

**Sophomore (March / Unit 5):
Going from “Off-Course” to “On-Course”**

Objective: *To look at how your outcomes and behaviors impact your success and commitment to change*

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Complete and include your **Student Grade Check** form.
- Include your parent/guardian’s signature on the **Evaluation Sheet**.
- Complete the **Stipend Request** form.
- **Have site sponsor sign the Mid-Month Check-In (even if not fully finished) by _____.**
- **Be prepared to review it with UB staff on _____.**

Stipend Requirements

Stipend Amounts	Possible Portfolio Completions
Complete = \$40.00	<ul style="list-style-type: none"> • Unit 100% complete: turned in on-time, parent/guardian signature, and site sponsor signature.
Partial = \$30.00	<ul style="list-style-type: none"> • Unit 75% complete: includes parent/guardian and site sponsor signatures. • Unit 100% complete: includes parent/guardian signature; <u>does not</u> include site sponsor signature.
Partial = \$20.00	<ul style="list-style-type: none"> • Unit 100% complete: <u>does not</u> include parent/guardian signature. • Unit 50% complete: includes parent/guardian and site sponsor signatures.
Incomplete = \$0	<ul style="list-style-type: none"> • Unit less than 50% complete (even if unit includes parent/guardian and site sponsor signatures)

What to do if you are absent on portfolio visit days!

Planned Absences (e.g. sports games, field trips, etc.)	Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>before you leave</u>. UB staff will review your work, and you are eligible for a full \$40 stipend. • If you forget to leave your binder with your site sponsor before you leave but turn it in to your sponsor the <u>first day you return</u>, you are eligible for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. 	<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>the day you return to school</u>. You are still eligible for a full \$40 stipend. • If you forget to give your binder to your site sponsor <u>the day you return</u>, you have <u>24 hours</u> to turn in your unit for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>.

Upward Bound Contacts

Diana.betoney@nau.edu
Verlinda.folgheraiter@nau.edu
Sarah.friedmann@nau.edu
Phone: 800.628.4494 / 928.523.6988
www.nau.edu/ub

Personal Affirmation

At the beginning of each portfolio unit, you will include your personal affirmation. Much like Martin Luther King, Jr.'s "I Have a Dream" speech, each of us has dreams, affirmations, and hopes for our lives. By writing down your goals and dreams, you make commitments to yourself, use positive self-talk, and figure out how to overcome obstacles that stand between you and your college education!

Write your affirmation by describing who you are – or strive to be!

"I am a/an _____, _____, and _____."

(adjective) (adjective) (adjective) (your role)

Step 1: Creator / Victim Recap

From: Dr. Skip Downing, Innovative Strategies For Empowering Your Students To Become Active, Responsible Learners and On Course Facilitator's Manual

Victims believe that their behaviors, thoughts, feelings, and outcomes are caused by forces beyond their control, such as powerful others and luck. They believe they are merely pawns in the chess game of life. Their language is characterized by blaming, complaining, and making excuses.

Creators believe that their behaviors, thoughts, feelings and outcomes are the natural consequences of their lives. They create, promote, or allow all of their outcomes and experiences. Their language is characterized by ownership and action plans.

When people keep doing what they've been doing even when it doesn't work, they are acting as **Victims**. When people change their beliefs and behaviors to create the best results they can, they are acting as **Creators**. One key to success is to begin responding to life more often as a Creator.

Accept the Creator role and take responsibility for creating the outcomes and experiences in your life, including your education. Reject the Victim role! Give up complaining, blaming and making excuses.

Step 2: Creating Inner Motivation

From: Dr. Skip Downing, Strategies For Creating success in College and in Life.

"There are three things to remember about education. The first is motivation. The second is motivation. The third is motivation." (Terrell Bell, former U.S. Secretary of Education)

A lack of motivation is a key barrier to your success as a student and future college graduate. You know you might lack motivation if you are constantly late to class, not turning in complete assignments, participating in class discussions, and/or ignoring offers of support. Once in college, the most visible sign of lack of motivation is the enormous number of students who drop out of college after their first year. As an Upward Bound participant, we want to prepare you far in advance to gain the motivation you need to be successful and graduate from college!

Let's look at the following equation to gain an understanding of we achieve motivation:

$$V \text{ (value)} \times E \text{ (expectation)} = M \text{ (motivation)}$$

As a student, **you determine "V" by the benefits you believe you'll obtain from seeking and obtaining a college degree.** The greater the benefits you give to these experiences, the more motivation you will have. The greater your motivation, the higher the cost you'll be willing to pay in terms of your time, money, effort, sacrifice, etc., to succeed in college.

