

HAVINGHURST'S Developmental Tasks

Unit 1

TEENAGE - TRANSITIONS

Self Concept Notes.....	/10
Values/Goals Notes.....	/10
Vision Board.....	/30
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Havinghurst Developmental Tasks.....	/10
Emotion Notes.....	/10
Stress Notes.....	/10
Communication Notes.....	/10
Critical Thinking Notes.....	/10
Responsible Behavior Notes	/10
Role Model Notes.....	/10

FEEL GOOD MOMENT

Date _____	Date _____
Date _____	Date _____
Date _____	Date _____
Date _____	Date _____
Date _____	Date _____

TOTAL ___/___

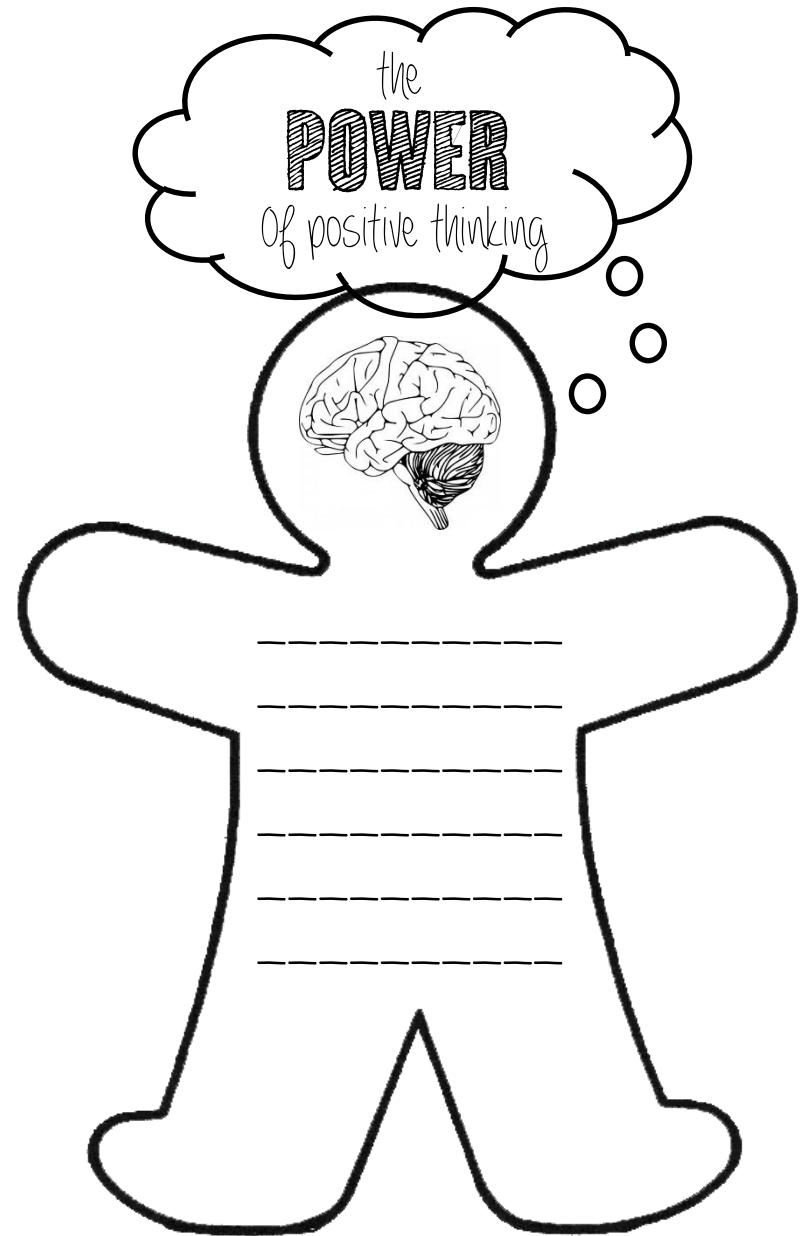
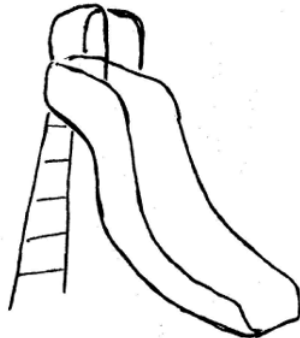
SELF-CONCEPT: _____

