






Autobiographical Video: Who I am, and who I will become

OVERVIEW

Students will explore their interests and goals to share with a broader audience. An autobiographical video allows middle school students an opportunity to present themselves to adults and peers. Speaking to an audience of adults and peers is one of the key interpersonal skills that we would like students to develop.

AUTHOR Thomas House	GRADE LEVEL 8	CONTENT AREA
		
ESSENTIAL QUESTIONS	TIME NEEDED	STANDARDS
<p>How do I want to present myself to adults and peers?</p> <p>What skills do I need to make effective presentations?</p> <p>What are my goals for the future?</p>	<p>1 navigator block to explain and give background</p> <p>4 navigator blocks for student writing and preparation.</p> <p>1 navigator block for recording video</p> <p>1 navigator block for student editing</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

Making Connections

Students will:

- Learn about the process of writing and talking about themselves: brainstorm ideas, write draft, revise, edit, and share work
- Be able to write and communicate effectively—and with detail—about their personal history, growth, and goals
- Review and respectfully critique the work of their peers
- Complete the final product (a published video) ready for presentation

Background

The goal is to begin to prepare our middle school students so that they are able to present themselves exceptionally well for opportunities today, as well as those that will come in the future. Students will begin to learn the nuances of professional human interaction like clear speaking, eye contact, and presentation. A key part of this project is to have our students begin to envision and imagine their future.



Materials

- [Imagining Future Scenarios](#)
- [Want Ads for the Future](#)
- [Rules for Living](#)
- [Things I Like to Do](#)

Teacher Tips

Remember that the purpose of this activity is to have students speak to the camera so that they can hear their voice and see what they look like when speaking. A secondary goal is to have the students start thinking about goals and how they envision their future. Many students will want to make a video with images, but that is not our purpose. They can choose a green screen background, but for this assignment, they will be reading their own story, goals, and visions of their future to the camera.

The Activity

Part 1: Learning from what we like to do

- Explain the meaning and purpose of preparing this autobiographical video. If possible talk about any autobiographies that

students are familiar with, and make sure they understand that in this video. They will try to present who they are, and more importantly who they hope to become.

Discuss what devices and techniques they could use to make the stories compelling.

- Discuss the fact that what the activities they enjoy today may not be what they enjoy in 5, 10, or 20 years, but it will definitely influence how they do things in the future. Have the students complete the “[Things I Like to Do](#)” document and share it with you.

Part 2: Who will we become?

- Remind students that they will be writing about who they are, and who they hope to become. Explain that a scenario is an account or synopsis of a projected course of action or events. Ask students to make projections for the future and write about various stages of their lives (e.g. 5, 10, 20, or 30 years from now) by completing the “[Imagining Future Scenarios](#)” document and the “[Want Ads for the Future](#)” document.

Part 3: What do we value?

- Explain that your values are your personal inventory of what you consider most important in life. We all have values, but unless we take the time to think about those values, we can easily overlook them when we’re making important choices. Here are

some guidelines for identifying what you value:

- Is this something that's important to you?
- Do you feel good about this being important to you?
- Would you feel good if people that you respect knew that this was important to you?
- Have you ever done anything that indicates that this is important to you?
- Is this something you would stand by, even if others made fun of you for it?
- Does this fit in with your vision of who you are and who you want to become?

Ask students to reflect on their value and complete the "[Rules for Living](#)" document.

Part 4: A final script and ready to record

- Explain to your students that they will use their writing prompt responses to complete the final draft of their autobiographical video script. The script will be reviewed by their peers and the teacher prior to recording. Outline the following writing process for students who need more guidance:
 1. Brainstorm a list of possible writing ideas and topics to provide focus for writing stories with more details
 2. Use writing prompts and ten-minute sessions of directed writing for

students having difficulty beginning their writing

3. Write the first draft
4. Revise first drafts through peer input
5. Edit revised work through teacher input
6. Record using the final script

WRAP UP AND ACTION

LESSON ASSESSMENT

Ask students to find a partner to read and respectfully critique their video using the following criteria:

1. Is the video easy to understand? Did the student speak clearly and enunciate words?
2. How is the student's eye contact with the camera? Did it feel like the student was reading confidently?
3. Are there any parts of this video that could be left out? Why?
4. Does this video make you feel any particular way? Why?
5. What parts of the story are you able to visualize? Can you imagine what they will be like in the future?
6. What did you like best about this story?

About the Author

Thomas House is a 2019-20 Kenan Fellow.
House teaches in Asheville City Schools.

About the Fellowship

As a WNC Kenan STEMwork Fellow, Thomas House participates in a three-week internship with GE Aviation. Along with other WNC STEMwork Fellows, he worked to develop a deeper understanding of the industries located throughout Western North Carolina, their workforce needs, and how K-12 educators can make relevant connections for their students.