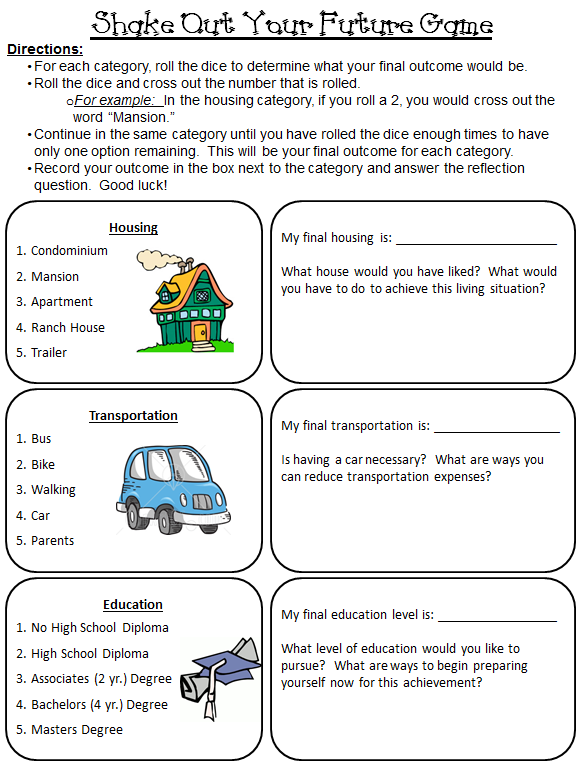
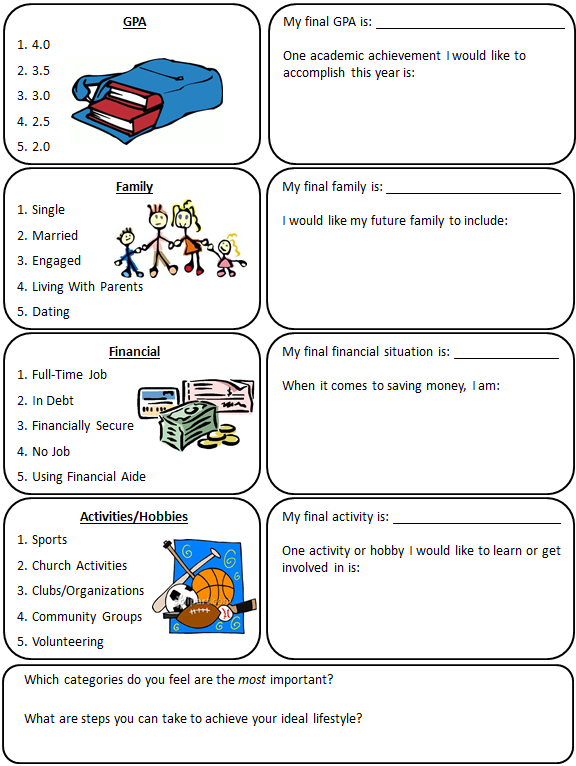
UNIT 5

Personal Development

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





**Values and Goals**

**What are Values?**

1. Anything that is **\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. Influenced by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**, etc.
3. Each person has **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** values which guide his/her daily decisions

**Personal Value Survey**

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

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

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

**Needs vs. Wants**

* **\_\_\_\_\_\_\_\_\_\_\_:** something necessary or required for life

What are examples of needs? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **\_\_\_\_\_\_\_\_\_\_\_:** something unnecessary, but desired

What are examples of needs? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is a Goal?**

* **\_\_\_\_\_\_\_\_\_\_\_:** something a person intends to accomplish

**Why Set Goals?**

Setting Goals are like a road map:

1. They provided **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. They help you focus on the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** things
3. They help you keep the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in mind

**Types of Goals**

* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: can be accomplished within one year (days, weeks, months)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Can be accomplished in more than one year

**SMART Goals**

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

A. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: State exactly what is to be done

B. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: Include how the goal can be measured

C. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: Determine steps to reach the goal

D. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: Do not set goals for something unrealistic

E. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**: State when the goal will be met

**SMART Goal Challenge!**

Task: Create a free standing tower using your supplies. The tallest tower wins! But…before you build, work as a team and write down a SMART GOAL to serve as your road map!

**MARSHMALLOW TOWER SMART GOAL**

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

**Non-Verbal Communication Experiment**

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

**Instructions:**

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

**Activity 1**

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

Description of Five Objects

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

**Activity 2**

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

Descriptions of Video Clips

|  |  |
| --- | --- |
| Video Clips | DESCRIPTION |
| Clip 1 |  |
| Clip 2 |  |
| Clip 3 |  |
| Clip 4 |  |
| Clip 5 |  |
| Clip 6 |  |
| Clip 7 |  |

**Activity 3**

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

Advertisement Identification

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

**Activity 4**

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

**Types of Communication and Listening Skills**

**There are two major types of communication:**

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

* Giving positive or encouraging messages
* Sending clear, concise messages
* Keeping the confidences of other people
* Using tact: (communicating something sensitive without hurting or offending)
* Asking questions
* Being honest and open
* Speaking with respect
* Being a good listener

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

* Insults, harassment, teasing
* Threatening
* Lying, blaming, accusing
* “You-Messages”
* Swearing
* Sarcasm: (when a person says one message, but nonverbal communication and tone of voice says another)
* Gossip
* Topping
* Not listening

**Effective listening skills include:**

1. Stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Pay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Look and act like you are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Remove \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Ask \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Don’t offer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ unless it’s asked for
7. Use appropriate \_\_\_\_\_\_\_\_\_\_\_\_\_\_ language
8. Maintain \_\_\_\_\_\_\_\_\_\_ contact

**Communication and Relationships:**

1. Relationships are \_\_\_\_\_\_\_\_\_\_\_ on communication and cannot survive without it!
2. Relationships are worth the \_\_\_\_\_\_\_\_\_\_\_\_\_!