

Students' stories, trauma-reducing pedagogy + the college admission process



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What you will learn

- ★ 3 neuroscience-based tools that enable students to reflect on the experiences that have shaped them and use those experiences to inform strong, authentic admission essays
- ★ How to increase student voice, agency, and writing mastery through the college admission process
- ★ How to help low-income, first-gen, BIPOC and other disadvantaged students take greater control of their college outcomes + success

Springboard story



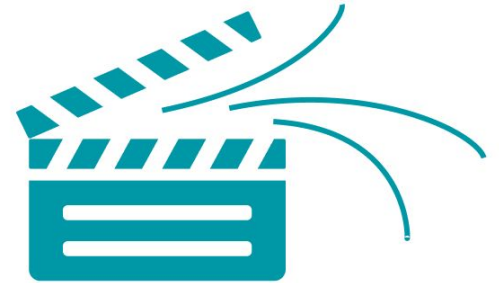
The science of storytelling



Memories

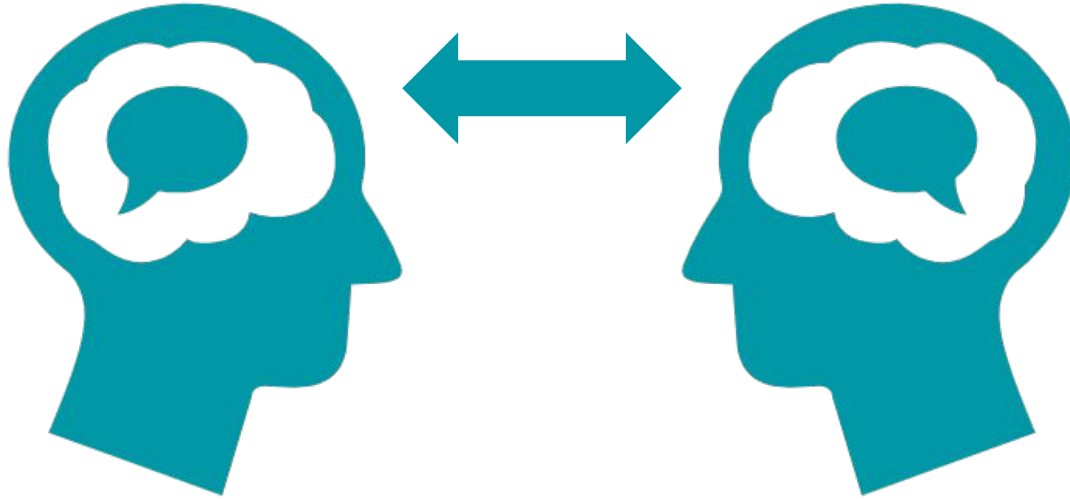


Emotions



Action

Mental Mirroring



Moments Method®



Finding the experiences that have shaped you

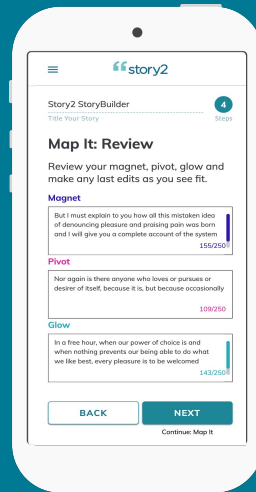
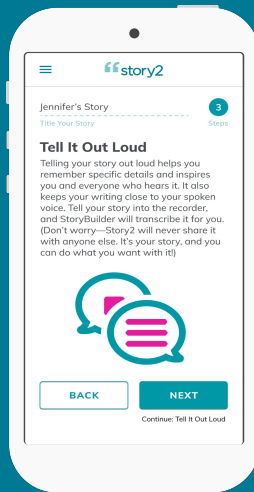
- ★ First step is to help students explore the experiences that have shaped them
- ★ Students may or may not want to share them in their college essays
- ★ But they are important and they have shaped them; they have taught them many skills to bring out in the college process
- ★ Next, help them assess if the experience are things they want to share publicly now and if the college essay is the best space for sharing

How to build memorable essays

- ★ **FOCUS IN** → Reveal their character through a Defining Moment story → one that shows a moment of growth or change, when they took a risk, did something for the first time, perhaps even failed
- ★ **3-SENTENCE STORY** → Magnet, Pivot, Glow
- ★ **FOCUS OUT** → Replace general ideas and thoughts in their own mind with specific details from the world of shared human experience



StoryBuilder



Designed to practice
Moments Method + apply
tools in different situations

Trauma-lessening feedback

Question-based feedback and rubric:

- ★ “When you say you overcame dyslexia, can you show a specific example of that? How could you describe that without saying ‘dyslexia?’”
- ★ “What do you see as the most action-driven parts of your essay?”
- ★ “Can you describe more about...”
- ★ “Can you bring out more details about...”
- ★ “What are the 3 key sentences? Do those 3 sentences tell a story?”

Help students understand the role of essay in the process

- ★ Test optional admissions puts more emphasis on the essays, both the personal statement and the supplements (or the UC-PIQs)
- ★ All of those essays together tell a story about the students. What parts of their character do they want admissions readers to take away? Which moments reveal those parts of their character?
- ★ Admissions readers are looking for:
 - Strong writing (verbs, details, flow)
 - Unique point of view (how they look at the world and other people)
 - Authentic voice (like they are in the room speaking, not flowery or forced)

How to support disadvantaged students?

- ★ Make sure they understand the process
- ★ Make sure they understand the role of the essays and how to write strong essays in their own voice
- ★ Make sure they apply to a strong range of colleges that are a good fit for them -- from the most selective to ones where they will get in and get money
- ★ Focus on attributes not name brands
- ★ Patience is part of what this process teaches; help them stick with the process

Questions



Next Steps

- ★ Upcoming Bootcamps:
 - Essay Launch: 9/23, 9/28, 4-7pm PST and 10/2, 9-12 PST
 - Essay Editing: 10/5, 10/7, 10/12, 5pm PST
 - UC PIQ: 10/14, 10/19, 5-6:30pm PST
- ★ If you're not from Riverside County, there's still time to get your students onboard with Story2 -- free and low-cost options -- to help all students write essays that reveal their unique character in the admissions process
- ★ Contact getstarted@story2.com

Thank you!



Questions? Feedback?
getstarted@story2.com
www.story2.com