

# PRESENTING YOURSELF

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## AGENDA

- Starter
- Looking Back
- Me Today
- Dear Stranger
- Conclusion
- Student Assessment

### Objectives

Students will review information they have learned about themselves.

Students will identify categories of personal information and write current information about themselves.

Students will write letters in which they present information about themselves in order to achieve an imaginary goal.

### Materials Needed

- Students' folders with notes and activity sheets from this course (Part I)
- One copy of the "Star Power" activity sheet for each student (Part II)

## Starter (3 minutes)

Ask students to imagine that they have a pen pal whom they have never met. Call on volunteers to name some things that they would want to know about this person. As students respond, write their answers on the board.

In addition to physical characteristics, prompt students to identify such personal information as age, birth date, favorite subjects in school, hobbies, interests, and so on.

Say, “When people don’t know you, it’s important to focus on the characteristics that will give people information about who you are. What you look like on the outside is always interesting information, but who you are on the inside is what really matters. Today, we’re going to talk about characteristics that make you unique.”

## Part I Looking Back (15 minutes)

Purpose: Students review information they have learned about themselves.

### 1. Students recall personal information they have identified.

Have students take out their folders for this class. Explain to students that they are going to review what they have learned about themselves and the power they have to succeed.

To begin a review of what students have learned about themselves, ask the following questions about the information they wrote about themselves at the beginning of the course.

- Who can find copies of the “Cloud Nine” activity sheet—the first activity sheet that you completed in this class? Does the picture you drew then still represent a long-term goal or dream you have for the future? If not, think about what you might draw now.
- Who can find the “Bingo” activity sheet? Does it still represent your talents and strengths? Have you developed other talents and strengths during your time in this course?
- Can you find your papers from the “Valuable Squares” activity? Are your values the same, or have they changed?

### 2. Students recall skills they have developed.

Invite students to continue to browse through their folders. Encourage them to make observations and comments about specific skills they have focused on during the course, such as communicating effectively, making informed decisions, setting stepping-stone goals, handling stress, managing time, using resources, taking notes, solving problems, conflict resolution, and so on.

Point out that in every Overcoming Obstacles class, students have learned more about themselves and developed a variety of skills that will help them achieve their goals.

Have students think about ways that they have changed and skills that they have developed during their time in this course.

## Part II Me Today (15 minutes)

Purpose: Students identify categories of personal information and write current information about themselves in each category.

### 1. Students discuss different kinds of information.

Have students recall the discussion from the Starter about what they might want to know about a pen pal they have never met. Explain that in the future, students will be asked to present information about themselves to people they don't know.

Say, "Someday, you may be asked to fill out an application to join a group or take part in an activity. You will certainly be asked to fill out applications for schools and for jobs. These applications will ask for information about you. They will ask for the kinds of information that you have learned about yourself throughout this course. They will also want to know other kinds of information—just as you would wish to know other kinds of information about a pen pal you have never met."

Invite students to suggest the kinds of information that they think people might want to know about them.

### 2. Students write information about themselves.

Distribute copies of the "Star Power" activity sheet. Ask students if they think that this activity sheet summarizes the different kinds of information they just discussed. Point out that this activity sheet lists categories of information that show who a person is and what they have accomplished.

Explain that you will go over each category and give students time to fill in information about themselves. Suggest that students refer to their previously completed activity sheets, which they just reviewed.

Guide students to complete the "Star Power" activity sheet. Suggest that if students need more room to write, they can number the categories and write information on the back of the activity sheet. Ask the following questions about each category:

- Personal Facts: What is your name? How old are you? When and where were you born?
- Education: What grade are you in? What school do you currently attend? What other schools have you attended?
- Strengths and Talents: What are your favorite subjects in school? What are your best subjects in school? What else do you do well?
- Hobbies and Interests: What do you enjoy doing outside of school?
- Life Experiences: What activities do you participate in? What special responsibilities do you have (or have you had)?
- Goals and Dreams: What have you achieved this year? What are you planning to do next year? What else would you like to do in the future?

Point out that students have just made an outline of important facts and information about themselves. Explain that these categories organize the information and allow students to present themselves in a positive manner.

Say, “It is important to put your best foot forward and present yourself positively if you want to achieve your goals. Take the time to think about your strengths, abilities, interests, and achievements as you grow and change in the years to come.”

### Part III Dear Stranger (15 minutes)

*Purpose:* Students write letters in which they present information about themselves in order to achieve an imaginary goal.

#### 1. Students focus on an imaginary situation.

Ask students to take out writing materials. Tell them to imagine that they have a chance to achieve one of their wildest dreams. All they have to do is write a letter that explains why they should be chosen for this opportunity. Suggest that students use information from the “Star Power” activity sheet to introduce and describe themselves to a person they don’t know, but who can grant their wishes.

#### 2. Students compose their letters.

Give students the remainder of the class time to write their letters. If time permits, invite volunteers to read their letters aloud.

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### Conclusion *(2 minutes)*

Remind students that they discussed some keys for success at the beginning of the course—confidence, perseverance, a positive attitude, and the willingness to work and learn. Ask students how far they think they have come in acquiring these characteristics. Elicit from students the following **key points** that were taught in this lesson:

- Every student has the power to achieve their goals.
- Present yourself positively by focusing on facts and information that describe your strengths, abilities, interests, and achievements.

### Student Assessment

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1. List two ways that you are different now than you were at the beginning of the course.
2. List three skills you have developed during this course.
3. What is one goal you have for the future? Explain how you will use your skills to help you achieve this goal.

## LESSON EXTENSIONS

### Using Quotations

Have students find a quote that represents who they are. Ask them to write one or two sentences explaining why they chose that quote.

Have students share their quotes. Then, have them discuss how they think they might change in the future.

### Addressing Multiple Learning Styles

Have students write an autobiography or create a time line detailing what they imagine their lives will be like through the age of 30.

Ask students to share their work with a partner.

### Writing in Your Journal

Have students write about their favorite lessons or activities from this class and identify the most valuable skill they have learned.

Have students discuss their favorite moments from the Overcoming Obstacles course and share the most valuable skills they've learned.

### Using Technology

Have students browse the Overcoming Obstacles website at [www.overcomingobstacles.org](http://www.overcomingobstacles.org) and read the testimonials posted, along with the history of the Community for Education Foundation.

If appropriate, have students send an email describing their favorite activities from the course and the skills they've learned to [info@overcomingobstacles.org](mailto:info@overcomingobstacles.org).

## Homework

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Have students create “me bags” by decorating and filling a bag with pictures and objects that represent who they are and who they want to be.

Divide students into groups. Have them present their bags to their groups.

## Additional Resources

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Have students read *Oh, the Places You’ll Go!* by Dr. Seuss.

Ask students to discuss how a positive attitude about the future can affect their lives.

# STAR POWER

*Personal Facts:*

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