# Preparing for Higher Education

**Advanced Level**

www.takechargetoday.arizona.edu

<table>
<thead>
<tr>
<th>RECOMMENDED GRADE LEVELS</th>
<th>AVERAGE TIME TO COMPLETE</th>
<th>EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED “BY EDUCATORS, FOR EDUCATORS.” THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING SPECIFIC COMPONENTS OF THIS LESSON PLAN.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>Anticipatory Set &amp; Facilitation: 110 minutes Conclusion/Assessment Options: 20-45 minutes</td>
<td>▪ None available</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>NATIONAL STANDARDS</th>
<th>LESSON PLAN OBJECTIVES</th>
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<tbody>
<tr>
<td>The curriculum is aligned to the following national standards: ▪ National Standards for Financial Literacy ▪ American Association of Family and Consumer Sciences ▪ Council for Economic Education ▪ National Business Education ▪ National Jump$tart Coalition ▪ Common Core English Language Arts</td>
<td>Upon completion of this lesson, participants will be able to: ▪ Describe benchmarks in the higher education application process ▪ Analyze personal remediation needs and options ▪ Consider the financial implications of switching majors and/or colleges once enrolled</td>
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## Materials

<table>
<thead>
<tr>
<th>MATERIALS PROVIDED IN THIS LESSON PLAN</th>
<th>MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD</th>
<th>MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Imani’s Time Management Skills worksheet 2.3.3.A1</td>
<td>▪ Preparing for Higher Education PowerPoint presentation 2.3.3.G1</td>
<td>▪ Sticky notes</td>
</tr>
<tr>
<td>▪ Do I have the Right Habits? 2.3.3.A2</td>
<td>▪ Preparing for Higher Education Answer Key 2.3.3.C1</td>
<td>▪ Butcher paper</td>
</tr>
<tr>
<td>▪ Defining Remediation 2.3.3.A3</td>
<td></td>
<td>▪ Crayons or colored pencils</td>
</tr>
<tr>
<td>▪ Preparing for Higher Education Reinforcement Sheet 2.3.3.A4</td>
<td></td>
<td>▪ garage sale dot or other type of uniform sticker</td>
</tr>
<tr>
<td>▪ My Personal Higher Education Application Timeline 2.3.3.A5</td>
<td></td>
<td>▪ School calendar and/or 12-month calendar</td>
</tr>
<tr>
<td>▪ Preparing for Higher Education Presentation Research 2.3.3.A6</td>
<td></td>
<td>▪ Materials to create presentational visual aids (poster paper, markers, handouts, access to PowerPoint, etc.)</td>
</tr>
<tr>
<td>▪ Small Group Work Documentation 2.3.3A7</td>
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<tr>
<td>▪ Group Presentation Reflection 2.3.3.A8</td>
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<tr>
<td>▪ My Personal Higher Education Application Timeline Rubric 2.3.3.B1</td>
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<td></td>
</tr>
<tr>
<td>▪ Preparing for Higher Education Presentation Rubric 2.3.3.B2</td>
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</tbody>
</table>

Material List Continued on Page 2
Prepared for Higher Education Vocabulary List 2.3.3.E1
Prepared for Higher Education Information Sheet 2.3.3.F1
Being “Well-Rounded” Activity Pieces 2.3.3.H1
Being “Well-Rounded” Activity Pieces for Imani Possible Answers 2.3.3.K1
Prepared for Higher Education Note Taking Guide 2.3.3.L1

RESOURCES

EXTERNAL RESOURCES

External resources referenced in this lesson plan:

- O*NET - Lawyer: www.onetonline.org/link/summary/23-1011.00
- University of Redands: www.redlands.edu/docs/StudentLife/1Five_Methods_of_Notetaking.docx_UPDATED_7-09.pdf
- Campus Explorer: www.campusexplorer.com
- Multiple Intelligences Test: www.bgfl.org/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm
- How to Study: www.how-to-study.com
- Learn Higher: Time Management – Resources for Students: www.learnhigher.ac.uk/Students/Time-management.html
- Time Management Tips for Students: www.timeman.com/time-management-tips/time-management-tips-for-students
- Selecting a school comparison resources:
  - Consumer Reports College Comparison Worksheet: www.consumerreports.org/cro/resources/streaming/college-choices/final/college-choices.htm#
  - Federal Student Aid: http://studentaid.ed.gov/prepare-for-college/choosing-schools/consider
  - College Navigator: http://nces.ed.gov/collegenavigator

TAKE CHARGE TODAY RESOURCES

Similar lesson plan at a different level:

None available

Optional lesson plan resources:

- Four on the Floor Active Learning Tool 3.0.10
- Vocabulary Reinforcement Activities Active Learning Tool 3.0.36
- Reader’s Workshop Active Learning Tool 3.0.34
- Technology Integration Options Active Learning Tool 3.0.50
- Guest Speaker Active Learning Tool 3.0.22

CONTENT

EDUCATOR MATERIALS

- Materials to support educators when preparing to teach this lesson plan are available on the Take Charge Today website.

PARTICIPANT READING

- Preparing for Higher Education Information Sheet 2.3.3.F1

OPTIONAL ADVANCE INSTRUCTION

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Funded by a grant from Take Charge America, Inc. to the Norton School of Family and Consumer Sciences Take Charge America Institute at The University of Arizona
This lesson is designed to be taught as a stand-alone lesson. However, background content knowledge from the following lesson plans is directly related to this lesson and may be helpful for participants.

- Invest in Yourself 2.3.1
- Career Exploration 2.3.2

## Lesson Facilitation

<table>
<thead>
<tr>
<th>PREPARE</th>
<th>INSTRUCT</th>
<th>CUSTOMIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual indicators to help prepare the lesson</td>
<td>Instructions to conduct the lesson facilitation</td>
<td>Potential modifications to lesson facilitation</td>
</tr>
</tbody>
</table>

### Vocabulary Activity:

**Four on the Floor**

**Approximate time:** 15 minutes

**Materials to prepare:**
- Refer to the *Four on the Floor Active Learning Tool 3.0.10*
  - 1 *Four on the Floor for Preparing for Higher Education 3.0.10.H2* for every 3-5 participants

1. Conduct Four on the Floor. Refer to the *Four on the Floor Active Learning Tool 3.0.10* for instructions.
2. Answers for the *Four on the Floor for Preparing for Higher Education 3.0.10.H2* include:
   a. Things you can do now to help you prepare for higher education.
      i. Remediation or remedial courses
      ii. Research potential schools
   b. What habits and skills will help you be more successful in higher education?
      i. Note taking
      ii. Study skills
      iii. Time-management skills
      iv. Self-monitoring skills
   c. Who can mentor you now and in higher education?
      i. Academic advisor
      ii. Individual in the career
      iii. Teachers
   d. What is included in the application process for higher education?
      i. Select a school or program
      ii. Research the application process
      iii. Identify potential mentors
      iv. Identify documents and resources needed to complete the application
      v. Collect necessary documents
      vi. Review applications closely
      vii. Apply
      viii. Follow-up
      ix. Compare offers
      x. Select a school

### Anticipatory Set Options

There are two anticipatory set options provided for this lesson.