SELF-ESTEEM: _____

SELF-IMAGE: _____

SELF-CONFIDENCE: _____

Often our self-concept can feel like a game of Chutes and Ladders. Ladders are the things we do in life that bring us up and chutes are the things we do in life that bring our self-concept down. We are going to have both, they can't be avoided. We want to make sure we concentrate on obtaining more ladders than chutes.

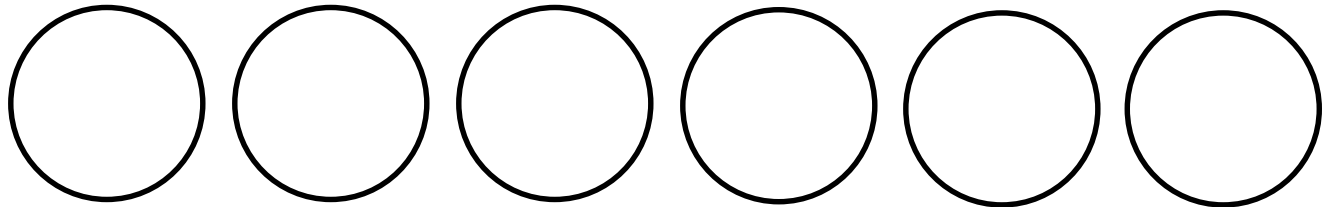




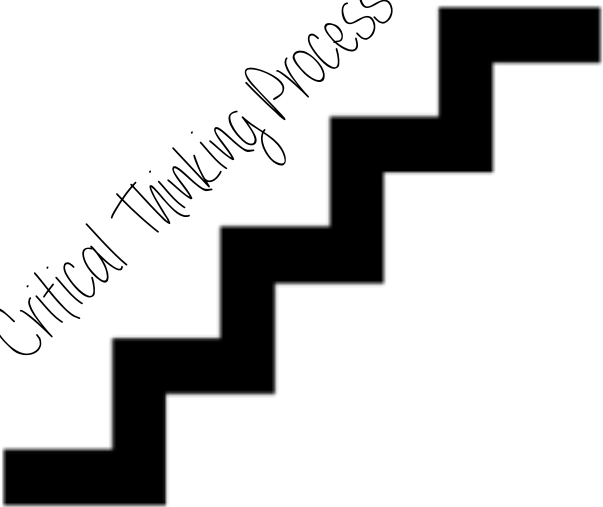
SMART goals
long term VS. short term



SMART goals
long term VS. short term



Critical Thinking Process



Unit 1 - Teenage Transitions

STRESS



VISION BOARD

What do you want in life? And how are you going to make it happen? A **vision board or road map** is a collage of images, pictures and affirmations that represent your dreams and desires (aka values and goals). Other names for a vision board include a dream board, treasure map or vision map. Vision boards are a great way to make you feel positive, and are helpful if you are using the **law of attraction** by keeping your goals and values in mind.

Rubric

Vision Board/Road Map

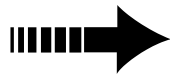
- At least 10 pictures/goals (3 must be college/career goals).
- At least 5 positive affirmations/words



___/20

Written Key

Write a 1 page reflection that gives deeper description to your vision board.



___/10

Questions to address in your written key:

- How do your values influence your goals?
- What are some things you can do now to make sure your goals are accomplished?
- How can focusing on the positive aspects of your life help you reach your goals?

