

# Fostering the 8 Strengths of Character-- Becoming a Spiritual Person Engaged in Crafting a Life of Noble Purpose

**Module Description** This unit will help the student to become more in touch with their inner self, to set personal goals, and to discover what makes him/her truly happy

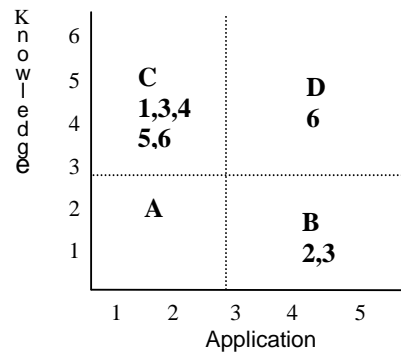
**Grade Level: 9-12**

**Instructional Focus** The goals of this unit include helping the student to seek a life of noble purpose, to formulate life goals and ways to pursue them, to consider existential questions, to cultivate an appreciation of transcendent values such as truth, beauty and goodness, to pursue authentic happiness, to possess a rich inner life and to pursue deep meaningful relationships with others, nature and a higher power.

**Iowa Core Essential Skills and Concepts** Teamwork, creativity, writing, focus and forward thinking, verbal communication, interviewing skills, self-awareness, collaborative real world problem solving, community service, self direction, being part of the solution, global awareness

**Big Ideas for Each Lesson**

1. Unit Introduction
2. Soul Searching
3. My Personal Mission Statement
4. Life Goals
5. True Happiness
6. Be a Hero



**Module Preparation**

- Read through each lesson plan the day before it will be presented. The following preparations will be needed:
- Lesson 1: Gather 3-4 dictionaries
  - Lesson 2: Run off copies of “Job Interview Tips/Questions” for each group of 2 students
  - Lesson 3.1: Run off copies of “Road Map” and “Road Map Challenge”  
Locate rulers for each group of 2 students  
Cut apart mission statements for matching
  - Lesson 3.2: Run off copies of “Winds of Fate/My Personal Mission Statement” one for each student
  - Lesson 3.3: Gather bright colored paper, markers, scissors, clear packaging tape (for laminating) and make a copy of “What is your life’s blueprint”
  - Lesson 4: Connect computer image projector and log on to the website OR run a copy of the “Dash” poem  
Make copies of “What will you do with your dash?” for all students
  - Lesson 5.1: Run off 2 copies of “What Makes You Happy” game for each 3-4 students and cut apart game cards
  - Lesson 5.2: Game cards from 5.1

**Module Title**  
**Outcome 7:**  
**Contributing Community Member**  
**And Democratic Citizen**

**Module Description**  
 Students and faculty learn the value of school and community.

**Grade Level:** 9-12<sup>th</sup>

**Instructional Focus**  
**(Purpose/Objective)**

- A contributing community member and democratic citizen...
- Contributes to family, classroom school, and community
  - Demonstrates civic virtues and skills needed for participation in democratic processes
  - Appreciates the nation’s democratic heritage and democratic values
  - Demonstrates awareness of interdependence and sense of responsibility of humanity

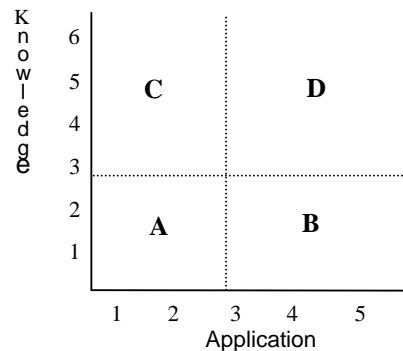
**Iowa Core**  
**Essential Skills and**  
**Concepts**

- Employability Skills
- Financial Literacy
- Health Literacy
- Technology Literacy

**Big Ideas for Each Lesson**  
**(List the big ideas for each lesson. Number the lessons and place the number of the lesson in the appropriate quadrant.)**

Students and faculty give back to the community. Students and faculty learn the value of the school and community working together for the benefit of all.

- Day 1 & 2: B
- Day 3 & 4: B
- Day 4: D
- Day 6 & 7: D
- Day 8 & 9: B
- Day 10: B



# Module Title: Self-Disciplined Person

1. Demonstrates self-control across a wide range of situations
2. Pursues physical, emotional, and mental health
3. Makes responsible personal choices that contribute to on-going self-development, a healthy lifestyle, and a positive future

## Module Description

This unit will help the students to demonstrate self-control across a wide range of situations; to pursue physical, emotional, and mental health; and to make responsible personal choices that contribute to continuous self-development, a healthy lifestyle, and a positive future.

**Grade Level:** 9-12

### Instructional Focus (Purpose/Objective)

Students will develop skills that will help them focus on self-control as they deal with issues including eating habits, exercise, stress, depression, alcohol and other drugs, and their own sexuality.

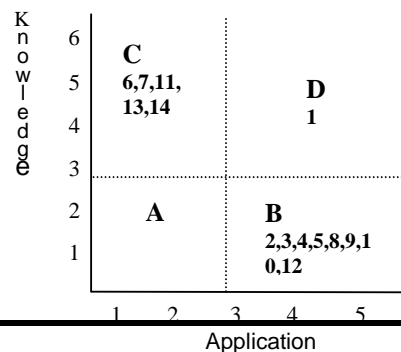
### Iowa Core Essential Skills and Concepts

**Health Literacy Skill:**  
Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society

**Employability Skills:**  
Communicate and work productively with others, incorporating different perspectives, to increase innovation and the quality of work  
Adapt to various roles and responsibilities and work flexibly  
Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals

### Big Ideas for Each Lesson

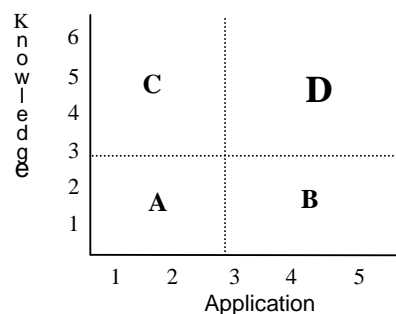
1. Guidelines for a Healthy Lifestyle
2. Self-Discipline vs. Procrastination
3. Self Control/Anger Management
4. Stress Management and Relaxation Techniques
5. Depression and Suicide Prevention



## Respectful and Responsible Moral Agent

**Module(s)  
Description**

**Rigor/Relevance  
Framework**



**Grade Level 9–12**

**Instructional Focus  
(Purpose/Objective)**

The specific goals of this unit are to facilitate respect among students as they interact with each other on a daily basis in school, on the playing field and in the workplace. By enabling students to take responsibility for their actions, and giving opportunities to set a good example for others, they will contribute to building a positive atmosphere within their community.

**Cross-Curricular  
Connections  
(Essential Skills  
and Concepts)**

Life skills implemented in curriculum based programs that focus on self-reflection, responsibility and respect for others.  
Using cooperative learning experiences through which social climate can be analyzed and changed for the betterment of the community.  
Encourage behavior which fosters respect for others in the community.  
Creating an atmosphere in which students can safely take responsibility for their actions.

**Student  
Learning**

Facilitate positive outcomes  
Ability to focus on goals  
Resolve conflicts non-violently  
Build engaging/ positive community relationships  
Reflect on each student's impact in the community

**Performance Task**

An effective Respectful and Responsible Moral Agent performance task provides an opportunity for students to contribute back to their community such as participating with a charity fundraiser event.

