



Who Am I Project

Interest Exploration Activity

Future Map

Supplies Needed:

- Writing Paper
- Additional supplies depend on product the student chooses to produce.

Instructions:

A future map is a way to represent the dreams and goals you have for your life. You can focus on the next 10, 25 or 50 years of your life, it's up to you.

- Pretend you are at a party that is being given to you to celebrate your accomplishments before you retire from your career. Visualize where the party is, who is there, and most importantly, what they are saying about you. This exercise is supposed to be a realistic one. Given that you control a great number of events in your life, what do you really think people will say about you if you accomplish your most important life goals?
- Spend a few minutes writing down things that you think people at your party would say about who you are as a person, and the things you've done throughout your life.
- Think about what you would like to be included in your life. Consider these questions:
 - o What employment/career would you like to have?
 - o What education or training will you have?
 - o How will you be involved in your community?
 - o What volunteer activities will you be doing?
 - o What family will you have around you?
 - o How will you support the relationships you have with your family? (How will you treat one another?)
 - o What traveling will you do? (Where? For how long?)
 - o Where will your home be? (In the City? Suburbs? Country?)
 - o What interests and hobbies will you have?
 - o Will you incorporate spirituality/faith into your life? How?
 - o What sports or fitness will you do?
 - o What skills or abilities will you have?
 - o What kind of person will you be? (What would your friends, family and neighbors say about you?)

o How will you continue to learn and grow intellectually?

- Talk with adults you admire. What aspects of their life do you respect? What skills, lifestyle choices or beliefs would you like to incorporate into your own life?
- Write a list of all the things you'd like to be included in your life at each stage (2, 5, 10, 25, 50 years into the future)
- Decide what kind of product you will create. Some ideas include a written timeline, short story, video.

Who Am I Interest Exploration Activity

Story Sticks

Supplies Needed:

- Wooden Dowels
- Markers
- Instruction sheet

Instructions:

Story sticks have several historical and cultural backgrounds-- as a way to share culture, events and what matters for individuals, families and communities.

- o Take some time to think about the big events in your life that have really impacted on who you are today and write them down.
- o Next, create a timeline, putting the events/experiences in the chronological order in which they happened. Think about each experience and determine what color would best represent that event. Would there be a symbol that would remind you of this experience?
- o Next, take your talking stick. Using a pencil, mark each experience on the stick from one end to the other in the order in which it happened. Be sure to leave room at the end of the stick for the future.
- o Using markers, color in each event/experience and put any symbols on the stick that you want to use as well.

Once you are done with your stick, think about one event that you are willing to share with someone else. Why did you choose this event? How has it shaped who you are today? How can you draw on this experience in the future to help you in your life?

Variations:

- Students can write a vignette to give sensory details on an event on their story stick.
- Students can create a visual map of where events happened geographically, with a key bearing symbols for the events.
- Students can create a timeline (to scale) of events in their lives, and can extend this timeline to reflect the events on their Future Map (see above)

Who Am I Interest Exploration Activity

My School Experiences

Supplies Needed:

- Construction Paper
- Scissors
- Markers
- Glue Sticks
- Old newspapers or magazines for cutting

Instructions:

Everyone has a story to tell about his/her school experiences – some good, some bad.

- o On a piece of paper, brainstorm and reflect about your experiences in school at each grade level – beginning with Kindergarten. Was it a good year? What do you remember doing? What are some of the memories of each of those times? What was the feeling/theme of that grade?
- o Using the materials available, create a visual continuum of your K-16 experiences. You can choose any metaphors or similes to represent your experiences; maybe there are song titles, colors or lines of poetry that convey your message.
- o Once everyone has had a chance to create their continuum, choose two grade levels to share out with the group.

Who Am I Interest Exploration Activity

Past Map

Supplies Needed:

- Writing Paper
- Additional supplies depend on product the student chooses to produce.

Instructions:

A past map project helps you document important life experiences you've had that make you who you are. You can go as far back into your past as you want (even from the time you were born). Basically, this map will help you figure out the things in your life that have affected you and influenced your interests and the way you live your life.

- Take a large piece of paper and fold into thirds. Divide your age by three, and then mark each section with the years that represent the first third of your life, the second third of your life and the last third of your life that brings you to your present age.
- Brainstorm a list of all the important people, events and experiences you've had in your life and list them in the corresponding section on your folded paper at the approximate age when these events took place. Consider the following questions:
 - o What people have influenced you positively or negatively? (e.g. grandparents, parents, sisters, brothers, boy/girlfriends, religious leaders, neighbors, teachers, etc.)
 - o What hobbies, interests or activities have you pursued throughout your life? What did you like to do when you were 5? 7? 10? 12?
 - o What groups have you been a part of? (e.g. sports, leadership roles, community groups)
 - o What jobs, volunteer or internship experiences have you had? How have they affected you?
 - o What obstacles have you faced in your life? How have you overcome them?
 - o What were the happiest moments in your life? What made you feel happy?
 - o What things have you done that you are the most proud of?
 - o What have you done that you are the least proud of?
 - o What skills have you learned throughout your life?
 - o What parts of your culture (or other's cultures) have affected you? (e.g. music, art, dance, books, language, traditions, beliefs about society, religious beliefs)
- Talk to your family – what other events or experiences can they remember about you? Add these to your list.
- Talk to your friends – which experiences that you've had together have had the greatest impact? Add these experiences to your list as well.
- Decide you how want to represent your map. Will it be a written timeline? Will you illustrate it? Collect photos? Create a poster or banner? Edit a video? What product do you want to show at your exhibition?