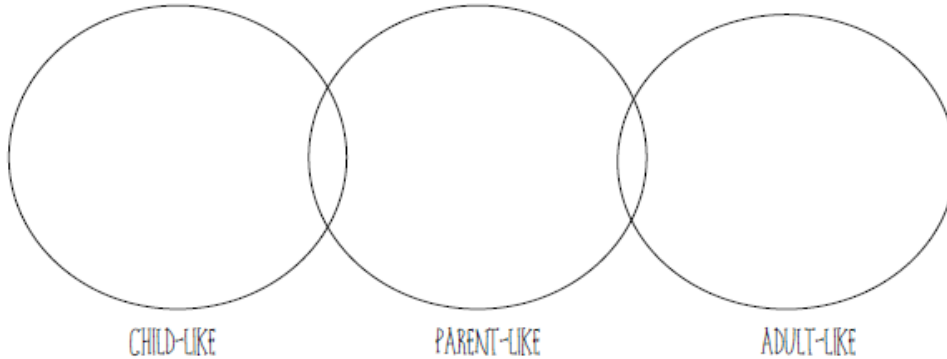
HOW
ARE
TEENS
LIKE

Chocolate chip cookies?



TYPES OF COMMUNICATION

Describe each type of Verbal Communication in the circles below:



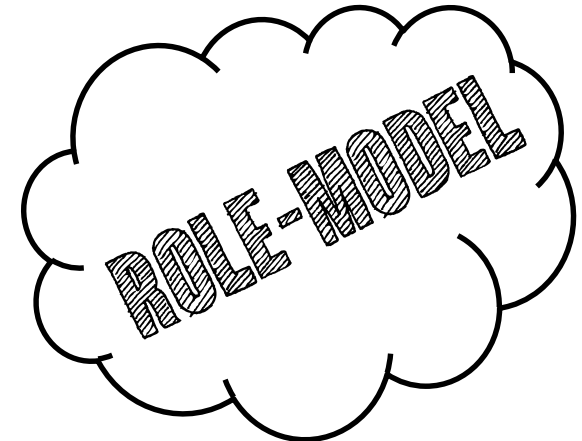
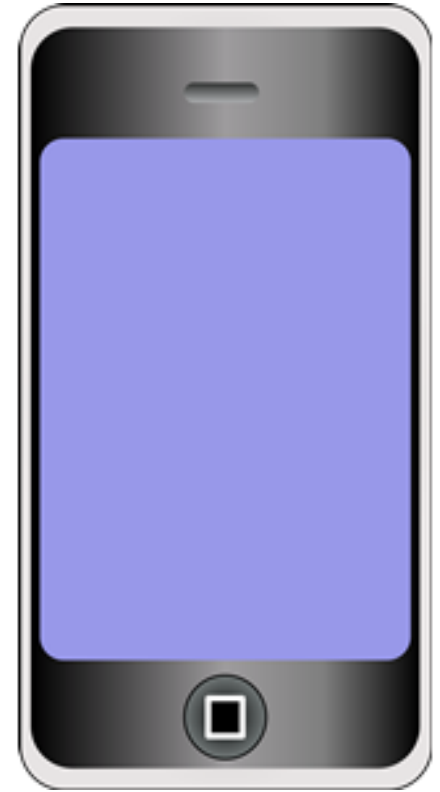
Define Non-Verbal Communication:

Make 2 bubble maps that illustrate examples of each. Include 5 examples for each.

DESTRUCTIVE
COMMUNICATION

CONSTRUCTIVE
COMMUNICATION

Avoidance



Unit 1 **Vocab**

The following are words that could be used during this unit. Please define the following as we go through this unit. Your definition must be a complete sentence.

Developmental Tasks: _____

Self-Image: _____

Passive Behavior: _____

Eustress: _____

Destructive Communication: _____

Come up with 5 additional vocabulary words and definitions that could be applied to the subjects taught in this unit.

Confrontation



Problem-Solving



I-MESSAGES

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