

Active Classroom Guide for Taking Charge of Your Education

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Active Classroom Guide for Taking Charge of Your Education

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TAKING CHARGE of Your Education Module Overview

This module focuses on assisting new students with recognizing and accessing available resources, as well as teaching them how to create and modify plans for utilizing these resources to the fullest. The goals of this module are for students to:

1. Develop a proactive student mind-set to increase academic success.
2. Learn how connecting with others can help students make it to graduation.
3. Explore the variety of personal and community resources available to support your academic efforts.
4. Identify the critical school departments and personnel who can provide the guidance and answers you need to be successful.
5. Improve your ability to prioritize, plan, and adjust to changing situations as you progress through college.

First Section: Students explore how to get involved with various on-campus resources for support, as well as how to overcome barriers through accountability, which concludes with an activity that asks students to list important information from their college catalog.

Second Section: Students examine their available support services at home, at school, and in the community, as well as how to take advantage of them, which includes an activity that asks students to list all of their resources on campus.

Third Section: Students develop smart planning habits, learn the importance of flexibility, and learn how to make positive choices, which are supported in an activity designed to have students identify support services and indicate how they will utilize those services.

Lesson Outlines: Before each section's lesson plan, you will find an overview of that lesson, indicating learning outcomes, time on task, and resources.



Taking Charge of Your Education, Section 1

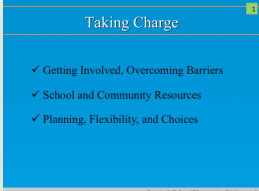
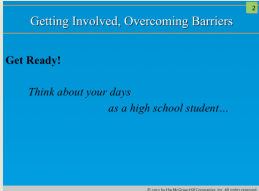
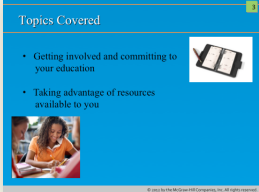




In this section, students will discuss approaches to college—the hard way versus the easy way. They will also begin to build connections with peers, learn about academic accountability, and utilize your school's college catalog.

LESSON OVERVIEW

SECTION 1: GETTING INVOLVED, OVERCOMING BARRIERS

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|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes | <ol style="list-style-type: none"> 1. Develop a proactive student mind-set to increase academic success. 2. Learn how connecting with others can help students make it to graduation. | |
| Lesson Flow Overview | 60 minutes | <ul style="list-style-type: none"> • Lecture and Discussion <ul style="list-style-type: none"> • Get Ready! Exercise—Warm-Up • LO 1: The Hard Way versus the Easy Way • Lecture/Activity • Discussion • Transition—Common Ground Activity • LO 2: Connecting at College • Lecture/Activity • Discussion • Student Activity: College Catalog Resources • Lesson Review, Wrap-Up and Discussion |
| Lecture and Discussion | 30 minutes | <ul style="list-style-type: none"> • Get Ready! Exercise • Refer to the Instructor Guide on pages 5–10 for lecture/discussion notes. • Common Ground Exercise • PowerPoint slides |
| Student Activity | 25 minutes | <ul style="list-style-type: none"> • Students work individually or in groups for the exercise presented on page 12 in the textbook—College Catalog Scavenger Hunt. |
| Lesson Review and Wrap-Up Discussion | 5 minutes | <ul style="list-style-type: none"> • Review of topics • Class discussion • Lesson takeaways |
| Resources | <ul style="list-style-type: none"> • Textbook pages 1–13 • PowerPoint slides 1–15 • College Catalogs | |

Taking Charge of Your Education, Section 1 Lesson Plan

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| GET READY! EXERCISE (5 MIN.) | | |
| <p>Outline</p> <ul style="list-style-type: none"> • Get Ready! Exercise • Reflection • Section Overview <p>Resources</p> <p>PowerPoint slides 1–3</p> <p>Slide 1, Module Intro: <i>Taking Charge</i></p>  <p>Slide 2, <i>Getting Involved, Overcoming Barriers: Get Ready!</i></p>  <p>Slide 3, <i>Topics Covered</i></p>  | <p>Lecture Notes</p> <p>Exercise</p> <p><i>Open up PowerPoint, briefly present the module, topics, and begin with this warm-up exercise.</i></p> <p>Ask students to reflect:</p> <p>Think for a moment about your days as a high school student . . .</p> <ol style="list-style-type: none"> 1. Were you a good student? Not so good? 2. Can you name one thing you plan to do differently in college as compared to high school (e.g., study more)? 3. Can you think of one thing you plan to do the same (e.g., attend all your classes)? 4. Can you identify one person at your high school, either a teacher or school administrator, who helped you through school in some significant way? <p>Call on volunteers to share their reflections.</p> <p>Section Overview: Introduce topics covered in this class session:</p> <ul style="list-style-type: none"> • Getting involved and committing to your education. • Taking advantage of resources available to you. | <p>TRY IT </p> <p>Tip: As they begin their college studies, encourage your students to use the knowledge they gained from past experiences to improve their chances for success. Emphasize being honest with themselves and being willing to change those things that are holding them back.</p> <p>GOT TIME? </p> <p>Allow time for students to write down their answers before discussing with the class.</p> <p>TRY IT </p> <p>Tip: After students share reflections, ask them to identify similarities among their responses.</p> <p>TRY IT </p> <p>Tip: Some students may be nervous to share about their personal life. Give them the opportunity to share.</p> |

LO 1: THE HARD WAY VERSUS THE EASY WAY (10 MIN.)

Outline

- Activity
- Introduction
- Background
- Connect

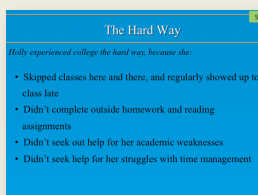
Resources

PowerPoint slides 4–5

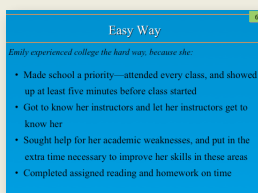
Slide 4, *Hard vs. Easy*



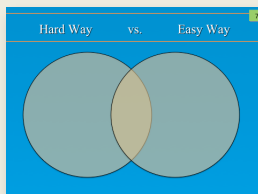
Slide 5, *The Hard Way*



Slide 6, *The Easy Way*



Slide 7, *Venn diagram*



Lesson Notes

Introduction: Explain that students have a choice to their approach to college.

- **Build on Background**—Ask students to: take a second to think about someone they know who's made **poor choices** that negatively affect their academics and someone who's made **good choices**, positively affecting their academics. Think about the differences in the choices that were made.

Connect: Explain there is a hard way and an easy way to approach college. Reference the *Hard Way* versus the *Easy Way* from the text.

- **Read** the given examples from the PowerPoint about the Hard Way versus the Easy Way.
- **Draw** a similar chart on the board and add a few more examples on the board.
- As you're adding the examples, take a brief moment to **discuss** what makes it hard or easy.

Use these examples as a reference:

Holly: the Hard Way. This is the low-effort, low time-consuming way to go through school.