For example, if you are completely committed to being a veterinarian, you are prepared to be successful in college, finish your bachelor's degree (most likely in a science such as Biology or a pre-veterinary program), attend

veterinarian school for 3 years and then finish your residency. *This is up to 10 years of hard work you will need to put in after high school before you even become a veterinarian, but, if you are highly motivated and committed to your goal, you will figure out how to do it. You have a high value for this goal because it is so important to you, and you are committed to seeing it through.*

As a student, **you determine “E” by how likely you think it is that you can earn a college degree with a reasonable effort.** You need to consider your abilities (such as how good of a student you are and how strong your pre-college education is) against the difficulty of achieving your goal of finishing college (such as how challenging the courses are that you will need to take and how much you are willing to sacrifice to be successful in them).

For example, if you believe it will be too hard to apply to college because you are not a straight A student – let alone be successful and finish your degree! – your “expectation” will be low because you do not think it is likely you can earn a degree. You believe (even unconsciously) that it will take too much effort to successfully complete college. See how your mind can convince you that you will fail without even trying first? Your expectation of success is low because you simply accept that you are a poor student without making changes.

**On a scale of 1 – 10, now decide your motivation to attend and be successful in college.
The more you agree with the statement, the higher the number you should have.**

*1 = lowest and 10= highest
(100 is the highest total score)*

The value I place on being a success in college is _____
This is my “value”.

My expectation of being a success in college is _____
This is my “expectation”.

$V(\text{_____}) \times E(\text{_____}) = M(\text{_____})$

Are you surprised by your motivation to attend and be successful in college? Why or why not?

What would be a “good” or “great” score for you? If you do not have this score, what changes do you need to make? If you do have this score, what can you do to keep it high?

Only you can determine how much value a college education holds for you!

Step 2: The Value of Your Outcomes

For some people, long-term goals are too far off to be motivating – and this can even include going to college for you! However, coming up with short-term goals for a long-term goal like college can be easier to understand and grasp. Have you thought about the desired outcomes and values for your high school goals to prepare you for college? “Outcomes” are those things you will take away with you at the end of the semester (such as a grade or

something you will learn). At this point, you don't have to know how you will achieve these outcomes: we just want you to know what you want and why. For example, look at the following possible outcomes:

Desired Outcome	Value
Earn a GPA of 3.8 or better and make the honor roll this semester	A high GPA will look great on my transcript when I apply to college. It will make me feel good about my accomplishments!
Get an A in my Anatomy class.	I want to be a nurse, so doing well in Anatomy is the first step towards being a successful nurse.

Now it's your turn! What are 3 outcomes for you right now that will make you successful in school, and why are they of value to you?

My Desired Outcomes	My Values

Step 3: Off-Course? How to Get Back "On-Course"?

***"Consider this: if at first you don't succeed, something is blocking your way."
(Michael Ray and Rochelle Myers)***

You may have taken responsibility for all of your actions. You may have set personal goals and dreams that give you purpose and meaning to your life. However, despite all of your hard work on being a "creator" in your life, you may still be "off-course", and you aren't achieving your desired outcomes and experiences. You can choose to listen to the critic inside your head who blames, complains and makes excuses for your situation – or you can ask yourself important questions like:

***What habits do I have that sabotage my success?
What beliefs do I have that get me "off-course"?
How can I consistently make wise choices that will create a rich, personally fulfilling life?***

Think about and write down an area of your life where you are currently "off-course". Examples include an unhealthy relationship, not being assertive, or having a negative belief about yourself (other people, the world, etc). If you need help thinking about an area of your life where you are "off-course", looking at your "Desired Outcomes" above might give you some ideas. However do not feel like you must use an outcome from above!

1. *In what area of my life am I “off-course”?*
2. *What choices have I made to get “off-course”?*
3. *What challenges will I face while making this change?*
4. *What benefits will I experience as a result of my change?*

Step 4: Self Defeating Habits

Now that you realize you’re “off-course”, you need to figure out how to get back “on-course”. Every day, we face internal forces that can pull us “off-course”, something we like to call our **scripts**. A great way to understand scripts is to think about a script in theater telling an actor what words, actions and emotions to perform onstage. However, the actor doesn’t make the choice of how to respond on stage. Instead he/she must respond based on what the “script” says. This makes for a successful actor, but responding automatically to all *life scripts* can sure be one way to struggle as a human being!

Everyone has scripts. Some scripts help us to achieve our success, but other may be getting us “off-course” from our goals and dreams. You’ll need to become aware of your unique, personal scripts that can help you to make wise choices at each fork in the road in order to create the life you want!

Though no one knows exactly how we “wrote” our life scripts, we can think of a few reasonable explanations. **One factor is how others respond to us.** For instance, think of how an adult might respond to a crying child. Does this person respond right away and sooth the child? – or do they ignore a child’s cry or yell back? What does the child learn about these responses? One the one hand, the child who is soothed might learn that “people will help me, and I am loved”. On the other hand, the child who is ignored might learn that “people won’t help me, and I’m not important.”

