



CAREER DEVELOPMENT

COURSE: Career Awareness
UNIT 5: Personal Management Skills

INTRODUCTION

Annotation:

This unit includes activities on personal management skills such as: learning styles, time management, stress management, study skills, and organizational skills. Students learn the importance of personal management skills and how to apply these skills in real-life situations.

Grade(s):

X	6 th
	7 th
	8 th

Time:

Seven 50 minute class periods

Author:

Randall Brown

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSCA6-4 Students will illustrate effective personal management skills.

- a) Recognize and utilize appropriate personal management skills including organizational skills, study skills, learning styles, time and stress management strategies.
- b) Identify how to use positive social skills such as good manners and showing gratitude.

GPS Academic Standards:

ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group interactions.

ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

M6A2 Students will consider relationships between varying quantities.

M6N1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

M6M1 Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.

M6M2 Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.

M6M3 Students will determine the volume of fundamental solid figures (right rectangular prisms, cylinders, pyramids and cones).

M6M4 Students will determine the surface area of solid figures (right rectangular prisms and cylinders).

M6D1 Students will pose questions, collect data, represent and analyze the data, and interpret results.

National / Local Standards / Industry / ISTE:

PS2.A3 Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).

PS2.K7 Identify sources of outside pressures that affect you.

ED1.K1 Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

ED1.K2 Identify strategies for improving educational achievement and performance.

ED1.K3 Describe study skills and learning habits that promote educational achievement and performance.

ED1.K4 Identify your learning style.

ED2.K2 Recognize that viewing yourself as a learner affects your identity.

ED2.K3 Recognize the importance of being an independent learner and taking responsibility for your learning.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Personal management skills are essential to educational and career success.
- Having exceptional organizational and study skills results in academic excellence which will increase one's educational and career planning options.
- Personal management skills are essential to educational and career success.
- Exceptional organizational and study skills result in academic excellence that will increase one's educational and career planning options.

Essential Questions:

- How do personal management skills contribute to educational and career planning, success, and satisfaction?
- What are the most important tips for becoming organized?
 - [Web site for organizational skills](#)
- What is my learning style and how does knowing it lead to educational success?
- What 5 things do I need to know and practice to have good study skills?
- What are 3 common stressors and 3 ways to manage stress?
- What are 3 actions I can take to manage my time?
- Why are positive social skills, such as manners and gratitude, necessary skills to have?
- What specific manners should I practice when greeting and eating?
 - [Web Videos for manners related to greeting and eating](#)
- What are 5 ways to say "thank you" without words?

Knowledge from this Unit:

Students will be able to:

- Demonstrate organizational skills.
- Identify a personal learning style and suggest strategies for utilizing their learning style.
- Justify reasons for developing good study habits.
- Prioritize daily activities to learn how to make the most of their time.
- Evaluate the causes of stress and identify personal strategies to deal with stress.
- Identify and explain why positive social skills like manners and gratitude are important.

Skills from this Unit:

Students will be able to:

- Organize lesson materials.
- Develop a systematic method to improve study habits.
- Use time and stress management techniques.
- Reinforce understanding of arithmetic operations as they relate to positive rational numbers.
- Determine surface area and volume of solid figures.

ASSESSMENTS

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

Barsch Learning Style Inventory
Personal Management Booklet Rubric
Personal Management Test

Assessment(s) Description/Directions:

Instructions are included in handouts.

Attachments for Assessment(s):

[Barsch Learning Styles Spreadsheet](#) (Word Document if no computer lab/network access)

[Personal Management Booklet Rubric](#)

[Personal Management Test](#)

LESSON PLANS

• INTRODUCTION

1. Identify the standards. Standards should be posted in the classroom.

MSCA6-4 Students will illustrate effective personal management skills.

