Who Are You?

Having years of education and other qualifications will often just get your foot in the door. The trick is knowing what to do once you have gotten your foot in the door. Self-image plays a huge role in how a person’s image is projected to other people. In order for teens to talk about image, the need to know who they are and what is important and unique to themselves. They also need to have a concrete way in which to express this.

Youth Will Learn

Workforce Skills: Self-exploration, understanding own identity
Success Indicators: Youth will be able to list traits that they identify with and rank their importance in how they view themselves.

What You Need:

Time Involved: 45-60+ minutes
Suggested Group Size: Any
Materials Needed:
- Magazines – 2 or 3 per person; include a variety of interests
- 8x11 construction paper and printing paper
- Glue
- Scissors – 1 pair per person

Facilitator Tips:
If time is an issue, activity can be divided into two parts: Part 1- My Personal Collage (#1-6); Part 2- My Traits (#7-13).

The Activity

1. Individually instruct the teens to cut pictures, words, or phrases out of magazines that represent them including looks, personal interests, and abilities.

2. Have the teens glue the pictures and words onto an 8x11 sheet of construction paper to form a collage.

3. Place pieces of paper with numbers underneath each collage and display the completed collages.
4. Without discussion, allow the teens to view the collages and give them time to write down who they think each collage belongs to.

5. Have each owner identify their collage and explain what the pictures and words represent.

6. Give the teens the opportunity to share what they should have included on their own or what items should have been on a fellow teen’s collage.

7. Next, have the teens rip or cut a piece of paper into ten strips.

8. Instruct the teens write down 10 words or phrases to describe themselves, one on each strip. Assure the teens that no one will see what they have written, so ask them to be extremely honest. These could be physical or emotional traits about themselves or talents that they possess. Give them 1 minute to complete the task.

9. Then instruct the teens to rearrange their lists from what they like the most about themselves to what they like the least about themselves. It is human nature to not think about our positive qualities and an exercise like this one helps teens to be aware that they have strengths and positive qualities that they have a right to be proud of.

10. After the teens arrange the traits in order from what he or she most likes about themselves to what he or she likes the least, ask them “Do you like what you see?”

11. Now instruct them to give up one trait. Ask them to reflect quietly about how the lack of that trait would affect them.

12. Then have the teens give up another. Give up three. Ask them to reflect on how these chances would affect what kind of person they are.

13. After giving up six of the qualities, have the teens regain the traits one by one. Frequently you will see great tension as students decide which traits they will give up. You may hear comments about how incomplete the teen feels without those traits. Record or remember those comments for discussion.
Talk It Over

**Share**
- Which trait was easiest to give up?
- Which trait was the hardest to give up?
- Which trait did you refuse to give up?

**Process**
- Did you feel incomplete as you removed certain traits from yourself?
- Did you feel any relief as your traits were regained?
- Do you have a new understanding of the importance of your personal traits?

**Generalize**
- Why do traits of a person matter to an employer?
- Why is it important to recognize what traits you are flexible with versus those that you are persistent with?

**Apply**
- What traits do you think employers look for in a good employee?
- What traits might not be so favorable?
- What can you do to add/remove those traits?

*If you want someone to respect you, you need to be a respectable person and know in yourself that you deserve to be respected.*