**Middle Years**

**PAA Course**

LifeTransitions 7

Created by Cindy Menzies

2012

**Unit Plan**: **Life Transitions 7**

*Managing the transition to high school through stress, organization and time management skills*

**Timeframe:** 15 hours

**Outcomes to be covered:**

* LTR7.1 To develop an understanding of stress and how to manage it
* LTR7.2 To acquire and practice the skills needed to progress from dependence to independence and setting personal goals to create balance in their lives

**Unit Overview: Life Transitions 7**

**Module 1 – Understanding Stress**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson/****Time Frame** | **Outcome** | **Indicators**  | **Assessment & Evaluation** |
| 1: Fears and Stress(2 hours) | LTR7.1 | LTR7.1 a) To understand that emotional development is a key factor in managing transitions and that emotional development depends largely on knowing yourself and living comfortably with yourself | Formative Learning Activity: Grade 7 FearsFormative Learning Activity: Kids Health Site SearchFormative Learning Activity: Journal Entry |
| 2: Creating Balance(2 hours) | LTR7.1 | LTR7.1 b) To understand that one of their basic lifestyle choices is the degree to which they balance their personal life, family life, extra-curricular life and school. | Formative Learning Activity: Creating Balance |
| 3: Handling Change in Life and Relationships(3 hours) | LTR 7.1 | LTR7.1 c) To develop lifelong skills of making decisions about managing change in their personal livesLTR7.1 d) To recognize that effective time management skills will help them meet personal goals and manage change LTR7.1 e) To recognize that relationships are dynamic and change over timeLTR 7.1 f) To recognize that they can resolve a certain degree of conflict which is natural as relationships are dynamic and change over time | **7.1 Summative Assessment:** Sign: Change and Stress are a Part of Life |

**Module 2 – Growing Independence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson/****Time Frame** | **Outcome** | **Indicators**  | **Assessment & Evaluation** |
| 4: I’m Responsible for Me(3 hours) | LTR 7.2 | LTR7.2 a) To develop an awareness of how their roles of daughter/son, sibling, friend, neighbor, community member change as they mature from dependent to independent LTR7.2 b) To practice solving some of the school organization, social relationships, routine and priorities changes experienced by those moving on to high school. | Formative Learning Activity: Balance Cartoon |
| **Lesson** | **Outcome** | **Indicators**  | **Assessment & Evaluation** |
| 5: My High School Goals (5 hours) | LTR 7.3 | LTR7.3 a) To acknowledge that people balance the expectations of self, others, and school in different ways, depending on their personal standards and goalsLTR7.3 b) To develop the ability and the confidence to design and carry out action plans that focus on their new responsibilitiesLTR7.3 c) To develop the lifelong skills of making time management decisions that reflect personal goals, lifestyle goals and school goals | Formative Learning Activity: Setting Goals**7.2 Summative Assessment:** I Can Manage It Plan |

**Assessment and Evaluation Overview**

Grades 6-9 are graded on what is called Rubric Scores. The focus on these scores is to move you away from judging your work on a number and having you read the criteria of what you did well and what you can improve upon. Your marks are different than high school marks.

You will be assessed using:

* **Formative Learning Activities:** Checklists are used to track the daily practice activities. As you practice the outcome and hand in assignments your activity will be checked for completion and to see if further instruction should be done to assist with understanding of the outcome. These do not count to a final grade
* **Formative Assessments** – Feedback will be given by comments on these learning activities, but no grade would be assigned.
* **Summative Assessments** – Rubrics are used to assess the understanding of the outcome based on an assignment/project/activity. These will count to a final grade.
* **Final Mark** – A Rubric Rating Scale will be used to provide a final grade which will appear on your report card.
* **Learning Behaviours –** Rubrics will give you feedback on your learning behaviours. These are not part of assessing or evaluating your final grade, however they may help you understand what you could improve in your effort and organization, which may improve your assessments.

You will be assessed using a Rubric Rating Scale. You will get a score from 1-5. It is important to Here is what those scores mean:

**Level 5 – WOW** – 5s are very difficult to achieve because they refer to work that has soared so far beyond the requirements that you could perform at nearly professional level. Set this as a goal once you feel you have mastered the topic and you want to challenge yourself.

**Level 4 – Excellent** – I always tell students that my goal for them is to be a 4. 4 means you have reached excellence for your grade level. I would set this as your goal if you find the course manageable.

**Level 3 – Good** – Achieving a 3 means you have performed the requirement. Set this as your goal if you are struggling. Ask for help when you want to push to the next level.

