problems or issues.

Communication in relationships is one of the most complex and strategic activities of human beings. It often takes place at an emotional level as we disclose our likes and dislikes, our opinions and suggestions, and our wants and needs. This intimate form of communication is best done face to face when each person is able to use the full range of verbal and non-verbal nuances of communication so that a message is delivered clearly and received without misunderstandings.

We traditionally establish our communication skills by observing and imitating others around us. It is, therefore, important to provide students with many opportunities to practise effective communication strategies.

## **Technological Means of Communication**

We are living in an age that places great importance on communication. Never before has communication been as prolific or as fast as it is today. Advances in the way we communicate are being made daily through technology that involves computers, the Internet, satellites, and more. The methods of communication now available through technology include wired, wireless, and mobile voice messaging, text messaging, email, and a variety of Internet options (e.g., chat rooms, instant messaging, blogs, and personal web pages).

All methods of communication serve a purpose, but each method still requires the same considerations of trust, respect, and kindness. It becomes increasingly difficult, in the many forms of modern communication, to convey emotional messages when the subtle shades of meaning expressed through verbal and non-verbal communication are not present. What we say is important in any meaningful relationship, but how we say something is also a vital part of the message. In fact, much of what we say is “heard” through non-verbal means of communication (e.g., body language, tone, pitch, emotion).

### **ELEMENTS OF COMMUNICATION**

A message is constructed of the following elements (Meade):

- **Words** (what you say) account for 7% of the message.
- **Voice and tone** (e.g., pitch, volume) account for 38% of the message.
- **Body language** (e.g., posture, facial expression, proximity) accounts for 55% of the message.

Forming and building relationships by technological means is not without its risks and dangers. Conversing with someone via email or text messaging has left many people wondering exactly how a message was meant and has resulted in critical misunderstandings and conflict. Connecting and building a relationship with someone on the Internet, where anonymity and pretence are pervasive, has led to many unfortunate and life-threatening situations.

## Steps to Loving Communication

The following steps are ways to ensure healthy communication that is open, trusting, and reciprocal:

1. **Have reasonable expectations.** Keep in mind that partners are not mind readers. Tell each other what you mean. There will be times when you disagree.
2. **Know your own feelings.** If you feel unhappy or uncomfortable, take time to think about how you really feel and why, so you can do something about it.
3. **Recognize and correct communication-blocking habits.** Try not to generalize with "Never" or "Always" statements. Work at not belittling someone who disagrees with you.
4. **Think before you speak.** Take a deep breath so you have time to think about what you want to say and can say it with care. Focus on the behavior or issue and not the person. Use respectful language.
5. **Allow the other person to save face.** Don't embarrass your partner in public by arguing or putting him or her on the defensive in front of friends.
6. **Use assertive communication.** Use assertive language, such as "I" statements (e.g., I feel frustrated when you are late).
7. **Decide what is negotiable and what is not.** Know where and when to compromise and when to let well enough alone.
8. **Make time for communication.** Your relationship deserves time, so make time to be together and just talk to each other.
9. **Learn to listen.** Don't jump to conclusions.
10. **Give each other compliments and positive comments.** It's sometimes harder to say something to show you care than to argue.

## Styles of Communication

Just as there are various modes of communication, there are also different styles of communication. The following represent four common styles of communication:

- **Passive-passive communication** is viewed as non-participatory. There is very little interaction. Passive communicators are seen as shy and withdrawn. They would much rather "go with the flow" than face a confrontation.
- **Passive-aggressive communication** is viewed as manipulative. Passive-aggressive communicators may seem to agree to avoid confrontation (passive) but will manipulate others to say things for them or say things behind someone's back (aggressive).
- **Aggressive-aggressive communication** is viewed as controlling. Aggressive communicators will take control and dominate conversations. In order to "win," aggressive communicators feel they need to put others down to protect themselves.
- **Assertive-assertive communication** is viewed as open and honest. Assertive communicators are respectful and turn potential win-lose situations into win-win or win-learn situations. Assertive communicators will be direct, use "I" statements, and be sensitive to others. Assertive communication is seen as the most effective style of communication.

It is important for you to know the characteristics of these four styles of communication, however we will focus on how to communicate assertively.

Miss Foley

LifeTrans20: Relationships Mod 3.4 **Healthy vs Unhealthy**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.4 **Healthy vs Unhealthy**

### **Essential Questions: Healthy vs Unhealthy Relationships**

1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?
2. What are the benefits of a healthy relationship?
3. What controllable and uncontrollable factors affect relationships?
4. What are the components of effective communication in a healthy relationship?
5. What are the implications of different communication media?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.4 **Healthy vs Unhealthy**

### Directions:

- Read the list of relationship values below and think about how important each would be to you in an intimate/committed relationship.
- Identify, in the table below, which column you think is most appropriate for each value listed. (For each value, check the applicable column.)
- After completing the table, respond to the questions on the next page.

Relationship Values	Must Have	Important	Would Be Nice	Not Important
Being dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being faithful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring and kindness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends in common	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance of families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mutual Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar level of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to grow and change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.4 **Healthy vs Unhealthy**

1. Explain why you selected **any two** relationship values in each column.

**Must Have** (essential)

**Important**

**Would Be Nice** (but not necessary)

**Not Important** (if any)

2. What other relationship values, if any, did you add to the list, and why?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.4 **Healthy vs Unhealthy**

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**Directions:** Complete this reflection.

- Identify a person with whom you have a relationship.
- On the scale provided below, indicate the health of the relationship.
- Identify the issues or concerns that exist in your relationship with the identified person.
- Indicate into which common problem area(s) in relationships you would place these issues or concerns.
- Indicate what you should do to resolve the issues or concerns.
- Predict what will happen if the issues are not resolved.

**Questions:**

1. Person with whom you have a relationship:

\_\_\_\_\_

(The name could be real or fictitious, but it should represent a real person.)

2. How healthy is the relationship?

(Mark the scale with an "X" to indicate the relative health of the relationship.)

\_\_\_\_\_

Healthy      Very Few Issues      Some Issues      Many Issues      Unhealthy

3. What issues or concerns exist in this relationship? Be specific.

4. Into which problem area(s) would you place the issues or concerns?

(Check the boxes that apply.)

- Practical/Logistical Issues
- Compatibility Issues
- Commitment Issues
- Affection/Intimacy Issues

5. What do you think you should do to resolve the issues or concerns?

6. What might happen if the issues or concerns are not resolved?

## Rights & Responsibilities in Healthy Relationships

Healthy relationships involve respecting individual rights (e.g., consent to sexual activity) and responsibilities. Understanding rights and responsibilities involves respecting individual perspectives related to, but not limited to, culture, gender, age, sexual orientation, and religion.

Use this website [Love Is Respect: Quizzes](#) to complete the following healthy relationship quizzes. Use this website [Love Is Respect](#) to complete the fill-in-the-blank notes to follow:

1. Am I A Good Partner?
2. How Would You Help Someone In An Abusive Relationship?
3. Do Abusive Partner Actually Change?
4. Is Your Relationship Healthy?
5. Do You Think You Are Practicing Self-Care?
6. Relationship Spectrum

### What Is a Right?

A right is an entitlement to perform or not to perform certain actions, either legally or morally. With each right that a person possesses, there is a corresponding duty or responsibility. For example, vehicle drivers have the right to drive on public roads and the responsibility to follow the laws and rules of the road to ensure their own safety and the safety of those around them.

A person can claim or assert many rights, such as the right to exist, to be loved, to be cared for, to have access to food, water, and shelter, to a secure environment, to freedom of choice, to feel proud of own actions, to privacy, to an education, to fair and equal treatment, and so on. Some rights are determined by law (e.g., age for alcohol consumption), some are conditional (e.g., free speech balanced with freedom from discrimination), and some can become limited or restricted (e.g., enforcement of curfews).

**The Canadian Charter of Rights and Freedoms**, which is Part 1 of The Constitution Act (1982), guarantees the rights and freedoms of Canadian citizens. This federal legislation sets out rights and freedoms that Canadians believe are necessary in a free and democratic society. It establishes equality rights before and under the law and states, in part, the following:

#### **Guarantee of Rights and Freedoms**

The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

#### **Equality Rights**

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

## Responsibility in Relationships?

Responsibility is having a duty and being accountable for one's actions. Responsible people do what needs to be done, fulfill their obligations, are answerable for their actions, use good judgment, and don't let people down. Being responsible, therefore, involves values such as trust and reliability. When we are in a relationship with another person we have a responsibility to look after one another. If we neglect to perform these responsibilities, the relationship may become unhealthy. In some cases, relationships may become unsafe.

Each person in a relationship has the following responsibilities:

- Accept the other person as an individual and treat each other with kindness and caring. Any form of abuse in a relationship is unacceptable.
- Respect and value each other's rights.
- Discuss all aspects of the relationship, including sexual health (e.g., sexual history, testing for sexually transmitted infections, risks, contraception), and share in the decisions and resulting actions.
- Listen actively and validate and support each other's feelings.
- Honour the mutually agreed upon decisions and choices.
- Make, and allow each other to make, personal choices and decisions.
- Dignify the relationship by never pressuring each other to do things that either person is not comfortable doing, including any sexual activity.

## Consent to Sexual Activity

In addition to recognizing rights and responsibilities in relationships, one needs to understand what consent means and how it is given within a healthy sexual relationship. Ensuring active, informed, and freely given consent is a vital factor in healthy sexual relationships.

