

ERWC Unit: What's Next? Thinking About Life After High School

Name: _____ Date: _____

Exploring Key Concepts – Who Am I?

The task here is (1) to find the words that best match ideas about who you think you are at this stage of your life; and (2) to begin to unpack these words for the information they provide about your attitudes and assumptions, skills and abilities, plans and goals.

The more language you have to describe yourself and what you are bringing to the next stage of your life, the more opportunities you have to represent yourself accurately. This activity might help you find the words.

Look through the list, and highlight at least 20 words that best fit your sense of self.

absent-minded active adventurous analytical angry appreciative artistic book smart complicated cool curious dependable determined developed devoted disciplined respectful responsible scientific	self-aware self-promoter self-reliant self-starter selfish serious shine at work shy person small steps enterprising enthusiastic family person fearful goal-setter habitual happy helpful hungry impatient	Inarticulate indispensable influential inquisitive intellectual kind social person street smart stressed talkative trustworthy truthful underachiever valiant warrior wishful worrier leader life of the mind	light-hearted low self esteem mindful motivated optimistic organized outgoing passionate patient persuasive pessimistic positive self esteem procrastinator realistic
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Now rank 10 of those words from most important to least important in describing who you are right now.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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Part II: After school, discuss your words with at least three people you trust, and ask them about the words you have chosen. As they talk about your words, take note of their comments by letting them talk for a while and then writing down the gist of what they say.

So if someone says that your selection of “trustworthy” as a key word is good, but that there are times that you may not be so trustworthy, don’t argue—just listen. Then write down the gist of their point—what they are saying, not what you are thinking.

Your job is to try to capture their thinking and extend your understanding of the word you have selected as representing your values, beliefs, or goals. This information may become a useful chunk of writing for your final letter or essay.

Remember: It is difficult to represent yourself well if you don’t have a fairly solid sense of who you are or what you believe about yourself.

Capture at least three reactions from what someone else said about your words, and bring them to class tomorrow.

Name: _____ Relationship: _____

Notes:

Name: _____ Relationship: _____

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