



Title: Who Am I?

Grade: 8

Career Development Model:

Self-Awareness

Nebraska Career Readiness Standards:

- Demonstrates innovation & creativity
- Manages personal career development
- Attends to personal & financial wellbeing

Objective:

- Students will compare differences and similarities between self-perceptions and perceptions from others.

Materials and Supplies Needed:

- Handouts attached for each student.

Class Instructions:

Part 1

1. Teachers begin with a brief journal entry on the following: "When someone asks you, 'Who are you?' what do they mean?" Potential answers could refer to interests, abilities, negative qualities, positive qualities, family, religion, values, beliefs.
2. Follow up with a brief classroom (or small group) discussion of what the question "Who am I?" actually means. Teachers open up a dialogue around what we refer to when we talk about "ME."
 - Consider opening with a short video clip of a character from a popular movie, work of literature, etc...that strongly shows a range of personality traits.
 - Points to Remember: The classroom discussion proceeds by further talking about why it is important to know who you are, especially concerning major decisions and opportunities with regard to the world of work and education. For example, why would it be important to be able to know who I am and communicate this information to others in a job interview or a college application?
3. Distribute the "Adjective List" to students. Teachers explain how adjectives are used

by people to express personality characteristics.

4. Instruct students to read carefully over the list of adjectives. If students do not understand a word, please ask them to put a question mark next to it and ask a teacher/peer for help.
5. Instruct students to circle at least five adjectives which they feel describe their personality (they can circle more than five if they wish). Also, teachers can encourage students to write additional adjectives that might describe their personality better. This is not an exhaustive list!

Part 2

1. Students form (or are assigned to) small groups.
2. Teachers ask students to share what they circled. However, group members should not be immediately forced to share what they circled or wrote. The idea is that participation will increase as students become more comfortable with the activity.
3. Teachers ask students who shared their list which adjectives they think describe their strengths or assets, which ones describe weaknesses or areas of needed growth, and which ones can be either.
 - a. Teachers can collect the "Adjective List" from students and read aloud each list of responses, instructing the group members to guess who it is, and, more importantly, justifying their answers.
4. Teachers should pay close attention to students who may circle only strengths or, conversely, only one strength among many weaknesses. If adjectives are chosen in this kind of manner, teachers may address this issue by opening it up to the group for comment or feedback.

Part 3

1. Teachers distribute the "What Kind of Person am I?" handout to students.
2. During this activity, students should work on answering the questions individually. Students are instructed to remain in their groups or return to their original seats. Once students have completed the assignment, teachers decide the best grouping arrangement for the remainder of the lesson.
3. Consider the following self-reflection prompts: (a) What are the pros and cons of this

particular trait? (b) How will these traits affect my personal/professional relationships?

4. Generate a discussion around the theme of the “mirror self” versus the “self as others see it.” Teachers can begin the discussion by asking students to share and compare their answers between questions 1 and 2, 1 and 3, and 1 and 4.

Points to Remember:

- Teachers encourage students to reflect on why there are differences or similarities between these particular answers. Consider having older students work in small groups while younger students may perform better with a single partner. The main message here is that all of us behave or present ourselves differently, to some degree, given the social situation, and that this is “okay” and a normal way of interacting with different people.

Tips on keeping it real :

- Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.
- Share the adjectives you would select for yourself with students.
(Try to include at least one negative adjective and explain your answers. e.g. I am creative, selfish, playful, loyal, and mature...)
- Share an example of a situation in which you were seen in a different way or behaved in a different way between work, family, or social groups.
(e.g. I am considered very diligent at work but not my spouse.)
- Tell a story about how you learned about one of your characteristics.
(e.g. a family member or work colleague commented on it, someone made fun of you about it, you found that to your surprise you were really good at something.)
- Share an example of how an adjective you picked might be a strength or asset at work.
(e.g. “I am a persistent person and this helps me when I am teaching to keep working on difficult things on help students meet goals.”)
- Share an example of how you presented a characteristic of yourself in a job interview or on an application.
(For any of your chosen adjectives you can discuss how you would present them effectively in an interview. Or you might share how an interview went awkwardly.)

Credits/Sources:

Making my
FUTURE
WORK

“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

WHAT KIND OF PERSON AM I?

Name: _____ Date: _____ Period: _____

1. What kind of person are you?
2. What kind of person do your classmates think you are?
3. What kind of person does your family think you are?
4. What kind of person do your friends think you are?
5. Are you the same kind of person in all situations with all people (consistent)? Why or why not?
6. Which adjectives/traits would be helpful in making friends and getting along with others?
7. Which might prevent you from making friends?
8. Which adjectives/traits are helpful in doing well in school?
Which would keep you from doing well in school?
9. What adjectives/traits would you want to change? How would you do that?

ADJECTIVE LIST

creative	selfish	realistic	friendly
impulsive	bossy	bright	intelligent
outgoing	honest	patient	persistent
shy	organized	hostile	reliable
funny	moody	proud	pessimistic
cautious	careless	helpful	hardworking
practical	complaining	quiet	planful
artistic	talented	tolerant	daring
agreeable	optimistic	loud	cooperative
confident	lazy	loyal	mature
spacey	obsessive	polite	angry

Add your own below: