

TEACHING GUIDE

Module 1

DISCovering the Basics



DISCovering Me™ Curriculum

PeopleSmart World

Copyright Notice

COPYRIGHT© 2015 PeopleSmart World All Rights Reserved.

No part of this Teaching Guide may be reproduced in any form, including video recording, photocopying, downloading, broadcasting or transmission electronically, without prior written consent of PeopleSmart World.

Copyright protection includes content in the material generated from software programs displayed on the screen, such as icons, screen displays, and the like.

CONTENTS

DISCOVERING ME PHILOSOPHY	5
INTRODUCTION	6
CURRICULUM GOALS	6
CURRICULUM AIM	7
DEFINITIONS	7
REFERENCES	7
USING THE CURRICULUM	8
Module 1 Requirements	8
Teaching Needs	8
Planning the Year	8
Children who need support	8
Continue the learning	8
National Curriculum Framework	8
MODULE 1 ASSESSMENT	10
Assessment 1 – Criteria	10
Assessment 2 - Student Reflection	11
THE APPROACH	12
SETTING THE CONTEXT	13
Educator Involvement	13
Feedback and Observation	13
Mini Me for Kids Profile Survey	13
Introducing Lesson 1	14
BACKGROUND READING	15
The BEINGNESS Quotient	15
The History of DISC	16
The Four DISC Styles	17
Virtues of Character	19
Learned Optimism	20
TEACHING MODULE 1	21
Using the materials and resources	21
Student Primary DISC Style LIST	23
Worksheet 1	24
Activity - Rules of the Game	26
Activity - Toss the Wool	26
Using the Student Workbook	27
Workbook instruction and answers	27

Lesson 1 - Our DISC Personality Style	27
Lesson 2 - Learn all about Optimism	33
Lesson 2 – DISC Virtues of Character	37
Completion Exercise	40
DISCovering The Basics Reflection Questions Sheet	41
Lesson Plans	42
LESSON PLANS MODULE ONE	43

DISCovering Me Philosophy

We need to align our curriculum with the stated needs of students in their future lives.

If we accept that we need to prepare students for a vastly different future than we may have known, then our understanding of the focus of education needs to shift.

- Arthur L. Costa & Ben Kallick, Dispositions Reframing Teaching and Learning

Fundamentally, each child is a unique individual who needs a safe, compassionate, and stimulating environment in which to grow, develop and mature on all levels of their *beingness* - emotionally, intellectually, physically, and socially. Students must be successfully equipped with not only life skills for today, but also for a very different and changing future and environment than what currently exists today. Education for a lifetime of harmonious relationships and leadership effectiveness requires the development of skills, attitudes and the shaping of character. It is our commitment as instructional designers and educators of the *DISCovering Me Curriculum* to support students to develop to their fullest potential in these areas.

There are four elements that we believe are conducive to establishing such an environment:

1. The teacher acting as a guide.
2. The child learning and developing human qualities (virtues of character).
3. The child learning and developing people-literacy skills (understanding observable behavior in self and others).
4. The child learning and developing effective communication and leadership skills.

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they proactively learn to find answers to their questions. For students to construct knowledge, they need to be given the opportunity to discover for themselves and practice life skills in authentic and real situations, for becoming conscious of behaviors, attitudes, motivations and fears in self and others.

Providing students access to hands-on activities and games and allowing adequate time and space to use materials that reinforce the *DISCovering Me* lessons being studied, creates an opportunity for individual discovery and construction of knowledge to happen. Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and relationships. Developing a curriculum around human relationships and life skills fosters essential motivation and stimulates a child's passion to learn and develop high self-esteem.

Supporting students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a thoughtful approach to correction. Lesson plans have been designed to encourage peer and group dialogue. An accelerated learning approach has been used because learning is not all merely "head" learning (conscious, rational, "left-brained," and verbal) but involves the whole body/mind with all its emotions, senses, and receptors. Because teachers are encouraged to find teachable moments for developing human qualities (virtues) such as being caring, showing compassion, peacefulness, responsibility and flexibility, classroom culture becomes conscious and supports the child to honor diversity. The emphasis is on giving students a voice and of this voice being acknowledged and heard, for students to feel free to express themselves openly and authentically.

Children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. Student workbooks for each module give clear expectations

and outline the importance of every activity, and provide a medium for students to give examples of activities they complete.

In our competitive society it is important for students to not only receive a solid education, but to work with teachers who are aware of and sensitive to their individual needs and who are themselves *people-literate*. It is the hope as instructional designers and educators that the *DISCovering Me Curriculum* empowers teachers to instill a love of learning in their students, as they share the lessons with them.

Introduction

The *DISCovering Me Curriculum* is a series of Modules designed to cover students' aged 10 – 14yrs. The modules have been designed to easily integrate into the curriculum (inquiry/topic/theme of each term), the disciplinary system and culture of any school or organisation.

Each module introduces the following themes:

- **MODULE 1** – *DISCovering The Basics*: DISC personality style, virtues of character & resiliency.
- **MODULE 2** – *Creating A Classroom Culture Of No Bullying*: Anti bullying tools and strategies.
- **MODULE 3** – *Bringing Out The Best In You And Me*: Cultivating and developing virtues of character.
- **MODULE 4** – *The Essence Of Communication*: The ARC Model, attitudes and behaviors.
- **MODULE 5** – *The Essence Of Leadership*: Traits, qualities, attitudes and behaviors of a leader.
- **MODULE 6** – *Developing High Self-Esteem In Children*: Gaining a personal sense of self worth.

The curriculum modules have been designed to build on each other, however once Module 1 has been delivered (the foundation module), Module's 2 – 6 can stand-alone. However we recommend that as if you are intending to use the curriculum for creating change to your culture and school/organization community, the modules be delivered in sequential order.

Curriculum Goals

Students having participated in the curriculum will:

- Engage effectively in collaborative discussions, and prepare by reading or studying materials that will be discussed or is related to the *DISCovering Me* module topics.
- Be given opportunities to make comments that contribute to discussions and elaborate on the remarks of others, review the key ideas expressed during these discussions, and draw conclusions based on what they have learned for developing active listening, and virtues of character.
- Correctly apply terms related to observable behavior, effective communication and leadership skills and virtues of character.
- Demonstrate the ability to use interpersonal communication skills to enhance personal, family and community relationships.
- Use decision making processes for identifying healthy and unhealthy competitive behaviors, and for identifying strategies for developing harmonious relationships.
- Use communication skills to deal effectively with influences from peers and media when faced with bullying behaviors and situations.
- Engage in activities that encourage self reflection and awareness of personal attitudes, motivations and fears.

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.
- Recognize instances of discrimination and act responsibly to support their own rights and feelings and those of other people.
- Specify individual responsibilities and take collective action for care and safety of other people in their school and in the wider community.

Curriculum Aim

To empower educators and provide tools and strategies for creating an environment where children can learn and develop life skills such as people-literacy, self-awareness, and human qualities or virtues of character – caring and happy children with high self-esteem, who willing take responsibility for their own actions and show respect and empathy for others.

Definitions

- *People-literacy*

Effectively being able to apply the skill and ability for observing and interacting with another human being.

- *Observable behavior*

Behavior is the way in which one acts in response to a particular situation or stimulus. Observable behavior is an action that can be seen and experienced in the environment.

- *Virtue of character*

Admirable and good distinctive human quality experienced by others that are universally valued by all cultures.

- *DISCovering Me*

The DISC part of *DISCovering Me* is an acronym for *Dominance, Influence, Steadiness* and *Compliance* that describe the four primary personality styles in the DISC four quadrant model. Dr. William Moulton Marston first created the model in the early 1920's, because of his interest in the emotions of normal people and what being able to identify behavioral patterns could predict about them.

References

- The Virtues Project Educator's Guide by Linda Kavelin Popov.
- Dispositions Reframing Teaching and Learning by Arthur L. Costa & Bena Kallick.
- Learning and Leading with Habits of Mind by Arthur L. Costa and Bena Kallick.
- Learned Optimism by Martin Seligman, PH.D.
- Kia Kaha Teaching Guide – Safer Communities Together 1994.
- GRIP for Leadership – www.gripleadership.co.nz
- Excuse Me Your Personality is Showing by Carol Dysart.
- The Platinum Rule by Dr. Tony Alessandra.

Using the Curriculum

Module 1 Requirements

It is a requirement that Module 1 be delivered before Modules 2 to 6, as Module 1's content is referred to throughout all other modules – DISC personality styles, communication skills and leadership qualities. For those students that have not participated in Module 1 it is recommended that a teacher support them to complete Module 1's student workbook prior to participating in any of the other modules.

Teaching Needs

The Curriculum has been designed to include six modules, with activities and exercises in each. Once Module 1 has been delivered Educators can choose to deliver modules 2 to 6 in any order, when planning a program to meet the needs of the class, group or school.

Planning the Year

It is recommended that Module 1 and Module 2 and 3 be delivered at the beginning of the year for encouraging a bully free classroom environment and culture, where students feel valued, and can value others. And for teaching each child about their personality style and virtues of character for developing a classroom culture that honors diversity, encourages students to take responsibility for their actions and thinking and for developing empathy for others.

Children who need support

Children that have reading and/or writing and physical disabilities will need support to complete some of the exercises and activities in each module. A teacher that is aware of this will need to take steps to ensure that these students are supported throughout each lesson. Take some time to read through the student workbook and lesson plans. Consider and check the following:

1. Check each section of the student workbook to see what might be challenging to the child.
2. Consider special preparations for students who might find the activities/exercises physically or mentally challenging.
3. Consider assistive technology to modify any of the instruction.

