



DISCovering Me™ Overview

*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

DISCovering Me Philosophy

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™** Program and curriculum to support children to develop to their fullest potential in these areas.

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

1. The educator 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 and what their motivational style is).
4. The child learning and developing optimism and effective communication and leadership skills.

When the educator'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. 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 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, parents, 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™*** Program empowers teachers to instill a love of learning in their students, as they share the lessons with them.

Introduction

The ***DISCovering Me™*** Program is a series of blended learning lessons designed for children aged 13yrs and over, that also includes online assessments, virtual training videos, teaching materials and resources. The lessons have been designed to easily integrate into a curriculum (inquiry/topic/theme of each term), the disciplinary system and culture of any school or organization.

Lessons introduce the following topics:

1. Self DIScovery - DISC personality style, virtues of character and resiliency.
2. Leadership - traits, qualities, attitudes and behaviors of a leader.
3. Seven Dimensions of Motivation - gaining a personal sense of self-worth.
4. Emotional Intelligence – Self & Social recognition and Self and Social management.
5. Learning Styles for identifying the best means for learning and retaining new information.

DISCovering Me™ - 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.

Program Goals

Children participating in the program will:

- Engage effectively in collaborative discussions, and prepare by reading or studying materials that will be discussed or is related to the ***DISCovering Me™*** 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.

Training, Materials and Resources

Materials included in the program are online assessments, virtual training videos, lesson plans, teacher guides, PowerPoints and E-books.

Online assessments can be taken in the classroom and are an integral part of the curriculum, these include:

- DISCovering Me – DISC for Self
- DISCovering My Leadership Style
- DISCovering My Learning Style
- DISCovering My Emotional Intelligence
- DISCovering My Motivators

It is recommended that Educators wishing to implement the curriculum into their organization complete an online PeopleSmart Educator training in the ***PeopleSmart DISC Interpretation™*** Method, prior to delivering the curriculum topics.

This training gives the PeopleSmart Educator the skills to effectively debrief each assessment included in the lessons and to guide children to achieve the curriculum goals. The training is online and self-paced, with webinars for coaching and support where needed.

All training and curriculum materials and resources are accessed through a membership site at PeopleSmartWorld.com with a small annual membership fee being paid for curriculum materials and resources and support.



People-literacy for empowerment and collaboration

Investment

The following table outlines the investment required to implement the DISCovering Me Program:

Assessments/Videos	Price
<ul style="list-style-type: none"> • DISCovering Me – DISC for Self • DISCovering Me – for Leadership • DISCovering Me – Learning Styles • DISCovering Me – Emotional Intelligence • DISCovering Me – Motivators • VT Video Modules 	\$22.00 per child (Includes assessment and 7 VT modules)
Set of Materials	
<ul style="list-style-type: none"> • Curriculum Overview • Student Workbooks • Lesson Plans • DISCovering Me Outlines • Teacher Guidelines Manual • Student Survey • Student Assessment • DISCovering Me for Self Teaching PowerPoint with notes • Homework sheets 	\$100 annual fee
Set of Resources	
<ul style="list-style-type: none"> • 50 Ways for DISCovering Friends Booklet • DISCovering Me marketing Flyer • DISCovering Me parent introduction letter • Enrolment Form – public events • Parenting E-Book 	\$100 annual fee
Educator Online Training and Membership	Fee
<ul style="list-style-type: none"> • Training Overview • DISCovering Me - DISC for Self Report • Mini Values Report • PeopleSmart Method - Training Manual • Self-Paced Study Guide • Online Proof of Understanding Quiz • Online Interview • Q&A call • Excuse Me Your Personality is Showing E-Book 	\$295 per Educator (Includes ongoing email support)

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.

- *Character virtue*

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

- *DISCovering Me*

The DISC part of the words ***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.

For further information, for implementing the ***DISCovering Me™*** Program or to find out more about a LICENSE opportunity email:

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