If additional vocabulary review is needed, use an activity from the Vocabulary Reinforcement Activities Active Learning Tool 3.0.36.
<table>
<thead>
<tr>
<th>1. Option 1: Personal Achilles’ Heel</th>
<th>2. Option 2: Defining “College Ready”</th>
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</thead>
<tbody>
<tr>
<td><strong>Option 1: Personal Achilles’ Heel</strong></td>
<td></td>
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<tr>
<td>Approximate time: 10 minutes</td>
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<tr>
<td>Materials to prepare:</td>
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</tr>
<tr>
<td>• None</td>
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<tr>
<td>1. Explain that an “Achilles’ Heel” is a metaphor for a weakness in spite of overall strength.</td>
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<td>2. As a class, have participants brainstorm a list of hypothetical academic shortcomings or</td>
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<td>weaknesses that could prevent someone from completing a post-secondary program (or high school)</td>
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<tr>
<td>successfully. Share as a class.</td>
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<tr>
<td>a. Examples include:</td>
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<tr>
<td>i. Procrastination</td>
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<tr>
<td>ii. Poor study skills</td>
<td></td>
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<tr>
<td>iii. Poor grades in high school</td>
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<tr>
<td>3. Ask the class why it is important to identify one’s weaknesses.</td>
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<tr>
<td>4. Stress that when earning a post-secondary degree, you are responsible for your present and</td>
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<td>future self. Classes will have more students, instructors will move at a faster pace, and you</td>
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<td>are paying for the education. Therefore, it is important that you able to identify your strengths</td>
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<td>and weaknesses to begin taking steps to develop necessary skills and strategies to prepare</td>
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<tr>
<td>yourself for higher education.</td>
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<tr>
<td><strong>Option 2: Defining “College Ready”</strong></td>
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<tr>
<td>Approximate time: 15 minutes</td>
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<tr>
<td>Materials to prepare:</td>
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<tr>
<td>• 1-2 sticky notes per person</td>
<td></td>
</tr>
<tr>
<td>• One piece of butcher paper per statement below (3 total)</td>
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</tr>
<tr>
<td>o Definition</td>
<td></td>
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<tr>
<td>o Essential characteristic/skill</td>
<td></td>
</tr>
<tr>
<td>o Characteristic/skill that is good to have</td>
<td></td>
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<tr>
<td>1. Divide participants into groups of 2-4. Give each person 1-2 sticky notes.</td>
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<tr>
<td>2. One the first sticky note, challenge participants to create a collaborative definition of</td>
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<tr>
<td>“college ready”.</td>
<td></td>
</tr>
<tr>
<td>a. The phrase “college ready” describes the skills and assets someone would have to possess</td>
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<tr>
<td>to succeed in higher education (post-secondary education or training).</td>
<td></td>
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<tr>
<td>3. As a class, review the definitions and create a common definition. Write this on the</td>
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<tr>
<td>butcher paper.</td>
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<tr>
<td>4. Instruct participants to identify one characteristics/skills of a person who is college</td>
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<tr>
<td>ready per sticky note. For each trait, have participants categorize if the trait is an</td>
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<tr>
<td>essential characteristic/skill or a skill that is good to have.</td>
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<tr>
<td>5. Have participants put their sticky notes on the butcher paper.</td>
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<tr>
<td>6. As a class, review the characteristics. Write common themes on the butcher paper and discuss.</td>
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<tr>
<td>7. Reference this activity throughout instruction.</td>
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</tbody>
</table>
### RECOMMENDED FACILITATION

There are two recommended facilitation options for this lesson.

1. **Option 1: PowerPoint Facilitation with Imani Scenario**
   a. Note: The Imani Scenario is also used in the *Planning for Higher Education* 2.3.4 and *Paying for Higher Education* 2.3.5 lesson plans. Therefore, if teaching these lessons in a sequence, this option will create a storyline for participants to follow.

2. **Option 2: Information Sheet Facilitation**

#### Option 1: PowerPoint Presentation with Imani Scenario

**Approximate time:** 90 minutes

**Materials to prepare:**
- *Preparing for Higher Education PowerPoint presentation* 2.3.3.G1
- 1 *Imani’s Time Management Skills* worksheet 2.3.3.A1 per participant
- 1 O*NET – Lawyer description per group of 3-4 (URL in the Resources section) or internet access per group of 3-4
- 1 *Being Well-Rounded Discussion Activity Piece* 2.3.3.H1 per group of 3-4
- 1 set of crayons or colored pencils in blue, yellow, red, green and brown per participant
- 3 sticky notes or index cards per participant
- 1 *Being Well-Rounded for Imani Possible Answers* 2.3.3.K1

Present the *Preparing for Higher Education PowerPoint Presentation* 2.3.3.G1

**Part 1: Preparing for Higher Education is a Process that Should Begin Early**

1. Slide 1: Introduction
2. Slide 2: Preparing for Higher Education
   a. After an individual has an idea of the education and training necessary to achieve career goals, it’s time to start preparing for education and training.
      i. The *Invest in Yourself* 2.3.1 and *Career Exploration* 2.3.2 lesson plans help participants identify interests and career goals.
   b. Preparing for higher education is a process that begins in school.

**Part 2: Prepare Yourself Academically**

3. Slide 3: Prepare Yourself Academically
4. Slide 4: Remediation
   a. Even if an individual passes required classes in high school, they may be required to take remediation classes in higher education.
   b. Higher education instructors’ move through materials at a much faster pace, may emphasize different concepts and may have different goals than high school instructors.

5. Slide 5: Remediation Classes
   a. Remediation classes do not count towards an individual’s minimum degree or certificate requirements. If an individual is required to earn 120 credits to earn a degree, taking remediation classes will not count toward the overall number of credits, it only makes them eligible to begin earning the 120 required credits after the individual successfully completes remediation.
   b. This may increase the time and expense required to complete a
program.

6. Slide 6: Begin Preparing Today
   a. Taking a placement test in high school will save them time and money when pursuing their higher education.

7. Slide 7: Academic Advisors
   a. Introduce participants to the challenge of being Imani’s academic advisor.
   b. Challenge participants to keep notes so as to better advise Imani as a rising Senior on how to better prepare for higher education.

8. Slide 8: Imani’s Academics
   a. Imani believes that she won’t have a problem getting into college. While this may be true, that does not mean she is “college ready.”
   b. Lead a brief discussion on what Imani’s grades may say about her college readiness. What suggestions can participants provide that would help Imani better prepare for college academics?
      i. Grades are trending downward. This could imply that she is having trouble balancing her academic and outside obligations such as a job, extra-curricular activities, a sport, etc.
         1. When asked about sliding grades in science, Imani says she has trouble concentrating in class and taking notes. Imani also says she struggles to read the material at home. Have participants note this for later discussions.
         ii. She seems to do well in English but struggles in math and may need additional math courses to avoid remediation classes.

9. Slide 9: Imani’s Potential Need for Remediation
   a. What suggestions can participants provide that would help Imani better prepare for higher education academics? Possible discussion points include:
      i. She is not as strong in math and science. This is fine for her career choice (lawyer) but will still be a challenge in college.
      ii. More likely to require math remediation to be ready for college math.
      iii. Find a tutor or classmate to help her with science.
      iv. Take college placement tests to assess college readiness.
      v. If placement testing shows a need for remediation, she should consider taking a college remedial course in math at local community college before she matriculated into college.

Part 3: Get Into the Right Habits

10. Slide 10: Get Into the Right Habits
    a. Stress that positive behaviors that lead to post-secondary success begin in high school. Even if participants are in their last semester, they still have time to establish positive behaviors.

11. Slide 11: Note Taking Skills
    a. Higher education instructors do not slow down to tell an individual what the most important information is; therefore individuals must develop good note taking skills.

The University of Redlands website compares five note taking strategies.
12. Slide 12: Study Skills
   a. Higher education instructors expect individuals to understand all assigned materials and complete them outside of class time.

13. Slide 13: Tip: Identify Reading Techniques that Aid in Comprehension
   a. Through practice, individuals must identify what techniques work best for them to not only read but also comprehend text.

14. Slide 14: Tip: Know Your Ideal Learning Environment
   a. Each individual has a different learning environment that works best for them. They need to be realistic about which setting is best for their needs and consistently create this environment for optimal effectiveness.

15. Slide 15: Demonstrate Discipline
   a. Higher education provides many distractors. Individuals must demonstrate discipline to focus on their main purpose of earning a degree or certificate.

16. Slide 16: Time Management Skills
   a. For many, time management is one of the most challenging and difficult aspects of being in school. Individuals must develop good time management skills to be successful.

17. Slide 17: Self-Monitoring
   a. You are responsible for your present and future self and must not only monitor your actions to be successful while earning a degree or certificate but also continually seek out support and new strategies to improve.

18. Slides 18-22: Imani’s Academic Weaknesses
   a. For each academic weakness, have participants move to the section of the room that reflects that weakness as either a note taking issue, study issue or both. For each weakness, identify potential solutions.

