Active Classroom Guide for Foundations for Student Success

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Foundations for Student Success Module Overview

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FOUNDATIONS FOR STUDENT SUCCESS Module Overview

This module focuses on providing strategies for students to develop and strengthen their personal foundation for college success. The student learning objectives of this module are to:

1. Develop a college mission statement that will form the cornerstone of your personal foundation for college success.
2. Identify the changes in your life—both positive and challenging—that come with the transition to college.
3. Learn how to manage those changes and be better equipped to incorporate your school responsibilities into the rest of your busy life.
4. Review student examples to learn how you can address any weaknesses in your foundation for college success.
5. Understand how knowing your strengths and addressing your weaknesses can impact your school performance and overall college success.

First Section: students evaluate the reasons why they decided to attend college in order to begin building their foundation for college success, which is contextualized in a personal college mission statement activity.

Second Section: students explore how to plan, prioritize, and focus in order to effectively manage anxiety, which concludes with an activity that has students examine sources of anxiety that correlate with their transition to college.

Third Section: students develop proactive skills in understanding personal strengths and weaknesses, including an SWOO activity to successfully assess these areas.

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Foundations for Student Success, Section 1

In this section, students will discuss and evaluate the reasons why they decided to attend college to begin to build their foundation for college success. Students will also create a personal college mission statement.

LESSON OVERVIEW

SECTION 1: PERSONAL COLLEGE MISSION STATEMENT		
Learning Outcomes	1. Develop a college mission statement that will form the cornerstone of your personal foundation for college success	

Lesson Flow Overview		• Lecture and Discussion
		  • Get Ready! Exercise- Warm-Up
		  • LO 1: Why Are You Here? Your Personal College Mission
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Personal Mission Statement for College
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 5–8 for lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 6 in the textbook—Personal Mission Statement for College
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 1–9 • PowerPoint slides 1–11 • Detailed Class Notes for Activity	

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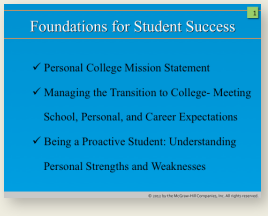
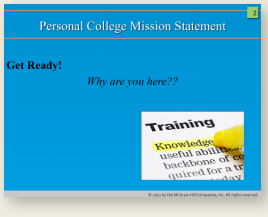
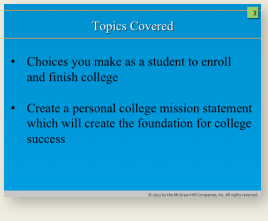
Foundations for Student Success, Section 1 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 1–3 *Slide 1, Foundations for Student Success*  *Slide 2, Personal College Mission Statement*  *Slide 3, Topics Covered*  	**Lecture Notes** **Exercise** *Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.* *Ask students to **reflect on:*** Why are you here? ***Elaborate** on their reasons for enrolling in college.* *Call on volunteers to **share** their reflections.* ***Explain** that the choice to enroll in college is the core to their personal college foundation. Just as much as enrolling was a choice, so is finishing school.* **Section Overview:** *Introduce **topics covered** in this class session:* • Choices you make as a student to enroll and finish college. • Create a personal college mission statement that will create the foundation for college success.	**TRY IT** Explain how college is a good foundation for life—a **foundation** is a basis upon which something stands or is supported; a body or ground upon which something is built up or overlaid. **GOT TIME?** Provide a few moments to discuss two specific reasons with a neighbor about why they are here. Tip: Take a quick check to see how many people have similar reasons.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 1: WHY ARE YOU HERE? YOUR PERSONAL COLLEGE MISSION (25 MIN.)

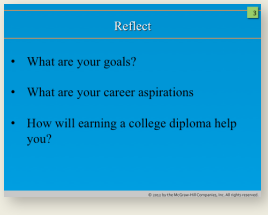
Outline

- Activity
  - Introduction
  - Background
  - Connect

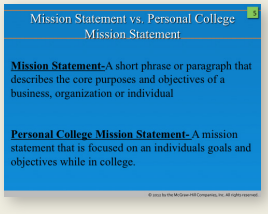
Resources

PowerPoint slides 4–8

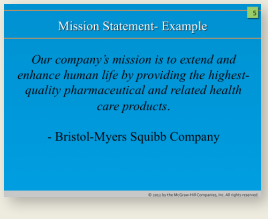
Slide 4, Reflect



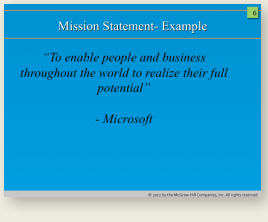
Slide 5, Mission vs. Personal



Slide 6, Mission Example



Slide 7, Mission Example



Lecture Notes

Activity Introduction: *Explain to students that they had a choice in enrolling in college, and they have a choice in finishing college.*

Build on Background: Help students define a clear vision about why they are there. Indicate that students who have a clear vision of why they are in college are better able to overcome obstacles that may arise during college.

Connect: *Direct students to quickly jot down their answers to the following questions:*

- What are your goals?
- What are your career aspirations?
- How will earning a college diploma help you?

*Call on a few students to **share** their answers.*

For most students, the answers to these questions lead to the same realization: Enrolling in college is a big step in anyone's life, and big steps in life usually have the potential for big rewards.

Elaborate that their reasons for why they decided to go to college serve as a strong indicator for how well they will manage this new experience

Many companies and individuals create personal and business **mission statements.**

Students with a clear personal college mission statement are better able to overcome obstacles that may arise during college.

*Take an **informal assessment.** Ask students to raise their hand if they've ever heard of a mission statement? What do they know about it?*

Using the PowerPoint, explain Mission Statement and Personal College Mission Statement. Review a few examples of the different statements. Compare and contrast the differences.

Mission Statement- A short phrase or paragraph that describes the core purpose and objectives of a business, organization or individual

Have students break out into pairs or small groups to answer the questions before discussing with the class

TRY IT

Tip: As you survey the class, write a few points on the board that are similar among the class members.

GOT TIME?

