

Personal Standards- Years 3 - 4 Level

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| Unit Objective-Leadership: | To teach skills to direct thoughts words and actions toward positive goals |
| Year Level Objective: | To develop skills for self-leadership |
| Lesson Objective: | To understand what personal standards are |
| Lesson Duration: | 15 minutes |
| Resources/Guides: | Personal Standards Resource/Hand out Leadership Poster |
| Lesson Concept: | Leadership is setting the example in my thoughts, words and actions for others to follow, and influencing myself and others toward positive outcomes. Self-Leadership is choosing thoughts, words and actions that I know will help me to move toward positive goals. |
| Extension Links: | Click here for a list of additional resources that link with the PLS Leadership concept |

Learning Experience

Open lesson by writing the words 'Personal Standards' on the board.

Referring to the resource, consider what people with high personal standards believe and do. Having high personal standards is a part of leadership.

People who show leadership qualities usually have high personal standards.

Handing out or displaying the resource, introduce the following scenarios and after each sentence, facilitate a discussion considering the numbered statements from the resource, asking the following questions:

Is this person displaying high personal standards? Yes or No.

Which of the statements relates to this example and your assessment of it?

- Peter wants to be chosen as captain of the sporting team. It has been awarded to someone else. Peter says unless he gets captain, he'll quit the team. (No, #4)
- You have been working hard on your spelling and in the latest spelling test you got 5 words wrong and you are disappointed. You throw the paper in the bin and slam the door. What's the point in trying? (No, #3)
- You really want to learn the guitar and you have had 3 lessons so far and it seems really hard. You decide to stick at it and keep trying and you know you'll get better. (Yes, #3)
- Sally has told her friend Kate that she will help her with her project, although now Jill has invited Sally out on the same day. Sally goes out with Jill and doesn't tell Kate. (No, #2)

Can brainstorm some other examples, or apply these questions to a current issue within the school or classroom.

Facilitate a discussion with students about the quote "*If it is to be, it is up to me*".

* What does this mean? How can you apply that to your personal standards?

**This statement is designed to promote self-motivation, and self-direction. If I want to achieve something, then I need to take positive action to achieve it. I don't have to wait for someone else to create it for me.*

In discussions, it can be worth noting that we can strive for balance in all things. Sometimes we have very high expectations of ourselves and it's important to be kind to ourselves as well, i.e. So, we try again when we don't achieve what we are hoping for, etc. Sometimes we have very big goals, and these can be broken down into steps.

We also don't have to do everything ourselves. While we want to be self-motivated and self-reliant, we can also ask for help when we need it.

End of Lesson prompt (discretionary): 'If you are having unhappy thoughts or feelings that are not going away, please come and see me' (for referral to School Counsellor)

Curriculum References

Personal Standards - Years 3 - 4

English

Language

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (**ACELA1476**)
 Examine how evaluative language can be varied to be more or less forceful (**ACELA1477**)
 Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (**ACELA1488**)
 Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (**ACELA1484**)

Literature

Draw connections between personal experiences and the worlds of texts, and share responses with others (**ACELT1596**)
 Discuss literary experiences with others, sharing responses and expressing a point of view (**ACELT1603**)

Literacy

Identify the point of view in a text and suggest alternative points of view (**ACELY1675**)
 Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (**ACELY1676**)
 Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (**ACELY1687**)
 Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (**ACELY1688**)

Mathematics

Science

Humanities and Social Science

The Arts

Health and Physical Education

Personal, Social & Community Health:

Explore how success, challenge and failure strengthen identities (**ACPPS033**)
 Explore strategies to manage physical, social and emotional change (**ACPPS034**)
 Identify and practise strategies to promote health, safety and wellbeing (**ACPPS036**)

Communicating & Interacting for Health & Wellbeing:

Describe how respect, empathy and valuing diversity can positively influence relationships (**ACPPS037**)
 Investigate how emotional responses vary in depth and strength (**ACPPS038**)