Additional examples:

- Had no back-up plan for when work or family responsibilities interfered with her school responsibilities.
- Didn't get to know anyone in the school business office.
- Never used the school's learning resource center.
- Didn't get to know anyone in the career services department.
- Worked alone, both in class and outside class.

Emily: the Easy Way. Requires more effort, but the reality is graduation becomes a much more certain outcome.

Additional examples:

- Met and got to know people who could help and assist her throughout her school enrollment, including the business office and career services.
- Had a Plan.
- Had a Plan B.
- Utilized the help and resources in her school's library and learning resource center.
- Worked with others, both in class and outside of class.
- Found several sources of encouragement and support.

Key Point: Recognize how it is much easier to choose the Easy Way.

Tip: Students may refer to their textbook or the optional PowerPoint slide for assistance in responding to this question

GOT TIME?



Direct students to take out a piece of paper and fold it in half. Write "Hard Way" and "Easy Way" in the sections. Students should take notes in the sections throughout the activity.

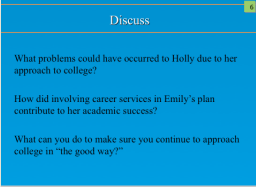



Tip: You may need to take a minute to review the material in the textbook regarding Emily and Holly.

Tip: When listing examples, first instruct students to create lists on their own. Call on students to combine a list on the board together.

GET CONNECTED



Career Services Office: provide services for free that people who are not in college often pay thousands of dollars for.

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Outline</p> <ul style="list-style-type: none"> • Discussion • Small group • Whole class • Conclusion <p>Resources</p> <p>PowerPoint</p> <p>Slide 8, Discuss</p>  | <p>LO 1: Discussion</p> <p>Discuss: Give students a moment to share answers to the following questions with someone nearby:</p> <ul style="list-style-type: none"> • What problems could have occurred for Holly owing to her approach to college? • How did involving career services in Emily's plan contribute to her academic success? • What can you do to make sure you continue to approach college in the Good Way? <p>Come back together as a whole class and call on students to answer the discussion questions.</p> <p>Key Points: Share these important key points about career services:</p> <ul style="list-style-type: none"> • Provides services for free that people who aren't in college often pay money for. • Career counselors advise and help you find opportunities. • Most college students fail to take full advantage of the services it offers | <p>+ Be sure to highlight the benefits of career services in the discussion.</p> <p>GET CONNECTED </p> <p>It is important to emphasize the support the Career Services Offices provide for students.</p> |
| TRANSITION—COMMON GROUND EXERCISE | | |
| <p>Outline</p> <ul style="list-style-type: none"> • Text activity • Reflection • Key points <p>Resources</p> <p>PowerPoint</p> <p>Slide 9, Common Ground Activity</p>  <p>Textbook, page 4</p> | <p>Common Ground Exercise</p> <p>Instruct students to open page 4 in textbook. Provide a minute for students to complete the activity.</p> <ul style="list-style-type: none"> • Allow students to share answers and review similarities and differences within the classroom. <p>Reflect: Ask students</p> <ul style="list-style-type: none"> • How much more motivated would you be to do well in school and graduate if you have personal support? <p>Key Points: Share these important key points about connecting in college:</p> <ul style="list-style-type: none"> • Although some students are shy or private, it is essential to their academic success for them to connect with classmates, instructors, and other campus departments. | <p>+ If you choose to complete this activity without the textbook, ask students common questions about their life, allowing them to make connections with others in the class.</p> <p>ONLINE EXTRA </p> <p>You students can also complete this activity online in the Connect program.</p> |

LO 2: CONNECTING AT COLLEGE (10 MIN.)

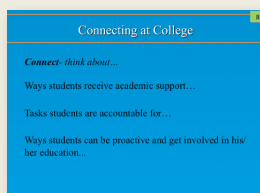
Outline

- Activity
- Introduction
- Background
- Connect

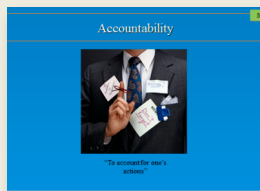
Resources

PowerPoint slides
10–12

Slide 10, *Connecting at College*



Slide 11, *Accountability*



Slide 12, *Examples of Academic Accountability*



Lecture Notes

Activity

Introduction: *Explain the purpose of this activity is to help build connections with peers and learning to be proactive.*

Build on Background—*Ask students to think about someone in their life who has been involved in their college career and how it has helped them in the process.*

Express *that students should gain encouragement and support by including these individuals into their academic decisions.*

Connect: *Give students 1 minute to reflect on these questions. Call on a student to answer each question, or just provide a moment to share with a partner.*

1. Describe a way a student can gain academic support.
2. List two tasks a student could be **accountable** for.
3. Identify two ways a student can be proactive and **get involved** in his or her education.

Define *accountability.*

Explain *academic accountability:*

- Attending classes and study group meetings.
- Understanding course requirements and schedules.
- Learning material, and properly preparing for exams.
- Managing personal obligations to ensure school remains a top priority.

Inform *your students that one of the best strategies for embracing accountability is to be proactive and get involved in their education.*

(+) Encourage students to find at least one classmate they can swap phone numbers with to call for questions, studying, or any advice.

GOT TIME?



Direct students to take out a piece of paper and write down three people in their lives who have been involved in their college career.

+ People involved can vary from family members to school employees.

GOT TIME?



Split students into pairs to answer the questions before sharing with the class.

+ You may need to define accountability before the activity: Accountability—The quality or state of being accountable; an obligation or willingness to accept responsibility or to account for one's actions

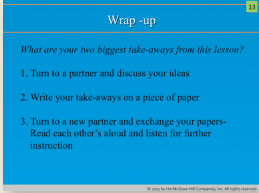
TRY IT



If you are in a time crunch, split the class into three groups (Support, Accountability, and Involvement). Each group will become an expert on this topic and present to “teach” the rest of the class.

+ Build an accountable community: Distribute a Post-it note to each student and have the students write one item they are accountable for in school. Have students stick their notes on a designated wall.

