

Lesson 1

Creating a College Going Identity: *Coach Guide*

Introduction (~5 minutes)

- **Welcome students to Beaver Hangouts**
- **Introduce yourself!**
 - Begin your session by sharing some details about yourselves with the students. Some areas you should cover:
 - Name
 - Age
 - Major
 - Hometown
 - Why did you decide to go to college?
 - What made you decide OSU was the right path for you?

Pre-program Survey (~10 minutes)

- **Survey**
 - Follow survey directions.

Think, Pair, Share! (~10 minutes)

- **Why College**
 - Have the students get into small groups of 2 or 3 to discuss the following topics with each other for ~5 min:
 - Do you want to go to college? Why or why not?
 - What excites you most about going to college? What scares you?
 - What interests do you want to pursue in college/after high school?
 - After the students are finished discussing in small groups, have each student introduce themselves and share a response their partner(s) had to one of the questions.
 - Write down a list of names to reference throughout the term.

Safe Space (~1 minute)

- **Create a Safe Space for Sessions**
 - Read this definition aloud to your class: *“A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.”*
 - Ask students to respect this to make your sessions a safe space.



Activity 1 (~10 minutes)

➤ Who Are You?

- Now the students will have to ask themselves a big question, “Who are you?”
- On a sheet of paper, have the students jot down their names and 5 adjectives that describe who they are.
 - *Example: My name is Anna Batie. I am female, Irish American, an outdoorswoman, multilingual, and outgoing.*
- On the same sheet of paper, students will answer another big question: “What parts of my identity am I most proud of and why?”
 - *Example: I’m really proud of being multilingual. I speak Bosnian, Croatian, and Serbian. It was hard work learning those languages, and I’m proud to have the ability to communicate with people who speak a different language.*
- One final question to ask the students: “What parts of my identity do I want to explore in college?”
 - *Example: As an Irish American, I’ve always wanted to learn more about my family heritage and history. I’d love to go to a college where I can take a class on the history of Ireland and the history of immigration in the United States.*
- Call on three students to share their responses (1 student for each question). Thank them for sharing.

Activity 2 (~10 minutes)

➤ A Day in the Life of a College Student

- In college, not only can you explore your identity with the classes you take, but you can also explore your identity by participating in different student groups. Colleges have a lot of different student groups that range from cultural and religious groups to student activity and interest groups.
- Tell the students you are going to share a video of a Native American student group from Dartmouth College made about the different kind of activities students can participate in in college.
 - Ask the students to pay attention to the cultural activities they see in the video, as well as any activities/people in the video they feel they can identify with.
 - <https://www.youtube.com/watch?v=9lyxtT-gz3M>
- Start a discussion with the class about ways in which they could explore their identity in college. What kind of student groups do they want to become part of? In what other ways can students further explore their interests in college? Were there people in the video they felt they could identify with? Why or why not?

Closing/Assignment (~5 minutes)

➤ Wrap-up

- Leave some time for students to ask you questions