Unless a person actively says "yes" to an intimate/romantic/sexual act, the partner is not permitted physical contact: "The law in Canada states that only 'yes means yes' and everything else means NO" (Klinic 15).

In 2008, Canada's "age of consent" laws raised the **age of consent** from 14 years old to **16 years old**. These laws were changed to provide children with further protection from sexual exploitation.

### Consent Is\*:

- Consent is active, not passive.
- Consent is based on choice.
- Consent is not manipulated.
- Consent is not coerced.
- Consent is not submission due to fear.
- Consent is freely given.

\* Source: Canadian Red Cross. "What's Love Got to Do with It? Everyone Deserves a Healthy Relationship." RespectED: Violence and Abuse Prevention. PowerPoint presentation. Slide 15. 2008. Reproduced with permission.

**My Relationship RIGHTS Are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**My Relationship RESPONSIBILITIES Are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## **My Relationship RIGHTS Are**

1. To be respected and treated as an equal.
2. To say no to someone who asks me out.
3. To suggest activities or refuse activities.
4. To have my own feelings and ideas and share them without worrying about how my dating partner will react.
5. To speak up when I think my dating partner's actions or language are unfair or hurtful.
6. To express my opinions and be heard by my partner.
7. To have my limits and values respected.
8. To refuse physical touch with anyone, at any time for any reason.
9. To have friends and space aside from my dating partner.
10. To leave the relationship.
11. To have my privacy rights respected, including the rights to private conversations, phone calls, text messages, social networking activities, emails, etc.

## **My Relationship RESPONSIBILITIES Are:**

1. To determine my limits and values.
2. To respect the limits and values of others.
3. To give my dating partner space to be their own person.
4. To own my actions and feelings.
5. To communicate clearly and honestly.
6. To compromise when needed without compromising myself.
7. To ask for help when I need it.
8. To check my actions and decisions to decide if they are good or bad for me.
9. Not to try to have power or control over my partner.
10. To respect the privacy of others, including their rights to private conversations, phone calls, text messages, social networking activities, emails, etc.

Miss Foley

LifeTrans20: Relationships Mod 3.5

**Bill of Rights**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.5

**Bill of Rights**

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## Unhealthy and Abusive Relationships

- Everyone has the right to be in a relationship that is free from any form of abusive behaviour.
- Abusive relationships are the result of abusive behaviours that may develop over time.
- Everyone has the right to end a relationship safely.
- There are appropriate ways to end an unhealthy relationship as safely as possible.
- Changing abusive behaviours is not the responsibility of those victimized by the behaviours.

### Troubles in Paradise

#### Directions:

- Imagine that you have a partner whom you care for/love very much.
- Carefully read each of the statements that appear in the table below.
- Mark the small boxes according to the following legend.
- After completing your selections, be prepared to discuss your situation with classmates.

#### Legend

- 1 - This is not a problem. I can deal with it.
- 2 - This is a problem and we would need to work on it together. (Not a crisis yet.)
- 3 - This is a big problem and I would seek help to resolve it. (Crisis, but worth working on.)
- 4 - This would be an unsolvable obstacle in our relationship. (Deal breaker; cause for termination.)

My Partner				
____ doesn't want to be affectionate with me anymore	____ gets angry easily and often over the smallest things	____ doesn't want me to spend time with my friends	____ doesn't put a lot of time or effort into the relationship	____ finds lots of excuses not to be with me
____ blames me for everything that happens	____ complains about a lot of the things I/we do	____ never says sorry or never takes responsibility for his or her actions	____ raises his or her voice and yells during our arguments	____ promises me lots of things but doesn't follow through
____ criticizes my ideas & suggestions without offering his or her own	____ has lots of money but never spends any when we go out	____ likes to party and gets really drunk every time	____ ridicules my values/religious practices	____ argues with me about everything until he or she gets his or her way
____ flirts with others all the time	____ never talks about feelings	____ doesn't make me feel special around his or her friends	____ wants me to be more like him or her	____ doesn't share a lot of similar interests with me
____ has an annoying habit of _____	____ wants me to have sex all the time	____ never seems to have fun with me	____ gets jealous when I talk to other guys or girls	____ has threatened suicide if I was ever to leave the relationship
____ shuts down and withdraws as soon as I question anything he or she does	____ constantly interrupts me when we are talking about us	____ has hit me, and then apologized	____ has violent outbursts over the smallest disagreements	____ wants me to quit my exercise classes (or other activities) so that we can spend more time together
____ makes me feel afraid at times	____ likes to make fun of me when we are around his or her friends	____ is always around me and doesn't give me my space	____ borrows money from me but rarely pays me back	____ calls me names when we are having a disagreement

## Early Warning Signs of Abuse

Any relationship in which the responsibilities are not being met can develop into an unhealthy relationship. If the conflicts that arise are not mutually resolved, they may lead to unacceptable behaviours, which may be considered abusive.

**Abuse** in a relationship **can be emotional, physical, sexual, or financial**. Anyone, regardless of his or her background, can be abusive, and both males and females can be abused. Emotional abuse (e.g., making degrading comments, isolating) is often a warning sign of escalating abuse. In some cases, physical abuse does not start until much later in a relationship, but early warning signs are usually evident. Being aware of warning signs during the dating process is especially important. Sometimes people get used to things they never thought they would when the “frog is boiled slowly”.

## Relation Shifts

Abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, or financial abuse. This case study shows how emotional abuse and physical abuse may manifest themselves in a relationship.

### Case Study:

“I met Danny last year, not long after I broke up with my ex. I had just seen my ex with his new girlfriend. I was so hurt that he had moved on so fast. Danny found me crying in the park and asked me what was wrong and told me that a girl as pretty as me shouldn't be crying . . . he was sweet. We ended up just talking for the longest time. He was so sensitive and he listened, he even got me laughing. From that moment on we were inseparable. We were just friends at first, but the chemistry was off the charts. If we weren't together we were talking online or on the phone. He just made me feel so safe and so beautiful.”

“I started to realize I was falling for Danny but I was too scared to say anything. So when he told me I deserved a good love, someone who would cherish me and he wanted to love me that way, he won my heart. From that moment on we were known as Paige and Danny.”

“Things started to feel a little weird when he first started making comments about my clothes. I mean he never said they were ugly . . . at first he'd just joke about how I was just too sexy. It made me laugh, but then he started to seem like he was actually pissed off. He'd tell me that he just didn't like the way other guys would look at me. He didn't want people to think I was a slut or anything. It kind of hurt, but he seemed like he really wanted to protect me. He was afraid that some loser would grab me or something.”

“But then I saw a different side of him. One day, when he was picking me up for our date, he slowed down, but then all of a sudden he just drove off—he drove right passed me. I was so confused and thought it was a joke at first but then I pulled out my cell phone and I called him, but he was so pissed off, calling me a slut and accusing me of just wanting to get guys turned on. So I just begged him to come back and pick me up and I tried to smooth things over. But when he came back he was just so pissed off. He got out of the car and he just lost it. He started shaking me and he kept threatening me that I was gonna get what I deserved if I didn't stop dressing like a tease. I was stunned and heartbroken. I couldn't believe it.”

“The next day I refused to take his phone calls. I couldn't believe the way he had treated me—I mean it was awful. But then he texted me and said he was really sorry. He made it up to me by buying me new clothes, the kind he said that wouldn't send out the wrong message. It seemed weird, but I guess I just really needed to believe that he did love me and just wanted me to be safe.”

“I didn't want to lose him and I thought he loved me but things got worse . . .”

“I needed help—I needed to get out, but I didn't want to break up with him. I talked to my aunt and she told me that even though he could be a real sweetheart he was also hurting me and I had to decide if that's something that I wanted in my life.”

## **Breaking Up Is Hard To Do**

Beginning and ending relationships is a part of life that we all experience. Some relationships do come to an end or have to be terminated. Sometimes relationships simply fade away because the people in the relationships develop new goals or new interests. Some relationships, however, develop conflicts that result in irreconcilable differences and sometimes even result in abusive situations, as examined in the *Relation Shifts* case study.

Ending a relationship is never easy. Even when a relationship is abusive, deciding to end it may be difficult, and it is certainly normal to feel nervous and sad about doing it. If it is determined that a relationship must end, there are appropriate ways to do this.

### **Brainstorming: Ways NOT to Break Up**

## **Assertive Communication Tips**

### **Be Direct**

Say what you want.  
Say what you mean; don't hint.  
Look like you mean it (body language).  
Sound like you mean it (voice).

### **Be Firm**

Stand up for yourself.  
Keep repeating your message.  
You don't have to give a reason.  
Stick to your decision.

### **Use "I" Statements**

I feel . . . ; I don't want . . .  
Take responsibility for your wants and feelings.

### **Be Fair**

Be clear about what you do or do not want.  
Stay calm.  
Don't attack or put down (e.g., the trouble with you is . . .).  
Give alternatives (e.g., instead of, how about if . . .)

Miss Foley

LifeTrans20: Relationships Mod 3.6 **Unhealthy/Abusive**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.6 Unhealthy/Abusive

# Breaking Up Is Hard To Do Script

**Directions:** Using the *Relation Shifts* case study: In small groups (or individually), script appropriate ways to break up with a partner.

- Each response should identify what method of communication (e.g., phone, text, email) the person initiating the break-up would use, and explain why we use assertive communication skills.
- Identify, if possible, why the person is breaking up (if personal safety is not a concern)
- Describe a plan to ensure personal safety if this is a concern
- For any scenarios that included abusive behavior, have the class identify possible ways that the abusive person could change his or her behavior(s).
- What are appropriate responses on behalf of the person who did not initiate the break-up?

