

Thinking early
Making Decisions
Following Directions
Being Assertive
Effective Speaking
Managing Time
Relating to People
Dealing with Stress
Thinking Clearly
Systems Thinking
Self-Esteem

Following Directions
Working Well with Teams
Self-Concept
Managing Time
Self-Confidence

Setting Your Goals
Planning
Identifying Interests
Making Decisions
Setting Your Priorities

Life Skills 25

Instructional Management Guide

Achieving Personal Goals

Achieving Personal Goals



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Life Skills 25 *Achieving Personal Goals*

Instructional Management Guide

SAMPLE

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LS2200 – IMG

Instructional Management Guide: Achieving Personal Goals

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An Introduction to Life Skills 25

Life skills are social and personal competencies that people acquire throughout their lives to interact effectively with others, establish and achieve personal goals, and deal with life events and situations. One's life skills may or may not be sufficient to successfully cope, solve problems, and make decisions. Of course, few people are capable of handling all situations perfectly. Many people have at least some gaps in their skills to do so. Some have a serious need to develop more effective ways of interacting and living a productive life.

Some life skills training programs deal with soft skills only as they are encountered in work or pre-employment contexts. Other life skills programs address these skills as they apply to more personal life areas such as home life, parenting, and marriage, and they focus on building and maintaining healthy relationships. Another category of life skills training programs deals with content topics like personal budgeting, utilizing community resources, consumer knowledge, organization skills, study skills, and other independent-living or practical, daily-living skills.

The Life Skills 25 curriculum is designed for those individuals who need further training in a broad set of interconnected personal and interpersonal competencies. Because the instructional content is generic and flexible in nature, the training provided can contribute to the areas above and to other areas of personal and social adjustment. This program is designed to build general soft skills in areas that can be related to many life situations, decisions, and concepts common to most people in today's world.

This inclusive characteristic of Life Skills 25 gives the program flexibility for easy adaptation. It can be applied in a wide variety of classroom environments with many different types of students at varying ages. Furthermore, the curriculum is easy to customize for the learning manager, who undoubtedly knows their students or clients well, and who needs a resource that is easy to adapt to each individual working to improve their life skills and sense of self through practice in this course.

The 25 topics covered in this course are organized into three categories. Two of these relate to positive behavioral growth in terms of the Self. These Life Skills sections deal with internal, personal competencies in "Self-Development" and "Achieving Personal Goals." The third section, "Interpersonal Skills," focuses on development of skills related to communicating, interacting, and working with other people, particularly employers and co-workers.

Your Goal as a Life Skills Learning Manager

Your specific objective is to help your students affect significant improvement in their performance of basic life skills taught by this curriculum. Through this program, you may do so using a combination of supported independent learning, reflection, and guided self-evaluation, group discussion and group activity, and through your own

lectures or additions to a lesson's Suggested Order of Instruction or Conceptual Structure.

There are specific ways to present certain soft skills for easy understanding and easy personalization, and the lessons presented in this curriculum have these features. To obtain the greatest benefit for your student or client, you should actively look for ways to build extra lesson activities and present interesting concepts or anecdotes not provided in the material. Relate the concepts covered in this course to the everyday experiences of your unique student(s) in as many different ways as possible. Role-playing and modeling are other activities that may demonstrate a particular skill and present opportunities for practice and constructive feedback.

For you and your students to know what improvement they have achieved, you should take stock of their performance after each module. This is not limited to checking correct answers or being sure the student has "learned" the material. The skills targeted in this curriculum are not ones that can be mastered quickly; in fact, many of these skills can never be perfectly mastered, and they require ongoing practice throughout one's life to build and maintain high performance. You will work to confirm that your students have not only learned the material, but also that they have thought critically about the material and applied the concepts covered to their own lives and experiences. This will help to stimulate the real development that can only occur through a student's concentrated effort and class participation, critical thought, and effective practice over time.

Note that lessons are not meant to be exhaustive of a particular topic. This course is designed to bring lesson concepts to light in an organized, easy-to-understand way. Students should be raising questions, reflecting on their behaviors and thinking patterns, and applying concepts learned to their own lives through discussion and by identifying specific "things to do next." This practice will ensure that, at a minimum, students will have clear steps to take to start on a path of long-term life skills development in their own time.

