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ACKNOWLEDGMENTS

The ASAP College Success Seminar, launched at Kingsborough Community College by the ASAP team in 2007, was intended to engage students, build rapport, and create a sense of community among ASAP students and staff. It was later adapted by the other five participating ASAP community college programs using elements of Skip Downing’s On Course: Strategies for Creating Success in College and in Life.

In order to provide students with the highest quality experience, all ASAP programs agreed to redevelop the Seminar in spring 2011. A mission statement was agreed upon in dialogue with curriculum consultant Amy Prince, who designed a common curriculum that was based on skills development, community and confidence building, and personal reflection. Directors and staff from all ASAP programs contributed to the foundation of the common curriculum.

Redesign of the ASAP College Success Seminar included session observations, field notes and reflections from facilitators, ongoing targeted discussions with program staff, and student pre-and-post assessments. These elements, in addition to data collected in fall 2011, allowed for more opportunities to examine the experiences of students and facilitators and enabled us to further revise and finalize the curriculum. Overall impressions have been positive, with facilitators reporting that Seminar provides many opportunities for students to share their experiences with one another and to practice skills, both in the group work and the individual sections of the sessions.

The creation of the ASAP College Success Seminar has been a collaborative effort. Many thanks to the ASAP directors and their teams, ASAP Central Office staff, and to Amy Prince for her commitment and knowledge.
ASAP COLLEGE SUCCESS SEMINAR OVERVIEW

The ASAP College Success Seminar gives students the opportunity to reflect on their past learning, apply what they’ve learned to new situations, evaluate current choices and decisions, and create strategies and plans for the future. All topics, target skills, activities, and assessments are designed to support and promote student empowerment, informed decision-making, community-building, academic and life skill development, and individual accountability.

Using the revised Bloom’s taxonomy of skills as the foundation (see following page), students engage in higher-order critical thinking as they also build a community of classmates and colleagues. By scaffolding each session on the content and information from previous sessions, students go through a developmental process of self-exploration, skill building, and community building.

The skills referred to in the outcomes table correspond to the skills pyramid on page 7. In each session, new skills are introduced, practiced, or applied to real-life situations and primary documents.

The sessions are divided into two parts to account for a two-semester offering. A “plus” session, on study and homework skills, is included as well. This session can be inserted as needed anywhere in the sequence. All other sessions are meant to be used in order, as they build on skills and content introduced in previous sessions. A facilitator notes template is included in the guide, along with blank pages for session notes, reflections, etc.

In addition to session topics, desired outcomes, and target skills, each session has a daily assessment, or “exit ticket,” and a detailed activity plan. All sessions are designed for a fifty minute class period. Sessions can be expanded to fit longer class periods by extending group or individual work time, but cannot be shortened without sacrificing essential components.

Amy Prince
ASAP Curriculum Consultant, Author
MISSION

ASAP COLLEGE SUCCESS SEMINAR MISSION STATEMENT

TO CREATE A COMMUNITY

AMONG ASAP STUDENTS AND STAFF

WHEREIN STUDENTS

ARE EMPOWERED TO MAKE

INFORMED DECISIONS AND DEVELOP

ACADEMIC AND LIFE SKILLS

TO BECOME CONFIDENT, PROACTIVE,

AND ACCOUNTABLE PARTICIPANTS

IN THEIR EDUCATIONAL AND

PROFESSIONAL LIVES.
SKILLS DEVELOPMENT FOUNDATION FOR SEMINAR SESSIONS:

Revised Bloom’s Taxonomy of Learning Domains

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning.

During the 1990s, a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom’s), updated the taxonomy. The pyramid is a representation of the updated version of the traditional Bloom’s Taxonomy.
SESSION COMPONENTS

Each session plan includes the following components:

- Session topic
- Needed resources, materials, and/or tools
- Skill(s) to be introduced or reinforced
- Session outline, including:
  - review/warm up activity
  - introduction of content and of target skill/s
  - whole group activity to reinforce content and practice target skill/s
  - small group activity to provide additional practice
  - individual practice activity
  - an "exit ticket" assessment task designed to show understanding of content and any follow-up steps
## OUTCOMES TABLE

<table>
<thead>
<tr>
<th>SESSION/TOPIC</th>
<th>DESIRED OUTCOMES</th>
<th>SKILLS: INTRODUCED, PRACTICED, APPLIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Where I’ve Been, Where I Am, Where I’m Going</td>
<td>SW (Students will): recall and reflect on their educational experiences thus far and explore their feelings about college, both positive and negative</td>
<td>INTRODUCED: recognizing, recalling, summarizing</td>
</tr>
<tr>
<td></td>
<td>MSG (Mission Statement Goal): building confidence</td>
<td></td>
</tr>
<tr>
<td>2: What Do You Know and How Do You Know You Know it?</td>
<td>SW: activate their background knowledge about college and create information summaries for future reference; practice reflective writing</td>
<td>INTRODUCED: explaining, distinguishing relevance</td>
</tr>
<tr>
<td></td>
<td>MSG: developing academic skills; being accountable</td>
<td>PRACTICED: recalling, summarizing</td>
</tr>
<tr>
<td>3: Communication: Learning to Listen and Learning to Talk Like a Victor</td>
<td>SW: learn about and practice active listening as the first step towards accountable talk</td>
<td>INTRODUCED: interpreting, inferring, judging appropriateness</td>
</tr>
<tr>
<td></td>
<td>MSG: building confidence, being accountable</td>
<td>PRACTICED: recalling, explaining</td>
</tr>
<tr>
<td>4: Putting Yourself in the Picture</td>
<td>SW: discuss common advice given to college students to determine what is most relevant to them</td>
<td>PRACTICED: recalling, interpreting, distinguishing relevance</td>
</tr>
<tr>
<td>SESSION/TOPIC</td>
<td>DESIRED OUTCOMES</td>
<td>SKILLS: INTRODUCED, PRACTICED, APPLIED</td>
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<tr>
<td>5: Know Your Campus</td>
<td>SW: learn about and prioritize the resources available to them that best fit their needs</td>
<td>INTRODUCED: designing procedures and processes PRACTICED: interpreting, recalling APPLIED: distinguishing relevance</td>
</tr>
<tr>
<td></td>
<td>MSG: being proactive</td>
<td></td>
</tr>
<tr>
<td>6: Know Yourself: The Personal Statement</td>
<td>SW: through visualization and guided composition, write a portrait of themselves in college and in their chosen careers, and use that to create a personal statement</td>
<td>INTRODUCED: testing hypotheses, determining how elements function within a structure PRACTICED: recalling, interpreting, determining relevance</td>
</tr>
<tr>
<td></td>
<td>MSG: building confidence</td>
<td></td>
</tr>
<tr>
<td>7: Stress: Healthy vs. Unhealthy</td>
<td>SW: discuss and debate healthy and unhealthy responses to stress in their lives</td>
<td>INTRODUCED: comparing, detecting inconsistencies PRACTICED: judging appropriateness APPLIED: testing hypotheses</td>
</tr>
<tr>
<td></td>
<td>MSG: developing life skills</td>
<td></td>
</tr>
<tr>
<td>8: Relationships: Healthy vs. Unhealthy</td>
<td>SW: explore what makes a relationship (familial, intimate, collegial, professional) healthy or unhealthy, and how to make changes when needed</td>
<td>INTRODUCED: detecting inconsistencies or fallacies, designing alternative hypotheses, inventing a product PRACTICED: determining how elements function within a structure</td>
</tr>
<tr>
<td></td>
<td>MSG: building confidence; making informed decisions</td>
<td></td>
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<tr>
<td>SESSION/ TOPIC</td>
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<td>SKILLS: INTRODUCED, PRACTICED, APPLIED</td>
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<tr>
<td><strong>9: Emotional Intelligence:</strong> Act, Don’t React</td>
<td>SW: define and deepen their knowledge of terms related to emotional intelligence and explore how it relates to success in college. MSG: developing life skills; being proactive</td>
<td>PRACTICED: judging appropriateness, determining how elements function within a structure APPLIED: inventing a product</td>
</tr>
<tr>
<td><strong>10: Time Management:</strong> Use It, Don’t Lose It</td>
<td>SW: read an article on time management and apply the findings to their own time organization strategies MSG: developing life skills; being proactive; making informed decisions</td>
<td>PRACTICED: retrieving relevant knowledge, paraphrasing, detecting inconsistencies or fallacies, applying a procedure to a familiar task</td>
</tr>
<tr>
<td><strong>11: Review:</strong> What Have you Learned and How Do You Know You’ve Learned It?</td>
<td>SW: review what they’ve learned so far and practice summarizing, writing reflectively, paraphrasing, and monitoring their own comprehension MSG: developing academic skills</td>
<td>INTRODUCED: determining relevance, applying a procedure to a familiar task PRACTICED: testing hypotheses, applying a procedure to a familiar task</td>
</tr>
<tr>
<td><strong>12: Finding Your Zone:</strong> How to Achieve “Flow”</td>
<td>SW: read an article on achieving flow and evaluate how best to apply it to promote success in college, home life, and work MSG: developing life skills; building confidence</td>
<td>PRACTICED: summarizing, explaining, distinguishing relevance</td>
</tr>
<tr>
<td>SESSION/TOPIC</td>
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<td>SKILLS: INTRODUCED, PRACTICED, APPLIED</td>
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<tr>
<td><strong>13: Research Basics: Transferring</strong></td>
<td>SW: learn the KWL technique for assessing their current level of knowledge about transferring, and strategies for researching what they need to learn</td>
<td>INTRODUCED: applying a procedure to an unfamiliar task</td>
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<tr>
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<td></td>
<td>PRACTICED: retrieving relevant knowledge, paraphrasing, interpreting</td>
</tr>
<tr>
<td></td>
<td>MSG: developing academic skills</td>
<td></td>
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<tr>
<td><strong>14: Graduation and Beyond: How Will You Get There? (Part 1)</strong></td>
<td>SW: learn about backwards planning and goal-setting strategies that will help them reach their desired outcomes</td>
<td>INTRODUCED: comparing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRACTICED: distinguishing relevance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPLIED: determining how elements function within a structure</td>
</tr>
<tr>
<td></td>
<td>MSG: making informed decisions; being accountable</td>
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<tr>
<td><strong>15: Graduation and Beyond: How Will You Get There? (Part 2)</strong></td>
<td>SW: continue the backwards planning process to help them make informed and specific decisions about their next educational and/or vocational steps</td>
<td>PRACTICED: comparing</td>
</tr>
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<td></td>
<td></td>
<td>APPLIED: determining how elements function within a structure</td>
</tr>
<tr>
<td></td>
<td>MSG: making informed decisions; being accountable</td>
<td></td>
</tr>
<tr>
<td><strong>16: Your Career: Researching and Understanding The Choices</strong></td>
<td>SW: research career choices and discuss the skills and experience required for each</td>
<td>PRACTICED: distinguishing relevance, judging appropriateness, comparing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>APPLIED: applying a procedure to an unfamiliar task</td>
</tr>
<tr>
<td></td>
<td>MSG: making informed decisions</td>
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</tbody>
</table>
## OUTCOMES TABLE

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</thead>
</table>
| **17: What Is Lifelong Learning?** | SW: explore the notion of lifelong learning and how it applies to their own lives  
  MSG: developing life skills; building confidence; developing confidence | PRACTICED: recalling, summarizing, distinguishing relevance, comparing, determining how elements function within a structure |
| **18: Your Career: Presenting Your Best Self** | SW: strategize about and engage in mock interviews with their classmates and learn to critique their own and others’ performance  
  MSG: being accountable | PRACTICED: summarizing, representing, judging appropriateness, determining how elements function within a structure |
| **19: Teaching Others What You Know** | SW: practice summarizing new information and knowledge, and learn how to reinforce and reflect on it by teaching it to others  
  MSG: building confidence; developing academic skills | PRACTICED: Distinguishing relevance, recalling, determining how elements function within a structure, judging appropriateness  
  APPLIED: inventing a product |
| **20: Finding Your Own Path to Success** | SW: design their own paths to success, based on the information, knowledge, reflection, and practice from the previous sessions.  
  MSG: being proactive; being accountable | PRACTICED: inventing a product, applying a procedure to an unfamiliar task, detecting inconsistencies or fallacies, determining how elements function within a structure |
ASAP COLLEGE SUCCESS SEMINAR SAMPLE SYLLABUS

SEMINAR DESCRIPTION

The ASAP College Success Seminar will give you the opportunity to reflect on your past learning, apply what you’ve learned to new situations, evaluate current choices and decisions, and create strategies and plans for the future. All topics and activities are designed to support and promote your empowerment, informed decision-making, academic and life skill development, and individual accountability.