**Level 2 – Just Beginning** – I interpret a 2 to be that you are meeting the requirement some of the time. If you find yourself getting a lot of 2s, it could mean either:

* You are rushing through and not putting the effort in
* You are struggling and need to ask your help

**Level 1** – Not there at all – If you are getting a 1 it mean syou are completely lost or you are disinterested in doing well. At this stage I will be concerned about you and will be talking to your parents because I care about you doing well.

Rubric Rating Scale PAA 7: Life Transitions 7

**Outcome: LTR 7.1 – 7.3**

|  |  |  |
| --- | --- | --- |
| Score | Teacher Rubric | Student-Friendly Rubric |
| 5 – WOW!!!! | * Thorough and insightful understanding of the learning outcome
* Exceptionally confident practical application with high-achieving representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school so well that I can assist others in their learning
* I can take what I am learning about stress and time management and apply it to my incredible organization skills so much so that I am prepared and equipped to support others
 |
| 4 – Excellent! | * Clear and comprehensive understanding of the learning outcome
* Confident practical application with excellent representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school very well
* I can take what I am learning about stress and time management and apply it to my own excellent organization skills
 |
| 3 – Good! | * Basic and grade-appropriate understanding of the learning outcome
* Adequate decision-making with good representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school
* I can take what I am learning about stress and time management and apply it to my own organization skills, which require very little guidance
 |
| 2 – Just Beginning | * Inadequate understanding and inconsistent decision-making with inconsistent representation of the learning outcome due to either:
	+ Lack of effort
	+ Lack of understanding
 | * With assistance I can take the information I am learning about managing the transition to high school and learn some stress and time management skills but I need a great deal of assistance getting organized because I need to decide if it is time for me to:
	+ Put more effort in
	+ Ask for help
 |
| 1 – Not there at All | * No understanding and no confidence in decision-making with weak or no representation of the learning outcome.
 | * I cannot grasp the transition skills and my ability to get organized and manage stress is very weak. I need to seek out and accept help.
 |

PAA 7 – Learning Behaviours

Rubric: Effort and Organization – Projects, Assignments, Exams

|  |  |
| --- | --- |
| Score | Criteria |
| C - Consistently | * I have followed all of the criteria expected of me
* I have paid careful attention to presentation of my work including grammar, spelling, organization, neatness or I have followed instructions perfectly to create the product asked of me
* I have handed in or created something I am proud of
* I handed this in on time or created it in the time allotted
 |
| U - Usually | * I have missed 1-2 areas of the criteria expected of me
* I have paid careful attention to presentation of my work including grammar, spelling, organization, neatness or I have followed instructions perfectly to create the product asked of me for 80% of my work
* I handed this or created it within a day of when it was due
 |
| S - Sometimes | * I have missed 3-4 areas of the criteria expected of me
* I have paid some attention to presentation of my work including grammar, spelling, organization, neatness or I have followed instructions perfectly to create the product asked of me for 60% of my work
* I handed this in or created it within a week of when it was due
 |
| R - Rarely | * I have missed more than 4 areas of the criteria expected of me
* I have paid no attention to presentation of my work including grammar, spelling, organization, neatness or I have followed instructions perfectly to create the product asked of me
* I handed this in or created it more than a week late after reminders from my teacher.
 |

**Module 1: Understanding Stress**

**Lesson 1 – Fears and Stres**

**Outcome**

* FS7.1 To apply independent learning skills in the preparation of nutritious foods

|  |  |
| --- | --- |
| **Indicators:** | **Assessment** |
| LTR7.1 a) To understand that emotional development is a key factor in managing transitions and that emotional development depends largely on knowing yourself and living comfortably with yourself | Formative Learning Activity: Grade 7 FearsFormative Learning Activity: Kids Health Site SearchFormative Learning Activity: Journal Entry |

**Approximate Time Frame:**

* 2 hours

**Resources:**

Index Cards

Computer access

<http://kidshealth.org/teen/your_mind/emotions/stress.html>

**Focus of the Lesson: Big Questions:**

1. What are you fears about high school?
2. How do you know when you are stressed out?
3. How will you handle it when you are stressed?

**Motivational Set:**

On index cards write down your biggest fears and concerns about going into Grade 7.