Real gains in performance and self-efficacy will only be possible if the environment gives the student an opportunity to practice the skills they have learned. Some of this practice can take place in your class, through independent reading, reflection, and planning, and through group discussion, group activities, modeling, role-playing, and problem solving. Much more of this practice must be continued in your student's own time to affect real, lasting change. You should encourage this as much as possible.

The group you will be training will respond to encouragement and positive statements about their hopes, their opportunities, and their future. You will be the instructor, of course, but you will also fill other roles for your students as their trainer, counselor, "positive-reinforcer," friend and confidant, and mediator of disputes – their "facilitator of learning." At the same time, depending on your situation, you may also need to maintain objectivity and view your students as people who require life skills training because of deficits in personal and social competency. Throughout their training, your

students will need a lot of positive reinforcement. What you say to them will carry considerable weight, and your reassurance and encouragement will be a vital part of not only their experience in your program, but also of the lasting effect of your class on their future lives.

The Life Skills Training Approach: Behavioral

Note that we talk a great deal about behavior when we describe the various life skills and approaches to problem solving. When we refer to "attitude," "psychodynamics," or "personality traits" as affecting personal adjustment and relationships, we usually highlight the observable behaviors or habits that tend to demonstrate these abstract concepts. The behavioral focus offers objectivity and a better possibility of changing crucial behaviors. When one's behavior is observed directly, it can also be measured and modified directly. Thus, we focus on observable behaviors, or what one does, rather than the "kind of person" one is or the "attitude" one has. A focus on observable behaviors in life skills offers corresponding observable, actionable steps for improvement.

Instructional Management Guide Overview

The underlying structure and sequence of activities for each lesson are provided by lesson plans in the Instructional Management Guide (IMG) that follows. The IMG is designed mainly to provide you with a simple structure for organizing the activities and workflow of your life skills class. It should be used along with student lesson content, which should also be reviewed carefully by the instructor before each class.

While the IMG provides a Conceptual Structure (outline) and lesson plan for each lesson, an ideal class includes activities, concepts, or examples that go beyond the provided content to tailor the material to the needs of the unique student or class. As the learning manager, you are in the best position to provide these "extras."

There is one Instructional Management Guide for each of the three sections of Life Skills 25. Each IMG Lesson Plan contains the following for its respective lesson:

Objectives: This is a summary of the instructional objective(s) for the lesson. It gives information on what students will learn and what types of activities they may complete during a lesson.

Motivation: This section briefly explains why the lesson is important. If the students understand the rationale behind learning the skills in the lesson, they will work to understand and apply the skills in their lives. The motivation is not meant to be read to the class. If you wish, you may use the motivation as a guide for your own motivational script for a particular lesson. The motivation for a lesson should never be read from a script, but should instead be performed. It should pose questions that pique curiosity, and it should include well-thought-out anecdotes and many examples tailored to the student(s) being addressed. Your students will have an interest in a lesson topic that

corresponds to some degree with their perception of your genuine belief in its importance. A passionate motivator can dramatically affect student attendance and participation.

Instructional Resources: All of the materials you will need to teach the lesson are listed here.

Conceptual Structure: An outline of the lesson's content is presented here. The points in the outline are elaborated on in the Student Lesson and in the Slide Masters.

Suggested Order of Instruction: This section lists the recommended order for using the different components of the lesson, Slide Masters, Worksheets and other activities. Sometimes, the Suggested Order of Instruction section offers specific recommendations for the delivery of certain lesson concepts or examples.

Answers to Worksheets: When the lesson contains a worksheet that is objectively gradable, the answers to the worksheet will appear in this section. Answers are usually duplicated on Slide Masters to allow the instructor to discuss the correct answers as a group when appropriate.

Slide Masters: Lesson Slide Masters contain important terms, outlines, processes, and points the students should learn from the lesson. The first slides for each lesson include the lesson overview. This outline, also in the IMG, shows students the major points to be covered in the lesson. Slide Masters are represented in the physical lesson material on Slide Notes Pages but are not a separate item. Slide Masters are received in an electronic file from Pace Learning Systems. If you do not have your Slide Masters files, contact Pace Learning Systems.

Student Lesson Overview

The student lesson consists of four sections as follows:

Lesson Chapter: The lesson chapter correlates with the Conceptual Structure in the IMG, and it gives students the information needed to apply each life skill and participate in lesson activities such as Lesson Worksheets. The lesson should be read in full, either independently or as a group, before the teacher begins presentation, lecture, or discussion of the lesson. The instructor should also read the lesson carefully. Estimated time to read the lesson is 30-50 minutes per lesson. Students unable to read the lesson independently in 30-50 minutes may not have the requisite reading ability to effectively read and comprehend Life Skills lessons. Life Skills lessons are written at an average 6th-7th grade reading level.