Draw a Venn diagram on the whiteboard. Write Mission Statement and Personal College Mission Statement in the circles. As a class, write the similarities and differences between the two.

Tip: Provide examples of Personal College Mission Statements.

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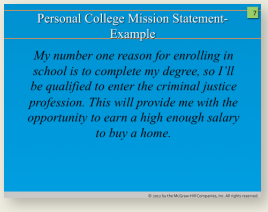
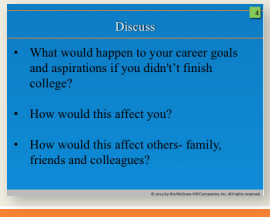
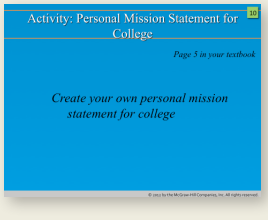
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 1: WHY ARE YOU HERE? YOUR PERSONAL COLLEGE MISSION (25 MIN.)		
Slide 8, Personal College Example  	**Personal College Mission Statement:** A mission statement that is focused on an individuals goals and objectives while in college. *Take a moment to discuss these two concepts.* • What are the similarities and differences?	

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
 	
Resources
PowerPoint
Slide 9, Discuss
 
 	
	LO 1: Discussion
	Discuss: As students reflected during the lecture, ask them to think about their aspirations.
	• What would happen to your career goals if you do not finish college?
	• How would this affect you, your family, and your future?
	• What are the benefits of having a personal college mission statement?
	*Come back together as a **whole class** and call on students to answer the discussion questions.*
	Key Points: *Share these important key points:*
	• A Personal Mission Statement can help determine your purpose and help you succeed in college.
		TRY IT
		Tip: Consider writing their responses on the whiteboard for the entire class to view.
		
		Tip: Create a list of benefits to having a college mission statement. Keep this list in the classroom as a reminder.

ACTIVITY: PERSONAL MISSION STATEMENT FOR COLLEGE (25 MIN.)		
Resources Textbook, page 6 **Detailed Activity Notes** PowerPoint *Slide 10, Activity*  	**Activity** **Introduction:** *Explain to students that attending college will impact the important people in their lives.* **Build on Background:** *Take an informal survey and ask students:* • *Who do you think are some individuals you are inspiring by going to college?* *After class **shares** about the individuals they are inspiring, they should have a clearer vision of why they decided to enroll in college. During this activity, students are writing these points on paper.* ***Use the Detailed Activity Notes to conduct this activity.** Prepare students to locate page 6, and continue with directions from the instructor guide.*	**TRY IT** Tip: Have students verbally answer the question on page 4. Make a list on the board. **GET CONNECTED** Additional Instructor Resources/Activities: 1. Shared Reasons for College Enrollment

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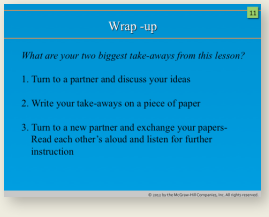
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
ACTIVITY: PERSONAL MISSION STATEMENT FOR COLLEGE (25 MIN.)		
	Transition to page 7. ***Explain*** *that students will use the statement on page 6 to complete their Personal Mission Statement for College on page 7.* **Activity Wrap-Up** *Have class share their mission statements. Read the class a few personal college mission statements from large companies.* **Conclusion:** *Have the class answer the following question out loud:* • How does reading your mission statement make you feel? ***Remind*** *your students that before making a decision, small or large, they should ask themselves if the result will support their mission.*	**ONLINE EXTRA** Your students can complete this exercise online in the Connect program.
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources PowerPoint *Slide 11, Wrap-Up*  	**Cooperative Learning Activity** *Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.* *Direct students to write these on a piece of paper, turn to a partner, and switch papers. Invite students to read aloud the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 1: Detailed Activity Notes

PERSONAL MISSION STATEMENT FOR COLLEGE

This activity asks students to seriously consider the commitment of time, money, and energy that pursuing a higher education requires by identifying the reasons why they enrolled in college.

Preparation: You may want students to review the example mission statements of businesses in the textbook for guidance before beginning this activity.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to the class that they will be writing their own personal mission statement for college. • **Start** by having them open their textbooks to page 8 to begin the activity. • **Direct** your class to write their number one reason for enrolling in college. • Once they have completed this preliminary entry, **explain** that they will follow several steps to improve this answer—to get your message across as effectively as possible. • **Refer** your class to step 1. • **Select** one student to read the instructions/examples for step 1. • **Reiterate** before they write their answer that they will include two parts: what they want to do with their education and why. • Once everyone has completed the first entry, **refer** the class to step 2. • **Select** one or two students to read the instructions/examples for step 2. • **Emphasize** before they write their answer that they will eliminate at least three words, while still using proper grammar and complete sentences. • After everyone has completed the second entry, **refer** the class to step 3. • **Select** one or two students to read the instructions/examples for step 3.	• Students should have their textbooks open to page 8 and should be following along with the instructions. • Students should be writing their number one reason for enrolling in college in the space provided in their textbook. • Students should be continuing to follow along with the instructions in the textbook. • One student should be reading this instruction/example for step 1. • Students should be writing their first entry following the guidelines in step 1. • Students should be following along with the instructions in their textbook. • One or two students should be reading the instructions/examples for step 2. • Students should be writing their second entry following the guidelines in step 2. • Students should be following along with the instructions in their textbook. • One or two students should be reading the instructions/examples for step 3. • Students should be writing their third entry following the guidelines in step 3.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Remind** your students before they write their answer that they will delete at least three more words (if possible). • You may want to **read** students' responses and compare the first and third steps to ensure that they completed the activity successfully. • **Refer** to the discussion questions on page 8 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 1 **Ask** your students the following discussion questions: ***How does reading your mission statement make you feel?*** ***How would reminding yourself of your main reason help you to better manage any anxiety you may experience during your education?*** • **Remind** your students that before making a decision—small or large—to ask themselves if the result will support their mission.	• Students should reconvene as a class to begin the discussion.