## Community Supports & Services

Everyone comes from a different background and has different life experiences. The interactions we have with others along life's journey give each of us opportunities to practice the skills we will need to grow as individuals and to build the kinds of relationships that best suit us. Sometimes, however, we are confronted with relationship and sexual/reproductive situations that are beyond our capabilities to manage on our own. This is when we need to feel free and empowered to seek help and assistance from others.

### When There Is a Need

When things go wrong in a relationship, the resulting tension and stress can become overwhelming. Most situations leading to conflicts in relationships can be resolved by using the assertive communication strategies. In extreme cases, partners may come to a point in their relationship when they are unable to resolve the issues leading to serious conflicts. When this happens, it may be sensible to seek outside help to save the relationship. Ideally, partners should make a mutual decision to seek help when a relationship is hurting; however, if one partner is not willing to seek help, this should not preclude the other partner from doing so. It is important that both partners agree to look for solutions to the relationship problems by understanding the reasons for them.

Many community supports and services exist for people who need to talk to someone about issues related to personal health and relationships. Couples may obtain assistance from school counsellors, family members, members of their religious community, or close friends who can provide new perspectives on the problems and help them to recognize possible solutions. Getting advice from others who have nurtured long-standing relationships themselves is sensible, as they may have experienced similar issues in the past. The wrong advice from inexperienced sources can, however, result in a destroyed relationship, so individuals need to take care in deciding from whom they will take advice.

Deciding to seek professional help from a guidance counsellor or a relationship counsellor is often a good choice. A counsellor will teach both partners better communication skills, as well as identifying different methods of handling similar problems and situations that may arise in the future.

Seeking professional help and support can mean the difference between saving a relationship and allowing it to end with malice and spite. By repairing a troubled relationship, couples are also able to help others if they come for advice. A couple that has sought professional help may be able to provide solid advice and guidance to others facing similar problems.

### Sources of Support

Various professional and community supports are available to assist people in dealing with relationships and sexual/reproductive health care. Some of the possible supports and services are listed below:

- school counsellor, advisor, teacher, Elder
- school clinic or public health office
- community health clinics
- teen clinics
- supportive phone lines (e.g., Kids Help Phone)
- community or private counsellors
- peer support groups
- psychologists
- Child and Family Services

### Protection of Privacy and Confidentiality

While many supports and services are available, there are also barriers to accessing them. Individuals need to be aware that they have rights to protection of their medical and personal information.

## **Community Supports and Services**

### **Directions:**

- Divide into groups and choose one of the relationship or sexual/reproductive health situations identified below to each group.
- Investigate supports and services available for your chosen situation. Also identify potential barriers (e.g., hours of operation) to accessing these resources.
- Present your findings to the class. The other members of the class can suggest other supports and services and information that is not identified by the group.
- Once all the community supports and services have been identified for a given situation, identify any community supports or services that address more than one issue.
- As a class, identify possible strategies to overcome the barriers to accessing resources.

### **Relationship or Sexual/Reproductive Health Situations**

Where in your community could you go for assistance when faced with the following situation(s)?

1. You know someone who has contemplated or is contemplating suicide.
2. You are being cyber bullied.
3. You are considering contraceptive methods/products and need reliable information.
4. Your friend has a drug problem.
5. You think you may have a sexually transmitted infection (STI).
6. Your parents kicked you out of the house.
7. You're looking for information about having a healthy pregnancy.
8. Your boyfriend or girlfriend is physically abusive.
9. You are in a gang but want to get out.
10. You are pregnant, or your partner is pregnant, and you need help.
11. You have been, or know someone who has been, sexually assaulted.

# **Maintaining Relationships with Peers, Family, at School or Work**

## **Making a Good First Impression**

- Introduce yourself with confidence & a proper handshake.
- Show genuine concern for the other person.
- Smile and show your interest in making eye contact.
- Use the other person's name in conversation.
- Show that you believe the other person is important.
- Be a good listener.
- Talk about things that are of interest to the other person.
- Make an informed judgement call on how much physical contact is initially appropriate.

## **Initiating a Stronger, Closer Relationship**

- Most people make this selection carefully.
- Personality traits and behaviours become key factors.
- Emphasis shifts to basic values of religious beliefs, political opinion, sexual attitudes and future aspirations.
- Individuals examine how much they have in common with the other person.
- Get to know their family and other loved ones.
- Apply social learnings & EQ skills.

## **Selecting a Marital Partner**

- The same concerns are considered as when selecting a best friend or a dating partner.
- In addition, individuals select marriage partner's bases on whether they can provide for one another such things as affection, companionship, sexual fulfillment, trust-worthiness, committed, and emotional growth.
- Values concerning career aspiration, faith life, finances, child-rearing, employability, marital role expectations and family become increasingly important in this decision.

## **Maintaining Relationships with Peers, in a Family, at School or Work**

A person who is able to maintain lasting and meaningful relationships, both at the acquaintance level and the close friend/date/family level, demonstrate the following skills:

- Listens carefully
- Is trustworthy and loyal
- Offers suggestions of how to reach goals
- Offers expressions of affection
- Shares new activities and shares new friends
- Accepts others as they are without trying to change them
- Shares the good times and the not-so-good times (joys and sorrows)
- Effective communication skills are essential in maintaining relationships.

## **Effective Communication Skills**

- Expressing feelings
- Assertiveness
- Appropriate eye contact and body language
- Active listening
- Feedback

Miss Foley

LifeTrans20: Relationships Mod 3.8

**Maintaining**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.8

## Maintaining

### “YOU” vs “I” Statements

“I” statements are important to effective communication because they reflect the speaker's feelings and do not make assumptions about the other person. Although “I” statements sound awkward at first, with practice they will sound very natural. With your partner, change these statements from “you” to “I” using the formula provided.

1. “You're always late to pick me up.”

I feel...

when you...

because...

2. “You shouldn't wear that outfit. I've told you before, it's not very flattering.”

I feel...

when you...

because...

3. “You're never going to graduate if you keep failing tests like that.”

I feel...

when you...

because...

4. “If you ever do that again, I'll never speak to you again.”

I feel...

when you...

because...

5. “How could you be so dumb to forget that we were already busy that night?”

I feel...

when you...

because...

6. “You should have known better than to do something that stupid.”

I feel...

when you...

because...

7. “You're so considerate. I'm lucky to have you as my friend.”

I feel...

when you...

because...

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.8

**Maintaining**

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## **Goal Setting and Follow Through**

### **Brainstorming:**

- 5-10 short term goals that you could accomplish by \_\_\_\_\_.
- Examples could include: cleaning and keeping clean your bedroom, improving a school mark, working out every day, etc.

### **Making a Choice:**

- Choose one of the goals that you have listed, using the Decision Making in the Relationships Module handout identify what your challenge is, the alternatives, and the consequences including pros and cons for each alternative.
- Take your sheet to the teacher and have a conversation about your plans for your goal.
- Continue working through the handout. Check-in dates are listed:

**Check-In #1:** \_\_\_\_\_

**Check-In #2:** \_\_\_\_\_

**Final Check-In:** \_\_\_\_\_

### **Completing the Action Plan:**

- Once the Action Plan handout has been completed take a copy of the sheet to your teacher.

### **Journal Entry:**

- After the Final Check-In...complete & hand in the following journal entry:
  1. Were you successful in achieving your goal? Why or why not?
  2. If you were successful, what helped you to be successful?
  3. If you were unsuccessful, why? What would have helped you to be successful?
  4. What did you learn about goal setting & following through as a result of this process?

Remember that your journal entry needs to be one typed page. You will be assessed using the Journal Response Rubric.

Miss Foley

LifeTrans20: Relationships Mod 3.9

**Goal Setting**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.9

**Goal Setting**

# Decision Making in the Relationships Module

## Challenge

As I consider all the information I acquired throughout the Relationships module, the challenge for me is:

## Alternatives:

When I list all the alternatives available to me in meeting that challenge, they are:

Alternative #1	Alternative #2	Alternative #3	Alternative #4

## Consequences:

And when I consider all the consequences of those alternatives, they are:

Alternative #1	Alternative #2	Alternative #3	Alternative #4
<b>Pros:</b>	<b>Pros:</b>	<b>Pros:</b>	<b>Pros:</b>
<b>Cons:</b>	<b>Cons:</b>	<b>Cons:</b>	<b>Cons:</b>

**Decision:** The information indicates that the best choice for me is...

\_\_\_\_\_

**Goal:** In order to meet my challenge, my personal goal is...

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.9

**Goal Setting**

## Relationships Module Action Plan

**What:** My personal goal is....

**How:** To meet my goal, I am going to...

**When:** I will practice this action (times per week)...

I will be beginning this action on (date)...

I will evaluate this action on (date)...

Between the starting and the evaluation date, I will check in with my support person(s) on these (check in dates):

- 
- 
- 

### Where

I will carry out my action plan in these locations (i.e. home, school, community agency, work)...

### Who

I have asked for the support of (name of one or two people who are willing to fulfil the role of support person)...

### Signatures

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Support Person(s) Signature(s): \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

### Check-In Dates & Comments:

### Evaluation Date & Comments:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Relationships Mod 3.9

## Goal Setting

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### Journal Entry:

After the Final Check-In...complete & hand in the following journal entry:

1. Were you successful in achieving your goal? Why or why not?
2. If you were successful, what helped you to be successful?
3. If you were unsuccessful, why? What would have helped you to be successful?
4. What did you learn about goal setting & following through as a result of this process?