19. Slide 23: Imani’s Time Management Skills
   a. Divide the class into small groups of 3 to 4 participants. Pass out one *Imani’s Time Management Skills* 2.3.3.A1 per participant. Provide each group with a set of crayons or colored pencils in blue, yellow, red, green and brown.
   b. Read the directions and have participants complete the assignment.
      i. The only calendar requirement is that school be from 7:30am until 2:30pm Monday through Friday and that this time is colored blue. Participants can opt to create half cells diagonally when doing this assignment.
   c. Within the groups, have participants discuss how they organized Imani’s calendar to help her find time to spend with her family and friends.
   d. As a class, discuss recommendations to help Imani better manage her time.
      i. For example, limit time wasting temptations such as social media sites and emails, create a calendar and schedule all events and deadlines; break large assignments and tests into smaller chunks and schedule time to work on them; write daily to-do lists and prioritize items/cross them off once completed; use smart phone/apps/computer to help organize

For more information on study skills, check out the 100+ articles available at How to Study.

Use the Reader’s Workshop Active Learning Tool 3.0.34 for mini-lessons that teach reading comprehension strategies.

Explore additional time management tips on the Learn Higher and Time Management Made Easy websites.

Rather than crayons or colored pencils, have participants write an r (red), b (blue), etc. in the blocks.
and set reminders.
   ii. Stress the importance of getting an adequate amount (typically 8 hours) of sleep.

Part 4: Explore Potential Interests
20. Slide 24: Explore Potential Interests
   a. When individuals are involved in extracurricular activities, it helps them to develop skills that are of interest to schools and employers.

   a. There are many benefits to exploring personal interests. In addition to skill development, one of the most important reasons to be involved is to get a sense of what you enjoy and the type of education and training you want to seek.
   b. If the note taking guide is not being used, give each participant 3 index cards/sticky notes. Have participants identify three activities they currently participate in and write each activity on the sticky note/index card. For each activity, also:
      i. Provide a description
      ii. Identify any leadership roles, awards, honors or accomplishments
      iii. Describe what skills the activity demonstrates to a potential employer or school
   c. Have participants share some of their activities with the class.

22. Slide 26: Implications of Switching Degree Programs or Schools
   a. It is important to explore interests and have a good idea of the type of degree program and school that is the best fit for you from the beginning.
   b. Individuals who switch degree programs risk losing credits (and money) for classes already taken and it may increase the time it takes them to complete their program.
   c. Individuals who switch schools may have to re-take classes and risk losing some or all of their financial aid.

23. Slide 27: Minimize the Risk
   a. This risk can be minimized by choosing a school and program that matches your interests, working with an academic advisor and being a long-term planner.

24. Slide 28: Imani’s Extra-Curricular Activities
   a. Divide participants into groups of 3 to 4. Have each group access the skills and abilities of a lawyer using the O*NET website online or provide each group with a print-out of this information.
   b. Ask groups to address the question, “Which activities support her career choice of lawyer and politician?” Instruct groups to choose the three they believe to best prepare her for her desired occupation of lawyer. Have a spokesperson from each group present the group’s selections and rationale.
   c. As a class, discuss why it is helpful to participate in activities that prepare you for higher education.
      i. For example, activities can build concrete skills (arts, sports, academics), enhance teamwork capabilities, and foster
25. Slide 29: Are Imani’s Activities Well-Rounded?
   a. Have participants continue working in groups of 3-4.
   b. Provide each group with one Being Well-Rounded Discussion Activity Piece 2.3.3.H1.
   c. Instruct groups to review the definition their higher education institution uses to define a student with a well-rounded variety of activities. On a scratch piece of paper, each group should:
      i. Identify three questions they would ask Imani to get a better sense if she meets your definition of well-rounded.
      ii. Identify two pieces of advice they would give Imani to become more well-rounded.
   d. Have groups report to the class.
      i. The Being Well-Rounded for Imani Possible Answers 2.3.3.K1 is provided with possible answers.
   e. Discuss how each higher education institution may be looking for different characteristics in future students and it is important to be well-rounded with your activities and know what characteristics a higher education institution is seeking before applying.

26. Slide 30: Impact of Switching Majors
   a. Tell participants to imagine that Imani started out at a higher education institution as a political science major. Then, after two years, she decided she wanted to switch majors, deciding she would rather be a journalist. In two years, she completed 22 classes toward her graduation requirement of 44 classes: of the 22 classes she completed, 6 were required political science courses and 16 meet the general education requirements. None of the political science degree classes will count towards her new degree of journalism, but all of the general education requirement classes count towards her new degree.
      i. How many more classes will Imani have to take to satisfy her new degree course requirements?
      ii. How this will impact the amount of time she would then need to complete the requirements for her new degree?
         1. Two and a half years, or at least one semester beyond the expected four years. As a rising Junior, she will only have 16 (general education) courses completed towards her new degree, which would place her as a freshman. Of the now-required 42 courses, she will have completed 16 courses. Assuming an average of 5 classes a semester, and that she passes all required courses, it would take her an additional 3 years to complete her degree, instead of 2. Even if she took an “overload,” meaning one more course for a total of six courses each semester, she would still an additional semester of housing, meal plans, fees and tuition to complete her degree requirements.
      iii. Ask participants, “What would happen if she didn’t pass a
class or needed at least 1 or 2 remedial classes?” Discuss how switching majors is not a decision to be made lightly and why it is important to do due diligence before picking a college and a major—switching costs a lot of time AND money.

Part 5: Select and Apply to An Institution Right for Your Career Goals
27. Slide 31: Select and Apply to An Institution Right For Your Career Goals
   a. One of the ways to minimize the risk of switching schools is to research and apply to an institution that is the best fit for your education goals.

   a. When selecting schools, individuals should think about admissions rate, if they have the right degree program, cost, size, location, accreditation, etc.
   b. The application process, requirements, and deadlines may vary per institution. So, pay close attention to this information.
   c. Potential mentors are teachers, parents, guidance counselors, representatives at the higher education institution.
   d. Typical documents include transcripts, test scores, letters of recommendations, personal essay or statement, work experience, list of honors and other achievements.
   e. It is important to keep all required documents organized and have multiple copies as similar documents may be required for each application.
      i. Several websites offer great information about the types of documents needed such as Campus Explorer.
      ii. Encourage participants to create an electronic file they can easily reference at anytime from anywhere.
   f. Check information closely before submitting to avoid errors and ensure you are meeting all of the specific requirements for a particular institution. Have someone else proofread your work.
   g. Make copies of completed applications before submitting them.
   h. You should receive confirmation that your application was received and everything is correct.
   i. When comparing offers, consider the financial aid package, work and learning opportunities, job placement rates, safety, campus life and other characteristics that are important to you. It is helpful to compare all information in one document.
      i. The Consumer Federal Protection Bureau is working on a one page document that helps consumers compare financial aid. A sample is available online.
   j. If possible, try to visit the school in person and talk to faculty members, students in the degree program in which you are interested, and take a campus tour.

29. Slide 34: Any Questions

**Option 2: Information Sheet and Note Taking Guide**

**Approximate time:** 90 minutes

**Materials to prepare:**

Several resources are available in the supplemental resources section to help participants compare schools.
- 1 Preparing for Higher Education Information Sheet 2.3.3.F1 per participant
- 1 Preparing for Higher Education Note Taking Guide 2.3.3.L1 per participant
- 1 Being “Well-Rounded” Activity Piece 2.3.3.H1 per group of 3-4
- 1 garage sale dot or other type of uniform sticker per participant
- Butcher paper with each step of the college application process written in the center

**Part 1: Preparing Yourself Academically**

1. Distribute one Preparing for Higher Education Information Sheet 2.3.3.F1 to each participant.
2. Distribute one Preparing for Higher Education Note Taking Guide 2.3.3.L1 to each participant.
3. Divide participants into groups of 3-4.
4. Have groups read the “Prepare Yourself Academically” section of the information sheet and work together to complete the “Prepare Yourself Academically” section of the note taking guide.
5. As a class, discuss answers from the note taking guide. Specific discussion points include:
   a. What is the impact of taking remediation classes on an individual?
   b. What can individuals begin doing in high school to reduce their need for remediation?

