

Chapter 1

Lesson 10

Check Me Out!

Theme: Who Am I?

Lesson Objective:

Students will review, re-evaluate, reflect, record and report on each of the previous lessons. Students will report findings in written and oral form. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

"Only when we know ourselves, will we be truly free." -- Ralph Ellison

1. Post the quotation(s) and discuss how it relates to this chapter and the question, Who Am I?
2. **Review:** students check to make certain that they've completed all worksheets for each lesson. If they've earned, on average, a "competent" score it's assumed they understand the basic concepts of the lessons
3. **Re-evaluate:** as students review their work in MRG, they should check to see if they want to add or change any answers.
4. **Record:** students record ideas on the Chapter 1 *Reflection Sheet Who Am I? Career Assessment S1* sheet. Transfer information from *My Life Plan (Lesson 9)* to *Planning Calendar S4*.
5. **Reflection:** Complete *Start Making Plans S2*, *Barriers: What can keep me from reaching this goal? S5* and *Self-Contracts S7*. Complete *You've Transitioned Before S8*.
6. General reflection questions could include:
 - What lesson, information and idea were most surprising?
 - Most useful?
 - What other information do you wish were included?
 - What information, idea or perspective hadn't you considered before?
 - How the topics in this chapter help answer "Where Am I Going?"

Additional questions see **TR** section.

7. **Report:** Student presents a 4-5 minute summary by showing his *Profile* and explaining the elements (interests, values, career options, skills, personality) it shows. Complete *Preparing to Speak in Public (Pages 1-4) S3*.

Materials:

Self-awareness Profile from previous lesson, pencils
Chapter 1 Reflection Sheet Who Am I? Career Assessment S1
Start Making Plans S2
Preparing for Speaking in Public (Pages 1-4) S3
Planning Calendar S4
Barriers: What can keep me from reaching this goal? S5
Self-Contracts S7
You've Transitioned Before S8

Evaluation:

Rubric

Enrichment:

After Release: You and Your Family EN1
Especially For You` EN2
Been There Done That EN3

Imagine that a friend asked you for advice about deciding on a career.

- What would you tell him or her to do?
- What things should a person know about himself or herself?
- Where could the person go for information about careers?

Writing an Essay EN4

Employability/Life Skills Assessment EN5

Self-Determination/Self-Advocacy Checklist EN6

My Life Mission EN7

Reflection Sheet

S1

Who Am I? Career Assessment

Chapter 1 Lessons 1-10 *Merging Two Worlds*

What's In It For Me? (Lesson 1)	My Values (Lesson 2)
My Belief Quotient (Lesson 3)	My Personality (Lesson 4)
Who Am I? (Lesson 5)	My Skills (Lesson 6)
Career Pathways (Lesson 7)	Powerful Knowledge! (Lesson 8)
Envisioning My Future! (Lesson 9)	Check Me Out! (Lesson 10)



S2

Directions: Answer the questions below by responding in writing to each one. Look at your *Planning Calendar S4*. Mark on your calendar that a week from today, you will complete *Start Making Plans: Evaluation*.

What can you be doing now to move toward the career fields/areas noted above?

What school or career-related goals do you have for yourself right now? Write it in the space below.

Note: Pick one you can reasonably accomplish in two weeks and follow this blueprint for achieving your goal.

I'm going to (what) _____
by (when) _____

State in writing:

Rate how hard you intend to work toward this goal:

10 9 8 7 6 5 4 3 2 1
Hard Hardly at all

Stepping Up:

If possible, take the goal apart by breaking it down into several smaller parts. Give yourself a deadline for each step.

Deadline: _____
Deadline: _____
Deadline: _____

Start Making Plans: Evaluation(Page 2)

S2

Name: _____

Date: _____

Directions: Soon after your target date, take a few minutes to see how your blueprint is working by completing the following questions.

