METACOGNITIVE SKILLS

LESSON 9-8 ▲ VOICES OF DOUBT

**LEARNING GOALS/OUTCOMES**

* Increase the strategies students have to deal with the voices of doubt in their family, peer group and community.
* Apply personal action strategies to situations where others voice doubts about going on to higher education after high school.

**MATERIALS NEEDED**

* **Computer with internet access** to access the KnowHow2Go website (<http://www.knowhow2go.orgknowitall>)to show the following “Success Story” videos
* Under Finding a Mentor: “Nelly tells KnowHow2GO how her mentor helped her prepare for college”
* Under Choosing A School: “Jasmine tells KnowHow2GO how she chose the college of her dreams”
* **Chart paper and markers**

**CLASSROOM ACTIVITIES**

1. **Ask students to think about what they know about self-doubt.** As the facilitator, include information as about its definition, that self-doubt is normal for everyone, and that it has a positive side. Share with students that the lesson today is going to be about how to deal with people who express doubt about your goals, especially doubt about you going on for more education after high school. If students say this lesson seems familiar, acknowledge and validate their familiarity – they may have completed the same lesson in 6th Grade! Tell them this is a chance for them to revisit Voices of Doubt that may still exist in their life and the strategies to deal with them.
2. **Share with students that they are going to watch videos about two college students who were the first person in their family to go to college.** Ask students to listen carefully for the strategies the students in the video used to address the doubt expressed by teachers, friends, and even their family. Show the video of Nelly first and the video of Jasmine second.
3. **After the videos are complete, ask students to share the strategies they heard Nelly and Jasmine use when others doubted they could go to college**. Make a list on chart paper of what students heard. Hopefully, they will identify the three key strategies of:
* Ignoring those who doubt college is for you
* Seeking out those who can help you meet your goals to go on to postsecondary programs
* Talking over college as a family. Discuss which college is a good fit for the student and for the family. Things to consider are the cost and the distance.

If students do not add these strategies, feel comfortable doing so as a facilitator.

1. **Lead the students in a more personal discussion**. Ask them what the voices of doubt are saying in their lives. Are they listening? Is it hard not to listen? What strategies are they using to overcome the voices and not allow them to create self-doubt?
2. **Conclude the lesson with restating or summarizing the strategies students identified as ways to deal with the voices of doubt.**

**STUDENT PRODUCTS**

* **None**

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

The lesson can be shortened or lengthened by using one or both of the video clips. The discussions that result may be challenging for students and you may need to be prepared to share examples to help students feel safe enough to share what they hear from others.

Students may recognize this lesson. It was part of the Middle School CGW curriculum in 6th Grade. Tell them this is a chance for them to reflect on what voices of doubt may still exist in their lives and strategies for dealing with them.

* **ENRICHMENT ACTIVITIES**

Role Playing

The first objective of the role playing is to make it safe for students to express exactly what they hear. Share with students that they are going to have the chance to “produce” a short “scene” for other students (much like a video) where a high school student is the main character. Go back to what students shared about the voices of doubt in their own lives. Help the students identify several situations and at least two characters for each situation where they can produce their scenario. The “cast” will get to explore strategies that are offered and to add their own in order to present the “scene”.

Help students move into small groups of four or five students being mindful of combinations that will make it comfortable for all students to interact with each other. Give some planning time to consider gender, culture or ethnicity. Give students time to practice their ideas. Share the scenarios as a class.

Hold a concluding discussion to determine what students understood and how they might use the strategies in the future.

Additional “First in Family” Videos

* The ***First in the Family*** video site (<http://www.firstinthefamily.org/highschool/Videos.html>) has several videos that are appropriate extensions of this concept.The videos provide stories of first generation students with real life scenarios. The 12 minute video, ”How to Make It to College,” would provide additional opportunities for students to listen and talk about what first generation students experience.