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| <p>Outline</p> <ul style="list-style-type: none"> • Discussion • Small group • Whole class • Conclusion <p>Resources</p> <p>PowerPoint Slide 13, Discuss</p>  | <p>LO 2: Discussion</p> <p>Discuss: Give students a moment to share answers to the following questions with someone nearby:</p> <ul style="list-style-type: none"> • What are the benefits of getting support from other individuals? • How do you think you can get more involved in your education? <p>Come back together as a whole class and call on students to answer the discussion questions.</p> <p>Conclusion: Many resources are available to students to help them stay involved and hold themselves accountable.</p> <p>Key Points: Share these important key points about strategies to connect in college:</p> <ul style="list-style-type: none"> • Be proactive. • Hold yourself accountable. • Get involved in your education by tapping into your resources. | <p>+ This discussion provides a good connection to the course catalog activity.</p> <p>+Encourage students to exchange information with a buddy. Knowing someone else in class will help them remain accountable.</p> |
| <p>STUDENT ACTIVITY: COLLEGE CATALOG SCAVENGER HUNT (25 MIN.)</p> | | |
| <p>Resources</p> <p>Detailed Activity Notes</p> <p>PowerPoint Slide 14, College Catalog Resources</p>  <p>Textbook, page 12</p> | <p>Activity</p> <p>Introduction: Explain how accountability, encouragement, and support naturally grow from being involved.</p> <ul style="list-style-type: none"> • Being involved = Being proactive • Involvement starts with learning the rules and understanding available resources. • A great place to start is with the college catalog. <p>Build on Background—Take an informal survey and ask students:</p> <ul style="list-style-type: none"> • To raise your hand if you've read your college catalog. • What information does your college catalog provide? <p>Emphasize that if students ever find themselves faced with a challenging issue, the two best places to start their search for a solution are their instructor and their college catalog.</p> <p>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 12, Your Campus Resources, and continue with directions from the instructor guide.</p> <p>Activity Wrap-Up</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • Did you and your team find everything? • Did you find some things you didn't know before? <p>Conclusion: Encourage your students by telling them that understanding the information provided in the catalog will improve their communication with different members of the college staff.</p> | <p>+ Before class, you will need to round up any hard copies of the school's rules, policies, etc.</p> <p>Additional Instructor Resources/Activities: Hard Way Vs. Easy Way Behaviors</p> <p>ONLINE EXTRA @</p> <p>Your students can complete this exercise online in the Connect program.</p> <p>+ Call on one or two students to repeat the directions before excusing them to complete the activity. It's always a good idea to reinforce understanding.</p> <p>+ During the activity, facilitate the groups by walking around to check for understanding and encourage cooperation.</p> |

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.) | | |
| <p>Resources</p> <p>PowerPoint Slide 15, Wrap-Up</p>  | <p>Cooperative Learning Activity</p> <p><i>Have the class come together as a whole group, ask students to share with a partner their two biggest takeaways from this lesson.</i></p> <p><i>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.</i></p> | <p>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.</p> |

Section 1: Detailed Activity Notes

COLLEGE CATALOG SCAVENGER HUNT

This activity educates students on the importance of understanding their college catalog, as well as identifying crucial information contained within it.

Preparation: This activity requires copies of the college catalog for each student if completed individually or one per each group if completed in teams.

Classroom Management: This activity can be completed individually or in assigned teams. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

| INSTRUCTOR GUIDE | STUDENT ACTIONS |
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| <p>Explain to your class that they will be looking up specific information in their college catalog, which will be important for them to learn about in order to become a more self-sufficient, confident, and better student.</p> <ul style="list-style-type: none">• To begin, have each student or group take a college catalog.• Ask your class to turn to page 12 in their textbooks.• Explain to your students that they will research the information noted in this activity in their book, as well as record their answers in the space provided in the textbook. <p>If any students struggle with a particular section, offer them some assistance.</p> <ul style="list-style-type: none">• Once a student or group completes this activity, review their answers to ensure accurate responses.• Refer to the discussion questions on page 9 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1. <p>Ask your students the following discussion questions:</p> <p><i>Did you and your team find everything?</i></p> <p><i>Did you find some things you didn't know before?</i></p> <ul style="list-style-type: none">• Conclude by encouraging your students that understanding the information provided in the catalog will improve their communication with different members of the college staff. | <ul style="list-style-type: none">• All students or groups should be in possession of a college catalog.• Students should be following along to directions on page 12 of their textbooks.• Students should start looking up the information requested in the activity and recording their answers in their textbooks. <ul style="list-style-type: none">• Students should have completed this activity. <ul style="list-style-type: none">• Students should reconvene as a class to begin the discussion. |

Section 1 Additional Activity: Hard Way vs. Easy Way Behaviors

This activity teaches students how to identify their Hard Way behaviors, understand the consequences of fulfilling them, create proactive strategies to overcome them.

Classroom Management: This activity will be completed individually, and then students will partner with a classmate to share their proactive strategies, as well as offer their classmates one additional strategy to overcome their Hard Way behavior.

| INSTRUCTOR GUIDE | STUDENT ACTIONS |
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| <ul style="list-style-type: none"> • Introduce the activity by having your students review Holly’s Hard Way actions on page 3 of their textbooks. • Explain the importance of being proactive and identifying their Hard Way behaviors before they end up in a similar, problematic situation like Holly’s. <p>Ask your class:</p> <p><i>What behaviors from Holly’s Hard Way list do you tend to exhibit?</i></p> <ul style="list-style-type: none"> • After they have evaluated their own Hard Way behaviors, instruct your students to write five of them in the space provided in this activity section of their textbook. • Once they have recorded <u>five</u> Hard Way behaviors, explain that in order to avoid Holly’s situation, they will create a strategy to prevent themselves from succumbing to a Hard Way path. <p>Refer them to the example listed in this activity:</p> <ul style="list-style-type: none"> • “Hard Way” Behavior: working alone in class and at home on assignments • Proactive Strategy: introduce myself to a classmate, collaborate when appropriate in class, and share phone numbers with a classmate to use for assistance on projects outside of class. <p>Now that your class has reviewed an example, you will instruct them to create a strategy for each of their five Hard Way behaviors.</p> <ul style="list-style-type: none"> • After they have created their five proactive strategies to prevent their five Hard Way behaviors, you will ask your students to partner with a classmate. • With their partner, you will ask students to share each of their Hard Way behaviors. | <ul style="list-style-type: none"> • Students should be rereading Holly’s Hard Way approach on page 3 of their textbooks. <ul style="list-style-type: none"> • Students should be evaluating what Hard Way behaviors they tend to demonstrate. • Students should write <u>five</u> of their own Hard Way behaviors in the space provided in their textbooks. <ul style="list-style-type: none"> • Students should be following the example of a proactive strategy in their textbooks. • Students should be creating a proactive strategy to prevent each of their five Hard Way behaviors. |

| INSTRUCTOR GUIDE | STUDENT ACTIONS |
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| <ul style="list-style-type: none">• Then you will instruct each classmate to offer an additional proactive strategy for ONE of their partner's Hard Way behaviors.• Explain to your students that they will write this additional strategy in the space provided at the end of the activity. <p>After all of the students have added an additional strategy to their five, have the class reconvene for a discussion.</p> <p>Ask your students the following questions:</p> <p><i>What are some of the most common Hard Way behaviors you heard in your pairs?</i></p> <ul style="list-style-type: none">• List these Hard Way behaviors on the whiteboard. <p><i>What are some of the best proactive strategies you created to prevent these Hard Way behaviors from occurring?</i></p> | <ul style="list-style-type: none">• Students should find a classmate to partner with to complete this activity.• Students should be sharing their Hard Way behaviors with their partner.• Students should be offering their partner an additional strategy to prevent their Hard Way behaviors.• Students should be writing this additional strategy in their textbooks.• Students should be combining with their classmates to respond to these questions as a class. |

Taking Charge of Your Education, Section 2


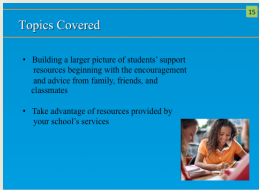

In this section, students will discuss the importance of family, friends, classmates, and community support. They will also evaluate and discover school resources available for academic, financial, and career support.