Who Am I Interest Exploration Activity

Life Lines

Supplies Needed:

- Variety of Beads
- String for the beads

Instructions:

A life line is a symbol of the people who matter to us.

- Make a list of the people who have made a real difference in your life from birth to today. Some people may have brought challenges or disappointments, while others may have encouraged and inspired you.
- After making the list, choose up to 10 people who you want to hold on to and remember – to help remind you of what you have learned, how you have grown and what matters to you now.
- Take some string and thread a bead on the string for each person. You can tie knots in between each bead or string the beads all together.
- Once complete, choose one person and write a paragraph about that person being as descriptive as possible and include why you chose him or her.

Who Am I Interest Exploration Activity

Learning to Learn

Supplies Needed:

- Play Doh or modeling clay
- Pipe Cleaners

Instructions:

Create a hand/mind connection by using your creativity to visually represent a time where you were really engaged by learning something.

- Think about a time when you were really excited and engaged in learning something new, or going into depth with your learning.
- Using the Play Doh and Pipe Cleaners, create a visual representation of that time.
- Once everyone has completed their representation, spend a few minutes sharing your creation and the time in your life that it represents.

Who Am I Interest Exploration Activity

Inside/Outside Me

Supplies Needed:

- Small Boxes
- Variety of materials to decorate the boxes

Instructions:

Create a hand/mind connection by using your creativity to visually represent a time where you were really engaged by learning something.

- Select a box and some decorative materials
- On the outside of the box, decorate it using representations of what people see when they look at you. Your 'Outside Me'.
- On the inside of the box, decorate it using representations of what you hold inside that people don't always see. Your 'Inside Me'.
- Once everyone has completed their representation, spend a few minutes sharing your creation what it represents.

Interest Inventory – Who Am I?

Number your paper 1-20. Write as many answers to this question as you can, but no fewer than twenty. You can list actual roles, feelings, things you do, or essential qualities. Really think about who you are and how you feel about these various aspects of yourself.

Interest Inventory – Self Assessment

1. Circle the qualities that best describe you:

Alert	Assertive	Attentive to Details	Calm
Candid	Cooperation	Courageous	Creative
Curious	Decision-Maker	Diplomatic	Driven
Easy-going	Energetic	Enthusiastic	Expressive
Funny	Generous	Good Listener	Helpful
Honest	Leader	Loyal	Mature
Open-Minded	Optimistic	Organized	Outgoing
Patient	Playful	Polite	Public Speaker
Punctual	Quick Thinker	Reliable	Respectful
Self-Controlled	Sincere	Spontaneous	Tactful
Team Player	Tidy	Tolerant	Versatile
Work well under pressure	Other:	Other:	Other:

2. What qualities that you DIDN'T circle would you like to develop?

Who Am I Unit Plan

This unit plan was developed for all Big Picture schools, and gives a complete overview of the necessary steps for introducing students to the BPL approach and the processes of self-reflection and project work.

Week 1

Identify student interests

- Investigating passions
 - o Current events
 - o Magazines/newspapers
 - o Movies
 - o Advisory discussions
 - o Partner interviews
 - o Journaling
 - o Interest inventories
 - o Sculpture / art pieces

Running concurrently

throughout the beginning of the project development will be ice- breaker & team-building activities, scheduled each day or at least multiple times per week, in order to build a **culture of trust** where

Week 2

Why Personalized, Project-Based Learning?

- Group readings & discussions
- Journaling
 - o Reflections on school experience
 - o Reflection on knowledge/real world applications
 - o Reflections on careers/interests & preparation
- Introduction of themes and curricular arc
 - o Who Am I?
 - o Who Am I in My Family?
 - o Who Am I in My Community?
 - o Who Am I in the World?

