

All About Me

QLWG
Essential Life Skills
Unit 9

QLWG Skills for Life

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QLWG Skills for Life Series

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

Essential Life Skills Units	Individual Life Skills Units
1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions	18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years

QLWG *Skills for Life Series*

All About Me

Unit #9

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WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date, your name, your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



Word Stops will appear in the workbook when there is a difficult word.

If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



“Act the part; walk and talk exactly as if you were already the person you want to be.”

~Brian Tracy

All About Me

"Friendship with oneself is all-important, because without it one cannot be friends with anyone else." ~**Eleanor Roosevelt**



Introduction:

There are many different things that make a person an individual. In this unit, you will explore the things that make you who you are. Understanding what makes you an individual will help you to better appreciate yourself and the people around.

In this unit, you will:

- think about your **identity**.
- consider how your background shapes you.
- reflect on your values.
- read an article about setting personal goals.
- make a list of your personal goals.
- consider how to make personal choices.
- think about how you see others.
- consider ways to handle stress.



WORD STOP

1. **identity** (i-den-tuh-tee): what makes a person who he or she is.

My Personal Values

To truly know yourself, you must know your values. Values are a big part of who you are – they are what you most believe in and cherish in life.

Why You Should Know Your Values:

1. To make decisions based on your values.
2. To understand who you are and what you want.

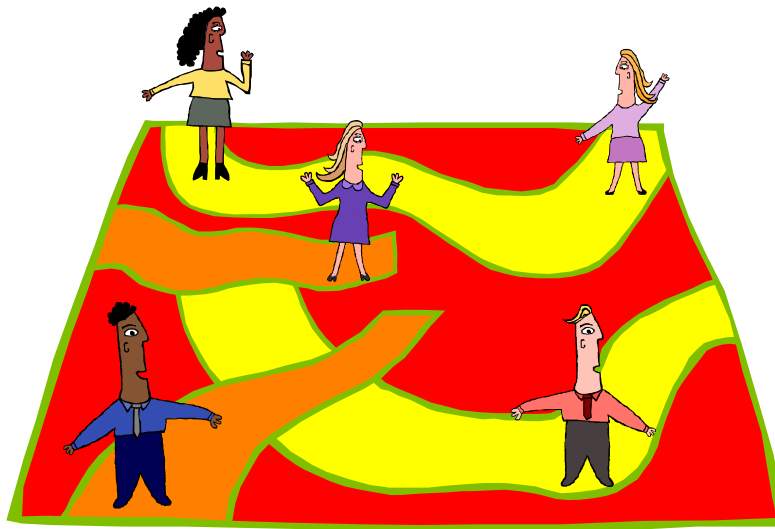
Your values do not have to match any other person's. You are the only person who can decide your values.

Knowing Your Values:

Knowing your values is not as easy as it may sound. It involves thinking about who you are, what you respect and what you want out of life.

Changing Values:

Few people stay exactly the same throughout their lives. As people change, so do their values.



ACTIVITY: Rate your values (or high priorities).

STEP 1:

Examine the following list of values.

STEP 2:

Rate each value from one to five to see what is most important to you.

STEP 3:

List your values in order (as seen on the next page).

PURPOSE:

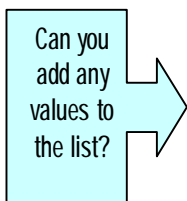
Knowing what you value will help you to make decisions in life.

How to rate your values:

1 Not important	2 Not very important	3 Somewhat important	4 Important	5 Very important
---------------------------	--------------------------------	--------------------------------	-----------------------	----------------------------

Value	Rating
1. Family	
2. Honesty	
3. Independence	
4. Religion	
5. Learning new things	
6. Husband/wife	
7. Friendships	
8. My job	
9. My community	
10. Being a citizen	
11. My education	
12. Travelling	
13. My health	
14. Money	
15. Respect	
16. Romance	
17. Other:	
18. Other:	

Can you add any values to the list?



FOLLOW-UP:

Make a list of everything that you rated as four (important) or five (very important). Put your most important values at the top.

FOR EXAMPLE:

John rated job, family and education as "very important". He rated health and travel as "important". John values family the most. After family, he values education, his job, his health and then travel.