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Section 1 Additional Activity: Personal College Mission Statement

SHARED REASONS FOR COLLEGE ENROLLMENT

This activity teaches students about their commonalities for pursuing a college education, which builds relationships and provides more opportunities for academic support.

Classroom Management: This activity will be completed individually, and then students will share their reasons with their classmates.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** to your students that before they focus on the future opportunities of receiving a higher education, they need to first establish why they decided to take the first step and enrolled in college. • **Tell** your students to use the space provided in their textbooks to write all of the reasons why they decided to enroll in college. • Once everyone has finished writing their reasons, **emphasize** that it is crucial to build relationships and connections with their classmates for help and support through their education. • **Explain** to your students that they are not alone in their experiences or reasons, but that many of their classmates have the very same reasoning for pursuing a higher education. • **Tell** your class that they will each share their reasons for why they decided to enroll in college by first introducing themselves by stating their full name. • Once everyone has introduced themselves and shared their reasons for enrolling in college, you will have them **reflect** on this experience. **Instruct** your class to respond to the following questions in their textbooks: • Did other students mention some of the same reasons you wrote? • List these similar results. • Were you surprised at how many of your classmates shared some of the same experiences? Why? **Address** that as the class moves forward, they should feel more comfortable collaborating with their classmates and forming relationships, which will function as valuable support throughout their education.	• Students should be writing the reasons why they enrolled in college in their textbooks. • Students should be sharing their reasoning for going to college, as well as listening to their classmates' reasons. • Students should be responding to these questions in their notebooks.

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Foundations of Student Success, Section 2

In this section, students will explore how to plan, prioritize, and focus in order to effectively manage anxiety. Students will complete an activity examining sources of anxiety that correlate with their transition to college.

LESSON OVERVIEW

SECTION 2: MANAGING THE TRANSITION TO COLLEGE—MEETING SCHOOL, PERSONAL AND CAREER EXPECTATIONS		
Learning Outcomes	2. Identify the changes in your life—both positive and challenging—that come with the transition to college. 3. Learn how to manage those changes and be better equipped to incorporate your school responsibilities into the rest of your busy life.	

Lesson Flow Overview		• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO 2: Tools and Resources for Adapting to Change
		  • Lecture/Activity
		  • Discussion
		  • LO 3: Addressing School Anxiety
		  • Lecture/Activity
		  • Discussion
		• Student Activity: Exploring Life Changes, New Expectations, and School Anxieties
		• Lesson Review, Wrap-Up and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 13–17, lecture/discussion notes • PowerPoint slides
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 14 in the textbook
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 10–17 • PowerPoint slides 12–26 • Detailed Class Activity Notes	

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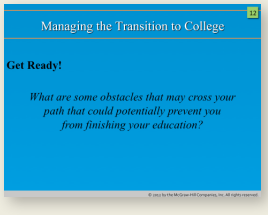
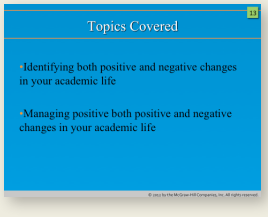
Foundations of Student Success, Section 2 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 12–13 *Slide 12, Managing the Transition to College: Get Ready*  *Slide 13, Topics Covered*  	**Lecture Notes** **Exercise** *Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:* Now that you have a clear vision of why you are attending college, you will need to overcome any obstacles that may prevent you from finishing college. • What are some obstacles that may cross your path that could potentially prevent you from finishing your education? *Call on volunteers to **share** their reflections.* **Section Overview:** *Introduce **topics covered** in this class session:* • Identifying both the positive and negative changes in your academic life. • Managing positive and negative changes in your academic life.	**WEB RESOURCES** Consider writing this resource on the whiteboard for your students to access: National Resource Center for the First Year Experience and Students in Transition: www.sc.edu/fye
LO 2: TOOLS AND RESOURCES FOR ADAPTING TO CHANGE (10 MIN.)		

Outline
• Activity
  • Introduction
  • Background
  • Connect
	Lecture Notes
	Activity Introduction: *Explain that students will need to acquire strong planning, prioritizing, and focusing skills to be a successful college student.*
		GOT TIME?
		Have students discuss answers to these questions in small groups.

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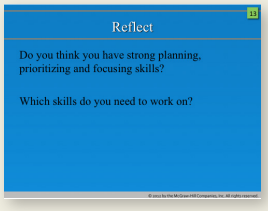
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: TOOLS AND RESOURCES FOR ADAPTING TO CHANGE (10 MIN.)

Resources

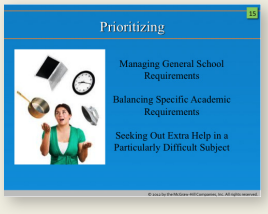
PowerPoint slides 14–17

Slide 14, Reflect

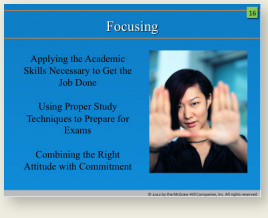


Slide 15, Planning

Slide 16, Prioritizing



Slide 17, Focusing



Build on Background: *Ask students to **reflect:***

- Do you think you have strong planning, prioritizing, and focusing skills?
- Which skills do you need to work on?

***Ask** student to think about **two skills** in particular they could work on. **Call** on a few students to share. This exercise will help students see that everyone has skills to develop.*

Connect: This lesson will help students develop a toolbox of skills to help them plan, prioritize, and focus. These skills can be applied to day-to-day and term-to-term obligations, both personal and academic.

Using the PowerPoint, discuss Planning, Prioritizing, and Focusing:

Planning—Involves goal setting, time management, financial planning, and utilizing available student support services.

Prioritizing—Involves managing general school requirements such as class schedules, personal needs such as exercise and family time, balancing specific academic requirements such as studying, completing homework, and preparing for exams. For many, prioritizing also means seeking out extra help in a particularly difficult subject.