Continue the learning

Teachers will need to reinforce the learning throughout the year by displaying the flip charts used in each lesson in the classroom. This allows the teacher to refer back to them when “teachable moments” occur.

National Curriculum Framework

The *DISCovering Me* Modules link with the National Curriculum area of Health. The following are two examples of essential skills the curriculum focuses on:

- **Social pressures and influences.** Provides opportunities for students to analyze personal and social pressures to engage in risky and bullying behaviors, such as media influence, peer pressure, and social barriers.
- **Personal and social competence, and self-efficacy.** The curriculum builds essential life skills — including communication, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management — that enable students to build their personal confidence and deal with social pressures.

For each skill, students are guided through a series of developmental steps:

- Discussing the importance of the skill, its relevance, and relationship to other learned skills.
- Presenting steps for developing the skill.
- Modeling the skill.
- Practicing and rehearsing the skill using real-life scenarios.
- Providing feedback and reinforcement.

Module 1 Assessment

We recommend that for assessing your students you use a comparison of Assessment 1 (Teacher’s observable behaviors and attitudes) and Assessment 2 (Student reflection).

Assessment 1 – Criteria

The following are student behaviors that can be seen and heard in the environment by the teacher, for assessing student skills competency.

Student Name:	Criteria				
Date:	1	2	3	4	Points
Skills	None of the time	Some of the time	Most of the time	All of the time	
Self Awareness					
Can articulate the life focus, needs and fears of their personal DISC style					
Awareness of Others					
Can articulate the life focus, needs and fears of another person’s DISC style					
Flexibility					
Shows a willingness to listen and to be open to the opinions and feelings of others					
Is willing to adapt their behavior and let go of a habit to learn a new one					
Courage					
Willing to try something new that requires a new skill set and does not give up					
Demonstrates the willingness to be direct and forceful when faced with adversity					
Is able to confidently communicate when faced with a challenging situation					
Admits to making a mistake and then does the right thing					
Friendliness					
Demonstrates a genuine interest in other people					
Willingly shares their personal belongings with others					
Willingly shares time, ideas and feelings with others					
Patience					
Demonstrates calmness and tolerance when faced with a difficult or frustrating situation					
Shows acceptance when self and others make mistakes					
Demonstrates the willingness to wait without becoming anxious or frustrated					
Integrity					
Can demonstrate honesty and sincerity with others					
When making a mistake is willing to admit the mistake and will agree to and demonstrate they are rectifying the situation					
Keeps agreements they make with others					
Resiliency					
Uses statements and words that are optimistic to express themselves					
Demonstrates determination when faced with a difficult situation					
Is able to express how they are feeling in a positive way when making a mistake					

Assessment 2 - Student Reflection

Here are 10 questions to help your students reflect on Module 1. You could use these informally for discussion when you have a few minutes or for a more personal reflection experience. Or take a few of your favorites to use for a survey or as writing/journal prompts.

Print out one *DISCovering the Basics* Reflection handout (Page 41) for each student to use as part of this process. Some students who have dyslexia or find writing a challenge may want to draw a picture for each of the questions along with three descriptive words for each of their pictures.

1. What is something we did in the *DISCovering the Basics* lessons that you think you will remember for the rest of your life?
2. What was the most challenging part of the lessons for you?
3. What are the three most important things for you that you learned about yourself?
4. What are the 6 adjectives that best describe your experience of the *DISCovering the Basics* lessons?
5. Out of the five virtues you have learned and developed, which one do you think will be the most helpful one to practice when you start high school? And how will you practice it?
6. Now you know about your DISC personality style what five words best describe you?
7. If you could travel back in time to before you did *DISCovering the Basics* what advice would you give yourself?
8. If you were a teacher and students were not listening to you, which two of the five virtues would you call on? When using the virtues what would you be saying and doing?
9. If you could give one gift to every child in the world from what you have learned in the lessons what would it be?

The Approach

Holistic

The *DISCovering Me Curriculum* uses a holistic approach to teaching and learning. A holistic view means that we are interested in engaging and developing the whole child. You can think of this as different levels - physical, emotional, mental and spiritual. It's the concept that the human being is multi-dimensional. We have conscious and unconscious aspects, rational and irrational aspects and so on.

Human beings are made up of not just intellect, but emotion, instinct, and intuition as well. We support children to use all of their 'multiple intelligences' that means insight, rationality, logic, emotion, hunches, gut feel, creativity, as well as a sense of harmony and rhythm.

Accelerated Learning

Accelerated learning (A.L.) is the most advanced teaching and learning method in use today. What makes accelerated learning so effective is that it's based on the way we all naturally learn. A.L. unlocks much of our potential for learning that has been left largely untapped by most conventional learning methods. It does this by actively involving the whole child, using physical activity, creativity, music, images, color, and other methods designed to get students deeply involved in their own learning.

Children learn best when they are in the following optimal learning environment:

- ***A Positive Learning Environment.*** Children learn best in a positive physical, emotional, and social environment, one that is both relaxed and stimulating. A sense of wholeness, safety, interest, and enjoyment is essential for optimizing human learning.
- ***Total Learner Involvement.*** Children learn best when they are totally and actively involved and take full responsibility for their own learning. Learning is not a spectator sport but a participatory one. Knowledge is not something a learner passively absorbs, but something a learner actively creates. Thus A.L. tends to be more activity-based.
- ***Collaboration Among Learners.*** Children generally learn best in an environment of collaboration. All good learning tends to be social. Whereas traditional learning emphasizes competition between isolated individuals, A.L. emphasizes collaboration between learners in a learning community.
- ***Variety That Appeals To All Learning Styles.*** Children learn best when they have a rich variety of learning options that allows them to use all their senses and exercise their preferred learning style. Rather than thinking of a learning program as a one-dish meal, A.L. thinks of it as a results-driven, learner-centered smorgasbord.

Setting the Context

Educator Involvement

Educators delivering the curriculum are required to attend an Educator’s training webinar prior to teaching Module 1. This is to ensure that fundamental concepts are understood and to give educators an opportunity to ask any questions they might have.

Teachers that have children participating in the programme must have a basic understanding of the DISC model and have completed a DISC online profile questionnaire prior to attending the Educator’s training webinar. Teachers can send an email to sadavis@clear.net.nz asking for a profile link to be sent, for completing their DISC online questionnaire. A DISC Profile Assessment Report will be emailed to the teacher, and if requested to the school’s principal as well.

For the programme to be successful it is important that children are encouraged to apply what they have learned from the programme when they are in the classroom interacting with each other or with you as their teacher. Place flipcharts in the classroom and refer to them when those “teachable moments” occur.

Feedback and Observation

After the programme children have a language to describe DISC behaviours, will understand how to practice the 4 virtues and will also be able to observe others using the virtues. So observation, feedback and acknowledgement by the teacher is critical for further developing what has been taught, and for consciously integrating new ways of being into the classroom culture.

Children are taught what the needs, motivations and fears are of the four DISC primary styles. And learn how they can begin to adapt their style when in different situations with other styles. They learn that there is no good or bad style, and that behavior is just behavior. It depends on the situation they find themselves in whether the behavior is judged to be good or bad.

It is important to notice when children are adapting their style. When they are in situations that call for them to be a different way than their natural style, let them know that you have noticed the behavior, and that you appreciate them adapting to the situation.

Also if they are seen practicing the “friendliness” virtue give them feedback in regards to their behaviour e.g. *“I really like the way you are being friendly to John who is new at school this week”* (if the child is a C style as they can be shy with approaching people that they don’t know).

Mini Me for Kids Profile Survey

INSTRUCTION: Print one copy per student

Prior to the programme the child’s teacher must complete a *Mini Me for Kids Profile Survey* on each child, to identify what primary DISC style they are, as children will be working with their profile in lesson 1. Having identified each student’s DISC style, create a class list of styles using the Student Primary DISC Style List (Refer to page 23). This list will be used in lesson 1 to give, students their primary DISC style for transferring into the workbook.

Before completing each student’s survey, observe the child’s behavior while in the classroom, during breaks and when they are in the playground. Take your first thoughts, and DO NOT assume what behaviors the child has, as you must see them demonstrating these behaviors in the environment – classroom, playgrounds, hall, library etc.

IMPORTANT NOTE: Read the survey instructions before starting.

Work Sheet 1 – DISCovering Me

INSTRUCTION: Print one copy per student.

Before the first lesson give children participating in the module Worksheet 1 to complete, either as homework or in the classroom. This will give each child an opportunity to start an inquiry into what kind of personality they have and what types of behaviors they like and don't like in themselves and in others.

Introducing Lesson 1

It is important that students be introduced to lesson 1 in the correct way. They will want to know all about it but it is quite good to keep an element of surprise. We want to encourage participation and also create a safe space for them to learn in.

Here is an example introduction that a teacher can use:

"Tomorrow you will be participating in a very special and fun lesson called DISCovering the Basics. You are going to learn all about your personality style, and be given tools that will help you have more confidence. And you are going to also learn about some virtues or qualities that we all have inside us. Can anyone give me some examples of what virtues or qualities they might have inside them? Have a short discussion on what some virtues might be."

Examples...

Friendliness is... being kind to someone you don't know that well or have just met for the first time. Friendliness is being open and welcoming with others, so that they feel comfortable being with you. When you are being friendly, you are willing to share your things, time and feelings with others.