Lesson Worksheets: Worksheets follow each lesson and contain independent or group activities and writing prompts for applying lesson concepts to personal experience or real-life situations. All lessons contain an End of Lesson Exercise, which includes objectively gradable items that demonstrate lesson content has been learned. Where applicable, answers to Lesson Worksheets appear on Slide Masters and in the

Instructional Management Guide chapter for that lesson. Students should complete all Lesson Worksheets; additional worksheets or activities may be added by the learning manager where appropriate.

Slide Notes Pages: Slide Masters are provided for each lesson for projection and group review. Slide Masters are repeated on Slide Notes Pages for ease of reference and to encourage and assist note taking.

Personal Reflections Journal: Each lesson provides pages with open lines for student reflection. Students should be given dedicated time to journalize. Students should use this time and the space provided to explore their thoughts on the lesson topic. This practice will promote natural application of the lesson concept to the student's life and experiences. Adding the student's own, unprompted thoughts to the lesson allows the student to generate unanswered questions, explore the concept in their own language and terms, and take ownership of the lesson and their learning. If the student is able to expand upon the ideas covered in the lesson in a meaningful way, the lesson will be much more valuable to them in the future. You may need to encourage students consistently to reflect and record their thoughts in this section of each lesson. See the following section for more details about the Personal Reflections Journal and suggestions for using it in your class.

Using Life Skills 25

Review the following collection of suggestions for easy, successful implementation of the Life Skills 25 curriculum. Don't hesitate to adjust the listing based on your specific needs or your knowledge of your students' needs.

Life Skills Learning Manager Checklist

- The instructor should always read the student lesson and IMG lesson plan before presenting the lesson to students.
- The lesson is designed to be read independently by each student prior to beginning a presentation or discussion; however, the material may also be taught or read aloud as a group during the class meeting.
- Ideally, students should be allowed to refer back to their worksheets from previous lessons as they progress through the curriculum.
- Estimated class time is 50 minutes per lesson in addition to reading the lesson. This is an estimate of how long it will take to conduct a group lesson following the Suggested Order of Instruction. Of course, this time will vary depending on many different factors. Experience with using the program in your class will allow you to make more accurate time estimates.

- Slide Masters are provided as electronic files on disc or via download. If you do not have Slide Masters files for your Life Skills course, contact Pace Learning Systems.
- Each student should have one copy of the Student Lesson. Whenever possible, students should be allowed to write their name on the cover of the lesson and write their work in the lesson itself. Lesson material is designed to be consumed, and students should be allowed to “take ownership” of the lesson material. This will encourage a more personal, in-depth exploration of the lesson topic and its applications to their life.
- The more you teach and become familiar with the topics, you may want to add additional resources such as guest speakers, movies, short stories, etc.
- The Life Skills 25 curriculum is designed for adaptability, and its instructional content is flexible and inclusive. Ideally, each learning manager will aim to make this curriculum their own by adding ideas, examples, and activities uniquely suited to their students, class, and community.

The Goal of the Personal Reflections Journal

Reflection is a process of thinking about and exploring an issue. Journal writing can facilitate the reflection process. In order to realize lasting improvement in the soft skills covered in Life Skills 25, the course requires that the student fully explore and experiment with lesson concepts in their own language, based on their own life experiences, values, and beliefs. In many cases, this type of exploration requires a more comfortable forum than in-class discussions in front of peers.

Students may work hard in this class and successfully complete all lesson assignments as directed. However, most of the skills covered in this course can never be “mastered.” They can only be developed and improved through ongoing practice and self-discipline. Therefore, Life Skills lessons are generally designed to set the stage for future self-development. This ongoing development can only occur through each student’s awareness, practice, habits, and continued reflection outside the classroom and in all areas of life.

The journal challenges students to reflect on the lesson in terms of past situations and experiences, draw their own conclusions, and consider how they might behave differently when a similar situation arises. Much qualitative research suggests there are clear, valuable benefits to journal writing. These include noted effects like shifting learning behaviors from passive to active, increasing self-directed learning, and recreating past experiences for further exploration in light of new concepts. The practice allows the student to be more creative in their thinking about lesson concepts by encouraging them to “think aloud” on paper.