Focusing—Involves doing those tasks that planning and prioritizing tell you need to be accomplished, applying the academic skills necessary to get the job done, which include listening, reading, note taking, writing, and using proper study techniques to prepare for exams, as well as combining the right attitude with commitment.

Take a moment to recognize **strategies** that could help maintain these concepts.

TRY IT

Tip: Encourage students to follow along with this lecture/discussion in their textbook on page 18. Or ask them to take out a sheet of paper to take notes.

GOT TIME?

Jigsaw these three concepts. Give each group a concept (planning, prioritizing, and focusing). Have students explain the concept and develop strategies to implement the concept. Students teach the rest of the class the concept by sharing their ideas.

Tip: Provide a moment for students to journal. Ask them to reflect and write down how well they believe they implement these concepts.

Outline

- Discussion
  - Small group
  - Whole class
- Conclusion

LO 2: Discussion

Small group: *Give students a brief moment to share answers to the following discussion question with someone nearby:*

Tip: Have students set a goal to how they will implement these concepts.

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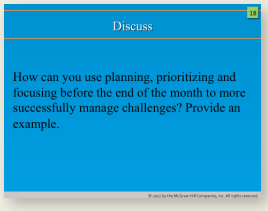
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 2: TOOLS AND RESOURCES FOR ADAPTING TO CHANGE (10 MIN.)

Resources

PowerPoint slides 18–19

Slide 18, Discuss



Slide 19, Figure 5

Discuss *with a partner:*

- *How can you use planning, prioritizing, and focusing before the end of the month to more successfully manage challenges? Provide an example.*

Come back together as a ***whole class*** *and call on students to answer the discussion questions.*

Close *the discussion by showing the key points slide.*

Key Points: *Share the key points to implementing these concepts.*

- *These key points, applied correctly, are techniques that will serve the rest of your college and professional career.*

LO 3: ADDRESSING SCHOOL ANXIETY (10 MIN.)

Outline

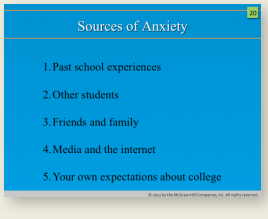
- Activity
  - Introduction
  - Background

Connect

Resources

PowerPoint slides 20–23

Slide 20, Sources of Anxiety



Lecture Notes

Activity Introduction: College can bring multiple changes to your life, which can lead to anxiety.

Build on Background—*Ask students to reflect:*

- Raise your hand if you have experienced a little anxiety entering college.
- Keep your hand raised if your anxiety stems from uncertainty of being able to juggle the requirements of work, family, and school all at the same time.

Connect: Anxiety can come from all different sources. These may include:

- Past school experiences
- Other students
- Family and friends
- Media and the Internet
- Your own expectations about college

Explain *to students that having some anxiety is to be expected and is perfectly normal. But if unaddressed, anxiety can lead to stress, and become a negative influence on decision making.*

Tip: Most of your students will raise their hands. Encourage them to participate, and make them feel that it is OK to feel anxiety.

Tip: Students can also refer to the example of Tom in their textbooks.

Tip: Brainstorm other sources or examples of anxiety. Allow students to see that anxiety is normal for every student.

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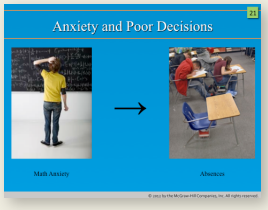
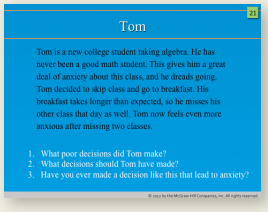
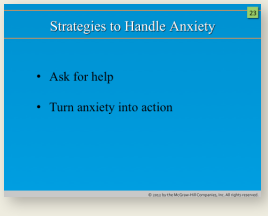
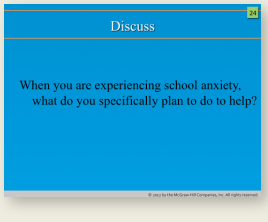
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 3: ADDRESSING SCHOOL ANXIETY (10 MIN.)		
Slide 21, Anxiety and Poor Decisions  *Slide 22, Tom*  Slide 23, Strategies to Handle Anxiety  	*Using the PowerPoint, read Tom's example. In **small groups,** provide a few moments for students to answer the questions:* 1. What poor decisions did Tom make? 2. What decisions should Tom have made? 3. Have you ever made a decision like this that led to anxiety? *Describe **strategies** to help students handle anxiety:* • Ask for help: Ask instructors, family members, people who've experienced school. • Turn anxiety into action: Reach out to people and programs for help.	

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
 	
Resources
PowerPoint
Slide 24, Discuss
 
 	
	LO 3: Discussion
	Small Groups: *Have students read the PowerPoint slide and give them a brief moment to share answers to the following question with someone near them:*
	• When you are experiencing school anxiety, what do you specifically plan to do to help?
	Conclude—Key Points: *Share these important key points:*
	• School anxiety is normal.
	• Reach out for support.
		Tip: Write a list of strategies on the board. Encourage students to write down a copy of these strategies for themselves.

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LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

STUDENT ACTIVITY: EXPLORING LIFE CHANGES, NEW EXPECTATIONS, AND SCHOOL ANXIETIES (25 MIN.)

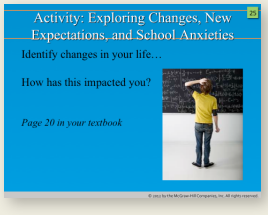
Resources

Detailed Activity Notes

Textbook, page 14

PowerPoint

Slide 25, Activity



Activity

Introduction: *Explain the purpose of this activity is to assist students in identifying changes and challenges that will occur during college, which may create anxiety and stress. By utilizing the skills and resources they have at their disposal, they will be able to successfully manage any hiccup on their path to graduation.*

Build on Background: *Take an informal survey and ask students:*

- Are there changes and challenges that have caused you stress and anxiety thus far in the academic year?

*Use the **Detailed Activity Notes** to conduct this activity. Prepare students to locate page 14 in their book.*

Activity Wrap-Up

Discuss the following:

- Take an item you listed in one of the sections of the activity and explain how you can take action on the issue.