**Procedure:**

1. Discuss: When you know who you are and believe in yourself it’s easier to handle situations that are difficult. Give a situation: You fail your first exam and your friends call across the room and ask you what you got. What do you do?
2. View Handout: Signs you are Stressed
3. Important Terms – School Stress
4. Take a few minutes and go to the site Kids Health and read about stress <http://kidshealth.org/teen/your_mind/emotions/stress.html>
5. Formative Learning Activity – How Will I Handle Stress Journal Entry: Write about how you will manage stress

**Assessment: Big Answers:**

* Can you respond to the Big Questions?
	1. What are you fears about high school?
	2. How do you know when you are stressed out?
	3. How will you handle it when you are stressed?
* Checklist for Completion of Formative Learning Activity: Grade 7 fears
* Checklist for Completion of Formative Learning Activity: Kids Health Search
* Checklist for Completion of Formative Learning Activity: Journal Entry

**Signs You Are Stressed**

**You know you're stressed if:**

1. You eat standing up.
2. Your dog doesn't recognize you.
3. You're always late.
4. You forget what day it is.
5. You have trouble finishing a sentence.
6. Your friends greet you, "Hey, stranger!"
7. You're drinking more than usual.
8. You're fighting more than usual.
9. You can't remember what "usual" is.
10. You do three things at once; you don't finish any of them.
11. You lose your keys. And your glasses. And your patience.
12. You only talk to people via e-mail.
13. You're always tired.
14. You can't sleep.
15. You keep getting sick.
16. You keep dropping things.
17. You bite your nails, tap your feet and twirl your hair. All at the same time.
18. You feel like you're drowning.
19. You don't have time to feed your fish.
20. Your blood pressure is too high.
21. Your morale is too low.
22. You jump when the phone rings.
23. You eat. And eat. And eat.
24. You have a headache. Again.
25. Your palms are sweaty.
26. Your heart is racing.
27. You feel nervous or jumpy.
28. Nothing seems fun anymore.
29. You snap at your friends.
30. Your socks don't match.
31. You yell at your partner.
32. You hate getting up in the morning.
33. You drive too fast.
34. You talk too fast.
35. You cry at the drop of a hat.
36. You can't breathe.
37. You can't concentrate.
38. You keep bumping into things.
39. You can't see over the laundry.
40. You're never alone.
41. You're always alone.
42. You live on coffee, cigarettes or diet soda.
43. You haven't opened the mail in days.
44. It's always someone else's fault.
45. People keep asking: "Are you okay?"

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**School Stress**

It’s important to set your own goals and take on your own responsibility. It’s good to be proud of other’s accomplishments, but it’s important to be proud of your own hard work as well. So every once in a while, make sure to give yourself a pat on the back!

# 1. Managing Your Stress - *Slow Down*

What can you **not** do today that will allow you some free time to exercise, relax, have fun, and make yourself feel good? Take a time out. A few minutes away from the problem can help. Here are some things other people like to do:

* Find something to make you laugh
* Play at a playground
* Be a kid for a couple of minutes
* Listen to music
* Have a bath
* Get a massage
* Play a musical instrument
* Exercise - Did you know that one of the best ways to deal with stress is **exercise?** Exercise moves those chemicals out of your body. It reduces muscle tension and takes your mind off of problems. Exercise helps you sleep better and improves the quality of sleep, making you feel better rested.

### *2.* Managing Your Stress - *Get Plenty of Rest, Eat Well*

Teenagers need lots of sleep because they are growing and developing at a furious pace. Not getting enough sleep can give you bad skin, make you clumsy and emotional, and make it hard to concentrate. Keeping your sleep on a schedule helps, too. Go to sleep and get up at the same time every day.

Eating well means eating a variety of foods, in moderation, that are high in vitamins and minerals, and provide a balance across the food groups. The basic rules are:

1. Eat breakfast.
2. Do not skip meals.
3. Eat five servings of fruits and vegetables each day.
4. Get enough iron and calcium (especially important for girls).
5. Do not eat too much junk food.
6. Drink 8 glasses of water each day. (You feel tired when you are dehydrated.)

### *3.* Managing Your Stress - *Discuss Your Problems*

Don't feel alone with your problem - chances are good that other people feel the same way, too. Ask for help. If you feel like your stress is just too much, talk with your parents, siblings, a friend or a counselor.