Aside from these positive benefits, the journal will provide you with an opportunity to prompt students for an action plan. If these soft skills require ongoing practice over

time, then what will each student do next to continue the process of development? If students leave your class with this action plan in hand, they will be more likely to retain what they've learned and more likely to apply it outside your class.

Characteristics of Journal Activities

There are no all-inclusive definitions of what journal writing should be. This is because there are many different learning/teaching objectives for journaling activities in a soft skills course, and accordingly, many different ways journals can be kept. However, standards should be set for your unique classroom. Journal writing activities should be well planned with clear student expectations. Expectations, clear objectives for journaling with positive benefits, and a structured journal work process will allow both the instructor and the student to recognize the value added by this practice in reflection.

As the Life Skills 25 curriculum is designed for adaptability, the standard for goals of the journal, student and instructor expectations for journal writing, grading, and feedback will be left up to you. You are in the best position to provide the best possible journaling work process for your unique students.

The tips and strategies below for motivating students, providing feedback, and determining journal format can be used as a guide for your class. These suggestions apply to many different kinds of journal writing activities, with many different types of students and learning goals. They provide a helpful starting point for setting expectations for journalizing in your class, regardless of instructional objectives, educational level, or setting.

Trust in Journal Activities

It is important that you establish an atmosphere of trust with your class. Some students will be hesitant to explore emotions, beliefs, and personal thoughts on paper. Writing about feelings and deeply held values and beliefs can make some students feel vulnerable, where they must express weakness or insecurities in order to improve.

Encouraging this truthful writing comes over time, in part, from the persuasive or effective written feedback of the instructor. That is, in many instances, you may need to develop more trust through experimentation with your feedback to get the most benefit for each student. You may need to use your feedback to shape journal performance over time. You will have unique opportunities through your feedback to guide each student in the best direction for them.

Another element of encouraging this truthful writing is discussing confidentiality. Students should know that you will review their journals. They should also know that you will be the only other person to do so, and they should trust you.

Journal Format

Students should write in free form most of the time, but it is okay to assign prompts for specific lessons as needed. Prompts may be particularly helpful as students are getting familiar with journal writing in the first few lessons. Eventually, if students' journal writing is shaped in the right way, free form writing will generate unique "takeaways" for each student based on their personal experiences and thoughts. Note that students are not usually equally interested in all topics of discussion. It is common that students' journals will vary in quality and depth from lesson to lesson.

However, it is very important that you see a concerted effort on the part of the student, within your established journal guidelines. Students should understand the value of the activity and its importance. Therefore, it may be necessary to give the journal activity a subjective "effort grade." Adding a grade to the journals can help you assign value to them and establish their importance in your class.

Tell students that journal writing is about the quality of content, not the amount of content, the style, the neatness (within reason), or even the grammar and mechanics. Grammar requirements should be relaxed if included at all. While you should never encourage students to ignore the grammar, clarity, and general quality of their writing entirely, but the focus should be on **what** is written.

In addition, the length and format of the writing should be left unstructured. If too much attention is paid to length, grammar, and mechanics, the student may lose sight of the purpose of the activity. The journal writing exercise is designed for guided reflection on thought processes, past experiences, behaviors, lessons learned, and adjustments one might make in her or his future life.

Feedback Guidelines

One of the most difficult parts of journal activities for many instructors is evaluating the students' work and providing appropriate feedback. Every effort must be made to ensure that the journal is seen as nonthreatening. In addition, the goal is that students eventually see the one-to-one dialogue with the instructor through the journal as a satisfying, rewarding activity.

To encourage students to be open, it is usually best that journals are not discussed aloud with the student or reviewed verbally. In most group-led classes using this program, verbal discussion of journal writing activities can lead to uncomfortable situations where the student feels pressured to explain their ideas or beliefs. This can discourage the student from future efforts in journal writing. Therefore, comments and feedback from you should only be written in the student's journal, or written on extra paper that is returned to the student.

It is very important to set expectations by providing feedback on journals after the very first journal, before students write a second entry in a following lesson. It is equally important that ongoing feedback on journals be timely and consistent.

Feedback should also be brief. Provide one to two comments about the overall journal. When the feedback is too detailed, with too much to say, the student can shift focus from what they think to writing what they think you want to see. This will not bring about the reflective thinking required to benefit from journal writing.