LESSON OVERVIEW

SECTION 2: SCHOOL AND COMMUNITY RESOURCES

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|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes | 3. Explore the variety of personal and community resources that are available to support students' academic efforts. 4. Identify the critical school departments and personnel who can provide the guidance and answers you need to be successful. | |
| Lesson Flow Overview | 60 minutes | <ul style="list-style-type: none"> • Lecture and Discussion <ul style="list-style-type: none"> • Get Ready! Exercise—Warm-Up • LO 3: Your Personal and Community Resources • Lecture/Activity • Discussion • LO 4: Your School Resources—Academic, Financial, and Career Support • Lecture/Activity • Discussion • Student Activity: Your Campus Resources • Lesson Review, Wrap-Up, and Discussion |
| Lecture and Discussion | 30 minutes | <ul style="list-style-type: none"> • Get Ready! Exercise • Refer to the Instructor Guide on pages 15–19 lecture/discussion notes. • PowerPoint slides |
| Student Activity | 25 minutes | <ul style="list-style-type: none"> • Students work individually or in groups for the exercise presented on page 20 in the textbook—Your Campus Resources |
| Lesson Review and Wrap-Up Discussion | 5 minutes | <ul style="list-style-type: none"> • Review of topics • Class discussion • Lesson takeaways |
| Resources | <ul style="list-style-type: none"> • Textbook pages 14–21 • PowerPoint slides 16–30 • Information (pamphlets, links) about your school's services | |

Taking Charge of Your Education, Section 2 Lesson Plan

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| GET READY! EXERCISE (5 MIN.) | | |
| <p>Outline</p> <ul style="list-style-type: none"> • Get Ready! Exercise • Reflection • Section Overview <p>Resources</p> <p>PowerPoint slide</p> <p><i>Slide 16, School and Community Resources: Get Ready!</i></p>  <p><i>Slide 17, Topics Covered</i></p>  | <p>Lecture Notes</p> <p>Exercise</p> <p><i>Open up PowerPoint and begin class with a warm-up exercise. Provide students with a few moments to reflect on the following:</i></p> <p>Did you attend a New Student Orientation? If so, how many of the following can you answer:</p> <ol style="list-style-type: none"> 1. What's the name of one student you met who you did not know before starting school? 2. What are the name and job title of one campus administrator you were introduced to at your orientation? 3. What is one important school policy you learned about at orientation? 4. What is one important school resource (e.g., library, counseling, tutoring, etc.) that was explained to you at orientation? <p><i>Call on volunteers to share their reflections.</i></p> <p>Section Overview: <i>Introduce topics covered in this class session:</i></p> <ul style="list-style-type: none"> • Building a larger picture of students' support resources beginning with the encouragement and advice from family, friends, and classmates • Take advantage of resources provided by your school's services | <p>Tip: Students are typically given a huge amount of information at orientation. So much so, that it can be hard to remember everything! And If you didn't attend an orientation, can you understand how these questions also apply to you?</p> <p>GOT TIME? </p> <p>Give students a few minutes to share with a partner before sharing with the class, allowing each student a chance to share.</p> |

LO 3: YOUR PERSONAL AND COMMUNITY RESOURCES (10 MIN.)

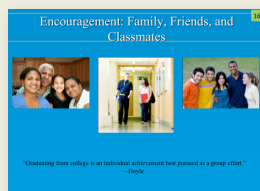
Outline

- Activity
- Introduction
- Background
- Connect

Resources

PowerPoint Slides
18–21

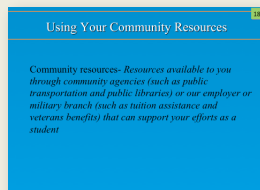
Slide 18,
*Encouragement:
Family, Friends, and
Classmates*



Slide 19, *Community
Resources*



Slide 20, *Using
Community
Resources*



Slide 21, *Examples*



Lecture Notes

Activity

Introduction: Continue with the next PowerPoint, slide 18. Explain that students already have a huge support system- family, friends, classmates, and community.

Build on Background—Ask students to reflect:

- Think of a time you experienced a situation where you needed help from a family member, friend, or classmate.

Connect: Explain how family and friends provide emotional, functional, and logistical support helping you in any time of need. Your support system will be more likely to continue supporting you if you stay proactive and committed to your school.

- Using the PowerPoint, **define** community resources.

Community resources: Resources available to you through community agencies (such as public transportation and public libraries) or your employer or military branch (such as tuition assistance and veterans benefits) that can support your efforts as a student.

Explain that in addition to family, friends, and classmates, students should **seek support** from community resources.

Using the PowerPoint, provide a few **examples** of community resources. **Brainstorm** with the class to add a few more community resources on the board.

Examples:

- Public transportation
- Child care (options for low-cost and emergency care)
- Public libraries (may include computer access)
- Free and low-cost health services
- Free and low-cost food programs
- Financial counseling
- Through your employer and/or military, the list may also include:
 - Tuition assistance
 - Coordination of work and school schedules
 - Transfer credit evaluation and assistance (military)
 - Veterans benefits

Tip: If you have time before class, prepare a list of links for local public support sites listed.

Tip: Write this quote on the board:

“Graduating from college is an individual achievement best pursued as a group effort.”

–Doyle

GOT TIME?

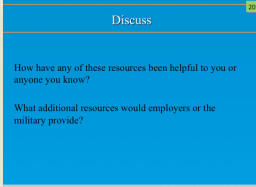






Ask students to define community resources on their own, before giving the definition.

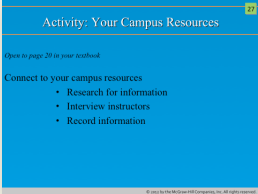

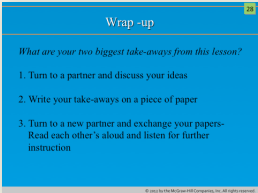
GOT TIME?



Divide students into small groups to make a poster indicating the community resources available to them. Have groups share with the rest of the class.

