

B1. WHO AM I?

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

INTRODUCTION

“I believe in myself...I believe in my future...I can reach my goals!”

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.

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*)



TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



45-90 MINUTES

Lesson may be extended over several days



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*

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.

- ➔ Distribute *Who Am I?* and explain instructions to students.
- ➔ 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.
- ➔ You may wish to add value to the Preview Activity by collecting ideas generated from the activity and distributing them to students as a resource.

ACTIVITIES

Part 1: Who Am I?

 20 minutes

- ➔ 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.
- ➔ Discuss and review the Preview Activity.
- ➔ Remind students that they are already on the road to their future. They have an opportunity to advance along that road every day.
- ➔ On a corner of the board, write the words “future” and “success.”
- ➔ Draw a road leading to those words.
- ➔ 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

- ➔ 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?”
- ➔ 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.
- ➔ 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

- ➔ 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

- ➔ 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.”
- ➔ Distribute the *People Who Believe in Me* handout, review the instructions, and allow time for students to complete their answers.
- ➔ Allow students to share their responses with the group.

REFLECTION ACTIVITY

- ➔ 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.
- ➔ 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.
- ➔ Distribute *Helping Me Reach My Goals* and explain the instructions to students. (*See handout*)

RESOURCES

- ➔ KIDLINK
 - <https://kidlink.org>
- ➔ American Psychological Association
 - <https://www.apa.org>

CURRICULUM AND SKILLS 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 A* for complete curriculum standards descriptions.

HANDOUT: WHO AM I?



NAME

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What qualities do I have that you think will help me succeed in life?

2. What do I need to do to improve myself?

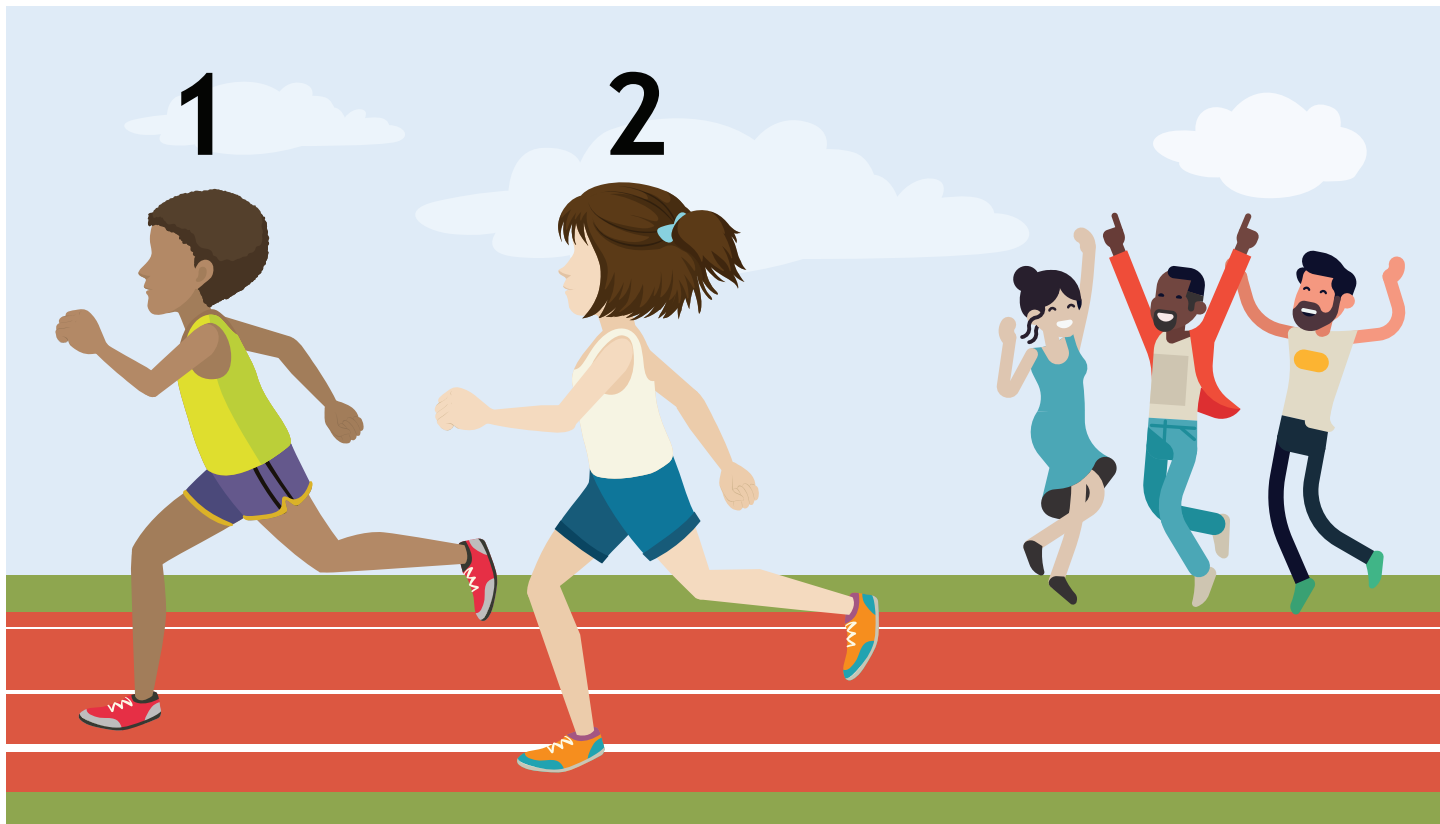
3. What kind of schooling do you want me to have?

