The BIG Idea

- What clues do my past interests and accomplishments give about my future?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Autobiographies (25 minutes)

III. Autobiography Bingo (10 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 4 - 5, Autobiography
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW
  - Facilitator Resource 2, Sample Bios
  - Facilitator Resource 3, Autobiography Rubric
  - Facilitator Resource 4, Autobiography Bingo Card.
- ❑ Facilitator Bio, one copy per student

OBJECTIVES

During this lesson, students will:

- Create an autobiography and understand the importance of self-reflection in making decisions about the future.
- Examine experiences and skills of their fellow classmates.

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OVERVIEW

In this lesson, the students will review strategies for demonstrating respect, responsibility and teamwork in class. The facilitator shares a brief autobiography in narrative form and the students respond by creating autobiographies of their own. Lastly, students will participate in an interactive bingo game to learn more about their classmates.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ Write up a one page autobiography about yourself and make a copy for each student. (See **Facilitator Resource 2, Sample Bios** and **Facilitator Resource 3, Biography Rubric.**)
- ❑ The following handout needs to be made into an overhead transparency or copied onto chart paper:
  - **Facilitator Resource 1, DO NOW** (Optional)
  - **Facilitator Resource 4, Autobiography Bingo Card**
- ❑ Make copies of **Facilitator Resource 4, Autobiography Bingo Card.** (one per student)

VOCABULARY

Autobiography: The story of your life told by you.

IMPLEMENTATION OPTIONS

DO NOW

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

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Questions:

1. Explain one way to demonstrate respect, responsibility, and teamwork in a workplace setting.
2. Why are those skills important for this course?

[Give the students three to four minutes to answer these questions. Then have a few students share their responses with the class.]

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE**: Last class we discussed three workplace skills: respect, responsibility, and teamwork. What were some ways you could demonstrate respect, responsibility, and teamwork in a workplace? [Allow students time to respond.]

   We also talked about why these skills are important to this course. Can anyone give a specific example of how to show respect, responsibility, or teamwork in this course? [Allow students time to respond.]

II. Autobiographies (25 minutes)

1. **SAY SOMETHING LIKE**: Today each of you will reflect on your own individual strengths and accomplishments. One way to figure out where you want to go in the future is to look at what's been enjoyable to you in the past. In just a few minutes, you're going to have the opportunity to reflect on your life, who you are, where you've been, and where you are going. Before you get started on that, I wanted to share my own autobiography with you.

   [Read the brief bio you've created about yourself. Then have students describe what major things they learned about you through your bio. If desired, you can list this information on chart paper, to help organize your students' thoughts.]

2. **SAY SOMETHING LIKE:** Turn to **Student Handbook pages 4 - 5, Autobiography**. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you, but they are also an important record for you. In a few weeks, we are going to research careers. Knowing your interests and skills is the first step to finding a career that would be a good fit.

   [Have a student read the directions from the top of **Student Handbook page 4, Autobiography** (first page).]

   Since you are only answering two questions, each response should be well thought out and detailed. Plan on writing one or two paragraphs for each question. Of course, you can always write more if you want to. You will have 15 minutes to work on your autobiography.

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3. [Circulate around the class while the students are working. If students finish their autobiographies early, they can share their responses with a partner. When all of the students are done, see if any students are willing to volunteer to read one of their responses to the class.]

III. Autobiography Bingo (10 minutes)

1. **SAY SOMETHING LIKE:** I am really impressed at how well you all worked on your autobiographies. Now, we are going to play a game to help you get to know a little more about each other. The name of our game is "Autobiography Bingo." [Distribute **Facilitator Resource 4, Autobiography Bingo Card**. Point out that each Bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]

2. [Explain that the goal of "Autobiography Bingo" is to find people in the room who fit the description in each Bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row **by different people** wins. Hold up your card (or display it using an overhead projector) to show them that they can get Bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]

   [The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]

   [Ask if there are any questions, and when everyone is ready, shout, "Go!" Walk around the room to make sure everyone's playing by the rules.]

5. [When someone shouts "Bingo!" check his/her card. If it's in order, give him/her a prize. If there's time left, and you want to give out more prizes, let the other students continue playing until you have second and third place winners.]

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IV. Wrap Up (5 minutes)

1. [Have a student read the **BIG IDEA** and ask for a few volunteers to share an interest or accomplishment that could lead to a possible career path.]