- a) Recognize and utilize appropriate personal management skills including organizational skills, study skills, learning styles, time and stress management strategies.
 - b) Identify how to use positive social skills such as good manners and showing gratitude.
2. Review Essential Question(s). Post Essential Questions in the classroom.
 - How do personal management skills contribute to educational and career planning, success, and satisfaction?
 - What are the most important tips for becoming organized?
 - What 5 things do I need to know and practice to have good study skills?
 - What is my learning style and how does knowing it lead to educational success?
 - What are 3 common stressors and 3 ways to manage stress?
 - What are 3 actions I can take to manage my time?
 - Why are positive social skills, such as manners and gratitude, necessary skills to have?
 - What specific manners should I practice when greeting and eating?
 - What are 5 ways to say “thank you” without words?
 3. Identify and review the unit vocabulary. Terms may be posted on word wall.

Personal Management	Organizational Skills	Learning Style	S.T.U.D.Y.
Time Management	Stressors	Stress Management	Social Skills
Manners	Gratitude		

4. Interest approach – Mental set
 - a) Pre-test / Post-test
 - b) **Personal Management Booklet**
 - c) **Barsch Learning Styles Inventory** handout
 - d) **S.T.U.D.Y. Cube**
 - e) Time Management Bar Chart
 - f) **Stressors & Stress Management** handout

• LESSON 1: PRE-TEST, UNIT INTRODUCTION, and LEARNING STYLES

• Discussion

1. Before you start, make sure you have letter size manila folders and enough copies of the following for every student:

- a) **Unit Graphic organizer**
 - b) **Barsch Learning Styles Inventory** (*unless you have the capability to do the Barsch spreadsheet*)
 - c) **Personal Management Booklet Rubric**
2. Start with the discussion prompt, “If we are the best at what we can do in the career we choose, we will be successful”. Ask students if they agree or disagree and why. This will engage them in thinking about what other skills are needed for success and satisfaction.
 3. Guide students to an understanding that organizational skills, study skills, time & stress management skills and manners & gratitude are also essential to their success and satisfaction in education, career and personal lives.
 4. Hand out Folders and **Personal Management Booklet Rubric** and briefly review it.
 5. Have students write name and period on folder tab (this folder will become their booklet at the end of the unit).
 6. Assign Barsch for Homework
 - a) Alternate Barsch Spreadsheet—If you have access to a computer lab and students can access a shared drive, you can use the **Barsch Learning Styles spreadsheet**. Students can answer the Barsch questions and the spreadsheet will calculate their scores (the printout can be stored in their folders, and you can note each of their learning styles in your grade book for future reference in lesson planning.)
 7. Summarization (TICKET OUT THE DOOR): Besides the job skills you need, what other personal management skills can help you be successful and satisfied?

• **LESSON 2: LEARNING STYLES AND STUDY SKILLS**

• **Discussion**

1. Before you start, have
 - a) copies of the **S.T.U.D.Y. Cube** for each student
 - b) Construction Paper
 - c) Scissors
 - d) Rulers
 - e) Glue
 - f) Clear Tape
2. Make sure students have completed the Barsch inventory, then have them circle their style.
3. On the back of the page, have them list examples of activities they could do to learn better or faster.
4. Take up Barsch inventory according to your classroom management plan. When you return these, have students number in the lower right corner “1” and place in their manila folder.
5. Hand out the **S.T.U.D.Y. Cube** page and review the instructions.
6. If students have network access, copy the **STUDY SKILLS PowerPoint** to the network and tell them they can use it for this assignment. (*If you don't have computers with network access to a shared drive, make several copies of the PowerPoint as handouts 3-4 per page*)

7. Show **STUDY SKILLS PowerPoint** (if you have time or don't want to hand out copies)
8. Make sure they do the Math in class so you can monitor and help.
9. As long as they have glued the construction paper to the back, they can take it home to finish if time runs out.
10. SUMMARIZATION (Whole Group Discussion): Who can name all 5 of the study skills needed for success?

