

Who Am I?



A Menu of Life's Recipes

Appetizer

To get started, consider for a moment what makes you who you are. What are your values and principles? What is important to you? Select one of the following activities:

- 1. Create a collage of words, phrases, expressions, and/or feelings that represent who you are or would like to become*
- 2. Create a word cloud of words, phrases, expressions, and/or feelings that represent who you are or would like to become:
<https://www.wordclouds.com/>*
- 3. Write about who you are or would like to become using words, phrases, expressions, and/or feelings. No less than 250 words (one page typed and double spaced)*



Salad

Emotional Bank Account



Watch the following videos and discuss them with a partner:

<https://www.youtube.com/watch?v=msIJLoGNzOI>

<https://www.youtube.com/watch?v=Y1ugYimvfhQ>

Work with a partner to demonstrate at least 3 ways to have a healthier personal/relationship (emotional) bank account through one of the following activities:

1. *Skit*
2. *Comic strip*
3. *Commercial*
4. *News report*

Scoring Rubric

Provides a detailed explanation (30 pts.)

Visual effect (20 pts.)

Persuasive (20 pts.)

Organization (20 pts.)

Grammar (10 pts.)

Bread

Personality

Take the Myers Briggs Assessment:

<https://www.16personalities.com/free-personality-test>

Discuss your results with a partner. Then, analyze your results in writing. Do you agree or disagree with the results? Do you see any areas where you need to improve? What can you do to get a better score in the future?



Emotional Intelligence:

Read the article and take the quiz at:

<https://myframeworks.org/testmyeq/>

Discuss your results with a partner. Then, analyze your results in writing. What can you do to improve your emotional intelligence? Why would it be important to have high emotional intelligence to be successful in the world of work?

Side Dishes

What do you most need to work on? Select 2 Activities:

Prioritizing: (individual)

Watch the following video: https://www.youtube.com/watch?v=t2sZ_W7TM5w

List 15 things you need to do this week in order of importance

- 3 Step Process:
 - Identify your “big rocks”
 - What are the most important things you need to do this week?
 - Block out time for your big rocks.
 - If you put the big rocks in first, the pebbles will fit all around them
 - Schedule everything else.
 - This is where the pebbles go

Slowly adapt to this new routine

Being proactive: (with a partner)

Watch the following 2 videos:

<https://www.youtube.com/watch?v=iKvEYKoiJ48>

<https://www.youtube.com/watch?v=TexozKuLCMg>

Construct a story illustrating the need to be proactive

Create a poster about being proactive

Teach a lesson to the class how to be more proactive

Listening (with a partner)

Research ways to be a better listener. Create a model, chart, handbook, or video showing how to be a better listener.

Sharpening the Saw (individual)

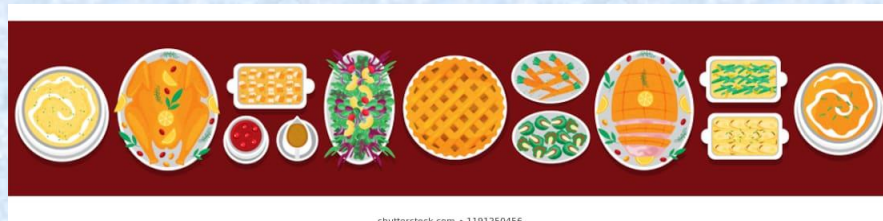
Read the following article: <https://www.franklincovey.com/the-7-habits/habit-7.html>

Answer the following questions:

Why is it important to sharpen the saw?

What do you do to sharpen the saw?

How can you improve on sharpening the saw?



Main Course

Autobiographical Project

All must complete individually for a summative grade



You will create an autobiographical project that illustrates how your life has shaped you into the person you are today. You may create this project in whatever manner you choose. Make sure visual aids and sensory details are included for your final presentation.

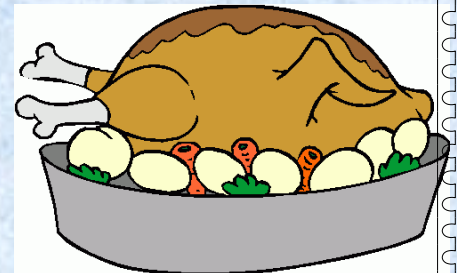
Required Elements

The autobiographical project must include the following:

Your background- reflection and exploration of who you are

Your values and goals and how you acquired them

Your aspirations for the future



Things to consider in creating this presentation:



- 1) What medium (form of presentation) would best reflect your inner self?
- 2) What do you want others to know and think about you?
- 3) What strengths can your fellow students expect you to bring to the table?
- 4) Have you grown as a result of your life experiences?

The rubric is on the last page

Dessert

Focus on the Future

What are your personal goals in life?

You have to know where you're going first, then plan how to get there!

Follow Your Dreams video clip:

<https://www.youtube.com/watch?v=gRtV9QQ4Gk>



All must complete individually-

Watch the following video:

<https://www.youtube.com/watch?v=wGbmAH4mBPA>

Set one goal for your future, then complete the SMART Goal worksheet



Then, complete one of these activities individually:

Poem of Possibilities - Write a poem about yourself 5-10 years in the future

**Example:* <https://www.poetryfoundation.org/poems/43489/ex-basketball-player>

Mission Statement

**Help:* <https://www.andyandrews.com/personal-mission-statement/>

Book Cover illustrating you in the future



Autobiographical Project Rubric

	1	2	3	4
Organization:	Reader cannot understand presentation because there is no sequence of information.	Reader has difficulty following presentation because student jumps around.	Student presents information in logical sequence which reader can follow.	Student presents information in logical, interesting sequence which reader can follow.
Personal emphasis	Poor or lacking emphasis on personal traits/skills: needs much more focus on the topic and supporting details	Fair emphasis on personal traits/skills: needs more focus on the topic and supporting details	Competent exploration of who you are: maintains consistent focus on the topic and includes supporting details	Exceptional exploration of who you are: maintains consistent focus on the topic and has ample supporting details
Required Elements	Poor representation of required information; Missing some required elements	Fair representation of required information; with most required elements	Good representation of required information; with all required elements	Outstanding representation of required information; beyond the required elements
Voice	Poor use of language; exhibits a limited or inappropriate vocabulary for the intended reader and purpose	Fair use of language; predictable vocabulary. Provides the reader with little sense of the person behind the words	Adequate use of language; exhibits appropriate word choices for intended reader and purpose; provides the reader with some sense of the person behind the words	Insightful use of language; exhibits word choices that are engaging and appropriate for intended reader and purpose; Allows the reader to know the person behind the words
Visual Aids Sufficiently illustrating the content	Poor visual presentation that inadequately adds to the content	Fair amount of pictures that somewhat enhance the content.	Good visual presentation that adequately provides the reader with further understanding of the author's life	Insightful choice of visual aids that enhance the content and provide the reader with further understanding of the author's life.
Grammar and Mechanics	Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) are present; these errors severely interfere with the writer's meaning.	A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation); these errors interfere somewhat with the writer's meaning.	Errors in standard written English may be present; however, these errors do not interfere with the writer's meaning. Most transitions are clear and sentence length is varied.	Minor errors in standard written English may be present. Includes sentences, or phrases where appropriate, of varied length and structure. Contains clear transitions.