Through discussion, small-group work, reflective writing, and other activities, you will practice goal-setting, research techniques, interviewing strategies, and more, in addition to the critical thinking skills of summarizing, interpreting, analyzing, and evaluating. You will read articles, informational materials, maps, charts, and other documents and use them to create plans for your time in college and beyond.

Most importantly, you will use your time in Seminar to learn about yourself! You will work on setting priorities, managing your time, dealing with stress, understanding relationships, charting out your future, and more.

REQUIREMENTS

As stated and signed on your enrollment agreement, attendance at the ASAP College Success Seminar is a program requirement.

Regular attendance is imperative, as the seminar only meets once a week. Punctuality is also a must. You will be considered absent if you are more than ten minutes late. Poor attendance in the seminar is likely to impact MetroCard eligibility.

All students have something valuable to contribute; participation is not only welcome, but essential to productive discussions and a fulfilling semester. It is important that students respect the opinions of others and maintain professional behavior throughout the seminar.
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Where I've Been, Where I Am, Where I'm Going</td>
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<td>TOPIC</td>
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</tr>
<tr>
<td>11 Review: What Have You Learned and How Do You Know You've Learned It?</td>
<td>Review the skills and content explored thus far and practice skills such as summarizing and paraphrasing</td>
</tr>
<tr>
<td>12 Finding Your Zone: How to Achieve “Flow”</td>
<td>Read and discuss the concept of “flow” and how to use it in your college studies</td>
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<tr>
<td>13 Research Basics: Transferring</td>
<td>Learn the KWL technique and apply it towards a discussion of transfer options and steps</td>
</tr>
<tr>
<td>14 Graduation and Beyond: How Will You Get There? (Part 1)</td>
<td>Explore different goal-setting procedures and begin defining steps towards reaching your own goals</td>
</tr>
<tr>
<td>15 Graduation and Beyond: How Will You Get There? (Part 2)</td>
<td>Further explore different goal-setting procedures and define steps towards reaching your own goals</td>
</tr>
<tr>
<td>16 Your Career: Researching and Understanding the Choices</td>
<td>Research careers and the skills needed for jobs in those fields</td>
</tr>
<tr>
<td>17 What Is Lifelong Learning?</td>
<td>Explore the notion of lifelong learning and how it applies to college and beyond</td>
</tr>
<tr>
<td>18 Your Career: Presenting Your Best Self</td>
<td>Strategize about and engage in mock interviews; learn about important do’s and don’ts in interviewing</td>
</tr>
<tr>
<td>19 Teaching Others What You Know</td>
<td>Practice summarizing important information and reinforce it by sharing it with others</td>
</tr>
<tr>
<td>20 Finding Your Own Path to Success</td>
<td>Design personal growth maps, based on the information, knowledge, reflection and practice from previous sessions</td>
</tr>
</tbody>
</table>
Seminar Resource List

- One ream of letter size paper
- One ream of legal size paper
- Dry erase markers or chalk and erasers, depending on availability of dry erase board or blackboard
- Markers
- Masking tape
- Blank campus map
- Set of college resource materials
  (information about gym, clinic, library, writing center, tutoring services, etc.)
- 2 highlighter pens for each student
- 2-3 giant post-it pads (sticky easel paper)
- Yellow, blue, and pink index cards—enough for one of each color for each student
- Small post-it notes or post-it flags—enough for 20+ for each student
- Set of college transfer materials (brochures, requirements, application procedure, etc.)
- Set of education and career informational materials (careers and what they require, pre-requisite courses for specific majors, types of jobs for different interests/personality types, etc.)
- A large selection of varied job announcements from local newspapers and internet job boards
- One ASAP College Success Seminar workbook for each student. Students will be responsible for bringing the workbook to each session. All writing should be done in the blank pages of the workbook, with pages dated and used in order so that students can easily find past entries
SAMPLE FACILITATOR SESSION NOTES

This can be used as a template for session notes, if helpful. Blank pages for this and any other notes can be found at the back of the facilitator guide.

1. What was the most successful thing about today’s session?

2. Which part of the session was not as successful? What might have been the reason for that?

3. What is important to remember about facilitating this session?

4. What else might make this session more successful?

5. Other things to keep in mind or follow up on:
SESSION OUTLINES: PART ONE

SESSION 1

Where I've Been, Where I Am, Where I'm Going

RESOURCES, MATERIALS, OR TOOLS NEEDED

- 8 ½ x 14 blank sheets of paper
- Blackboard, dry erase board, or giant pad and easel*
- Session 1 Handouts A and B

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

• Recognizing prior knowledge
• Recalling and summarizing information

MISSION STATEMENT GOAL

• Building confidence

ASSESSMENT/EXIT TICKET

Reflective writing activity describing how each student’s formal and informal education has helped to shape his or her identity as a student

*All sessions require a blackboard, a dry erase board, or a flipchart with adhesive or easel, as well as chalk or markers
SESSION OUTLINE: 1

REVIEW/WARM UP: RAPID BRAINSTORM (10 MINUTES)

- Welcome students to the Seminar. Tell them that the purpose of the seminar is for them to learn from you, from each other, and from their own past experiences—and to use what they learn here to help them become stronger and more active, rather than passive, students.
- Ask students to turn to someone next to them and introduce themselves by saying their name and something they’re good at—it could be math, or cooking, or taking care of children, or art—anything they feel confident about.
- Tell students they are going to begin by looking at their educational experiences up to now. Ask some to share what they said they were good at. Was it something they learned in school, or from friends or family? Was it something they taught themselves to do? Brainstorm additional ways of learning.

INTRODUCTION OF CONTENT (2 MINUTES)

- Share with students that the topic of today’s session is meant to help them begin to reflect on their past learning experiences and to connect them to their current lives and attitudes as students.
- Through creating a personal timeline of their formal and informal education thus far, they will start to reflect on the existing knowledge, information, and positive associations they bring to college, as well as the anxieties, misconceptions, and potential obstacles.
- Learning to reflect on themselves as learners will help them to strengthen themselves as they embark on the most important learning experience thus far: college.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Tell students that they will first look at a sample timeline and discuss how it reveals things about its author. Ask students to turn to handout 1A in their workbooks. Go over together.
  
  ASK:
  
  What do you notice about this student? Do you see a pattern of positive, or negative, associations?

- Have students turn to handout 1B in their workbooks, and to complete it. Put vocabulary and examples on the board to spark their thinking.
- Once completed, ask students to circle 3 entries on their timelines—either for positive or negative associations.
- Ask for a few volunteers to talk about what they circled.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (8 MINUTES)

- In pairs, have students talk about what they circled and why.

  DISCUSS:
  
  Would they describe their overall learning lives thus far as positive or as negative? Why?
  What do the entries they’ve circled say about each one as a student?

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

- Ask each student to add to their timelines, reflecting on the ways they’ve learned and people they’ve learned from inside and outside of school.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Tell students that at the end of each session, they will be asked to complete a small assessment, or “exit ticket”: a chart, a survey, a paragraph, etc. in order to show that they have grasped the content introduced during the session. Most exit tickets will be written in the Seminar workbook.
- For today, students will be asked to write a “minute paper,” a minute’s worth of writing on a specific question or prompt.
- The question for today’s minute paper is: How has your formal and informal education helped you get to where you are today, sitting in a college classroom?
- Tell students that today’s minute paper will be private; no one else will see it. Remind students to date all the writing they do in their workbooks.
SESSION 2

What Do You Know and What Do You Still Need to Find Out?

RESOURCES, MATERIALS, OR TOOLS NEEDED

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

• Explaining

• Distinguishing relevance

PRACTICE

• Recalling

• Summarizing

MISSION STATEMENT GOAL

• Developing academic skills

• Being accountable

ASSESSMENT/EXIT TICKET

Students will write a list of unanswered questions about college, and ideas of who can help them get answers, that they will take to their next advisor appointment.
SESSION OUTLINE: 2

REVIEW/WARM UP: REFLECTION ON A WORD (2 MINUTES)

- Welcome students and ask them to open their workbooks to a blank page and to write, non-stop, for one minute, making a list of words that come to mind when they hear the word “college.” The most important thing is to write one word or a short phrase on each line, and to avoid being an editor; write whatever comes to mind. It could be a name, an emotion, a fact, a career goal, a concept, etc. At the end of the minute, have students put down their pens.

INTRODUCTION OF CONTENT (8 MINUTES)

- Tell students that today they are going to share their knowledge about college thus far and determine how best to use this knowledge.
- Write the following as column headings on the board: Feelings; Facts; Questions.

ASK:
- What are some examples for each column?
- Are there any categories missing?

- If the group agrees on a new column, add the column and ask for examples.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Tell students that now they will begin their knowledge pooling. Ask for volunteers to write entries from their lists in each of the columns.
- Once all students have had the opportunity to offer some items, discuss the items in terms of why they are there.
- For example, if “nervous” is on the feelings list, talk about sources of anxiety around college. If “How do I transfer?” is on the question list, discuss the root of that question—is it about the transfer process, or choosing the right school, or something else?
- Work with the group to refine the entries so that they are understood by all. If some columns are blank, work together to brainstorm entries for that column and add them to the board.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Get students into small groups. Ask each group to discuss the entries in the “feelings” and “facts” categories as it relates to their own experiences.
- Students can also choose questions from the question column and see if they can help each other with possible answers.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

- Now ask each student to write a one paragraph summary of their small group discussion—what stood out the most for them? Do other students in their group have similar feelings about being in college? Did they get any questions answered? Were there some new facts they learned from another student?

EXIT TICKET: BURNING QUESTION (5 MINUTES)

- Remind students that at the end of each session, they will be asked to complete a small assessment, or “exit ticket,” in order to show that they have grasped the content introduced during the session.
- For today, students should take two minutes to write in their workbook, their still-unanswered questions and ideas of where they can go or with whom they can speak to get each question answered. They will take these questions when they next speak with their advisors.
SESSION 3

Communication: Learning to Listen, and Learning to Talk Like a Victor

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 3 Handout (one copy per pair of students), cut into strips

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Interpreting
- Inferring
- Judging appropriateness

PRACTICE

- Recalling
- Explaining

MISSION STATEMENT GOAL

- Building confidence
- Being accountable

ASSESSMENT/EXIT TICKET

Reflective writing on how students can turn their "victim talk" into "victor talk"
SESSION OUTLINE: 3

REVIEW/WARM UP: DEFINING TERMS (5 MINUTES)

- Tell students that today they are going to practice “victor talk” vs. “victim talk.” What might those terms mean?
- Ask for volunteers to define each term. Put some words on the board that volunteers offer.

INTRODUCTION OF CONTENT (5 MINUTES)

- By practicing victor talk, students can become more active participants in their own lives, both inside and outside college. The first and most important thing to remember about thinking and talking like a victor is that great communication is the foundation.
- Ask students to offer ideas about what “great communication” means.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Tell students that as a way to practice great communication, first they are going to practice what’s called “active listening.” To begin, offer a statement to students that expresses an opinion (ex: “Math is the hardest part of school.”)
- Ask for a volunteer to restate what you’ve just said, in his or her own words, not try to solve the problem or offer your own opinion. (ex: “You think that math is the hardest part of school,” and not “You hate math” or “You want to do better in math.”) That student should then make a statement, with another volunteer mirroring it back.
- After a few rounds, ask how this differs from a typical response to a comment (it makes clear that the listener has heard the speaker, and that the speaker has been interpreted correctly, instead of the listener adding his/her own opinion or trying to solve the problem).
- Tell students to offer another statement—one that represents “victim talk” such as: “I’ll never understand math. It’s a waste of time to study.”
- Ask for someone to respond as a typical listener, then for someone to respond as an active listener.

ASK:

- How is this victim talk?
- If you were a professor or fellow student, what would you think of a person who said this?
- How could this be turned into victor talk?

- Have someone turn the statement into a personally accountable one (example: “Math is really hard for me. I need to find a tutor or friend to help me.”)
- Practice with a few more statements, either offered by the facilitator or by students.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

- Tell students that they will now get in pairs to practice active listening and “victor talk.”
- Hand out strips of paper with statements on them. Each student picks a strip, reads it, and the other student responds as an active listener, asking follow up questions to make sure that he/she understands the speaker. Then, students work together to turn the statements into victor talk.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Have students write for one minute reflecting on the ways they have thought and talked like a victim, and how they can start to turn that around.
SESSION 4

Putting Yourself in the Picture

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 4 Handouts A and B
- Four signs to hang on left and right sides of the room (one labeled “have heard before,” one labeled “haven’t heard before,” one labeled “have felt this way before,” one labeled “haven’t felt this way before”)
- Masking tape

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Recalling
- Interpreting
- Distinguishing relevance

MISSION STATEMENT GOAL

- Building confidence
- Being accountable

ASSESSMENT/EXIT TICKET

Reflective writing activity that explores personal barriers to success in college and how students can get over them.
SESSION OUTLINE: 4

REVIEW/WARM UP: RAPID BRAINSTORM (5 MINUTES)

- Ask volunteers to come up to the board and write a piece of advice that they were given before they started college that has stayed relevant to them.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today they are going to look at common advice for college freshmen as well as common feelings that freshmen have as they adjust to college life. By recognizing themselves in the statements, students will be able to assess their own knowledge and strengths, as well as things that might be getting in the way of success in college.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

- Tell students that you are going to read aloud some statements of advice. As each student hears the statement, he/she should move quickly to the left side of the room if it’s something they’ve heard before, and to the right side of the room if not.