Remember that your journal entry needs to be one typed page or two pages hand-written. You will be assessed using the Journal Response Rubric.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Relationships Mod 3.9

**Goal Setting**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.1

**Intro**

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## **Intro to Time Management**

1. **Journal Response:** How does time management affect my life? Discuss the pros and cons; be sure to use specific examples.

Your response must be a minimum of a half a page. Please refer to the Journal Response Rubric for marking criteria.

2. Once completed, go online and research time management strategies. You must have 15 -20 strategies typed/written in your own words.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.1

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**Intro**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.2

**Challenge**

## Time Management Challenge

<b>Time</b>	<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>
7:00 – 8:00 am							
8:00–9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00 pm							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
10:00-11:00 pm							

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.2

**Challenge**

## Time Management Challenge

<b>Time</b>	<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>
7:00 – 8:00 am							
8:00–9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00 pm							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
10:00-11:00 pm							

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Time Manage Mod 4.2

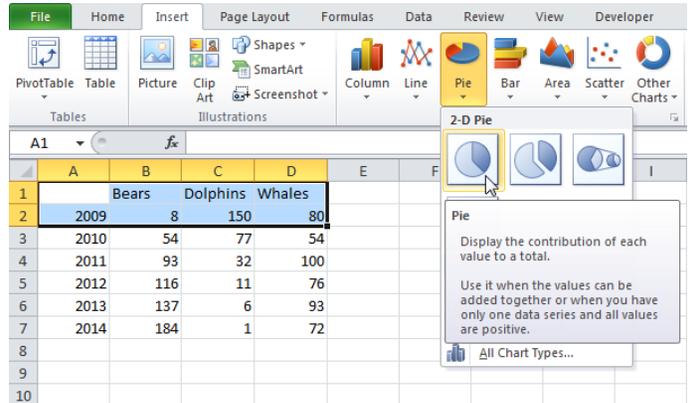
## Challenge

# Your Time Management Challenge

- Using the schedule that you filled in for Your Time Management Challenge Make two pie charts that show your typical 24-hour weekday and a typical 24-hour weekend day, showing the portion of a day spent on each major activity.

### Making a Pie Chart in Excel/Sheets:

- Open an Excel Spreadsheet
- Enter your data
- Select the range A1:D2.
- On the Insert tab, in the Charts group, choose Pie, and select Pie.



- Once completed, you are presented with the following situation **“You forgot that you have a 5 page paper due the next Monday, the same day that you also have a huge unit exam in History. Where can you fit time to study, as well as time to complete the essay?”** Write the study and homework schedule on a new schedule.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.2

**Challenge**

## Time Management Challenge

<b>Time</b>	<b>Sun</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>
7:00 – 8:00 am							
8:00–9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00 pm							
12:00-1:00							
1:00-2:00							
2:00-3:00							
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							
10:00-11:00 pm							





## Time Management: How to Be on Time Every Time

Article taken from the following blog: <http://www.lifehack.org/articles/productivity/how-to-be-on-time-every-time.html>

In my last post, I talked about why being punctual matters. The short version: people who are habitually late (or are late even once, when it counts) project incompetence, self-centeredness, and even a lack of integrity.

In the comments, Lapka asked if there were any tricks for people who have a hard time showing up on time, and through a little bit of research and a little bit of self-examination, I think I have some answers.



First of all, though, it's important to see being on time as part of your whole attitude towards time. You're never going to be on time, every time — whether for appointments, meeting big deadlines, or even to catch a movie — if you haven't put into practice a set of good time management techniques.

That means, for example, having a central place where your time commitments are recorded, whether that's an online calendar, Outlook, a smartphone, a day planner, or just an index card with your schedule on it. It seems obvious that to be on time you have to know where you have to be and when, but it's a step a lot of people try to skip — they want to hold everything in their heads.

Secondly, being punctual requires a bit of an attitude adjustment. A lot of the time we let ourselves show up late because the event we're showing up to isn't all that important to us. Try this: don't schedule events that aren't that important to you - use that time for things that are important to you. I know, there are a lot of things in your life that feel obligatory, like the weekly status report meeting at work, or dinner at your spouse's or partner's parents; either make those things important to you, or figure out how to cut them from your calendar.

Ok, with general principles out of the way, let's move on to the tricks.

### 10 ways to make yourself more punctual:

1. Don't check your email or voicemail right before you leave. That "last quick check" will almost always take more time than you think — which is, after all, what you're hoping for. If you thought there'd be nothing important in your email, you wouldn't bother checking.
2. Plan for trouble. Always add 25% to your time estimate to get anywhere or do any task. If you think it takes 30 minutes to get to work, give yourself 40 (technically, 37 1/2, but let's not be ridiculous here!). If you need 12 working hours to finish a proposal, give yourself 15. The worst thing that could happen is that you get a nice "Scotty effect" going, where you're always ahead of schedule and everyone thinks you're a miracle worker.

3. Set up the night before. If you are, like me, someone who has a hard time getting going in the morning, make sure you set up the night before. Lay out your clothes, put your keys, wallet, etc. in tomorrow's pants pockets or your purse, load up your bag with whatever material you'll need in the morning, put your lunch together, and so on. In the morning, wake up, get dressed, grab your stuff, and go.
4. Set your clocks ahead a few minutes each — by different amounts. My alarm clock is 5 minutes fast, my watch only 1, my car clock 3. I think. Since I can't be sure, I have to take each clock at face value. You might have a look at the Procrastinator's Clock which is some random amount of time ahead, up to 15 minutes. It's available for Mac and PC — I wonder if there's a bedside version?
5. Learn to better estimate how much time things take. Use a time tracker app like Rescue Time to learn how long typical tasks take you to complete. Record these times, and refer to your record when estimating the time needed for similar tasks.
6. Schedule events 10 minutes early. Put your 1:00 appointment into your schedule at 12:50, for example. But always have 10 minutes of work with you to fill the slack time, in case you surprise yourself by showing up "on time" 10 minutes early!
7. Set reminders. Use your calendar program's built-in reminder function, or use a service like Sandy to send you text reminders at set intervals before each appointment. I like a reminder at least an hour beforehand, so I can plan, and another 15 minutes prior so I know where I stand.
8. Schedule events for "off-peak" times. Last year, I had a weekly meeting at 8 am. A trip that takes me 30 minutes any time after 9:00 am took me 1 1/2 hours due to rush hour traffic. Guess how many times I was late? Learn the times that traffic or other factors might make you late, and avoid scheduling during those times. For instance, give yourself at least an hour to get settled in every morning before your first meeting (so if you're late to work, you won't also be late for a meeting), don't schedule meetings immediately after lunch (in case you get held up), avoid before-working-hours events (due to rush hour traffic), etc.
9. Fill your gas tank when it reaches 1/4 tank. Don't let an empty gas tank make you late for anything. Fill up whenever you reach 1/4 and you'll never have to make an emergency stop at a gas station during your commute. (Plus, I'm told it's better for your engine — whether that's true or not, I don't know.)
10. Use a countdown timer. Grab a cheap digital timer, and use it to create a sense of urgency, and to help you keep on track at each step you need to complete to make it wherever you're supposed to be on time. Break your preparation down into 10 minutes parts, set the timer, and GO!

What other advice do our readers have for people who just can't figure out how to be more punctual? Let us know your tips and tricks in the comments below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.3

**Management**

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## Time Management

**Assessment:** Responses will be marked using the Journal Response Rubric.

**Journal Response:** Refer to the How to Be on Time Every Time blog post reading. Try one suggestion from the 10 Ways to Make Yourself More Punctual list. Write a journal entry about the experience.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.3

**Management**

## Planning Your "Perfect" Morning

Plan out your perfect morning schedule that would positively meet and/or support life goals & responsibilities. Knowing that reaching perfection is impossible, what would your "perfect" morning be?

<b>Time</b>	<b>What</b>	<b>Why (i.e. Area of Life It Supports)</b>
5:00 – 6:00am		
6:00 – 7:00 am		
7:00 – 8:00 am		
8:00–9:00		
9:00-10:00		

## **Time Management Cont'd**

1. Read through the [Finding Time for Time Management Power Point](#) presentation
2. Read the attached Failure to Transition article.
3. Read the Typical Problem Areas in Student Time Management article.
4. Read the attached Time Management for Students: A Psychological Explanation of Why We Struggle article.
5. Complete the following Time Management Quizzes:
  - [Zimbardo Time Perspective Inventory](#)
  - [Time Management Skills Quiz: Find Out What You Don't Know](#)
  - [Time Management Skills Test](#)

**Journal Response #1:** How does time management affect my life? What can I do to improve it?

**Journal Response #2:** What type of person are you? Respond in a journal response. Be sure to explain how this has impacted your life. Make a list of 10-12 strategies in point form that help you as either a monochrome or polychrome.

**Assessment:** You must have a minimum one page typed response to hand in. You may double space it but the font may not be bigger than 12. It will be assessed using the Journal Response Rubric.

2 Journal Responses ( /12 each) = Total \_\_\_\_\_/24

## Failure to Transition

By **Agent Sully** on July 30, 2007

Do you find it difficult to get ready and out of the house in the morning? Are you frequently late to appointments? Do you have difficulty making choices? Are you in awe of people who manage to get things done seemingly without much effort or anxiety? Do you keep lots of things out in the open so you won't forget them? Have you been frustrated because you can't seem to fix these problems? Well there's good news. It's not entirely your fault, and there are things you can do to improve!

The root problem is the failure to transition from one activity to another. This article will offer practical solutions to help you to manage your time better. If this doesn't describe you, then chances are you know someone who could use this help.

