

Lesson 2.3: All About Me One-Pager

Unit: Unit 2, Me, My Goals, My Money (Individual Growth and Life Readiness) **Topic:** 2.1 Who I Am **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 2 class periods of 40 minutes (days 39 and 40 of the year) **Room:** Classroom or FACS lab; a computer cart or lab if the slide option is offered

Standards

- NYS module line: NYS IGLR 1. Personal Development a) Examine personal values
- NYS module line: NYS IGLR 1. Personal Development b) Discover and evaluate personality traits and strengths
- NYS module line: NYS IGLR 1. Personal Development c) Predict areas of personal interests relating to the future
- CTE theme line: CTE CIR 1. Communication f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students identify their own abilities and interests as possible guides to career choice.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities
- National FCS 3.0: 1.2.1 Examine possible careers to find what each one requires and offers in knowledge, skills, attitudes, and openings.

Enduring understanding and essential question

Big idea: Three days of sorting and quizzing are worth nothing until you can put the results on one page and say them to another person in two minutes. The one-pager is the first draft of how you introduce yourself to a coach, a boss, or a college. **Essential question:** If you had one page and two minutes, what would you want a stranger to know about you?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Using the three sheets from Lessons 2.1 and 2.2, list on the template their top three values, top three strengths (at least one from a notice card), two interest letters, and two careers to explore, with nothing left blank.
2. (Mid) Compose a “what I want to be known for” sentence that uses at least one value and one strength, and organize the five parts on a poster or a slide so that each part can be read from three feet away.

3. (High) Present the one-pager to a partner in two minutes, then evaluate the partner's one-pager against the three-criterion rubric with one specific piece of written feedback the partner can act on.

Vocabulary

Tier 2 (general academic): draft, revise, criteria, feedback Tier 3 (FACS): one-pager, rubric, “known for” statement (a one-sentence personal mission), career to explore. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 02.03 - All About Me Template.md, one per student: the draft template (page 1), the layout guide (page 2), and the mini rubric with a peer feedback box (page 3)
- Students' three sheets and three notice cards from the FACS folder: Lesson 2.1 sort sheet, Lesson 2.2 strengths inventory, Lesson 2.2 interest quiz
- Poster option: one sheet of 11 by 17 paper or half a poster board per student, markers, a ruler; a stack of magazine pages or a printed sheet of small icons for students who want pictures *[Sal: your room's supply; a class set of 30 sheets of 11 by 17 is about \$6]*
- Slide option: one device per student and a one-slide template file *[Sal: make a blank one-slide file in your school's slide tool with five labeled boxes matching page 2 of the handout, and share it read-only so each student makes a copy]*
- Slides: Slides 02.03 - All About Me One-Pager (Day 1 and Day 2 labeled)
- Two finished examples, one poster and one slide, made by the teacher about a fictional student (slides 5 and 6), so nobody's real work is the model
- Timer visible to the class
- Setup notes: before Day 1, pull the “needs more” pile from Lesson 2.2 Day 2 and plan a two-minute conference with each of those students during Step 2. Decide before class whether the slide option is available; if the cart is not booked, everyone does the poster and the choice is poster with pictures or poster with words only.

Pre-assessment

The three sheets are the pre-assessment. On Day 1, while students fill the template, check that each has a top three, a top three, two letters, and two careers on paper from the earlier lessons. A student missing a sheet fills that part of the template from memory in Step 2 and the teacher accepts it; the point of the check is the one-pager, not the paperwork.

Do now and hook (Time: Day 1, 4 min; Day 2, 3 min)

Day 1, on the board: “Look at your three sheets from this week. Write one thing on them that you would want a new coach or a new boss to know about you.” Debrief: cold call three. Then the hook, showing slide 5: “This is a one-pager for a made-up student named Rosa. Two minutes ago you knew nothing about her. Read it.” Give 30 seconds. “Now you know five things. That is what yours will do.”

Day 2, on the board: “Write the sentence you want to be known for. If you already wrote it yesterday, read it and make one word better.” Debrief: two volunteers read theirs. Say: “Today you finish, and then you say it out loud to one person.”