My goal is to: _____
by _____

I have taken the following steps to accomplish my goal:

This is what I still need to do to accomplish my goal:

This is what helped me:

I learned this about myself:

I also learned:

If I were to do it again, I would do these things differently:

Preparing to Speak in Public

S3

Speaking in front of others can be a frightening experience. However, it can be an effective way to express an opinion, especially if the comments made are well thought out and the speaker is prepared to deliver the talk.

1. Steps:

- Have students name people who're good at public speaking (comedian, politician, business executive, salesperson).
- Have students list reasons why people may be apprehensive about speaking in front of people.
- Have students suggest techniques that make a speaker interesting to listen to (humor, interesting topic, knowledge of topic, pictures/diagrams).

2. Activity

- Teacher specifies length of talk (3-5 minutes).
- Teacher specifies how much time will be allocated to this project.
- Teacher assigns topic or student selects a topic and obtains teacher approval. (The topic should be specific so the student isn't swamped by too much material). Encourage the use of visuals to organize and present data (e.g. diagrams, charts).
- Student follows the *Preparing for a Speech Checklist*.
- Students will probably need help with webbing and writing a good introduction and conclusion. The most important aspect of the lesson is that the student use the step-by-step method (Checklist) to check progress. The student should complete, in order, each checklist item even if it isn't "polished." The M2W curriculum emphasized cognitive processes and uses the content to demonstrate thinking skills.
- Students read *Speech Evaluation*.
- Teacher prepares audience to be respectful listeners. Review active listening skills. Review *Speech Evaluation* giving examples.
- Students give speech. Speaker entertains questions after the speech is done.

Preparing to Speak in Public (Page 2)

S3

- Student audience and teacher complete *Speech Evaluation*. Teacher should establish criteria for ratings, could use wording from the Rubric since this is familiar to students. Student speaker completes *Speech Evaluation*.

Materials

Poster board art materials if student is making visuals

Speech Evaluation

Preparing for a Speech Checklist

Resources necessary for student to research topic

Evaluation

Rubric/*Speech Evaluation*



Preparing for a Speech Checklist:

1. ____ I have a topic approved by the teacher.
 2. ____ I have several resources to get information.
 3. ____ **I have made a web including a main idea in the center and ideas around it. I have handed in the web(s).**
 4. ____ The teacher has approved my web(s) as complete.
 5. ____ I am on schedule.
 6. ____ **I have written a “sloppy copy” rough draft of what I want to say. I have handed it in.**
 7. ____ The teacher has approved my “sloppy copy.”
 8. ____ **I have made the corrections to my “sloppy copy” and have written a second draft.**
 9. ____ I am on schedule.
 10. ____ **I have a snappy introduction that clearly tells my topic and catches the listener’s attention.**
 11. ____ **I have a strong conclusion that pulls my details and examples together to make my point clear.**
 12. ____ I have made visual aids to illustrate important or complicated points.
 13. ____ I have practiced reading my speech.
 14. ____ I practically know my speech without looking at the paper.
 15. ____ **I have practiced the speech remembering to look up occasionally, to slow down and breathe.**
 16. ____ I have practiced my speech in front of a friend or teacher.
- ____ I am ready to give my speech to an audience.

Speech Evaluation

Attention Student Evaluator – you may be asked by the teacher to give specific reasons why you gave a certain rating. Be objective. Listen carefully. Ask questions after the speech is over.

Speaker _____

Date of Speech _____

Student Evaluator _____

Teacher _____

Ratings: excellent / good / fair / poor

	Self Evaluation	Student Evaluation	Teacher Evaluation
1. Speaker was prepared.			
2. Presentation went smoothly.			
3. The talk was easy to listen to.			
4. The speaker seemed interested in the topic.			
5. The speech was interesting.			
6. The presentation had an introduction that got the audience's attention.			
7. The visual aids were clear and helpful.			
8. The presentation had a logical conclusion.			
9. The speaker spoke loudly and slowly enough so that the audience could understand.			
10. Overall the presentation was . . .			

PLANNING Calendar for the month of _____

S4

Barriers: What can keep me from reaching this goal?

S5

Check those that apply.