Your short commentary should have one of two goals. Comments should encourage and guide further reflection on the topic at hand, and they should build trust towards future journal activities. Correct misunderstandings, but never criticize feelings and be careful about questioning deeply-held beliefs too bluntly. This can reduce the possibility of a trusting journal dialogue with that student in the future. Comments, when appropriate, should seek to validate students' thoughts and beliefs on the topic. This benefit to the student will encourage future journal efforts.

Below are two checklists to help you organize your thoughts and develop your personal method of using journalizing as an additional instructional technique.

Sample feedback questions for your students:

- How did you develop or form this opinion?
- Why do you feel this way?
- Where did you learn this information?
- How did you know this was the right/wrong thing to do?
- How will you respond in the future?
- Why do you think they did that?
- What could you have done differently?
- How often do you feel this way or think about this?
- What do you need to do to develop this skill?

Questions to answer for planning journal activities in your class:

- What is the purpose of the journal?
- What is the expected format?
- What topics will serve as journal prompts for lessons where students do not write free form?
- How will the students be given feedback?
- What is the time frame for completion, review, and feedback?
- What kind of assignment are the journals? Are they part of class activity and the daily class grade, are they completed in a student's own time as a percentage of the course, or are they regular homework assignments?
- How will the journals be graded?

Life Skills 25 Lesson Organization

Self-Development

Lesson 1 – Self-Concept

- Defining self-concept and related terms
- The role of self-concept in one's life
- Strategies for developing a positive self-concept

Lesson 2 – Self-Esteem

- Defining self-esteem
- The importance of self-esteem in everyday life
- Elements of self-esteem
- Strategies for increasing self-esteem

Lesson 3 – Self-Confidence

- Defining self-confidence and related terms
- The origins of self-confidence
- Strategies for building self-confidence
- Strategies for maintaining self-confidence

Lesson 4 – Dealing with Emotions

- Defining common emotions
- Common negative emotions and responses to negative emotions
- Strategies for dealing with negative emotions

Lesson 5 – Dealing with Conflict

- Defining conflict and related terms
- The origins of conflict and places where it occurs
- Reasons for dealing with conflict
- Strategies for resolving conflict

Lesson 6 – Dealing with Stress

- Defining stress
- The causes of stress
- How the body responds to stress
- Strategies for handling and preventing stress

Lesson 7 – Dealing with Criticism

- Defining criticism
- The appropriate attitude to take toward criticism
- The effects of criticism
- Identifying and understanding destructive criticism
- Guidelines for handling criticism
- Guidelines for offering constructive criticism to others

Lesson 8 – Dealing with Failure

- The causes and consequences of failure
- The negative effects of failure
- Identifying the areas of life in which one might fail
- How negative self-talk contributes to failure
- Strategies and steps to take to reduce the impact of failure

Achieving Personal Goals

Lesson 9 – Identifying Interests

- Defining interest and related terms
- The role of interests in a happy life
- The basis upon which you identify your interests
- Your leisure interests
- Your educational interests
- Your occupational interests

Lesson 10 – Setting Your Priorities

- Defining priorities and related terms
- The importance of setting priorities in one's life
- Common priorities
- Identifying and ranking your own priorities

Lesson 11 – Setting Your Goals

- Defining goals and related terms
- The importance of setting goals
- Setting long-term goals
- Setting short-term goals

Lesson 12 – Making Decisions

- Defining decision
- The nature of decisions
- The importance of decisions in everyday life
- The pitfalls that result in poor decisions
- The steps in the decision-making process

Lesson 13 – Solving Problems

- Defining problem and related terms
- The nature of problems
- Using the problem-solving process
- The steps in the problem-solving process

Lesson 14 – Planning

- Defining plan and planning
- The steps in the planning process
- The parts of a plan
- Contingency planning
- Resource management

Lesson 15 – Managing Time

- Defining time management and related terms
- The importance and advantages of good time management
- Principles of good time management
- Common methods of time management

Lesson 16 – Thinking Clearly

- Defining clear thinking and related terms
- The importance of clear thinking
- Common errors in reasoning or judgment
- Guidelines for accurately evaluating information
- Guidelines for results-oriented thinking

Lesson 17 – Systems Thinking

- Defining system and related terms
- Practical examples of systems
- Designing a hypothetical system
- How the concept of systems affects organizational thinking

Interpersonal Skills

Lesson 18 – Listening Effectively

- Explaining the importance of effective listening skills
- Techniques for effective listening
- Assessing your own listening habits
- Personal benefits of good listening skills