Procedure

Step	Teacher will	Students will	Time
Day 1, 1. Direct instruction: the five parts and the rubric	Show slide 4: the five parts (values, strengths, interests and letters, two careers, the known-for sentence). Show slide 7: the three criteria (Complete, Clear, Connected) in student words. Show the two examples again and score one of them out loud against the rubric so students see a 3 and a 4. Give the choice: poster or slide.	Read page 3 of the handout while the teacher scores the example. Choose poster or slide and write it on page 1.	7 min
Day 1, 2. Learning activity: the draft template	Assign page 1. Circulate. Run the two-minute conferences with the “needs more” students from Lesson 2.2. Check that Part 3 of the template (strengths) has at least one strength that came from a notice card, not the student’s own list.	Copy from the three sheets into the five boxes on page 1. Write the known-for sentence using the frame on the template or their own words.	12 min
Day 1, 3. Practice: layout	Show slide 8: the layout guide (page 2), the three-foot rule, one idea per box, the biggest text is the name and the known-for sentence.	Sketch the layout on page 2 in pencil, then start the real poster or slide.	13 min

	Hand out paper or open the slide template.		
Day 1, 4. Check and pack	Ask for a thumbs check: “Is every one of your five boxes filled on page 1?” Take the exit line. Posters stay in the room; slides are saved.	Thumbs. Write the exit line (see Closure).	1 min
Day 2, 1. Finish the product	Show slide 12: what “done” looks like (all five parts, readable from three feet, name on it, nothing crossed out on the final). Set the timer. Circulate with the rubric on a clipboard and give each student one sentence of feedback while they work.	Finish the poster or slide.	17 min
Day 2, 2. Practice: the two-minute partner share	Pair students across tables (not the notice-card table; they already know each other). Show slide 13: the share script. Speaker A talks for two minutes with the one-pager in front of the partner; Partner B listens, then scores A’s one-pager on page 3 and writes one specific piece of feedback. Switch. Run the timer both ways.	Share for two minutes. Score the partner. Write one piece of feedback the partner can act on (“your careers box is too small to read from my seat”). Switch.	10 min
Day 2, 3. Fix one	Give three minutes:	Fix one thing. Turn	7 min

thing and turn in	“Read your partner’s feedback. Fix the one thing you can fix in three minutes.” Then collect posters and page 3, or confirm slides are shared. Say how the check is scored: the teacher scores the same three criteria; the partner score is not the grade.	in the one-pager with page 3 attached.	
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Questions to ask

Monitor understanding:

- Which of your three strengths came from someone else’s notice card? Why did you keep it?
- Read me your known-for sentence. Which word in it is a value? Which is a strength?
- Stand three feet from your poster. What can you not read?

Deepen learning:

- Your two careers are from letters R and A, and your known-for sentence is about helping people. Is that a problem, or a clue about what kind of R or A job you want?
- If you showed this page to your family, which box would surprise them? Why?
- The rubric asks for “connected.” What does a one-pager look like where the boxes have nothing to do with each other? Have you seen a person like that?

Check for understanding

Day 1: thumbs check at Step 4 on page 1 completeness, and a clipboard walk during Step 2 with a yes or no on “known-for sentence uses a value and a strength.” Day 2: the clipboard rubric during Step 1; each student hears one sentence of feedback before the partner share, so nobody is surprised by their score.

Closure (Time: Day 1, 3 min; Day 2, 3 min)

Day 1: exit line on page 1: “The part of my one-pager that is hardest to write is ___ because ___.” Two students read theirs. The answers tell you where to spend the Day 2 circulating time.

Day 2: after turn-in, a 3-2-1 on an index card: 3 things you learned about yourself this week, 2 things you learned about your partner, 1 career you want to know more about. Three students read one line aloud. This card is not scored; it opens Lesson 2.4 (goals),

because “a career you want to know more about” is the first long-term goal most students will write.