- ☐ I don't really have the skills, ability, and/or knowledge required.
- ☐ I don't want it badly enough to really work for it.
- ☐ I'm afraid I might fail.
- ☐ I'm afraid of what others might think.
- ☐ Others don't want me to reach this goal.
- ☐ This goal is so difficult, no one could ever reach it.
- ☐ Some other reasons might be: _____
- _____
- _____

Overcoming Obstacles: What are some things I could do to overcome the roadblocks and reach my goal? _____

Help: Who can I trust to assist me in reaching this goal?

Name: _____

Name: _____

Outcomes:

What are some of the good things that might happen if I reach this goal? _____

Are there any bad things that might happen if I reach this goal? _____

Can I minimize the bad things? _____

Imagine that your goal is accomplished. Describe what you are thinking and feeling or saying in your imagination: _____

The best thing about accomplishing this goal is: _____

Self-Contracts

S7

I, _____, have decided to achieve the goal
of _____. The
first step I will take to reach this goal is to _____
by _____.

Date: _____ Signed _____
Witnessed by _____

I, _____, have decided to achieve the goal
of _____. The
first step I will take to reach this goal is to _____
by _____.

Date: _____ Signed _____
Witnessed by _____

I, _____, have decided to achieve the goal
of _____. The
first step I will take to reach this goal is to _____
by _____.

Date: _____ Signed _____
Witnessed by _____

You've Transitioned Before!

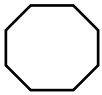
S8

In life one thing for sure is that things change and people change. You have changed as you have matured. It's inevitable.

During life there are times when you must make a transition, or change, to a new situation or stage of life. Some people think of transition as a bridge that connects the old to the new, or familiar to the unfamiliar.

Think of your first day of school. You were transitioning from home to school, from being just a kid, to being a student!

What were you thinking, feeling, doing? Probably you were having "mixed feelings." What does this mean? Probably you were thinking good and bad thoughts, like "What's going to happen to me?" And, "This is a scary adventure." These mixed feelings and thoughts are a part of transition.



Think About It

1. When change occurs in your life, new ideas and experiences are often gained while others are given up. Use this timeline to mark 5 transition events in your life (the first one, your birth! Is done for you). Then write what you gained and gave up for each event.

Event 1	Event 2	Event 3	Event 4	Event 5
I was born				

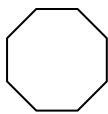
Gained

Gave up

2. Some transition events are planned, marriage, for example. Some we look forward to, like school graduation. Some just happen whether we like it or not, ageing. Some transitions happen quickly, “I’m 21!” Some take more time, “But it’s taken me 21 years to get here!”

Have changes gone smoothly for you in the past? List 3 difficulties.

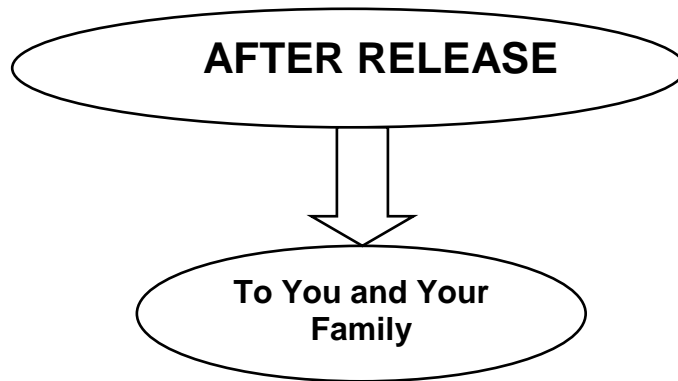
3. **Brainstorm** with your class the skills or activities that are needed to make change a positive thing. (Hints: self-awareness, resiliency skills)



List the next 5 major transition events that you think will happen in your life.

Look at your past difficulties. Write what you will do to make future changes go well for you.

