

10 Identify Characteristics that Describe You



TRANSITION OBJECTIVE

Students identify the interests, talents and personality traits that describe them as unique individuals.

RELEVANCE TO SUCCESSFUL TRANSITION

Being open and honest about our interests, personal characteristics and talents is important for success in personal and work relationships. This also provides a basis for building self-determination by recognizing our strengths and any areas that need improvement.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A friend would describe me as . . .

❑ STEP 2: Convene Roundtable

"I am best known for ____."

❑ STEP 3: Advance Organizer

"Today you will identify the characteristics that describe you as a unique individual."

share their ideas for each word. Write the definitions and ideas on the board.

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PERSONAL MANAGEMENT: Unit 1 LESSON 10

IDENTITY CHECKSHEET

Words I Use to Describe Myself

How I look - Appearance

<input type="checkbox"/> tall	<input type="checkbox"/> trendy	<input type="checkbox"/> short hair
<input type="checkbox"/> short	<input type="checkbox"/> conservative	<input type="checkbox"/> long hair
<input type="checkbox"/> big	<input type="checkbox"/> casual	<input type="checkbox"/> good
<input type="checkbox"/> small	<input type="checkbox"/> cool	<input type="checkbox"/> athletic
<input type="checkbox"/> happy	<input type="checkbox"/> neat	<input type="checkbox"/> cute
<input type="checkbox"/> healthy	<input type="checkbox"/> strong	<input type="checkbox"/> interesting
<input type="checkbox"/> other: _____		

How I act - Personality

<input type="checkbox"/> friendly	<input type="checkbox"/> outgoing	<input type="checkbox"/> helpful
<input type="checkbox"/> honest	<input type="checkbox"/> considerate	<input type="checkbox"/> fair
<input type="checkbox"/> generous	<input type="checkbox"/> calm	<input type="checkbox"/> caring
<input type="checkbox"/> trusting	<input type="checkbox"/> understanding	<input type="checkbox"/> brave
<input type="checkbox"/> responsible	<input type="checkbox"/> respectful	<input type="checkbox"/> sensitive
<input type="checkbox"/> assertive	<input type="checkbox"/> funny	<input type="checkbox"/> independent
<input type="checkbox"/> kind	<input type="checkbox"/> intelligent	<input type="checkbox"/> dependable
<input type="checkbox"/> organized	<input type="checkbox"/> thoughtful	<input type="checkbox"/> positive
<input type="checkbox"/> other: _____		

Things I do well - Abilities

<input type="checkbox"/> organize people	<input type="checkbox"/> work with children	<input type="checkbox"/> play instrument
<input type="checkbox"/> organize things	<input type="checkbox"/> clean a house	<input type="checkbox"/> perform by singing
<input type="checkbox"/> create new ideas	<input type="checkbox"/> help people	<input type="checkbox"/> perform by dancing
<input type="checkbox"/> create with words	<input type="checkbox"/> serve people	<input type="checkbox"/> grow plants
<input type="checkbox"/> create with pictures	<input type="checkbox"/> work with motors	<input type="checkbox"/> work with animals
<input type="checkbox"/> create with wood	<input type="checkbox"/> work with tools	<input type="checkbox"/> physically strong
<input type="checkbox"/> create with metal	<input type="checkbox"/> repair machines	<input type="checkbox"/> use hands well
<input type="checkbox"/> work with food	<input type="checkbox"/> sell things	<input type="checkbox"/> compete physically
<input type="checkbox"/> other: _____		

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❑ STEP 4: Activity - 15 Minutes

Starting with the word, "identity," small groups of students will look up each word. Select volunteers to read the definitions and

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PERSONAL MANAGEMENT: Unit 1 LESSON 10

IDENTITY CHECKSHEET

Words I Use to Describe Myself - page 2

What I like to do - Interests

<input type="checkbox"/> team sports	<input type="checkbox"/> cook	<input type="checkbox"/> talk on phone
<input type="checkbox"/> art/draw	<input type="checkbox"/> read	<input type="checkbox"/> go to the mall
<input type="checkbox"/> act/drama	<input type="checkbox"/> listen to music	<input type="checkbox"/> visit friends
<input type="checkbox"/> shop	<input type="checkbox"/> watch TV	<input type="checkbox"/> work
<input type="checkbox"/> swim	<input type="checkbox"/> think	<input type="checkbox"/> go to parties
<input type="checkbox"/> lead others	<input type="checkbox"/> sleep	<input type="checkbox"/> talk to people
<input type="checkbox"/> dance	<input type="checkbox"/> play music	<input type="checkbox"/> be by myself
<input type="checkbox"/> exercise	<input type="checkbox"/> sing	<input type="checkbox"/> movies
<input type="checkbox"/> other: _____		

Examine the words you checked and list the five (5) most important words in each section below:

Appearance: _____

Personality: _____

Ability: _____

Interests: _____

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❑ STEP 5: Activity - 30 Minutes

Explain to the class that they will examine their own identities by looking at such characteristics as personality, interests and talents.

Model your own **Identity Checksheet** on a screen image by reading through each item and checking those you feel identify you. Encourage student input and make it fun. After completing yours, have students complete their **Identity Checksheet**. Circulate to provide prompts and help with

reading, vocabulary and directions. Give continual positive feedback to encourage student participation.

❑ **STEP 6: Evaluate Outcomes**

One thing that identifies me is “_____.”

❑ **STEP 7: Connecting Activity**

Tell students to ask a friend or family member to complete another **Identity Checksheet** by marking any of the items that describe the student. This will be used in the next lesson to compare the Checksheet completed by the student with the one completed as home-work.

KEY WORDS

identity

appearance

personality

ability

interest

MATERIALS AND PREPARATION

- Student Handouts: **Identity Checksheet**, pages 33-34.
- Have dictionaries available for students.
- Prepare a screen image of the handout **Identity Checksheet**, to use as your example.
- Note: Students will need to complete the **Connecting Activity** to be ready for activities in Lesson 11.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision-Making, Visualizing
- Personal Qualities: Responsibility, Sociability, Integrity/Honesty