2. [Tell the students that they have completed their first unit with Roads to Success. Thank them for their hard work and explain that next week they will be starting the Setting Goals unit. In this unit, they will need to look at their strengths and weaknesses to create a concrete plan for reaching a goal.]

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DO NOW
Introduction 3: Autobiography

Directions: You will have four minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

1. Explain one way to demonstrate respect, responsibility, and teamwork in a workplace setting.

2. Why are those skills important for this course?

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K'S MIDDLE-SCHOOL CAREER BIO

I knew two things about careers by the time I was in middle school. The first was that I wanted to teach. I had a great second-grade teacher who brought the world into our classroom. There was a stuffed animal who quoted "thoughts" for the day, and we played Bingo to learn our math facts. When I became a teacher, I tried to recreate the magical world of my second-grade classroom.

The second thing I knew was that I loved art. For our sixth-grade play, we had to become a character who might ride on the New York City subway. I chose "artist." I wore a smock and a beret and carried a palette and paintbrush, which was what I thought an artist would look like. I spent a lot of my spare time working on construction-paper creations and sewing projects. Although I never became an artist, "art" has found its way into nearly every job I've ever had.

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TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

Here are some things you should know about me. I grew up in a small town in Ohio, right by Lake Erie. I'm the oldest child in my family and have two younger sisters: Niki is 24 and Danielle is 21. Both of them still live in Ohio, and so does my dad and step-mother. Niki just finished spending a year working on a cruise ship and traveling all over the world, and Danielle is currently taking classes at Cleveland State University.

After I graduated from high school, I got a scholarship to go to a small college in Minnesota, so I moved to Minneapolis. After college, I spent a year working in Minnesota, and then moved to New York to take a teaching job in the Bronx. I taught seventh grade my first year, and sixth grade my second year.

I moved back to Minnesota this fall but found out that I really miss New York City! I'm really excited to be moving back.

In my free time, I like to do a lot of different things. I LOVE to read. I like to run, take walks in the city, hang out with my friends, dance, cook, and go to the movies. I just learned how to knit and have been busy making scarves and hats for everyone I know. I like to play soccer, and chess, and I love puzzles. I travel as much as I can this past summer I went to Turkey and some other countries in Eastern Europe. I also like taking short vacations like spending the weekend in Washington, D.C.

I'm very excited to be joining Roads to Success, and to have the opportunity to work with all of you. Be warned, however, that I don't put up with any excuses from my students! I expect all of you to work hard and to the absolute best of your abilities. I look forward to meeting all of you very soon.

Sincerely,

Ms. K

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Autobiography Rubric

This rubric is an additional resource for facilitators. After you have written a draft of your autobiography, rate your piece with the questions below, and rewrite as needed.

Does my autobiography focus on education and career development?	❑ No	❑ Somewhat	❑ To a great extent	❑ Couldn't be better
Have I included enough details to give a clear picture of who I am?	❑ No	❑ Somewhat	❑ To a great extent	❑ Couldn't be better
Is the language inviting and age-appropriate?	❑ No	❑ Somewhat	❑ To a great extent	❑ Couldn't be better
Will the information I've included be interesting to adolescents?	❑ No	❑ Somewhat	❑ To a great extent	❑ Couldn't be better
Have I presented myself in a professional manner?	❑ No	❑ Somewhat	❑ To a great extent	❑ Couldn't be better

Note: This rubric is not designed to be used for the student biographies.

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AUTOBIOGRAPHY BINGO CARD

Has same number of siblings as me	Does chores at home	Likes pepperoni pizza	Has performed on stage	Has same number of letters in first name as me
Has a dog	Wearing green	Has same career interests as me	Ate cereal for breakfast	Good with tools
Has same math teacher as me	Plays a sport	**FREE**	Studies/ speaks another language	Plans to go to college
Wearing sneakers	Plays video games	Plays a musical instrument	Reads the newspaper at least once a week	Has same first period class
Walked to school today	Wearing same color shirt as me	Has brown eyes	Has same color hair as me	Likes to eat veggies

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Autobiography

Name: _____

Grade and Class #: _____

Directions: Now it's your turn to describe who you are. Choose two of the three questions below. Write a thoughtful and complete answer for each.

Questions:

1. Describe one person who has encouraged you in your schooling. What did they say to you?
2. Describe one thing that you are good at and how you became good at it.
3. Describe one personal struggle you experienced and how you overcame it.

Response 1: (Question # ____)

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Response 2: (Question # ____)

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