METACOGNITIVE SKILLS

LESSON 11-30 ▲ TALKING WITH YOUR FAMILY ABOUT COLLEGE

**LEARNING GOALS/OUTCOMES**

* Identify what to say to your family about going to college.
* Conduct a “mock” conversation with a family member about going to college.

**MATERIALS NEEDED**

* **Student Handouts:**
* Talking With Your Family
* **Cards with family roles identified**

**CLASSROOM ACTIVITIES**

1. **Share with a student that being the first one in the family to go to college has its obvious advantages, but also carries with it a number of familial, cultural, and social disadvantages.** Existing within a family line where you are the sole person to change the family’s cycle can be daunting. Prepare yourself with smart goals, college knowledge, and mature outlook to get your family into your support huddle. Soon, they will become your biggest cheerleaders.
2. **Depending on the experience of the students, set the ground rules for role plays.** Have students identify a partner and draw a family role. Each pair of students will trade being the family and being the student. Share that the object of the role play is to practice conversations that will be important to have at home.
3. **Outline the steps for having a positive conversation with family members:**
* Find a good time when everyone is in their most relaxed state.
* State your goals and steps necessary to reach those goals.
* Be positive and upbeat.
* Provide contact information for resources: admission counselors, college advisors, mentors, community mentors.
* Be consistent and persistent.
1. **Model the process, filling out the student handout and a brief conversation** with a family member so that students clearly understand the expectations.
2. **Give students time to fill out their plan for the family conversation.** Once they are ready, allow the pairs of students to try out the conversation with each other.
3. **Once all of the pairs have traded places and completed their initial role-play conversations, call the group back and discuss** what they are learning about these conversations.
4. **Give students a few additional minutes to think about who they need to talk to first in their families.** If time is available, give students time to fill out a second handout that can be used at a student-led conference as a safe place for a college conversation.

**STUDENT PRODUCTS**

* **Completed *Talking With Your Family***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

This lesson is built around providing a safe space for students to role play or practice the conversations they may want to have at home.

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LESSON 11-30 STUDENT HANDOUT

 TALKING WITH YOUR FAMILY

The role-play will help you plan for the important college conversations with family members. First, fill out the answers to the following questions. Second, try out what you want to say with your partner. They may have been assigned the role of your mother, your grandfather, or a family friend. Adjust your dialog with them to stay in character as much as possible. Take turns being the family member and being the student.

Be prepared to share what you learned about the conversations with the class.

1. **Set the right time**. When would be the best time to have a conversation when the family member is in their most relaxed state?
2. **Know your goals**. Who are you? Where are you going? How will you get there? Take just a few minutes to reflect on your past experiences and set strong, articulate goals that you can share with the family member. Say how your goals are a part of your High School & Beyond Plan. (If you can’t clearly describe your goals, how can you expect your family member to understand them?)
3. **Know your resources.**  Determine the most important aspect of the colleges you’re looking at. Do they offer financial aid? Scholarships? How do they academically support their students? How do they ensure your social/cultural needs are being met? Do they offer support resources for your family? Think about these questions and jot down brief answers to the questions.
4. **Know your family.** Take time to know and understand how your family feels about education, its attitude towards work, cultural responsibilities, and transition. Begin forming ideas about how to address these concerns from the very start. Some concerns you may need to consider are the loss of income you may be contributing, the loss of child care, the cost of college, and the distance from the family. Where will your family need the most reassurance and what do you need?