Possible Futures

Lenses on the Future

Self Mini Unit

# About This Mini Unit

This is a draft mini unit of the Self unit within JFF’s Possible Futures Lenses on the Future curriculum which is designed to equip students to chart a path to future success by identifying personal interests and strengths, researching various colleges and careers, and considering potential ways to contribute to society. This is a pared-down version of the full unit, designed to be more easily accessed by teachers, students, and families during the current context of remote learning.

Each lesson is "student-facing" so it can easily be copied and pasted into Google classroom or any other platform you are using. They include suggested assignments, and you can assign due dates if you choose. Any worksheet referenced in a lesson is included at the end of the lesson and can be made into a PDF, online document, or form. We invite and encourage you to make any adjustments that make sense for you and your students—these resources are intended to provide an easy-to-use starting point.

## Lessons in this Mini Unit

The Self Mini Unit provides adaptations of lessons number 1, 7, 8, 12, and 16. They are intended to be used in the order they are listed. Note that some activities were created specifically for remote learning and do not appear in the original version of the lessons.

# Lesson 1: Identity

## Lesson Overview

In this lesson, you will get to know yourself by writing an “alphabiography” about the attributes that best describe you. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *What makes me me?*

## Learning Targets

* Explore in writing my personal character traits

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read and Brainstorm: My Character Traits |  | 10 minutes |
| Write and Reflect: Alphabiography | xx/xx/xx | 30 minutes |

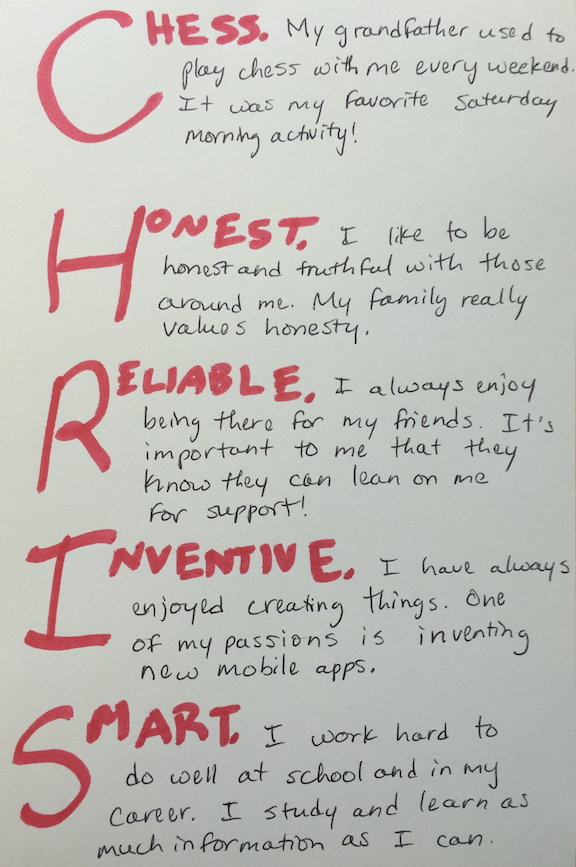
## Read and Brainstorm: My Character Traits

## You are going to learn more about yourself by creating an alphabiography. An alphabiography is a fun way to write your autobiography—the story of you by you! You will use each letter of your first or last name to describe a facet of yourself. A facet is a distinguishing quality or characteristic of a person.

## For example, if your name is Francisca, the “F” can represent the value you place on family. If “family” is a word that describes you well, you could write about your parents or other caregivers, brothers and sisters, extended family, and close family friends; you could even describe your favorite family activities. The “F” could also stand for friendly, funny, focused, etc.

Now brainstorm what traits you want to write about! Jot down a word or two for each letter of your first or last name. Shy, outgoing, friendly, curious, funny, serious, adventurous, understanding… There are no wrong answers! But try to choose words that aren’t too similar in meaning. For example, caring, considerate, and empathetic all describe similar traits.

## Write and Reflect: Alphabiography (due xx/xx/xx)

Now it’s time to write about each trait. The entry for each letter can be a couple of sentences. To give you an idea of what you’re aiming for, here is an example of an alphabiography based on the name Chris.

# Lesson 7: Know Your Spark

## Lesson Overview

In this lesson, you will learn about sparks—special skills, passions, or talents that inspire and invigorate us. You will reflect on your personal sparks and how you can use them in your future. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *Why is it important to know your spark?*

## Learning Targets

* Understand the importance of sparks
* Begin to describe my personal sparks

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read: Getting to Know Your Spark | xx/xx/xx | 5 minutes |
| Write and Reflect: Spark Survey | xx/xx/xx | 15 minutes |
| Exit Ticket: Know Your Spark | xx/xx/xx | 10 minutes |
| *Extra Credit*: Explore Your Spark Interview |  |  |

## Read: Getting to Know Your Spark (due xx/xx/xx)

Research shows when you recognize and develop at least one spark and have caring adults who support you with your sparks, there are some great advantages and benefits. Yet, one-third of young people do not know their sparks.