- Read the first side of the handout, giving students enough time to get to one side of the room or other before the next one.

- Now say that you’re going to read statements made by real college freshmen. Any student who has felt the same as the statement should move to the left side of the room; if they don’t feel that way, they should move to the right. Again, read through the statements, giving students enough time to move to either side of the room.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Put students in small groups and ask them to discuss the statements that stuck with them most, and why.

ASK:

- Are there similarities among the group?

- Did any of the statements surprise anyone?

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (5 MINUTES)

- Ask students to turn to handout 4A, and to annotate by putting an asterisk next to each advice statement that they have already followed, an exclamation point next to each advice statement that they think is a good idea, and a question mark next to any statement they don’t understand or don’t know how to follow up on.

- When they have finished have them turn to handout 4B. Ask them to put an asterisk next to any statement that reflects something they’ve felt themselves, an exclamation point next to a statement that does not reflect their experience at all, and a question mark next to a statement where they aren’t sure if it describes them or not.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Ask students to spend one minute to write one piece of advice they would give to an entering college student, and why it is important.
SESSION 5

Know Your Campus

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Campus maps (one for each student)
- Highlighters
- College resource materials (information on library, counseling center, clinic, gym, etc.)

Note: Each facilitator will need to procure the college resource materials listed above, and a list of room numbers, directions, open hours, contact people, and a general key to the campus maps if they are not included in the materials.

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Designing procedures and processes

PRACTICE

- Interpreting
- Recalling
- Distinguishing relevance

APPLIED

- Distinguishing relevance

MISSION STATEMENT GOAL

- Being proactive

ASSESSMENT/EXIT TICKET

A list of the 5 most important campus resources with contact info and date of first planned visit to each
SESSION OUTLINE: 5

REVIEW / WARM UP: RAPID BRAINSTORM (5 MINUTES)

- As students walk in, ask each one to write on the board the name of at least one campus resource that he/she has used—a person, a department, a service, etc.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today they are going to create their own personalized campus maps, containing the most important resources, locations and contact info, and relevant notes or comments.

ASK:

- Are there any resources that every ASAP student would define as relevant?
- Are there any resources that only some ASAP students would find relevant?

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Tell students that in order to understand which resources are most important to them, they need to think about the questions they have about college, the things they do regularly as part of being a college student, and the issues or concerns they have about college.
- Ask students to volunteer different questions they have, and write the most common/pertinent ones on the board. Do the same for the other two items.
- Ask for volunteers to write a campus resource, either from the board or from their own knowledge, next to one of the questions/issues on the board. Continue until there is a match for as many items as possible; if some are left with no resource, ask students to guess or predict a resource that could match the need or question.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Get students into small groups. Hand out the campus maps. Ask each group to go over the maps together, making sure that everyone in the group understands each place listed and what is offered there.
- Each group should highlight the places on the map that are useful for all ASAP students, making any notes necessary to help them remember why.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

- Now ask each student to work on his or her individual map by highlighting the places relevant to him or her, and making any necessary notes. If there are relevant resources on the board not found on the map, students should list those below the map, on the same sheet.
- Once the map is highlighted, students should find the location of the classroom where they currently are, and trace a line from the room to each campus resource. If they can't locate the path, they should ask someone sitting nearby for help.
- Finally, students should look up two of the most important resources in the college resource materials and write the open hours and the name of the person in charge.

EXIT TICKET: BURNING QUESTIONS (5 MINUTES)

- Have students take two minutes to write, in their workbooks, their still-unanswered questions about a campus resource. They can take these questions when they next meet with their advisors.
SESSION 6

Know Yourself: The Personal Statement

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Students’ “minute papers” from sessions 1 and 3
- Highlighters

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Testing hypotheses
- Determining how elements function within a structure

PRACTICE

- Recalling
- Interpreting
- Determining relevance

MISSION STATEMENT GOAL

- Building confidence

ASSESSMENT/EXIT TICKET

The personal statement will serve as the day’s exit ticket
SESSION OUTLINE: 6

REVIEW/WARM UP: REFLECTION ON A WORD (2 MINUTES)

- Welcome students, and ask them to open to a blank sheet of paper in their workbooks and to write “I am...” at the top. Then ask them to write, non-stop, for one minute, making a list of words to complete the sentence. The most important thing is to write one word or a short phrase on each line, and to avoid being an editor; write whatever comes to mind. It could be an emotion, a fact, a character trait, family role, etc.

- At the end of the minute, have students put down their pens.

INTRODUCTION OF CONTENT (3 MINUTES)

- Ask for volunteers to call out words on their list, and write a variety of them on the board to spark students’ thinking.

- Tell them that today they are going to create personal statements and written pictures of themselves that they can use to help them choose a major, write a resume, explore a career, strengthen their relationships. The key elements of the personal statement are that it be honest, self-aware, and that it unifies different experiences into a picture of a whole person.

- Tell students that you are going to take them through something called a “guided composition” and that they will be listening to you as they write. Ask students to open to a blank sheet and to take a few deep breaths and get comfortable.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

- Ask students to close their eyes and to imagine themselves one year ago. As they listen to you pose questions they should begin writing. Let them know that they don’t have to respond to each question as you ask it; they should use the questions as jumping off points and let the writing take its own direction.

**ASK:**
- What were you doing? What were your most significant interests and skills?
- How did you feel about yourself and your future prospects?
- What were the goals you had set for yourself?
- Where did you think you would be in one year?

- Give students time between each question to write, and remind them to take whatever direction they want in their writing: if they get caught up writing about a specific class, for example, that’s fine. Remind them that the idea is not to answer the questions, but to hear them as suggestions as the writing is happening. Give students about 5 minutes to write.

- Next, ask students to picture themselves right now.

**ASK:**
- How do you feel about yourself and your prospects? The same? Different?
- What skills are you using from the past to help you in the present?
- What lessons have you learned about the past that are helping you in the present?

Give students about 5 minutes to write.
SESSION OUTLINE: 6

- Finally, tell students to picture themselves at their chosen job after graduation. Again, ask questions about the physical environment.

ASK:
- Are you in an office? A school? Somewhere outside?
- What are you doing at the job?
- What skills are you using on the job?
- What is most satisfying about the work you are doing?
- What part of the job is the most challenging?

- After a few minutes, ask students to wrap up their writing and put down their pens. Give students about 5 minutes to write.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (25 MINUTES)

- Ask students to pull out their “I am...” lists, their minute papers from sessions 1 and 3, and their composition. Tell them they’re going to have about 10 minutes to highlight, underline, and take notes on all four documents, with the aim of pulling out the most important information in terms of their experience, goals, skills, and beliefs.

- Tell students that in order to create a meaningful resume and be able to really show who you are at a job interview, you must have a clear sense of your strengths, weaknesses, experience, and desires, and these documents are the raw material to help provide students with this self-awareness. In looking through the documents, encourage students to think like an employer.

ASK:
- What in the documents says something important about job goals, skills, and the type of employee you might be?

- Walk around the room as students work, offering individual help as needed.

- Next, tell students that they will have 15 minutes to write a paragraph that brings these elements together and that gives the world a picture of their potential in the work world. The paragraph should include:
  - A description of goals
  - Skills
  - Experience
  - A high level of self-awareness—acknowledge weaknesses and describe how they can be turned into strengths. Acknowledge strengths and how they can be used to contribute to a career field.

EXIT TICKET:

- The personal statement will serve as the day’s exit ticket.
SESSION 7

Stress: Healthy vs. Unhealthy

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 7 Handouts A, B, and C

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Comparing
- Detecting inconsistencies

PRACTICE

- Judging appropriateness

APPLIED

- Testing hypotheses

MISSION STATEMENT GOAL

- Developing life skills

ASSESSMENT/EXIT TICKET

A group-generated list of healthy responses to stress and alternatives to unhealthy responses
SESSION OUTLINE: 7

REVIEW/WARM UP: YES, NO, MAYBE SO (2 MINUTES)

- Welcome students, and tell them you are going to ask them to give you some quick opinions. You’ll make a statement, and whoever agrees should raise a hand; whoever disagrees should keep hands down; and whoever “kind of” agrees should hold one arm up horizontally.

- This should move along quickly, using students’ gut reactions as their responses.

- State the following:
  
  “The best way to relieve stress is to spend time alone.”
  “Having a glass of wine every night is a great way to get rid of stress.”
  “Eating your favorite treat is a good stress reliever.”
  “Whenever you feel stressed out, you should relax and watch TV.”

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today you’re going to talk about stress and the different ways that people respond to it. Ask for some students to volunteer examples of healthy and unhealthy responses to stress.

- Tell students that while there is some clear agreement about responses that are healthy or unhealthy for everyone, there are also some gray areas—which is why not everyone responded the same to the statements you made at the beginning of class.

- Tell the class that today we’re going to hold a debate and students will be asked to defend different responses to stress.

- Students will not be able to choose their position but will be assigned one. The challenge will be to open your thinking and represent a position that might not be yours.

ASK:
  
  How could that be a useful thing to do?

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- As a practice debate, choose six students, put them into two groups, and give one group handout 7A and one group handout 7B. The groups will have five minutes to prepare a debate on topic #1.

- They should use the time to share ideas, take notes, prepare the points they will make, and choose one person to state the introduction, one person to give the argument, and one person to present the concluding statement.

- While they prepare, tell the rest of the class that they will also be put in groups, and will have ten minutes to prepare their debate. The most important thing is to have a clear intro statement, a conclusion that summarizes your group’s position, and supporting arguments that are based on fact.
SESSION OUTLINE: 7

› When the practice group is ready, bring them to the front of the room and set up the debate (see notes below).

› After the debate, do a short group critique of the debate: Did the debaters make their points clearly? Did they use arguments based on fact? Did they sum up all their points in their conclusion?

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

› Get students into groups of six, with three representing the “A” position and three representing the “B” position. Give all group A members handout 7A and all group B members handout 7B.

› Depending on the size of the class, each group of six can be given a different topic. Tell students that they will have 8 minutes to prepare their intro statements, argument points, and conclusion.

› Remind them to keep in mind what the opposing group might say about their position and to try to address that in their presentation.

› After the 8 minutes, bring each group up to present their topics.

*If the class is large, there will not be time for each group to debate in front of the whole class. Either make the groups larger, or choose just a few groups to present to the class.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (8 MINUTES)

› Have students open their workbooks to handout 7C. Ask them to read over the list and highlight the healthy responses to stress that they already use or want to try.

› For the ones they want to try, have them make notes about the first steps they will take to incorporate them into their lives (make time to exercise, find an exercise buddy, go to sleep a half hour earlier every night, find out more about meditation, etc.).

› Ask them also to highlight the unhealthy responses to stress that they want to eliminate from their lives, and to make notes about the first steps they will take to do so (buy healthy snacks to have at home, set an alarm to limit TV time, take a deep breath before yelling at someone, etc.)

› This list will become their own personal “de-stress list” and they should carry it around with them so that they can get in the habit of referring to it during the day or at home in the evening.

EXIT TICKET:

› Have students say the name of someone they can share the “de-stress list” with—their advisor, someone at church, a friend or family member—in order to help make it stick.
SESSION 8

Relationships: Healthy vs. Unhealthy

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 8 Handouts A and B
- Signs with one of the following on each: Dependent; Codependent; Independent; Interdependent

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Detecting inconsistencies or fallacies
- Designing alternative hypotheses
- Inventing a product

PRACTICE

- Determining how elements function within a structure

MISSION STATEMENT GOAL

- Building confidence
- Making informed decisions

ASSESSMENT/EXIT TICKET

Reflective writing about taking concrete steps to increase the health of current relationships
SESSION OUTLINE: 8

REVIEW/WARM UP: WHERE DO YOU STAND? (5 MINUTES)

› Put up one sign on each wall of the room
› Ask students to stand next to the sign they think most describes them and their relationships, and to think about what the word means to them and why they chose to stand there.

