

Adapted and updated by Nancy Doda, from *Turning Points 2000*, (Davis & Jackson, 2000),

A 15-year-old who had been well served during the middle years of schooling would demonstrate 5 characteristics of effective human beings. **The questions can help us consider how we are contributing to the big 5.**

An intellectually reflective person:

- In what ways do we regularly challenge students to apply, analyze, synthesize, and generalize about what they learn?
- How do we develop student capacity to argue opinions using evidence from a wide array of sources?
- When are students called upon to examine their own behaviors, both academic and affective, and make and implement plans to improve?
- When and how are students invited to raise questions, challenge convention, and create new ideas and innovation?
- When and how are students invited to discover and explore their own passions, areas of curiosity, and areas of interest within or beyond the curriculum?

Notes:

A person en route to a lifetime of meaningful work based on research of workplace competencies:

- How do we help students understand themselves and others?
- How do we cultivate student ability to interact positively with classmates and adults in all school settings?
- How do we help students manage their emotions and regulate their daily school lives in productive ways?

- How do we help students collaborate successfully with others they may or may not understand or like?
- How can we help students organize, plan for, and allocate their time and materials?
- How can we help students identify, organize, interpret and communicate ideas and information using appropriate technologies?
- How can we develop student ability to listen and learn from others?
- How can we help students acknowledge and value opposing points of view?
- How can they learn to use technology skillfully & wisely?

Notes:

A good citizen:

- How do students participate in the decisions that most affect them in school?
 - When and how often do students partner with us in shaping the activities, the time, the assignments, the presentation modes, the assessments, and the themes of their learning?
- How can we empower students as learners and as citizens in our teams, grades, school and community?
- How do we model in school a democratic way of life?

Notes:

A caring and ethical human being:

- How can we help our students develop empathy and learn to be kind to one another?
- How do we teach students the beauty and value of human diversity?
- How can we help students demonstrate caring and compassion for others?
- How can we engage students in the study and discussion of ethical issues?
- How do we guide our positive behavior and interaction-- teacher to student, student-to-student and teacher-to-teacher?
- In what ways does our classroom life, content delivery, team level practice, support the development caring and ethical human beings?

Notes:

A healthy person:

- How are students encouraged to understand and to practice a healthy lifestyle?
- How are health issues related to young adolescence recognized, explored, uncovered, studied and integrated into the curriculum?
- Where can students find easy access support for the daily social, emotional and physical issues facing many young adolescents?
- What role does the Advisory Program play in comprehensive guidance?
- Does the daily schedule allow for sufficient physical activity, snacks and water breaks to support healthy bodies and minds of growing young adolescents?

Notes: