

GET TO KNOW ME

Students will take the Skills Explorer to get to know themselves and their peers a little better.

Grade Level 3–8

Common Core State Standards

CCSS.ELA-LITERACY.CCRA.RI.4

CCSS.ELA-LITERACY.CCRA.SL.1

CCSS.ELA-LITERACY.CCRA.SL.3

CCSS.ELA-LITERACY.CCRA.SL.4

Common Core State Standards

Self-Awareness, Relationship Skills

21st-Century Learning Focus

Communication, Social Skills

Materials


Internet access to Your  Job, chart paper, Skills Summary handout, class set of “Get to Know Me” worksheet

INSTRUCTIONAL PLAN

INTRODUCTION

Start the lesson by writing the following six words on separate sheets of chart paper: *conventional*, *investigative*, *realistic*, *artistic*, *social*, *enterprising*. Ask students if they can define or give examples of people who exemplify these traits. Take notes on the chart paper as students share. Then tell them they’ll be taking a survey to see which of these traits are the strongest for them.

INDEPENDENT WORK

Have students create an account at Your  Job and complete the Skills Explorer. When they’re finished, provide them with a copy of the “Get to Know Me” worksheet to complete independently. The crest at the top of the paper should be mapped to their Skills Summary results.

GROUP WORK

Bring the class back together and add to the list of six traits from the beginning of the lesson, based on what students learned from the Skills Explorer. You can use the Skills Summary handout to help your students learn about traits that didn’t come up in their Skills Summary. Then hang these papers in separate areas around the room. Have students stand up with their “Get to Know Me” worksheet and ask them to stand near the trait that they most identify with. Tell them they’ll be getting to know some classmates during this portion of this lesson, and they should be prepared to share something they learned from their partner.

your job

MINI LESSON

Within their groups, have students find a partner and discuss the following:

- What kinds of things do you like to do?
- Why do you most identify with this trait?
- Was this a trait that came out of your Skills Summary? Was it the highest?

Next, challenge students to find a classmate with Skills Explorer results very different from their own. Have them talk to that person about the following:

- Why do you think you didn't score highly in the trait that your partner scored highly for?
- What are things you hope to get better at this year? Who might be able to help you with this goal?

CLOSING

Bring the class back together and have students talk about one thing they learned about a partner during the lesson. Create a bulletin board with students' "Get to Know Me" worksheets.

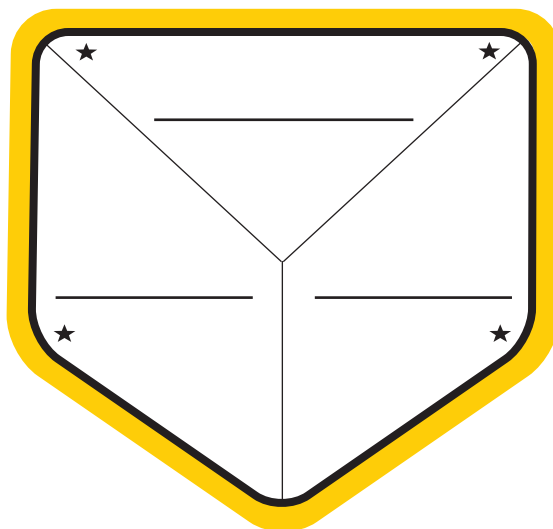
EXIT TICKET

Have students write the trait they most identify with from their Skills Explorer. Then ask them to think of one way they might use this to contribute to a successful classroom this year. (For instance, *conventional*: "I can help organize the library.")

GET TO KNOW ME

MY NAME IS _____

I AM



A PERSON OR CHARACTER I AM MOST LIKE

THINGS I LIKE TO DO

★ _____

★ _____

★ _____

THINGS I HOPE TO IMPROVE AT

★ _____

★ _____

★ _____

THING I AM MOST PROUD OF