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| <p>Outline</p> <ul style="list-style-type: none"> • Discussion • Small group • Whole class • Conclusion <p><i>Slide 22, Discuss</i></p>  | <p>LO 3: Discussion</p> <p>Small group: <i>Give students a brief moment to share answers to the following questions with someone nearby:</i></p> <ul style="list-style-type: none"> • If you've used any of these community resources, how have any of these been helpful in your life? • What additional resources would employers or the military provide? <p><i>Come back together as a whole class and call on students to answer the discussion questions.</i></p> <p>Key Points: <i>Share these important key points about career services:</i></p> <ul style="list-style-type: none"> • Stay proactive in your education to receive continued support from family and friends. • Discover and use community resources available to you. | <p>Tip: Encourage students to think about community resources they haven't used, and make a plan to use those resources.</p> <p>Tip: Have your students set a goal. What can they do to cultivate the continued support from friends and family?</p> |
| LO 4: YOUR SCHOOL RESOURCES: ACADEMIC, FINANCIAL, AND CAREER SUPPORT (10 MIN.) | | |
| <p>Outline</p> <ul style="list-style-type: none"> • Activity • Introduction • Background • Connect <p>Resources</p> <p>Links and pamphlets to your school's student services</p> <p>PowerPoint Slides 23–27</p> <p><i>Slide 23, Your School Resources</i></p>  <p><i>Slide 24, Student Services</i></p>  | <p>Lecture Notes</p> <p>Activity</p> <p>Introduction: <i>Explain how schools provide numerous resources to students.</i></p> <p>Build on Background—<i>Ask students to reflect:</i></p> <ul style="list-style-type: none"> • What type of support have you received from your school? <p>Connect: <i>Using PowerPoint slide 23, introduce the four school services available to them:</i></p> <ul style="list-style-type: none"> • Student Services • Financial Services • Academic Support • Career Services <p>Draw <i>four large circles on the board, labeled Student Services, Financial Services, Academic Support, and Career Services. Click through the PowerPoint to highlight each service.</i></p> <p>Write <i>a few examples in each circle, then ask for a few more examples from the class. Use the lists below as a reference.</i></p> <p>Student services department offers the following resources:</p> <ul style="list-style-type: none"> • Student advising. • Class scheduling. • Guidance to receive academic help. • Information on campus clubs. • Listing of campus events. • Information about local housing, transportation, child care, and food programs. | <p>Tip: Before class, gather a few links and pamphlets related to your school's student services.</p> <p>TRY IT </p> <p>Split the class into four groups (Student Services, Financial Services, Academic Services, and Career Services). Each group will become an expert on this topic and present to “teach” the rest of the class.</p> <p>Tip: Encourage students to take notes on the available resources.</p> <p>GOT TIME? </p> <p>Invite an employee of one or more of these departments to give a brief presentation of resources available. Allow students to ask questions and interact with the employee. Having a guest will make the department seem more “real” and may lower anxiety about opening a new door.</p> <p>Tip: Have your students set a goal for themselves to use one or more of these resources by a certain date. Provide the contact information.</p> |

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| <p>Slide 25, Financial Services</p>  <p>Slide 26, Academic Support</p>  <p>Slide 27, Career Services</p>  | <p>Business office or financial services office offers the following resources:</p> <ul style="list-style-type: none"> • Financial aid (loans and grants). • Overall school expense planning. • Researching scholarships. • Out-of-pocket expense planning. • Private loans. • Work-study programs. <p>Providing academic support:</p> <ul style="list-style-type: none"> • Instructors • School tutors • Remediation/brushup resources • Study partners and teams • Computer lab • Library or learning resource center • Textbook publisher support <p>Career services or student services office offers the following resources:</p> <ul style="list-style-type: none"> • Résumé writing assistance. • Help with interviewing skills. • Assistance locating a part-time job while in school. • Assistance with work-study programs, if offered by your school. • Internship or externship placements for those programs that offer them. • Assistance with job placement upon graduation, including setting up interviews and prescreening services (for the employer). • Access to professional organizations and trade groups while in school. • Access to job fairs. | |
| <p>Outline</p> <ul style="list-style-type: none"> • Discussion • Small group • Whole class • Conclusion <p>Slide 28, Discuss</p>  | <p>LO 4: Discussion</p> <p>Small Groups: Give students a brief moment to share answers to the following questions with someone near them:</p> <ul style="list-style-type: none"> • What are the benefits for making an effort to connect with others and your school? • How will these resources assist you in attaining your academic goals? <p>Come back together as a whole class and call on students to answer the discussion questions</p> <p>Conclusion: Now students should have an overview of the services offered on campus. It is important that they know at least one individual in each department they can communicate with to access all of the available resources.</p> <p>Key Points: Share these important key points about strategies to connect in college:</p> <ul style="list-style-type: none"> • Get familiar with these departments and take advantage of them. • Career services play a major role in helping you to appropriate professional associations. | <p>ONLINE EXTRA @</p> <p>Online Activity</p> <p>Additional Instructor Resources/Activities:</p> <p>Financial Support Opportunities</p> <p>Tip: Allow reflection time for students to write some academic goals.</p> |

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| STUDENT ACTIVITY: YOUR CAMPUS RESOURCES (25 MIN.) | | |
| <p>Resources</p> <p>Detailed Activity Notes</p> <p>PowerPoint Slide 29, <i>Your Campus Resources</i></p>  <p>Textbook, page 20</p> | <p>Activity</p> <p>Introduction: <i>Explain the purpose of this activity is to assist students with gathering important contact and department information for on-campus and support services.</i></p> <p>Build on Background—<i>Take an informal survey and ask students:</i></p> <ul style="list-style-type: none"> • Raise your hand if you've ever visited any of our services departments available to you. <p><i>Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 20, <i>Your Campus Resources</i>, and continue with directions from the instructor guide.</i></p> <p>Activity Wrap-Up</p> <p><i>Ask students the following question:</i></p> <ul style="list-style-type: none"> • Which departments will be the most valuable resources for you to utilize regularly at your college? <p>Conclusion: Encourage your students to use the resources they learned today.</p> | <p>Tip: Your students can complete this exercise online in the Connect program.</p> <p>GOT TIME? </p> <p>After students complete the activity on their own, have them share with two others in the classroom. Add these additional contacts.</p> <p>Tip: Provide an opportunity for a student to share his or her experience in using a school service.</p> |
| LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.) | | |
| <p>Resources</p> <p>PowerPoint Slide 30, <i>Wrap-Up</i></p>  | <p>Cooperative Learning Activity</p> <p><i>Have the class come together as a whole group. Ask students to share with a partner their two biggest takeaways from this lesson.</i></p> <p><i>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.</i></p> | <p>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.</p> |

Section 2: Detailed Activity Notes

YOUR CAMPUS RESOURCES

This activity assists students in gathering important contact and department information for various on-campus support services.

Preparation: This activity requires access to important campus department and staff information. If this information is not provided within the context of the classroom, students may need to visit the selected departments and individuals to locate their contact information and office hours.

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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Introduce the activity to the class by emphasizing the importance of having a written copy of the contact information and office hours for departments on-campus, which offer valuable support resources.• Explain that they will locate and record all of the resource information listed on pages 20-21 in their textbooks. <p>If your students must venture out of the classroom to obtain this information, provide them with an end time by which they must return to class.</p> <ul style="list-style-type: none">• Once your students have completed this activity, review their responses to ensure that they have recorded accurate information about their resources on-campus.• Refer to the discussion questions on page 19 of the lesson notes in the: Lesson Review and Wrap-Up Discussion 2. | <ul style="list-style-type: none">• Students should have their textbooks open to page 20 to begin the activity, or be in the Connect version of the activity.• Students should be locating the information listed on pages 20–21 and recording their responses in their textbooks or online.• Students should have completed this activity.• Students should reconvene as a class to begin the discussion. |

Section 2 Additional Activity: School and Community Resources

FINANCIAL SUPPORT OPPORTUNITIES

This activity teaches students about how they can utilize bank and credit union accounts for responsible financial management assistance and support.