Reference: Australian Curriculum, Assessment & Reporting Authority [ACARA] (2014). Retrieved from <https://www.australiancurriculum.edu.au/>

General Capabilities

Personal Standards - Years 3 - 4

Personal and Social Capability

Self-awareness

Recognise emotions Describe the influence that people, situations and events have on their emotions

Recognise personal qualities and achievements Describe Personal strengths and challenges and identify skills they wish to develop

Understand themselves as learners Identify and describe factors and strategies that assist their learning

Develop Reflective Practices Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback

Self-management

Express emotions appropriately Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

Social awareness

Appreciate diverse perspectives Discuss the value of diverse perspectives and describe a point of view that is different from their own

Contribute to civil society Identify the various communities to which they belong and what they can do to make a difference

Understand relationships Describe factors that contribute to positive relationships, including with people at school and in their community

Social management

Communicate effectively Identify communication skills that enhance relationships for particular groups and purposes

Make decisions Contribute to and predict the consequences of group decisions in a range of situations

Develop leadership skills Discuss the concept of leadership and identify situations where it is appropriate to adopt this role

Literacy

Comprehending texts through listening, reading and viewing

Level 1b Comprehend texts Use informal behaviours that show consistent anticipation of events in regular routines to:

Respond consistently to social interactions with familiar people / Respond to questions / Respond to requests

Composing texts through speaking, writing and creating

Use language to interact with others Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating [texts](#)

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Pose questions To expand their knowledge about the world

Generate ideas, possibilities & alternatives

Consider alternatives Explore situations using creative thinking strategies to propose a range of alternatives

Seek solutions and put into action Experiment with a range of options when seeking solutions and putting ideas into action

Reflecting on the thinking & processes

Transfer knowledge into new contexts Transfer and apply information in one setting to enrich another

Analysing, synthesising and evaluating reasoning and procedures processes

Apply logic and reasoning Identify and apply appropriate reasoning and thinking strategies for particular outcomes

Ethical Understanding

Understanding ethical concepts & issues

Recognise ethical concepts Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes

Explore ethical concepts in context Discuss actions taken in a range of contexts that include an ethical dimension

Reasoning in decision making and actions

Reason and make ethical decisions Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions

Consider consequences Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others

Exploring values, rights & responsibilities

Examines values Identify and describe shared values in familiar and unfamiliar contexts

Consider points of view Describe different points of view associated with an ethical dilemma and give possible reasons for these differences

Intercultural Understanding/ ICT Capability

Interacting and empathising with others **Consider and develop multiple perspectives** Identify and describe shared perspectives within and across various cultural groups; **Empathise with others** Imagine and describe the feelings of others in a range of contexts

Reference: Australian Curriculum, Assessment and Reporting Authority (ACARA) (2016). *General Capabilities*. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Personal Standards

Personal standards are a set of behaviours that you expect of yourself. Your personal standards are reflected in how you treat yourself and how you treat other people and how you expect people to treat you.

When I have high personal standards, I:

1. Am kind and respectful even when things don't go my way
2. Follow through and do the things I say I will do, or let the other person know in advance
3. Apply myself to achieve my own personal best effort and try harder next time if the results aren't as high as I were hoping
4. Encourage others and be happy for their successes



Leadership



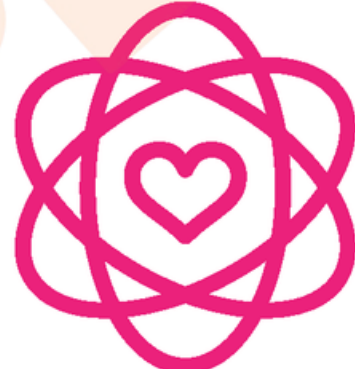
I am ALWAYS learning



My growth mindset



Self-Leadership Leading ME



My personal standard



I am a role model



Positive decisions