Transition Event	What I'll do

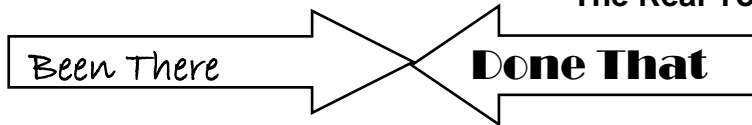


1. **Expect to be unsteady, confused, anxious and possibly depressed at first.**
2. **Always share your feelings and thoughts. Communicate!**
3. **You have always heard “Patience is a virtue.” Practice this and be kind to yourself.**
4. **Build new relationships but base them on friendship and respect. You have changed while you were away and so has your family.**
5. **Remember the time you took to set new goals? Now it is the time you begin working toward those goals. Keep it simple for the first couple of months. Never give up!!!**
6. **Measure your growth daily. Take time to be proud of your successes and your family’s successes, no matter how large or small.**
7. **If you run into problems you can't solve, get help. Do not be afraid to reach out.**
8. **Always be open and listen to advice and supervision. If you remain open, you'll grow. If you close up, you'll go back.**
9. **Do not try to play catch up on all the times you have lost. It cannot be done.**
10. **No matter how hard it gets, you are still free and not behind razor wire.**

Especially For You – The Ex-Offender

1. **Leave hate, anger and self-pity behind you in prison. You have done your time and now you need to be full of energy and joy at life.**
2. **Do not allow fear to rule your life. Get out there and become a part of the world.**
3. **Always treat others as you would want to be treated.**
4. **Change, Change, Change!! You have changed and so has the world; time did not stand still while you were away. Be prepared for it.**
5. **You will experience rejection and disappointments. Do not expect any favors; the world doesn't work that way and life is never going to be fair.**
6. **If you are assigned to a halfway house or a pre-release center, you are not free yet. There are still many roadblocks ahead; be careful and use the mind you were given.**
7. **Always report to your parole agent on time and follow his/her instruction. Parole doesn't have to be hard and you can be successful. Once again, Keep It Simple.**

Begin looking for employment immediately. The sooner you gain employment, the greater your chance of success. If all you can get when first leaving prison is minimum wage, be thankful. You can always go back to prison and work for free (or 95 cents a day).



This is advice from a former prisoner incarcerated in State and Federal prison 3 times for a total of 7 years, 3 months. He'd been out 1 year when he wrote this, he's been out for over 5 years now (2002)



If you want to stay out of prison once you get out, you have to have a strategy. Advanced planning, so your impressive achievement of getting out of prison will be staying out.

Six things you can do *before you leave* prison. If you can't do it here and now you won't be able to do it there and later.

1. First, practice accomplishing something you didn't think you could or would: get your GED. Why? Because...
 - It'll force you to confront Delayed Gratification
 - GED guys are no smarter than you are, they just stuck with it even when they didn't want to
 - Getting a GED can double your income – that could be a good \$50,000 over the first 4 years. That means a nicer place to live, car to drive, better vacations, Christmases, even what's called an investment portfolio.
 - Get the feeling: nobody gave it to me, and nobody can take it from me.
 - It does help you get a better job because it opens doors for you. No GED, no key to the door.
2. Second, learn conflict resolution skills. Why? Because...
 - To live is to be in conflict, and if I loose it, I'll loose everything.

Remember how stuff happens?

- You arrive home after work and find another car in your designated parking space.
- You wake up in the morning after a bad night's sleep. You're late. You are putting on your shoes and break your shoe lace. Your wife says, "good morning" and you want to slap her into next Tuesday.
- John is 13, your brother's eldest child. He is a real clown; as a little boy he could get everyone in the family laughing when he wanted to. But lately you've seen what you think are tell-tale signs that he's using and maybe selling drugs.
- You've been at home for 3 weeks. You and your lady have started to argue a lot. It's almost always over little stuff, but the arguments are getting more and more frequent. You're afraid it's turning into the bad old times all over again.
- Your 13-year-old daughter Alice brings up at dinner a problem she's been having with her best friend Pamela. Nearly every day at lunch time, Pamela asks for part of Alice's lunch. Sometimes Pamela wants half of Alice's sandwich. Other times, she reaches over and takes one of Alice's cookies. Alice knows that some conflicts are not important enough to fight over or even bring up. But conflicts can grow if you just ignore them, and she doesn't want that to happen.

