

Managing My Unrealistic Thinking Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School - Adult

To Teachers:

This learning experience is a follow-up learning experience for students who have completed the My Unhealthy Thinking LE ([Self-Management Skills Module](#)). It would be difficult for students to complete this learning experience without completing that learning experience. Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. To develop proficiency, students must be given multiple opportunities to practice the skills in class and real life. The more opportunities students have to use skills in real life, the better their chances of becoming proficient. Reality Checking is an advanced skill and more complex than most SES, and thus, students need more time to practice and use the skill.

The purpose of this learning experience is to provide students with additional experiences identifying unrealistic and inaccurate ways of thinking, the specific examples of when they used it, and their more realistic and accurate statements to counteract their unrealistic and inaccurate thinking.

Procedures/Directions:

1. Determine how long students have to complete this learning experience.
2. Distribute and have students complete the My Unrealistic Thinking Log ([SES Projects Module](#)).
3. Remind them that what you ask them to do is not be easy. This skill is difficult to master. It must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is to make progress and to understand why we are effective and what we need to do to become more effective in the future.
4. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
5. Review the Stages of Learning a New Skill outlined below.
6. Using the questions on the My Unrealistic Thinking Log, ask volunteers to share weekly. You may decide to start each class by asking volunteers to share. Point out, or have them point out, the same or similar types of unrealistic thinking, specific examples they experience, and the same or similar realistic statements.
7. After completing their My Unrealistic Thinking Log, have them complete the Managing My Unrealistic Thinking Summary Questions below.
8. Have students bring their My Unrealistic Thinking Log and their Managing My Unrealistic Thinking Summary Questions to class at the end of the assigned time. See the Procedures for Grading outlined below.
9. At the end of the project and before they turn in their work, have a class discussion using the questions on the Managing My Unrealistic Thinking Summary Questions below.

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or no one does these things. My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is that they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural and automatic, fully integrated into their behavioral repertoire. They can use the skill without thinking about it.

Possible Assessment & Grading Procedures:

1. Teacher grade (and/or student self-evaluation) of the completeness of student answers on their My Unrealistic Thinking Log and their Managing My Unrealistic Thinking Summary Questions. See the Generic Rubric For Assessing Self-Awareness below.
2. At the end of the project, have students bring all required work to class. It may be easier to go through the assessment process in class to avoid confusion.
3. Using the Generic Rubric For Assessing Self-Awareness, have students evaluate their work and place the grade in the appropriate space on the Managing My Unrealistic Thinking Grade Summary below. If you are also assessing the completeness and depth of their work, include your grades on the Managing My Unrealistic Thinking Grade Summary before returning it.
4. Collect all the documents in an order that will make it most manageable for you to review and grade.

See the How To Assess & Grade SES in the [Assessment & Grading Module](#) for additional information on evaluation and grading.

Possible Documents That Students Submit at the End of the Learning Experience

1. My Unrealistic Thinking Log
2. Managing My Unrealistic Thinking Summary Questions.
3. Managing My Unrealistic Thinking Grade Summary

Follow-Up Learning Experiences

1. Students develop a goal to manage their thinking in healthier ways using the My Goals Log and the My Goals Log ([SES Projects Module](#)). Using the My Goals Log allows students to change their behavior and develop goals that do not require much analysis or the exploration of alternatives and choices. The My Goals Log can be used to have students develop goals and evaluate their success at the midpoint and again at the end of the project.
2. Reality Checking LE.

Managing My Unrealistic Thinking Summary Questions

Review your My Unrealistic Thinking Log and answer the following questions:

1. What unrealistic and inaccurate types of thinking did you use most frequently? Did you tend to have more of one type than another? If so, which ones?
2. What situations, events, and relationships most frequently triggered unrealistic and inaccurate thinking?
3. When you experienced unrealistic thinking, what realistic and accurate statements were most effective for overcoming unpleasant feelings?
4. What have you learned about yourself from participating in this project?
5. What changes do you need to make in yourself, your relationships, your activities, and your life so these unrealistic and inaccurate statements are not triggered?

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Managing My Unrealistic Thinking Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric Self-Awareness.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the My Unrealistic Thinking Log

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Managing My Unrealistic Thinking Summary Question

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness

_____ Teachers Grade For The Completeness & Depth of My Answers on the My Unrealistic Thinking Log

_____ Teachers Grade For The Completeness & Depth of My Answers on the Managing My Unrealistic Thinking Summary Question

(My signature indicates that all the self-evaluation information is
a complete, accurate, and honest assessment!