





SELF-MANAGEMENT ALIGNMENT

Utah's Portrait of a Graduate

Portrait of a Graduate Competencies	Pre-K-2 Self-Management	3-6 Self-Management
 <p>WELLNESS</p> <p>Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.</p>	<p>Learning Activity</p> <p>Introduce and model calming strategies (e.g. brain breaks, positive self-talk, calm-space, classroom routines, etc.) to build self-confidence and focus.</p>	<p>Learning Activity</p> <p>Model and practice calming strategies to build self-confidence, intrinsic motivation, and promote learner focus (e.g. brain breaks, self-talk and reflection, test anxiety strategies, classroom routines, mindfulness, etc.)</p>
 <p>COMMUNICATION</p> <p>Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.</p>	<p>Learning Activity</p> <p>Read stories or show picture books and ask students to identify words, phrases, or pictures used to describe emotions.</p>	<p>Learning Activity</p> <p>Teach students how to replace “hot thoughts” with “cool thoughts.” Hot thoughts are immediate/impulsive. Cool thoughts come after taking a deep breath and waiting a moment to calm down. Have students develop a graphic organizer that compares and contrasts ways to express feelings.</p>
 <p>LIFELONG LEARNING AND PERSONAL GROWTH</p> <p>Continue to seek knowledge and develop skills in all settings.</p>	<p>Learning Activity</p> <p>Have students participate in a step-by-step art, literacy, or science project and celebrate successful completion.</p>	<p>Learning Activity</p> <p>Implement collaborative learning projects that utilize the jigsaw technique to help students create their own learning and improve social interactions.</p>
 <p>HARD WORK AND RESILIENCE</p> <p>Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-grounded sense of confidence, optimism and self-efficacy.</p>	<p>Learning Activity</p> <p>Introduction to Goal Setting.</p> <p>Explain to students that a goal is an end result that you put in effort to achieve. It can be something you want to do, be, or have in the future. Have students write or draw a picture of their goal, then write or draw three things to help achieve their goal. Finally, have students write or draw how they think they will feel when they achieve their goal.</p>	<p>Learning Activity</p> <p>Learn to Set SMART Goals</p> <p>Have students set daily or weekly short- and long-term social and/or academic goal(s), using the SMART goal strategy of specific, measurable, attainable, realistic, and timely.</p>