Preparation: This activity will require computers with Internet connectivity. To assist with the completion of this activity, you may want to gather possible banks and credit unions to select from.

Classroom Management: This activity will be completed individually, and then students will form groups of three to four to teach their classmates about the financial institution they researched.

| INSTRUCTOR GUIDE | STUDENT ACTIONS |
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| <ul style="list-style-type: none"> • Introduce this activity by acknowledging the academic and personal support students receive, but ask if they have they considered their financial support services. • Explain to your class that managing your money with a bank or credit union will help them to create financial responsibility and future financial stability. <p>Ask your class the following questions:</p> <p><i>Should you open an account with a bank or should you examine your eligibility to open with a credit union?</i></p> <p><i>What are the typical requirements to open an account with a credit union?</i></p> <ul style="list-style-type: none"> • After discussing these questions, ask your students to list the financial institution they will consider opening an account in, in this activity section in their textbooks. • Once everyone has made a selection, explain that they will go online and conduct research to best understand what this financial institution has to offer them. • Refer them to the activity breakdown in their textbook. • Elaborate that they will perform research to answer the 13 questions listed in this activity. Questions range from, what is the name of the bank/credit union? to are there any service fees or additional fees associated with opening an account? | <ul style="list-style-type: none"> • Students who are familiar with these financial institutions should respond verbally to these questions. • Students should write their selection in their textbooks. • Students should be following along to the directions in their textbooks. • Students should consider the banks or credit unions available in their area. |

INSTRUCTOR GUIDE

- **Emphasize** to your students that it may be best to research available banks or credit unions close to where they live, so it's a location they will actually frequent.
- **Remind** students that they will record the answers to the 13 questions in the space provided in their textbook.

You will want to **check in** with each student as they research to ensure they are on the right track, as well as assist with any questions or concerns they may have.

- Once everyone has completed his or her research, you will **instruct** them to form groups of three or four with students who research different banks or credit unions.
- **Remind** your students that everyone in their group must have a different bank or credit union to share.
- In their groups, **tell** your class that each individual will spend five minutes sharing the information they learned researching the financial institution they selected.
- **Encourage** your class to ask questions as their classmates share information about the banks or credit unions.
- After everyone has shared what they researched, **instruct** each group to identify the best institution to seek financial support services.

Once each group has come to a consensus, **have** each of the groups discuss and respond to the last five questions:

1. Which bank or credit union will best support your financial needs?
 2. Why did you select this institution?
 3. What services does it offer?
 4. How will it best support your financial needs?
 5. How will having a bank or credit union account assist you with your future success?
- **Encourage** your students to follow through with their selections and create an account in the bank or credit union they selected.

STUDENT ACTIONS

- Students should be beginning their research of the 13 questions listed in their textbooks.
- Students should be writing their findings in their textbooks and asking questions if they encounter any challenges.
- Students should form groups of three to four with classmates who researched a different banks or credit unions.
- Students should be taking five minutes to share what they learned about the bank or credit union they researched with their group members.
- If necessary, students should be asking each other questions about the banks and credit unions their group members share with them.
- Students should be discussing the different banks and credit unions they researched to determine which institution will best fit their financial needs.
- Students should be discussing these five questions in their groups and recording their responses in their textbooks.

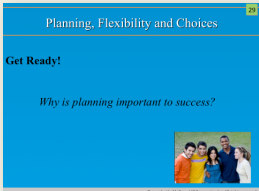
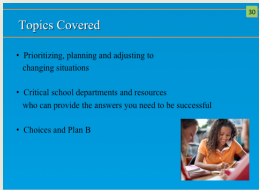


Taking Charge, Section 3

Students will learn that following the Easy Way will dramatically improve their chances for success. There are 10 key components that students can follow on their road to graduation.

LESSON OVERVIEW

| SECTION 3: PLANNING, FLEXIBILITY, AND CHOICES | | |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes | 5. Improve your ability to prioritize, plan, and adjust to changing situations as you progress through college. | |
| Lesson Flow Overview | 60 minutes | <ul style="list-style-type: none"> • Lecture and Discussion <ul style="list-style-type: none"> • Get Ready! Exercise—Warm-Up • LO 5: The Path to Success • Lecture/Activity • Discussion • Student Activity: Planning for Support • Lesson Review, Wrap-Up, and Discussion |
| Lecture and Discussion | 30 minutes | <ul style="list-style-type: none"> • Get Ready! Exercise • Refer to the Instructor Guide on pages 24–27 for lecture/discussion notes. |
| Student Activity | 25 minutes | <ul style="list-style-type: none"> • Students work individually or in groups for the exercise presented on page 28 in the textbook—Planning for Support. |
| Lesson Review and Wrap-Up Discussion | 5 minutes | <ul style="list-style-type: none"> • Review of topics • Class discussion • Lesson takeaways |
| Resources | <ul style="list-style-type: none"> • Textbook pages 22–29 • PowerPoint slides 31–40 | |

Taking Charge of Your Education, Section 3 Lesson Plan

| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GET READY! EXERCISE (5 MIN.) | | |
| <p>Outline</p> <ul style="list-style-type: none"> • Get Ready! Exercise • Reflection • Section Overview <p>Resources</p> <p>PowerPoint Slides 31–32</p> <p><i>Slide 31, Planning, Flexibility, and Choices: Get Ready!</i></p>  <p><i>Slide 32, Topics Covered</i></p>  | <p>Lecture Notes</p> <p>Exercise</p> <p><i>Open up PowerPoint and begin class with a warm-up exercise.</i></p> <p><i>Ask students to reflect:</i></p> <p>Think for a moment about a time that you planned for a special event (e.g., birthday, going-away party, or maybe a small fundraiser) . . .</p> <ol style="list-style-type: none"> 1. What steps did you take to plan effectively? 2. Did you make a checklist? Did you ask anyone to help you? 3. Did you have to set aside time to plan? How did giving thoughtful attention to a special event make the event run more smoothly? <p><i>Call on volunteers to share their reflections.</i></p> <p>Section Overview: <i>Introduce topics covered in this class session:</i></p> <ul style="list-style-type: none"> • 10 key components to the Easy Way • The Path to Success • Planning in the Workplace • Planning and Flexibility • Choices | <p>TRY IT </p> <p>Tip: Encourage your students that as they begin their college studies, to use the knowledge they gained from past experiences to improve their chances for success. Emphasize being honest with themselves and being willing to change those things that are holding them back.</p> <p>TRY IT </p> <p>Tip: After students share reflections, ask them to identify similarities among their responses.</p> |

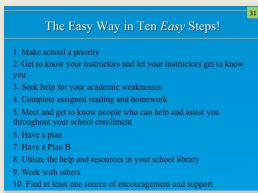
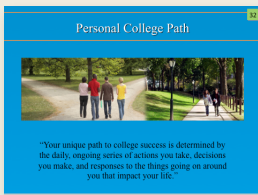
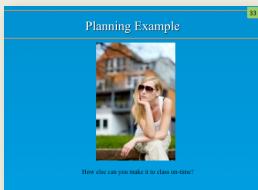
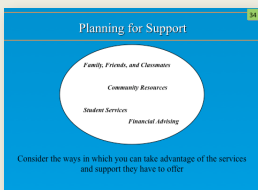
LO 5: THE PATH TO SUCCESS (25 MIN.)