**Part 2: Get Into the Right Habit**

6. Have groups read the “Get Into the Right Habits: Note Taking Skills” section of the information sheet.
7. Brainstorm what formal or informal methods participants currently use to take notes.
   a. If participants are unfamiliar with note taking methods, briefly describe a few of the most common. For more information, see the University of Redlands website.
      i. Cornell Method: The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches, at the bottom of the page. Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so that the lecture and questions will be fresh in the student’s mind) or key words are written in the key word column
      ii. Outlining Method: a way to organize written material that moves from main ideas to detail. Use standard Roman numerals or a free form, indented outline to organize the information in a lecture. Organize your notes by major points and supporting ideas. This allows you to record and organize at the same time. Leave spaces between sections or main ideas. If the instructor returns to a point later, you can add

Further discuss the impact of remediation by completing the Defining Remediation 2.3.3.A3 worksheet here instead of as a conclusion activity.

Conduct the survey electronically by using a survey tool.
Reference the Technology Integration Options Active Learning Tool 3.0.50 lesson plan for resources.
information in the appropriate section.

iii. Mapping Method: a form of note taking that uses graphic organizers and diagrams to organize information. It is useful for those who learn best with visuals, and those who like to organize information neatly. Mapping may be difficult to use as a form of note taking during a lecture, but may be an excellent way to reorganize lecture information afterward. Start with identifying the main topic, identify sub-topics or supporting main ideas and continue downward or outward with supporting details until you have identified all relevant information.

b. Conduct a survey to learn what method they would be most likely to try. Discuss why.

8. Stress that Dennis Jerz recommends improving listening skills to improve note taking. Illustrate the importance of this by having participants participate in the Triangle Listening activity:

a. Form groups of three. Have participants decide who is oldest and identify that person as “A;” find the next oldest person who will be “B” and then the youngest person is “C”.

b. Have A and B sit across from each other, with C moving out of hearing. Tell A that s/he has 60 seconds to tell B about his/her favorite gift—what was it and why it is the favorite. Meanwhile B must exhibit as many positive listening skills as possible. Use a timer and tell participants when 60 seconds is over.

c. Now B faces C and summarizes A’s story in 30 seconds. “A” can observe but cannot speak or correct B. C must exhibit as many positive listening skills as possible.

d. Go around the room and have each C summarize B’s summary in 10 seconds. Ask the A who originated the story if the summary of the summary is correct. Do this until every C has presented.

9. As a class, discuss the activity.

a. What are characteristics of an individual who is actively listening?

b. How did it feel to know that someone was really listening to them?

i. For example, it might make them nervous to know someone is really paying attention to their words or it could make them feel important, etc.

10. On their note taking guide, have participants identify three note taking and listening skills they will personally use.

11. Have groups read the remaining of the “Get Into the Right Habits” section of the information sheet and complete the remainder of the “Get Into the Right Habits” section of the note taking guide.

12. Discuss the note taking guide response as a class. Specific discussion points include:

a. Why is it important to develop study skills?

b. What are strategies participants currently use to aid in their reading comprehension? Why do these strategies work for them?

c. What are ways an individual may identify their ideal learning environment?

d. Why is self-discipline important in higher education?
e. What are strategies participants currently use to manage their time? Why do these strategies work for them?

**Part 3: Explore Potential Interests**

<table>
<thead>
<tr>
<th>Option 3. 2. 1.</th>
<th>2.3.3</th>
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</thead>
<tbody>
<tr>
<td>13. Have groups read the “Explore Potential Interests” section of the information sheet.</td>
<td></td>
</tr>
<tr>
<td>14. On their note taking guide, have each participant:</td>
<td></td>
</tr>
<tr>
<td>a. Summarize why it is important to explore potential interests</td>
<td></td>
</tr>
<tr>
<td>b. Complete the activities chart</td>
<td></td>
</tr>
<tr>
<td>15. Provide each group with a Being Well-Rounded Activity Piece 2.3.3.H1.</td>
<td></td>
</tr>
<tr>
<td>a. Have individuals reflect on their activities to discuss if they think they would be considered a well-rounded applicant to that school. Describe why or why not.</td>
<td></td>
</tr>
<tr>
<td>b. Have participants brainstorm things they can begin doing today to be a more well-rounded applicant.</td>
<td></td>
</tr>
<tr>
<td>16. Have groups read the “Explore Potential Interests: Financial Implications of Switching Programs and Schools” section of the information sheet and complete this section of the note taking guide.</td>
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</tr>
<tr>
<td>17. Discuss the note taking guide response as a class. Specific discussion points include:</td>
<td></td>
</tr>
<tr>
<td>a. What is the impact of switching majors or schools?</td>
<td></td>
</tr>
<tr>
<td>b. What can individuals do to minimize their risk of needing to switch schools or majors?</td>
<td></td>
</tr>
</tbody>
</table>

**Part 4: Select and Apply to Post Secondary Institutions**

<table>
<thead>
<tr>
<th>Option 4. 2. 1.</th>
<th>2.3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Have groups read the “Apply to Post Secondary Institutions” section of the information sheet and complete this section of the note taking guide.</td>
<td></td>
</tr>
<tr>
<td>a. As they read each step, have participants discuss how much time they think that step might take.</td>
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</tr>
<tr>
<td>19. Discuss responses on the note taking guide.</td>
<td></td>
</tr>
<tr>
<td>a. If time allows, have students debate the most important step in the application process.</td>
<td></td>
</tr>
<tr>
<td>i. There is not right answer; they are all important.</td>
<td></td>
</tr>
<tr>
<td>b. Have participants identify the step that they think will be most problematic for them. Do this by providing each participant with a garage sale dot, or some other form of uniform sticker. Post the ten steps on a piece of poster paper. Invite participants to put their dots next to the step they anticipate would be the biggest challenge for them. Once completed, identify the top three most challenging steps. You can use this information to create follow-up lessons, materials or to target specific guest speakers.</td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion Options**

There are three recommended conclusion options for this lesson.

1. Option 1: Do I Have the Right Habits?
2. Option 2: Reinforcement Worksheet
3. Option 3: Defining Remediation

**Option 1: Do I Have the Right Habits?**

**Approximate time: 30 minutes**
Materials to prepare:
- 1 Do I Have the Right Habits 2.3.3.A2 per participant
- Optional: Internet access

1. Complete the Do I Have the Right Habits 2.3.3.A2 worksheet.
   a. Optional: have participants conduct online research to identify support resources to help them enhance or develop their skills in a particular area.

Option 2: Reinforcement Worksheet

Approximate time: 20 minutes

Materials to prepare:
- 1 Preparing for Higher Education 2.3.3.A4 per participant

1. Complete the Preparing for Higher Education 2.3.3.A4 reinforcement worksheet.

Option 3: Defining Remediation

Approximate time: 20 minutes

Materials to prepare:
- 1 Defining Remediation 2.3.3.A3 per participant
- Internet access per participant

1. Complete the Defining Remediation 2.3.3.A3 worksheet.

Assessment Options:
There are two recommended assessment options for this lesson
1. Option 1: Creating a Personal Higher Education Planning Timeline
2. Option 2: Preparing for Higher Education Group Presentation

Option 1: Creating a Personal Higher Education Planning Timeline

Approximate time: 30-45 minutes

Materials to prepare:
- 1 school calendar and/or 12-month calendar per person
- 1 My Personal Higher Education Application Timeline 2.3.3.A5 per participant
- 1 set of crayons or colored pencils (with at least 9 colors) per person
- Internet access per person
- 1 My Personal Higher Education Application Timeline Rubric 2.3.3.B1 per participant

1. Provide each participant with a My Personal Higher Education Application Timeline 2.3.3.A5 and a school or 12-month calendar.
2. Review the instructions as a class.
4. Then, have participants Part 2: Create a Planning Calendar.
   a. Encourage participants to seek assistance if they are struggling with this time management planning tool.
5. Evaluate the worksheets using the My Personal Higher Education Application Timeline Rubric 2.3.3.B1.
### Option 2: Preparing for Higher Education Group Presentation

**Approximate time:** 10 minutes to introduce, 60 minutes for group work, 3-5 minutes per group for presentations

**Materials to prepare:**
- 1 *Preparing for Higher Education Presentation Research* 2.3.3.A6 per person
- 1 *Preparing for Higher Education Presentation Rubric* 2.3.3.B2 per person
- Optional: 1 *Small Group Work Documentation Worksheet* 2.3.3.A7 per person
- Optional: 1 *Group Presentation Reflection Worksheet* 2.3.3.A8 per person
- Any materials that might be needed to create presentational visual aids (poster paper, markers, handouts, access to PowerPoint, etc.)

