

Self-Awareness – Supported Self-Reflection
7/8 Lesson 4.4b: Self-History Introduction

Preparation

Purpose

This lesson is designed to help students uncover truths about their life and report what they learn as completely and honestly as possible.

Essential Question/s

- Who am I?
- Where do I come from?
- How do my beliefs help define who I am?

Materials

- Varies
 - Primary sources
 - Cameras
 - Computers
 - Tablets
- Research Methods Tic-Tac-Toe
- Self-History Research Plan advance organizer
- Computer
- Access to the Internet
- Word processing software

Notes for Planning

The Self-History is a multi-day lesson that utilizes many of the skills developed during the lessons in the Understanding Influence strand (Lessons 4.4). This lesson expands the scope of data collection opportunities and shifts the focus of research from others to self.

This lesson has the capacity to generate intense emotional responses from excitement to anxiety. You will want to do a barometer test (hold up fingers – 1 finger is “I am extremely anxious” to 5 fingers “I am extremely excited”) of the students’ emotions prior to ending this lesson. Students who hold up four or five fingers will require additional support and guidance prior to going further with this lesson. Support and guidance may range from encourage to explicit instruction about healthy coping strategies to deal with anxiety or it may simply be that the student needs more clarification about the expectations and goals of the lesson.

This lesson also provides the opportunity for students to experience brutal honesty. To mitigate this potential outcome, you may want to consider preemptively sending a letter home to parents explaining the kinds of feedback and responses to interviews that

students will benefit from (i.e. constructive, balance of positive comments with opportunities for students to improve, compassionately honest, etc.).

This lesson sets the stage for future lessons, but it is important that students begin the processes explored by this lesson now so that they are prepared for future lessons.

Implementation

Time Needed

45 minutes

Notes for Instruction

Provide students with the *Research Methods Tic-Tac-Toe*. Have students read the different boxes on the sheet then refer to the lesson outcomes of Lesson 4.3b – Research Processes to refresh students’ memories. Using the past lesson outcomes and the Tic-Tac-Toe sheet, guide the students through a brief review (not to exceed 5 minutes). Some questions to guide the review and connect the past lesson to this lesson are:

1. What is research?
2. What are methods for collecting data?
3. What types of data collection methods appear on the Tic-Tac-Toe sheet that were not part of our past lesson?

Remind students about the research resource sheets they developed in Lesson 4.3b (i.e. the steps necessary to collect information using primary sources, surveys, interviews, and non-fiction texts). Have students determine if, based on their experiences conducting research, any steps need to be added to those documents. If so, provide students time in groups to further develop those resources.

Have students individually select three research approaches using a “tic-tac-toe” approach (i.e. they must be able to draw a straight line through three methods on the choice board).

End the lesson with a journal prompt. It is important that they complete this journal prompt as it is a fundamental part of helping them develop a focus for their Self-History Research. You may even want to have them complete multiple prompts from the list below.

Have students select one of the following journal prompts:

- I would like to improve....
- Some people are unhappy with....
- An idea I would like to try....
- Something I would like to change is....

Once students have selected their unique approach, introduce students to the Self-History Planner (note the similarity to previous research planner). Some students may be able to begin while others will need significant support, scaffolding, and explicit instruction. It really depends on your students and your class culture, as well as the amount of time you spent on Lesson 4.3b. As students are working, circulate around the room to determine what level of support they will require.

Likely, students will not be able to complete their plan during this class session. You can either assign the plan for homework or have students bring their plan to the next class.