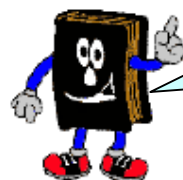
John's value list looks like this:

1. Family
2. Education
3. Job
4. Health
5. Travel

Now list your values (or highest priorities):

(You do not have to complete the list. Include all the values that you rated as a four or a five.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____




Knowing your values will help you to decide how you want to live your life.

Identity

What makes you who you are? Every person has unique **characteristics**. The things that make up your identity range from where you are from to what kind of tastes you have.

Some Things that Form Identity:

1. Family
2. Age
3. Personality
4. Culture
5. Looks
6. Likes and dislikes
7. Community
8. Habits
9. Job
10. Hobbies
11. Favourite movies
12. And more...



WORD STOP

1. **characteristics** (kair-ik-tur-is-tiks): a person's qualities or traits (i.e. kind, tall, smart, etc.)

ACTIVITY: Make a list of all the things that make you who you are.

What Makes Me Who I Am:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Me, Myself and I

Have you ever considered what makes you who you are?

ACTIVITY:

Complete the “All About Me” questionnaire on the next page.

STEP 1:

Take some time to reflect on all the things that make you unique.

STEP 2:

Write your answers.

STEP 3:

Reflect on your answers. Can you describe who you are? Write a follow-up paragraph.

PURPOSE:

This activity will help you to know and appreciate who you are as an individual.



“The words ‘I am’ are potent words; be careful what you hitch them to. The thing you’re claiming has a way of reaching back and claiming you.” ~A.L. Kitzelman

Questionnaire: All About Me

1. What has been your greatest success in life? (What are you most proud of?)

2. What displeases you in life?

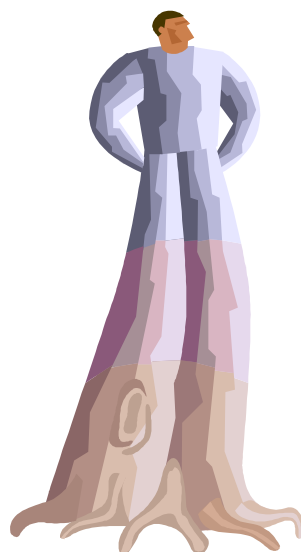
3. What makes you happy?

4. What are your most important values or beliefs?

5. What are some of your talents (things that you do well)?

FOLLOW-UP:

Read your answers and then write a paragraph that explains *who you are* and *what you plan to do* in life.



"The finest thing in the world is knowing how to belong to oneself."
~**Michel de Montaigne**

ACTIVITY:

Read the article, “Setting Goals for a Better Future” (on the next page).

STEP 1:

Prepare yourself for reading. Look at the title and picture of this article. What do you think it is about?

STEP 2:

Use your reading strategies to help you read the article.

PURPOSE:

This article will get you thinking about setting personal goals.

PREPARING FOR READING:

What do you think this article will be about? What will it say?



Setting Goals for a Better Future

by Victoria Wolfe

You wouldn't go on a journey without having an idea of where you're going and how to get there, so why would you not apply those same principles to the greatest journey of all - your life?

Before you start setting your personal goals you need to consider what you want to achieve (where you want to go) with your life. One of the biggest mistakes many people make is that they set personal goals just for career pursuits rather than to other important areas of life. This can lead to an unbalanced existence. When setting goals, consider all the different areas of life that are most important to you. For instance, are you interested in making the world a better place? Do you want to be more physically fit? Is there something artistic you've always wanted to try? The possibilities are endless. Whether you want to save the world, lose weight or learn how to paint, the fundamentals of achieving what you want are the same.

The most important part of the goal setting process (and the most difficult) is being honest with yourself. For example, do you want to lose weight because it will make you healthier, or is it because a spouse or family member wants you to? Knowing and admitting the real reason behind your goals will help you to achieve them. Your goal has to be something YOU want or you are likely to fail.

Once you are sure that you are doing things for your own reasons, define what your goal actually is. Having a clear idea of what it is you want to do is essential in the planning process. In the beginning, keep your goals simple and attainable. If you want to quit smoking, quitting cold turkey seems impossible, however, if you tell yourself you'll cut down to a half a

pack of day in a month's time, your goal seems much more tangible. Setting smaller interim goals on your way to your ultimate goal will make you feel better about what you are doing and will help you to succeed.