**Module 1: Understanding Stress**

**Lesson 2 – Creating Balance**

**Outcome**

* LTR7.1 To develop an understanding of stress and how to manage it

|  |  |
| --- | --- |
| **Indicators:** | **Assessment** |
| LTR7.1 b) To understand that one of their basic lifestyle choices is the degree to which they balance their personal life, family life, extra-curricular life and school. | Formative Learning Activity: Creating Balance |

**Approximate Time Frame:**

* 2 hours

**Resources:**

* Worksheet – Creating Balance

**Focus of the Lesson: Big Questions:**

1. What are priorities?
2. What does life balance mean?
3. How can you create balance in your life?

**Motivational Set:**

* On paper have students write down what their #1 priority in life is right now – simple, specific and honest

**Procedure:**

1. Important Terms: Priorities and Life Balance
2. Discuss: What drives our priorities? Why can’t we only focus on our #1 priority all the time?
3. Brainstorm what personal life, family life, extra-curr life, and school life is.
4. Formative Learning Activity: Creating Balance: On worksheet insert #1 priority. Everywhere another part of life (personal, family, extra-curr, and school) remove and replace it with the priority you want. Explain what is lost when we don’t have balance.

**Assessment: Big Answers:**

* Can you respond to the Big Questions?
	1. What are priorities?
	2. What does life balance mean?
	3. How can you create balance in your life?
* Checklist for Completion of Formative Learning Activity: Creating Balance

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**Priorities and Life Balance**

1. **Priorities –** putting first the things that are most important to you OR the things that need to be finished first because of deadlines
2. **Life Balance** – balancing all the parts of your life in an organized way that puts the least stress on you:
	* Home responsibilities
	* Friends and leisure time
	* School work or job
	* Extra-curricular activities

**Creating Balance**

 My #1 Priority **is:**

Parts of My Life:

1. Personal: My basic needs, hobbies and interests, and leisure time
2. Family: Time with parents/siblings, time with extended family, chores and home responsibilities
3. Friends: Hanging out, going out, venting, listening
4. School: Homework, classes, studying
5. Extra-curricular: Games/performances, practices

Now for each area, state what you miss out on if you only let your #1 priority drive your life.

1. Personal:
2. Family:
3. Friends:
4. School:
5. Extra-curricular:

**Module 1. Kitchen Basics**

**Lesson 3 – Handling Change in Life and Relationships**

**Outcome**

* LTR7.1 To develop an understanding of stress and how to manage it

|  |  |
| --- | --- |
| **Indicators:** | **Assessment** |
| LTR7.1 c) To develop lifelong skills of making decisions about managing change in their personal livesLTR7.1 d) To recognize that effective time management skills will help them meet personal goals and manage change LTR7.1 e) To recognize that relationships are dynamic and change over timeLTR 7.1 f) To recognize that they can resolve a certain degree of conflict which is natural as relationships are dynamic and change over time | **7.1 Summative Assessment:** Sign: Change and Stress are a Part of Life |

**Approximate Time Frame:**

* 3 hours

**Resources:**

* Poster paper

**Focus of the Lesson: Big Questions:**

1. Do you have trouble handling change?
2. How can being organized help you manage change?
3. How can you handle relationships changing?

**Motivational Set:**

* Discuss: Think about the best friends you had as a toddler, as an elementary student and now. Are they the same? Discuss why some friends and some friends stay the same. Everything changes, that’s part of life.

**Procedure:**

1. Discuss: Things are always changing in life. Having good time management and organization skills can help with managing change.
2. Example of managing change: You had plans to go to the city with your parents after school to shop for new gym shoes. You have a big project due at the end of the week and you need the next few nights to finish. Your coach schedules a last minute volleyball practice. How do you handle this change, prioritize and use good time management to solve this problem?
	* Discuss: Emotions and your self-esteem decide how you’ll handle if a relationship changes. Being true to you decides your friends and if you have to change yourself, they aren’t your friends. Keeping a positive relationship is a give and take: Keep promises; Do small acts of kindness; Be loyal; Listen; Say you’re sorry; Set clear expectations and accept that people change and so do friendships, and that’s ok. New friends are out there along with new experiences
3. Summative Assessment; Sign: Change and Stress are a Part of Life – create a sign that you can hang in your room that motivates you to handle stress and accept change.

**Assessment: Big Answers:**

* Can you respond to the Big Questions?
	1. Do you have trouble handling change?
	2. How can being organized help you manage change?
	3. How can you handle relationships changing?
* Rubric for Summative Assessment: Sign: Change and Stress are a part of life

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**Handling Change**

**#1: Recognize that change involves loss.**

Even positive change means losing something. Instead of dwelling on the loss, try to look to the positives of what you may gain from the change

**#2: Accept or reject the change.**

If the gains do not outweigh the losses, you may choose to reject the change. If the change is coming from something you can’t control like the death of a loved one, it’s a lot easier to reject it. However, the best way to handle change is to try to see that there are great things in the future. This does not happen overnight

