

Activity	Advice for Yourself
SEL Competency	Self-Awareness
Duration	20-25 minutes
Materials Needed	<ul style="list-style-type: none"> • Student composition notebooks or e-journals • Article: “10 Pieces of Advice for My Future Self” by Nick deWilde from Medium.com

Educator Note

Reflecting on past decisions is an effective way to gain perspective on one’s growth and also serves as an introduction and orientation to future-thinking and planning as a means of developing self-awareness.

Activity Structure

Begin the activity by asking students to reflect quietly on a past decision that they wish they could take back or change. It could be as simple as spending money on something they later regretted or as complex as ending a friendship. Give students a few minutes to think about a decision. Then, ask them to write a brief description of the circumstances around their decision, but with an alternative ending in which they made a different choice or avoided a negative outcome.

After a few minutes of writing time, ask students to reflect on the following prompts in relation to their original decision:

- What did you learn from making the choice you made at the time?
- Did anything good come from your original decision?
- What advice would you give your past self as it relates to this decision or event?

Hand out copies or ask students to access the article, [“10 Pieces of Advice for My Future Self”](#) on their school device. Have students read the article independently or in groups. Then, either as a class or with students in small groups, ask students to identify one or more of the examples from the article that could have had a positive impact on their past decision-making.

Virtual Modifications

Provide students with a link to the article, [“10 Pieces of Advice for My Future Self”](#), and ask them to read it independently. At your discretion, have students meet via a virtual platform in breakout room groups or as a full class to discuss the article. Ask students to identify one or more of the examples from the article that they might have been able to use to lead to a better outcome in their own decision-making experiences. Next, prompt students to choose one of the strategies in the article to practice over the next two weeks. Remind students about this task periodically during that time. Follow up with a class or individual check-in with students at the end of two weeks for them to reflect on their experiences with their chosen strategies.