

NEW MEXICO 4-H

Aggie Next Step

Self-Determination

Who Am I?



Post Secondary Pathways



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Self-Determination – Who Am I?

LESSON FOCUS

Knowing who you are is the foundation for making strong choices about your future. In this lesson, participants will learn what self-determination means, discover their interests and values, and practice setting goals, making decisions, and matching their strengths with possible careers.

PREPARATION

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITIES

Supplies

- Worksheets
- Handouts
- Pens/Pencils

OBJECTIVES

Students will be able to:

- **Define** self-determination and explain its importance.
- **Identify** personal interests, goals, and values that influence life decisions.
- **Recognize** how self-awareness contributes to strong decision-making.
- **Match** their strengths and goals with potential careers and educational paths.

1. **Begin by having participants complete the *Pre-Assessment*.**

2. Guide a group discussion using these questions:

Q: *What does "determination" mean?*

Q: *What qualities does a determined person show?*

Q: *Can determination look different in school vs. sports vs. life?*

3. Distribute ***Self-Determination Defined*** and have volunteers read aloud. Then distribute ***Elements of I'm Determined*** and discuss how these elements relate to the qualities shared. The worksheet can be completed individually, in small groups, or as a class.

Q: *How do these elements show determination in real life?*

Q: *Which element do you think is your strongest right now? Why?*

Q: *Which one do you want to strengthen?*

4. Introduce the next activity: *Now we're going to shift focus to understanding you—your interests, values, strengths, and how you make decisions. This will help connect determination to your own goals.*

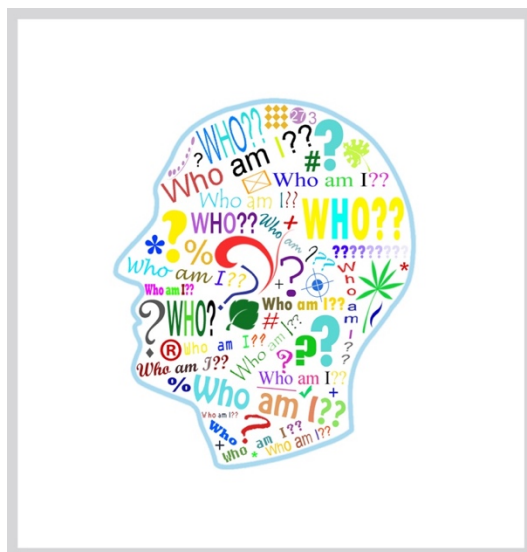


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5. Facilitate a group discussion using the following questions.
 - Q. *How often are you asked, "What do you want to be?"*
 - Q. *What do people usually base their answers on?*
 - Q. *What steps did you take when thinking about your own interests or future goals?*
 - Q. *What should people consider when making big life or career decisions?*
 - Q. *Are career choices final or flexible? Why?*
6. Distribute the **ANS Who Am I Self-Discovery Worksheet** and allow enough time for participants to complete the worksheet. Use the reflection questions for discussion.
7. Wrap-up: *Today, you explored what it means to be self-determined and began identifying your own strengths, interests, and decision-making patterns. These tools help you take ownership of your choices and shape your future intentionally.*
8. **Exit Ticket** – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.
9. **Have participants complete Post-Assessment.**

REFLECTION

Self-determination and self-awareness are the foundation of confident decision-making and personal success. By understanding who you are and what matters to you, you gain the power to speak up, set goals, and pursue a future that aligns with your values and strengths.





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EXTENSIONS

Peer Interview: Participants interview a partner

Q: What are your strengths?

Q: What do you enjoy learning?

Q: What is one goal you have?

Then summarize: "Based on my interview, I think my partner shows self-determination by..."

DIFFERENTIATION

Content Support: Break longer tasks into smaller steps with check-in points.

Allow think-pair-share before whole group discussions.

English Language Learners: Pair students with a supportive peer for discussions and collaborative activities.

Provide sentence starters:

- "Self-determination means..."
- "One example of this is..."

Pre-teach key vocabulary: self-determination, determined, skills, goals, careers, etc.

Process Differentiation: Allow verbal responses or teacher scribing.

Reduce the number of required responses.

Advanced or Early Finishers: Challenge participants to create a simple 3-step goal plan:

- Short-term goal (this week/month)
- Medium-term goal (this year)
- Long-term goal (after high school)

Then list what obstacles they may face and what strengths will help them reach their goals.



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RESOURCES

Optional Videos:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Self-Determination Theory (Explained in 3 Minutes) (2:33)

<https://www.youtube.com/watch?v=T2y2KaoItgE>

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 2.1.1: Select and employ appropriate reading and communication strategies

CTE 2.1.9: Listen to and speak with diverse individuals to enhance communication skills

CTE 9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities to be employable

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-4. Communicate clearly, effectively, and with reason

Optional ELA Alignment (Grades 6-12)

SL1: Participate in a range of conversations and collaborations