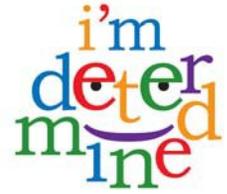


**Organizing Topic:** Self-Awareness and Self-Knowledge  
*(The skills of knowing one's own strengths, weaknesses, abilities and limitation AND knowing how to use these unique attributions to beneficially influence one's own life.)*



**Title:** This is Me!

**Target Level:** Middle School

**Related Standards of Learning:**

English

ENG 6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

ENG 6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

**Objectives:**

- The student can identify and explain things that help them learn.
- The student will identify areas of weakness for compensation/concentration.
- The student will understand how their disability impacts their learning and other areas of their life.

**Prerequisite Understandings/Knowledge/Skills:**

- An understanding of the different types of disabilities and specifically, their disability.
- An ability to state and describe preferences, areas of strength and weakness.

**Materials Needed:**

- Handout copied onto transparency or transferred into PowerPoint slide.

- LCD projector or overhead to display the handout.
- Dry erase makers for teacher to use.

**Time Frame:** One 45-minute class period.

**Lesson Procedure:**

1. Teachers initiate discussion with students by asking them to reflect on the tools they use to help them learn. Students may offer that they need a computer, or have text read aloud, or need to use math manipulative to assist in the understanding of difficult math concepts. Teachers may need to help generate ideas. This discussion may also be conducted within small groups. (Teachers may need to assign roles for discussion leader, recorder and time keeper.) Teachers explain that when we know the areas where we need help and the areas where we can work independently, we can begin to take charge of our learning.
2. Display to students the handout (“This is Who I Am”) that is attached.
3. Students complete their handout independently.
4. Students orally share their handout with others or with the class.

**Specific Options for Differentiating this Lesson:**

- Pictures or drawings can be used to describe strengths, weaknesses, etc.
- Board Maker could also be used to generate a variety of pictures for students to select from. These pictures could be attached with Velcro to a felt board divided into the four different areas.
- Each area (strength, weakness, etc.) can be worked on separately over several days or class periods.
- Students could work with a classmate or peer mentor to help determine strengths, etc.

**Evaluation:**

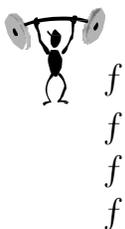
- Completion of the handout and the ability to discuss with teacher and/or how strengths, weaknesses and areas of difficulty relate to things that can be done to help learn. For example, if reading is an area of weakness and independent reading is a difficulty, students should be able to indicate that books on tape or CDs help them.

**Extending Understanding**

- Ask students to fill out their handout for each class. Have the student present the organizer to the class teacher and discuss.
- For students with IEPs or 504 Plans, discuss ways the student might present such information at an IEP meeting or give to their case manager for inclusion in their IEP.

## **This is Who I Am**

### **My Strengths**



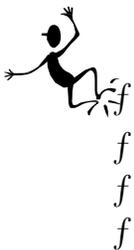
*How can I use these?*

### **What I Find Difficult**



*How does this affect me?*

### **My Likes and Interests**



**How are my interests connected to my career interest?**

### **People Who Can Help Me**



**How can others help me?**