When you do reach those smaller goals, allow yourself to feel good about it. You've accomplished something. Even though it may not be everything you wanted, that doesn't make it any less significant. You're that much closer to your ultimate goal. Remember, that a journey of a thousand miles begins with a single step!

Be ready for setbacks. Everyone slips up every now and again and allowing yourself forgiveness will stop you from giving up altogether. Even the most well laid plans sometimes go astray and recognizing that will help you to get back on track again.

With time and perseverance, you too can attain your goals. Everyone wants to have a better life - that's human nature. The only difference between those people who achieve their dreams and those who don't is attitude. Knowing what you want and having a plan to do it will go a long way to making you a happier and more well-rounded person.



REFLECTING ON READING:

1. What is this article about?

2. What are some new words that you discovered in this article?

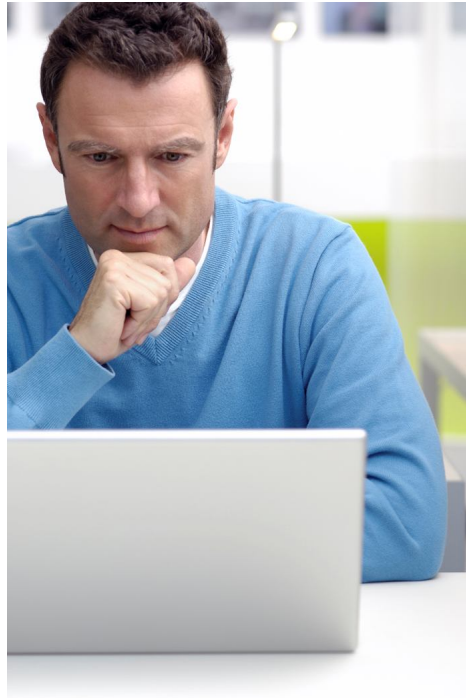
3. How did you find the meaning of these words?

4. What does this article say about setting goals?

5. What leads to an unbalanced existence?

6. Why should you be ready for setbacks?

7. How might you apply the ideas in the article to your life?



"Always bear in mind that your own resolution to succeed is more important than any other one thing."

~Abraham Lincoln

My

Personal Goals

Setting goals moves you closer to getting what you want. It helps you to know where you are going and how you are going to get there.

Goals should be set for the short and long term:

- Set goals for each day.
- Set goals for each year.
- Set goals for your life.



Your goals should reflect what you value in life. Just as your values can change, so can your goals. What is important is that you know where you want to go and have a plan to get there.

ACTIVITY:

Set goals for each day, for the year and for your life.

STEP 1:

Think about where you want to go and what you want to do in the short and long term. These are your life goals.

STEP 2:

Think about what you want to do this year.

STEP 3:

Think about what you want to do each day.

STEP 4:

Write your goals down in the chart on the next page.

PURPOSE:

Setting goals brings you closer to reaching them.

TYPE OF GOAL	My Goals
My Life Goals	

My Yearly Goals (For this year.)	
Goals for Each Day (Starting today!)	



Your goals should reflect *your* definition of happiness.

REFLECTION:

Explain how your values affect your goals.



“Many people fail in life, not for lack of ability or brains or even courage but simply because they have never organized their energies around a goal.” ~**Elbert Hubbard**

My

Choices

Everybody must make choices. The choices that a person makes range from what to eat for dinner to what to choose for a career.

Critical thinking is the ability to make smart choices that reflect your values.

What critical thinkers do:

1. Reflect on their choices.
2. Make *their own* choices.
3. Do not let others choose for them.
4. Consider different points of view.
5. Accept being wrong.

How to be a critical thinker:

1. Ask questions.
2. Have a good reason for your choices and opinions.
3. Speak for yourself.
4. Stick to your values.
5. Do not do anything with a group if you would not do it on your own.
6. Make sure your actions make sense to you.

**ACTIVITY:**

"It's not hard to make decisions
when you know what your values are."

~Roy Disney

Practice making choices by thinking critically.

STEP 1:

Look at the example on the next page to get an idea of what you have to do.

STEP 2:

Think of a choice that you had to make (or will have to make) in your life.