HANDOUT: WHO HAS BETTER ODDS?



NAME

Consider the picture below.



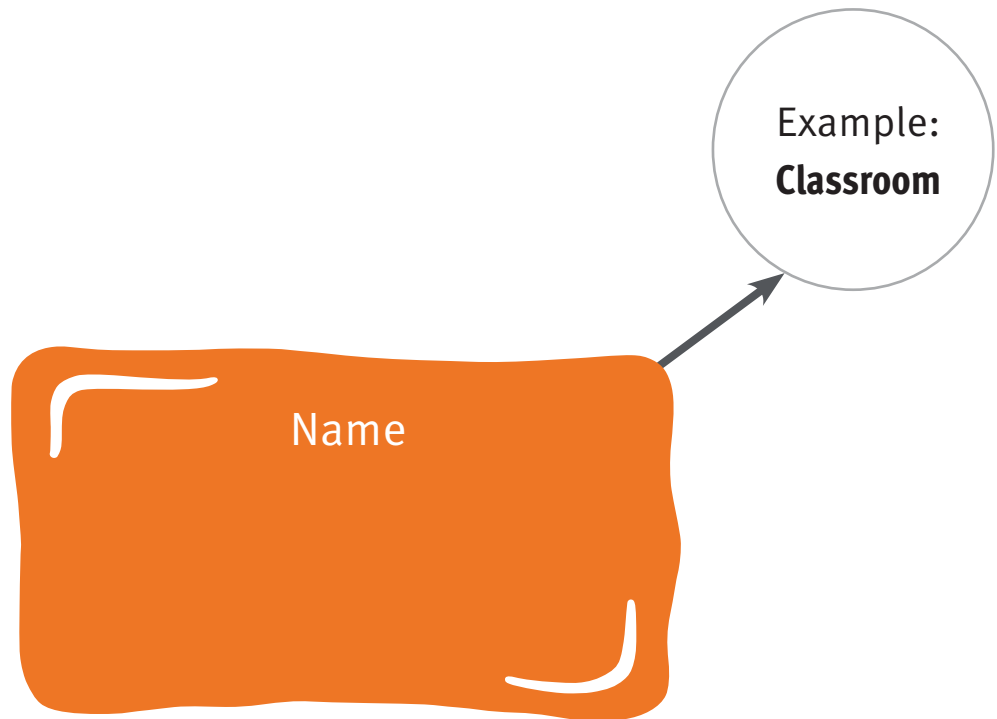
Who has better odds of finishing first – the runner who trains alone (#2) or the runner who trains with a coach and has a support team (#1)? Why?

HANDOUT: MY COMMUNITIES



NAME

Write your name in the box. Add a circle for every group you think of that you belong to (such as your soccer team, classroom or family) and write the name of the group in the circles around your name.



How do you feel about having so many groups of people that can help you when you need it?

HANDOUT: PEOPLE WHO BELIEVE IN ME



NAME

Think of two people who are in different groups that you belong to. These people are on the road to your future with you. Provide an example of how each person has helped or supported you in the past. Think about: Why is each person's support and encouragement important to you? How do you feel to have their support?

1. First Person: _____

How has this person helped you?

Why is his/her support important and how does it make you feel to have it?

2. Second Person: _____

How has this person helped you?

Why is his/her support important and how does it make you feel to have it?

HANDOUT: HELPING ME REACH MY GOALS



NAME

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

Below are some questions to guide your conversation along, with space for you to record your answers.

QUESTIONS FOR YOU TO ANSWER:

1. How important it is to have people support you? Explain your feelings.

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

2. Can you think of someone who supported you in achieving a goal? How did that person help you?

3. How do you think you can help me achieve my goals?

EXTENSIONS

➡ WHO AM I?

Give students additional copies of *Who Am I?* so they can interview additional people in their community, including peers and school staff.

➡ PEOPLE WHO BELIEVE IN ME

For younger students, you may wish to substitute an art project for the handout. Instruct younger students to make a *People Who Believe in Me* graphic on a paper plate to create a public, visual reminder of their support network. Have students draw a picture or place a photo of themselves in the middle of the plate and then draw or write the names of the people they have identified who will help them reach their goals. You may wish to punch holes in the plates and hang them on a clothesline in the classroom or in the hallway as a reminder of how the community and families are connected to the student's future. If students add more copilots during the year, have them add to their plate or attach another plate to the first one.

Encourage students completing the handout to talk to their families and fill in one with their families. Families might have some other suggestions of people who believe in the students, and those suggestions may spark an interesting conversation about community and family support.