**#3: Approach change as a process.**

Don't expect instant comfort with the change. It's like a new pair of sneakers. That old pair is well worn in and comfortable. But it's ratty looking and starting to fall apart. A new pair just doesn't feel right, yet. But we know it will, after a few days. So we bear with the temporary discomfort. Some changes may be welcomed, like a new job, house or a new brother or sister. Some may not, like death. Either way, change can be disorienting and uncomfortable or even painful, initially. But, this too shall pass. And, typically, there are stages we move through. The following **SARAH** model, outlining classic stages of grief, applies to all types of change:

**S**hock -- numbness, confusion, disorientation

**A**nger ... or (directed inward) -- depression, sadness, fear

**R**ejection ... including denial of emotional impact

**A**cceptance ... or (negatively) -- resignation, i.e., hopeless "acceptance"

**H**ope -- positive focus on the future

**#4: Develop a positive outlook.**

Negativity is a killer. Stress, brought on by negative thoughts and actions, can actually weaken your immune system and make it easier for you to get sick. Turn those killer thoughts into more positive (and more realistic) positive Self-Talk]:

1. **Recognize**: realize that you're thinking negatively
2. **STOP**: visualize a STOP sign and tell yourself to Stop It!
3. **Restate**: reframe into a positive statement
4. **Reward**: even if it's just giving yourself a pat on the back

For example:

1. Oh, this is impossible. I'll never be able to do this!
2. Stop That! That's not true.
3. This is hard; and I'm not sure yet how or when I'll succeed, but I will!
4. Hey! I just changed a negative into a positive. Well done!

Initially, you'll probably miss more negative thoughts than you catch, but you'll get better and better; and the process will start to become automatic.

**#5: Make a plan.**

Turn your positive attitude into a positive plan of action. As with any good plan, include short-term goals and timetables. What will you do and when will you do it? Review the plan regularly and revise as appropriate. Get started and take one step at a time. Perhaps most important, develop a support system. Surround yourself with positive people, who care about you. And let them in. Share the challenge you're facing, your stumbles and your triumphs.

**#6: Allow yourself to be flexible.**

Accept that life is a series of detours. Many times, when we least expect it, life throws us a curve. It's not the nature of the curve so much as our ability and skill to handle the detour that affects the outcome. Expect such detours. For example, you may want to develop strategies for coping with your worst-case scenario. Don't let the detours throw you. Simply revisit your plan and revise accordingly. Remember, you can handle this!

Rubric Rating Scale PAA 7: Life Transitions 7

Sign: Change and Stress are a Part of Life

**Outcome: LTR 7.1 – 7.2**

|  |  |  |
| --- | --- | --- |
| Score | Teacher Rubric | Student-Friendly Rubric |
| 5 – WOW!!!! | * Thorough and insightful understanding of the learning outcome
* Exceptionally confident practical application with high-achieving representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school so well that I can assist others in their learning
* I can take what I am learning about stress and time management and apply it to my incredible organization skills so much so that I am prepared and equipped to support others
 |
| 4 – Excellent! | * Clear and comprehensive understanding of the learning outcome
* Confident practical application with excellent representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school very well
* I can take what I am learning about stress and time management and apply it to my own excellent organization skills
 |
| 3 – Good! | * Basic and grade-appropriate understanding of the learning outcome
* Adequate decision-making with good representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school
* I can take what I am learning about stress and time management and apply it to my own organization skills, which require very little guidance
 |
| 2 – Just Beginning | * Inadequate understanding and inconsistent decision-making with inconsistent representation of the learning outcome due to either:
	+ Lack of effort
	+ Lack of understanding
 | * With assistance I can take the information I am learning about managing the transition to high school and learn some stress and time management skills but I need a great deal of assistance getting organized because I need to decide if it is time for me to:
	+ Put more effort in
	+ Ask for help
 |
| 1 – Not there at All | * No understanding and no confidence in decision-making with weak or no representation of the learning outcome.
 | * I cannot grasp the transition skills and my ability to get organized and manage stress is very weak. I need to seek out and accept help.
 |

**Module 2: Growing Independence**

**Lesson 4 – I’m Responsible for Me**

**Outcome**

* LTR7.2 To acquire and practice the skills needed to progress from dependence to independence and setting personal goals to create balance in their lives

|  |  |
| --- | --- |
| **Indicators:** | **Assessment** |
| LTR7.2 a) To develop an awareness of how their roles of daughter/son, sibling, friend, neighbor, community member change as they mature from dependent to independent LTR7.2 b) To practice solving some of the school organization, social relationships, routine and priorities changes experienced by those moving on to high school. | Formative Learning Activity: Balance Cartoon |

**Approximate Time Frame:**

* 3 hours

**Resources:**

* Handout

**Focus of the Lesson: Big Questions:**

1. Who have you depended on up until now to keep you organized for school and your activities?
2. What things are acceptable to rely on others for and what things should you be more independent on?
3. Why is it so important to be independent?
4. How do you move from being dependent to independent?

**Motivational Set:**

* 1. Up until now you were dependent on everyone, but slowly responsibility has been handed to you. It’s soon going to all on your shoulders. We all are prepared for this stage at different ages – are you ready to become more independent?

**Procedure:**

1. Important Terms: Dependent to Independent
2. Discuss: As you become more independent you need to be responsible for all the parts of your life. That can be tricky balancing school, friendships, home responsibilities, and your activities and maintaining good sleep and eating habits.
3. Important Terms: Stress and Time Management
4. Discuss: So what are some tricks to keeping yourself organized
5. Important Terms: Organizational Tricks
6. Formative Learning Activity: Balance Cartoons: Imagine you have chores at home (like doing the dishes), school work (homework), extra-curricular (basketball practice), and you want to relax and watch your favourite show. Draw a cartoon to show how you are going to balance all of those things using the advice about stress and time management.

**Assessment: Big Answers:**

* Can you respond to the Big Questions?
	1. Who have you depended on up until now to keep you organized for school and your activities?
	2. What things are acceptable to rely on others for and what things should you be more independent on?
	3. Why is it so important to be independent?
	4. How do you move from being dependent to independent?
* Check for completion of Formative Learning Activity: Balance Cartoon

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**Dependent to Independent**

# Dependent – refers to relying on others to meet your needs and/or wants ex) My mom packs my lunch and my backpack for school

# Independent – refers to relying on yourself to meet your needs and/or wants ex) I pack my lunch and my backpack for school

# When is it ok to be dependent?

# At your age certain things are acceptable for you to still be relying on others for your needs and some things you should be managing yourself

|  |  |
| --- | --- |
| Ok to be Dependent | Time to be Independent |
| Getting rides to thingsGetting help with difficult homeworkGetting advice to make good decisionsHaving proper food, water and shelterBeing medically cared forHaving your major priorities funded such as school fees and activitiesBeing loved and cared about | Getting yourself ready for schoolMeeting your deadlinesGetting your homework done and to and from schoolPracticing for any activities you are part ofCleaning up after yourselfManaging yourself if circumstances arise that your caregivers is occupied Chores |

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**Stress and Time Management**

### What to Do When You are Stressed and Need to Get Organized:

* Make a list of what you have to do, then prioritize and write down how long you plan to spend on each item -- procrastinating only makes for more stress when you actually have to get to work
* Go out and exercise for half an hour or an hour -- even if you have a lot to do, this can help you focus when you return so you'll be more efficient
* Have a cup of warm tea or hot chocolate
* Take a warm bath or shower
* Read a relaxing book or magazine for a little while as a break from your work
* Try some simple yoga poses
* Call up a friend to talk -- chances are you're not alone
* Feel comfortable saying "no" to additional projects

**Setting and Achieving Goals**

Throughout your life, you will be setting goals. To make setting and achieving goals easier, remember the acronym SMART: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely.

**Specific:** Make your goal specific. For example, saying to yourself “I want to eat at least one fruit per day” is more easily achievable than just “I want to be healthy”. When coming up with specific goal, ask yourself: who, what, when, where and why?

**Measurable:** Set a measurable way to check your progress to keep yourself on track. If your goal is measurable, you should be able to answer the question “How will I know when my goal is accomplished?”

**Attainable:** When prioritizing goals, your mindset adjusts so that you can achieve your goal.

**Realistic:** Your goal should be something that you believe can be accomplished.

**Timely:** Create a timeframe to help make your goal more achievable.

**In order to feel stress-free and manage your time you need to**

**Set Priorities**

Decide what is most important and what needs to be done first. You do not need to do everything in one night. Prioritize what needs to be done early in the week, and what can be done later. If you are focusing on a few projects a night rather than worrying about all of them every night you will do a better job on each assignment.

#### Do Not Be an Over-Achiever

Being well-rounded is important. However, you do not need to be the captain of the football team, the lead in the school play and employee of the month. Choose one or two activities that you can enjoy while also getting your school work done and having time to relax or visit with friends.