Why should you care about your spark? When you know your spark, it helps you be happier and more successful in life. Young people who know their sparks are:

* More likely to have higher grades in school
* More likely to have strong social skills
* More likely to have good physical health
* More likely to have good school attendance rates
* More likely to volunteer to help others
* More likely to care for the earth and its resources
* More likely to have a sense of purpose
* More likely to say they are on the road to a hopeful future
* Less likely to experience depression
* Less likely to engage in acts of violence toward others

You do not have to be good at a spark, but you must open to investigating it and other sparks—either ones you have or ones that might be possible interests. Maybe your spark is a concrete thing like soccer or travel or maybe it is more general like helping people or being creative. Sparks change over time. There may be sparks you have not yet found. The sparks you have today may be different from those you had when you were younger, and your sparks may continue to change as you get older.

## Write and Reflect: Spark Survey (due xx/xx/xx)

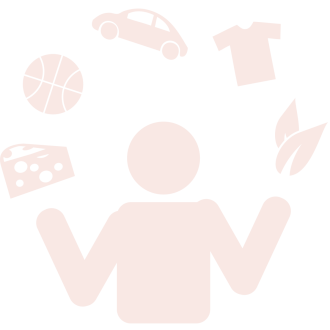
Complete the Spark Survey by thinking of things that (1) interest you and that you like doing now, (2) ways you would like to spend your time if you could, and (3) things that you would like to try, learn, or explore if you had the space, time, money, and support.

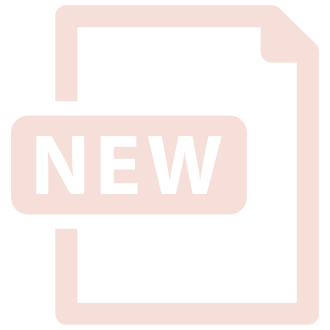
## Exit Ticket: Know Your Spark (due xx/xx/xx)

Using what you learned today, write three reasons why you think it’s important to know your spark.

***Extra Credit*: Explore Your Spark Interview—**Use the two-page interview sheet to interview a friend or family member about their sparks!

# **Spark Survey**

**Directions:** Think of things that interest you, that you like doing, or that you would like to try if you had the space, time, money, and support. List your specifics here. 



# **Know Your Spark Exit Ticket**

**Directions:** Using what you learned today, list three reasons why it is important to know your spark.



# Explore Your Spark Interview

|  |
| --- |
| **Interview: Explore Your Spark** |
| Please share one of your sparks. |
| ../../../../../../Downloads/noun_710288 |
| When did you discover this spark? |
|  |
| When you’re engaged with your spark, how do you feel? |
|  |
| Think of someone who actively pursues their spark. Describe what you see. |
|  |
| How do you learn more about your spark, or get better at it? |
|  |
| What is one goal you have related to this spark? |
|  |
| **Interview: Discover Your Spark** |
| Describe a day on which you could do any activity you wanted.  Money and resources are not a limitation! |
| ../../../../../../Downloads/noun_710288 |
| What are some things you have tried and *not* liked? |
|  |
| What is something you have done that you are proud of? |
|  |
| What is something you have always wanted to try? |
|  |
| To explore your potential spark, is there something you’d like to try or learn more about? |
|  |

# Lesson 8: The Me I Choose

## Lesson Overview

In this lesson, you will generate descriptors of your personal identities by reflecting on your interests and traits and how they have shaped you. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *How do my choices create my identities?*

## Learning Targets

* Identify components of my personal identities
* Define personal identity as a reflection of individual traits, choices, and options within my control

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Warm-Up: Personal Identities | xx/xx/xx | 10 minutes |
| Write and Reflect: Personal Identity Wheel | xx/xx/xx | 10 minutes |

## Warm-Up: Personal Identities: (due xx/xx/xx)

Time to get thinking about your personal identities. Yes *identities*, not identity. We use the plural because often our identities overlap, creating a complex person made up of a variety of traits that help shape our unique selves: our passions, interests, hobbies, irritations, and personal choices. For example, you may be messy at home, but very organized at school or the other way around. You might like to spend time with friends, but also be shy. All these things—good and challenging—make up yourself. You are not just one of your identities.

Below is a list of the kinds of categories that can help define personal identities. Check off any that are important to you and feel to add ones that aren’t there. For some people, certain categories will be easy, while some people may be new to thinking about these ideas. Both are normal and OK!

**Personal Identities (feel free to add)**

❏ Hobbies

❏ Skills I am proud of

❏ Personal traits

❏ Where I call home/my favorite place

❏ Personal motto or phrase

❏ My best memory

❏ Favorite book, song, and movie

❏ Pet peeves and irritations

❏ Future goals

❏ My organizations (sports teams, youth groups, place of worship, etc.)