### Which Type of Person Are You?

There are two types of people in this world, monochrones and polychrones. Determining which one you are will explain a lot about yourself.

- **Monochrones** see time in absolutes, are usually on time, and prefer to work on one project at a time.
- **Polychrones**, on the other hand, see time as fluid, are committed to people not to time appointments, change plans often, and are usually working on more than one project at a time.

People who are polychrones have difficulty managing time not because they are lazy or inconsiderate, but because they are wired differently. It's not good or bad. It just is. The key is for Polychrones to leverage their strengths and to learn skills that will help them overcome the challenges.

### Leveraging Strengths

The strengths of Polychrones are their ability to work on more than one project at a time and their strong long term relationships. How can you leverage these? Seek out roles at work and elsewhere in your life that require these abilities. Try to stay clear of roles where you may get bored with only one or limited projects or lack of variety. You may want to find roles in which building long term relationships is important and avoid roles where you don't have the opportunity to work with people over long periods of time, as this might be a source of frustration for you.

### Solutions to Challenges

The main challenge for Polychrones in modern life is the ability to transition from one activity to the next. Polychrones are a perfect demonstration of Newton's First Law of Motion: a body in motion will remain in motion unless acted upon by an outside force. If you're a Polychrone, you've experienced this. You immersed in your work when the phone rings.

This interruption causes you to “wake up” from your work and, looking at your watch, you panic as you realize you are going to be late for a meeting. Argh! Is there any way to keep this from happening all the time? Yes and it's all about learning how to stop, how to disengage. Here's how:

**1. Become Aware of Your Nature.** By reading this article, you've probably had a light bulb turn on and you're nodding your head saying, “Oh my, I had no idea!” Ok. Now you know why these things happen.

**2. Decide You Want to Change How You Manage Time.** If how you manage time doesn't cause major problems in your life and you're not motivated to change, then you may not need to. However if you want to stop: being late, letting people down, feeling anxiety when switching gears, and going into panic mode because you're late again, then make a commitment mentally and read on.

**3. Accept Transition Discomfort.** For Polychrones there is mental discomfort when switching from one activity to the next and it can be as strong as a child reaching for his mother as she leaves him with a babysitter. Accept that this discomfort will be short lived if you allow yourself to become engaged in the next activity. Also the following steps will help minimize the transition discomfort as well.

**4. Accept That Time Moves Faster Than You Realize.** Yes, this is something you need to do. For people with many interests and for whom stopping is difficult, this is an important step. Accept that you can't do everything you want in one day. You need to choose the things that are most important and then...go to Step #5.

**5. Plan Your Day with Ultra Realistic Timeframes.** Instead of simply jumping into your day, have a pen and paper near your bed. Plan out exactly what you will do today and next to each write down the realistic time it will take. This will help keep you from becoming distracted. Set leaving times 15-30 minutes ahead of when you think you need to leave. Carry your list around with you in the morning before you leave the house. Check things off as you go, and keep moving. Keep distractions at bay. Don't watch TV or listen to the radio. Wait until you are commuting. You can listen to the radio or if on a train, read the paper then.

**6. Nip Distractions in the Bud!** As you are moving through your day and something grabs hold of your interest, ask yourself:

- Do I have time for this now?
- Is this important to me?

If it is important and you can't fit it into 2 minutes, then WRITE IT DOWN and schedule it for later. Carry a capture notebook with you at all times. Then each morning or evening when you plan your next day, you can schedule in those distractions for when you have time. And you may find that some of those things will not be important anymore. That's OK.

**7. Plan Your Transitions.** Stopping is the problem. The solution is setting a plan in writing and in your mind where you can visualize how you will stop one activity before moving onto the next. This may sound very “kindergarten” to you, but it works!

**Here's an example:** Here's your portion of your day:

- 10am until 12 noon – Work on Project X.
- 12 noon – Lunch Date.

**Time estimates:**

- 15 minutes to walk from your office to where your lunch appointment is.
- 15 minutes to pack your briefcase, check your notes and use the bathroom before leaving.
- 10 minutes to wind down your work on Project X for noting where you left off and what your next actions will be when you work on this again.
- **Total Time needed before your lunch appointment:** 40 minutes.

That means you can only work on Project X until 11:20am. **Set a reminder** that you will hear and respond to! Suggestions:

- Actual alarm clock.
- Electronic calendar reminders
- Use a free online countdown stopwatch.
- Or setup a free phone call reminder with TelePixie.
- Or if you are really bad, enlist help from others to “interrupt” you to help you stop.

Plan how you will stop for all major transitions of your day. Watch how much of a difference this will make!

**8. Trick Yourself with Pre-Planned Interruptions.** These are interruptions you can't ignore. It might be having a friend come by your office or home. It might be a phone call with your friend. It could be you put your child or spouse in charge of the alarm clock. When it goes off have your child or spouse tell you it's quitting time. Make sure you listen to them and thank them so that they will help you in the future. Set the interruption time for 5 minutes before you need to start the next activity. Let your interrupter know ahead of time that you will be taking 5 minutes or less to close up shop after they tag you. To be best prepared for this, when you start the activity, think about the steps you'll need to take to stop. Even write them down if that helps. Over time, try to make it a goal to close up shop before they get there!

**9. Discover the Benefits of Being Early.** For many people who are chronically late, in addition to having trouble transitioning, there is the dislike of being early. If you share this feeling, then here is a simple solution. Always carry with you something you can do when you arrive early. This could be a notebook, a book, magazine, knitting, your web-enabled phone or whatever you can do in small amounts of time. Or carry nothing extra, and make a habit of taking a mini meditation nap while waiting.

**10. Celebrate Success.** You can chart your success or just start noting mentally each time you are early or on time for an appointment. Smile for each successful transition you complete. Reward yourself with fun time where you can daydream, waste time at will and browse all the interesting things of life. Just remember to plan how you'll stop! 😊

## **Typical Problem Areas in Student Time Management**

*Taken from "Student Time Manager" by Nora J. Lewis*

### **Problem Area 1: I have low marks due to lack of time for study and completion assignments.**

- 1.1 I find that when two or more assignments or tests are due at the same time, I have too little time to do a good job on either of them.
- 1.2 My time is filled with sports and club activities, so I don't finish my schoolwork.
- 1.3 I forget about assignments.
- 1.4 I don't know when to start an assignment in order to finish it on time.
- 1.5 I often forget to bring the notes or books I need to start an assignment, so I waste a lot of time.
- 1.6 I'm often not aware of the complexity of an assignment or the amount of information I will need until it is too late.
- 1.7 I have too many other commitments, such as a job, which interfere with my studies.
- 1.8 I am more interested in partying or sports than studying.
- 1.9 I lose valuable time by not getting started early enough or finishing my studying too early. I guess I suffer from a lack of motivation or enthusiasm.

### **Problem Area 2: I don't have time for relaxation, and I feel tired most of the time.**

- 2.1 I find I have to spend too much time at my part-time job.
- 2.2 I don't use study time effectively.
- 2.3 I spend too much time on each assignment.
- 2.4 I have too many commitments, not enough free time.
- 2.5 I am involved in too many sports, club activities or student unions.
- 2.6 I can't say "no" when asked to do something.

### **Problem Area 3: I am always forgetting to do things and rushing around at the last minute.**

- 3.1 I often forget to do things during the day even though I knew I had to do them when I left home.
- 3.2 I forget appointments because I'm too busy doing something else.
- 3.3 I sometimes agree to do something then forget all about it.
- 3.4 I worry so much that I often forget to do things.
- 3.5 I forget important things, like leaving assignments at home, then I miss other commitments because I must rush home for my assignment.

### **Problem Area 4: I procrastinate.**

- 4.1 I'm often too tired to work so I leave things until later.
- 4.2 I find most assignments unpleasant, so I put off doing them.
- 4.3 I decide I need help or references and use this as an excuse to delay working on a project.
- 4.4 I have a heavy schedule and can't possibly get everything done, so I leave things until later.
- 4.5 I suffer from stress because I put things off and then the thought of them begins to upset me.

### **Problem Area 5: I seem to waste a lot of time.**

- 5.1 I try to achieve perfection and therefore work too long on an assignment.
- 5.2 I find I often have to redo things because they weren't done correctly in the first place.
- 5.3 I daydream, doodle, talk to friends, and take lots of breaks instead of working.
- 5.4 I watch too much TV.
- 5.5 I sleep-in a lot and nap when I should be studying.

# Time Management for Students: A Psychological Explanation of Why We Struggle

By Dr. Jennifer Jill Harman on May 13, 2014

"If only I had more time, I know I'd ace this assignment..." We've all thought this at one point. Let's face it, time management for students is a universal problem.

When I was in college and graduate school, I know managing time was not my forte. Work demands plus deadlines for school projects and exams made some times of the year beyond stressful—so stressful that I would forget whether I even did simple things like return a phone call or brush my teeth. Of course, I have to be honest and say that it is not much better today, now that I am a professor and single mother of two pre- and elementary school kids.

I know that I am not alone in this; many people struggle with managing their time to get things done. One reason that time management is difficult is due to the *planning fallacy*—something that occurs when people underestimate how long it will take to finish a task, even if they have done the task before.<sup>1</sup> For example, if I have written papers for several classes in college, this does not mean that I will be good at estimating how long it will take me to write another paper in my class this semester. Not only does this result in there not being enough time to complete the work, but people then later tend to overestimate how much time they actually spent working on the task. I hear this complaint all the time from students, such as how long or hard they worked on a paper that was only average in quality. I know from experience that it's not the time, or our perception of time, that is related to quality—it's being able to meet the instructor's expectations of "mastery" or application of the material.