1. Divide participants into groups of 2-3. Tell participants they will be presenting key information from this lesson to either parents and/or peers.
2. Provide each participant with a *Preparing for Higher Education Presentation Research* 2.3.3.A6 and a *Preparing for Higher Education Presentation Rubric* 2.3.3.B2.
   - Optional: Provide each participant with the *Small Group Work Documentation Worksheet* 2.3.3.A7 will help the group organize and document its ability to function effectively.
3. Assign one of the following topics to each group, or allow groups to self-select:
   - Preparing for higher education academically
   - Preparing academic habits for higher education
   - How to distinguish yourself to colleges (What does “well-rounded” mean and how can you make the most of your background and experience?)
   - The financial implications of switching programs or schools once enrolled in higher education
   - The different steps and the importance of deadlines in the higher education process
4. Review the *Preparing for Higher Education Presentation Research* 2.3.3.A6 instructions and see if there are any questions.
5. Give groups time to work on their presentations.
6. Have groups conduct their presentations.
   - Evaluate presentations using the *Preparing for Higher Education Presentation Rubric* 2.3.3.B2
7. Optional: have participants use the *Group Presentation Reflection Worksheet* 2.3.3.A8 to self-assess their own performance within the group.
## Preparing for Higher Education Vocabulary List

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation</td>
<td>Sequences of increasingly advanced courses designed to bring academically underprepared students to the academic skill level expected when entering higher education</td>
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</table>
Preparing for Higher Education Note Taking Guide

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ______________________</th>
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</thead>
<tbody>
<tr>
<td>Total Points Possible</td>
<td>Date ______________________</td>
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<tr>
<td>Percentage</td>
<td>Class ______________________</td>
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</tbody>
</table>

Prepare Yourself Academically

What is remediation?

If remedation classes are required...

What can an individual do in high school to avoid the need for remediation?

Get Into the Right Habits

Why is it important to develop note taking skills?

Three methods that will enhance my note taking and listening skills are:

1. ______________________
2. ______________________
3. ______________________
Why is it important to develop study skills?

Three reading techniques that will aid in your comprehension include:

Describe two characteristics of your ideal learning environment.

What are two strategies you can employ to exhibit self-discipline?

Three ways you can improve your time management skills include:

Explore Potential Interests

Summarize why it is important to explore potential interests:
Describe the characteristics of three activities you are involved in and how each activity demonstrates an important skill or trait to a potential employer or school.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity description</th>
<th>Leadership roles, awards, honors or accomplishments</th>
<th>What this activity demonstrates to a potential employer or school.</th>
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</thead>
<tbody>
<tr>
<td>Activity:</td>
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<td>Activity:</td>
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</table>

Consider the "view" of the higher education institution your group received. Are your activities well-rounded? Justify your response with 2 reasons. What are two things you can begin doing today to better meet the definition of a well-rounded student?

What are implications of switching majors or schools?

What can you do to minimize the risk of needing to switch schools or majors?
Select and Apply to Post Secondary Institutions Right for Your Career Goals

Step 1
- Step:
- Description:
- Approximate time:

Step 2
- Step:
- Description:
- Approximate time:

Step 3
- Step:
- Description:
- Approximate time:

Step 4
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Step 5
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- Description:
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Step 6
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Step 7
- Step:
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Step 8
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Step 9
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Step 10
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Imani’s Time Management Skills

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<th>Total Points Earned</th>
<th>Name __________________________</th>
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<td>19</td>
<td>Date __________________________</td>
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<td>Class __________________________</td>
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**Directions:** Read through Imani’s summary of her time management weaknesses and her current time commitments. Then, imagine that you have control over when she can work, practice, do homework and socialize, and plan out her time commitments by color coding her weekly calendar. How would you organize Imani’s calendar to help her find time to spend more time with her family and friends? Can you find ways to combine time commitments to free up more time?

- “Sometimes I forget tests and homework assignments.”
- “I get tempted to wait until the last minute to work on a project or study for a test.”
- “I have a job after school; it’s hard to find time.”
- “It seems like I never see my friends anymore.”
- “I never seem to get enough sleep.”
- “The computer’s too much of a temptation—I end up messaging my friends and surfing the web rather than focusing on homework.”
- “I’m really stressed out—how am I going to manage my senior year of high school?”

**Imani’s Time Commitments:** (15 points for completion)

- **School:** 7:30 – 2:30, Monday through Friday [use the color blue]
- **Homework:** 10 hours per week [use the color yellow]
- **Sports:** 10 hours per week for practice and games [use the color red]
- **Work:** 17.5 hours per week [use the color green]
- **Social/Family:** 5 hours a week, but wished it were more [use the color brown]

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<tr>
<th></th>
<th>Sunday</th>
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**Two recommendations that will help Imani better manage her time:** (4 points)
Being “Well-Rounded” Activity Pieces

Higher Education Institution View 1:
Well-rounded students are excellent in many aspects of their lives. They demonstrate talent and ability academically, intellectually, athletically and socially. They typically demonstrate these qualities along with a commitment to excellence in the arts and service. Well-rounded students who offer their assistance to community and organizations show they are interested in contributing to society, which often times impresses faculty members and possible future employers.

Higher Education Institution View 2:
We scrutinize test scores and grades and then the applications for extracurricular distinction and personal qualities. Students’ intellectual imagination, strength of character, and their ability to exercise good judgment — these are critical factors in the admissions process. While there are students who might present unusual excellence in a single academic or extracurricular area, most admitted students are unusually strong across the board and are by any definition well-rounded. The energy, commitment, and dedication it takes to achieve various kinds and degrees of excellence serve students well during their college years and throughout their lives.

Higher Education Institution View 3:
While it’s true that higher education institutions want students who aren’t focused on just one thing, the truth is, “well-rounded students” are not what admissions officers are looking for. They are looking for well-rounded classes, meaning the group of students admitted in a particular year to a school. Rejection letters often have little to do with your actual high school performance; instead, it has more to do with the school’s freshman profile. Imagine a huge table. Schools want to fill that table with a diverse group of people. Sometimes this will work to your advantage.
# Being “Well-Rounded” Activity Pieces for Imani

## Possible Answers

### Higher Education Institution View 1:
Well-rounded students are excellent in many aspects of their lives. They demonstrate talent and ability academically, intellectually, athletically and socially. They typically demonstrate these qualities along with a commitment to excellence in the arts and service. Well-rounded students who offer their assistance to community and organizations show they are interested in contributing to society, which often times impresses faculty members and possible future employers.

POSSIBLE QUESTIONS: How long have you been involved in each extra-curricular? Have you won any awards or honors in your extra-curricular activities? Can you describe your community service projects?
ADVICE: Seek leadership opportunities within the clubs/basketball; pursue honors and awards relevant to your activities (such as “MVP for basketball); expand your clubs to include one that is specifically academic.

### Higher Education Institution View 2:
We scrutinize test scores and grades and then the applications for extracurricular distinction and personal qualities. Students’ intellectual imagination, strength of character, and their ability to exercise good judgment — these are critical factors in the admissions process. While there are students who might present unusual excellence in a single academic or extracurricular area, most admitted students are unusually strong across the board and are by any definition well-rounded. The energy, commitment, and dedication it takes to achieve various kinds and degrees of excellence serve students well during their college years and throughout their lives.

POSSIBLE QUESTIONS: What kinds of scores have you gotten on school, state and national academic tests? When have you had to exercise good judgment? Can you describe a problem you faced in an extra-curricular activity where you had to come up with a creative solution? Is there one area where you demonstrate unusual excellence?
ADVICE: Strengthen your math skills and grades (get tutoring if needed), pursue honors and awards relevant to your activities that demonstrate excellence (such as “MVP for basketball); seek more leadership roles in extra-curricular activities

### Higher Education Institution View 3:
While it’s true that higher education institutions want students who aren’t focused on just one thing, the truth is, "well-rounded students" are not what admissions officers are looking for. They are looking for well-rounded classes, meaning the group of students admitted in a particular year to a school. Rejection letters often have little to do with your actual high school performance; instead, it has more to do with the school’s freshman profile. Imagine a huge table. Schools want to fill that table with a diverse group of people. Sometimes this will work to your advantage.