Lesson 19 – Speaking Effectively

- Barriers to effective speaking
- Steps for preparing to speak
- Guidelines for effective speaking
- Demonstrating effective speaking

Lesson 20 – Being Assertive

- Defining assertiveness
- Aggressive, passive, and assertive behavior
- Disadvantages of passive and aggressive behavior
- Strategies to become more assertive

Lesson 21 – Relating to People

- The importance of relationship-building skills
- How relationships are built
- Characteristics of a positive person
- Reciprocity in relationships
- Communication in relationships

Lesson 22 – Following Directions

- Explaining the importance of following directions correctly
- Following oral directions correctly
- Following written directions correctly

Lesson 23 – Giving Directions

- Explaining the importance of giving good directions
- Characteristics of good directions
- Clear, accurate, concise oral directions for location and procedure
- Clear, accurate, concise written directions for location and procedure

Lesson 24 – Identifying Work Styles

- Defining work style
- The significance of work styles
- Work styles found in the workplace
- The advantages of matching work styles to one's occupation
- Determining your work style

Lesson 25 – Working Well with Teams

- Explaining the importance of working well with teams
- Explaining how one can learn from others through teamwork
- Constructing teams
- Qualities of an effective team member

Achieving Personal Goals

The Achieving Personal Goals series follows the Self-Development series. In this second series, students are asked to explore who they are in terms of their priorities, ambitions and goals. The focus of this series is defining and setting appropriate personal goals and building skills that can help achieve those goals.

Students begin this series by identifying their interests in Lesson 9 and defining their priorities in Lesson 10. Interests and priorities are closely related. Both are especially appropriate for students who have just completed self-evaluation in Self-Development. Students can use what they have learned about themselves to think about their interests and define appropriate priorities for their life. They will use these interests and priorities to guide their study of setting goals.

In Lesson 11 of Life Skills 25, *Setting Your Goals*, students learn to set long-term personal goals, and they learn how to support those long-term goals with short-term goals and objectives or daily activities. Students are taught that goals should be set with their priorities in mind. Students who can define who they are in terms of priorities and see how these priorities can drive their goals are likely to be more goal-oriented.

Lessons 12 and 13, *Making Decisions and Solving Problems*, are closely related; in order to solve problems, you must effectively make decisions all along the way. These lessons address more abstract concepts in decision making and problem solving. How to solve problems can be difficult to study because there is no set way to solve all types of problems. Problems can be very different and require very different problem-solving skills or processes. Likewise, how to make decisions varies greatly with the context or situation in which the decision is being made. This understanding itself can aid in decision making and problem solving.

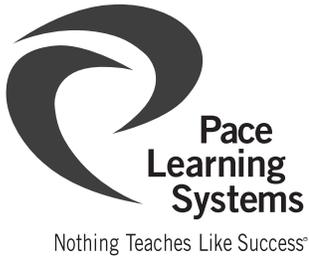
These two lessons take the same approach to teach complicated concepts in a simple, generalized way. Students are given a general framework for the processes of decision making and problem solving. Students are then given an effective way to improve these skills through this framework. They are taught to make decisions and solve problems with the provided steps in mind, and they learn to evaluate solutions and decisions they have made using those steps. If students are consistent in evaluation of their decisions and problem solutions, using the same evaluation framework every time, this practice can improve decision making and problem solving for all learners.

In Lessons 14 and 15, students learn how effective planning and time management support goal achievement. In order to achieve goals, students must plan how they will get there. In order to stick to the plans they have laid out, students must be able to effectively manage their time, schedule their activities, and analyze their use of time to eliminate wasted time.

In Lesson 16, *Thinking Clearly*, students study the concept of clear, deliberate thinking, free from bias and emotion. Students are taught that clear thinking is involved in making decisions and solving problems. Clear thinking, as defined in this curriculum, consists of a set of guidelines to ensure accuracy and understanding, limit emotion-driven thinking and behavior, and help students be aware of mindsets and biases that may affect reasoning ability.

In the final lesson of the *Achieving Personal Goals* series, students are asked to think about organizational goal achievement and operations in terms of systems and processes. Lesson 17, *Systems Thinking*, teaches students to understand systems through their mission or purpose, and the interrelated components, subsystems, and adjustment procedures that make systems successful.

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End of Lesson Sample

We appreciate your interest!

Contact Pace Learning Systems for more information.

800-826-7223
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Life Skills 25

Self-Development Student Sets - LS2100

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