Courage is... Courage means being afraid and doing the right thing anyway. It is doing or saying what needs to be done or said. Even when it is not easy or it feels scary. Courage is to keep going even when you feel like giving up. It takes courage to try doing new things. It is speaking with someone and telling them that you made a mistake and then doing the right thing.

Respect is... having an attitude of caring about people. It is about valuing ourselves and valuing others. We show respect by acting and speaking with courtesy, by showing that we consider what the other person is saying or doing.

NOTE: If you have been teaching other virtues in the classroom for enhancing and developing your school's culture also use these virtues as examples.

Background Reading

The following information is required reading by the Educator before delivering Module 1.

The BEINGNESS Quotient

Neuro-scientists are proving that there are three “brain centers” in everyone. They are developed in proportion to our awareness and practice of each one. All three of these centers - or brains - determine the degree to which we think, feel and react to what we are experiencing in our world.

We process our thoughts through three centers, our mind (head center), and our heart (heart center) and our gut-level (gut center) instincts. These three centers are all activated by our thoughts. These *neural networks* underlie our behavior, emotions and feelings and are the multiple “intelligences” that we draw upon. They determine how we speak about and respond to the different areas of our life. (See Eban Pagan’s video at <http://www.youtube.com/watch?v=k0LcfsQhuao> on this subject.)

Your personality doesn’t just drop in on you from out of the blue. It comes from early decisions you made and the NEEDS, EMOTIONS and FEARS that drive your behavior because of those decisions. You express who you are based on your perceptions. And DISC is a needs motivated, observable behaviour system.

When an adolescent knows their DISC style, how will they apply it in life?

The results we get relate to how well we recognize our needs and emotions, and how well we recognize if fear-based behavior is running the show. Once seen, we then have the power to choose how we respond from moment to moment. If a child’s results do not empower them, then they need to be encouraged to look and see what mindset or belief is driving that behavior.

Who are they BEING? That will tell them what they are thinking and which attitudes are reflected in their mindset. Then, if the results they are getting could use improvement, they can accept – or change from that point forward.

Human beings have both intelligence and emotional patterns of behaviour, which, is why it is so helpful for children to understand their DISC style. Once seen mentally and emotionally, they can make new choices in how they think - which affects how they are BEING in life.

BEINGNESS is a function of the integration of these three parts:

1. **Our IQ** - Intelligence Quotient: our aptitude, cleverness and how we use our brain.
2. **Our EQ** - Emotional Quotient: the beliefs, mindsets and feelings that we have.
3. **Our PQ** - People Quotient: the understanding and knowledge about what drives, motivates and influences the actions of people.

Not only behavior but cultural, spiritual and religious beliefs also influence these three quotients. When you put them all together, you have a *BEINGNESS QUOTIENT* or BQ.

The History of DISC



In the early 1920's Drs. Carl Jung and Sigmund Freud were fascinated by their new studies of what caused the "abnormal behavior" of the criminally insane. However an American behavioral scientist and researcher, Dr. William Moulton Marston, was doing another type of research. More interested in what makes most people "tick" he was looking into the "Emotions of *Normal People*" and what being able to identify behavioral patterns could predict about that person's likely, predictable needs-motivated behavioral style.

Marston had observed four common patterns of emotions and saw that they were experienced by all "normal" human beings. He noted their predictability, depending on which type of observable behavior he saw. Drs. Jung and Freud's work was at the very beginning of what now has become the study of psychotherapy. Their work later led to a popular psychological profiling tool, the MBTI or *Myers-Briggs Profile*.

Often people assume that *DISC* is another variation on this profile, but in fact, the two are very different. What Marston's scientific research concluded was that behavior and what motivates it falls into consistent patterns, each based on very different mindsets, values, and perceptions about how life occurs. He saw that each style's preferences showed which internal needs – and fears – motivate each behavior. Dr. Marston gave each style a scientific behavioral name based on the fact they each were **OBSERVABLE** as operating in that pattern.

The first initials of these four scientific terms are how we refer to this system by calling it DISC an Acronym that stands for the four DISC Dimensions...

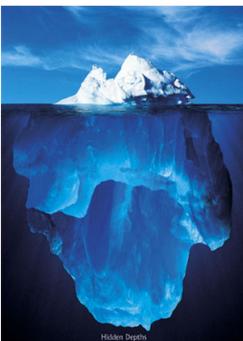
Dominance Influence Compliance Steadiness

Marston said these four major terms are observable and they each have a very different focus as well as they each are driven by or motivated by very different **NEEDS, EMOTIONS, and FEARS**.

THE DISC MODEL - Definition of "Behavior"/ "Behavior

Dictionary answer: *be-hav-i-or*/ bi'hāv-yər - The way in which one acts in response to a particular situation or stimulus.

Synonyms for *behavior* - conduct - demeanor – demeanor deportment.



Marston determined that almost 90% of our underlying thoughts have an emotional cause. In other words, 90% of what causes our behavior is *invisible*! So that means only 10% of what is causing our behavior is visible! But Marston didn't leave us there to wonder. He also showed us that while observable behavior is just the tip of the iceberg, it tells us plenty! Once you are able to see the signs on the surface you can then know the behavior. Then, if you know what usually is driving that certain behavioral style's patterns, you also have a pretty good chance of guessing the person's thoughts, mindset, and behavioral style underneath it all!

You get more answers by fine-tuning the visual feedback through questions.

DISC-literate people understand the four distinct behavioral patterns and the emotions that drive each of them. So even though most of us are a blend of more than one, it is our primary style everyone sees and relates to. Whether male or female, young or old, at the top or the bottom of the pecking order, or we come from a culture that is different from others around us, our behavioral style shows up the minute we walk in the room.

Our style is telegraphed in several ways:

- The way we shake hands
- How we react to stress
- How we maintain the environment we are in
- How we make decisions
- How we answer the phone...and in many other ways

The more people literate we are, the more we recognize and can “translate” the presenting style to include an understanding of the 90% that is hidden. This, then, allows us to predict the other person’s needs and adjust our own behavior to improve the flow of our interactions with them. Marston noted that a most defining aspect of each major primary style is the MINDSET!

Observable Behavior Defined:

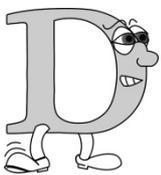
Observable Behavior = Actions that are SEEN and experienced or felt by others. Observable behavior is affected by the intensity of the energy and self-confidence we have and whether we are fast paced or slower paced. And whether we are OPEN and focused on People or GUARDED and focused on the Task also helps define the differences in our style.

The more OPEN we are, the more trust we have because our orientation is that *life is a safe space and favorable to operate within*. If we are GUARDED, we think that life is more antagonistic meaning we have to pay more attention to controlling the task (and others) in order to get things done!

Behavior is an outward display of our thoughts, beliefs and mindset.

A DISC profile does not classify people in and of itself. There are no good-bad categories and the system does not rank people in any way. It simply reports how much *energy* the person invests in each area of life. Each style has a distinct way of approaching life, based on those things that are most important to them. Here’s a quick summary of each.

The Four DISC Styles



Those with a high need for Dominance...

Approach big picture problems in a competitive, aggressive, decisive and results-oriented manner. When their D graph is their highest, you can count on them to move fast, feel comfortable taking risks and they like to get things done now! Those highest in D also prefer it when they can be in charge, take control and when they have the authority to make decisions. They thrive in environments where there is both change and challenges. High D’s can also be impatient, overbearing and may even seem rude to those who are not so active and outgoing.

They are not known for being the greatest of listeners and they are prone to making snap decisions, rather than carefully thinking things through. Depending on the person’s style that they are with, some may see D’s as self-centered, demanding, blunt and overly aggressive. But those same qualities may “translate” into words like pioneering, assertive, adventurous, and leaders!



Those with a high need to Influence...

Are talkative, sociable, optimistic and lively. They love people and are comfortable being spontaneous, energetic and enthusiastic. I's are positive, trusting, and good at influencing others to come along with them.

While they are focused on people their High I tendencies may also be inattentive to details. Others with little intensity in the I dimension complain they are overly talkative and emotional. They may over-promise because they are so optimistic that they can meet any deadline. They are eager to do a good job and get acknowledged or recognized. Low I styles may perceive those high I-styled people as careless, impulsive, unfocused, and lacking in follow-up. High I's say they can always get around to the details later, but if they can help other people be happier, that's their priority!



Those with a high need for Steadiness in the environment...

Tend to be calm, loyal, patient, and modest, laid back and structured. They are eager to help, are systematic planners, and make excellent team players. S styles are patient listeners, trustworthy, and most have a good balance between tasks and people. They are very persistent and seldom forget – either good things you do... or the bad!

S styles need stability and security and, therefore, need help with change. They may be too willing to pitch in and at times are taken advantage of by others – especially those High D styles who need them the most. Others may perceive S styles as too slow, stuck on the status quo, indecisive, stubborn or even quietly resentful. But the S would rather keep the responsibility for themselves because they think no one else could do it as well as they do, and they take their criticism graciously rather than to have something fall “thru the cracks” and let the team down.



Those with a high need for being Compliant...

Are precise, logical, matter-of-fact, analytical and produce high quality work but may over-use that strength when it comes to focusing too much on the details, becoming nitpicking, or slow and losing the big picture. Others think they often get lost in the analysis, “focusing on the trees instead of the forest. C's occur to the people-focused others as too critical, distant, pessimistic, and even cold. C's are careful when it comes to maintaining the quality in an organization.