#### Set Realistic Goals

Set goals that you can see yourself achieving within a week, two weeks or maybe a month. Setting goals that are too high can make you feel more stressed if you cannot realistically achieve them.

#### Acknowledge Your Feelings

It is normal to feel overwhelmed when things get busy, assignments are due and the coach scheduled extra practice. If you are feeling especially stressed or depressed, you may want to look at everything you are involved in and see if there are one or two things you can cut out until you feel better.

#### Take Care of Yourself

Eat a balanced and healthy diet, exercise regularly and get enough sleep. Do not sacrifice your health because you feel you are too busy to take care of yourself. A combination of a healthy diet, regular exercise and plenty of sleep helps relieve stress.

#### Schedule Time for You

Set aside a half an hour a day to do something that just makes you feel good. Read a book or a favorite magazine, take a walk or ride your bike. This time that you take for yourself will help you focus when you sit down to finish your homework or practice lines for the school play. Try new ways to deal with stress such as [Yoga](http://kidshealth.org/teen/food_fitness/exercise/yoga.html), [Tai Chi](http://www.kidshealth.org/teen/food_fitness/exercise/tai_chi.html) and [meditation](http://www.arthritis.org/resources/arthritistoday/2001_archives/2001_01_02_meditation_sb2.asp).

**Important Terms:**

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CYHP788G\MC900440424[1].wmf]()**Organizational Tricks**

# Have a Homework Spot – have a regular spot in your home to drop your homework when you get home and where you will easily remember to pick it up to get it back to school

 Ex) Set it on the edge of the counter when you get home. When it’s done, put it straight in your backpack

# Have Homework Time – have a regular time of day that you will do your homework and always do it during that time every day. If one day you have no homework, rewards yourself with some extra free time to do something fun! Choose a time that won’t add stress. Saying you’ll do it in the morning before school is dangerous…what if you sleep in?

 Ex) After supper as soon as dishes are done I’ll do my homework.

# Have a Calendar – have a calendar in a visible place to write deadlines and practices down and check them off.

 Ex) Use the calendar on your cell phone, a family calendar on your fridge or a planner that goes back and forth in your backpack

# Prioritize – Sometimes you have to say no to the fun stuff because the responsible stuff needs to be done. If you get things done early, you will have more time later and you won’t always be thinking about the big amount of work you have to get done!

 Ex) My project is due in three days. I’ll do it today and skip the playground with my friends so that tomorrow I’ll be done and I can go to the city shopping and then have a free night Thursday to maybe go to the playground.

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 **Module 2: Growing Independence**

**Lesson 5 –My High School Goals**

**Outcome**

* LTR7.2 To acquire and practice the skills needed to progress from dependence to independence and setting personal goals to create balance in their lives

|  |  |
| --- | --- |
| **Indicators:** | **Assessment** |
| LTR7.3 a) To acknowledge that people balance the expectations of self, others, and school in different ways, depending on their personal standards and goalsLTR7.3 b) To develop the ability and the confidence to design and carry out action plans that focus on their new responsibilitiesLTR7.3 c) To develop the lifelong skills of making time management decisions that reflect personal goals, lifestyle goals and school goals | **7.2 Summative Assessment:** I Can Manage It Plan |

**Approximate Time Frame:**

* 5 hours

**Resources:**

* Handout

**Focus of the Lesson: Big Questions:**

1. What are your you hoping to achieve in high school?
2. How will I manage all my priorities in a healthy way?

**Motivational Set:**

* Put up these: My challenge is I am always in a rush. My challenge is I waste time
* Discuss: To meet this challenge I…

**Procedure:**

* + 1. Discuss: High school is the last stages before you are a grown up in the world. You are going to make decisions about how to show you can be responsible to accomplish tasks and achieve success. What goals do you want to set in your life right now for your high school career?
		2. Formative Learning Activity – Setting Goals
		3. Summative Assessment – I Can Manage it Plan
			1. Brainstorm all the priorities you have to achieve in just one day of the week for Home, School, Friends, Extra-Curr
			2. Organize your day in a method that you choose that s
			3. hows a healthy balanced day. You might use a schedule by time 9:00 – I do this, 10:00 I do that, etc OR you might make a chart – you decide.

# Assessment: Big Answers:

* Can you respond to the Big Questions?
	1. What are your you hoping to achieve in high school?
	2. How will I manage all my priorities in a healthy way?
* Check for completion of Formative Learning Activity – Setting Goals
* Rubric for Summative Assessment 7.2 – I Can Manage It Plan!

