

B1. Who Am I?



This lesson may be extended over several days.

Introduction

Students are likely to achieve academic or career success if they can visualize the road to their future. Believing they are on a pathway to college is a fundamental shift in consciousness that is essential for students to gain motivation and take the steps necessary to achieve their highest potential.

Through activities in this lesson, students will see themselves as members of larger communities and will identify specific individuals on whom they can count for support. Through identifying individuals and communities that will support them along the road to their futures, students gain a sense of responsibility to themselves and to those supporting them.

Word Wall

Future: Existing or occurring at a later time

Success: Favorable or desired outcome

Odds: A difference favoring one of two opposed things

Community: A unified body of individuals

Learning Goals

Students explore the concept of “the road to my future” and consider why they may need the support of others to navigate it successfully.

- Students receive the message that they are already on the road to their future and that they are not traveling alone.
- Students learn the hopes that significant adults — including family, community members and teachers — have for their future.
- Students explore the various communities and groups they belong to and why having such support is important to them.
- Students explore the messages and advice they may receive from individuals in their communities that will help them achieve their goals.

Materials Needed

- Preview Activity Handout: *Who Am I?*
- Lesson Handouts: *Who Has Better Odds?*, *My Communities*, and *People Who Believe in Me*
- Reflection Activity Handout: *Helping Me Reach My Goals*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Who Am I?* and explain instructions to students.
2. In-Class Lesson: As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value to the Preview Activity by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: WHO AM I? (20 MINUTES)

1. Write the following statement on the board: "I believe in myself ... I believe in my future ... I can reach my goals!" Ask students to read the statement and share what this statement means to them, and why it is important to believe this.
2. Discuss and review the Preview Activity.
3. Remind students that they are already on the road to their future. They have an opportunity to advance along that road everyday.
4. On a corner of the board, write the words "future" and "success."
5. Draw a road leading to those words.
6. Facilitate a discussion based on the following questions:
 - Think about the word road. When we think about our future, why should we imagine a road that will take us there?
 - What does this road look like? Is it straight? Does it have curves?
 - What do the curves or dead ends mean?

PART 2: WHO HAS BETTER ODDS? (20 MINUTES)

1. Show students the *Who Has Better Odds?* handout. Ask students: "Who has better odds of finishing first, the runner training on his/her own or the runner who has trained with a coach and has a support team? Why?"

2. Summarize their responses. End the discussion with the message that the road to their future can be challenging and that they need support from people around them.
3. Explain to students that this exercise is designed to encourage them to think about the communities and groups that will help them along the road to their future.

PART 3: MY COMMUNITIES (30 MINUTES)

1. Distribute the *My Communities* handout. Using yourself or a student as an example, demonstrate how to complete it. Examples may include families; classrooms; sports teams; music, choir or band groups; church groups; and after-school clubs.
2. Give students time to fill out the handout on their own, and then discuss the answers as a class.

PART 4: PEOPLE WHO BELIEVE IN ME (20 MINUTES)

1. Share with students: “We will now identify individuals within our communities and groups who will provide us with positive advice that can help us stay and advance on the road to the future.”
2. Distribute the *People Who Believe in Me* handout, review the instructions, and allow time for students to complete their answers.
3. Allow students to share their responses with the group.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Helping Me Reach My Goals* and explain the instructions to students. (See handout.)

References and Resources

- <http://www.kidlink.org/>
- <http://www.bridgingworlds.org/toolkit.html>
- <http://www.apa.org>

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.