STEP 3:

Think about how you could handle this choice as a critical thinker.

STEP 4:

Fill in the table below.

PURPOSE:

You make choices everyday. Thinking critically will help you to make the best choices.



EXAMPLE:



Vicky has wanted a pet cat for a long time. At the flea market this morning, she sees a box of free kittens. She wants one!

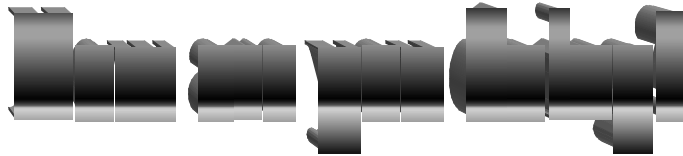
THE CHOICE TO MAKE: Get a pet cat?

Thinking Critically	My Thoughts
What are my choices?	<ul style="list-style-type: none"> ● Not take a kitten. ● Take a kitten now. ● Talk to the owner and find out if I can have one later.
Why I should or should not do this.	<ul style="list-style-type: none"> ● A kitten would keep me company. ● I would have extra expenses. ● I would have to take it to the vet.
My values.	<ul style="list-style-type: none"> ● I have always loved animals. I would give a kitten a good home.
Does this make sense to me?	<ul style="list-style-type: none"> ● I do not know the owner of the kittens. There could be risks – the kitten could be wild or sick.
Final Choice.	<ul style="list-style-type: none"> ● I will ask for the owner's phone number. Once I know I can afford a cat, I will get one. If I cannot have one of these kittens, I know that there are other kittens that need homes too.

Thinking Critically

THE CHOICE TO MAKE: _____

Thinking Critically	My Thoughts
What are my choices?	
Why I should or should not do this.	
My values.	
Does this make sense to me?	
Final Choice.	



Complete the questionnaire to keep track of your learning.

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

Yes

No

2. If you answered “No”, explain what you did not complete and why.

3. What was easy and why?

4. What was difficult and why?

5. General comments. (*Do you have any comments on the work that you have done?*)

The World Around Me

RELATIONSHIPS:

A person can have many different kinds of relationships: with his or her parents, husband or wife, boyfriend or girlfriend, friends, children, co-workers, etc. To have a good relationship, you should try to understand how and what others think.



REFLECTION:

1. Do you usually try to understand how and what others think? Explain.

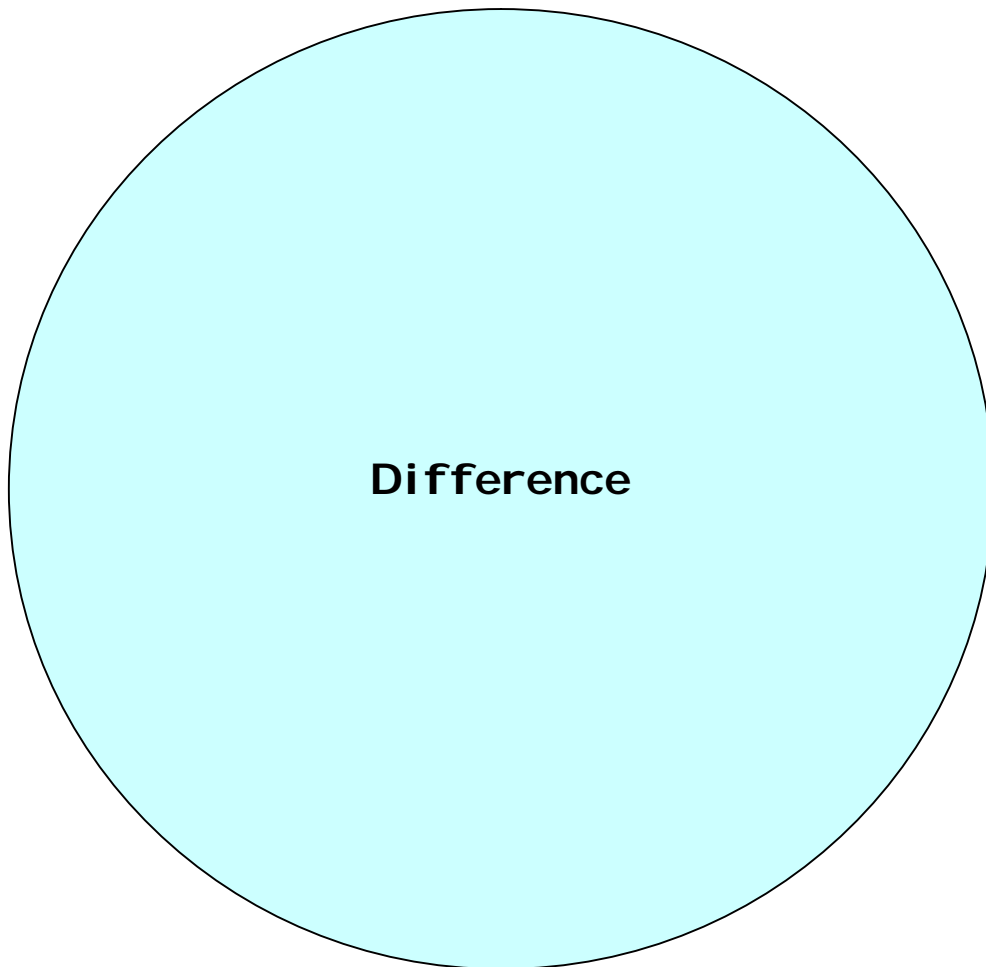
2. How might understanding others' points of view be good for your relationships?