Conclusion: Encourage your students that despite any changes, challenges, questions, or anxieties they encounter, they should always reach out for help and support because they will receive the assistance or guidance they need. They will also develop or strengthen relationships with those who are supporting them on their path to success.

GET CONNECTED

Additional Instructor Resources/Activities

- Planning, Prioritizing, and Focusing to Overcome Obstacles

ONLINE EXTRA

Your students can complete this exercise online in the Connect program.

TRY IT

Tip: You may suggest that classmates can add additional ideas on how to take action.

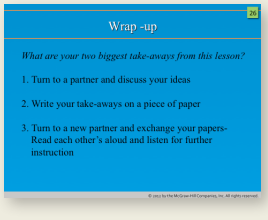
TRY IT

Tip: You may need to remind your students about planning, prioritizing, and focusing, or encourage them to skim this section quickly before they respond.

LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

Resources

Slide 26, Wrap-Up



Cooperative Learning Activity

*Have the class come together as a whole group, ask students to share with a partner their **two biggest takeaways** from this lesson.*

*Direct students to **write** these on a piece of paper, turn to a partner, and switch papers. Invite students to **read aloud** the shared takeaways to the class.*

Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 2: Detailed Activity Notes

EXPLORING LIFE CHANGES, NEW EXPECTATIONS, AND SCHOOL ANXIETIES

This activity prompts students to identify and address the changes and anxieties they have related to their transition to college, so they can be aware of how to manage them.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Reiterate** to your students that change and anxiety are normal experiences associated with enrolling in college, but to best manage them, students will first need to identify what these changes and anxieties are. • **Explain** that in this first section, your class will be listing all of the recent changes they have made in their lives, which are directly related to starting school. • **Select** a student to read the examples of changes on page 14 of their textbook. • **Tell** your students that they will list their own changes related to starting college in the space provided in their textbook. • As the class is working on the first section, you may want to **check in** to ensure that everyone is completing the exercise correctly. • Once everyone has finished the first part, **select** a student to read the examples of anxiety in the second section. • **Remind** your class to be honest and list any anxieties they have felt as a result of their decision to go to college. • Again, you may want to **check in** with the class to ensure that everyone is completing the exercise correctly. • After everyone has finished the second section, **refer** to the discussion questions on page 17 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2.	• Students should have their textbooks open to page 14 to follow along with the instructions. • One student should be reading the examples of change. • Students should be writing their own examples of change in their textbooks. • Students should ask questions or voice concerns as they finish the first section of changes. • One student should be reading the examples of anxiety. • Students should be writing their own examples of anxiety in their textbooks. • Students should ask any last questions or voice concerns as they finish the section of anxiety. • Students should reconvene as a class to begin the discussion.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Ask your students the following discussion questions: ***Take an item you listed in one of the sections of the activity and explain how you can take action on the issue.*** ***How could you manage test anxiety using the strategies you have learned in this section?*** • **Encourage** your class that despite any changes, challenges, questions, or anxieties they encounter, they should always reach out for help and support because they will receive the assistance or guidance they need, as well as develop or strengthen relationships with those who are supporting them on their path to success.	

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Section 2 Additional Activity: Managing the Transition to College—Meeting School, Personal, and Career Expectations

PLANNING, PRIORITIZING, AND FOCUSING TO OVERCOME OBSTACLES

This activity teaches students how to effectively plan, prioritize, focus, explore resources, and reach out for support in order to successfully manage any school-related anxieties.

Classroom Management: This activity will be completed in groups of three with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** that anxiety can be an enormous barrier to achieving academic success, especially when personal obstacles add more stress and challenges to completing their educational responsibilities. • **Elaborate** that this activity will assist them in developing the necessary skills to effectively manage anxiety and stress. • **Emphasize** that your class will utilize the tools they have learned in this section: planning ahead, prioritizing, focusing, exploring resources, and reaching out for support.	• Students should be following along to the directions.
• **Ask** one of your students to read the activity scenario.	• One student should be reading the scenario.
• **Acknowledge** that this situation would create a tremendous amount of anxiety and stress for any student; therefore, it is essential to practice how to best handle these types of personal issues. • **Ask** your students to form groups of three (depending on class size, groups may range from two to four).	• Students should be in groups of three.
• Once your students are in groups, **ask** for one of your students to read the instructions for this activity.	• One student should be reading the activity instructions following the scenario.
• After your student has finished, **emphasize** that they cannot rely on family or friends, they are 50 miles away from school, they only have $50 to spend, and they must make it to class in a safe and timely manner. • Remind your students that their strategy must be the result of a collaborative effort—all of their group members must contribute to their plan to return to class.	• Students should be developing their group strategy and writing it down in their notebooks.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• As your students begin to develop their strategy, **encourage** them to use their resources—Internet, phones, etc. . . . to explore transportation alternatives. • While your students are working, you should **check in** with each group to assess their progress, offer assistance, or answer questions. • After each group has developed a strategy to make it back to their speech class, **have each group discuss** the following questions amongst themselves: ***What anxiety would you have had if you were in this situation?*** ***When you first read the scenario, did any of you consider giving up?*** ***How does your strategy manage the anxiety in this situation?*** ***How did you create your plan?*** ***How will practicing how to effectively manage anxiety assist you with your own challenges?*** ***Overall, in this scenario and others, what do you need to remember in order to successfully overcome these obstacles?*** • **Conclude by reinforcing** the point that your students now have a strong foundation to use in order to manage anxiety and create a plan for success.	• Students should be using their available resources to assist them with their plan. • In their groups, students should be responding to the following questions (this could be a class discussion as well).

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Foundations for Student Success, Section 3

In this section, students develop proactive skills in understanding personal strengths and weaknesses, including a SWOO activity to successfully assess these areas.

