METACOGNITIVE SKILLS

LESSON 10-29 ▲ MY STORY

**LEARNING GOALS/OUTCOMES**

* Identify significant events, challenges and accomplishments from the past, present and future.
* Project future successes by reflecting on what has made them special in the past and in the present so that they can project their future.

**MATERIALS NEEDED**

* **Student Handouts:**
* My Story Worksheet
* Journal Page
* **Sample My Story Teacher/Advisor Model** to share with students
* **Large model of student’s *My Story Worksheet*** to be displayed to class for recording what they create

**CLASSROOM ACTIVITIES**

1. **Talk to students about the power of reflection and recognizing one’s own story as a tool for setting goals and building plans for future success.** Explain that the class is going to practice the steps in writing one’s own story by creating a collective story of a student, much like them, who wants to go to college. If students say this lesson seems familiar, acknowledge and validate their familiarity – they may have completed the same lesson in 7th Grade! Tell them this is a chance for them to reflect on what’s changed since then and is a chance for them to rewrite their story. Reiterate that a person’s story is a combination of factors including their personal characteristics and circumstances, important events in their lives, and challenges they have overcome. It is told on a timeline from the past to the present and into the future.

Using the format from the attached worksheet or one you have designed yourself, model how you wrote your personal student story. Give students a few minutes to ask you questions.

Have students develop the background information about this student. Assume that the person is their age and have students add the gender, race/ethnicity, and family situation.

1. **Divide students into three groups, past, present, and future.** Give them a few minutes to talk about what they want in each box.

Have the groups report back the story line they developed and record all of the information on the large, displayed My Story model.

1. **Distribute an individual *My Story Worksheet*** to each student**.** Instruct students to create their own story. Upon completion of this task students may be asked to share their stories in pairs or triads.
2. **Encourage students to discuss the following questions.**

* What did they learn about this person as the story unfolded? (Hopefully, they will focus on the achievement despite the challenges. If not, help them see this perspective.)
* What did they learn about the power of telling one’s story?
* What did they learn about themselves as they organized their personal story?
* As students complete the storytelling, draw their attention back to why we tell our stories (tool for understanding ourselves) and how it relates to the previous work with college dreams and role models.

1. **Assign the *Journal Page*** as a writing reflection.

**STUDENT PRODUCTS**

* **Completed *“My Story” Worksheet***
* **Completed *Journal Page***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILITATOR NOTES**

The recommended curriculum sequence supposes that students have had some exposure to talking about their dreams of going to college and positive role models. If needed, begin this lesson by reminding students of how powerful the stories were from personal or community role models*.*

Students may recognize this lesson. It was part of the Middle School CGW curriculum in 7th Grade. Tell them this is a chance for them to reflect on what’s changed since Middle School and to rewrite their story accordingly.

* **KnowHow2Go**

[**http://www.knowhow2go.org/knowitall**](http://www.knowhow2go.org/knowitall)

The KnowHow2Go Success Stories provide short (less than 2 minutes) videos of college students answering the following questions from a very personal perspective and can be used to encourage students to be thinking about the questions they will need to answer as part of their personal “story.”

* How did I choose the right school for me?
* How can I make it work financially?
* Are you the first in your family to go to college?
* What advice do you have for a student like me?
* What can college offer me beyond classes?
* **TED X Teen**

<http://tedxteen.com/about-ted-tedx>

TED is a non-profit organization devoted to Ideas worth spreading. Started as a four-day conference in California 25 years ago, TED has grown to support those world-changing ideas with multiple initiatives. The annual TED Conference invites the world's leading thinkers and doers to speak for 18 minutes. Their talks are then made available, free, at [TED.com](http://ted.com). TED X Teen provides an opportunity for teenagers to share their ideas and inspiring stories. The videos are too long for an advisory period but you may want to use a clip that seems to speak to your students, such as

* <http://www.tedxteen.com/talks/tedxteen-2013/164-kuha-o-case-seeing-no-limits>
* <http://www.tedxteen.com/talks/tedxteen-2014/212-kajmere-houchins-opportunity-just-what-the-doctor-ordered>
* **FIRST GENERATION documentary**

<http://www.firstgenerationfilm.com/>

Narrated by Golden Globe nominee, Blair Underwood, FIRST GENERATION is a 90 minute, award winning documentary that tells the story of four high school students – an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers. Picking up their stories in the middle of the junior year, the documentary tells the story of their college dreams and attempts to break out of the cycle of poverty. The film is gritty and moving. There is a cost to rent the film but it is well worth the expense to engage students in real life stories of students who have overcome barriers and are on the pathway to success**.**

METACOGNIVITE SKILLS

LESSON 10-29 STUDENT HANDOUT

MY STORY

A person’s story is a combination of factors including their personal characteristics and circumstances, important events in their lives, and challenges they have overcome. It is told on a timeline from the past to the present and into the future. Below is a brief outline to help you reflect and collect the information you need to tell your story.

**Past**

Personal Characteristics

Challenges I Met and Conquered

Important events

**Present**

Personal Characteristics

Challenges I Met and am conquering

**Future**

Important events

Personal Characteristics

Important events

Challenges I will meet and conquer

METACOGNITIVE SKILLS

LESSON 10-29 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 10-29 | *My Story***

***Q1:*** Everyone has a story.Why is it important to tell your story?

***Answers:***