DIFFERENCE:

All people are different. Sometimes problems arise because people are unable to accept difference. If you understand your own uniqueness, you should be able to understand that everyone around you is unique as well.

WARM-UP ACTIVITY:

Brainstorm ways that people are different. Write these ways around the word difference in the circle below.



"We all live with the objective of being happy;
our lives are all different and yet the same."

~Anne Frank

Because we are all different, we must learn to accept and appreciate difference. It will be easier to understand and accept differences in others if you understand what makes you who you are. If you know where your values come from, you should be able to appreciate where others' values come from.

**ACTIVITY:**

Think of ways to appreciate difference.

STEP 1:

Take examples of difference from your brainstorming activity on the previous page.

STEP 2:

Think of ways to learn about or appreciate the ways people are different.

STEP 3:

Complete the table on the next page.

PURPOSE:

There are many different people who live in Canada. This activity will help you to think of ways to get along with and appreciate others.

Ways that People are Different	How to Appreciate that Difference
Example: <i>Religion</i>	<ul style="list-style-type: none"> ● <i>Try to understand what other religions are about.</i> ● <i>Ask questions and show respect.</i>



"The things that we share in our world
are far more valuable than those which divide us."

~Donald Williams

Filling Out Forms with Personal Information

There are many situations where you will be asked to fill out forms with personal information:

1. Job applications
2. Starting a new job
3. At the doctor's office
4. At the dentist's office
5. Bank applications



ACTIVITY:

Fill out a form with your personal information.

STEP 1:

Look at the sample job application on the next page. Find out what information you need to provide.

STEP 2:

Think of a job you might like to apply for. Fill out the practice application on pages 32 and 33.

PURPOSE:

This activity will help you to be prepared to fill out forms with your personal information.

IMPORTANT!

Your social insurance number (or SIN) is a private number. You do not have to put it on such forms if you do not want to.

SAMPLE:

JOB APPLICATION

Position Applied for:

Call centre agent

Date available:

Now

PERSONAL INFORMATION

Candidate's Name (*Last, First, Middle*):

Willma Standal

Address (*Street, City, Province, Postal Code*):

342 Hyrme Lane

Home Phone:

555-5643

Cellphone:

n/a

Email Address:

W.Standal@hireme.com

Fax Number:

n/a

Are you bondable?

Yes

No

Have you ever been convicted of a criminal offence that has not been pardoned?

Yes No

Are you legally able to work in Canada?

Yes No

Are you willing to move?

Yes No

Are you available to work:

Full-time Part-time Seasonal

What languages do you speak?

English French Other, please specify: _____

AM I BONDABLE?

Being bondable means your boss can get insurance in case you might steal. If you have no criminal record, you are bondable.