INTRODUCTION OF CONTENT (10 MINUTES)

› Tell students that today they’re going to talk about relationships, and how they can either be healthy or unhealthy. Going around the room, ask someone standing next to each of the signs why he/she chose to stand there. Then have students sit down and ask them to open their workbooks to handout 8A. Go over the handout as a group.

ASK:
Does anyone want to change where they’re standing after reading this?
Is there one type of relationship that will best help you achieve your goals and dreams?

› Tell students that according to psychologists and behaviorists, interdependence is the approach to relationships that leads most to success. Why do students think that is? What are some examples where students have been interdependent? What makes being interdependent difficult?

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

› In order to achieve interdependence, the support has to come from relationships that are healthy.
› Ask for volunteers to describe elements of a healthy relationship. Does everyone agree? Are there specific elements for a healthy relationship between student and professor? Between student and advisor?
› Ask students to think about the relationships they have with people at college—professors, advisors, other students, club leaders, coaches, etc… Raise hands if all can be described as healthy. Raise hands if they are a mix. Raise hands if there are specific relationships that they wish were healthier and more positive.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

› Get students into groups. Ask them to talk about a relationship they have (can be professional, at school, or personal—whatever the student is most comfortable with) that has both healthy and unhealthy elements. How could that relationship become more of an example of interdependence?

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

› Ask students to open their workbooks to handout 8B. Ask each student to think about their most significant personal relationship. Have students complete the handout, working alone.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

› Ask students to write for 2-3 minutes about the personal relationship they described and what would make it healthier and more interdependent. Encourage them to think of 2 concrete things they can do to improve the health of the relationship.
› Remind them that this is of course just a small step on the road to healthy relationships, and that if they have a serious concern about a relationship, they should speak with an advisor or other trusted person. Remind them that reflecting on relationships and behaviors is one way to start to make them better.
Emotional Intelligence: Act, Don't React

RESOURCES, MATERIALS, OR TOOLS NEEDED

☐ Session 9 Handouts A and B

Note: Arrive early to write definitions on the board or easel paper.

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

• Judging appropriateness
• Determining how elements function within a structure

APPLIED

• Inventing a product

MISSION STATEMENT GOAL

• Developing life skills
• Being proactive

ASSESSMENT/EXIT TICKET

Written reflection on emotional intelligence strategies and opportunities for application in their own lives
SESSION OUTLINE: 9

REVIEW/WARM UP: QUICK GROUP BRAINSTORM (5 MINUTES)
- Ask students to volunteer words or phrases that describe the term “emotional intelligence.” Tell them that they may never have heard the term, but still might have an idea of what it could mean.

INTRODUCTION OF CONTENT (5 MINUTES)
- Tell students that today they’re going to explore the notion of emotional intelligence and how they can develop that skill in their lives. Emotional intelligence is the awareness and control of your emotions—being aware of how you’re feeling, and controlling your reaction to others.
- There are four main areas where it is measured: self-awareness, self-management, social awareness, and relationship management.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)
- Write the following definitions on the board:
  - **Self awareness:** the ability to recognize your own emotions and to know your strengths and weaknesses
  - **Self management:** the ability to control impulsive feelings and behaviors, manage your emotions in healthy ways, and adapt to changing circumstances

- Discuss with students how these definitions relate to the concept of emotional intelligence; how can this sort of awareness and management lead to more positive life experiences and success in reaching goals?
- Ask students to try to create definitions for the next two areas of emotional intelligence:
  - **Social awareness:** the ability to read another person’s facial expressions and other non-verbal signals, and to understand what others’ behaviors tell you about that person
  - **Relationship management:** the ability to bring together self-awareness, self-management, and social awareness in order to inspire, influence, and develop others, while managing conflict

- Once students have created a working definition, have them open their workbooks to handout 9A. Read through it together, asking them to paraphrase and give examples so that everyone understands the strategies. Do any of these look familiar in terms of students’ own interactions?

- Next, tell students that they are going to practice using these strategies in real-life scenarios.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)
- Get students into small groups. Have them turn to handout 9B in their workbooks. Tell them to take turns with the scenarios, talking through how they would feel, and using the strategies to formulate a response.
- Group members can help each other come up with the most emotionally intelligent way to respond to each scenario.

Note: Keep it light and fun; remind students that there is no way to “cover” this in one session; rather, it is part of a process of growth and development. The strategies are a way to learn helpful language and build understanding.

EXIT TICKET: MINUTE PAPER (5 MINUTES)
- Ask students to reflect on the concept of emotional intelligence. How might these strategies help them in specific relationships or behavior patterns that they have?
SESSION 10

Time Management: Use it, Don’t Lose it

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Yellow, blue, and pink index cards—one of each color for each student
- Session 10 Handouts A and B.

Note: Handouts should be cut up into 3 sections for group work (rule #1, rule #2, rule #3).

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Retrieving relevant knowledge
- Paraphrasing
- Detecting inconsistencies or fallacies
- Applying a procedure to a familiar task

MISSION STATEMENT GOAL

- Developing life skills
- Being proactive
- Making informed decisions

ASSESSMENT/EXIT TICKET

A completed outline of individualized time management strategies
SESSION OUTLINE: 10

REVIEW/WARM UP: QUICK CHECK (5 MINUTES)

- As students enter, ask them to take one index card of each color. Once they are seated, ask them to answer the following questions by holding up a yellow card for "I totally agree," a blue card for "I totally disagree," and a pink card for "I’m somewhere in the middle."
- State the following and give students time to respond to each one:
  "I am a very organized person."
  "I am completely in control of my time."
  "I need some good strategies for using my time better."
  "I often turn in assignments late."
  "I could teach a class on time management."
  "I need help in managing my time!"

INTRODUCTION OF CONTENT (10 MINUTES)

- Tell students that they’re going to read an article about time management and help each other understand it and learn how to apply it to their lives.
- Tell them that time management is a tricky thing because it requires a lot of decision making at once and requires that you understand yourself and how you work best, as well as understanding the things that get in your way of making good decisions.
- Explain that many of the things they’ve been working on in past sessions will help with time management, and that’s part of what we’ll be working on today.
- Tell students that they will be getting into groups to read one part of an article, and then they will switch the groups around so that they can teach each other about what they’ve just read.
- To begin, count off so that there are 3 groups. (If the class is large, you may first split the class in half, then each half into 3 groups.) Give each group the name of A, B, or C and ask them to sit together.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Jigsaw Groups: Give each group one section of the handout. Each group’s task is to read their section, discuss and take notes on the content in enough detail that they can “teach” it to other students without having the handout in front of them.
- Ask for clarifying questions and tell them how much time they will have, then let them begin.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- After the allotted time, rearrange the groups so that each new group has one person from A, B, and C. Each student should explain the section of the article that they read and discussed, giving personal examples where possible.
- Ask students to turn to handout 10A in their workbooks (the complete article) to read and respond with any questions they may have.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (8 MINUTES)

- Have students turn to Handout 10B in their workbooks and ask them to fill them out on their own, according to their understanding of themselves and their habits.

EXIT TICKET: (2 MINUTES)

- Ask a few students to read aloud their responses to any 2 of the prompts on Handout 10B before they leave class.
SESSION 11

Review: What Have You Learned and How Do You Know You’ve Learned It?

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Highlighters
- One set of post-it flags for each student

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Testing hypotheses
- Applying a procedure to a familiar task

MISSION STATEMENT GOAL

- Developing academic skills

ASSESSMENT/EXIT TICKET

Burning Question: A question students still have about a skill or content area explored thus far
SESSION OUTLINE: 11

REVIEW/WARM UP: Q &A (10 MINUTES)

- Ask students to write, on a blank page in their workbooks, one question they still have about college: academic, social, career-related, technology-related, resource-related—any question as long as it’s an open question, rather than a yes/no question.
- Once everyone has a question, students should stand up and walk around the room, asking as many people as possible for help with an answer. If different people offer different answers, students should write down all the answers they are given.
- Once everyone has had 5-8 people respond, they can return to their seats.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today will be a day of review and reflection—not only looking back at what they’ve worked on so far, but practicing the skill of reflecting—summarizing and interpreting what you’ve learned in order to gain a deeper understanding of yourself as a student.
- Take a few minutes to discuss the word “reflect” in the context of learning (it can help students “know what they know,” as well as getting a better understanding of how they learn best.)

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Have students pull out their workbooks, and to have a pen, a highlighter, and their set of post-it flags out.
- Ask them to skim through the materials and call out something they found interesting, or surprising, or important from a previous session. Write as many of these as possible on the board.
- After about five minutes, ask for a volunteer to read one that he or she called out, and talk about why it stands out in his/her mind.

ASK:

Was it the way the material was presented?
Is it that there is a strong association with that and something else in your life?
Is there a strong connection between the material and something else you have learned elsewhere?
Is it because you practiced a skill, such as summarizing, that you think is important?

- Have 3-5 volunteers respond to these prompts. From this, create a list on the board of things that make learning “stick”; for example:
  - personal association
  - meets individual learning style
  - content is seen as personally important
  - new skill learned is seen as personally valuable, etc
- Ask students to look over the Seminar material thus far and mark (with highlighters, post-it flags, pens, or whatever they have) areas that represent content or skills that they see as particularly valuable.
- Encourage students to think about why they are marking particular things, and to make notes in the margins to help them remember that.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Get students into small groups and ask them to share the places they’ve marked, coming up with a group list of the content and skills represented.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (8 MINUTES)

- Once students have the lists, each student in the group should create an individual list of the skills that he or she feels confident about, the ones that still need practice, and the ones that still feel murky or difficult.
- If there is time, students can do the same for topics or content areas.

EXIT TICKET: ONE BURNING QUESTION (2 MINUTES)

- Ask students to write one burning question they still have about the content or the skills discussed today.
- These questions should be discussed with their advisors the next time they see them.
SESSION 12

Finding Your Zone: How to Achieve "Flow"

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 12 Handout
- Signs to be posted around the room (see below)
- Masking tape

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Summarizing
- Explaining
- Distinguishing relevance

MISSION STATEMENT GOAL

- Developing life skills
- Building confidence

ASSESSMENT/EXIT TICKET

Minute paper exploring how to achieve flow in daily life
SESSION OUTLINE: 12

REVIEW/WARM UP: WHERE’S YOUR FLOW? (15 MINUTES)

- Put up signs around the room that list the following activities (each sign should be in a different section of the room): reading, making art, cooking, building something, doing a crossword or other puzzle, playing a sport.
- Ask students to stand under the sign that represents the thing that most engages them, makes them happy, and that makes time go by fastest when they are doing it.
- Once students are in groups, give them 5 minutes to talk about their experience doing this thing and to discuss why they chose it.
- Then, put the following quote up on the board:
  
  "It was just one of those (things) that clicked. I mean everything went right, everything felt good...it's just such a rush, like you feel it could go on and on and on, like you don't want it to stop because it's going so well."

- Ask students to talk in their groups to see how often they experience what's stated in the quote while they're engaged in the activity they have in mind.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that this experience is what is called “flow.” It was developed by a psychologist named Csíkszentmihályi (pronounced Cheek-sent-mi-hy-ee).
- “Flow” is a term used to describe the experience of being fully engaged, completely focused, relaxed, challenged enough not to be bored but not too much to get anxious, and serene. Flow leads to high levels of productivity and achievement—and it is something you can cultivate for yourself.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (5 MINUTES)

- Ask volunteers to talk about any college-related experiences they’ve had when they’ve been in flow—listening to a lecture, doing group work, studying independently in class, doing homework, etc. What has helped lead to the state of flow for them?
- Ask students who work to talk about times at work when they’ve been in flow. Again, what do they think led to that state?

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Get students into groups. Ask each group to work together to come up with a common list of what’s needed in order for flow to occur—for example, it must be an activity that you enjoy; it must be something you feel some confidence about doing; it should be something where you feel you are learning.
- After they have their lists, ask students to turn to handout 12 in their workbooks and to try to find the items on the handout that correspond to the lists they’ve made.
- Take a few minutes to go over the list together and ensure that students understand the terms. Although the wording is different, are your lists similar to this one?

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

- Ask students to create their own description of the optimal circumstances for achieving flow in their studies (a quiet room, soft music, nothing else they have to get done during that time, etc.) as well as the subject areas or academic activities where they achieve the most flow (doing math, writing, reading, creating a spreadsheet, completing a graphic organizer, etc.), using the list from the handout to help guide them.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Have students write for one minute about how they can strive to achieve flow in their lives—at school, at work, and at home.
SESSION 13

Research Basics: Transferring

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Copies of transfer informational materials

Note: Facilitators should work with advisors and CES to compile resources for this session.