Does effective time management really lead to better outcomes? Research suggests that it is not time management per se that leads to better outcomes, but rather it is our belief that we have *control* of our time. One study found that when college students believed they had



control of their time, they performed better in coursework, reported less stress, and felt less "overloaded."<sup>3</sup> There have been a number of programs developed by psychologists to help people manage their time better, and they tend to result in greater control perceptions.<sup>4</sup> These programs tend to focus on getting organized with lists of what all needs to be done, setting priorities for certain tasks, scheduling time for tasks to be accomplished, and then protecting this time to get things done (e.g., saying no to other demands, which is not something that I am personally good at). People can use different tools to manage their time, such as alarms to alert the person on when certain tasks need to be completed, calendars, and even software programs (e.g., ManicTime). Obviously, there are still setbacks when we underestimate how much time it takes to do something, or when other life demands get in the way, such as having sick kids at home or work demands that interfere with our ability to study for an exam in an online class. But, if tasks lists are detailed and planned out enough, you can include "buffer time" built in to your schedule to offset such setbacks so that you can still meet your goals.

It is also important to consider that people can view time very differently. For example, *present-oriented people* like immediate, sensory experiences and find it difficult to delay gratification to reach their goals. Managing time is more difficult for these folks, as they are easily distracted by things that they would rather be doing. Compare the present-oriented person to a *future-oriented person*, and you can see great differences in how they view time. Future-oriented individuals are better at delaying gratification and planning to meet their goals, and they thrive on being in control. They may, however, have a harder time than present-oriented people in being "present" in their relationships and just enjoying the moment. These different time perspectives are important when understanding how different people manage their time. Not reaching a long-term goal or deadline may be perceived as more stressful for some types than others, and actually planning may be more challenging for present-oriented than future-oriented people. If you're curious to see where you stand, you can [take this survey to see how you perceive time](#). At the end of the survey is a description of your score.

Managing time to accomplish goals can be challenging for even highly successful people. It is important to consider how you work best, and even to seek assistance from others if you find yourself struggling to meet deadlines and balance work, school, and life demands.



To get started on gaining a better sense of control over your time, try these tips on [getting organized for better time management](#).

### References

- <sup>1</sup>Kahneman, D. & Tversky, A. (1979). Intuitive prediction: biases and corrective procedures. *TIMS Studies in Management Science*, 12, 313–327.
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- <sup>3</sup>Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College student's time management: Correlations with academic performance and stress. *Journal of Educational Psychology*, 82, 760-768.
- <sup>4</sup>Häfner, A., & Stock, A. (2010). Time management training and perceived control of time at work. *Journal of Psychology*, 144, 429-447.

Miss Foley

LifeTrans20: Time Manage Mod 4.4

**Management**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.4

**Management**

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## **Journal Response #1**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.4

**Management**

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## **Journal Response #2**

## Five Minutes Late – So What?

How many times have you heard a fellow employee say something like the following?

- "I was five minutes late --- so what?"
- "It was only five minutes."
- "Don't hassle me about five minutes --- it's no big deal!"

### Just how big a deal is five minutes?

Assume that John is five minutes late for work each day. He makes \$6.75 an hour and works 255 days a year. Overhead cost is figured at two times the hourly rate. How much would John cost his employer in production dollars? Let's base our answer on a formula generally accepted in the world of work.

Production Loss	=	Overhead Cost	x	Hours Lost	x	Days Worked	x	Number of Employees Late
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We know the following information about John:

- Overhead cost is \$6.75 (hourly rate) x 2 or \$13.50.
- Hours lost in 5 minutes 5/60 or 1/12 (.083) of an hour.
- Days worked is 255.
- Number of employees is one.

Using the above formula, we can calculate that John cost his employer \$286.88 in production.

If 50 employees all making \$6.75 an hour were five minutes late for 255 days, using the above formula, we find out that they would cost the employer \$14,344.00 in production.

$$\mathbf{\$13.50 \times 1/12 \times 255 \times 50 = \$14,344.00}$$

The following chart is based on the above formula calculating the production loss in dollars for employees who are five minutes late.

**Production Loss in Dollars Chart**

Hourly Rate	Number of Employees Five Minutes Late for 255 Working Days						
	1	5	10	25	50	100	500
\$6.75	286.88	1434.40	2868.80	7172.00	14344.00	28688.00	143440.00
\$7.00	296.31	1481.55	2963.10	7407.75	14815.50	29631.00	148155.00
\$7.25	306.90	1534.50	3069.00	7672.50	15345.00	30690.00	153450.00
\$7.50	317.48	1587.40	3174.80	7937.00	15874.00	31748.00	158740.00
\$8.00	338.64	1693.20	3386.40	8466.00	16932.00	33864.00	169320.00
\$9.00	381.00	1905.00	3810.00	9525.00	19050.00	38100.00	190500.00

Miss Foley

LifeTrans20: Time Manage Mod 4.5

**Costs of Late**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Time Manage Mod 4.5

## Costs of Late

**Directions:** Using the Production Loss in Dollars chart, when necessary, answer the following questions regarding the cost of being late: (6 marks)

1. If Ruth, who makes \$7.00 an hour, is five minutes late for 255 working days a year, how many dollars has she cost her employer in production?

\$ \_\_\_\_\_

2. If 10 employees, who make \$8.00 an hour each, are five minutes late for 255 working days, how many dollars in production would they cost the employer?

\$ \_\_\_\_\_

3. If you and four of your fellow employees, who make \$8.50 an hour, are five minutes late each day for 255 working days, do you think you are going to get a Christmas bonus?

YES \_\_\_\_\_ NO \_\_\_\_\_

Why?

Do you think you would get a raise? YES \_\_\_\_\_ NO \_\_\_\_\_

Why?

4. How secure is your job? Assume there are 100 people, including you, who earn an average salary of \$7.00 per hour working on an assembly line. Using the formula on page 1 of this activity, figure out how much the company loses in production dollars when one employee is 10 minutes late and the other 99 employees cannot work until he or she starts to work.

The company loses \$ \_\_\_\_\_ in production dollars a month.

5. How much will the company lose if this happens five times a month?

The company loses \$ \_\_\_\_\_ in production dollars a month.

6. If you are the newest employee, whom do you think the company will let go if this causes a continuous loss of money?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.6

**Assess & Reflect**

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## **Time Management Assess & Reflect**

**Assessment:** You must have a minimum one-page typed response to hand in. You may double space it but the font may not be bigger than 12. It will be marked using the Journal Response Rubric. \_\_\_\_\_/12

**Journal Response:** What have you learned about time management? Be specific, give examples. What suggestions would you give to someone struggling with time management?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Time Manage Mod 4.6

**Assess & Reflect**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.1

**Investigation**

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## Career Research

1. Pick a career that you are interested in.
2. Research the following:
  - a. What qualifications do you need?
  - b. Average salary
  - c. What courses/degrees or diplomas do you need? Where will you take your training?
  - d. Are there jobs available? (Prove with a want ad)
3. Compile your information on to a visually pleasing 1 page summary. (1 picture is allowed, please print in colour)

**Assessment:** 2 marks each section ( \_\_\_\_\_ /10)

**Career =**  
**a profession for which one trains and is a permanent calling for a significant period of a person's life**

*Examples:*

**Occupation =**  
**a person's usual or principal work or business, especially as a means of earning a living; a vocation**

*Examples:*

**Job =**  
**a paid position of regular employment**

*Examples:*

A **job** refers to the specific position in which a person is employed. (e.g. Chief of Surgery, framing carpenter at We Build It construction company, lab assistant at Drug Co Pharmaceuticals)

An **occupation** is a wide category of jobs that have similar characteristics, such as types of skills or work responsibilities. A person can work at his or her occupation for different employers. (e.g. doctor, carpenter, biotechnologist)

A **career** is the body of work—all jobs and occupations—and life experiences that a person experiences during his or her lifetime.

## myBlueprint: Portfolios & Career Education

### How To Create a myBlueprint Account:

1. Visit [www.myBlueprint.ca/chinooksd](http://www.myBlueprint.ca/chinooksd) > **click Sign Up**
2. Select your school from the school drop down and click **Create Account**
3. Select your Grade and click Continue
4. Enter your **Student Learning ID** (Education #) and **DOB (birthdate)** and **click Continue**
5. Enter your **school email and desired password** – this will be your Login info so be sure to remember it!

