



### **GROWTH: Lesson 5 (9-12)**

#### **GROWTH: Manage Yourself**

Develop Problem-Solving Skills  
Practice Mindfulness  
Persevere

#### **Example Practices That Address Self-Management:**

- Encourage students to take pride/ownership in work and behavior
- Encourage students to reflect and adapt to classroom situations
- Assist students with being ready in the classroom
- Assist students with managing their own emotional states

#### **The Goals:**

As an Arkansas graduate, I am:

- Reflective about my personal needs and manage my emotions effectively
- An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement
- Able to manage time in order to set tasks and goals and achieve them

#### **Personal Competency Addressed: In high school, I can:**

- ☐ Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management
- ☐ Demonstrate control of my behavior in multiple settings
- ☐ Evaluate the role my attitude plays in success (e.g., pessimism vs. optimism)
- ☐ Apply honesty and personal integrity in all situations
- ☐ Practice strategies for coping with and overcoming stress and negative feelings (e.g., rejection, social isolation)
- ☐ Advocate for the rights of myself and others
- ☐ Demonstrate empathy in a variety of settings, contexts, and situations
- ☐ Apply effective listening skills in a variety of settings and situations
- ✓ Demonstrate high-valued personal characteristics such as dependability, timeliness, and inclusion of others
- ☐ Consider ethical, safety, health, and societal factors when making decisions
- ☐ Set a positive academic, career, or life goal with action steps, time frames, and criteria for evaluating achievement
- ☐ Demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)
- ☐ Demonstrate a high level of work ethic and commitment

#### **Learning Objectives:**

I will identify high-valued personal characteristics such as dependability, timeliness, self-reflection, and evaluate areas of strength for personal improvement.

#### **Materials and Preparation:**

- Device and internet access for digital media
- [Growth: Lesson 5: Google Slides](#)
- Projector
- Poster Paper

*Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).*

- Copies of [Soft Skills Check In](#)

### Key Vocabulary:

**Hard Skills:** related to specific technical knowledge and training

**Soft Skills:** personal attributes that enable someone to interact effectively and harmoniously with other people

### Lesson Activities (25 Minutes):

#### **Employee Traits Poster (10 mins)**

- Congratulations! Your team is in charge of hiring a new employee for your fast-growing company!
- Please work together to create a poster of traits that this person needs to have to be an asset to your company.

#### **Poster Analysis (5 mins)**

#### **Examine your list...**

1. How can someone show those traits? For example, if you put “dependable” what do you have to do to show that you are dependable?
2. Are there traits that you excel in? How?
3. Are there traits that you could work on? Which ones?

#### **Soft Skills vs. Hard Skills (10 min)**

[Hard Skills vs. Soft Skills Video](#) (Length - 2:00)

- Turn to your shoulder partner and talk about the differences between hard skills and soft skills.

### Independent Work Time (5 Mins):

Soft Skills Check In

Using the [Soft Skills Check In](#) sheet, students will:

- Highlight one descriptor from EACH soft skill area that you are doing well.
- Highlight one descriptor from EACH soft skill area that you need to focus on for improvement until the end of the quarter a DIFFERENT color.
- Choose **one** improvement area to focus on.
- On the back of the soft skills check-in, write a planning statement including the descriptor along with the plan to meet your expectation in the time frame provided.

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**Differentiation:**

- Have students read the soft skills check in in groups or review them as a class.
- Have students help you with an improvement plan for an area you would like to grow in. This will help model your expectations for students as well as show that personal growth is a lifelong journey.

**Assessment:**

You may choose to have students hand in their planning statement and give them feedback on their plan.

**Optional Activities:**

Have students report their progress on their improvement area plan each week. This would be a great artifact for Parent Teacher Conferences.

**Teacher Self-Care:**

Buy a random magazine and spend an hour reading it with a fun snack.

**Sources:**

GCFLearnFree.org. 2018. "Hard Skills vs Soft Skills." YouTube Video. *YouTube*.

<https://www.youtube.com/watch?v=0FFLFCB9xfQ&feature=youtu.be>.

**Teacher Reflection:****To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

**Classroom Culture:**

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

**Curriculum and Instruction - Assessment and Grading Practices:**

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

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What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

**Collaboration - Professional Learning Community:**

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

**Mental Health – Maintain a Healthy Outlook:**

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?