Differentiation and supports

- ELL: the template gives a sentence frame for the known-for sentence (“I want to be known as someone who ___ because I ___”); the five box labels carry the Turkish, Portuguese, and Spanish words; the share script is printed with the two minutes broken into five 20-second parts so the speaker always knows what to say next; the poster may include words in the home language next to English. Pair with a bilingual peer for the share where possible, or let the student share in the home language to a peer who speaks it and in English to the teacher.
- IEP and 504 (general): choice of poster or slide is built in; a student may dictate the known-for sentence; extended time by letting Day 2 Step 1 run through the share and taking the share in a third short session or at lunch; the partner share can be done with the teacher instead of a peer; printed steps on page 2; fidgets allowed.
- Grade 6 support: the template asks for top three values, top two strengths, two letters, and one career, plus the known-for sentence; the share is one minute. Rubric criterion “Connected” is met if the known-for sentence uses one value or one strength, not both.
- Grade 8 stretch: add a sixth box, “one thing I need to learn before I can do career 1,” and a seventh, a Holland-style letter for a career that surprised you; the share is three minutes and the listener asks one question at the end that the speaker has to answer without looking at the page.
- UDL checkpoint used: multiple means of action and expression (poster or slide, words or pictures, spoken share); multiple means of engagement (the product is about the student and is scored on a rubric they saw before they started).
- No-kitchen or no-machine alternative: not needed. If no devices are available, the slide option is dropped and the choice becomes poster with pictures or poster with words only.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List all five parts with nothing blank	IGLR 1. a), b), c); Std 3 PI E	Day 1 Step 2, template page 1	Formative; thumbs check and clipboard walk. Summative as the “Complete” criterion of the mini rubric
2. Compose the known-for sentence and lay out the page	IGLR 1. a) and b); CDOS 3a Personal Qualities; National FCS 1.2.1	Day 1 Step 3; Day 2 Step 1	Summative; “Clear” and “Connected” criteria of the mini rubric
3. Present in two	CIR 1. f); Std 3 PI E	Day 2 Steps 2 and 3	Formative; peer

minutes and give one specific piece of feedback			rubric on page 3 checked for a specific, fixable comment; the teacher's clipboard note on whether the speaker filled two minutes
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This lesson is the Topic 2.1 formal check. The product is the All About Me one-pager, scored by the teacher on the three-criterion rubric printed on page 3 of Handout 02.03 - All About Me Template.md (12 points; see the rubric there). The scoring happens during Day 2 Step 1 (clipboard) and after turn-in. The check goes in the grade book under the “Quizzes and topic checks” category of the grading plan. The partner’s score is feedback, not the grade.

Homework

None. Optional: show the one-pager to an adult at home and ask which box surprised them.

Connections

Inside the building: the ELA teacher, if the class is working on personal narrative or introductions; the one-pager can be the outline for a paragraph, and ELA gets a class that already has its content. The school counselor can keep copies for the grade 8 planning file if the student agrees. Community: none this lesson.

Sources

- NYS Middle Level CTE FACS Content Module 01, Individual Growth and Life Readiness (nycetecenter.org, June 2018), lines 1. a), 1. b), and 1. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Communication and Interpersonal Relationships, line 1. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- NYS CDOS Standard 3a, Intermediate, Personal Qualities. Same file.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 1.2.1.
- Sal’s own materials: the Your Mission Statement packet (Lesson Dups/Unit_5_Personal_Branding/education_teachingwork_your_mission_statement_2026_04.docx) supplied the mission statement frame (“I want to use my [strengths] to [action] so that [impact]”), adapted here into the known-for sentence; the My Career Vision Board packet (Unit_2_Career_Exploration) supplied the idea of a single visual product closing the topic.

Teacher notes

- If Day 1 runs short, cut Step 1's out-loud scoring of the example to one criterion. Never cut the two-minute conferences with the "needs more" students; a student who arrives at the one-pager without two careers will freeze.
- If Day 2 runs short, the "fix one thing" step becomes homework for posters that go home, or is skipped for slides. Never cut the partner share; it is the CIR line and the reason the product is worth a check.
- Common mistake: students copy the whole strengths inventory onto the poster. Say the three-foot rule twice: if you cannot read it from three feet, it is too much.
- Common mistake: the known-for sentence turns into a goal ("I want to be known as someone who made the NBA"). Push it back with the frame: the sentence is about who you are, not what you get. The goal version is what Lesson 2.4 is for, so tell the student to save it.
- The two teacher examples (Rosa and one other fictional student) should be a 3 and a 4 on the rubric, not two 4s. Students need to see what the gap looks like.
- *[Sal: decide whether posters go home or stay up. A wall of one-pagers is the fastest way to show a visitor what the class is about, but some students will not want theirs up. Ask before you tape.]*
- Keep page 1 of every template in the FACS folder after the poster goes home. It is the source for the Goal Plan (Lesson 2.5) and the career research card (Lesson 2.22).