### Once myBlueprint account is active, complete the following:

1. Click on Who Am I in the left margin and complete the five (5) **Who Am I** surveys
2. Go the **Match Results** tab > Complete two (2) **Compatibility** Surveys
3. Go to **Home > Goals > Add a goal**
4. Go to **Post-Secondary** > Select a **Pathway** (ex: College & University) > Favorite one (1) **program**
5. Go to **Work > Occupations > Favorite** two (2) **occupations**
6. Go to **Work > Job Search** > Look up and find a favourite **job posting** in your area
7. Go to **Home > Portfolios > Add a Portfolio** > Name your portfolio
8. Add an **Avatar** and a **Banner** image
  - a. **+ Add Box** > Add Media > Upload a picture/image that represents who you are at this time of your life
  - b. **+ Reflection** > Give an explanation of how the image represents who you are at this time of your life
  - c. **+ Add Box > Add Recent > Favourites** > An occupation that you favoured
  - d. **+ Add Box > Add Recent > Favourites** > A post-secondary program related to the occupation you favoured

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.2

**Careers Defined**

**Job, Occupation, or Career?**

\*adapted from careercruising.com - Activity#16

**PART A: Put a "J" beside the examples below that describe a job. Put an "O" beside the examples that describe an occupation.**

teacher \_\_\_\_\_

8th grade teacher at Drumbo School \_\_\_\_\_

apprentice plumber \_\_\_\_\_

electrician \_\_\_\_\_

retail buyer for a toy store \_\_\_\_\_

avionics technician at UpAndAway Airlines \_\_\_\_\_

farmer \_\_\_\_\_

engineer \_\_\_\_\_

salesperson \_\_\_\_\_

mechanic for a tractor dealership \_\_\_\_\_

**PART B: Sign into myBlueprint, and click on the Work drop down menu before choosing the Occupations option. Search for an occupation that interests you, either by subject or career cluster.**

**Occupation:** \_\_\_\_\_

**1. Read the Job Description.**

a. What duties do people in this occupation typically perform?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. What skills do they require?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. What job title can someone starting their career in this occupation hold? (e.g. apprentice, laborer, entry-level position)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Career Mod 5.2

## Careers Defined

- d. What job title can someone who has reached the top of their career in this occupation hold? (e.g. manager, senior, owner/operator)

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- e. Briefly describe how someone in this occupation moves from an entry-level job to a senior-level job. (What mid-level jobs would someone hold? What sort of education is required? How much experience do they need?)

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### 2. Read the sample Agriculture Job Titles.

- a. What are some agricultural jobs that people in this occupation can hold? (e.g. plant geneticist or crop breeder for botanist)

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- b. What other agricultural job titles can you think of for people in this occupation?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Career Mod 5.2

## Careers Defined

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**PART C: Imagine it is 50 years in the future and you are about to retire from a career in the occupation that you've just researched. Write a brief retirement speech that outlines the jobs you had as you advanced in your career, the challenges and rewards you faced during your career, and the reasons you chose to pursue this occupation. Be creative, but it's also important to be realistic. People rarely "fall into" an occupation; they have to prepare and work hard to get to where they want to be.**

If you're having difficulty, use some of the following questions to help you find the information you need for your retirement speech:

- a. Looking at the Overview, the Outlook, the Requirements, and the Job Titles, what was the job title you held when you realized you needed to get more education to advance in your career? What extra training did you get, and what effect did that have on your career?
- b. Looking at the Requirements section, was gaining entry to this career difficult? What was the hardest obstacle to overcome (e.g. *earning a bachelor's degree, gaining experience in the field, finding someone to train you as an apprentice*)
- c. Looking back at the different job titles you've had, which position did you find the most rewarding and why?
- d. Looking back at the different positions that you've had, did you find mentors in your early positions and if so, what job titles did they have? Were you able to mentor others in later positions?
- e. What goals did you set for yourself early in your career? For example, did you aspire to a certain job title, such as CEO or manager? What steps did you take to reach these goals?
- f. Using the Overview and Requirements, now that you are retiring, what parts of your work will you miss, and what parts won't you miss. (e.g. *you might miss meeting with colleagues, but you might not miss working evening and weekends or the stress of strict deadlines*)
- g. As someone who has moved through the many different job titles and levels of responsibility within your career, what advice would you have for someone just entering the career? (Use the Overview, the Outlook, the Requirements, and Job Titles.)

### Retirement Speech Notes:

Entry-level job title: \_\_\_\_\_

Place of employment at the beginning of your career: \_\_\_\_\_

Job titles you've held: \_\_\_\_\_

Job title at retirement: \_\_\_\_\_

Place of employment at retirement: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.2

**Careers Defined**

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# **Importance of Lifestyle and Leisure: Understanding Your Job Preferences**

## **Brainstorm Factors that Determine Lifestyle:**

## **Brainstorm Situations That May Bring About Change in Lifestyle:**

### **Different Types of Employment:**

1. A **part-time job** is a form of **employment** that carries fewer hours per week than a **full-time job**. Workers are considered to be **part-time** if they commonly **work** fewer than 30 or 35 hours per week.
2. "**Job sharing**" is an alternative work arrangement whereby the duties and responsibilities of a full-time position are shared by two part-time employees. Each employee may be responsible for the whole job and all of its tasks, or alternatively, some projects or tasks may be assigned independently. By definition, for a job to be shared, both employees are accountable for the majority of its responsibilities, and must interact in order to accomplish them. For example, two employees may share one Community Health Nurse Position.
3. **A work from home or work at home arrangement** involves working from home and differs from the teleworking/telecommuting arrangement in that it does not require that the employee stay electronically connected to the work location during business hours. Work performed is generally done independently so does not require team interaction or consistent communication. It also is more likely that the employee can live far from the actual location of the business for which he or she is working because face to face contact at the location may not be necessary.
4. **Full Time Employment** is employment in which a person works a minimum number of hours defined as such by his/her employer (typically more than 35 hours). Full-time employment often comes with benefits that are not typically offered to part-time, temporary, or flexible workers, such as annual leave, sick leave, and health insurance.
5. **Self Employed** is when a person is working for oneself as a freelancer or the owner of a business rather than for an employer. (An entrepreneur)

**Other things to consider when seeking employment:**

- **Employer vs Employee Roles** - When considering a job, it is essential that you know what role you are going to be stepping in to. As a possible employee are you able to take criticism from your employer? If your role involves working with people, is that something you will be successful at? What kind of employer do you work best under? The micromanager? The cheerleader? These are some questions that need to be answered before you take your job.
- **Traditional Jobs** - These are jobs that have traditionally been filled by one gender rather than the other.
- **Non-Traditional Jobs** - When looking for a job, it is important to note that in Canada, an employer cannot discriminate against you based on your gender. A non-traditional job is a job that has not traditionally been held by a person who is of a specific gender. When seeking employment, do not avoid a job that you may want, just because you believe that you are not the right gender for it.
- **Co-operatives** - a farm, business, or other organization that is owned and run jointly by its members, who share the profits or benefits. While searching for a job, explore whether or not an arrangement like this is one that you would want to be a part of.

**Assignment:**

1. Read the following article titled, "Do You Have What it takes to be an Entrepreneur?"
2. Once you have completed your reading, in paragraph form, you will answer each of the questions highlighted in the article. Please note that Question 5, "Do you have the key skills of entrepreneurship" will involve you reflecting on all 5 listed skills below, so it will be worth more marks than the other questions.
3. Your questions and their answers will be typed in size 12 font double spaced.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.3

**Lifestyle & Leisure**

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## **Do You Have What It Takes to Be an Entrepreneur? 5 Questions Can Help You Determine Entrepreneurial Readiness**

By Mitchell York

**Assessment:**

Questions 1-4 **(4 marks each)**

**Total: /24**

Question 5 **(8 marks)**

Despite the difficult economy -- and in many ways because of it -- entrepreneurship in America is alive and well. Take a look around you, on Main Street and on the Web. Even when unemployment is high and consumer confidence is low, there are new businesses opening as fast as others are closing. Many of them are being launched by people who lost their jobs and either didn't want to, or could not, find another.

### **Cold Calling Is Dead**

If you're thinking of taking the entrepreneurial plunge, it's important to know to what it takes to be successful before you make what could be the biggest financial and emotional commitment of your life. Here are five ways to know if entrepreneurship may be right for you.

#### **1. Are You Running Away from a Problem or Running Toward a Vision?**

Some people feel they have no choice but to start a business when all they really want is to find a good job. A few of these so-called "forced entrepreneurs" may come up with the next big thing, but many don't have the heart to be in a business for the long run. So do some soul-searching and figure out if you're running toward a defining vision of your future as a business owner, or away from a problem. And if all you really want is a great job, you can learn how to find one much more easily than you can find success as an entrepreneur.

**Personal Reflection:**

#### **2. Do You Have Support?**

Hillary Clinton was right. It takes a village -- not just to raise a child, but to start a business. Before you start a business, you need to have a strong support network in place. It starts with your family. If your spouse/partner and children aren't fully behind your idea, you have more work to do. If you can't "make the sale" to them, how are you going to convince customers to buy from you, partners to do business with you, a supply chain to give you credit, and a bank to give you financing? Entrepreneurship starts at home.

**Personal Reflection:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Career Mod 5.3

## Lifestyle & Leisure

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### 3. **Do You Have Deep Reserves?**

Convention wisdom says you should have 6-12 months of living expenses in the bank to live on until your business becomes cash flow positive. That is not nearly enough. I advocate having five years of capital saved. That sounds like a lot...and it is. But most business failures happen because the owner runs out of cash, just at the time when in another few months they may have seen daylight. So have as much of a bankroll as you can to allow for unforeseen contingencies.

**Personal Reflection:**

### 4. **Do You Have Good Entrepreneur Role Models?**

When you were a kid playing in Little League, what major leaguer's batting stance did you imitate? Children always look for cues for modeling their behavior. Smart adults do, too. Look around your circle of family and friends for successful entrepreneurs and figure out what makes them tick. Do you have the same stuff? If not, can you get it? If you don't know anyone personally who you can study, hit the library bookshelf and study up on people like Ray Kroc (founder of McDonald's), Donald Trump, Walt Disney, Oprah Winfrey, Bill Gates, Mary Kay, Howard Schultz (founder of Starbuck's) and Michael Dell. Read their memoirs and biographies about them and understand the commonalities of all the greats.