❏ My strengths

❏ Important values (independence, my religion, equal rights for girls, family, friendship, patriotism, diversity, etc.)

❏ Defining moment (birth of my little sister/brother, winning a state championship, my parents’ divorce, etc.)

## Write and Reflect: Personal Identity Wheel (due xx/xx/xx)

Now that you have had some time to reflect, record your individual identities. Complete the Personal Identity Wheel. When you come to talents, skills, and traits, you can use the word bank to help you find a match. Your completed wheel is the sum of you! At least for now. We are always growing and learning.

# Personal Identity Wheel

**Directions:** Complete the Personal Identity Wheel. When you come to skills and traits, you can use the work banks to help you find a match.

|  |  |  |
| --- | --- | --- |
| Traits  Word Bank | | Skills  Word Bank |
| Active  Adventurous  Agreeable  Alert  Articulate  Aspiring  Athletic  Attractive  Balanced  Brilliant  Calm  Caring  Charismatic  Charming  Cheerful  Clever  Colorful  Compassionate  Confident  Creative  Curious  Daring  Dramatic  Energetic  Enthusiastic  Focused  Friendly  Generous  Gentle  Genuine  Healthy  Helpful  Honest  Humble  Humorous  Independent | Innovative  Loyal  Modest  Neat  Patient  Perfectionist  Resourceful  Respectful  Responsible  Sophisticated  Strong  Studious  Warm  Wise  Witty  Aggressive  Ambitious  Amusing  Artful  Big-thinking  Competitive  Complex  Deceptive  Determined  Frugal  Glamorous  Mellow  Ordinary  Outspoken  Progressive  Proud  Sarcastic  Self-conscious  Tough  Unpredictable  Whimsical | Listening  Clarity and concision  Verbal and nonverbal communication  Decision-making  Time management  Delegation  Planning  Feedback  Responsibility  Flexibility  Commitment  Teamwork  Empathy  Patience  Trustworthiness  Adaptability  Resilience  Handling criticism  Problem solving |

# Lesson 12: Where I’m From . . .

## Lesson Overview

In this lesson, you will read the poem “Where I’m From,” by George Ella Lyon. Then, by looking at other examples of Where I’m From poems, brainstorming, and using graphic organizers and templates, you will create your own poem about where you are from, drawing on examples from your life. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *Where Am I From?*

## Learning Targets

* Use Where I’m From poems to get inspired to write my own
* Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events in my poem

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read and Write Reflection: George Ella Lyon’s “Where I’m From” | xx/xx/xx | 10-20 minutes |
| Read and Brainstorm: Where I’m From | xx/xx/xx | 15-20 minutes |
| Write Your Poem | xx/xx/xx | 30-40 minutes |

## Read and Write Reflection (due xx/xx/xx)

George Ella Lyon was born in Harlan, a coal mining town in southeastern Kentucky. Her books frequently take place in Appalachia, a very rural part of the country. In addition to writing poems, George Ella Lyon also taught writing at a number of colleges, including the University of Kentucky, and helped organize the Women Writers Conference. She currently teaches writing through workshops, conferences, and author visits. Lyon served as Kentucky Poet Laureate for 2015 to 2016.

Follow this link to hear George Ella Lyon, [recite her poem](http://www.georgeellalyon.com/audio/where.mp3): “Where I’m From.”

As you listen, complete the “Where I’m From Themes” handout by answering the following questions:

* What things did the author talk about in the poem?
* What objects, memories, and places did she talk about?

## Read and Brainstorm: Where I’m From (due xx/xx/xx)

Before you start brainstorming for your own poem, readthe examples below:

*“*Where I’m From (Pandemic/Quarantine Version)” by Christine Gautreaux 4/19/2020 at [https://iamfromproject.com](https://iamfromproject.com/).

**Excerpts from Student Poems:**

I am from bobby pins, doo rags, and wide tooth combs.I am from prayer plants that lift their stemsand rejoice every night.

I am from chocolate cakes and deviled eggsfrom older cousins and hand-me-downsto “shut ups” and “sit downs.”

I am from Genesis to Exodus,Leviticus, too.church to church, pew to pewI am from a huge family tree that begins with dustand ends with me.

—Oretha Storey

I am from carne con chile   
to queso con tortillas.  
I am from farmers and ancient Indians   
to the frijoles and sopa   
they ate.

—Lurdes Sandoval

I am from the land that struggles   
for freedom.  
I am from the rice field, water buffaloes   
and cows.  
I am from the place where   
Blood floats like rivers.  
Innocent souls are trapped   
under the ground.  
Dead bodies haven’t yet been buried.  
A beautiful barn becomes   
a cemetery.