EDUCATION

School Name	Type of degree, diploma or certificate	Program completed
1. <u>Westend Learning Centre</u>	<u>High School</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. _____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. _____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. _____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. _____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

WORK EXPERIENCE

Company Name	Position Held	Duration of Employment
<u>Ed's Discount Barn</u>	<u>Cashier</u>	<u>May 2008 - June 2009</u>
<u>Poseidon Theatre</u>	<u>Ticket agent</u>	<u>April 2006 - April 2008</u>
_____	_____	_____
_____	_____	_____

GENERAL INFORMATION

Describe some of your work-related skills or training that you could use in the position you are applying for.

I have had training in customer service. I enjoy working with people. I am friendly, courteous and hardworking.

Describe some of your interests or hobbies.

I like to be active; I enjoy biking and camping. I also like to use the Internet.

Describe some of your work-related goals.

I would like to work in a position where I can work hard and become a supervisor or manger.

Always include your most positive traits.

REFERENCES

May we contact:

Your present employer? Yes No

Your former employer? Yes No

I hereby declare that the foregoing information is true and complete to my knowledge. I understand that a false statement may disqualify me from employment or cause my dismissal.

Signature: Willma Standal

Date: June 23, 2009

PRACTICE:

JOB APPLICATION

Position Applied for: _____

Date available: _____

PERSONAL INFORMATION

Candidate's Name (*Last, First, Middle*): _____

Address (*Street, City, Province, Postal Code*): _____

Home Phone: _____

Cellphone: _____

Email Address: _____

Fax Number: _____

Are you bondable?

Yes No

Have you ever been convicted of a criminal offence that has not been pardoned?

Yes No

Are you legally able to work in Canada?

Yes No

Are you willing to relocate?

Yes No

Are you available to work:

Full-time Part-time Seasonal

What languages do you speak?

English French Other, please specify: _____

EDUCATION

School Name

Type of degree, diploma or certificate

Program completed

1. _____

Yes No

2. _____

Yes No

3. _____

Yes No

- 4. _____ Yes No
- 5. _____ Yes No

WORK EXPERIENCE

Company Name	Position Held	Duration of Employment
_____	_____	_____
_____	_____	_____
_____	_____	_____

GENERAL INFORMATION

Describe some of your work related skills or training that you could use in the position you are applying for.

Describe some of your interests or hobbies.

Describe some of your work-related goals.

REFERENCES

May we contact:

Your present employer? Yes No

Your former employer? Yes No

I hereby declare that the foregoing information is true and complete to my knowledge. I understand that a false statement may disqualify me from employment or cause my dismissal.

Signature: _____ Date: _____

Taking Care of Myself: Handling Stress

Stress is part of life. Stress can make you anxious, tired, cranky, angry, unhappy or even sick. This is why you should think of ways to handle stress.



Examples of things that stress people:

- ✚ Money
- ✚ Job
- ✚ Busy schedule
- ✚ A mess
- ✚ Relationships
- ✚ Traffic
- ✚ Noise
- ✚ Bills

ACTIVITY 1:

Make a list of the things in your life that stress you out. Start with the biggest stresses and move on to the little stresses.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Handling Stress

You have your own stress. This means that you will have your own way of handling stress. The following list provides ideas of how to handle stress.

- Stop and take a deep breath
- Relax
- Go for a brisk walk
- Exercise daily
- Eat well
- Think positively
- Scream into a pillow
- Talk about it
- Focus on your goals
- Try to manage your time
- Make “to do” lists
- Stick to your schedule

REFLECTION:

How do you usually handle stress?



Don't underestimate the value of Doing Nothing, of just going along, listening to all the things you can't hear, and not bothering. ~*Pooh's Little Instruction Book*

ACTIVITY 2:

Think of ways to handle five specific stresses in your life.

STEP 1:

Look at your list of things that stress you out. Pick out the five biggest stresses.

STEP 2:

Think of how you should handle these specific stresses.

STEP 3:

Fill in the chart below.

PURPOSE:

Stress can be hard on your mind and body. Learning how to handle stress will make you feel better.

MY STRESS TABLE

The Stress	How I Should Handle It?
Example: <i>Angry with a co-worker</i>	<i>I should stop and breathe. OR I should go for a brisk walk.</i>

My Daily Goals

On pages 14 to 16 of this unit, you were asked to set personal goals. Part of this activity asked you to set goals for each day.

ACTIVITY:

Answer the following questions to see how you did with your daily goals.

STEP 1: Re-examine your daily goals (on page 15).

STEP 2: Consider which goals you met, which goals you didn't meet, and why.

STEP 3: Answer the questions on the next page.

PURPOSE:

This activity will help you to reflect on:

1. which goals you have successfully met and why.
2. which ones you have not met and why.
3. what you need to change in order to meet your daily goals in the future.



REFLECTION:

This one step - choosing a goal and sticking to it - changes everything. ~**Scott Reed**

My Daily Goals

Successful Goals:

Question	Response
Which daily goals did you meet?	
How did you meet these goals?	

Unsuccessful Goals:

Question	Response
Which daily goals did you not meet?	
Why did you not meet these goals? (<i>What reasons?</i>)	

REFLECTION:

1. Look at the above tables. Were you more successful or unsuccessful?

2. If you did not meet all of your goals, explain what you can do to meet all of your goals in the future.

Me and My World

In this unit, you have thought about your identity, your values, your goals, how you get along with others, how to fill out personal information and how to handle stress.

ACTIVITY:

Pay close attention to your life for several days to see how your identity, your values, your goals and how you get along with others affect your daily life.

STEP 1:

Think about what you have done in this unit and how it applies to your everyday life.

STEP 2:

Observe yourself and the people around you to see how you get along with others, if you meet your daily goals, how you handle stress, etc.

STEP 3:

Answer the questions on the following pages. Provide solid examples of what you observe.

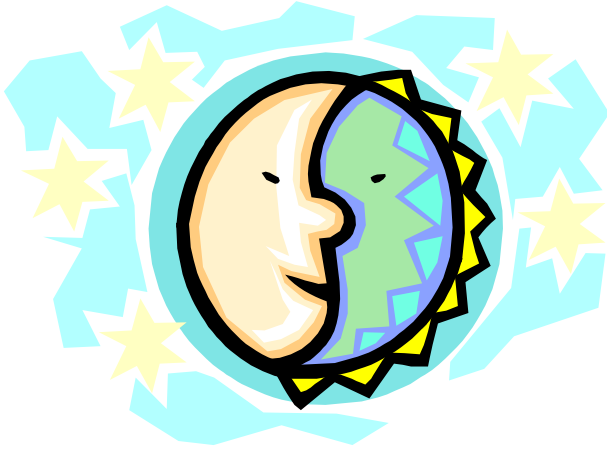
PURPOSE:

Learning is most valuable when can apply it to your own life.

Where to find real-life examples:

1. Did you meet your daily goals? Why or why not?
2. How do you get along with others?
3. How do you handle differences?
4. Did you have to provide personal information at any time?
5. How do you make choices?
6. How do you handle stress?

How do you feel about what you observed? Why do you feel this way?



"To thine own self be true,
and it must follow,
as the night the day,
thou canst not then be false to any man."
~**William Shakespeare**

All About Me

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
1. I can list my characteristics.		
2. I can explain my greatest successes.		
3. I can explain what displeases me in life.		
4. I can describe my talents.		
5. I can write a paragraph about me.		
6. I can rate my values.		
7. I can list my values in order.		
8. I can set goals for each day.		
9. I can set goals for each year.		
10. I can set goals for my life.		
11. I can follow my goals.		
12. I can explain how my values affect my goals.		
13. I can try to understand others.		
14. I can brainstorm ways we are different.		
15. I can think of ways to appreciate difference.		

COMPETENCIES What I can do.	IN PROGRESS	ACHIEVED
16. I can fill out forms with my personal information.		
17. I can list stresses in my life.		
18. I can think of ways to handle different stresses.		
19. I can connect what I learned to my life.		
20. I can look around me for examples of what I have learned.		
21. I can meet my daily goals.		
22. I can appreciate differences in others.		
23. I can handle stress.		
24. I can keep track of my learning in a journal.		

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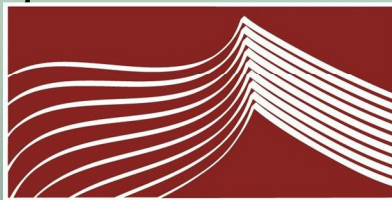
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