

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.07, 1.09	Lesson Number - 17
<p>Activity Title - Who Am I?</p> <p>Goal/Objective</p> <p>To demonstrate advanced language skills through writing and communicating ideas effectively.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Please note you may wish to extend this activity over a period of two—three days.</p> <p>Knowing one's self plays a major role in career choices. In addition, knowing computer technology and being able to complete individual research are both integral parts of our lives. One role of the GED class is to prepare students to meet those challenges.</p> <p>Activity</p> <p>This activity will provide students with an opportunity to ask and answer some questions about who they are. As part of this activity they will use various organizational strategies as they develop an essay about themselves. Each student will write an essay of 3-5 paragraphs in which they disclose "self-identity." Students should build an effective essay that begins with an introductory paragraph, includes 2-3 paragraphs in the body of the essay and has a summarizing or concluding paragraph. Assist students with the use of transition words as they move through the essay.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students share their essays with the rest of the class. This will provide them with an opportunity to share information about themselves, while learning about other students and their "identity" as well. Emphasize the importance of celebrating the diversity of the students and what that means to the community.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout— How Do I Define Myself? • Handout— Self-profile • Handout—WEB Searches • Internet Access • Access to word processing program
			<p>Extension Activity</p> <p>Have students score their own essays using the GED 2002 Essay Scoring Rubric. Discuss the results.</p> <p>Encourage students to continue working on their own and family identity. Some students may wish to begin a family tree or other genealogical study.</p>
<p>Real-Life Connection</p> <p>If students are to make smart career decisions, they must understand themselves. This includes their interests and skills. Invite a career counselor or specialist to visit the class and conduct a career interest inventory. This will give students an opportunity to identify careers in which they may have some interest, but about which they know very little. Students can use the information from their "Who Am I?" activity as part of their identification of possible career choices.</p>			<p>ESE/ESOL Accommodations</p> <p>Allow students to develop a general knowledge of the computer and basic word processing programs</p> <p>Allow students to search the computer for a range of topics</p> <p>Have students identify key sites that may provide information about their communities, home and families.</p>

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.07, 01.09	Lesson Number - 17
--------------------------	-------------------------------------	---	--------------------

Activity Title—Who Am I?

Introduction

Say: Knowing yourself can play an important role in helping you make smart career choices. In addition, knowing computer technology and being able to complete individual research can also help you when you are preparing resumes, writing business letters, etc. Today, we are going to combine technology and self-examination to develop material for an essay.

Main Activity

Say: This activity will provide you with an opportunity to ask and answer some questions about who you are. You will have an opportunity to reflect on how you see yourself and how you think other people see you. When you have defined yourself, you will have an opportunity to do a self-profile that “advertises” you as an individual. *Ask:* How many of you know about your family tree? Have you ever wondered about your ancestors, where they came from? What they were like? How they lived? As part of the planning for your essay, you will have a chance to use the Internet to search for information about your ethnicity, the community in which you live, values and consumerism and family issues. There are so many areas that you can explore. You will have to limit your search to just those things that are most important to you as an individual.

Say: When you complete your pre-work, you will develop an essay about yourself. Your essay should consist of 3-5 paragraphs. You will need to build an introductory paragraph that catch’s the reader’s attention and includes 1-2 bridge statement that help narrow the gap between the opening statement and the final statement in the introductory paragraph. The final statement of the opening paragraph should be the thesis statement that controls the essay.

Say: Based on results of their web search, the student should identify 2-3 areas to explore and write a topic sentence for each area. The topic sentences should be supported with specific details and examples. The student must develop a concluding paragraph, which may begin with transition words such as “finally, in conclusion, etc.) The concluding paragraph should summarize key points in the essay.

Debriefing/Evaluation Activity

Have students share their essays with the rest of the class. This will provide them with an opportunity to share information about themselves, while learning about other students and their “identify” as well. Emphasize the importance of celebrating the diversity of the students and what that means to the community.

How Do I Define Myself?

Name _____ Date _____

Directions: In the first column list the words or phrases you would use in answering the question Who Am I? In the second column list words or phrases classmates and others used to describe you.

Description Chart

Your Description	Others Description
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Self-Profile

Directions: Reflect on your “descriptive” list. Imagine that you were asked to do a “profile” of yourself. Write a paragraph that “advertises” you as a human being. Use catchy phrases and/or other interesting techniques to capture your reader’s attention so that, after reading your description, the reader would know that you are someone he/she wants to meet.

Start by writing a general statement that catches the audience’s attention. Make sure you support your topic sentence with details.

WEB Searches

Because websites often change or relocated to other sites, you will need to conduct a search for the following sites. You may wish to use one of the major search engines, such as:

- www.lycos.com
- www.altavista.com
- www.dogpile.com

Search 1

My Ethnicity: Ethnicity includes your racial background and the particular cultures associated with it. Some people, especially those who are second and third generation-Americans are unfamiliar with their ethnic traditions and/or customs. Others are very conscious of their culture and strive to maintain such connections in their daily lives. Use one of the search engines above and find the following:

- World Languages and Regions of the World; (Internet Public Library)
- Listening of Different Cultures;
- John G. Briggs, "Society grapples with racism:"

What did you learn about yourself from each of these sites?

Search 2

My Neighborhood/City/State/Country: There are many people who define themselves according to the geographic region in which they live. Others may talk about cities, states, national regions, or countries as important to their identity. How do you use your neighborhood to define who you are? Search the Internet for a history of the city in which you live or where you were born and raised.

What did you learn about yourself?

Search 3

Career Explorations: Planning for a successful career begins with knowing about yourself. Try searching the following sites.

- Youth Indicator Statistics
- Career Tool-kit
- Thinking of College/Vocation

What did you learn about yourself?

Search 4

Values and Consumerism: Your money counts! What is the value of your dollar? How can you make it stretch? Search the Web for

- "You're in My Money"
- "Where Your Money Goes"

What did you learn about yourself?

Search #6:

Do you or a family member participate in sports? Are you a musician? Do you sing? Do you have other artistic abilities, such as painting or acting? Do your recreational hobbies help define who you are? Search for sites related to areas of interest.