

## **Autobiography Board**

### **Overview**

In this activity, students will write a brief autobiographical sketch of themselves that they decorate according to their personal preference and top with a photograph of themselves. This activity allows students to get to know each other and learn more about one another's interests and backgrounds.

### **Grades**

Any

### **Activity Type**

Individual

### **Materials**

- Autobiography Board worksheet, attached
- Camera (optional as long as students can bring in their own photos)

### **Duration**

45 minutes

### **Instructions**

1. Ask students what they already know about an "autobiography", ensuring they understand it is a story of a person's life told by that person. Ask students if they know of any published autobiographies, or if they have read any books or stories that are autobiographical.
2. Next, ask students to brainstorm some things they might want to know about one another. List these items as students list them.
3. Tell the group that they will be creating an Autobiography Board that will enable their classmates to learn more about them. Explain that the purpose of the Autobiography Board is to portray a picture – written, artistic, and photographic- of who they are. Let students know in advance that they will be sharing their Autobiography Boards with classmates, and that the final products will be displayed, so they should only share things they are comfortable with others knowing.
4. Handout the attached Autobiography Board worksheet. Explain to students that this is the format their final board will take. The final can be written on this paper, or completed on alternate paper if students have alternative artistic ideas. Any space beyond where the picture and writing goes can be decorated with things representing the student's identity.
5. Once students have brought their final Autobiography Board to class, review expectations for sharing personal writing out loud. As students, "When we are sharing something personal, or speaking to others, how do we want to be treated? What will make you feel respected and

heard?” Allow students to brainstorm a list of positive behaviors and expectations for the sharing session that you list where the group can see them (i.e. look at the person speaking, smile at them, don’t giggle or gossip, make positive comments afterwards, etc.) If there are important areas students do not bring up, facilitate discussion by asking, “No one has mentioned \_\_\_\_\_. Is that an important expectation for sharing?”

Tell students that they can read their Autobiography Board out loud and that once finished the rest of the class will clap loudly as a show of support and will then be allowed to ask questions and offer positive comments. You can prompt students by asking questions such as, “What did you like about \_\_\_\_\_’s Autobiography Board? What did you learn about \_\_\_\_\_ based on his/her Autobiography Board?”

6. Once the students who wish to share have done so, decorate the room, hall, or another space with the Autobiography Boards, and encourage students to view one another’s work.