POSSIBLE QUESTIONS: Why did you pick the activities you did—is there a common reason? What are you passionate about and how does that show in your activities? What makes you different from the other students? Do you have any unusual talents, skills or experiences that would make you an asset?
ADVICE: Be more focused in your activities; try to fully excel in one area; work on a developing skill or talent that sets you apart from other students
## Do I Have the Right Habits?

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name __________________________</th>
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<tbody>
<tr>
<td>16</td>
<td>Date __________________________</td>
</tr>
<tr>
<td></td>
<td>Class __________________________</td>
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</tbody>
</table>

**Directions:** Evaluate your current skill level for each skill necessary to be successful in higher education. For each skill, identify what you can begin doing today to improve your skill and a resource that will support your skill development. (4 points per skill)

<table>
<thead>
<tr>
<th>Current Skill Level</th>
<th>Needs Improvement</th>
<th>Very Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking Skills</td>
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<tr>
<td>Study Skills</td>
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<tr>
<td>Time Management</td>
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<td>O</td>
</tr>
<tr>
<td>Self-Monitoring</td>
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</tbody>
</table>

What are **two** things you can do today to begin improving your skill?

Identify a support resource--book, website, person, etc.:
Defining Remediation

<table>
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<tr>
<th>Points Earned</th>
<th>Name __________________________</th>
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<tbody>
<tr>
<td>15</td>
<td>Date __________________________</td>
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<tr>
<td>15</td>
<td>Class __________________________</td>
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</table>

**Directions:** Use the Internet to research the following information. Based on the information, create a 1 sentence fact that answers each question. Be sure to cite your source for each fact you create and make sure it is an unbiased and reliable source. (3 points each)

**QUESTION 1:** What is “remediation”? How is it determined?

**NOTES:**

**SENTENCE FACT:**

**SOURCE:**

**QUESTION 2:** Why does it matter if someone needs remediation? (Why is remediation a problem?)

**NOTES:**

**SENTENCE FACT:**

**SOURCE:**

**QUESTION 3:** Who needs remediation? How many students does it impact?

**NOTES:**

**SENTENCE FACT:**

**SOURCE:**

**QUESTION 4:** What can you do to avoid or minimize remediation?

**NOTES:**

**SENTENCE FACT:**

**SOURCE:**

**QUESTION 5:** What resources are available to help students who need remediation?

**NOTES:**

**SENTENCE FACT:**

**SOURCE:**
Preparation for Higher Education Reinforcement Sheet

<table>
<thead>
<tr>
<th>Total Points Earned</th>
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<tbody>
<tr>
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<tr>
<td>Total Points Possible</td>
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<td>Percentage</td>
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</table>

**Directions:** Match the following terms with the correct statement. Not all terms will be used. (1 point each)

1. Describes an incoming student who has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework
   - A. Academic advisor
   - B. Accreditation
   - C. Admissions test
   - D. Benchmarks
   - E. Procrastinate
   - F. Remediation
   - G. Time management
   - H. College ready
   - I. Well-rounded student

2. The act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity

3. A post-secondary applicant who is able to demonstrate academic promise, strength of character, and extracurricular distinction

4. A standard by which something can be measured or judged

5. The faculty member designated to assist a student in selecting the proper academic courses required to earn a degree at a post-secondary institution

6. To delay or postpone action; put off doing something.

**Directions:** Answer the following questions with complete sentences.

7. Explain two ways post-secondary remediation can impact a student. (2 points)

8. What is one way you can avoid or minimize post-secondary remediation? (1 point)
9. Provide three tips for taking good notes. (3 points)

10. Identify four of the study skills. (4 points)

11. What are **two** time management tips? Explain how each one would help a student improve his or her school performance. (4 points)

12. Describe at least three potential impacts of switching post-secondary programs or schools once you have already started. Then, explain two things you can do to minimize those impacts. (9 points)

<table>
<thead>
<tr>
<th>Potential impact of switching post-secondary programs</th>
<th>Two things to minimize impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>1.</td>
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<td></td>
<td>2.</td>
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<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>
My Personal Higher Education Application Timeline

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible (see rubric)</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Class</td>
</tr>
</tbody>
</table>

Part 1: Steps 1-5 of the Application Process

Step 1: Select the schools/programs you would like to pursue.

- What is your anticipated high school graduation date? _______________________
- Select three schools or programs you are interested in pursuing after high school. Identify at least three reasons why you are interested in pursuing each program or school.

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Reason 2:</th>
<th>Reason 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/program 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/program 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/program 3:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Steps 2 and 3: Identify major deadlines and select a mentor.

- Use the website for each school/program to research each of the following deadlines.
2.3.3.A5

<table>
<thead>
<tr>
<th>School/program 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Application Deadline</td>
</tr>
<tr>
<td>School/program 2:</td>
</tr>
<tr>
<td>School/program 3:</td>
</tr>
</tbody>
</table>

- Identify two mentors who can help you with the application process.

**Steps 4 and 5: Identify and collect documentation**

For each school/program, identify the required documentation and resources you will need to complete the application as well as how you will collect the documentation.

<table>
<thead>
<tr>
<th>School/program 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required documentation and resources</td>
</tr>
<tr>
<td>School/program 2:</td>
</tr>
<tr>
<td>School/program 3:</td>
</tr>
</tbody>
</table>
Part 2: Create a Planning Calendar

- When do you need to start the application process:________
- When will the application process conclude:________

On your timeline, color code each step in the application process, and how much time you would need to dedicate to each one. If multiple steps need to be taken during the same week, divide the square in half. Keep in mind other major due dates, holidays, breaks, personal vacations, etc. Use the following color codes:

**Dark Blue = Step 1:** Select the school, or schools, where you’d like to go after high school.

**Yellow = Step 2:** Define the application process for that school.

**Brown = Step 3:** Identify potential mentors who can help you in the application process.

**Orange = Step 4:** Identify data sources—what documents and resources do you need to complete the application?

**Green = Step 5:** Collect documentation.

**Purple = Step 6:** Have your mentors check your application.

**Red = Step 7:** Apply.

**Gray = Step 8:** Follow up.

**Light Blue = Step 9:** Compare offers.

Remember that the amount of time you will need for each step will vary and the process may vary per school/program. Feel free to use outside sources, such as your guidance counselor or the Internet, to get a better sense of how much time each step in the process can take.

<p>| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|
| Date (month/day) |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| School/program 1: |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| School/program 2: |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |
| School/program 3: |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |</p>
<table>
<thead>
<tr>
<th>Week</th>
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<th>21</th>
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<th>23</th>
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<th>33</th>
<th>34</th>
<th>35</th>
<th>36</th>
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<tbody>
<tr>
<td>Date (month/day)</td>
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<tr>
<td>School/program 1:</td>
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<td>School/program 2:</td>
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<td>School/program 3:</td>
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<tr>
<td>School/program 1:</td>
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<td>School/program 2:</td>
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<tr>
<td>School/program 3:</td>
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</table>
### My Personal Higher Education Application Timeline Rubric

<table>
<thead>
<tr>
<th>Step 1: Select the schools/program you would like to pursue:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least three schools/programs are identified</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>At least three reasons per school/program are identified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons are thoughtful and realistic</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps 2 and 3: Identify major deadlines and select a mentor:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All application deadlines for each school/program are identified</td>
<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Deadlines are accurate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one mentor is identified</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps 4 and 5: Identify and collect documentation:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessary documentation for each school is identified</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>How each document will be gathered is indicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Create a planning calendar:</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline identifies a start date and end date</td>
<td>15-11</td>
<td>10-6</td>
<td>5-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Timeline correctly codes all steps in the application process for each school/program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All color coding indicates enough time to perform each step</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All color coding accurately reflects the deadlines documented for each school/program</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All color coding reflects the potential impact of the calendar year (such as breaks, holidays, etc.)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total Points Earned**

**Name ____________________________**

**Date ____________________________**

**Class __________________________**

**Directions:** Complete the *My Personal Higher Education Application Timeline*. The completed project will be graded based upon the following rubric:
Preparing for Higher Education
Presentation Research

Directions: Create a 3-5 minute presentation to inform your parents or your peers about Preparing for Higher Education. Use this worksheet to help organize your presentation.