A second factor is what significant adults say to us. What do they say about the world? Is it safe or dangerous? What do they say about other people? What do they say about you? The answers can be ideas that tell us who we are or should be, such as “good/devoted/happy/smart/confident/shy, etc.” In comparison, the answers can be ideas that tell us who we are not or should not be, such as “Do not think/be yourself/talk back/feel/say no/get angry/love yourself, etc.”

A third factor is observing the behavior of significant adults. What do the important adults in your life do? As an child or youth, you can rightly think, “If it’s right for them, it’s right for me!” However, we all know that even the adults in our lives don’t always make the right choices. *What then is the impact on all of us if our scripts are based on watching their mistakes?*

The important news about your unconscious scripts is that they always have positive intentions. However, they are often responses we developed because of a specific situation, and these situations are not always healthy and positive. The script helped us “deal with” the situation in the past, but it might not be necessary to continue to use the script anymore.

We can often see the influence of unconscious scripts in our lives. Put a check next to any of the following patterns of thoughts, emotion, and behavior that are often true of you.

Remember:

Don't judge yourself when you check that a script is true for you.

It's a positive thing to identify the scripts that are challenging your success and figure out how to change them!

Check if Often True	Scripts
	I waste a lot of time doing unimportant things (such as TV, video games, etc).
	I easily get upset (such as angry, sad, anxious, depressed, guilty, frustrated, etc).
	I hang out with people who don't support my academic goals and dreams.
	I believe that most people don't like me.
	I often turn in assignments late.
	I get nervous around my teachers.
	I worry excessively about doing things perfectly.
	I think most of my classmates are smarter than I am.
	I quit on things that are important to me.
	I allow a person in my life to treat me badly.
	I don't believe I deserve success as much as other people do.
	I am frequently absent from school.
	I am very critical of myself.
	I don't ask questions in class or participate in class discussions.
	I often break promises I have made to myself or others.
	I have severe test anxiety.
	I feel uncomfortable about asking for help.
	I don't get along with one or more people with whom I live.
	I am very critical of other people.
	I get extremely nervous when I speak to a group.

How might the scripts you selected above be stopping your goals and the kind of life you want?

Step 5: Committing to Change!

The fact that you are thinking about an area of your life where you are currently “off-course” and mapping out how you can be “on-course” is a great sign that you want to change. Now it's up to you to take the steps you've outlined above and commit to changing your life!

“Creators” do all they can to become aware of the habits of thought, emotion, and behavior that sabotage their success. With this awareness, they take steps to revise any self-sabotaging habit patterns or beliefs, empowering

them to create greater success. Experiment with being more self-aware by picking one of the following new beliefs or behaviors and try it for one week:

1. Identify an area of in my life in which I am “off-course” (even a little).
2. Identify a behavior that gets me “off-course” and replace it with one that is more self-supporting.
3. Identify a thought that gets me “off-course” and replace it with one that is more self-supporting.
4. Identify an emotion that gets me “off-course” and replace it with one that is more self-supporting.
5. Identify a belief that gets me “off-course” and replace it with one that is more self-supporting.

Based on the habit or pattern above, now choose what it is exactly that you want to change. *For example, you could commit to changing the thought that you are not good enough to play on the school basketball team. You could also commit to changing the behavior of treating your younger sister so poorly that you in regular trouble with your parents.*

Fill in the following table, writing in the area of your life, behavior, thought, emotion or belief that you want to change. Track yourself for one week, putting a check in the appropriate box when you keep your commitment.

My Commitment of Change						
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Did you keep your commitment? (circle one) Yes No

- *If not, what challenged you from being able to keep it? What could you have done differently to have kept your commitment?*

- *If you did keep your commitment, what kind of challenges did you have to overcome to keep it?*

Was it worth your time to work on this commitment? Please explain your answer.

Is this a commitment that you plan to permanently keep? Please explain your answer.

SOPHOMORE PORTFOLIO MID-MONTH CHECK – IN SHEET

March/Unit 5 • Going from “Off-Course” to “On-Course”

Student Name: _____ Date: _____

Directions: To obtain full credit complete this check-in sheet of your unit work.

- It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.
- **Site Sponsor must sign Check – In Sheet by due date on the 1st page of your portfolio unit.** This is typically 1 week before your portfolio visit.

1. What parts of the unit have you completed?

- a) all of it
- b) half or more
- c) very little of it
- d) none of it

2. What parts of the unit do you still need to complete?

3. What part of this unit, if any, are you having difficulties with? Why?

4. What type of help do you need, if any, in order to complete unit by the due date?

FOR SITE SPONSOR TO COMPLETE:

Unit at least ½ complete: Y N

Site Sponsor Signature _____

Date _____