You need conflict resolution skills

3. Third, practice "Stop and Think." Use the brain God gave you.
4. Fourth, join AA or NA - only a fool convinces himself he's so tough that he doesn't need help. Guys who would laugh at you for joining are like turkeys, not eagles. There's more of them. They have wings but don't know flying. They eat what they're fed not what they hunt. Are you a turkey or an eagle?
5. Work your way into a leadership position. Leaders are people who do what's needed - it's no big deal. There are people out there who need your help. A law you can't break: what I give away, comes back to me. So help people.
6. Get a reference, or at least a phone number from your supervisor. Mail the phone number and/or letter to yourself at home - it's precious.

Things you can do *after you leave prison*.

1. First, work your Parole Officer smart.
 - Ask: "What can I do to stay out?" Then give him your resume.

- You need him on your side - he can do with a few phone calls what you'd take weeks to even know about.
- You'll be different from all the other parolees - nobody asks that question!
- Thank him a lot. Be sincere and give away the credit. Win the war, not the battle.
- Be sincere. Even a little kid can spot a phony. So can a PO.

2. Know what your PO can do.

- He's crucial to your job/career strategy.
- He has access to housing, food stamps, travel vouchers, even clothes to wear for job interviews.
- Get him to help you join NA or AA again. Hey, you need all the help you can get!

Have him get you into volunteering. Community service isn't so bad. Give back to society. It's the right thing to do. There are people out there who need what you have to offer. Two hours at a soup kitchen - what'd you give for someone to help you when you were down. And there are no soup kitchens in heaven. Guaranteed.

Writing an Essay –

EN4

You have completed several activities in this chapter, all of which were designed to help you determine “Who Am I?” By completing the activities and writing the summaries you should have a good idea of your interests, values, personality preferences and skills.

This activity is an assessment. It will help your instructor and you find out how much you have learned from the work you have done in this unit. Follow the instructions to complete an essay describing what you have learned about yourself.

Instructions

1. Take notes from the activities you have completed in this unit.
2. Think about the information and decide what is most important.
3. Using the sample outline, write the first draft of your essay.
4. Each paragraph must have at least three sentences.
5. You do not have to use the same exact words as in the sample essay outline. They are only suggestions.
6. You may add additional paragraphs in order to express yourself.
7. Ask someone to help you edit your first draft.
8. Correct all errors.
9. Copy the final draft on unlined paper and in ink.



Name: _____

Date: _____

“Who Am I?”

Paragraph One

(This paragraph introduces the purpose of the essay and gets the reader’s attention.)

For the past few weeks I have been working on some activities to learn more about who I am. This is important because . . . _____

Paragraph Two

(What are your interests? Activities from Lesson 2.)

I have learned . . . _____

Writing an Essay (page 3)

EN4

Name: _____

Date: _____

Paragraph Three

(What are your values? Activities from Lesson 3.)

My values . . . _____

Paragraph Four

(What is your preference for extraversion/introversion? Activities from Lesson 4)

My preference . . . _____

Paragraph Five

(What skills do you enjoy using? Activities from Lesson 5)

My skills . . . _____

Name: _____

Date: _____

Paragraph Six

(What is a career that seems like a good fit for who you are? Why? Lessons 8 and 9)

My choice for a career . . . _____



Employability/Life Skills Assessment (Ages 14-21 years)

EN5

STUDENT INFORMATION

Name: _____

Birthdate: _____

Rationale

Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the workplace. These are life skills that must be taught with the same rigor as basic skills. The development of such skills is a lifelong process, with performance being relative to a student's ability and age. Teachers at all age levels have the responsibility to teach employability skills.

General Directions

This criterion-referenced checklist may be used yearly, beginning at the age of 14, to assess a student's level of performance in the 24 critical employability skill areas identified by Ohio's Employability Skills Project. Three descriptors are provided for each skill. **Student performance should be rated using the following scale:**

3 = usually, 2 = sometimes, 1 = seldom, 0 = never.