• **LESSON 3: STUDY SKILLS/ TIME AND STRESS MANAGEMENT**

• **Discussion**

1. Before you start, have copies of the following (unless you are allowing students to access the files from a shared drive)
 - a) **Study Skills Mind Map Graphic Organizer**
 - b) **Stressors and Stress Management**
 - c) **Time and Stress Management**
 - d) **Time and Stress Management Pyramid**
2. Hand out **Mind Map** and have students complete it from memory (may work with a partner if they are having trouble)
3. Have students number the Mind Map with a "2" in the lower right-hand corner and circle it before they turn it in.
4. As students turn in the Mind Map, have them get the copies of items b and c above and begin the parts that don't require the Internet.
5. Stop students and begin Internet sections of handouts b and c. If necessary, have them finish these two handouts for homework. Remind them to number the handouts "3" and "4" in the lower right corner and circle the numbers.
6. TICKET OUT THE DOOR-- List 3 of each (stressors, ways to manage stress, time wasters, ways to manage time)

• **LESSON 4: TIME AND STRESS MANAGEMENT—continued**

• **Discussion**

1. Before you begin
 - a) Copy **Time Management Analysis** to the shared drive if available or make copies of the **When to Study** sheet. If students don't have access to the spreadsheet file from a shared drive, you will need to put the "Start Here" sheet on the screen and allow students to do the math manually.)
 - b) Have copies of **Time and Stress Management Pyramid** for each student as well as:
 - a. Construction Paper
 - b. Scissors
 - c. Rulers
 - d. Glue
 - e. Clear Tape

2. Take up **Stressors and Stress Management** and **Time and Stress Management** handouts (may need to allow time to finish if students need more time on Internet)
3. Have students complete the spreadsheet (if students don't have lab access and have to do this manually, put one student's numbers in "start here" so they can see the chart to analyze how they spend their time in a 24-hour day.)
 - a) Make sure in "start here" they don't go over or under 24 hours
 - b) Make sure they view the charts and you may engage in discussion about their chart results
 - c) In the "When to study" tab, remind them not to go over or under (notes are provided, so they should be able to figure it out)
4. Have the students print the "when to study" sheet (making sure they include their name and period)—If there is no shared network drive access, have them complete it on the copies you made from step 1 above. Number them in the lower right corner as "5" and circle it before taking it up.
5. TICKET OUT THE DOOR—When is the best time for you to study? (This may not be a specific time, but rather may be after or before other responsibilities or activities they do between getting home and going to bed)

• **LESSON 5: TIME AND STRESS MANAGEMENT—continued / EQ 1 Wrap Up**

• **Discussion**

1. Before you begin
 - a) On the board or on big pieces of butcher paper, write the following headings:
 - a. Stressors
 - b. Managing Stress
 - c. Time Wasters
 - d. Ways to manage time
 - b) Have some markers available (the more colors the better)
2. As students enter, provide them with a marker and have them write one item under any heading they choose.
3. Engage students in a discussion to review these 4 items related to time and stress management.
4. Allow students time to finish the pyramid (help with math as needed).
5. Summarization
 - a) Have students fill in the "Stress" and "Time" sections of the **Unit Graphic Organizer**.

• **LESSON 6: MANNERS & GRATITUDE**

• **Discussion**

1. Before you start
 - a) Make copies of the **Manners and Gratitude** handout
 - b) If students have Internet Access, have them visit www.ehow.com and search for "etiquette for greeting guests". Click the "How to Use Guest Greeting Etiquette" link and then on the left menu, select "Etiquette for Greeting Guests."

- c) If students don't have access to the Internet, be prepared to show the videos from the link below.
 - d) Have folders ready to hand out to students to bind at home. Remind them to use the rubric to help in their organization.
http://www.ehow.com/video_2201721_etiquette-greeting-guests.html
2. Have the students follow directions on the handouts and number and circle the numbers for the Manners Page "6" and the Gratitude Page "7" in the lower right-hand corner.
 3. Summarization: Have students share Table Manners they came up with and Ways to Say "Thank You". Why are these important?

