

# Introduction of Self

## ESTIMATED TIME

This lesson will require one session to do the PowerPoint and to begin the reflection process. The videotaping may require another lesson, or it may mean that the students are pulled out of academic classes for a total of ten minutes.

## PREREQUISITES

- Videotaping equipment (e.g. camcorder, microphone, lighting, and data storage hardware)
- Computers with internet access for online portfolio

## RESOURCES AVAILABLE

- **Introduction of Self Rubric**
- **Introduction of Self Assignment**
- **Introduction of Self Student Directions**
- **Introduction of Self Beginning Exercise Presentation**

## ACROSS THE CURRICULUM

This lesson applies across subjects as it can be used to give classroom teachers a better understanding of each student. It can also serve as a video resume for mentors at internship sites.

## LESSON PLANNING

### LESSON GOAL

Identify and summarize personal strengths and goals, and describe how school life and personal life are related.

### Essential Question

How can I present myself most effectively to different communities of people?

### Student Expectations

1. Participate in the introductory activity with the class.
2. Complete the *Introduction of Self* assignment.
3. Prepare and tape answer to the Video Prompt Question.
4. Update your Identity page to include all parts of this lesson.
5. Complete reflection about the lesson.

### LESSON OBJECTIVES

1. Identify academic goals.
2. Identify growth areas.
3. Describe how school relates to their personal life.

### RATIONALE

This lesson is a cumulative lesson which draws on previous reflections, academic and internship work, as well as the Video Reflection lesson. It is important at the end of a school year or program to do a self-assessment of goals and accomplishments. This lesson asks for a reflection and asks students to use technological tools that they have been using throughout the program. This self-reflective artifact is a key part of a student's portfolio work. This assignment contains basic, probing, overview questions which the student is asked to complete in order for mentors, teachers, and their advisor to gain a better understanding of the student and their perceptions about their strengths and growth areas.



Introduction of Self Rubric



Introduction of Self Assignment



Introduction of Self Directions

## PROCEDURES: WHAT TO DO

**1. WHOLE GROUP** Hand out the *Introduction of Self Rubric* to introduce the lesson and explain how students will be evaluated. Then present *Introduction of Self Beginning Exercise*. In this presentation several famous people are presented with questions about their personal history, goals, strengths, and growth areas. Stop and discuss each person. At the end of the presentation, explain that students will be reflecting on those same types of questions in their video profiles.

### ASSESSMENT

**Presentation** Engage in a presentation about personal profiles.

**2. INDIVIDUAL** Hand out or have students access *Introduction of Self Directions* and review the directions. In this activity, students will access *Introduction of Self Assignment*, which they will fill out and paste into two separate documents as **Resources in My Workspace** in *Sakai*. (One for “Reflection Questions” and the other “Video Prompt Question”)

### ASSESSMENT

**Assignment** Complete the *Introduction of Self Assignment*.

**3. INDIVIDUAL** Once the students have completed this assignment, have them prepare to give their answers to the “Video Prompt Question.” To prepare have them print out their answers, identify three primary points from their answers, and then develop an introduction and a conclusion. Students may begin with “Hello my name is \_\_\_ and I am a student at \_\_\_.” They then can talk about their three points and summarize to complete the video. Have students keep their answers under two minutes.

### ASSESSMENT

**Video Preparation** Prepare and practice for videotaping an introduction to self.

**4. INDIVIDUAL** Schedule the videotape sessions and have students perform their self introductions. Then have students import all of their Introduction of Self work (Reflection Question and video) into their portfolios.



## ASSIGNMENT 1

### ASSESSMENT

**Video** Complete an introduction to self video.



Student Pages

## REFLECTION



## ASSIGNMENT 2

Have students reflect in writing on the following prompts. Then have them use the *Sakai* Assignments Tool to submit their reflections for evaluation.

- After viewing your video, what do you hope your advisor, your teachers, and your mentor learn about you?
- Everybody has insecurities when it comes to seeing themselves in video, but there are positives as well. What is your most positive attribute as you view your video (meaning, what do you do well?)?
- Looking over the video and your answers to the “Reflection Questions,” what did you learn about yourself and your identity?

### ASSESSMENT

**Reflection** Complete a reflection about introducing yourself.

### ASSESSMENT

Use the *Introduction of Self Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Grade 9 English Language Arts

##### Communication Oral and Visual

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

#### Grade 9 Technology

**Benchmark B:** Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

##### Understanding Operations

1. Identify and use input and output devices to operate and interact with computers and multimedia technology resources (e.g., digital video camera, mobile cameras-a camera on a robot base, like a Mars rover, how to connect analog equipment to digital equipment).

##### Productivity Tools

2. Demonstrate proficiency in all productivity tools (e.g., word processing, spreadsheet, database, desktop publishing).

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students with learning disabilities may still be able to complete this assignment, but considerations may be made for the student depending on their IEP. Therefore, check with the IEP specialist or IEP coordinator for the student to determine appropriate modifications. Modification suggestions might include breaking up the questions and having the student answer one at a time, rather than all in one session. In addition, questions may be dropped or the video skipped depending on the student.

### GIFTED AND TALENTED

Gifted students really shine in this lesson. They enjoy the challenge of figuring themselves out and then communicating that to adults. Therefore, consider having the gifted students shoot their video, assess their communication strengths and growth areas, and then reshoot to work on those. If this option is not available, then have them supplement the lesson with a few of their own personal touches on the lesson (i.e. developing another question or taking a creative approach to their identity).

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Read this Wikipedia definition of self-reflection to understand the value of reflection. [http://en.wikipedia.org/wiki/Human\\_self-reflection](http://en.wikipedia.org/wiki/Human_self-reflection)