

# Puberty/Adolescence, Day 2: “Who Am I? Where Am I Going?”

Grades 9 and 10, Lesson #5

## Time Needed

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One class period

## Student Learning Objectives

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To be able to...

1. List at least 3 of his/her own physical, mental, social or emotional strengths.
2. Cite at least 2 short-term personal goals.
3. Describe at least 2 characteristics of his/her own ideal self.

## Agenda

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1. Explain the purpose of the lesson and its relevance in the unit.
2. Hand out the *Who Am I? Where Am I Going? Work sheet*. Read it aloud and allow the class time to complete it.
3. Discuss and summarize key issues regarding self- knowledge and life planning.
4. Assign homework and make sure people know to bring their Worksheets to class tomorrow.

## **Materials Needed**

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Photocopies

Two per student of:

*Who am I? Where am I Going? Worksheet*

One per student of:

Family Homework Exercise: *Puberty/Adolescence*

Individual Homework Exercise: *Puberty/Adolescence*

## Activities

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1. Begin with a transition from yesterday's lesson:

*Yesterday, we began to study puberty and adolescence. You filled out a worksheet that listed the kinds of changes people are likely to experience in their teens. Some of those changes were physical, of course, but others were emotional, social, intellectual and spiritual. It's these **non-physical** changes we'll be focusing on for the next four days.*

Explain the purpose of today's lesson, in particular:

*Today is a time mostly for personal reflection and self-examination. You'll have an opportunity to think about your own strengths, goals, and what kind of person you would like to be.*

2. Hand out the *Who Am I? Where Am I Going? Worksheet*. Read it aloud (or have volunteers take turns doing so). This way, even reluctant readers will be able to understand the task.

Then allow at least 30 minutes for students to fill out the Worksheet. Ask people to be as thoughtful and specific as possible and assure them **that you -- the teacher -- are the only person who will see all that they write**. (For Family Homework and in tomorrow's class, they'll be asked to share parts of it ... but, in both situations, they will have absolute control over which items they feel comfortable sharing.)

3. Discuss and summarize the key issues, relating them to sexuality, by raising some of these questions:

*How do most people choose their jobs/careers? Is it based on what they're good at ... or on some other factors?*

*Do you think most people like their jobs? What makes you think they do or don't? Why do you suppose they do jobs they don't like?*

*Which skills from the "Interests and Abilities" section of the Worksheet would it take to be a good parent? Are there other useful skills for parents not mentioned on the Worksheet?*

*How can a person find out if he/she would be good at something without actually doing it ... That is, do you have to spend years training to be a doctor before you find out if you will even like it? Do you have to become a parent before you find out if you'll enjoy being one?*

*If a person believes he/she should act one way (as in the Who I'd Like to Be section) and actually acts a different way, what will happen? For example, if a person believes it's wrong to be violent, but gets mad and hits someone, how will she/he feel afterward? How can he/she recover a sense of pride and integrity? ... What if she/he believes it's wrong to have an affair after you're married, but does it anyway? How will he or she feel?*

## Homework

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Students' options:

- **Family Homework Exercise: Puberty/Adolescence** (To complete this, the student will also need to take home the **Who Am I? Where Am I Going? Worksheet** [completed today in class] and a second copy of it for the family member to complete.)
- Complete the **Individual Homework Exercise: Puberty/Adolescence**.

# “Who Am I? Where Am I Going?” Worksheet

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

Note: You may skip any of these that feel too private. Answer most, if not all.

PART ONE: **TRIVIA**

1. The color of my eyes is \_\_\_\_\_.
2. I was born in (month) \_\_\_\_\_.
3. I was born in (place) \_\_\_\_\_.
4. I have \_\_\_\_ brother(s) and \_\_\_\_ sister(s).
5. My favorite color is \_\_\_\_\_.
6. My favorite food is \_\_\_\_\_.
7. My favorite book, t.v. show or movie is \_\_\_\_\_.
8. My favorite performing artist or group is \_\_\_\_\_.

PART TWO: **YOUNGER ME**  
(Use extra pages if needed.)

1. Describe your earliest happy memory:  
\_\_\_\_\_  
\_\_\_\_\_
2. What did you used to want to be when you grew up that you no longer want to be?  
\_\_\_\_\_
3. What did you used to like to do for fun that you no longer enjoy?  
\_\_\_\_\_
4. What did you used to hate to do that you've learned to enjoy, or at least not mind doing?  
\_\_\_\_\_
5. What did you used to wish you had, that you no longer want?  
\_\_\_\_\_

**PART THREE: *MY INTERESTS & ABILITIES***  
 (Check all the things you think you are good at  
 or that you think you might be good at)

- working with people, especially:  babies  children  
 teens  adults  elderly people  
 people who are sick, injured or disabled  
 people who are addicted to drugs  
 people who are learning a new language  
 people who are learning a sport  
 people who aren't getting along with each other or who have been physically  
 or sexually abused  
 people who need emergency housing, food, employment, etc.  
 \_\_\_\_\_

- making things, especially:  
 machines (cars, radios, bikes, computers, \_\_\_\_\_)  
 art (paintings, drawings, sculptures, photographs, \_\_\_\_\_)  
 food (farming, cooking, baking, \_\_\_\_\_)  
 crafts (sewing, beadwork, carpentry, weaving, \_\_\_\_\_)  
 \_\_\_\_\_

- writing things, especially:  
 poetry or lyrics (including raps, songs, haiku, etc.)  
 jokes  newspaper articles  
 stories, novels  explanations of how to do things  
 \_\_\_\_\_

- figuring things out, especially:  
 how to build something  how something works  
 how to organize something  why something doesn't work  
 how to fix something  why people do what they do  
 \_\_\_\_\_