LESSON OVERVIEW

SECTION 3: BEING A PROACTIVE STUDENT: UNDERSTANDING PERSONAL STRENGTHS AND WEAKNESSES		
Learning Outcomes	4. Review student examples to learn how you can address any weaknesses in your foundation for college success. 5. Understand how knowing your strengths and addressing your weaknesses can impact your school performance and overall college success.	

Lesson Flow Overview		• Lecture and Discussion
		  • Get Ready! Exercise—Warm-Up
		  • LO4: Address any weaknesses in your foundation for college success.
		  • Lecture/Activity
		  • Discussion
		  • LO 5: Foundation in Practice: Student Examples
		  • Lecture/Activity
		  • Discussion
		• Student Activity: SWOO Self-Evaluation
		• Lesson Review, Wrap-Up, and Discussion

Lecture and Discussion	30 minutes	• Get Ready! Exercise • Refer to the Instructor Guide on pages 23–27 for lecture/discussion notes.
Student Activity	25 minutes	• Students work individually or in groups for the exercise presented on page 22 in the textbook–Your Foundation in Practice: Student Examples
Lesson Review and Wrap-Up Discussion	5 minutes	• Review of topics • Class discussion • Lesson takeaways
Resources	• Textbook pages 17–28 • PowerPoint slides 27–41 • Detailed Class Activity Notes	

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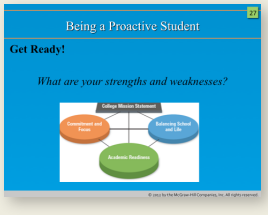
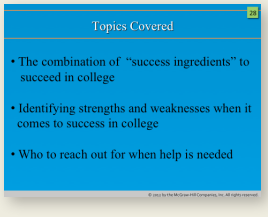
Foundations for Student Success, Section 3 Lesson Plan

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
GET READY! EXERCISE (5 MIN.)		
Outline • Get Ready! Exercise • Reflection • Section Overview **Resources** PowerPoint slides 27–28 *Slide 27, Being a Proactive Student: Get Ready!*  *Slide 28, Topics Covered*  	**Lecture Notes** **Exercise** *Open up PowerPoint and begin class with a warm-up exercise.* *Ask students to* ***reflect—show PowerPoint slide 27*** Think about your success in college. It takes a combination of many different factors. Look at the figure above, and reflect on the following the questions: • In your life, which one of these three areas is a weakness? • In your life, which one of these areas is a strength? *Call on volunteers to* ***share*** *their reflections.* **Section Overview:** *Introduce* ***topics covered*** *in this class session:* • The combination of "success ingredients" to succeed in college. • Identifying strengths and weaknesses when it comes to success in college. • Who to reach out for when help is needed.	**TRY IT** Tip: Encourage your students to participate and speak honestly and freely. If this seems hard, have partners share with each other instead of with the whole class.
LO 4: YOUR FOUNDATION IN PRACTICE: STUDENT EXAMPLES (10 MIN.)		

Outline
• Activity
  • Introduction
  • Background
  • Connect
	Lecture Notes
	Activity Introduction: Emphasize to your class that success in college does not miraculously occur, but that it does require a combination of desire and commitment. The ability to manage and balance the demands of school with other obligations, along with the capability to learn and understand a great deal of new material contributes to college success.
	Build on Background: *Take a moment to review the students' Personal College Mission Statement. Allow students to share examples.*
		Tip: Prepare students to bring College Mission Statement to class that day.
		
		Tip: Ask students if they know anyone who's been in a tough situation like this, forcing that student to choose to drop out. What factors affected that choice? What could they have done to help?

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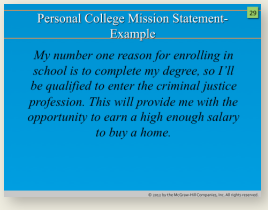
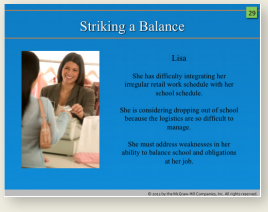
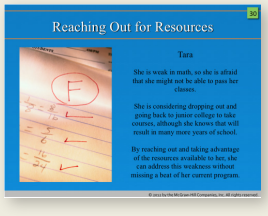
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 4: YOUR FOUNDATION IN PRACTICE: STUDENT EXAMPLES (10 MIN.)		
Resources PowerPoint slides 29–32 *Slide 29, Personal Mission Statement*  *Slide 30, Sam* *Slide 31, Lisa*  *Slide 32, Tara*  	**Connect:** The College Mission Statement is the first step in knowing how to succeed in college. Commitment and focus, academic readiness-balancing school and life are also a large part. *Use the PowerPoint slides 30–32, have students **read** the short examples of Sam, Lisa, and Tara.* ***Explain** that all three of these students face a day when they must decide whether to see it through and stay committed to their education, or take a break.* ***Emphasize** to your class that the majority of students who "take a break" actually may drop out of school for good.* ***Elaborate** that this decision to stay in school or drop out is not one anyone wants to encounter, but that students with strong foundations who experience these challenges only consider solutions that allow them to continue with their education.*	Tip: the Sam, Lisa, and Tara examples are all found in the textbook starting on page 19 Tip: Frame a few questions around each example. Ask students to reflect on these students.

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
Resources
PowerPoint
	LO 4: Discussion
	Small Groups: *Have students read the PowerPoint slide, and give them a brief moment to share answers to the following questions with someone near them:*
	• What strategies have you used in your life to balance work and school, or school and life?
		Tip: Have students set a goal to how they will implement these concepts.
		Tip: Write a list of strategies on the board. Encourage students to write down a copy of these strategies for themselves.

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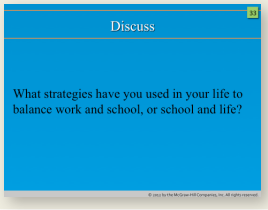
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES

LO 4: YOUR FOUNDATION IN PRACTICE: STUDENT EXAMPLES (10 MIN.)

Slide 33, Discuss



Key Points: *Share these important key points:*

- You have the power to strengthen your foundation.
- It's important to specify what needs improving, to build the strong foundation.