It wasn’t supposed to be like this.

I am from the place I hold

now only as a memory.  
I am from a family with hearts like stone.

*—Cang Dao*

I am from Aztlan   
where many battles and wars were fought.  
I am from the strength and courage of the Aztecs   
who died for our freedom.  
I am from traditions and customs   
from posadas to quinceñeras   
to dia de la muerte and buena suerte.

I am from the blood of my ancestors,   
the dreams of my grandmother,   
the faith of my mother,   
and the pride of my culture.

I am from survivors.

—Alejandro Vidales

Now use the “Where I’m From” graphic organizer. Next to each category, write a few things that describe you. Things that mean something special, things you like, and your favorite people, places, and memories will help tell where you are from.

## Write Your Poem (due xx/xx/xx)

Write your personalized Where I’m From poem. You can write your own or use the “Where I’m From Poem Template” to fill in the blanks of the poems with your own experiences, memories, hopes, and dreams. Feel free to use your thinking from the brainstorming activity or create new phrases.

# Where I’m From Themes Handout

**Directions:** What things did the author talk about in the poem? What objects, memories, and places did she talk about? List some below.

|  |
| --- |
| **Themes** |
|  |

# Where I’m From Graphic Organizer

**Directions:** Next to each category, write a few things that describe you. Things that mean something special, things you like, and your favorite people, places, and memories will help tell where you are from.

|  |  |
| --- | --- |
| Category | Things That Describe You |
| Objects from your house |  |
| Personal stories/ memories |  |
| Sayings |  |
| Objects from around your neighborhood |  |
| Food from family gatherings |  |
| Images from your family |  |
| Smells |  |
| Names of ancestors |  |

# Where I’m From Poem Template

**Directions:** Write your personalized “Where I’m From” poem. You can fill in the blanks of the template below with your own experiences, memories, hopes, and dreams or write your own poem.

I am from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 



I am from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

I am from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

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

I'm from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

I'm from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 



From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

I'm from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

I'm from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

From the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

***OPTIONAL section***

I am going to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



I will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



I will create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



and change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Template (with adaptations) from:

<https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/3043/I%20Am%20From%20Poem.pdf>

# Lesson 16: Six-Word Statement

## Lesson Overview

In this lesson, you are going to explore the Six-Word Statement. This will boil your life—or part of it—down to six words. First, you will explore several examples. Next, you will write my own six-word statement by thinking of the impression you want to leave with the reader or the story. Start by reading the guiding question, learning targets, and agenda. Then follow the directions for each activity.

## Guiding Question: *What Can Six Words Reveal About Me?*

## Learning Targets

* Analyze exemplars to guide my own thinking and writing processes
* Synthesize my experiences and working philosophy into a Six-Word Statement

## Agenda

|  |  |  |
| --- | --- | --- |
| Activity | Due Date | Activity Time |
| Read: Examples of Six-Word Statements | xx/xx/xx | 5 minutes |
| Write: Statement Planning | xx/xx/xx | 15 to 20 minutes |
| Write: Six-Word Statements | xx/xx/xx | 15 to 20 minutes |

## Read: Examples of Six-Word Statements (due xx/xx/xx)

What is a memoir? It is a story of one’s life, perspective, and philosophy in action. Today we are going to explore the Six-Word Statement. It boils one’s life—or part of it—down to six words.

A whole life in six words? Let’s see what this looks like. Here are examples written by teens:

* The snooze button is my undoing.
* Loving mother: A term never known.
* Anxiety eats away chipped nail polish.
* The mirror is my harshest critic.

For more go to: [https://www.sixwordmemoirs.com](https://www.sixwordmemoirs.com/).

## Write: Statement Planning (due xx/xx/xx)

Using the “Six-Word Statement Planning” template brainstorm a few words that capture your philosophy on life (at this point). These DON’T have to be in your final Six-Word Statement, but they can help you capture a theme or feeling that you want to reflect in your statement. Also consider whether there are images that capture your thoughts or feelings (e.g., alarm clock, chipped nail polish).

## Write: Six-Word Statements (due xx/xx/xx)

Now create three versions of your Six-Word Statement. These can be completely different. The point is to not get trapped within a box, but to be generative and open to your own feelings.

Draft 1

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

Draft 2

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

Draft 3

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

# **Six-Word Statement Planning**

|  |  |
| --- | --- |
| What emotion do you want your reader to feel? ( For example, happy, sad, etc.)A close up of a logo  Description automatically generated | What specific image can you use to guide your six words? (For example, an alarm clock or a  dreamcatcher)A close up of a logo  Description automatically generated |
| How could you use punctuation creatively? (For example: This is I. I am myself.)A close up of a logo  Description automatically generatedA close up of a logo  Description automatically generated | How will your statement give a deeper meaning? (For example: I am not the only one.)A close up of a logo  Description automatically generated |