**LTR 7 – Setting Goals**

**Personally: Who am I**

* My top 3 priorities for me (what I want to do with my spare time):
* My top personal roadblocks are:
* My challenge to me getting to do what I want to do in my spare time in high school is:

**Relationships (friends, family):**

* My top 3 priorities in relationships (what I hope to get to do with my friends and family):
* My top relationship roadblocks are:
* My challenge to me keeping my relationships in high school is:

**School**:

* My top 3 priorities for school (what do I hope to learn and achieve):
* My top school roadblocks are:
* My challenge to me surviving high school is:

**Extra-curricular (activities):**

* My top 3 priorities for extra-curricular activities (what do I hope to achieve):
* My top extra-curricular roadblocks are:
* My challenge to me getting the most out of my extra-curricular activities is:

**Home Responsibilities and Routines:**

* My top 3 home responsibilities and routines:
* My top home responsibilities and routine roadblocks are:
* My challenge to me finishing my home responsibilities and routines is:

![Description: C:\Users\cindy.menzies\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\O3KCRXMI\MC900440428[1].wmf]()**“I Can Manage IT!” Presentation**

 Show that you can manage your stress, time and stay o0rganized by making a plan. Brainstorm all the priorities you have to achieve in just one day of the week for Home, School, Friends, Extra-Curr. Organize your day in a method that you choose that shows a healthy balanced day. You might use a schedule by time 9:00 – I do this, 10:00 I do that, etc OR you might make a chart – you decide.

1. Brainstorm all the priorities you may have to achieve in just one busy day for:

Responsibilities at home: School work

Friends:

Extra-curricular activities

2. Create an organization method here that shows how you will get organized. Organize your day in a method that you choose that shows a healthy balanced day. You might use a schedule by time 9:00 – I do this, 10:00 I do that, etc OR you might make a chart – you decide. Describe it here and then choose a design sample OR create your own!

SAMPLE ORGANIZATIONAL METHOD #1 - Chart:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Home Respons-ibilities** | **Friends** | **School-work** | **Extra-curricular****Activities** |
| **7 am** |  |  |  |  |
| **8 am** |  |  |  |  |
| **9 am** |  |  |  |  |
| **10 am** |  |  |  |  |
| **11 am** |  |  |  |  |
| **NOON** |  |  |  |  |
| **1 pm** |  |  |  |  |
| **2 pm** |  |  |  |  |
| **3 pm** |  |  |  |  |
| **4 pm** |  |  |  |  |
| **5 pm** |  |  |  |  |
| **6 pm** |  |  |  |  |
| **7 pm** |  |  |  |  |
| **8 pm** |  |  |  |  |
| **9 pm** |  |  |  |  |
| **10 pm** |  |  |  |  |

SAMPLE ORGANIZATIONAL METHOD #2 – Activity Calendar

|  |  |  |
| --- | --- | --- |
| Responsibility(write down what you have to get done) | When Am I Getting it Done(write down when you are getting it done making sure you aren’t overlapping) | * Check it when you are done
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Rubric Rating Scale PAA 7: Life Transitions 7

**Outcome: LTR 7.1 – 7.2**

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| --- | --- | --- |
| Score | Teacher Rubric | Student-Friendly Rubric |
| 5 – WOW!!!! | * Thorough and insightful understanding of the learning outcome
* Exceptionally confident practical application with high-achieving representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school so well that I can assist others in their learning
* I can take what I am learning about stress and time management and apply it to my incredible organization skills so much so that I am prepared and equipped to support others
 |
| 4 – Excellent! | * Clear and comprehensive understanding of the learning outcome
* Confident practical application with excellent representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school very well
* I can take what I am learning about stress and time management and apply it to my own excellent organization skills
 |
| 3 – Good! | * Basic and grade-appropriate understanding of the learning outcome
* Adequate decision-making with good representation of the learning outcome
 | * I understand the information I am learning about managing the transition to high school
* I can take what I am learning about stress and time management and apply it to my own organization skills, which require very little guidance
 |
| 2 – Just Beginning | * Inadequate understanding and inconsistent decision-making with inconsistent representation of the learning outcome due to either:
	+ Lack of effort
	+ Lack of understanding
 | * With assistance I can take the information I am learning about managing the transition to high school and learn some stress and time management skills but I need a great deal of assistance getting organized because I need to decide if it is time for me to:
	+ Put more effort in
	+ Ask for help
 |
| 1 – Not there at All | * No understanding and no confidence in decision-making with weak or no representation of the learning outcome.
 | * I cannot grasp the transition skills and my ability to get organized and manage stress is very weak. I need to seek out and accept help.
 |