LO 5: UNDERSTANDING STRENGTHS AND WEAKNESSES: SWOT AND SWOO ANALYSES (10 MIN.)

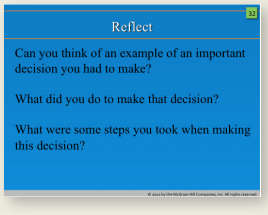
Outline

- Activity
- Introduction
- Background
- Connect

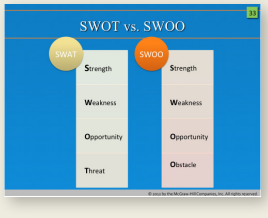
Resources

PowerPoint slides 34–38

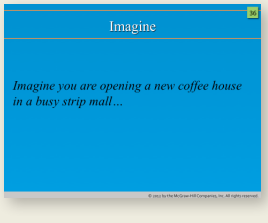
Slide 34, Reflect



Slide 35, SWOT vs. SWOO



Slide 36, Imagine



Lecture Notes

Activity Introduction: There are techniques to help identify strengths and weaknesses. The **SWOT analysis** is a technique used in business to analyze a situation before making an important strategic decision.

Build on Background: *Ask students the following questions:*

- Can you think of an example of an important decision you had to make?
- What did you do to make that decision?
- What were some steps you took when making this decision?

Connect: *In order to find ways to solve these challenges, students must understand their strengths and weaknesses, which can be accomplished by completing a SWOT or SWOO analysis*

*Use the PowerPoint to **break down** the acronyms **SWOT** and **SWOO***

- **SWOT**—Strength, Weakness, Opportunity, Threats
- **SWOO**—Strength, Weaknesses, Opportunity, Obstacles

Ask students to imagine they are opening a new coffee shop in a busy strip mall. Show them how the SWOT and SWOO charts are set up. As a class, brainstorm for a moment how to fill the SWOT chart together. Consider using the following questions to guide the discussion.

- What are the strengths of opening a coffeehouse in this given area?
- What are the weaknesses of opening a coffeehouse in this given area?
- What are the opportunities of opening a coffeehouse in this given area?
- What are the threats of opening up a coffeehouse in this given area?

Tip: Share personal example, or make up an example for them on which to base their important decision. That is, going to college, going away to college, taking a new job, etc.

Tool: Provide a moment for students to develop a song or mnemonic trick to remember the acronym. Ex: SWOT—Six, Witches, On, Tables.

Tip: Call on different students to read each section aloud.

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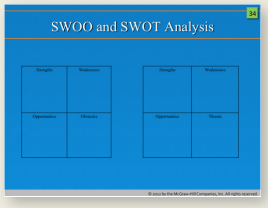
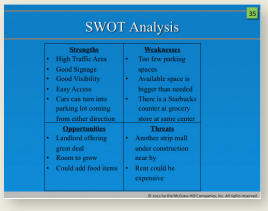
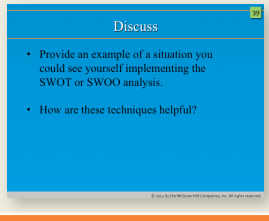
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
LO 5: UNDERSTANDING STRENGTHS AND WEAKNESSES: SWOT AND SWOO ANALYSES (10 MIN.)		
Slide 37, SWOT and SWOO  *Slide 38, SWOT Analysis*  	Show a **completed SWOT analysis** for the coffee shop. After showing the SWOT process, take a moment to explain the purpose of the SWOO analysis. **SWOO:** A technique used to analyze a situation before making an important decision. **Explain** to students that enrolling in college opened many opportunities. They should keep these opportunities in mind to help support obstacles through school.	

Outline
• Discussion
  • Small group
  • Whole class
• Conclusion
 	
Resources
PowerPoint
Slide 39, Discuss
 
 	
	LO 5: Discussion
	Small Groups: *Have students read the PowerPoint slide, and give them a brief moment to share answers to the following questions with someone near them:*
	• Provide an example of a time you could see yourself implementing the SWOT or SWOO analysis.
	• How are these techniques helpful?
	
	Conclusion—Key Points: *Share these important key points:*
	• Use the SWOT and SWOO as tools when approaching tough situations and decisions.
		Tip: Provide a time you may have used the SWOT or SWOO in your life.
		
		Tip: Challenge students try to incorporate one of these tools this school year. Think about providing extra credit when a student shows proof of using one of these tools.

STUDENT ACTIVITY: SWOO SELF-EVALUATION (25 MIN.)		
Outline • Introduction • Activity • Wrap-Up **Resources** Textbook, page 24	**Planning for Activity** **Introduction:** As college students, you may use a SWOT analysis for your college situations, but replace the "T" threat, with another "O" for Obstacles. *Use the **Detailed Activity Notes** to conduct this activity.* ***Instruct** students to open page 24 in the textbook. Provide a minute for students to complete the activity* *Allow students to **share** answers and review SWOO Self-Evaluation*	**TRY IT** Write SWOT and SWOO acronyms, with explanations, on the board. Leave it up for a few class periods. This will help students remember the acronyms.

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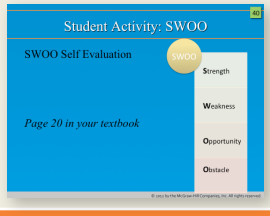
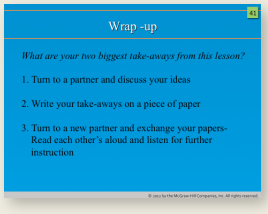
LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
STUDENT ACTIVITY: SWOO SELF-EVALUATION (25 MIN.)		
Detailed Activity Notes PowerPoint *Slide 40, Student Activity*  	**Activity Wrap-Up** *Ask students to share answers:* • What obstacles did you write down in your activity? • What are some potential solutions to manage these obstacles?	
LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)		
Resources *Slide 41, Wrap-Up*  	**Cooperative Learning Activity** *Have the class come together as a whole group, ask students to share with a partner their* ***two biggest takeaways*** *from this lesson.* *Direct students to* ***write*** *these on a piece of paper, turn to a partner, and switch papers. Invite students to* ***read aloud*** *the shared takeaways to the class.*	Tip: Having students come together in a circle helps to build community. Encourage students to connect with each other as much as possible during Lesson Wrap-Up. A sense of community will help students to open up and engage more deeply with their learning.

