



EXPLORING FUTURES

Lesson 1: The Me I Choose A - Z

In this lesson, students will develop understanding of their personal identities their skills and interests, by engaging in various community building activities and completing a personal identity wheel.

Objectives - Students will be able to:

- Identify components of their personal identities
- Reflect on individual traits, choices, and options within their control
- Explore in writing their personal character traits

Materials

- Chart Paper
- Markers
- [Personal Identity Wheel](#)
- [Word Bank](#)

Guiding Question

How do my choices create my identity? What makes me "me"?

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Pre-Lesson Preparation

Before this lesson begins, write the titles below on sheets of chart paper and post chart paper in different places around the room. Distribute one marker to each student.

- **ARTS** (Music, Theater, Dance, Written, Visual)
- **SPORTS & FITNESS**
- **STEM** (Science, Tech, Engineering & Math)
- **COMMUNITY**
- **HOBBIES** (remind students that hobbies are things we do for fun that are not connected to school)



Part 1 – Personal Identity Step in

For this lesson, students will think about their personal identities. These include all of the individual traits that help shape our unique selves: our passions, interests, hobbies, irritations, and personal choices.

Read the following phrases and ask students to raise their hand, if the phrase describes them. Alternatively, you can ask students to stand up, or step towards a line if you have space for students to move around the room. Take about 5 minutes for this activity.

- I talk in my sleep.
- I have a pet... two pets... three pets... etc.
- I play a musical instrument.
- I love to play a specific sport.
- I collect something.
- I have a book next to my bed or on my bedside table.
- I am an only child...I have one sibling... two siblings... three siblings, etc.
- I speak more than one language.

- I think I know what I want to have as a career.



Part 2 – The Me I Chose: “Around the Room”

Point out the posters that you set up around the room to students. Briefly review the titles of posters with students. Distribute one marker to each student.

Allow about 10 minutes for students to visit each poster in any order. When they get to a poster, they should add experiences, interests, talents, and choices that connect to the poster.

If there are more than 3 students at a poster, find a different poster.

For some people, certain categories will be easy. Some people may be new to thinking about these ideas and may take longer. Both are normal and OK!



Part 3 – Personal Identity Wheel

Next, each student will complete their own Personal Identity Wheel. Students can use the word bank to help find talents, skills, and traits that are a match for them. Give students about 5 - 10 minutes to work on their own personality identity wheel.



Part 4 – Share Reflections

With the remaining time, students pair up and look at their Personal Identity Wheel, reflect together and share:

- How easy or challenging was it to identify your personal identities?
- How does it feel to share parts of your personal identities with others?