**Personal Reflection:**

### 5. **Do You Have the Key Skills of Entrepreneurship?**

There are hundreds of things you need to know how to do to be a successful entrepreneur, but the most important ones are these:

**High Risk Tolerance:** You have to be able to stare into the abyss of entrepreneurial uncertainty and not falter.

**Personal Reflection:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## LifeTrans20: Career Mod 5.3

## Lifestyle & Leisure

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**Excellent Salesmanship:** You absolutely have to have at least a little Steve Ballmer in you to be successful as an entrepreneur. You may have the greatest invention in the world, but if you can't communicate its importance to a variety of constituencies (customers, employees, suppliers, lenders), you're not going to succeed.

**Personal Reflection:**

**An Independent Temperament:** Entrepreneurs consistently go against the tide. They start companies when others are retrenching; they don't care about being rejected time and time again; and they trust their gut.

**Personal Reflection:**

**Great Negotiating Ability:** If you negotiate well for everything from a store lease to contracting services to website design, you'll realize that every dollar saved keeps your business in business through the peaks and valleys of cash flow.

**Personal Reflection:**

**Emotional Intelligence:** This is a term coined by behaviorist and author Daniel Goleman. "EI," as it's often referred to, is a set of skills that allows you to understand and influence the behavior of yourself and others. Being able to listen, reason with and persuade is different from being a good negotiator but just as important.

**Personal Reflection:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.3

**Lifestyle & Leisure**

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## Workplace Discrimination in Canada: Survey Finds 3 In 10 Minorities Facing Prejudice in Current Job

By Armina Ligaya (Canadian Press)

Business Magazine - November 6, 2019

TORONTO — Thirty-per cent of Canadians who identify with a specific diversity group, including visible minorities and LGBTQ, have experienced at least one incident of discrimination at their current employer, a new survey suggests.

The poll, commissioned by the Boston Consulting Group's Centre for Canada's Future, found that 33 per cent of women said they had encountered at least one discriminatory incident, as did 33 per cent of LGBTQ and 34 per cent of those who identify as people of color.

The percentage was higher for Indigenous respondents at 40 per cent, and for those with a disability at 41 per cent, according to the survey.

"That's too high," said BCG's managing director and senior partner Nan DasGupta in an interview.

"It's probably not what most Canadians would feel comfortable with in terms of how we think about the inclusivity of our culture, of our society, and our workplaces. So we think there is a lot of work to do still."

BCG's Centre for Canada's Future, a non-profit arm of the consulting company focused on examining issues of importance to Canada, surveyed 5,082 working Canadians at companies with more than 1,000 employees in a variety of industries and roles.

The poll was conducted via an online panel from April 10 to May 1.

According to the polling industry's generally accepted standards, online surveys cannot be assigned a margin of error because they do not randomly sample the population.

While there is room for improvement, the survey's results showed that Canadians fared better than similar countries when it came to obstacles to diversity and inclusion in recruitment, retention, advancement and leadership commitment at their companies, said DasGupta.

For example, among LGBTQ respondents, 24 per cent said there were obstacles in employee retention, compared with 32 per cent in Australia, 33 per cent in Denmark, Norway and Finland, 35 per cent in the U.K. and 36 per cent in the U.S.

**"We think there is a lot of work to do still." ~ BCG managing director Nan DasGupta ~**

Also, about 30 per cent of female respondents said there were obstacles in recruitment, compared with 38 per cent in Australia, 39 per cent in the United Kingdom, 33 per cent in the U.S. and 31 per cent in Denmark, Norway and Finland, the BCG survey showed.

"Actually, the Canadian results fare pretty well... fewer people see obstacles on most dimensions," DasGupta said.

However, Canada lagged behind the three Nordic countries sampled when it came to respondents' views on obstacles in retention, advancement and leadership for women.



DasGupta noted that Nordic nations have more progressive policies in terms of family benefits and gender equality.

"We still fare quite well compared to the other developed countries, but the Nordics have made much greater strides," she said.

**Execs a little out of touch**

As well, the poll's findings showed that those at the top were more optimistic about the company's progress on diversity and inclusion than the actual employee base. For example, 52 per cent of Canadian executives surveyed said the firm had made progress in improving diversity in its top management team over the past one to three years, but just 40 per cent of non-executives agreed.

"Executive groups are actually skewed towards people who don't have diversity as part of their makeup, and so they are a little bit less aware of some of the obstacles and don't perceive the biases as much," said DasGupta.

However, she noted, those at the upper levels of the firm are also more aware of diversity and inclusion initiatives that are underway.

DasGupta says that one way to push for progress is for executives to communicate the importance of these initiatives not just to the C-suite, but to middle managers as well.

"Make sure that if you are prioritizing this as a company, and you should, that that is getting disseminated and cascaded down to all of your leaders... Because we already know that that's really what shapes the experience of most employees."

**Compose your thoughts, questions, and/or reactions to this article:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.4

**Lifestyle & Leisure**

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## Discrimination in the Workplace

1. Using the internet define the following terms:

Stereotyping –

Discrimination –

Culture –

2. After you have defined these terms, please answer the following questions (3 Marks Each):

a. What laws protect Saskatchewan workers from discrimination at the workplace? Be specific.

b. If you feel you have been discriminated against in your workplace, who can you go to? (More than one person)

c. If you are the owner of a construction company that is hiring, and you have both a male and female applicant applying for the job, who do you hire? Why? Explain.

**Assessment:** Definitions /3

Questions /9

Journal /12

**Total: /24**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.4

**Lifestyle & Leisure**

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**Journal Prompt Options:**

Write about a time you have felt discriminated against, how did you deal with it?

OR

"All stereotypes are based on some truth" Agree or disagree? Why?

## Employment Standards

In Saskatchewan, there are several laws that outline the standards that employers and employees are to follow. As an employee, or future employee, it is important for you to know what rights you have as an employee so that you cannot be taken advantage of by an employer.

- In pairs, you will access the "Employment Standards" section of the Government of Saskatchewan Website:

<https://www.saskatchewan.ca/business/employment-standards>

- Once there, you will select one of the following topics:
  - Wages and Pay
  - Layoffs and Termination
  - Employment Standards in Professions and Industry
  - Employment Agencies
  - Vacations, Holidays, Leaves and Absences
  - Work Schedules, Permits, and Modified Work Arrangements
  - Complaints, Investigations, Enforcement, and Fines
- **Note: As a class, we will need to make sure all of the topics are covered so that we can all learn about Saskatchewan's employment Standards.**
- From there, summarize the information that you have into a note sheet titled:  
**"The Top 5 Things you Need to Know about \_\_\_\_\_ (Your Topic) \_\_\_\_\_".**
- Make sure that you are not just listing things, but are explaining them as well in complete sentences.
- Once completed, you will present your findings to the class.

<b>Assessment:</b>	Note Sheet	/15 (3 Marks for each explained point)
	Spelling and Grammar	/5
	<b>Total</b>	<b>/20</b>

Miss Foley

LifeTrans20: Career Mod 5.5

**Legal Standards**

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.5

**Legal Standards**

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## **The Top 5 Things You Need to Know About**

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1.

2.

3.

4.

5.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

LifeTrans20: Career Mod 5.5

**Legal Standards**

**Oral Presentation Rubric**

	<b>4 - Excellent</b>	<b>3 - Good</b>	<b>2 - Fair</b>	<b>1 - Needs Improvement</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/ or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				



Miss Foley

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**Career Portfolio**

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## **Interest Inventory**

Answer the following questions in complete sentences. The questions are designed to get you thinking about your post-secondary plans. This will be submitted with your final portfolio.

(2 marks/response = 18 marks)

1) What are your post-high school plans?

2) What classes are you taking your next year that will tie in/support your future plans?

3) What career field do you plan on entering after high school? How did you become interested in this field?

4) What schools/training programs are available for your career field? Any specific ones that you are interested in?

5) How long will your schooling/training take to complete?

6) What is the average starting salary for your career field? Does it vary by location?

7) Is your career field in high demand? If it is not in high demand, does it make you rethink your career choice?

8) Are there co-ops or internships that are required to enter into your interested field?

9) How are you going to make sure that this is the right career choice for you?

## **Performance Review**

FINISH!!!!!!!!!!!!!!!

## **Performance Review**

FINISH!!!!!!!!!!!!!!!

**Career Portfolio Rubric** \_\_\_\_\_ **/100**

**Cover Letter**

Looks professional, polished, and interesting to the viewer

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

Is free of grammatical/spelling/format errors

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

**Resume**

Contains the required information

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

Looks professional, polished, and interesting to the viewer

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

Is free of grammatical/spelling/format errors

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

**List of References**

Contains the required information

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

Looks professional, polished, and interesting to the viewer

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

Is free of grammatical/spelling/format errors

<b>To a strong degree</b>											<b>To a lesser degree</b>
10	9	8	7	6	5	4	3	2	1	0	

**Other Elements**

Element 1 – Interest Inventory

<b>Appropriate and of high quality</b>											<b>Inappropriate and/or of poor quality</b>
5	4	3	2	1	0						

Element 2 – Performance Review

<b>Appropriate and of high quality</b>											<b>Inappropriate and/or of poor quality</b>
5	4	3	2	1	0						

Element 3 – Photos

<b>Appropriate and of high quality</b>											<b>Inappropriate and/or of poor quality</b>
5	4	3	2	1	0						

Element 4 – Awards & Certificates

<b>Appropriate and of high quality</b>											<b>Inappropriate and/or of poor quality</b>
5	4	3	2	1	0						

Miss Foley

LifeTrans20: Career Mod 5.9

**Career Portfolio**

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# **Community Issues & Ethics**

FINISH!!!!!!!!!!