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Retrieving relevant knowledge
- Paraphrasing
- Interpreting

MISSION STATEMENT GOAL

- Developing academic skills

ASSESSMENT/EXIT TICKET

A minute paper about what was learned about the transfer process as well as remaining questions about it, to be shared with an advisor
REVIEW/WARM UP: WHAT I KNOW ABOUT (10 MINUTES)

- Write the word “transfer” on the board.
- Ask five volunteers to write on the board something they know about transferring to a four-year college.
- Ask three volunteers to write questions they have about transferring.
- Ask if anyone knows the answer to any of the questions; if so, invite them to write it on the board.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today they’re going to practice a specific way to organize information and do research.
- Ask students to open their workbooks to a blank page, and to create three columns. At the top of the first column, put a letter “K” (What we know). At the top of the second column, put a letter “W” (What we want to know). At the top of the third column, put a letter “L” (What we learned) (See next page).
- Tell them that with this chart, they will first access their existing knowledge about a subject, then formulate questions they have about the subject, then record what they’ve learned about the subject through research.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Have students work together on this section of the activity (with help from the facilitator only when needed) to choose which information on the board goes in the K column. When they have identified the items, all students should write those facts on their individual KWL charts.
- Next, they should read the questions on the board aloud and all students who don’t know the answer to that question should write it in the W column of their charts.
- Now ask all students to take a few minutes to write 2-5 more questions on their charts. After, they can read their questions aloud and any other student who wishes can add the question to his/her chart.
- Students should then choose one question together to research, and look through the transfer materials to try to find the answer. Once the answer is found, all students should put the information in the L column. Additionally, if they discover a new piece of information that doesn’t correspond to a question on their charts but is important, that can go in the L column as well.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- In pairs or small groups, have students look through the transfer informational materials to find the answers to their all their questions, to correct any factual information from the K column if necessary, and to add answers and new information to the L column.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Ask students to reflect on the process of doing research this way, and how they can use the KWL charts in other classes other areas of their lives. Sample KWL chart:
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we know</td>
<td>What we want to know</td>
<td>What we learned</td>
</tr>
</tbody>
</table>

**ASAP College Success Seminar**

8/23/12 4:03 PM
SESSION 14

Graduation and Beyond: How Will You Get There? (Part 1)

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 14 Handouts A, B, and C
- One index card per student

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

• Comparing

PRACTICE

• Distinguishing relevance

APPLIED

• Determining how elements function within a structure

MISSION STATEMENT GOAL

• Making informed decisions
• Being accountable

ASSESSMENT/EXIT TICKET

List of burning questions to be reviewed by facilitator before the next session
SESSION OUTLINE: 14

REVIEW/WARM UP: QUICK GROUP BRAINSTORM (5 MINUTES):

- Write the word “goals” on the board and circle it. Ask students to come up to the board and write a word or phrase that comes to mind as related in some way, and to circle it and draw a line to connect it, in order to create a word web (see next page).

INTRODUCTION OF CONTENT (3 MINUTES)

- Tell students that today they’re going to begin a two-part goal planning session. The aim is to create a plan that will serve as a guide for the next years of college and beyond.

- The two most important things to remember about these sessions and about goal planning is that:
  1) you are never done—plans are a working document that will always be revised, updated, and changed as necessary, and
  2) the more information you have about your goal, the better your plan will be. This might mean doing some research or asking others before your plan is truly workable.

WHOLE GROUP ACTIVITY TO REINForce CONTENT AND PRACTICE TARGET SKILL (25 MINUTES)

- Have students turn to handout 14A in their workbooks. Tell them that they are going to practice active reading. Create the active reading chart on the board and go over with students. (see attached).

- Ask students to read through the handout with a pen in hand, using the active reading symbols as they read. Once all students have finished reading, discuss the information using students’ annotations as jumping off points for the discussion.

- Next, ask students to turn to and complete handout 14B in their workbooks. Ask them to respond to the prompts on a blank page of the workbook, and to be as thoughtful and honest as possible. Let students know that they will not have to share this piece of writing; it is to help them start thinking about their own goal-setting process.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Have students turn to handout 14C in their workbooks. Ask them to work together to complete the sheet, using the common goal of “Live a Healthier Lifestyle.” Encourage them to help each other think of steps to take, possible obstacles, etc.

INDIVIDUAL ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (5 MINUTES)

- Ask students to make a list of possible goals that they would like to create plans for at the next session.

EXIT TICKET: ONE BURNING QUESTION (2 MINUTES)

- Have students write on an index card, and hand in, any questions they have about any part of the goal planning process before they leave the session.
SAMPLE ACTIVE READING CHART

? What does this mean?
! That's surprising!
❤ Important; remember this
= This reminds me of
--> Find out more about this

SAMPLE WORD WEB

Goals

55
SESSION 15

Graduation and Beyond: How Will You Get There? (Part 2)

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Additional copies of Handout C from session 14 (3-4 per student)
- College informational materials (majors, course requirements, etc.)
- Career informational materials
- One blank index card per student

Note: Facilitators should work with advisors and CES to compile resources for this session.

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Comparing

APPLIED

- Determining how elements function within a structure

MISSION STATEMENT GOAL

- Making informed decisions
- Being accountable

ASSESSMENT/EXIT TICKET

Reflective writing on goal planning process
REVIEW/WARM UP: QUESTIONS ADDRESSED (5 MINUTES)

- Respond to burning questions from the end of the last session to make sure that all students are clear about the process and the template components.

INTRODUCTION OF CONTENT (10 MINUTES)

- Tell students that today they’re going to work on their own individual plans, and that they will use the others in the class for feedback and support.

- Ask students to turn to handout 14C in their workbooks. Ask for volunteers to call out goals they’d like to plan out.

- Write those on the board and after there are about 10 goals on the board, ask each student to choose one from the board or from their own notes and complete the first three questions on the template.

WHOLE GROUP/SMALL GROUP/INDIVIDUAL ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (30 MINUTES)

- Once students have completed the three questions from the template, ask them to share their responses with someone next to them and to make any changes necessary.

- Tell students to work on the questions about required steps and possible obstacles, feeling free to look through the materials at the front of the room. Tell students that if they have a question they should hold up their index card, which will indicate that they need help from the facilitator. Give students the option of working alone or in groups. Encourage them to share their templates for feedback from others. Those who are working on goals that they don’t want to share with classmates can work on their own or ask the facilitator for feedback.

- Remind students to think about the circumstances that help them do their best work, or to be in “flow,” as well as the circumstances that can prevent them from doing their best, and to use this information as they complete their templates.

- Once students have completed the first template, have them begin the same process with a second goal.

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Have students write for one minute about the first steps they will take toward reaching one of their
SESSION 16

Your Career: Researching and Understanding the Choices

RESOURCES, MATERIALS, OR TOOLS NEEDED

- A large selection of varied job announcements from local newspapers, internet job boards, and other sources.

  Note: Facilitators should work with advisors and CES to compile resources for this session

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Distinguishing relevance
- Judging appropriateness
- Comparing

APPLIED

- Applying a procedure to an unfamiliar task

MISSION STATEMENT GOAL

- Making informed decisions

ASSESSMENT/EXIT TICKET

Group list of overlapping skills necessary for the world of work
SESSION OUTLINE: 16

REVIEW/WARM UP: CAREER SKILLS (5 MINUTES)

- Announce the following career fields, and ask students to hold up a closed fist if they have none of the skills required, one finger if they think they have some of the skills required, and two fingers if they think they are well on their way to being prepared for a career in this field: hospitality; criminal justice; health; technology; education; business.
- Ask a few students to explain their responses.

INTRODUCTION OF CONTENT: (5 MINUTES)

- Tell students that they will be acting as job-seekers today, looking for the job that most interests them, but that first they need to learn to interpret job announcements to understand what is really being asked of the candidate.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Model the activity by reading a job announcement and asking students for the keywords they heard. What kinds of skills and experiences are being asked for? Is there any vocabulary that students need clarified?
  
  ASK:
  - Are there additional skills or experience that would be useful for the job?
  - Are there other jobs that might ask for similar skills?
  - Is there a general career field that these kinds of jobs could be grouped under?
- Go through another job announcement with the same steps, having a student take your place to run the activity.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

- Get students into groups of four. Distribute the rest of the materials so that each group has at least 5 job announcements. Ask students to go through the announcements, listing the skills and experience being asked for in each one, additional skills and experience that would be useful, and a general career field that each job could belong to.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (15 MINUTES)

- Ask students to post all the job ads on walls around the room. Each student should then walk around and copy down the five jobs they would be most interested in. Have them copy each job title on a different sheet of paper.
- Once back at their seats, ask them to write as much as they can about the skills and experience they already possess for each job, and skills they would still need to acquire.

EXIT TICKET: GROUP BRAINSTORM (5 MINUTES)

- Ask students to come up with a group list of overlapping skills: which skills are important for all the jobs?
- Encourage them to look back at their goal planning and make changes and/or add new steps as a result of today’s session.
What is Lifelong Learning?

RESOURCES, MATERIALS, OR TOOLS NEEDED

☐ Session 17 Handout

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

• Recalling
• Summarizing
• Distinguishing relevance
• Comparing
• Determining how elements function in a new structure

MISSION STATEMENT GOAL

• Developing life skills
• Building confidence
• Developing confidence

ASSESSMENT/EXIT TICKET

Student notes from individual practice
SESSION OUTLINE: 17

REVIEW/WARM UP: REFLECTION ON A WORD (5 MINUTES)
- Ask students to open to a blank page in their workbooks and write, non-stop, for one minute, making a list of words that come to mind when they think of the term “lifelong learning.”
- Remind them that the most important thing is to write just a word or phrase on each line, without worrying if it makes sense.
- When students have finished, ask for volunteers to share their lists.

INTRODUCTION OF CONTENT (5 MINUTES):
- Tell students that today they’re going to explore the concept of lifelong learning, and share with each other how to integrate it into daily life.
- To begin, get students into groups of five.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)
- Ask students to open their workbooks to handout 17. Tell the groups that they should figure out how to read the handout together—one student reading aloud, taking turns reading aloud, cutting up the text and giving a section to each student to read, etc.
- Tell students that they should read the article and discuss as a group, making sure that everyone in the group understands the information and has had all his/her questions about it answered.
- Next, have a short discussion about the list.
  ASK:
  - Which ones are most interesting?
  - Which ones are most surprising?
  - Which ones would be easiest to apply in daily life?
  - Which would be the most difficult?

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)
- Tell students that they will now create plans for applying these steps to their daily lives.
- Have students to choose three of the steps that interest all of them, and to help each other with ideas about how, where, and when they can apply the steps. Students should make notes in the margins, take notes in their workbooks, put entries in their calendars, write on post-its—whatever method will help each one best process the information and help make it stick.
- Ask for volunteers from each group to share with the rest of the class.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)
- Students should now work individually to make further notes about things and people they need to keep in mind that will help them apply the 15 steps, as well as noting the people and things that get in the way of their lifelong learning.

EXIT TICKET:
- Student notes (from individual practice) will serve as the day’s exit ticket.
SESSION 18

Your Career: Presenting Your Best Self

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 18 Handout A (enough for 5-10 for each student)
- Session 18 Handout B

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Summarizing
- Representing
- Judging appropriateness
- Determining how elements function in a new structure

MISSION STATEMENT GOAL

- Being accountable

ASSESSMENT/EXIT TICKET

Minute paper about the interview process
SESSION OUTLINE: 18

REVIEW/WARM UP: QUICK GROUP BRAINSTORM (5 MINUTES)

- Have students call out the most important things to do in a job interview (dress appropriately; be on time; do your research about the job/company, etc.)

ASK:

What are some things you might do at an interview that would immediately prevent you from getting the job?

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today they’re going to do mock interviews with each other, taking turns being interviewed and giving feedback.
- Ask students who have been on job interviews to offer some tips and strategies that worked for them.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (35 MINUTES)

- Have students open their workbooks to handout 18A and go over it as a group. Ask students to volunteer explanations for each item, as well as giving further examples from students’ personal experiences.
- Next, have students open to Handout 18B and give students 2-3 minutes to skim it. Tell them to choose a job they will “interview” for. Once they have chosen a job, students should group themselves accordingly, and share any information they have about this position.
- Next, have a student volunteer to be interviewed. Everyone else should sit in a circle around the two chairs, in “fishbowl” style.
- Conduct the interview, with all other students taking notes on the evaluation form.
- After 2-3 interviews, ask the interviewees to evaluate themselves, then ask for volunteers to provide feedback for the interviewees. If the class is small enough, continue this way until all students have been interviewed (interviews can be as short as 5-7 minutes) and all have been given feedback. If the class is large, separate them into groups and repeat the process with an additional facilitator or, if needed, with students acting as the interviewers for each other.
- Once completed, discuss the experience with students: How did it feel to be interviewed? How did it feel to give feedback?