The “P” Words – a tool to help you remember

In teaching DISC, it seems easier to remember the focus of *each dimension* when they have a single word that reflects the primary Focus of each DISC Dimension. Therefore, the following four words, each starting with the letter “P”, may help make it easier to remember the primary focus of each DISC Dimension:

D's like Problems to Dominate... The High D thinks their best results happen when they take charge, dominate leadership, and can direct others to get the job done. (This way no one can take advantage of them or take over control.)

I's like People to Influence... The High I thinks their best results come when they can influence others to join in with them to get things done. (This way no one will feel left out.)

S's like to keep the Pace (of the environment) Steady... The High S thinks that to get the best results it is important to provide a steady environment for the team and there is no sudden change. (This way no one will put them on the spot or get upset.)

C's like clear Procedures with which they can Comply... The High C thinks that the best results come when everyone follows the rules and like it when the rules are defined and set by others. (In this way things won't fail and they won't be criticized or called “stupid”.)

Virtues of Character

Human qualities or virtues of character are within all of us. They are what make us human and are universally valued by all cultures. The virtuous person becomes a sage who has and acts on knowledge of the good. The Greek philosopher and scientist Aristotle, reasons that in order to become virtuous we must develop habits of doing moral deeds.

It begins in a person's childhood. Virtuousness does not come naturally. It is up to us to become virtuous. The potential is there in all of us, but virtuousness requires nurturing and modeling at a very young age.

Personal responsibility is required for maintaining it throughout adulthood. We can help children to become virtuous if we help them do deeds which are pleasant, and if we associate pleasure with doing them. Children then connect feelings of pleasure with the doing of good deeds. For example, we can teach generosity by being kind to other people, and reward our children with praise when they behave in a generous way. And when they're selfish, we need to reprimand them for not doing the proper thing. Children develop positive feelings with doing the right act, and negative feelings for doing the wrong act.

Aristotle taught that once a child has learned to associate good deeds with pleasant feelings, the child will eventually then do good deeds on his own. And the deeds will not remain based on feelings alone, but on a cognitive level as well.

Eventually children do virtuous deeds because they become the right thing to do, and because they discover they actually feel better for doing them. They come to the conclusion that the examples they've been taught really do make sense. When knowledge blends with an activity, then a deed becomes "goodness for goodness sake." And when this point is reached, authority figures no longer become necessary because good behavior has been internalized. This is how a virtuous character is developed.

The Virtues Project Educators Guide written by Linda Kavelin Popov is a must read for all teachers delivering the *DISCovering Me* Modules. It is a resource that has been designed to support and give Educators the tools for creating an environment where virtues of character can be nurtured and developed in children. *The Virtues Project* methodology applies 5 strategies. These are outlined in the guide that also gives you some great examples, activities and exercises to apply in the classroom. You can purchase the Guide by going to www.thevirtuesproject.org

Overview of The Virtues Project 5 Strategies:

1. **Speak the language of the virtue:** Virtues are used to acknowledge guide and correct.
2. **Recognize teachable moments:** Look for what you want in the child, not what it is that you don't want.
3. **Set clear boundaries:** Use clear ground rules that are based on virtues and use a positive approach to discipline, emphasizing both assertiveness and restorative justice.
4. **Honor the spirit:** Use strategies that address the spirit in a way that respects our diversity – sharing circles, participation in the arts and moments of silence in the classroom.
5. **Offer the art of spiritual companioning™:** Supports healing and encourages moral choice and allows the safe expression of feelings.

Learned Optimism

Source: http://en.wikipedia.org/wiki/Learned_optimism

Wikipedia's learned optimism's definition is that the idea in positive psychology is that a talent for optimism, like any other, can be cultivated. It is contrasted with **learned** helplessness. Learning **optimism** is done by consciously challenging any negative self-talk.

Learned optimism was defined by Martin Seligman and published in his 1990 book, *Learned Optimism*. The benefits of an optimistic outlook are many: Optimists are higher achievers and have better overall health. Pessimism, on the other hand, is much more common; pessimists are more likely to give up in the face of adversity or to suffer from depression.

Seligman invites pessimists to learn to be optimists by thinking about their reactions to adversity in a new way. The resulting optimism—one that grew from pessimism—is a learned optimism. The optimist's outlook on failure can thus be summarized as, "What happened was an unlucky situation (not personal), and really just a setback (not permanent) for this one, of many, goals (not pervasive)".

Other differences exist between pessimists and optimists in terms of explanatory style:

Permanence: Optimistic people believe bad events to be more temporary than permanent and bounce back quickly from failure, whereas others may take longer periods to recover or may never recover. They also believe good things happen for reasons that are permanent, rather than seeing the transient nature of positive events. Optimists point to specific temporary causes for negative events; pessimists point to permanent causes.

Pervasiveness: Optimistic people compartmentalize helplessness, whereas pessimistic people assume that failure in one area of life means failure in life as a whole. Optimistic people also allow good events to brighten every area of their lives rather than just the particular area in which the event occurred.

Personalization: Optimists blame bad events on causes outside of themselves, whereas pessimists blame themselves for events that occur. Optimists are therefore generally more confident. Optimists also quickly internalize positive events while pessimists externalize them.

Seligman came to the concept of learned optimism through a scientific study of learned helplessness, the idea that a certain reoccurring negative event is out of the person's control. As he was performing tests to study helplessness further, he began to wonder why some people resisted helplessness conditioning. He noticed that, while some subjects blamed themselves for negative outcomes, others blamed the experiment for setting them up to fail.

Seligman shifted his focus to attempting to discover what it is that keeps some people from ever becoming helpless. The answer was optimism. Using his knowledge about conditioning people to be helpless in the lab, he shifted his focus to conditioning people to be optimists. The result of these experiments led to defining the processes of learning optimism.

Teaching Module 1

The following section outlines what information must be covered in both lessons 1 and 2.

It gives an overview and explains:

- Using the module 1 materials and resources.
- Activities – how the teacher and student will work together. Along with instructions for student activities and exercises.
- Student workbook introduction.
- Workbook answers and instructions and context for teaching each lesson and for introducing the flipcharts.

Using the materials and resources

- **Flipchart pad and flipchart stand** – When writing up each flipchart use a combination of colors.
- **One ball of coloured wool for activity** (Instruction page 26)
- **Colored marker pens** – black, red, green and blue.
- **Music** – Just the way you are by Bruno Mars, ambient instrumental music and Mozart. Use up beat music when doing activities that require energy and ambient and Mozart music when students have to work quietly.

This will move students into a more alpha state of mind. Alpha brainwaves provide the optimum learning state for the brain. At this time the mind is clear, receptive to information, and rapidly makes 'connections'.

- **Student list** for recording each student's primary DISC style – **Print and give one copy to each teacher** participating in the lessons.
- **DISCovering Me Worksheet 1** – Print **one copy per student**. Get students to complete this worksheet either as part of their homework or in the classroom prior to the commencement of lesson 1.
- **Student workbook** – Print and spiral bind **one workbook per student**.
- **50 Ways for DISCovering Friends Booklet** – **Print on copy per student** and when spiral binding workbook, add the booklet to the back binding the two together.
- **Soft toys and/or puppets**
All children can relate to soft toys and puppets. In some of the activities these are used to engage and encourage each child's participation. This works especially well for those children that are right brained and like to interact in a creative way. Choose either a soft toy or puppet for each of the DISC styles for using in your delivery, and give each toy/puppet their DISC persona or character:
 - Dominance - portrays an attitude of courage (dinosaur, lion, sheriff or tiger)
 - Influence - portrays an attitude of friendliness (rag doll or happy faced animal e.g. monkey)
 - Steadiness - portrays an attitude of patience and calmness (elephant, tortoise or dog)
 - Compliance - portrays an attitude of being detailed and accurate (doctor, or nurse)

For those teachers that have difficulty relating to toys and puppets when they are teaching, give them to the children to interact with. Encourage them to use these toys/puppets for anchoring what is being taught - creating a dialogue between students and the toy/puppet.

➤ **“STOP” CARDS – Make one for each student**

Using A4 sheets of cardboard divide and cut each sheet into quarters (4 cards). Make one card for each student participating in Module 1. Using a colored marker pen write on each card in BOLD letters the word ‘**STOP**’. These will be given out at the end of lesson 2’s learn your ABC’s for developing optimism.

Name: _____



DISCovering Me

Worksheet 1

Soon you will be participating in one of the DISCovering Me Program modules called DISCovering the Basics, where you will learn all about your personality style. You will also learn about 4 virtues or qualities that will support you to be the best you can be, such as courage, friendliness, patience and integrity. And some communication skills and simple tips and tools to use for when you go on to high school.

Take a moment or two to think about your personality... how would you describe yourself to others?

Are you patient? Are you impatient?
Are you a quiet person or very energetic?
Are you shy or do you like people to notice you?
Do you like to win? Do you like to get things right?

How I would describe myself to others is...

1. I am _____

2. I am _____

3. I am _____

4. I like to _____

5. I like to _____

The things that I would like to change about myself are: (shy, messy)

The things that other kids do that frustrate me are: (bossy, unkind)

INSTRUCTIONS FOR READING: Resource book

Recommended reading:

- ***Dreams Come True All They Need Is You*** by Mike Dooley (To order go to www.tut.com). Even though this book has been written for the younger reader, it has some great messages for every age. Choose and read out to the class specific pages and then ask reflection questions.

Here are some example pages and questions:

- Page: *“I’ve started a journey I’ll see through to the end. And I’m ever so grateful it included you, my friend.”*
 - Questions: How does this page relate to the virtues you have learned? Which virtues can you call on to see something to completion? What would be the reasons you would want to include your friends in your dreams? Would it be helpful to include all the DISC styles? How come?
- Page: *“It’s the little things you do that make the big things happen”.*
 - Questions: What message is this page telling you? About your dreams? About your friendships? About your family and community?