Example (for a 14-year-old student)

1. Self-Help Skills
 - A. Demonstrates personal hygiene and grooming by:
 - meeting parent expectation for cleanliness
 - meeting parent expectation for good grooming (hair combed, shirt tucked in, etc.)
 - meeting parent expectation for consistent, independent personal hygiene grooming

Age							
14	15	16	17	18	19	20	21
2							
1							
1							
4							

T

- B. Dresses appropriately by:
 - choosing and wearing clothes that are appropriate for the weather/activity/social custom
 - identifying when clothes should not be worn (dirty, ill fitting, etc.)
 - wearing clothes that are in good condition, clean and pressed with detail given to appearance

Age							
14	15	16	17	18	19	20	21
2							
3							
1							
6							

T

Employability/Life Skills Assessment (Page 2)

EN5

Scores for each descriptor are added, providing a value that can be recorded on the Student Profile of Employability Skills. When completed, the profile yields a graphic representation of employability skills performance that will help in planning instruction.

S C O R E	SELF-HELP SKILLS					WORK HABITS			TASK RELATED		WORK QUANTITY			WORK QUALITY		RELATIONS: SUPERVISORS			RELATIONS: PEERS			WORK ATTITUDE				S C O R E	A G E
	HYGIENE GROOMING	DRESSES APPROPRIATELY	TRAVELS INDEPENDENTLY	COMMUNICATES EFFECTIVELY	ATTENDS, ON TIME	STAYS ON TASK	WORKS INDEPENDENTLY	CARES FOR TOOLS, ETC.	PRACTICES SAFETY	COMPLETES WORK	EXHIBITS STAMINA	ADAPTS TO DEMANDS	CHOICES, DEMANDS	CORRECTS MAKES	ACCEPTS CRITICISM	FOLLOWS DIRECTIONS	SEEKS HELP	WORK COOPERATIVELY	SHOWS RESPECT	LANGUAGE, MANNERS	PERSONAL GOALS	SHOWS INITIATIVE	VALUES, REWARDS	PRIDE IN WORK			
9																										14 Y E A R S	
8																											
7																											
6																											
5																											
4																											
3																											
2																											
1																											
0																											

Employability/Life Skills Assessment (Page 3)

EN5

Key: 3 = Usually, 2 = Sometimes, 1 = Seldom, 0 = Never

V. Quality of Work

A. Makes appropriate choices and decisions by:

- choosing an appropriate solution when given options
- making age-appropriate decisions with teacher intervention
- responding to a problem situation with reasonable alternative solutions

T

Age							
14	15	16	17	18	19	20	21

B. Recognizes and corrects mistakes by:

- examining work for errors before admitting it
- using self-check methods to evaluate work
- making corrections once an error has been identified

T

Age							
14	15	16	17	18	19	20	21

VI. Relationship to Supervisor/Teacher

A. Accepts constructive criticism from supervisor/teacher by:

- listening to constructive criticism without making inappropriate gestures or comments
- making specified changes based on constructive criticism
- identifying that changes have been made and that performance has improved

T

Age							
14	15	16	17	18	19	20	21

B. Follows directions from supervisor/teacher by:

- correctly completing tasks following verbal directions
- correctly completing tasks following written directions
- communicating and accepting consequences for not following directions

T

Age							
14	15	16	17	18	19	20	21

C. Seeks help when needed by:

- identifying when help is needed
- asking for assistance when help is needed
- using requested information to remedy the problem

Age							
14	15	16	17	18	19	20	21
T							

VII. Relationship to Peers

A. Works cooperatively with peers by:

- working well with others
- seeking help from coworkers
- directing coworkers without being overbearing

Age							
14	15	16	17	18	19	20	21
T							

B. Shows respect for the rights and property of others:

- taking turns
- asking permission to use another's property
- treating borrowed property with respect