EXIT TICKET: MINUTE PAPER (5 MINUTES)

- Ask students to write for one minute about the feeling of being interviewed, and the interviewing skills they want to improve before their next job interview.

SAMPLE INTERVIEW QUESTIONS:

Tell me about yourself.
Why are you interested in this position?
What strengths do you have that would help you excel in this position?
What are weaknesses that you would want to work on?
Give me an example of when you had a challenging situation. What did you do to overcome the situation?
Why should we hire you?
Do you have any questions?
SESSION 19

Teaching Others What You Know

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Post-its
- Highlighters
- Blank unlined 8 ½ x 11 paper
- Index cards (one per student)

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Distinguishing relevance
- Recalling
- Determining how elements function within a structure
- Judging appropriateness

APPLIED

- Inventing a product

MISSION STATEMENT GOAL

- Building confidence
- Developing academic skills

ASSESSMENT/EXIT TICKET

Burning question about college success, to be shared with advisor
SESSION OUTLINE: 19

REVIEW/WARM UP: RAPID BRAINSTORM (5 MINUTES)

- Ask students to come up to the board, popcorn style, and list as many skills as they can that the group has practiced during the course of the seminar.
- Help them as needed by reminding them of different activities that they have engaged in during previous sessions.

INTRODUCTION OF CONTENT (5 MINUTES)

- Tell students that today they're going to create a document designed for students who are just entering college, explaining the skills necessary for success. The whole class will agree on the overall content, and small groups will write the chapters.
- To begin, ask students to look at the skills listed on the board and to group them together as follows: #1 for academic skills, #2 for study skills, #3 for life skills, and #4 for career skills.
- Remind them that many of these skills overlap, but that in order to create a useful document, they have to develop categories they can all agree on.

WHOLE GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (15 MINUTES)

- Have students run the following activity; participate only as needed
- Using the categorized skills on the board as a starting point, ask students if any skills are missing. Also, are there any that should be re-categorized?
- Encourage them to add skills as well.
- Once students have a list that they agree on, ask them to get themselves into 5 equally-sized groups, and to number the groups 1-5.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

- Tell students that each group will have 20 minutes to create a one-page “chapter” of the document; the number of their group is the chapter they’ll write. Group #5 will create a cover, table of contents page, and blurb for the back.
- Chapters can consist of lists, drawings, charts, cartoons, narrative, or any combination. The audience is students just entering college, and the chapter should be as practical, relevant, and informational as possible.
- Once they have finished, each group should meet with the facilitator, who can correct inaccurate information, help with proofreading, and give other feedback. Each group should then go back to create a finished draft of their page.
- When all are finished, have them hand in their sections. Tell them they will be photocopied and distributed at the next session.

(Note: the facilitator will need to use the time between this and the next session to photocopy the pages, creating one document for each student.)

EXIT TICKET: ONE BURNING QUESTION (5 MINUTES)

- Before students leave, ask them to write in their workbooks one urgent question they have about success in college. It can be anything, and if they don’t have one, they should write “I don’t have any questions right now.” They should share this with their advisor when they next see them.
SESSION: 20

Finding Your Own Path to Success

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Session 20 Handout (enough for 3-5 copies per student)
- Masking tape

SKILLS TO BE INTRODUCED OR REINFORCED

PRACTICE

- Inventing a product
- Applying a procedure to an unfamiliar task
- Detecting inconsistencies or fallacies
- Determining how elements function within a structure

MISSION STATEMENT GOAL

- Being proactive
- Being accountable

ASSESSMENT/EXIT TICKET

Affirmations
SESSION OUTLINE: 20

REVIEW/WARM UP: RAPID BRAINSTORM (10 MINUTES)

› Ask a few students to volunteer a decision they've made recently that will have a positive effect on their future.

› Draw a graphic on the board like the one on page two of the handout and map the decision and the positive effect on the graphic.

› Next, ask for a few volunteers to offer decisions they want to make, and the positive effects they hope to achieve from those decisions. Map those as well.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (20 MINUTES)

› Tell students that today they are going to make maps that represent decisions they’ve made, ones they want to make, and/or ones they wish they hadn’t made. They’ll use that thinking as a way to begin to chart out the futures they hope to have.

› Get students in small groups and ask them to open their workbooks to Handout 20. Tell them that these pages are for them to complete however they wish. Today is a day for them to be creative, to take ownership over their college lives and their futures, to have fun with the activity! Let them know you have additional copies of each “map” and they can do as many as they’d like.

› Page 1 could be used for ups and downs in their lives thus far, or as a timeline of positive and negative decisions, as a way to record their own strengths and weaknesses, or in any other way.

› Page 2 can be used as they did in the group example, or as a way to record decisions they wish they hadn’t made and the negative effects they had, or any way that comes to mind.

› Page 3 can be used as a web with their name in the middle, a point in time in the middle (next year, after graduation, tomorrow), or any concepts they wish to explore.
SESSION OUTLINE: 20

- Have them talk about the graphics with their groupmates to help spark their thinking. Let them know that there are absolutely no right ways to use these pages; they are for each person to reflect on the past, the present, and/or map out hopes for the future.

- Encourage students to create their own graphic if they have one in mind that would suit their needs better.

- Emphasize to students that his is their opportunity to take ownership over their decisions, their plans, and their goals, and the more they can articulate it to themselves, the better the chances are of reaching those goals.

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

- Ask students to choose the maps they’re comfortable sharing, and walk around the room with them. Invite everyone to walk around and look at each other's work, taking notes about anything they want to add, cut, or change in their own maps as a result.

- Give students time to walk around, make notes, and go back to their own maps.

EXIT TICKET: AFFIRMATIONS (10 MINUTES)

- Ask students to stand in a circle (if not logistically possible, have each one stand as he or she speaks).

- Tell them that, as their last activity together, they are going to state out loud some affirmations and aspirations for themselves, which will be followed by cheers and applause from the group. Saying them out loud will be a way to make a public commitment, and the cheers and applause will give some public encouragement.

- Go around the circle, with students completing the following statement: “In ten years, I will be…” (this is a volunteer activity; any student who wishes may say “pass”).

- Next, have students complete the statement “Next year, I will…” and finally, “Tomorrow, I will…” If there is not enough time, skip the 2nd statement.

- At the end of the sharing, conduct a huge group cheer for the work you all have done together.
PLUS SESSION

Starting Off on the Right Foot: Some Strategies for Survival

RESOURCES, MATERIALS, OR TOOLS NEEDED

- Plus Session Handout (enough copies so that each small group can get one of the pages)
- Highlighters, one per student
- Name tags: one per student

SKILLS TO BE INTRODUCED OR REINFORCED

INTRODUCE

- Recalling
- Summarizing: Distinguishing relevance

MISSION STATEMENT GOAL

- Developing academic skills
- Being accountable

ASSESSMENT/EXIT TICKET

Handout with evidence of annotation
REVIEW/WARM UP: ‘DATA PROCESSING’ ICEBREAKER (10 MINUTES)

Tell students that in this session they will be looking at recommended study strategies and techniques. To get them ready to work with all the information introduced in the session, first they’ll have some practice working with information that comes from their own lives.

Divide the students into small groups. Tell them that their challenge is to collect “data” on their group, and to do it faster than the other groups. Rounds can either be run individually, or students can be asked to collect data in all categories at once. When a group has completed its task, one person from the group should stand up.

Possible data to collect:

- Names in alphabetical by each student’s best friend’s first name
- Career field of interest
- Shoe size
- Number of letters in last name
- Students’ names in order by length of thumb, longest to shortest
- Major

INTRODUCTION OF CONTENT (10 MINUTES)

Once everyone is finished,

ASK:

What enabled you to complete quickly, or what stood in the way of you completing quickly?

Was there a clear group leader who emerged?

Did each student take a role, either formally or informally?

Let students know that this kind of group work will help them enormously once they’re in college—starting with the activity they’re going to do next.

Tell students that now they are going to use this same kind of group work, but will be helping each other read and understand some suggestions for how to be successful in college. Ask students to describe some tips they’ve heard about how to be successful in college and how they’re planning to organize their time so that they can fit study time in each week.
PLUS SESSION OUTLINE

Tell them that they are going to be put into groups, and that each group will be given one copy of a handout with some ideas, tips, and suggestions about academic success in college. Each group will be asked to read the handout together and to think about a few questions. Once the whole class is back together, students will share their thinking with the whole group. Tell students that they will be given 10 minutes to complete this work, and then they will be asked to present the information to the rest of the class.

Get students into 6 equal-size groups.

SMALL GROUP ACTIVITY TO REINFORCE CONTENT AND PRACTICE TARGET SKILL (10 MINUTES)

Give each group only one page of the handout (so that some groups have page one and some have page two) and ask them to spend about ten minutes reading it aloud together, and thinking about the following questions. Tell students that these questions represent the kind of critical thinking they’ll be asked to do in college, and that Seminar is a place to practice this skill. Remind them that they will be asked to share out with the whole class.

Questions to consider:

- What is one important point from the handout that you think everyone else in the class can benefit from knowing?
- Is there one point that you think many students struggle with?

INDIVIDUAL PRACTICE OF SKILL AND TO SHOW UNDERSTANDING OF CONTENT (10 MINUTES)

By group, call on different students to describe their group’s response to the questions. Try to give opportunities for multiple students from each group to talk.

Tell students that they have a complete set of the handouts in their workbooks (handout “Plus”)

EXIT TICKET: SELECTED HIGHLIGHTING (10 MINUTES)

Tell students to take a few minutes to read over the complete handout, and to highlight text according to the following criteria only:

- Five points that they know will be a challenge for them, but important to think about
- Five tips that they think are great and can’t wait to try

Next, ask students to complete, if they can, the list of people they can go to for help when they need it. Ask for volunteers to share with the whole class.
Informal Education:
Self-taught, learned from friends, family, etc.

- Learned how to swim
- Learned how to use Facebook
- Got my first part-time job
- Started keeping a journal
- Learned how to make pasteles from my aunt

Formal Education:
Classes, exams, schools, etc.

- First day of school
- Attended an art program over the summer
- Got my first A+ on a test
- Graduated from middle school
- Failed my first class, in biology
- Took math in summer school
- Took a drama class in high school

Handout 1A
Informal Education:
Self-taught, learned from friends, family, etc.

Formal Education:
Classes, exams, schools, etc.
If the subways weren’t always breaking down, I wouldn’t be late so often.

I’m too shy to ask questions in class even when I’m confused.

She’s a lousy instructor. That’s why I failed the first test.

I hate group projects because people are lazy and I always end up doing most of the work.

I wish I could write better, but I just can’t.

My friend got me so angry that I can’t even study for the exam.

The financial aid form is too complicated to fill out.

I work nights so I didn’t have time to do the assignment.
Take classes in a subject you've never taken before.

Take classes from the best professors in your department.

If you want a job on campus, ask a professor you like or in a department that interests you.

Don't let minor errors in your papers take away from your great ideas.

Join a club or organization that explores your interests and passions.

Seek out resources on campus that can help you address problems and get support.

Make sure you understand your financial aid package in every detail, so that nothing takes you by surprise.

Take care of yourself: get adequate rest, socialize, and get regular physical activity.

Introduce yourself to different types of people who you may not have associated with during high school.

Talk to other students about your concerns to see if they feel some of the same things.

Use a planner to help you stay organized.

Do a study abroad program.
I'm not used to the amount of work that college professors expect.

I expected to do as well in college as I did in high school, but I'm getting lower grades and I feel like I'm falling behind. What am I doing wrong?

My high school teachers were very specific about readings, assignments, projects, and grading. How can I know what my instructors expect?

I am learning how to balance going to class, participating in activities, completing schoolwork on time, taking basic care of myself, and having fun.

I expected to be happy at college, but right now I don't enjoy my classes and I'm having trouble making friends. I sleep a lot and I don't feel like going to class.

I don't know how to talk to my professors because I feel intimidated by them.

I love being able to make more personal decisions and choices than I did in high school.

I feel as though my professors are judging me or thinking I'm stupid.

Lately I can't seem to focus at all. I can barely read any of the textbooks that I found so interesting at first.

I love feeling more independent from my family and learning about my own values.
Topic #1: Spending time alone is the best way to relieve stress.

Topic #2: Going on shopping sprees will help you deal with stress.

Topic #3: Exercise is a great stress-buster.

Topic #4: Watching TV will help whenever you feel stressed.