• LESSON 7: ORGANIZATIONAL SKILLS

• Discussion

1. Before you start, write **S O R T**
 - a) Either spaced out on the board or on butcher paper or in a Word or PowerPoint table to be projected on your screen.
2. Begin by engaging students in discussion, "What are some of the strategies you use to be organized?" You can list their responses if you choose. Then ask, "Why is it important to be organized?"
3. "Today we are going to learn a simple way to get organized and to stay organized so we can accomplish all the tasks we have to do.
4. Have student volunteers come up and fill in the words using their graphic organizers. Tell them to draw a line under each word and leave space below for their ideas. (Students should type the words if using digital projection—FYI, a wireless keyboard is great for this situation because you can pass it around to students—they love doing this!)
5. **"S" System**, just focus on one thing—"What system do you use to keep up with homework assignments, papers, and extracurricular activities?" "Is it working? If not, what could you do differently?" **Have them write their responses on the board, paper, or type it.**
6. **"O" Options** – Have one student write "Linear" and another write "Global" and engage the class in discussion about whether they can organize things better by doing one thing at a time in steps or if they are better at seeing the big picture where they see all the tasks as little chunks that make up a big chunk (You may find that boys are more often linear organizers and girls are more global organizers)
7. **"R" Resources** – Have students list supplies or methods that can help them be organized (some that they currently use and some that they come up with as their brains get going)—examples might be
 - a) Calendars
 - b) Lists
 - c) Smart Phones
 - d) Folders
 - e) Notebooks
 - f) Office supplies like paper clips, tape, staplers, rubber bands
 - g) Filing cabinet or crate
 - h) A desk or shelves for their school items
8. **"T" Time** – Just ask them what does time have to do with organization and see what they come up with.

- a) Look for responses such as “Time spent organizing can save wasted time later” or “taking a few seconds to organize as you go can prevent having to do everything at once later”
- b) A saying I have used is “You can pay now or you can pay later, but if you pay later, it’s going to cost more” which I apply to time, effort, and money lessons. If you organize as you go, you don’t have to find big blocks of time to do it later—if you excessively borrow money to pay back later, you’ll have to pay interest, etc.)

9. **Summarize SORT before taking up booklets**

- a) Have students write down what system they use to stay organized or list something they can start doing to be organized. Label it “My Organizational System”. They can use bullets for easier reading.
- b) Have students list supplies they would need to utilize their organizational system. Label it “Supplies I Need to Stay Organized” and again have them list in bullets.
- c) Have students number their paper “8” and circle it in the lower right corner and place it in the back of their folders (They can staple on the inside back cover of the manila folder for best results.)

10. Booklets

- a) Students should staple the **Unit Graphic Organizer** on the inside front cover of their manila folder and the rubric on the outside back cover and turn the booklet in for a grade.

• **ATTACHMENTS FOR LESSON PLANS**

Unit Graphic Organizer

Barsch Learning Style Inventory document

Barsch Learning Style Inventory Spreadsheet (Electronic Option)

Cornell Note Taking

Manners and Gratitude

Manners List (at the table)

Personal Management Test

Personal Management Booklet

Study Skills Power Point

S.T.U.D.Y. Cube

Study Skills PowerPoint

Study Skills Mind Map Graphic Organizer

Stressors & Stress Management Handout

Time Management Analysis

Time and Stress Management Handout

Time and Stress Management Pyramid

Time Management Analysis

• **NOTES & REFLECTION:**

ORGANIZATION

- Have students keep all completed handouts in their folders that will be kept in a file or hanging folders in the classroom.

SCORE Note-taking method

- **Select**. Omit trivial and redundant details. Omit anything you'll recall anyway!
- **Condense**. Replace lists with a category term.
- **Organize**. Choose headings and topic sentences.

- **Rephrase.** Use your own words.
- **Elaborate.** Make connections to existing knowledge.

CORNELL NOTE-TAKING

- Useful resource for “T” in S.T.U.D.Y. model

CULMINATING PERFORMANCE TASK

Web Resources:

- [Math.com \(Unit Conversions\)](#)
- [Math.com \(Volume Formula\)](#)
- [Math.com \(Surface Area Formula\)](#)
- [S.C.O.R.E. Note-taking](#)
- [Mnemonics](#)

Materials & Equipment:

- Construction Paper
- Glue
- Scissors
- Tape
- Rulers

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input checked="" type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker