

# Life Management Unit 2

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# Life Management Unit 2

## Scope & Sequence

SCANS FOUNDATION SKILLS																		
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>Basic Academic Skills:</b>																		
Reading	X	X	X		X						X		X		X	X	X	X
Writing	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
Math	X								X				X				X	X
Listening		X		X		X	X			X		X	X	X	X	X	X	X
Speaking		X	X	X	X	X	X	X						X	X	X	X	X
<b>Thinking Skills:</b>																		
Creative Thinking	X			X		X						X						
Decision Making		X	X			X		X	X		X			X	X	X	X	X
Problem Solving				X		X	X	X					X	X	X	X	X	
Visualizing		X		X		X	X			X		X						X
Knowing How to Learn					X								X					
Reasoning	X	X	X	X	X				X	X								
<b>Personal Qualities:</b>																		
Responsibility	X					X					X				X	X	X	X
Self-Esteem	X		X			X	X	X	X	X	X			X				
Sociability		X	X	X	X		X	X	X				X	X	X	X	X	
Self-Management	X	X	X	X		X		X	X	X	X	X	X		X	X	X	X
Integrity/Honesty					X						X	X			X	X	X	

# Life Management Unit 2 Introduction

## RATIONALE

This unit asks, "How do I spend free time in a productive way?" To answer this question, one must first answer the question "What kinds of free time activities will offer fun, new skills, physical activities and self-growth?" To use time in a well-rounded way, it is important for students to determine the best activities for their free time.

## PURPOSE

The purpose of this unit is to give students information about free-time activities that will help them learn to have fun, relax, grow and learn.

## OVERVIEW

The information in Unit 2 leads students through activities in four areas: fun, physical, hobby or interest, quiet time and reflection. Each of these areas are important for the student to incorporate into free time. Students also will learn about working alone or with others and the importance of choosing activities that fit into the budget.

An evaluation guide is included after Lessons 4, 10 and 18. Self-assessment is a necessary and continual process for students. It is important to help students understand that they are building a portfolio of information that will reflect on their skills, abilities and accomplishments throughout this curriculum.

## ADVANCE PREPARATION

Read each lesson at least one day in advance in order to prepare discussion examples as well as other materials. For some lessons, you may need to prepare screen images or to complete forms or checksheets you will use as examples.

## MATERIALS & RESOURCES

All handouts, checksheets, worksheets and guide sheets for the students' *Transitions* Guidebooks are provided on the "Transitions CD". These materials are in the order mentioned in the lessons. Occasionally, a lesson will refer to materials from previous lessons. You will need to provide newspapers and telephone books for each student. In addition, you will need to use the movie, *Rudy*, for Lesson 11. In Lesson 12, you will need to provide inspirational materials, such as *Chicken Soup for the Teenage Soul* and other books and video and audio tapes.