Topic #5: Eating treats and drinking your favorite coffee drinks will help you feel less stressed.
Topic #1: Spending time with other people is the best way to relieve stress.

Topic #2: Shopping is an unhealthy response to stress.

Topic #3: Exercise can make you even more stressed out.

Topic #4: Watching TV is a negative way to deal with stress.

Topic #5: Eating healthy foods and drinking lots of water is the best way to relieve stress.
HEALTHY RESPONSES TO STRESS:

- Listening to music
- Playing with a pet
- Laughing or crying
- Going out with a friend
- Taking a bath or shower
- Writing, painting, or other creative activity
- Praying or going to a house of worship
- Putting it in perspective—don’t sweat the small stuff
- Getting enough sleep—try for 8 hours a night!
- Exercising or getting outdoors to enjoy nature
- Eating a balanced and healthy diet to help your immune system
- Discussing situations with a spouse, family member, or close friend
- Gardening or making home repairs
- Practicing deep breathing, meditation, or muscle relaxation

UNHEALTHY RESPONSES TO STRESS:

- Criticizing yourself (negative self-talk)
- Driving fast in a car
- Chewing your fingernails
- Becoming aggressive or violent (hitting someone, throwing or kicking something)
- Eating too much or too little, or drinking a lot of coffee
- Smoking or chewing tobacco
- Drinking alcohol
- Yelling at your spouse, children, or friends
- Taking a recreational drug to calm yourself
- Avoiding social contact
- Compulsive spending or shopping
When I believe that I can’t achieve my goals by myself, I choose Dependence.

When I believe that I have to help other people get their goals before I can pursue my own, I choose Codependence.

When I believe that by working hard, I can get some of what I want all by myself, I choose Independence.

When I believe that I can get some of what I want by working alone but that I’ll accomplish more if I give and receive help from others, I choose Interdependence.
The strengths of this relationship are:

- We take genuine interest in each other's lives.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- This relationship is the only important relationship in my life.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- I believe that I am a worthwhile person outside of this relationship.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

The weaknesses of this relationship are:

- The other person in the relationship does not understand me.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- I am able to speak freely to him/her about things that bother me.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- We both work to improve the relationship.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- I am most proud of the way we have:

- We could improve our relationship by:

- I can be myself in this relationship.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- I expect this person to meet all of my emotional and physical needs.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree

- I feel I have become a better person because of this relationship.
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
1. Become emotionally literate. Label your feelings, rather than labeling people or situations.

   Use sentences beginning with “I feel.”
   “I feel impatient.” vs. “This is ridiculous.”
   “I feel hurt.” vs. “You are an insensitive jerk.”
   “I feel afraid.” vs. “You are driving like an idiot.”

2. Distinguish between thoughts and feelings.

   Thoughts: I feel like... & I feel as if.... & I feel that
   Feelings: I feel: (emotion)

3. Take more responsibility for your feelings.

   “I feel jealous.” vs. “You are making me jealous.”
   Analyze your own feelings rather than the actions or motives of other people. Let your feelings help you identify your unmet emotional needs.

4. Use your feelings to help make decisions.

   “How will I feel if I do this?” “How will I feel if I don’t?”
   “How do I feel?” “What would help me feel better?”
   Ask others: “How do you feel?” and “What would help you feel better?”

5. Use feelings to set and achieve goals.

   Think about how you want to feel or how you want others to feel.
   Get feedback and track progress towards the feeling goals by periodically measuring your own feelings and asking others how they feel.
6. Feel energized, not angry.
   Use what others call “anger” to help feel energized to take productive action.

7. Validate other people’s feelings.
   Show empathy, understanding, and acceptance of other people’s feelings.

8. Use feelings to help show respect for others.
   How will you feel if I do this? How will you feel if I don’t? Then listen
   and take their feelings into consideration.

9. Don’t advise, command, control, criticize, judge or
   lecture to others.
   Instead, try to just listen with empathy and non-judgment.

10. Avoid people who invalidate you.
    While this is not always possible, at least try to spend less time with them,
    or try not to let them have psychological power over you.
The night before a 10 page paper is due your significant other decides to break-up with you over the phone, around 10:00pm. You have five pages completed at this point. After learning of such disheartening news, how do you feel? What do you do?

A course you must take to graduate during your last semester in college only has one section. The professor teaching this section is a professor you dislike. How would you survive this class for 12 weeks? How do you feel? What do you do?

You are sitting on a very crowded train, thankful that you have a seat. Someone tries to squeeze into the very small space next to you and ends up sitting on half of your lap. What do you do?

You have a two-year old. Midterms just ended and you feel incredibly tired and exhausted. You want to relax by doing something fun. You decide to go out to watch a movie with friends. Your older sister offers to babysit, but Friday afternoon she sends you a text saying she cannot babysit for you, without an excuse. How do you feel? What do you do?

You promised your parents you would pass that remedial course. You attend class every day, attend tutoring and do your homework on time. The day of the Compass/ACT you have a fever of 101. You try your best and complete the examinations. A week later you learn you didn’t pass. How do you feel? What do you do?

You promised your mom you would get milk on the way home, and you forgot. You run to the store on the corner, but the person behind the counter says the store is closed. He’s just sitting there, the milk is there, you have the money in your hand. What do you do?

You are a responsible student, but you keep forgetting to show up to your appointments. You finally make it to your first appointment, in May, but your advisor informs you that you will not qualify for a Metrocard since you missed all your April appointments. How do you feel? What do you do?
RULE #1. DON'T CREATE IMPOSSIBLE SITUATIONS.

Don't get trapped into doing too much. Don't try to work full time and take a full load. Don't take too many lab classes. Use time to create success, not failure. Be realistic about school. For most classes, plan to study 2 hours for every 1 hour of class. Identify your first priority classes and do whatever it takes to succeed. Drop second priority classes or reduce work hours if necessary.

RULE #2. DEFINE YOUR PRIORITIES USING THE 3-LIST METHOD.

All time management begins with planning. Use lists to set priorities, plan activities and measure progress. One approach is the 3-list method.

**LIST #1 - THE WEEKLY CALENDAR.**

Create a weekly calendar. Make it your basic time budgeting guide. List your courses, work, study time, recreation, meals, TV, relaxation, etc.

Plan to study first priority classes at the time of day when you work best. Be flexible; adapt your schedule to changing needs. Keep your schedule handy and refer to it often. If it doesn't work, change it.

**LIST #2 - THE DAILY "THINGS TO DO."**

Write down all the things that you want to do each day. Note homework due or tests or subjects you want to emphasize. Include shopping and personal calls, etc.

This list is a reminder. Use it to set daily priorities and to reduce decision making and worry. If time is tight, move items to your long-term list.

Rewrite this list each morning. Use visualization to help you focus on what to do. This list is also a measure of your day-to-day success. Check off items as you finish them and praise yourself for each accomplishment.

From *How to Be A Successful Student*, by Donald Martin, 1991
LIST #3 -
GOALS AND OTHER THINGS.

This can be one or two lists—a monthly list and/or a long-term list. Put down your goals and things you have to do. What do you want to accomplish over the next month or year?

Use this list to keep track of all your commitments.
If you’re worried about something, put it on this list.
The purpose of this list is to develop long-term goals and to free your mind to concentrate on today.

RULE #3. AVOID DISTRACTIONS AND LACK OF FOCUS.

Time is precious. Yet many people waste time by getting stuck in one or more of the following habits.

- Procrastination – putting off important jobs.
- Crisis management – being overwhelmed by the current crisis, leaving no time for routine matters and daily tasks.
- Switching and floundering – lack of concentration and focus on one job.
- Television, telephones and friends – these are all ways of avoiding work.
- Emotional blocks – boredom, daydreaming, stress, guilt, anger and frustration reduce concentration.
- Sickness – not taking care of yourself, getting sick, and blowing your schedule.

In all of these cases, the first step is to recognize the problem and resolve to improve. Try positive self-talk. To avoid distractions, find a quiet place to study, whether it’s at home, at school, in a library, or somewhere else.
1. The best time of day for me to study is ______________________________.

2. Two good places for me to study are ____________________________ and ____________________________.

3. I tend to ____________________________ when I don’t feel like doing my homework or a chore.

4. Two of the items from today's article that I want to work on are ____________________________ and ____________________________.

5. Two of the items from today's article that I am good at doing are ____________________________ and ____________________________.

6. Someone who is a good role model for me regarding time management is ____________________________.

I will contact this person within the next ________ days to get some advice.

7. The most important thing for me to remember about managing my time is ____________________________.
1. Completely involved in what we are doing—focused, concentrated.

2. A sense of ecstasy—of being outside everyday reality.

3. Great inner clarity—knowing what needs to be done, and how well we are doing.

4. Knowing that the activity is doable—that our skills are adequate to the task.

5. A sense of serenity—no worries about oneself, a feeling of moving beyond the boundaries of the self.

6. Timelessness—thoroughly focused on the present, hours seem to pass by in minutes.

7. Intrinsic motivation—whatever helps create flow becomes its own reward.
Have you thought about what you want to be doing in five years’ time? Are you clear about what your main objective at work is at the moment? Do you know what you want to have achieved by the end of today?

If you want to succeed, you need to set goals. Without goals you lack focus and direction. Goal setting not only allows you to take control of your life’s direction, it also provides you with a measure for determining whether you are actually succeeding.

To accomplish your goals, however, you need to know how to set them. You can’t simply say, “I want” and expect it to happen. Goal setting is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it. In between there are some very well defined steps that transcend the specifics of each goal. Knowing these steps will allow you to formulate goals that you can accomplish.

Here are our Four Golden Rules of Goal-Setting:

**Rule #1**: Set Goals that Motivate You. When you set goals for yourself, it is important that they motivate you: this means making sure that they are important to you, and that there is value in achieving them. If you have little interest in the outcome, or they are irrelevant given the larger picture, then the chances of you putting in the work to make them happen are slim. Motivation is key to achieving goals.

Set goals that relate to the high priorities in your life. Without this type of focus, you can end up with far too many goals, leaving you too little time to devote to each one. Goal achievement requires commitment, so to maximize the likelihood of success, you need to feel a sense of urgency and have an “I must do this” attitude. When you don’t have this, you risk putting off what you need to do to make the goal a reality. This in turn leaves you feeling disappointed and frustrated with yourself, both of which are de-motivating. And you can end up in a very destructive “I can’t do anything or be successful at anything” frame of mind.

Tip: To make sure your goal is motivating, write down why it’s valuable and important to you. Ask yourself, “If I were to share my goal with others, what would I tell them to convince them it was a worthwhile goal?”

**Rule #2**: Set SMART Goals. The simple fact is that for goals to be powerful, they should be designed to be SMART. There are many variations of what SMART stands for, but the essence is this — goals should be:

Specific: Clear, well-defined goals will help guide you in life. Make it easier to get where you want to go by defining precisely where you want to end up.
GOLDEN RULES OF GOAL-SETTING:

Measurable: Include amounts, dates, etc. in your goals so you can measure your degree of success. If your goal is simply “to reduce expenses,” is success measured by reducing them by 1%, or 10%, or 30%?

Attainable: Make sure it’s possible to achieve the goals you’ve set. If you set a goal that you have no hope of achieving, you will only demoralize yourself and erode your confidence. However, resist the urge to set goals that are too easy. Accomplishing a goal that you didn’t have to work hard for can be unsatisfying; try for “raise the bar” goals that are challenging, but doable.

Relevant: Goals should be relevant to the direction you want your life to take. Keep your goals focused on what you need to get ahead and do what you want.

Time Bound: Your goals must have a timeline. When you are working on deadline, your sense of urgency increases, and achievement will come that much quicker.

RULE #3
Set Goals in Writing. The physical act of writing down a goal makes it real and tangible. You have no excuse for forgetting about it. As you write, use the word “will” instead of “would like to” or “might.” For example, “I will reduce my operating expenses by 10% this year,” not “I would like to reduce my operating expenses by 10% this year.” The first goal statement has power and you can “see” yourself reducing expenses, the second lacks passion and gives you an excuse if you get sidetracked.

Tip 1: Frame your goal statement positively. For example, say, “I will hold on to all existing employees for the next quarter” rather than “I will reduce employee turnover.” The first one is motivating; the second one still has a get-out clause “allowing” you to succeed even if some employees leave.

Tip 2: Post your goals in visible places to remind yourself every day of what it is you intend to do. Put them on your walls, desk, computer monitor, bathroom mirror or refrigerator as a constant reminder.