INSTRUCTIONS FOR VIDEO CLIPS: U-tube

As educators, our aim is to get students energized and engaged in the hands-on learning process, and video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material.

Use short video trailers for reinforcing key distinctions from the lessons, along with reflection questions with to engage students in the process of reflection on what it is they are learning.

Reflection questions:

- What characters in the clip had which **DISC style**?
- What **behaviors** did you see each character using that identified their style?
- When did you see a character using one of the **virtues** (courage, friendliness, patience, integrity)? What were they doing? What were they saying?
- Which character stood out for you and why?
- Which character demonstrated an **optimistic** view of the world? What were they doing? What were they saying to themselves (their **self-talk**)? How did it help them?

Classic videos trailer clips:

Penguins of Madagascar Movie CLIP: <https://www.youtube.com/watch?v=JhIOh1T93oY>

Minions Movie CLIP: <https://www.youtube.com/watch?v=o8hxFE7RpSg>

Happy Feet Movie CLIP: <https://www.youtube.com/watch?v=f8vwBPDSNSw>

Planes Movie CLIP: <https://www.youtube.com/watch?v=Ch39vLdQi1g>

Activity - Rules of the Game

Before starting lesson 1 get students to form a circle. Introduce one of the toys to the students, by giving it a name, explaining that it has a personality style e.g. “*I would like to introduce you to George, George likes to be in control (a dominant style) and sometimes others think that he is a bit bossy!*” Mention that George has other friends joining him later in the lesson as well.

INSTRUCTION: After introducing the toy/puppet, explain that before we begin the lesson we are going to create some “rules of the game”. Name each rule (see below for a list of suggested “rules of the game”) asking students to give examples of what each rule might look and sound like.

When all rules have been introduced get agreement from students that they will play by these rules while participating in this DISCovering Me module by a show of hands.

Some suggested “rules of the game”:

1. **Respect** each other and the environment we are in, by treating others, as you would like to be treated. Take special care of other people’s belongings and speak courteously to everyone.
2. **Take Responsibility** for the words you use and take the agreements that you make seriously. Admit when you have made a mistake without giving excuses. Demonstrate a willingness to do your part.
3. **Be willing to participate** even when it feels hard or difficult. Be willing to ask for support.

FLIPCHART:



Activity - Toss the Wool

INSTRUCTION:

1. Ask students to form a circle.
2. The teacher holds a ball of wool, and asks students to take a moment to reflect on what they have learned about themselves so far – about their DISC style about the virtues they have developed and about how optimistic they are in life.
3. The Teacher then asks who would like to go first? Before throwing the ball of wool to this student, the teacher tells the group that this student will catch the wool, share what they have learned, and will keep holding onto a piece of the wool while tossing the ball of wool to the next student, who will do the same. Students need to unravel some of the wool first before tossing it.
4. The aim of this activity is for each student to keep holding onto a piece of wool. In doing this and once all students have had a turn, a spider web effect is created in the middle of the circle.
5. When all students have shared the group can begin to pull on the wool (web) until it breaks or just drop their wool to finish the activity.

Using the Student Workbook

Students have now completed their sharing circle and agreed to the rules of the game. It is now time to give out the student workbook. The workbook has been designed to guide the teaching process. However the educator will also need to guide the process as well, by introducing further information and questions for each section of the workbook. Flip charts are also created and used to introduce and to reinforce key information. Some of this information may not be in the student's workbook. Display these flipcharts in the classroom after the lessons, and refer to them throughout your day's teaching.

Guidelines to follow when starting lesson 1:

1. Introduce the Responsibility FLIPCHART 1 before starting Lesson 1.
2. Give out the student workbooks – one per student and one for the educator.
3. Take students through each page sequentially as you move through each lesson.

INSTRUCTION: Responsibility Flipchart

Explain that in the DISCovering Me lessons we may have to refer to this flipchart frequently. It is not about blaming others, or justifying why you have not done something or said something. It is about taking responsibility for your actions and for what you say. **A scenario of when to refer** to this flipchart: A student has left their homework at home, and starts to give reasons for why their homework is not at school. The teacher listens and then points to the flipchart asking the student where are they speaking from? Are they ***justifying*** why they have not got their homework? Are they ***blaming*** the situation or someone for not bringing their homework to school? Or are they willing to take ***responsibility*** for not bringing their homework to school? Use this flipchart to reinforce the fact that when you take responsibility for your actions and words you are demonstrating leadership qualities.

FLIPCHART:



Workbook instruction and answers

Note: Answers to all workbook questions are in upper case, bolded and underlined.

- a) **Read the “Welcome to DISCovering Me”** Introduction as a group.
- b) **Review Worksheet 1** and have students transfer their personal information into their workbook. Discuss with students the fact that we are all different and yet we have some things in common. Ask for a show of hands – Who in the class is shy? Who is not shy?

Lesson 1 - Our DISC Personality Style

- 1) **Workbook Answer:** Observable behavior is what can be seen **SEEN** (Students to write answer in their workbook only after watching demonstration and instruction has been given).

DEMONSTRATION: Observable behavior

This demonstration is for students to learn what observable is and to experience how we often assume what another person is thinking or how they are feeling. These assumptions may not be the truth.

Educator says to students: “Please observe my behavior and describe it to me”. Educator crosses their arms and pretends to look for something they have lost, while scratching their head and frowning, to indicate that they are in a hurry and are feeling frustrated. Have students call out their answers at random. Most answers will be assumptions such as angry, in a hurry, frustrated etc. Say to the group that this is not observable behavior and do the demonstration again. Usually by now some students are starting to describe observable behavior. If not give the following instruction.

INSTRUCTION:

Observable behavior is what can be seen in the environment only. It is what you can see other people doing only – facial expressions (squinting of the eyes), and body movements (scratching the arm). It is not about assuming anything about what you are seeing (e.g. she looks bored).

FLIPCHARTS:

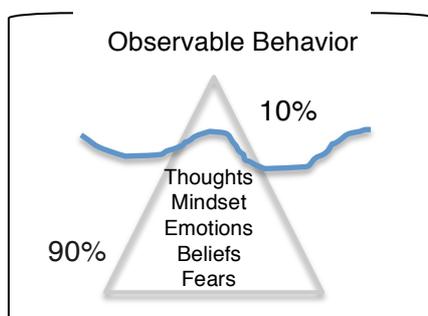


INSTRUCTION: Iceberg analogy

The image of an iceberg is a good comparison to use for demonstrating just how much of a person’s behavior can be seen by others. **Draw on a flipchart a picture of an iceberg** with only 10% of it showing above the water. **Ask students** how much can we see of the iceberg and how much is below the water line?

Point out that a person’s personality is similar and that we can only observe a very small amount of the behavior that makes up their style. **Introduce the workbook’s Answer 2** first and then write its answers onto the iceberg flipchart. **Ask students** to complete Statement 1 in their workbook.

FLIPCHART:



2) **Workbook Answer:** What three things drive our behavior?

- a. Our mind**SET**
- b. Our e**MOTIONS**
- c. Our b**ELIEFS**

INSTRUCTION: Questions to ask students:

What is a mindset and what are beliefs? **A mindset is a group of beliefs that affect someone's attitude.** And an attitude is someone's personal view and body posture e.g. her attitude was one of boredom, frustration etc. And **beliefs are the things that we believe to be true for us**, they are our viewpoints or how we view the world and make meaning out of what we are experiencing moment to moment. For example some people believe that ALL snakes are dangerous and some people believe that only SOME snakes are dangerous.

Ask students to complete Statement 2 in their workbook.

DEMONSTRATION: **Ask a student to demonstrate** an attitude of boredom and another student to demonstrate being frustrated, without telling the group which attitude they are demonstrating. **Ask all students to observe** the behaviors being demonstrated, and describe the attitude they are observing. **Then ask students** what might you say to a person to check out whether they are bored or frustrated? "If in doubt check it out!" A statement to check out if a person is feeling a certain way is, "it **seems** like you are bored right now...did I get that right?" Because remember we might have got it wrong!

FLIPCHART: **Write on the iceberg flipchart the words:** thoughts, mindset, emotions, beliefs and fears, into the iceberg image where it shows 90%.

- 3) **Workbook Answer:** Like an iceberg only **10%** of our behavior can be seen. **90%** of our behavior cannot be seen as is made up of our thoughts, mindset, emotions, beliefs and fears.

INSTRUCTION: **Ask students to complete Statement 3 in their workbook.**

- 4) **Workbook Answer:** DISC is an acronym (short form) for what words?