Investigating the Components

- The Work:
 - o Past Map
 - o Future Map
 - o Autobiography
- The Final Product:
 - o Photo Essay
 - o Epic Poem
 - o PowerPoint Presentation
 - o Detailed/Illustrated Timeline

Week 3

Self-evaluation, group-evaluation & goal-setting

- Students begin self-evaluation of academic & personal skills
- Learning Plan is implemented
 - o Learning Modalities/Multiple Intelligences
 - o Students set goals for their work and learning
 - o Setting the standard of Quality
 - o Creating a culture of Critique
- The group sets norms for behavior and work (as a group)

Week 4

Planning

- Project proposal
 - o Examining the proposal format
 - o Setting expectations for the proposal
- Timeline/Goals
 - o Connecting the project work to the Learning Plan
 - o Setting goals, benchmarks, steps
 - o Utilizing a calendar
 - o Reflection/journaling on how our work will impact others, and the importance of deadlines

Week 5-7

Skill development (ongoing through project completion)

- o Identify what skills will be necessary to complete steps and create product
- o Use Learning Plan to record skill goals
- o Rubrics—what demonstrates learning to Meet Expectations, Exceed Expectations, etc.
- o Students work on organizational skills & personal qualities
- Organizing work (binder)
- Using calendars
- Managing time

“The Work”/Research/Learning (Continues through the remainder of the unit)

- o Research skills
- o Networking
- o Direct instruction on English skills
- o Vocabulary/notes
- o Updating of Learning Plan & Portfolio
- o Revisit timeline—is it still relevant/possible?
- o Do we need to re-configure goals?
- o Will after-school or lunch work be required to meet deadline?

Week 7-9

Revising/Polishing/Preparing

- o Perfecting our product
- o Editing/revision skills
- o Checking facts
- o Checking calculations
- o Public Speaking Skills
- Culture of Critique
 - o Giving, Receiving and Incorporating Feedback

Week 10

Presenting finished product

- Project Presentations
 - o Showing Learning
 - o Evaluation & Reflection
- Event commemorating completed project

Week 1: Introducing ourselves and creating our community

Guiding Questions: Who am I as a member of the community? Who am I as a person?

Activities:

1. Students will create a coat of arms that shows something about themselves/their values.
2. As an advisory, students will read essays on community (suggestions: Plato, Socrates, This I Believe website) and discuss the ideas of what a community is, what our individual roles/responsibilities are, and what our individual needs are from our advisory community.
3. Students will complete daily journals on identity and community.
4. At the end of this week, the advisory will create a list of norms. The advisory will also collectively develop expectations for journals.
5. Students will complete the Big Picture Interest Inventory.
6. Students will develop questions under the Essential Question “Who Am I?”
7. Students will look ahead at the following weeks’ activities.

Products:

- o Advisory Norms
- o Journal Prompts
- o Journal Rubric

Week 2: Introduction to Unit Topics

Guiding Questions: Who am I as a person? Who am I as a learner? Who am I in my family?

Activities:

1. Students will read and discuss articles on nutrition and exercise, with its connection to performance, emotions and learning.

2. The advisory will develop expectations for their nutrition and exercise tracker.
3. Students will begin keeping their nutrition and exercise tracker
4. Students will research learning styles, hypothesize about their individual learning style, and take a quiz to determine their learning style.
5. Students will develop questions about their family members and family history.
6. Students will complete daily journals on nutrition, exercise, learning styles and family.

Products:

- o Nutrition and Exercise Tracker Rubric
- o Nutrition and Exercise Tracker
- o Family Questions
- o Journal Prompts

Week 3: Beliefs

Guiding Questions: Who am I as a person? Who am I as a learner? Who am I in my family?

Activities:

1. Students will create interview questions for family member(s), and begin crafting an oral history.
2. Students will read and compare This I Believe essays (suggestion: see This I Believe curriculum at thisibelieve.org).
3. Students will study Scientific Method, and develop an experiment to test a hypothesis about how they learn best.
4. Students will begin to conduct their experiments.
5. Students will continue to complete their nutrition and exercise trackers.
6. Students will complete daily journals on family, beliefs and learning style experiment.

Products:

- o Family Interview Questions
- o Learning Style Experiment Procedure
- o Nutrition and Exercise Tracker cont'd
- o Journal Prompts

Weeks 4-6: Independent Work Time

Guiding Questions: Who am I as a person? Who am I as a learner? Who am I in my family?

Activities:

1. Students will learn about IWT
2. Students will generate norms for IWT.
3. Students will begin utilizing IWT.
4. The advisory will develop expectations for their This I Believe Essays.
5. Students will learn about the writing process.
6. Students will brainstorm, outline and begin drafting their This I Believe Essays .

7. Students will conduct interviews with family members.
8. Students will continue their Learning Style experiments, Oral Histories, and Nutrition and Exercise trackers.
9. Students will complete daily journal prompts.

Products:

- o IWT Norms
- o This I Believe Essay Rubric
- o Brainstorming, Outline of This I Believe essay
- o Notes on family interviews
- o Journal Prompts

Weeks 7-10: Wrapping Up Our Work, Reflections

Guiding Questions: What have I learned? Who am I?

Activities:

Students will continue to work on drafts of This I Believe Essays, Oral Histories
Students will analyze data from Nutrition and Exercise tracker, as well as Learning Style experiment.

Students will do peer editing of work.

Students will reflect on norms for advisory and IWT.

Students will complete daily journal prompts.

Students will learn about exhibitions (suggestion: see Dennis Littky's book The Big Picture)

Students will begin personal narratives.

Students will begin Learning Plans for next term.