RULE #4:
Make an Action Plan. This step is often missed in the process of goal setting. You get so focused on the outcome that you forget to plan all of the steps that are needed along the way. By writing out the individual steps, and then crossing each one off as you complete it, you’ll realize that you are making progress towards your ultimate goal. This is especially important if your goal is big and demanding, or long term.
To get yourself in the right frame of mind for goal setting, it's useful to take some time to reflect on the past year—the good, the bad, and the “why did I do that?” Use the blank pages in the back for your response. Give yourself a few minutes to write in response to each question below.

**WHAT DID I ACCOMPLISH THIS YEAR?**

Write down at least 20 accomplishments, in all areas of your life.

**WHAT WERE MY BIGGEST DISAPPOINTMENTS?**

In order to best handle disappointment, it’s crucial to be honest about it. Write down the disappointments from the past year, from all areas of your life.

**WHAT DID I LEARN?**

Use your accomplishments and disappointments to formulate some guidelines for setting your goals. What have you learned about yourself from your first 2 lists that can help you achieve your future goals?

**WHAT ARE THE WAYS I LIMIT MYSELF, AND HOW CAN I STOP?**

Sometimes we are our own worst enemies. Think about the following ways in which you are limiting yourself and holding yourself back:

**WHAT ARE THE WAYS I ENCOURAGE MYSELF, AND HOW CAN I BUILD ON THAT?**

**WHAT ARE THE WAYS THAT I MAKE MYSELF STRONGER, MORE CONFIDENT, AND MORE FOCUSED?**

**WHO ARE THE PEOPLE WHO HELP ME FEEL THIS WAY?**
What do I want to achieve?

Why do I want to achieve this goal?

When do I hope to achieve this goal?

What are the steps required? Who can help me with this step?

What obstacles can I expect? What are solutions to the obstacles?
1) **ALWAYS HAVE A BOOK.**

It doesn't matter if it takes you a year or a week to read a book. Always strive to have a book that you are reading, and take it with you so you can read when you have time. Even a few minutes a day adds up. Try for a book a week. That's at least fifty each year.

2) **KEEP A “TO-LEARN” LIST**

We all have to-do lists. These are the tasks we need to accomplish. Try to also have a “to-learn” list. On it you can write ideas for new areas of study. Maybe you would like to take up a new language, learn a skill or get better at something you already do. Whatever motivates you, write it down and look at the list once a week to keep it in the front of your mind.

3) **EXPAND YOUR NETWORK**

Start spending more time with people who think. Not just people who are smart, but people who actually invest much of their time in learning new skills. Their habits will rub off on you. Even better, they will probably share some of their knowledge with you.

4) **GUIDED THINKING**

Albert Einstein once said, "Any man who reads too much and uses his own brain too little falls into lazy habits of thinking." Simply studying the wisdom of others isn't enough. You have to think through ideas yourself. Spend time journaling, meditating or contemplating the things you have learned.

5) **PUT IT INTO PRACTICE**

Skill-based learning is useless if it isn't applied. Reading a cookbook isn't the same thing as getting into the kitchen and trying it out. Studying painting isn't the same as picking up a brush. If your knowledge can be applied, put it into practice.

6) **TEACH OTHERS**

You learn what you teach. If you have an outlet of communicating ideas to others, you are more likely to solidify that learning. Start a blog, mentor someone or even discuss ideas with a friend.

7) **CLEAN YOUR INPUT**

Make a point of regularly cleaning out your email and text message inbox, as well as any old newspapers or magazines lying around the house. I like getting new ideas and information, of course, but if I'm just skimming it all, I'm not really getting much out of it. Every few months, make a clean sweep so there's room for what counts.
8) LEARN IN GROUPS
   Lifelong learning doesn't mean condemning yourself to a stack of dusty textbooks. Join organizations that teach skills. Workshops and group learning events can make educating yourself a fun, social experience.

9) UNLEARN ASSUMPTIONS
   You can't add water to a full cup. Too many convictions simply mean too few paths for new ideas. Actively seek out information that contradicts your worldview so that you can always stay on your toes—rather than sitting back and resting on the same old point of view.

10) FIND JOBS THAT ENCOURAGE LEARNING
    Pick a career that encourages continual learning. If you are in a job that doesn't have much intellectual freedom, consider switching to one that does. Don't spend forty hours of your week in a job that doesn't challenge you. (Yes, this is easier said than done—but keep it as a goal!)

11) START A PROJECT
    Set out to do something you don't know how to do. Forced learning in this way can be fun and challenging. If you don't know anything about computers, try building one. If you consider yourself a horrible artist, try a painting.

12) FOLLOW YOUR INTUITION
    Lifelong learning is like wandering through the wilderness. You can't be sure what to expect and there isn't always an end goal in mind. Most of our lives have been broken down to completely logical decisions, and making choices on a whim has been stamped out. Let yourself try it for low-stakes decisions and see how it feels.

13) THE MORNING FIFTEEN
    Use the first fifteen minutes of your morning as a period for education. If you’re too groggy at that time of day, you might want to wait a short time. Just don’t put it off until later in the day when urgent activities will push it out of the way.

14) REAP THE REWARDS
    Learn information you can use. Understanding the basics of computer programming allows me to handle projects that other people would require outside help to solve. Solving a problem that makes use of your educational efforts can be a source of pride.

15) MAKE IT A PRIORITY
    Few external forces are going to persuade you to learn. The desire has to come from within. Once you decide you want to make lifelong learning a habit, it is up to you to make it a priority in your life.
Candidate's Name ___________________

Position Applied for __________________

☐ Eye Contact
☐ Voice Tone
☐ Language Usage
☐ Body Language
☐ Self-Knowledge
☐ Use of Examples
☐ Final Summation
☐ Top Strengths

Areas Needing Most Improvement

a.

b.

c.

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1. **Office Administrator Job Duties:**

The job duties of an Office Administrator differ from each other on the basis of the nature and size of the organization. However, their core jobs are communication and organization. Usually their duties are to:

1) Maintain all office correspondence.
2) Schedule meetings, set appointments and take care of meeting details.
3) Supervise staff and make sure they produce the required output and work according to office rules.
4) Notify higher ups about any job vacancies, prepare for new recruitment and place ads for filling up of vacancies.
5) Orient new employees, explain their job responsibilities and inform them about office rules.
6) May have to arrange for travel arrangement or hotel accommodation.
7) Enter data in the office computer system.

**Office Administrator Knowledge and Skills:**

1) Very good communication skills.
2) Deal with clients professionally.
3) Be organized and finish a number of tasks on a daily basis.
4) Good computer skills.

2. **Medical Technician Job Duties:**

If you like working with doctors and patients, like assisting doctors with surgeries, diagnosis, treatments then working as a Medical Technician is a good option. The following are the duties of a Medical Technician:

1) Collect body fluids like blood, urine, stool, tumor cell tests and throat cultures, etc.
2) Perform tests like urine analysis, pregnancy tests, blood tests, blood counts, etc.
3) Prepare, verify and confirm results and reports to doctors.
4) Maintain stock of medical laboratory supplies and keeps a log.
5) Supervise and conduct checks on all clinical equipments in the laboratory.
6) Perform vaccination when prescribed by physicians or other surgeons.
7) Maintain inventory for pharmaceuticals.

**Medical Technician Knowledge and Skills:**

1) Knowledge of medical principles, equipment, laboratory materials and methods.
2) Knowledge of techniques in medical technology.
3) Knowledge of maintaining files and records of patients.
4) Operation and maintenance of all laboratory equipment.
5) Knowledge of maintaining a log and inventory.
6) Update on existing and new laboratory equipments and techniques.
3. Math Teacher Job Duties:

The responsibility of a math teacher is to develop the mathematical ability of the students. They teach various branches of mathematics including: arithmetic, algebra, geometry, trigonometry and calculus. Math teacher job duties include:

1) Plan lessons as per the given curriculum.
2) Teach students in such a manner that they understand the subject and gain knowledge.
3) Assign homework, check, and give feedback to students.
4) Grade assignments and exam papers.
5) Help students in tackling math problems.
6) Complete a syllabus within an academic year.
7) Comfortable with teaching students who may become unruly and violent at times.

Math Teacher Knowledge and Skills:

1) Must know all the branches of mathematics that they are expected to teach at different levels of k-12 level.
2) Good with computers.
3) Very good communication and presentation skills.
4) The ability to create good lesson plans and homework assignments.
5) Fairness in dealing with students from different races and ethnicities.
6) Understanding of child psychology and the ability to motivate children.

4. Security Officer Job Duties:

If you like giving protection to people, safeguarding properties, patrolling to ensure safety of people and properties, and working in tandem with law and order departments, then the position of a Security Officer will suit you best. You can choose to work in any capacity such as the transportation security officer, armed security officer, facility security officer, bank security officer, information security officer, etc. The following are the duties of a Security Officer:

1) Patrol assigned location on foot.
2) Monitor entry and exit of visitors and employees.
3) Check location for unusual and suspicious activities, theft, fires, etc.
4) Investigate security breaches and suspicious circumstances and report to higher authorities for follow-up and action.
5) Check all windows, doors and lights of all the buildings under his/her zone.
6) Observe traffic and other activities in the assigned location to enforce rules and regulations of the location.
7) Maintain entry and exit log for visitors.
8) Assist visitors with directions or any related information.
9) Respond to security alarms and take necessary action.

Security Officer Knowledge and Skills:

1) Knowledge of all inspection procedures for fire, theft, vandalism, etc.
2) Knowledge of basic security procedures.
3) Decision-making skills in emergency situations.
4) Knowledge of basic law enforcement regulations of the state.
5) Knowledge of point of contact of all security related departments such as fire, police, ambulance, etc.
6) Understanding of all surveillance systems.
YOUR PATH TO SUCCESS
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To become a successful student, you need:

- A positive attitude
- A commitment to and interest in learning
- A sense of pride in doing your best work
- A willingness to go beyond your comfort zone

You need a good place to do your homework.

- Find somewhere that is quiet—the library, a room at home, a quiet café, etc... Choose somewhere with good lighting, so you can see what you are doing, and somewhere with a table or desk big enough to hold your work.

You need the proper supplies to complete your assignments.

- Make sure you have the supplies you need: pencils, pens, highlighters, ruler, notebook, calculator, dictionary, thesaurus, etc.
- You may want to use headphones to block out sounds, or to listen to classical or instrumental music at a low volume. (Music with lyrics is not recommended, as it can make it hard to focus.)
- If you are using a computer, make sure you know how to access/save your work.
- Have two file folders for documents, labeled “work in progress” and “completed work.”

You need to organize your time.

- Set aside a special time each day for your work. Try to avoid making it right before you go to sleep; it’s hard to concentrate if you’re tired. On the weekend, choose times when you are most alert.
- Set a beginning and end time, then set a goal for that time (read 3 chapters, write a draft of an essay, review the materials for an exam, etc.)
- Do not leave assignments until the night before they are due! You might find that you need some additional materials, or that you have a question about the assignment, or that something else comes up that you have to attend to. Do yourself a favor and plan ahead!

Now that you have a time and a place, you need to organize yourself.

- Gather everything that you will need to complete your tasks. (assignment sheet, class textbook, class notes, etc.)
- Divide big assignments into smaller, more workable tasks, and set a time for each task.
HOMEWORK AND STUDY SKILLS

- Check your calendar for due dates, and fill in any new deadlines. Check your homework notebook for work to be completed for the following day.

- Divide your time into: review, new material, and ongoing project or research time.

- You may want to work from a list and check it off as you complete each task. This serves to give you a sense of accomplishment.

- Remember you owe it to yourself to always do your best work. Have pride in what you do. It will make you feel more successful.

WHAT DO YOU DO IF YOU NEED HELP?

- Decide what questions you need to ask so that you can be as specific as possible with the people who can help you.

- If you are well organized, you will have time to ask your teacher. Ask him or her if you can set up an appointment to talk.

- Find a student in the class who can be your “question buddy,” who you can call if you are confused. (Make sure it is someone who is a strong student!)

- Find a friend, family member, neighbor, or someone else you can call with study questions. Can you think of anyone right now who could be a help to you?
  1. 
  2. 
  3.

WRITING SKILLS:

- Brainstorm your ideas by making word webs, lists, or by freewriting. Some people use tape recorders to record their ideas.

- Next, organize your ideas into a sequence.

- Write your rough draft to get your ideas on paper. Read the draft aloud. What needs more detail? What is unclear? Think of at least one change you can make to each paragraph to strengthen the work.

- Read the draft aloud again. If you have someone you can read it to and get their feedback, even better. Follow the same steps as above—add more details, clear up confusing ideas or sentences, and look at each paragraph to see how you can improve it.

- Proofread your work. This involves checking the spelling, punctuation, grammar, and sentence-by-sentence organization. Put the draft down for a while (a day or so is best), then go back to it and proofread one last time.

- Write or print out the final copy. Congratulations! You’re done!