- D stands for **DOMINANCE**
- I stands for **INFLUENCE**
- S stands for **STEADINESS**
- C stands for **COMPLIANCE**

INSTRUCTION: We now know that our personality is made up of our mindset, emotions, beliefs and fears. The DISC model (model meaning a group of concepts) is made up of four parts, or four primary personality types – the D, I, S and C style. DISC is an acronym (An acronym is an abbreviation formed from the initial components in a phrase or a word. Usually these components are individual letters), and stands for **dominance, influence, steadiness** and **compliance**. **Ask students to complete Statement 4 in their workbook.**

FLIPCHART:

DISC IS AN ACROYNM FOR

D = DOMINANCE

I = INFLUENCE

S = STEADINESS

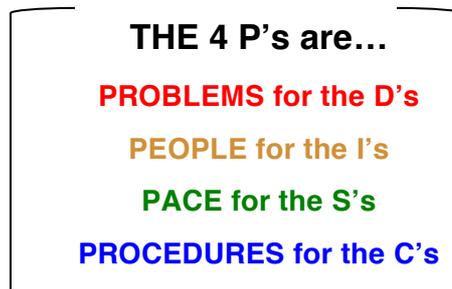
C = COMPLIANCE

- 5) **INSTRUCTION:** Give students their primary DISC style (taken from the Student Primary DISC Style List) and **ask the class to write their style into Section 5 of their workbook.** Explain that DISC is not about giving people a label. It just gives us a way in which to better understand ourselves and others based on what the **NEEDS** are of each of the four DISC styles. Or what it is we like to **FOCUS** on in life.
- 6) **INSTRUCTION:** Each DISC style has a different Life Focus - something they feel comfortable focusing on and that they are good at:
- D styles focus on **Problems** and they like to be in control.
 - I styles focus on **People** and they make friends easily.
 - S styles focus on the **Pace** of the environment and like systems to follow.
 - C styles focus on **Procedures** and rules to follow and lots of data to read.

We call these the 4 P's. Draw the 4 P's flipchart. Ask students to write in Section 6 what their DISC Life Focus is. **Ask students to give examples** for their P word and to give an example of a situation (e.g. Peter is a D style student and he likes to focus on problems. His situation is that he really likes being a team leader because he gets to be in control).

Ask questions such as: What kinds of problems are there to solve? (D style) What would you be doing if you were focusing on people? (I style) What would a steady (constant) pace look like in the environment? What would a procedure (practice, system) be?

FLIPCHART:



- 7) **INSTRUCTION:** In some situations that we find ourselves in we feel afraid. For each of the four DISC styles these situations can be different:
- The fear of the D style is when they are in situations where they feel others are **taking advantage** of them, or they **lack control**.
 - The fear of the I style is being **left out of social situations** or feeling that they have lost the approval of others.
 - The fear of the S style is to experience **sudden change** or when they feel they have **lost security** (secure and a sense of well-being) and stability.
 - The fear of the C style is **to be criticized** for what they do, or a **loss of accuracy and quality**.

Ask students to give some personal examples, based on their DISC style of when they have felt afraid. **Ask students to write down** one fear of their DISC style, from the group's discussion.

- 8) **Workbook Answer:** Behavior is neither good or bad it depends on the **SITUATION** and there is no good or bad DISC style to have.
- 9) **INSTRUCTION:** Sometimes we have to learn how and be willing to adapt our style depending what situation we find ourselves in. And sometimes these situations may NOT be suited to our natural style. It's something that we apply to ourselves, to our attitudes and habits.

Examples to give are:

- a. A person who is a high D is naturally **face paced** and likes to **get results**. Whereas a person who is a high C has a **slow pace** therefore the D style might need to slow down their pace sometimes.
- b. A person who is a high I also likes a **fast pace** and likes to focus on **people** and get involved. Whereas a person who is a high S likes to focus on **systems** and likes a **slower pace**. Therefore the S style might need to speed up their pace and focus more on people for a short time.

Read through as a group the *Checklist for Communicating* page, pointing out what each of the four DISC styles can do to adapt their style when they are with the other three styles.

EXERCISE: Explain to students that they are now going to be given a chance to identify and write down a situation they might find themselves in, where they will have to learn to adapt their style. Read the example given from the student's workbook.

- 10) **INSTRUCTION: Ask students to write down** what it is that they have learned about themselves so far. What do you know about yourself that you never knew before? What do you know about others that you never knew before?

EXERCISE - OBSERVING OTHERS: This exercise is best done as a homework activity preferably over the weekend. As it will give students time to observe the people they have chosen from their family and/or friends.

This exercise has been developed to give the student a way to start to practice observing the style of others. And for knowing and practicing what behaviors they need to learn to adapt in themselves, when they are with different DISC styles to them.

Tell students to read and refer to the 50 Ways for DISCovering Friends Booklet at the back of their workbook as a resource when doing their homework.

- 11) **INSTRUCTION:** BEFORE students complete the exercise Educator reads it out loud and gives one of their own personal examples.

Educator example:

Choose a person in your life, and describe the behaviors you have seen in them, identify their style, and what it is you will do to adapt your style when you are with them. Also include what you might find difficult to change in your behavior, when you are with this person.

Once completed review the exercise as a class focusing on what students found difficult to change in their behavior. Reinforce the importance of practicing a behavior that might feel hard to use to begin with. The more practice you have the easier it gets.

Give a couple of examples such as skydiving out of a plane or learning a new sport or musical instrument.

Introduce the next flipchart by sharing with students that it is a choice we make in every moment to change our behavior. So understanding what is driving your behavior gives you a way to choose your behavior. It's about "having a personality, not a personality having you!"

FLIPCHART:



Lesson 2 - Learn all about Optimism

In lesson 2 students are introduced to the *ABC* model for developing optimism, adapted from Martin Seligman's book *Learned Optimism*. Educators must have read the information about learned optimism in the background section of this guide, before delivering lesson 2.

INSTRUCTION: *ABC's* for developing optimism.

Creating the context: **Prior to the lesson fill a glass half full of water.** Introduce the topic of optimism by showing the glass to the group asking them if the glass is half full or half empty? Some students will say half full and some will say half empty. **Point out** that it depends on what you say to yourself, whether the glass is half full or half empty. That most people who see the glass half full tend to be more optimistic most of the time and have a positive outlook on life. And the people that see the glass as half empty tend to see life in a more pessimistic way, or that life tends to be unfavorable (the worst will happen).

QUESTION: When in life would it be helpful to think in a more optimistic way? **Ask for situations** and scenarios. **Ask further questions** to encourage the following answers:

ANSWERS: When you are feeling afraid, when you are learning to do something that is hard or when you are in a situation or environment that is new or scary for you.

EXPLAIN that we are going to learn our *ABC's* for developing a way to think and become more optimistic.

INSTRUCTION: Workbook Paragraph 1

The outcome for the student is to bring to their attention of what it is they are saying to themselves when faced with adversity - either about the situation, the environment, or about themselves or others. And to realize whether they experience adversity from an optimistic or pessimistic point of view.

Introduce the first page of this section, by inviting a number of students to each read a paragraph. **Stop after each paragraph has been read and ask** the group to give at least three examples for each paragraph.

Workbook – Adversity

Adversity is a word that is used when we find something hard to do or when we are in certain environments or situations and feel unsafe or afraid. When we encounter adversity we react by thinking about it.

EXAMPLES for Adversity: In new situations or environments, feeling unsafe or afraid:

- Having to speak at school assembly or in public.
- Learning a new sport that is hard to master – horse riding or skating.
- A group of your friends is being mean to another student.

INSTRUCTION: Workbook Paragraph 2

On flipchart paper write the situation examples leaving enough space under each to write each paragraph's corresponding examples. Once students have discussed paragraph 1 and identified what adversity situations there are, **ask another student** to read paragraph 2. Using the same situation examples from paragraph 1, **ask students to identify** what kinds of decisions might someone make when in these situations?

Workbook – Beliefs

From thinking about it we then make a decision about other people, the situation, the environment or ourselves. These decisions then become beliefs. And beliefs are the thoughts you have and what you believe to be true. They are your points of view about what you experience in life. And remember

thoughts create things. **For example point out to students** that chairs we sit on, would not be there without someone first having had a thought about designing and making them!

EXAMPLES for beliefs and points of view: Thoughts you have and what you believe to be true. Both optimistic and pessimistic points of view examples have been given so that students can differentiate between positive and negative self-talk:

- **Having to speak at school assembly or in public:**
 - *“I might not remember what it is I want to say!”* (Pessimistic)
 - *“I am really excited to share this and I am feeling a bit nervous!”* (Optimistic)
- **Learning a new sport that is hard to master – horse riding or skating:**
 - *“I am never going to learn this!”* (Pessimistic)
 - *“I am going to practice everyday until I learn it!”* (Optimistic)
- **A group of your friends is being mean to another student:**
 - *“They won’t listen to me and I can’t make a difference!”* (Pessimistic)
 - *“I can make a difference by telling them to stop!”* (Optimistic)

INSTRUCTION: Workbook Paragraph 3

In this teachable moment it is about bringing to the attention of the students that it is the meaning they make out of situations they find themselves in, that drives their actions and these actions have a consequence to them – result or effect. **The outcome from this group discussion** is to have students realize that negative self-talk creates a pessimistic or negative view of how someone experiences the world. This self-talk then creates a habit. Or put another way creates a routine of behavior that is repeated regularly and tends to occur unconsciously. Learning our ABC’s supports us to change what it is we are saying to ourselves - our self-talk.

Workbook – Consequences

Beliefs can become habits and we don’t even realize we have them unless we stop and focus on them! And they just don’t sit there doing nothing; they have consequences! Beliefs are direct causes of what we feel and what we do next. Certain kinds of beliefs set off the “giving up” response.

EXAMPLES for pessimistic consequences: Self-talk:

- Having to speak at school assembly or in public (**Adversity situation**)
 - *“I might not remember what it is I want to say!”* (**Pessimistic belief**)
 - I stumbled up the stairs and forgot some of my words! (**Consequence**)
- Learning a new sport that is difficult to master – horse riding or skating (**Adversity situation**)
 - *“I am never going to learn this!”* (**Pessimistic belief**)
 - It became too hard and I gave up trying! (**Consequence**)
- A group of your friends is being mean to another student (**Adversity situation**)
 - *“They won’t listen to me!”* (**Pessimistic belief**)
 - I didn’t like what my friends were doing and just sat there! (**Consequence**)

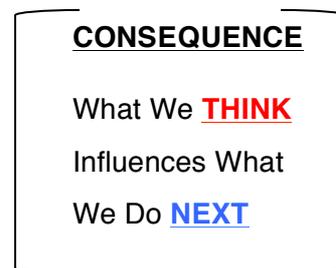
ANSWERS: for workbook ABC’s fill in the gaps

Adversity – When things go wrong we **THINK** about it and then we create a **BELIEF**.