- teaching, selling or talking about things, especially:  
 to/with one person  
 to/with small groups of people  
 to/with large crowds or classes of people  
 on radio, tv, film or stage  
 \_\_\_\_\_

- using my muscles and physical abilities, especially:  
 climbing  dancing  walking  swimming  
 competing in sports  lifting, carrying, loading  
 \_\_\_\_\_

\_\_\_ using my senses (hands, ears, eyes, etc.) or my voice, especially:

- \_\_\_ singing    \_\_\_ shooting    \_\_\_ playing an instrument
- \_\_\_ driving    \_\_\_ flying    \_\_\_ typing, using a computer
- \_\_\_ running a switchboard or radar equipment

\_\_\_\_\_

**PART FOUR: MY SHORT-TERM HOPES & PLANS**

1. Before my next birthday, I'd like to learn to  
\_\_\_\_\_.
2. I'm trying to get better at  
\_\_\_\_\_.
3. The most important thing I want to do this year is  
\_\_\_\_\_  
\_\_\_\_\_.
4. One thing I definitely don't want to do this year is  
\_\_\_\_\_  
\_\_\_\_\_.
5. It would be fun to be the only one in my graduating class (or my family) to  
\_\_\_\_\_  
\_\_\_\_\_.

**PART FIVE: MY STRENGTHS**

1. I am glad I am able to  
\_\_\_\_\_.
2. I was proud and excited when I learned to  
\_\_\_\_\_.
3. I feel good about myself when  
\_\_\_\_\_.
4. I'm proud that I always or usually  
\_\_\_\_\_.
5. I'm proud that I never or rarely  
\_\_\_\_\_.

- 6. The most important thing I've done in the last month is  
\_\_\_\_\_.
- 7. The most important thing I've ever done is  
\_\_\_\_\_.
- 8. I think that people who like me, like me because  
\_\_\_\_\_.

PART SIX: **MY IDEAL SELF**

- 1. As a son or daughter (*if you have a living parent or guardian*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 2. As a brother or sister (*if you are one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 3. As a friend, I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 4. As a member of my church, temple, mosque or synagogue (*if you belong to one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 5. As a parent (*if you are one ... or ever become one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- 6. As a husband/wife/life partner (*if you are one ... or ever become one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 7. As someone's employee (*if you are one .. or ever become one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.
- 8. As a boss, coach or teacher (*if you are one ... or ever become one*), I hope I  
\_\_\_\_\_  
\_\_\_\_\_.



# Family Homework Exercise: Puberty/Adolescence

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ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

READ THIS TOGETHER:

People don't always take the time (between school, work, cleaning, shopping, homework, cooking, playing) to think about **themselves**. They don't always think about their own strengths, interests, feelings, goals and dreams. And they don't always know very much about the strengths, interests, etc. of **the people they love**.

Today in class, we did a Worksheet entitled "Who Am I? Where Am I Going?" The student has brought home an extra copy of it, for an adult family member. The adult should begin by taking a half hour or so, in private, to fill it out.

Then spend a half hour or so, together, talking about your Worksheets (student's and adult's) and sharing part or all of them with one another. What kinds of things do you have in common (how are the two of you alike)? Which things did you never know before about one another? Which things do you especially appreciate about one another?

**NOTE: If any of your answers feels too private, feel free not to share them with one another or not to discuss them.**

FOR FULL CREDIT, THIS EXERCISE IS DUE: \_\_\_\_\_  
IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP, BELOW.

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## FAMILY HOMEWORK CONFIRMATION SLIP

We have completed "Family Homework Exercise: Puberty/Adolescence".

Date: \_\_\_\_\_

student's signature: \_\_\_\_\_

adult's signature: \_\_\_\_\_

# Individual Homework Exercise: Puberty/Adolescence

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NAME \_\_\_\_\_ DUE \_\_\_\_\_

DO EITHER NUMBER 1 and NUMBER 2  
OR NUMBER 3 and NUMBER 4.

- Find a song (or write one) that says who you are or who you would like to be.**  
You can either make a cassette tape or CD of the song, or write its lyrics and attach them to this paper. If you make a cassette tape or CD, just wrap this paper around it, attach it with a rubber band and turn it in for credit.
- Make a symbol of yourself:** a poster, sculpture, poem, mobile. It may reflect something from your *Who Am I? Where Am I Going? Worksheet*.
- Circle the following terms** in the word search below:

INTEGRITY	CONGRUENT	COMPETENCE	ESTEEM
COMPLIMENT	AFFIRMATION	BELIEFS	PRIDE

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X C O E D I R P Y I D E
R O O P R B E T L N M N
P N H M V C I N T T O O
L G V D S R T N Z C C I
Z R B H G Y E B E O F T
Y U W E S T E E M M K A
O E T P L O S P B P P M
U N N I D I E E M L G R
I T P R L T E J V I N I
N X G R E B A F F M Y F
A F U N N O K T S E F F
F R C O M T V E C N S A
L E C Y X Z E S E T N I
  
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- Choose two of the vocabulary words from the word search. For each one, **write a definition** (your own or the dictionary's) and then **give two examples** of what the

term means ... **or tell a brief story** to illustrate the idea.

SAMPLE: WORD: "friendship"

DEFINITION: really caring about one another, understanding and enjoying each other

EXAMPLES/STORY: Yesterday, I lost my jacket, had a fight with my brother, and was late to school. Marty put a note in my locker saying, "I know it's a bad day. It's gotta get better." To me, that's **friendship!**

Use the next page if necessary.

WORD: \_\_\_\_\_

DEFINITION:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EXAMPLES/STORY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WORD: \_\_\_\_\_

DEFINITION:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EXAMPLES/STORY:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_