Topic:

Our main message (write in sentence form):

Target audience (peers or parents):

Types of visual aids (choose 1):

- PowerPoint
- poster
- brochure
- object/prop
- overhead
- projector
- flip board
- whiteboard/blackboard
- handouts
- video
- other

At least three main points (that support our message):

1.

2.

3.

At least two reliable research sources (cite them here; include the type of resource and why you believe it is reliable):

- Interview
- Survey
- Questionnaire
- Book
- Periodical
- Magazine
- Internet

<table>
<thead>
<tr>
<th>Source</th>
<th>Type of source</th>
<th>Why it is reliable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tips for an effective presentation:

- Write out an outlines that documents who will speak, what each person will say (main bullets, not word-for-word), when each person will speak, the visual aids that will be used.

- Be sure someone in the group is tracking your time—you will be graded on your ability to stay within the presentation time frame of five to ten minutes.

- Care about your topic and your audience will care, too.

- Practice, practice, practice. The more you practice, the less nervous you will be.
# Small Group Work Documentation

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible (see rubric)</td>
<td>Date</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Roles*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group work checklist:

- Initial meeting to plan who will do what and to schedule all other group work dates and times.
- Individual research completed.
- Presentation outline written.
- Visual aid created.
- Presentation roles have been determined.
- Rehearsed presentation and timed it at least twice.

*You must fulfill all of the following required group roles:

- **Researcher**: in charge of researching information from at least one resource and documenting at least six relevant points.
- **Writer OR Graphic Artist**: responsible for writing at least one to two spoken minutes of presentation material OR completing one visual aid based on group research. (Every group needs at least one of each.)
- **Presenter**: must present at least one minute of group work to the selected audience

*And you must choose one of the option roles:

- **Teacher Liaison**: The group representative to the instructor. Asks any questions on behalf of the group and gathers any available materials.
- **Time Keeper**: Keep group discussion track during meetings and final presentation on time.
- **Recorder**: Tracks all group decisions, research and results; has a copy of everything produced by group members.
- **Manager**: Makes sure all aspects of the assignment are being met.
# Group Presentation Reflection

<table>
<thead>
<tr>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Possible (1 point each)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Percentage</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

**Name** ___________________________

**Date** ___________________________

**Class** ___________________________

**Directions:** Answer the following question completely.

1. What were your roles in this group? (1 point)

2. What did you have to research for the presentation?

3. What did you have to prepare for the presentation?

4. What did you have to do during the presentation?

5. What skills or strengths did you bring to your group?

6. Which best describes the effort you put into this presentation and why?
   - I feel my effort was well above the call of duty.
   - My level of effort was just right and got the job done.
   - I could have done more.
   - I put very little effort into this presentation.

7. What do you need to work on next time to be a more effective group member?
# Preparing for Higher Education Presentation Rubric

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Name ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Date ____________________________</td>
</tr>
<tr>
<td>Percentage</td>
<td>Class ____________________________</td>
</tr>
</tbody>
</table>

**Directions:** Use this rubric to evaluate the Preparing for Higher Education Presentation.

<table>
<thead>
<tr>
<th>Content - Organization</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is between 3 and 5 minutes</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Introduction catches the audience’s attention, introduces the topic and conveys credibility</td>
<td></td>
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<tr>
<td>The conclusion reinforces the main ideas of the presentation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Content – Main Points</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The message is clear and appropriate to the target audience</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>At least three main points are conveyed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main points are well organized and easy to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content – Research</th>
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<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two reliable sources are used</td>
<td>6-5</td>
<td>4-3</td>
<td>2-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sources are properly cited in the presentation and visual aid</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Visual Aid</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Presentation includes the use of a visual aid</td>
<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Visual aid provides clarity and interest</td>
<td></td>
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<td></td>
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<tr>
<td>Visual aid is presented effectively and can be easily seen</td>
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<table>
<thead>
<tr>
<th>Presentation Delivery</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>No Performance</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group is well prepared</td>
<td>9-7</td>
<td>6-4</td>
<td>3-1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All members speak clearly with good posture and eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members are professionally dressed</td>
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</tr>
<tr>
<td>It is clear that all group members equally contributed to the project</td>
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</tbody>
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© Take Charge Today – August 2013 – Preparing for Higher Education

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Preparing for Higher Education

Advanced Level

After you have an idea of the education and training you need to achieve your future career goal, it’s time to begin making plans to reach that goal! Preparing for education and training after school doesn’t happen overnight—as a matter of fact, there are things you need to do throughout your time in high school to make sure you are prepared.

There are four things you need to do to prepare for higher education:

1. Prepare yourself academically
2. Get into the right habits
3. Explore potential interests
4. Select and apply to post-secondary institutions right for your career goals

1. Prepare Yourself Academically

DID YOU KNOW?

☐ The percentage of first-time high school graduates placed into at least one remedial course in 2011 was 31.8%, up from 28.6% in 2009-10. The largest number of students needed remediation in math.

☐ Nearly four out of five remedial students had a high school grade point average of 3.0 or higher.¹

Remediation refers to sequences of increasingly advanced courses designed to bring academically underprepared students to the academic skill level expected when entering higher education. Students are often taken by surprise when they learn they are “not college ready.” Didn’t they pass their high school academic classes? They graduated from high school, on time, right? And hey, they even did well on the high-stakes assessments—doesn’t that mean they are college ready?

Not necessarily. Higher education and training expectations are very different from high school! Even if the class you are taking has the same name as the one you took in high school, higher education instructors move through course material at a much faster pace, cover more material, emphasize different concepts, and may have very different goals than high school instructors.²

So even if a student passed the required math classes in high school, it doesn’t necessarily mean that student is ready for math in a higher education setting.

What many students don’t realize is that the remediation courses they take are often required, add to their degree or certificate program course load, cost the same as any other course, **but do not count towards their program certificate or degree**. Therefore, if you had a degree program that required 120 credits, credit earned in post-secondary remediation courses would not count toward the 120 credits required for that degree. This may mean that it takes longer to finish your degree program, and in the meantime, your post-secondary funding may run out. The last thing you want is higher education debt but no credential to show for it!

If you take a placement test while still in high school, you still have time to get your academic skills up to speed before you go to higher education. This could save you time and money!

1. Prepare Yourself Academically Continued...

You can do something about it—find out early on if your academic skills are “college ready.” Although admissions tests, like the SAT or ACT can provide an indication of your academic readiness, many post-secondary institutions, use placement tests, such as the Accuplacer exams, to determine if you are academically ready for post-secondary courses. Testing results from a placement exam aren’t used to determine if you should continue your education but to place you in the most appropriate academic post-secondary courses, even if it means remedial courses.

You can also prepare by challenging yourself in high school, especially in your core academic courses.

What steps can you take to make sure you are ready for higher education?

2. Get Into the Right Habits

You need to know more than facts to do well when continuing your education and training after high school. You need to have the right behaviors that will lead to post-secondary success. These include good note-taking skills, study skills, time management skills, and self-monitoring skills.

Note taking skills

The problem: Professors and training instructors will not slow down or tell you what is important information—you have to be able to figure that out on your own.

The solution: Practice better note taking skills in high school. Education blogger Dennis Jerz\(^2\) offers tips for good note taking skills that include:

- Go to class prepared
- Improve your listening skills
- Develop a note taking method that works for you
- Pay close attention to content
- Review and edit your notes

Study skills

Once you get to higher education, it's up to you to read and understand the assigned materials. Lectures and assignments proceed from the assumption that you've already done so and that you understood all of the assigned material. To study well, you will need to practice effective reading comprehension techniques, to create your ideal learning environment and to demonstrate discipline.