Outline

- Activity
 - Introduction
 - Background
 - Connect

Resources

PowerPoint Slide

Slide 33, *The Easy Way in Ten Easy Steps*Slide 34, *Personal College Path*Slide 35, *Planning Example*Slide 36, *Planning for Support*

Lecture Notes

Activity

Introduction: Explain that planning is critical to college success.

Build on Background—Ask students to think about a time they planned for something important and a time they did not. What success occurred as a result of taking time to think ahead? What obstacles were presented as a result of poor planning?

Connect: Take a moment to review with students the Hard Way and the easy Way to go through college

Using the PowerPoint, **read** the 10 key concepts of the Easy Way as a recap of this learning

For **reference**—The 10 Easy Steps:

1. Make school a priority.
2. Get to know your instructors and let your instructors get to know you.
3. Seek help for your academic weaknesses.
4. Complete assigned reading and homework.
5. Meet and get to know people who can help and assist you throughout your school enrollment.
6. Have a plan.
7. Have a Plan B.
8. Utilize the help and resources in your school library.
9. Work with others.
10. Find at least one source of encouragement and support.

Draw a chart on the board and have students give you one "real-life" example for each of the 10 key components to the Easy Way.

- Referencing the PowerPoint slide, summarize, by reading aloud to students the following caption (page 22). "Your unique path to college success is determined by the daily, ongoing series of actions you take, decisions you make, and responses to the things going on around you that impact your life."

The Path to Success: The Easy Way is certainly the best road to take through college, but you can expect to meet challenges and unexpected obstacles. What do you do when these occur?

Discuss strategies to reach the path to success with students, referencing the following ideas:

- Be patient with yourself. Imagine that each person's college experience is a car driving

Tip: Students may refer to their textbook or the PowerPoint slide for assistance in responding to this question.

GOT TIME?

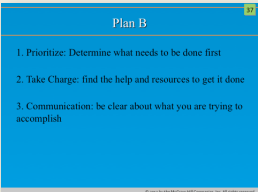

In small groups, have students complete a chart of their own utilizing the 10 key concepts of the Easy Way. Then

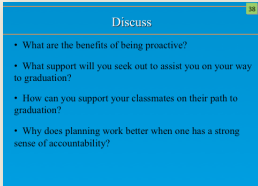
+ Have students take out a smartphone or pull up the Internet if available. Have them research a quote on success, planning, the future, or commitment to a path of action. Have students share these aloud with the class or in small groups of four or more.

+ Have students represent this concept by taking a piece of paper out and sketching their "road to success." Using symbols, have students represent the path they envision their college career taking. What obstacles may get in the way? What resources may help them reach their goal? Have students share these with one another or with the class.

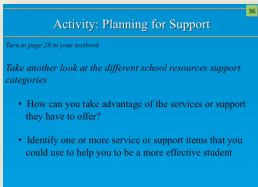
Tip: Path to college success isn't just about school. These factors could also affect students' lives:

1. Work while you attend school.
2. Managing a family.
3. Dealing with unexpected life emergencies.
4. Properly prioritizing your life.

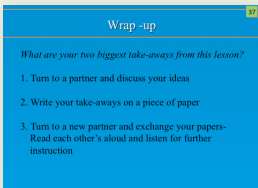
| LESSON FLOW | INSTRUCTOR GUIDE | ADDITIONAL RESOURCES |
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| <p>Slide 37, Plan B</p>  | <p>down the freeway. Each car will travel at its own speed and will get to its destination, but each has to pick its own best path to get there.</p> <ul style="list-style-type: none"> Consider your experiences, and who you are as an individual. What are some important features of your own personal college path? <ol style="list-style-type: none"> Your school location and class schedule. Your ability to pay for school plus your additional expenses. Fulfillment of your academic program's requirements for graduation. Your academic abilities. Your daily school habits. Your attitude and desire or school success. <p>Have a Plan: <i>Explain the importance of having a Plan and a Plan B. Introduce concepts of planning and flexibility.</i></p> <p>Notes for reference:</p> <p>The importance of Plan B</p> <ul style="list-style-type: none"> Plan B means being ready for obstacles that may arise out of the blue. Think of a time that you had to put into effect a Plan B. What did it look like? How did the situation play out? Did you feel relieved to have been able to rely on Plan B when your original plan was taken off track? <p>Planning and Flexibility</p> <p><i>Give students one of these scenarios:</i></p> <ul style="list-style-type: none"> Your car breaks down. You forget your book bag. Your work schedule overlaps your class schedule. <p>Discuss how a Plan B would help in these situations.</p> <p>Use the PowerPoint to help students organize how to create a Plan B:</p> <ul style="list-style-type: none"> Prioritize: Determine what needs to be done first. Take Charge: Find the help and resources to get it done. Communication: Be clear about what you are trying to accomplish. <p><i>Explain how choices affect students:</i></p> <ul style="list-style-type: none"> Assuming a sense of accountability to your college responsibilities will play a critical role in your future success. The choice to be accountable as a college student began the day you chose to enroll in school. Making good choices during your college career is key to successful planning and taking the Easy Way to graduation | <p>+ Have students create a table on graph or notebook paper. In the first column, have students list five resources and/or steps they must take daily to successfully get to class each day. In the second column, have students create a Plan B for each of these items. How much additional time and what additional resources are needed to ensure that Plan B runs smoothly? List these in the third column.</p> <p>GOT TIME? </p> <p>Ask students to provide an example of someone else in the class who made a good choice. What was the choice? How did it affect the student? This will also help build students self-esteem.</p> <p>+ “I Statements” are powerful for college-age students who are continuously forming their identity and confidence. Have students list 10 powerful “I Statements” that they will hold themselves accountable to throughout their college experience. Have students begin each statement with “I Choose. . . .”</p> <p>Example:</p> <p>“I Choose to put my college responsibilities before hanging out with friends.”</p> <p>“I Choose to study hard, get a good night’s sleep, take care of myself, and give 100% each day I come to class.”</p> |

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| Outline <ul style="list-style-type: none"> • Discussion <ul style="list-style-type: none"> • Small group • Whole class • Conclusion Resources PowerPoint Slide 38, <i>Discuss</i>  | LO 5: Discussion Discuss: Give students a moment to share answers to the following questions with someone nearby: <ul style="list-style-type: none"> • What are the benefits of being proactive? • What support will you seek out to assist you on your way to graduation? • How can you support your classmates on their paths to graduation? • Why does planning work better when one has a strong sense of accountability? <p>Come back together as a whole class and call on students to answer the discussion questions.</p> Conclusion: Invite students to share their ideas on the importance of planning for college success. | + Allow students to share a time they've used a Plan B in their lifetime. + Key terms are terrific for vocabulary practice as well. If time permits, ask students to write key terms from the textbook on index cards. On the back, have them include the definition of the term. Students can quiz one another, or use the words while writing a short memo in response to a teacher-assigned prompt. + Plan B: Life is full of twists and turns. Arming students with the ability and awareness of how to quickly put a Plan B in place is a valuable skill for both life and school. |

STUDENT ACTIVITY: PLANNING FOR SUPPORT (25 MIN.)