Consequence – What we THINK influences what we do NEXT.

INSTRUCTION: ABC's Flipcharts

Write up the Adversity then the Consequence flipcharts asking students to fill in the gaps with the correct words both on the flipchart and in their workbooks. **Then write up the Beliefs flipchart.**



WORKBOOK EXAMPLES

Example 1

- ❖ **Adversity:** My teacher Mr. Smith yelled at me in front of the whole class and everybody laughed.
- ❖ **Belief:** He doesn't like me very much and the whole class thinks I'm a jerk.
- ❖ **Consequence:** I felt really sad and I wished that I could just disappear under my desk.
 - *Why do you think that the boy felt sad?*
 - **Answer:** A high I personality style fears being socially disapproved of. He had made a decision about what others thought about him. Had Mr. Smith called him a jerk, no he had not and neither had the class. He had taken it personally, in other words he had made the experience mean something about his self worth.
 - *Why did the boy want to disappear?*
 - **Answer:** The student felt embarrassed and made an assumption that Mr. Smith did not like him. Other students had laughed at his expense and he had made a decision about what the class thought of him as well. He had made this experience into a negative one based on decisions he had made, and then his self-talk reinforced these decisions.
 - *And if he had a different belief about Mr. Smith for example if he thought... "The whole class knows Mr. Smith is unfair" – how would the consequence be different? Would the class think that the boy was a jerk?*
 - **Answer:** Changing your inner self-talk will change the consequence. You just have to become aware of and notice the conversations that you have with yourself - and change them into more positive optimistic conversations and points of view.

Example 2

- **Adversity:** While I was waiting at the bus stop with my friends, a bunch of kids from room 5 came by and started to call me "fatso" and "blubber" right in front of all my friends.
- **Belief:** There's nothing I can say back, because they are right, I am a fatso. Now all my friends are going to laugh at me, and know one will want to sit with me on the bus. Everyone is going to start calling me names now and I will have to just take it!

- **Consequence:** I felt like dying I was so embarrassed. I wanted to run away from my friends, but I didn't because it was the last bus, so I just got on the bus and sat by myself next to the driver.

INSTRUCTION:

Use the same approach to answer these questions that has been used for example 1. Why did this boy want to run away from his friends? Was it because he was called “fatso”, or the belief that all his friends were now going to reject him? Were there more optimistic beliefs that he could have thought of? Like “my friends are loyal” or “my friends all think those kids from room 5 are jerks”. What would have happened then?

EXERCISE: ABC'S – 15 minutes

Ask the students to turn to the page in their workbook where they can write their own ABC's.

Before they start writing ask them to turn to the person next to them and in pairs, take two minutes to share one ABC with each other. Play ambient instrumental or Mozart music quietly in the background. When two minutes are up **ask the students to then write** down and complete their three ABC's in their workbook.

INSTRUCTION:

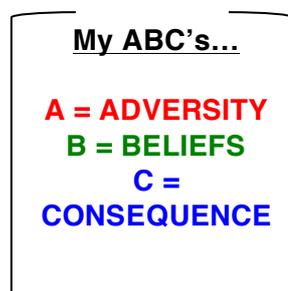
To finish this part of lesson 2, reinforce the fact that negative BELIEFS CAN BE CHANGED... We just have to catch ourselves thinking and saying them. So STOP and listen to your inner voice... and remember **thoughts create things!** **Explain that** remember what we spoke about before, without someone thinking about the chair they are sitting in, designing it and making it, and buying it, it would not be there for them to sit on.

So it is very important to become aware of the thoughts that we have, because they do create things! Your thoughts create the results you get in life!

Write up the “ABC's” and “thoughts create things” flipcharts and display along with the other flipcharts for lesson 2 in the classroom for the rest of the week.

COMPLETION EXERCISE: Give each student a “STOP” card recommending that it be placed somewhere they can see it, to remind them about listening to their inner self-talk and for making sure that it is a more optimistic one.

FLIPCHARTS:



Lesson 2 – DISC Virtues of Character

Educators must have read the background reading section on virtues of character in this guide, as this is the framework for teaching the four DISC virtues of character. When teaching all modules of the *DISCovering Me Curriculum* teachers are encouraged to look for those “teachable moments” for awakening and developing virtues in their students.



KEY POINTS to remember when delivering this lesson:

- It is about **using the language of the virtue** in those teachable moments:
 - Be specific, clear and have it be easily internalized – *“We need to be friendly towards our new student”,* or *“you need to be patient while you wait for them to finish”.*
- **Catch students in the act** of demonstrating the virtue:
 - *I see your courage when you tried to swim across the pool and it was deep,”* or *thank you for showing integrity by standing up for what you feel is right”.*
- **Focus on Do’s** instead of Don'ts for what you want from students:
 - *“During this activity today please remember to cooperate by being patient with those that are slower than you to finish”.*
- **Link positive statements** of what you want from your students to a virtue.
 - *“Please raise your hand to show you are ready to be considerate”.*

In this section of the workbook students are asked to answer three questions relating to each of the four virtues:

- 1) What is the virtue?
- 2) Why do I need to practice the virtue?
- 3) What does the virtue look like?

INSTRUCTIONS:

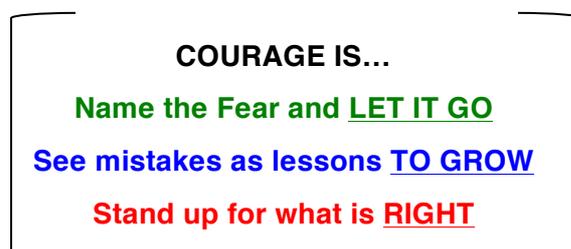
Virtue 1: COURAGE

Invite individual students to read out the courage questions paragraphs.

Ask students to give examples: Of when they have felt afraid and done the right thing? Or when something has felt scary and they have given it a go? Or when they have made a mistake and chosen to do the right thing. As the educator give a personal example from your life as well. Also read out the virtue’s main message (courage is a choice that comes from the heart and let courage fill your heart) asking what does this mean, what does this look like and sound like? What inner self-talk might stop you from being courageous?

Write up the courage flipchart, saying to students that here are some ways to demonstrate courage.

FLIPCHART:



EXERCISE: 10 minutes

Ask students to complete the courage exercise after you have read through the courage questions. Then share a couple of student's answers from the exercise with the group.

Reflection questions:

- When would each of the four DISC styles find being courageous easy or not so easy?
- **How would it be different for each style:**
 - Would it take courage for a High C to share their work with others when they fear personal criticism?
 - Would it take courage for a High D to let others take control when they fear being taken advantage of?
 - Would it take courage for a High S to be flexible when they fear sudden change?
 - And for a High I would it take courage to disagree with friends and stand up for what they believe is right, when they fear being left out?
 - **Ask students to give examples for each of these questions.**
- What specific behaviors could you use or inner self-talk could you have that would help you to feel courageous when you are feeling afraid?

Virtue 2: FRIENDLINESS

Invite individual students to read out loud the friendliness questions paragraphs.

Ask students to give examples: Of what they have done to show interest in others? What have they done to go out of their way to make a stranger feel at home? What are some of the bad times they have experienced and that by sharing with a friend they had felt better? As the educator **give a personal example from your life as well.** Also read out the virtue's main message (friendliness is being yourself and being kind to people you don't know) asking what does this mean, what does this look like and sound like? What inner self-talk might stop you from being friendly?

Write up the friendliness flipchart telling students that here are some ways to demonstrate friendliness.

FLIPCHART:



EXERCISE: 10 minutes

Ask students to complete the friendliness exercise after you have read through the friendliness questions. Then share a couple of student's answers from the exercise with the group.

Reflection questions:

- When would each of the four DISC styles find being friendly easy or not so easy?
- **How would it be different for each style:**
 - How could a High D not be too pushy with new people that they meet?
 - What friendly language could a High C use to communicate when they are in a group?

- What specific behaviors could you use or inner self-talk could you have that would help you to become a more friendly and open person with others that you meet?

Virtue 3: PATIENCE

Invite individual students to read out loud the patience questions paragraphs.

Ask students to give examples: Of when patience would need to be practiced? What behaviors would we see being demonstrated? What would we hear people saying who were being patient? What does having quiet hope and trust mean? (Quietly waiting without having to say or do anything knowing that all is okay).

As the educator **give a personal example from your life as well**. Also read out the virtue's main message (Practice patient to make the world a kinder, gentler place. Be clam and tolerant) asking what does this mean, what does this look like and sound like? What inner self-talk might stop you from being patient?

Write up the patience flipchart telling students here are ways to be patient to make the world a better place:

FLIPCHART:



EXERCISE: 10 minutes

Ask students to complete the patience exercise after you have read through the patience questions. Then share a couple of student's answers from the exercise with the group.