Age							
14	15	16	17	18	19	20	21
T							

C. Uses appropriate language and manners with peers by:

- using everyday manners (please, thank you)
- avoiding teasing/ridiculing others
- using language appropriate for a given situation

Age							
14	15	16	17	18	19	20	21
T							

VIII. Work Attitudes

A. develops and seeks personal goals by:

- demonstrating short term personal goals such as completing daily work
- explaining planned activities for after school, weekend, or vacation
- seeking and developing personal goals that are viable and consistent with abilities and limitations

T

Age

14	15	16	17	18	19	20	21

B. Show initiative by:

- beginning a task as soon as requested to do so
- beginning a task without prompting
- asking for additional work or directions once a task is completed

T

Age

14	15	16	17	18	19	20	21

C. Accepts societal values and rewards by:

- acknowledging various types of rewards for work well done (stickers, free time, etc.)
- recognizing when good work has been done
- responding appropriately when praised for doing a good job

T

Age

14	15	16	17	18	19	20	21

D. Takes pride in working by:

- sharing accomplishments with others (takes papers home, collects stickers, responds to point systems/grades)
- working for positions requiring improvement in skills
- contributing to the common good of the group

T

Age

14	15	16	17	18	19	20	21

Student Profile of Employability Skills Employability/Life Skills Assessment EN5

SCORE	Self-Help Skills				Work Habits			Task Related		Work Quantity			Work Quality		Relations: Supervisor			Relations: Peer			Work Attitudes				SCORE	AGE
	Hygiene, Grooming	Dresses Appropriately	Travels Independently	Communicates Effectively	Attends, on Time	Stays on Task	Works Independently	Cares for Tools, Etc.	Practices Safety	Completes Work	Exhibits Stamina	Adapts to Demands	Choices, Decisions	Corrects Mistakes	Accepts Criticism	Follows Directions	Seeks Help	Works Cooperatively	Shows Respect	Language, Manners	Personal Goals	Shows Initiative	Values, Rewards	Pride in Work		
9																								9	14 YEARS	
8																								8		
7																								7		
6																								6		
5																								5		
4																								4		
3																								3		
2																								2		
1																								1		
0																								0		
9																								9	15 YEARS	
8																								8		
7																								7		
6																								6		
5																								5		
4																								4		
3																								3		
2																								2		
1																								1		
0																								0		
9																								9	16 YEARS	
8																								8		
7																								7		
6																								6		
5																								5		
4																								4		
3																								3		
2																								2		
1																								1		
0																								0		
9																								9	17 YEARS	
8																								8		
7																								7		
6																								6		
5																								5		
4																								4		
3																								3		
2																								2		
1																								1		
0																								0		

[illegible]

Self-Determination/Self-Advocacy Checklist

EN6

Name: _____

Date: _____

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself – your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	School		Home/Community		DK
	Yes	No	Yes	No	
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My Life Mission: A Sense of Purpose

EN7

Why was I born? Why do I get up every morning? How do I want my life to be?
What's the point? Who am I? Where am I going? How will I get there?



These are all great questions. When do you usually think about them?
Probably when you're frustrated, upset, sad? And when's the worst time for a person to think deeply about personal ideas? Yes, when you're highly emotional.

Take a breath. Look at the picture you just assembled, *Who I Am*. Close your eyes and picture yourself in 6 months...then a year...then 5 years from now. Think about all you are as you do these activities.

1. Write a personal mission statement.

My purpose (mission) in life is to _____

My passion in life is _____

2. For 10 minutes brainstorm (and write down – use the back of this paper) a list of actions you could take to support your mission.

3. Choose three actions from the list that you are willing to take within the next seven days.

4. Write a Self-Contract. I, _____, promise I will _____
by _____

Signature _____

Date _____

5. Interview a family member, neighbor, or mentor who seems to have a strong sense of their personal mission. Ask what advice they give you.

OR Talk with your family about family values. Have a casual conversation at the dinner table or have each person make a short list of the things they think are most important and then compare lists. (You may surprise them when you do either of these activities. Many people will agree that values are very important, but they haven't talked about them with the people they love most.)