METACOGNITIVE SKILLS

LESSON 9-17 ▲ HEAR US OUT

**LEARNING GOALS/OUTCOMES**

* Identify motivators for high school students wanting to go to college.
* Identify what “weighs students down” (barriers).
* Identify what would help.
* List specific programs that might provide support.
* List the advice these high school students have for other students.
* Assess the motivators and barriers that often exist for first generation college-going high school students.
* Self-assess the questions they have about their own motivators and barriers.

**MATERIALS NEEDED**

* **Student Handouts:**
* Hear Us Out Worksheet
* **Computer with internet access and projection capabilities** for viewing “Hear Us Out” video: <http://www.youtube.com/watch?v=fTj_3X7SH8Q>

**CLASSROOM ACTIVITIES**

1. **Share with students that the video, “Hear Us Out,”provides high school students with the stories of students just like them who are planning to go to college.** The video has five distinct sections marked by dividers where the students talk about:
   * What motivates low-income and underrepresented students to think about college?
   * What weighs students down and creates barriers?
   * What students think might help?
   * What special programs have they accessed?

Hand out the *Hear Us Out Worksheet* and make sure that students know they will need to take notes in the first column during the video.

1. **Ask students to organize themselves in groups of 5** and decide which of the five questions each person is going to take as a discussion leader. Everyone is expected to take notes on all sections.
2. **Show the video**. Pause if needed to allow students to take accurate notes.
3. **Ask the discussion leaders for question 1 to lead the discussion about what students hear from the students in the video.** The discussion leader should then lead the discussion about what students already knew and what they might want to add. (Each student should still be taking his/her own notes.) Each discussion leader than asks the group to generate questions they have for this section of the video. Repeat this process until all five questions have been discussed.
4. **Bring the whole class back to make a list of the questions.** Discuss with the students how they can find the answers to the questions.
5. **To conclude, ask each student to take one minute to complete their journal page**, writing down one thing that motivates them to go to college.

**STUDENT PRODUCTS**

* **Completed *Hear Us Out Worksheet***
* **Completed *Journal Page***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

The 12-minute video, “Hear Us Out,”provides high school students with the stories of students just like them who are planning to go to college. Note: There are other videos on the page. If students are viewing solo, they might be attracted or distracted at one of the other videos

The video has four distinct sections marked by dividers in the video to help you lead students in a discussion of:

* What motivates low-income and underrepresented students to think about college?
* What weighs students down and creates barriers?
* What students think might help?
* What special programs have they accessed?
* **ENRICHMENT ACTIVITIES**

Follow up activities from this lesson speak both to students having the opportunity to tell their story and experience their own voice. As time allows, you can have students:

1. Write an advice column for other students about why they should go to college and how they can remove some of the barriers.
2. Write a “script” for two students where they have much the same conversation as the students in the video, only in their own words.
3. Ask students to role play as panel members and answer the questions or the additional questions the class has generated.
4. Allow students to film interviews or panel discussions to be shown to other classes using the basic premise of “Hear Us Out.”

METACOGNITIVE SKILLS

LESSON 9-17 STUDENT HANDOUT

HEAR US OUT WORKSHEET

|  |  |  |
| --- | --- | --- |
| **What did these high school students have to say?** | **What did you add to their comments? What did you already know?** | **What questions do you have?** |
| What motivates low-income and/or underrepresented students to consider college? |  |  |
| What weighs these students down? |  |  |
| What do they think will help? |  |  |
| What special programs have they accessed? |  |  |
| What advice did they offer? |  |  |

METACOGNITIVE SKILLS

LESSON 9-17 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 9-17 | *HEAR US OUT***

***Q1:*** What is one thing that motivates you to go to college?

***Answers:***