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Section 3: Detailed Activity Notes

SWOO SELF-EVALUATION

This activity teaches students how to assess their strengths, weaknesses, opportunities, and obstacles in order to make informed decisions and strengthen their personal foundation for college success.

Classroom Management: This activity should be completed individually with students recording the information in their textbooks. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Explain** that this is a twopart activity, which begins with a series of questions to indicate their strengths and weaknesses as they relate to their foundation for college success. • **Have your students open** their textbooks to page 24.	• Students should have their textbooks open to page 24 to follow along with the instructions.
• **Tell** your students to answer each of the questions on pages 24-26 of their textbook by placing a check mark indicating whether they agree or disagree with the statement. If the statement does not apply, tell them to write, "N/A." • **Encourage** students to ask questions, as well as check-in with your students to ensure that everyone is completing the exercise accurately.	• Students should be writing check marks to indicate if they agree or disagree with the statements on pages 24-26. • Students should ask any questions if they do not understand a statement.
• Once your class has finished the first part, **introduce** the second part of the activity. • **Explain** to your class that they will list opportunities that they believe attending college will provide them with and then list anything that they could see as an obstacle to succeeding in their college education. • **Select** a student to read the examples of opportunities and the examples of obstacles.	• Students should have completed the first part on strengths and weaknesses. • One student should be reading the examples of opportunities and obstacles. • Students should have completed the second part on opportunities and obstacles.
• Again, **encourage** students to ask questions, as well as check-in with your students to ensure that everyone is completing the exercise correctly. • Once everyone has completed the second part, **refer** to the discussion questions on page 27 of the lesson notes in the Lesson Review and Wrap-Up Discussion 3.	• Students should reconvene as a class to begin the discussion.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
Ask your students the following discussion questions: ***Does college provide significant long-term opportunities that you did not have before you started school?*** ***What obstacles did you write down in the activity?*** ***What are some potential solutions to manage these obstacles?*** • **Encourage** your students to continue to use SWOO analyses for any difficult situations or decisions they may encounter from this point forward.	

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Section 3 Additional Activity: Being a Proactive Student: Understanding Personal Strengths and Weaknesses

FINANCIAL SUCCESS EVALUATION

This activity teaches students about the misconceptions of how they define financial success, as well as how to make better financial decisions.

Preparation: This activity requires that students have read the Planning for Financial Success section starting on page 20 of the textbook.

Classroom Management: This activity will be completed individually, and then students will share their responses with their classmates.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Introduce** this activity by **referring** to the financial examples of Betty and James. • **Explain** that the photo may have lead many of your students to make assumptions about their level of financial success, when in reality, it was quite the opposite. • **Remind** your students that James is overspending his earnings by $965 a month.	• Students should review these examples starting on page 20 of their textbook.
Ask your students: ***If James continues to surpass his budget by this amount for an entire year, how much debt would he accumulate?***	• Students should be calculating this total and volunteering their answers.
• **Indicate** that even though James is jeopardizing his family's financial stability, he does have the ability to change his budget and his spending habits. • **Refer** your students to his current financial situation in this activity.	• Students should be rereading James's financial breakdown.
• **Explain** that James needs some assistance in order to achieve financial success, and that thankfully, he has your students to offer advice on how to change his situation. • **Ask** one of your students to read the instructions for how they will assist James.	• One student should be reading the instructions for how to assist James.
• **Remind** your students that making any modifications to James's mortgage will actually end up costing him more money. Therefore, they will need to identify areas for change that do not include his mortgage.	• Students should be filling out their plan in the space provided in this activity.
• As your students are developing their plans to help James save money, **check in** on them to assess their progress, as well as to assist them with any questions or concerns.	• Students should be sharing their plan for how they would fix James's finances.

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INSTRUCTOR GUIDE	STUDENT ACTIONS
• Once everyone has finished, **explain** that each student will share his or her ideas for how they have planned to fix James's finances. • **Tell** your class that as their classmates are sharing strategies, they need to list three plans that they did not consider. • Then once everyone has finished sharing strategies, **tell** your students to list one strategy, either one they developed, or one their classmate suggested that they will implement in order to improve their own financial management.	• Students should be writing three strategies from their classmates that they did not consider. • Students should be writing one strategy they will implement to improve their own financial management.

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Class Discussion

This discussion has students examine the similarities and differences between a personal mission statement and a business mission statement, as well as reflect on the information provided in the Planning for Financial Success section.

Preparation: this discussion requires that students have read the Planning for Financial Success section starting on page 20 of the textbook.

INSTRUCTOR GUIDE	STUDENT ACTIONS
• **Ask** your class or **write** the following questions on the whiteboard: ***What are the similarities and differences between your personal college mission statement and one that a business organization develops?*** ***Compare Betty and James with regard to their monthly spending in relation to their incomes. Here are some aspects to consider:*** ***Who carries more financial stress? Why?*** ***Who is in a riskier financial position? Why?*** ***What can James do to get his monthly expenses under control? Will it be enough if interest rates continue to rise?*** ***What can Betty do to improve her financial situation? What if she needs to buy a new car?*** ***Compare Betty and James in terms of net worth. Here are some aspects to consider:*** ***How will this impact their retirement planning?*** ***What risk is James taking by not having any savings in a non-retirement account?*** ***Since James is four years older than Betty, he is approaching retirement age sooner. How do they compare in their presentation for retirement? If Betty wants to retire "young," can she?*** ***Did you identify any financial terms or concepts that you would like to learn more about? Which ones?***	• Students can use a separate sheet of paper to respond before participating in the class discussion, or students may simply share their answers verbally. • Students could first discuss these questions in small groups and then reconvene as a class to share their responses. • Students could write down these terms to research for themselves outside of class.

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