Reflection questions:

- **In what situations do you think each of the four DISC styles** would find being patient difficult?
 - **Answer:** High D's become irritated or impatient when people are undecided (unclear or unsure), High C's become irritated when others seem disorganized, High I's become irritated when situations are complex (difficult) and High S's become irritated when others are insensitive.
- **When do you find it hard to be patient?** Ask four students for specific situations choosing each of the four DISC styles (a D, I, S, and C style student), so that students understand that some DISC styles may find being patient in certain situations comes easy, whereas with other styles it is not (High S people tend to be patient in most situations, whereas High D people tend to be less patient in most situations).
- **What specific behaviors could you use or inner self-talk** could you have that would help you to become a more patient person, in certain situation and with others that you meet?

Virtue 4: INTEGRITY

Invite individual students to read out loud the integrity questions paragraphs.

Ask students to give examples: What does living by your highest values mean? (Intentions and decisions that are important to you and that are good). How would the world feel if people had no integrity? How does integrity give us a peaceful heart? As the educator **give a personal example from your life as well**. Also read out the virtue's main message (Be sincere and honest, integrity

gives us a peaceful heart) asking what does this mean, what does this look like and sound like? What inner self-talk might stop you from demonstrating integrity?

Write up the integrity flipchart telling students that here are some ways to practice integrity.

FLIPCHART:



EXERCISE: 10 minutes

Ask students to complete the integrity exercise after you have read through the integrity questions. Then share a couple of student's answers from the exercise with the group.

Reflection questions:

- **Who would like to share some of their values with the class?** Ask the students who have shared their values, the reason they have chosen them? You may need to remind students of what values are, by giving one or two examples.
- **What specific behaviors could you use or inner self-talk** could you have that would help you to become a more patient person, in certain situation and with others that you meet?

Completion Exercise:

10 minutes: For this exercise play the song *Just the Way You Are* by Bruno Mars.

1. **Ask students** to turn to the page in their workbook that has the heading, The Qualities I like about you are...
2. **Then ask students** to take a pen, have them stand up and ask them to move around the room, thinking about the one quality that they like about each student in their class.
3. **Ask students to write** in at least six workbooks.
4. Play song reasonably loud throughout the exercise, to lift the energy in the room.

DISCovering The Basics Reflection Questions Sheet

Take a moment to reflect on your experience of participating in the *DISCovering the Basics* lessons. Then in your own words, answer the following questions, OR on a separate sheet of paper draw a picture for each question and use 3 descriptive words to describe each of your question's pictures.

1. What is something we did in the *DISCovering the Basics* lessons that you think you will remember for the rest of your life?

2. What was the most challenging part of the lessons for you?

3. What are the three most important things you learned about yourself?

4. What are 6 adjectives that best describe your experience of the lessons?

5. Out of the five virtues you have learned and developed, which one do you think will be the most helpful one to practice when you start high school? And how will you practice it?

6. Now you know about your DISC personality style what five words best describe you?

7. If you could travel back in time to before you did *DISCovering the Basics* what advice would you give yourself?

8. If you were a teacher and students were not listening to you, which two of the four virtues would you call on? When using the virtues what would you be saying and doing?

9. If you could give one gift to every child in the world from what you have learned in the lessons what would it be?

Lesson Plans

In the following section are the lesson plans that outline the following:

- **Module 1 objectives for both lesson one and two.**
- **Guidelines for setting the context prior to lesson.**
- **Curriculum national standard area that the lesson links to:**
 - Health
- **Key outcomes and competencies used:**
 - Welcome and introduction.
 - DISC history and overview of the model.
 - DISC profile and class sharing.
 - Applying what has been learned.
 - Review and debrief observing others exercise.
 - Overcoming adversity and introduction to the *ABC* model.
 - The five *DISCovering Me* virtues of character (human qualities).
 - Completion and farewells.
- **Resources, exercises and activities – individual, pairs and groups:**
 - *Mini Me Profile Survey* (resource)
 - *DISCovering Me Student Workbook* (resource)
 - Worksheet 1 (resource)
 - Stop cards (resource)
 - Getting to know you (group activity)
 - Adapting my style (workbook exercise)
 - Toss the wool (group activity)
 - Observing others (workbook exercise)
 - My *ABC*'s (workbook exercise)
 - Virtues (activities/workbook exercises)
 - The qualities I like about you (group activity)
 - Toss the wool (group activity)

Lesson Plan Module One

Objectives: Module 1 will use a holistic approach & provide an opportunity for the student to:

(Lesson One)

- Understand what DISC personality style they are and learn how to adapt their style when having to communicate and interact with another style's needs, motivations and fears.
- Learn people-literacy DISC language for better communicating with each of the four primary style's needs, motivations and fears.
- Learn how to apply effective communication skills to be able to successfully communicate with different styles of people.

(Lesson Two)

- Gain an understanding of what attitudes shape their behaviour for identifying if they have an optimistic or pessimistic approach to life for developing resiliency.
- Learn and develop 5 key universal human virtues for shaping a character that cares and respects the world.

PRIOR to Lesson One Guidelines:

Students will be given a worksheet (*DISCovering Me*) prior to Lesson One. It will introduce them to Module 1 and will start an inquiry into what they know about themselves and others.

It will include questions they will answer about themselves:

- What do I like about my personality e.g. patient, direct, kind?
- What would I change about my personality e.g. impatient, shy?
- What are some things that other kids do that frustrate me e.g. talk a lot, bossy?

Teacher/parent to read through with the student worksheet 1 before they fill it in and give some examples –include behaviours, attitudes and/or virtues. Teacher also completes a ***Mini Me Profile Survey*** on each student.

Resource and recommendations:

- *Min Me Profile Survey* (1 per student)
- *DISCovering Me* Student Workbook (1 per student)
- Worksheet 1 – Prior to lesson 1 (one per student) can be given out as homework or completed in class.

LESSON PLAN for Lesson One (Curriculum Area – Health)	Key Competencies:	Activity/Resource:	Time
<p>Outcome (Introduction) The student will be welcomed to the lesson, given rules of the game and an introduction of what the module is about.</p> <p>Students will also gain an understanding of student expectations and begin to understand how others describe themselves.</p>	Thinking and contributing and reflecting	<p>Activity: Getting to know you with a circle round “my animal name is ___ because?”</p> <p>Flipchart: Rules of the game Student workbook: Read intro page Group sharing: Worksheet 1 answers transferred to workbook</p>	30mins
<p>Outcome (DISC history & Model) The student will learn where DISC came from, what the name stands for and be introduced to the four-quadrant model and what shapes their personality and drives their behaviour.</p>	Thinking	<p>Flipchart: Iceberg DISC Model Student workbook: Our personality style -Sections 1, 2, 3 and 4</p>	15mins
<p>Outcome (Sharing DISC Profile) The student will be given their <i>MINI ME</i> profile DISC style. And understand what their style’s life focus, needs, motivations and fears are.</p> <p>Student will learn how to adapt their style when in different situations.</p>	Thinking, contributing and participating	<p>Student DISC style: Give Students their DISC Primary style from student list to write in student workbook reading sections 5, 6 and 7 Activity – paired sharing adapting style using the Checklist for Communicating</p>	30mins
<p>Outcome (Application) The student will share what they have learned about themselves so far and understand how to complete the observing others exercise in their Workbook.</p> <p>Through completing this exercise the student will start to apply what they have learned about DISC and begin to look at what attitudes and mindsets they have about themselves and the world.</p>	Thinking and contributing	<p>Activity – Group circle game – Toss the Wool and share “what I have learned about myself is...”</p> <p>Workbook: Observing Others Exercise – overnight homework debrief lesson 2</p>	30mins

LESSON PLAN for Lesson Two Curriculum Area – Health	Key Competencies:	Activity/Resource:	Time:
<p>Outcome (Observing Others Exercise) Students will be given an opportunity to debrief the observing others exercise, and learn about how we all have different mindsets and attitudes for developing empathy when relating to others.</p>	Thinking and contributing	<p>Activity: Paired sharing first then a couple of examples shared as a group</p>	10mins
<p>Outcome (Adversity & ABC Model) Student will be introduced to and gain an understanding of the Martin Seligman’s theory of learned optimism.</p> <p>Student will learn what adversity is and how to have a more optimistic view of the world when encountering it.</p> <p>Student will learn how to apply a model for teaching them how to identify and interrupt negative feelings and beliefs when faced with adversity.</p>	Thinking, contributing and participating	<p>Group sharing: Of introduction from workbook Activity: ABC exercise in Workbook Flipcharts:</p> <ol style="list-style-type: none"> 1. When things go wrong - Adversity 2. Feelings, beliefs, actions - Beliefs 3. Beliefs, giving up response - Consequence <p>Workbook – STOP Cards</p>	45mins
<p>Outcome (4 Virtues of Character) Student will learn about each of the DISCovering Me 4 dispositions or virtues of character - courage, friendliness, patience, and integrity.</p> <p>Student will gain and understanding of how to develop and apply these in their life and be taken through activities that relate to each quality.</p>	Thinking, contributing and participating	<p>Activity – Group brainstorm for each virtue</p> <p>Flipchart: COURAGE: Strength in your heart Activity: Reflection/workbook/sharing FRIENDLINESS: Be yourself Activity: Reflection/workbook/sharing PATIENCE: Be calm and tolerant Activity: Reflection/workbook/sharing INTEGRITY – be sincere and honest Activity: Reflection/workbook/sharing</p>	60mins
<p>Outcome (Completion) Students will be given an opportunity to gain completion. Students will be given an opportunity to make a commitment to applying in their lives, something they have learned from the two sessions.</p>	Thinking, contributing and participating	<p>Activity Group – The qualities I like about you are...</p> <p>Wool Toss – I now commit to... (Circle toss ball of wool).</p>	5mins 10mins