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| Outline <ul style="list-style-type: none"> • Text activity • Reflection • Wrap-up Resources Detailed Activity Notes PowerPoint Slide 39, <i>Planning for Support</i>  Textbook, page 28 | Planning for Activity Use the Detailed Activity Notes to conduct this activity. Prepare students to locate page 28, <i>Planning for Support</i> and continue with directions from the instructor guide. Instruct students to open page 28 in textbook. Provide a minute for students to complete the activity <ul style="list-style-type: none"> • Allow students to share answers and review developing a Plan for Support Activity Wrap-Up Ask students to reflect: <ul style="list-style-type: none"> • Think about how planning can change your college experience. Brainstorm a few other examples of creating a plan, and also creating a Plan B. | + Another approach to this activity may include asking students to create 3-5 milestones they plan to reach, while working towards graduation. Then have students create an “obstacle” for each milestone. Last, have students create a path around that obstacle (a Plan B) for making it successfully to the milestones they are committed to reaching. + Your students can also complete this activity online in the Connect program. |
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LESSON WRAP-UP, DISCUSSION, REFLECTION (5 MIN.)

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| Resources PowerPoint Slide 40, <i>Wrap-Up</i>  | 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

PLANNING FOR SUPPORT

This activity teaches students how to effectively utilize their on-campus resources.

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

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| <ul style="list-style-type: none">• Introduce the activity by having your students consider ways in which they can best take advantage of the services or support various departments and individuals on campus have to offer.• Explain to your class that they will select <u>four</u> services that would best serve their needs.• Once your students have selected four, instruct them to write all <u>four</u> in their textbooks on pages 28 and 29.• Then elaborate that they will create <u>three</u> strategies for how they will most effectively use each service. <p>Refer them to the example in their textbook (page 28): Category 1: Academic Support (first selected service) Service or Support Items: (the three strategies)</p> <ol style="list-style-type: none">1. I will spend at least 30 minutes per week learning to type using typing software available for free in the computer lab.2. I will meet personally with my instructors during the first two weeks of school.3. I will form a small study group to meet once per week to work on homework and test prep. <p>Encourage your students to follow this model as a guide to assist them in creating their own strategies for how they will use each type of service.</p> <ul style="list-style-type: none">• Once everyone has completed their <u>four</u> services and their <u>three</u> strategies for utilizing each service, introduce the section part of the activity.• Explain to your students that just because a service may be unavailable, it does not mean that they have an excuse to give up. Emphasize the importance of having a Plan B in case their selected resource is not available.• Explain to your class that they will develop a Plan B for each of their strategies. | <ul style="list-style-type: none">• Students should be evaluating the various services and support they have learned about in this module.• Students should have four services selected, and they should be recording them in their textbooks on pages 28 and 29.• Students should be following along with the example in their textbooks on page 28.• Students should be creating their own strategies using the example as a guide.• Students should be completed with their three strategies for each service.• Students should be following along with the example on page 29 of their textbooks. |

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| <p>Then refer your students to the example on page 29 of their textbook:</p> <p>Plan B for: Academic Support</p> <p>Service or Support Items: (Plan B strategies)</p> <ol style="list-style-type: none">1. If the computer lab or software is not available, I will go to my local library to check on its availability.2. If I'm not able to meet with each instructor personally, I will write to them using e-mail, asking at least one question that will require a response.3. I will set up a regular time each week to spend one hour in the learning resource center, and I will invite at least one classmate to join me. <p>If students struggle with creating any of their Plan B's, offer some suggestions or pieces of advice to assist them in the completion of this activity.</p> <ul style="list-style-type: none">• Refer to the discussion questions on page 27 of the lesson notes in the Lesson Review and Wrap Up Discussion 3. | <ul style="list-style-type: none">• Students should be creating three Plan B's for each of their original three strategies.• Students should have completed all twelve of their Plan B's, and should be reconvening as a class to begin the discussion. |

Section 3 Additional Activity: Planning, Flexibility, and Choices

PLANNING, PRIORITIZING, AND CHOICES

This activity teaches students how to develop a strong plan, be flexible, prioritize, make sound choices, and use outside support through the application of these skills in a challenging personal scenario.

Classroom Management: This activity will be completed individually. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

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| <p>Explain to your class that this activity will provide them with the opportunity to assess how well they can implement the key skills they have learned in this module: planning, flexibility, prioritizing, making sound decisions, and using outside support. Tell your students to refer to the scenario for this activity in their textbooks.</p> <p>Ask one of your students to read the scenario aloud to the entire class.</p> <p>Explain to your class that they are this individual: the full-time student and single parent.</p> <p>Elaborate that they will need to utilize what they have learned in this module to effectively make it through the month.</p> <p>Emphasize that they must account for the following issues:</p> <ol style="list-style-type: none">1. With groceries, transportation, bills, and miscellaneous costs, how can they provide for their family on this amount for 30 days?2. How do they budge/allocate the \$200? <p>Tell your students that they must develop a precise strategy taking into account their limitations, as well as the tools they have learned to manage these types of situations.</p> <p>As they complete this activity, follow up with students to ensure they have accounted for all of the issues presented in this scenario.</p> <p>After everyone has finished their approach to survive the month, have the class reconvene for a discussion reflecting on the activity.</p> <p>Ask your students the following questions:</p> <ol style="list-style-type: none">1. How difficult was it to brainstorm ways to survive for the month?2. What did you prioritize as the most important aspects to tackle first?3. What Plan B options did you include?4. What outside resources did you use?5. How flexible were you in your choices?6. After applying the tools you learned, do you feel more confident about managing similar situations? | <p>Students should follow along with the instructions in their textbooks.</p> <p>One student should be reading the scenario aloud to the class.</p> <p>Students should be following along to the directions in their textbooks.</p> <p>Students should be developing their approaches to survive the month.</p> <p>Students should be asking questions if they encounter any challenges.</p> <p>Students should be reconvening as a class to verbally discuss the following questions about their experiences completing this activity.</p> |

Class Discussion

This discussion has students evaluate how online students form connections with college, why having a Plan B is so important, as well as how accountability encourages better planning.

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Ask your class the following questions:

1. Students who attend school remotely via computer (online students) can't just walk down the hall between classes and talk with someone in the Career Services department. Do online students have it easier or more difficult than "on ground" students when accessing the variety of student resources offered through their school?
2. Why is having a Plan B so important to school success? Give an example of a plan for utilizing school resources, and then an appropriate backup plan in case the first one fails.
3. Why does planning work better when one has a strong sense of accountability?

STUDENT ACTIONS

Students can use a separate sheet of paper on which to respond before participating in the class discussion, or students may simply share their answers verbally.