To better understand what you are reading, it may help to try some of the following techniques:

- Try pre-reading techniques: write down what you already know about the topic, or questions you may have
- Read out loud
- Look up unfamiliar words
- Summarize each page, section or paragraph as a “tweet” (write a summary of 140 characters or less)
- Outline what you have read to capture main points and supporting details
- If you own the text, or are using an e-reader, underline or highlight key facts or passages
- Read the passage twice—once to appreciate the information as a whole and then to understand the details

**Study Skills continued...**

Now is the perfect time to determine what your ideal learning environment. Different people learn best in different situations. Think about the following conditions and figure out which settings work best for your learning needs:

- **Sound.** Some people need it absolutely quiet in order to concentrate. Others work or study more effectively only if there is music or noise around them.
- **Light.** Too little or too much light can inhibit learning.
- **Design.** This refers to the formal or informal settings and furniture in the room where you study. For instance, do you sit at a desk or do you prefer to lounge on the floor or bed?
- **Time of Day.** Some people are night people and others work best in the morning.
- **Food.** You need to eat, drink, or chew gum while studying or working?
- **Social Aspects.** This is your preference to work or study alone, with a partner, or in a group.

Finally, it is a great time to start working on self-discipline when it comes to studying. It can be difficult to avoid activities with friends, texting, favorite TV shows, or talking on the phone, but these devour your study time. Once you find the right place and time, get rid of all possible distractions so you focus on your main purpose—earning good grades, and eventually, earning a post-secondary credential.

**Time management skills**

It doesn’t take long for students who continue education beyond high school to realize that managing their time is one of the most challenging aspects of being in school. With so much to do and keep track of, and no teachers or parents pushing you, strong time management skills can make all the difference.

- Get a calendar and use it. It can be a paper calendar or a cell phone. Schedule reminders, study times, and project benchmarks.
- Write down everything. Write down everything you need to do in one place: when to eat, sleep, study, do laundry... You get the idea. The busier your schedule gets, the more important this becomes.
- Schedule time to relax and reward. Don’t forget to schedule a chance to relax and chill, even if it is only for fifteen minutes. Give your brain a break and keep your stress levels in check. Also, schedule some rewards to celebrate accomplishments. It might make it easier for you to get through a challenging concept or assignment if you know you have something to look forward to afterwards.
- Keep trying new time management methods until you find one that works for you. Maybe a new and better app just came out. Maybe a friend told you about a technique that works for him. Maybe a technique you are trying just isn’t working out.
- Plan backwards from major deadlines. Start with deadlines for large projects, exams and papers. Then, figure out how much time you need to prepare for each deadline and schedule your time accordingly. Be sure to put in a little extra time, just in case you hit a bump in the road.
- Don’t procrastinate. Even if you’re able to pull off writing two papers and planning a presentation during midterms week, you’ll be stuck if you get the flu when you’ve planned to pull an all-nighter. Work on your assignments as soon as they are assigned, and not when they are due, to eliminate any unwanted surprises or delays.

**Self Monitoring**

When you continue on to higher education, the only one responsible for you is you. You need to be able to demonstrate you have what it takes to take care of yourself and get your work completed on time. You need to figure out when you can handle your work by challenging yourself and when you need assistance. And it is critical that you know where to go to access the assistance you might need, whether it be tutoring or medical help.
3. Explore Potential Interests

By exploring your interests and hobbies throughout high school, you can accomplish many things that schools and employers look for:

- Showcase diverse interests and capabilities, to demonstrate that you are “well-rounded”
- Prove you are able to manage your time successfully
- Showcase your talent and leadership skills
- Exhibit transferable skills that lead to success in the classroom and the workplace
- Contribute back to your community or to others
- Demonstrate excellence through acquiring awards and honors

However, you may be accomplishing more than that—you may be finding your future career! It’s important during high school to start to get a sense of what you might like, or might not like, to do once you enter the workforce full time. You can do that through your extra-curricular activities, your hobbies and even through a summer or part-time job.

There are also work-and-learning activities that might be available during high school. These can include career fairs, community service projects or project learning, internships, community service, job shadowing, informational interviewing and cooperative education opportunities. The more information you can gather now, the better equipped you will be to select, and pay for, the post-secondary education or training you will need to prepare you for a chosen occupation.

**What skills can make you successful in the classroom and the workplace?**

**Financial Implications of Switching Programs and Schools**

Not many people know what career they want without test-driving it first in a post-secondary setting or in the workplace. However, every time you change your post-secondary degree or certificate program of study, you risk “losing” credits for classes you’ve already taken. On top of that, the new program of study you have selected will require you to pay to take new classes, costing you even more money, and more time, to finish your post-secondary education or training.

The problem of loss of class credit and money can be even more extreme if you switch schools. Many times, one higher education institution will not accept credit for courses from another institution, even if it is for the same class. In addition, the new school may not accept course credit from the old school if you received a low grade for that class, such as a “D.” Either way, you end up paying twice for the same classes. On top of that, you risk losing some or all of your financial aid by transferring to another school.

Before you consider switching majors or schools, weigh the potential costs of this decision. You might end up paying a lot more to cover additional classes or training requirements. You also might end up losing scholarships or grants you were awarded. Depending on your situation, you may be better off completing a degree or training program if you know it is at least related to something you want to do. Do your research and check with an academic advisor. Long-term thinking and planning will save you time and money. Better yet, minimize the risk of needing to switch schools by researching the school first, including its costs, programs and aid package. Also consider interviewing current students and visiting the campus to ensure it is a good fit.
4. Select and apply to post-secondary institutions right for your career goals

Here are some simple steps to help you navigate the process to apply to a post-secondary education and/or training institution:

**Step 1:** Select the school, or schools, where you’d like to go after high school. *Factors to consider include: admission rate, programs of study, cost, size, location, setting, accreditation, extracurricular activities, etc.*

**Step 2:** Define the application process for that school. *Perform an Internet search for the post-secondary institution plus words like “application” or “admissions” to get a link to that institution’s website; it should walk you through what that school or program requires.* Pay close attention to different application processes, their requirements, and deadlines.

**Step 3:** Identify potential mentors who can help you in the application process. *Who could help you through this process? A parent? Teacher? Guidance counselor? Academic advisor? Mentor? Find one or two people who can help you during the process and motivate you to complete the application.*

**Step 4:** Identify data sources—what documents and resources do you need to complete the application? *Typically, these include high school transcript, standardized test scores, letters of recommendation; personal essay or statement; extra-curricular transcript; work experience; any honors, certificates, awards or other achievements.*

**Step 5:** Collect documentation. *Once you know what you need, collect the required documents.*

**Step 6:** Have your mentors check your application. *It is better if a trusted friend or adult finds a mistake than an admissions officer! Have your application mentors check for any errors, make sure all answers are complete, and that all required documents are accounted for.*

**Step 7:** Apply. *Be sure you make a copy of the completed application before putting it in the mail, including a copy of the application fee you send along with it (for your records). If needed, schedule an in-person interview and practice with one of your application mentors to ease your nervousness.*

**Step 8:** Follow up. *You should receive a confirmation email once the school has received your application. Check that email to make sure all of the information is correct, and contact someone from admissions if it is not. There are great websites with tips on how to play the application waiting game without becoming an application “status stalker,” such as Jackie Mantey’s article, “What to Do While Waiting for Admission Letters.”*

**Step 9:** Compare offers. *Now is the time to get picky to make sure you make the right choice for you! Consider the aid package, and then other factors such as program completion rates, work-and-learning opportunities, job placement rate, study abroad opportunities, student-faculty ratio, safety, campus life, alumni network, and transportation options.*

**Step 10:** Select your school. *This is when the real work begins! Forget everything you know about the school and try to see it with fresh eyes. If you have not visited the institution, now is the time to do it. Talk to students in your program of study area and get a first-hand account of the curriculum, faculty, facilities and options for those who complete. Sit in on some classes. This is one of the most expensive decisions you will ever make—you wouldn’t buy a car without seeing it or test driving it first! The more research you do now to make sure this is the right place for you, the less likely it is that you will regret your decision or need to transfer down the road.*

Start a “College/Training Application” folder that has copies of documents typically needed for employment or post-secondary applications. Include copies of awards and achievements, a resume that includes community service and any repeated volunteer work, a listing of all extracurricular activities noting any leadership roles, proof of any special status you might use for financial aid—first generation college student, veteran status, etc., test scores and more.

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