

**Sophomore (September / Unit 1):**  
**Self Discovery, Personal Responsibility and Goal Setting**

**Objective:** *Identify steps to attain goals and establish an awareness of your individual talents.*

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

**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"> <li>• 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.</li> <li>• 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>.</li> </ul>	<ul style="list-style-type: none"> <li>• Give your binder to your site sponsor <u>the day you return to school</u>. You are still eligible for a full \$40 stipend.</li> <li>• 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>.</li> </ul>

**Upward Bound Contacts**

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### 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! For example, you could say, "*I am an intelligent, committed, and creative daughter/son/student/young woman.*" **Choose 3 adjectives to describe you who are and strive to be.**

"I am a/an \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_."

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

Don't forget your affirmation – and your commitment to yourself. You will write it each month!

#### Step 1: Self Discovery Inventory

Making a commitment to yourself is essential – and this commitment includes being honest with yourself! Finding out who you are and who you want to be is a necessary step to become successful. Begin this journey of self discovery towards your success by answering the following questions as honestly and completely as you can.

1. **What have I done in the past that I really enjoyed?**
  
2. **Where is my favorite place? Why?**
  
3. **If I could be anything in the world, what would it be?**
  
4. **When am I the happiest?**
  
5. **What is/are my favorite subject(s)? Why?**
  
6. **What do I enjoy reading?**
  
7. **What time of day am I at my best?**
  
8. **When do I feel the most motivated?**

**9. What skills and/or qualities have my teachers, friends, family, etc., complimented me on?**

**Step 2: Personal Response to Self Discovery**

From answering the questions above, I realize that ....

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**Step 3: Personal Responsibility**

Responsibility means different things to all of us. **Please write your definition of responsibility below.**

Now that you have your own definition of responsibility, **write down 10 things you are responsible for at home, school, in your community, etc:**

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**Step 4: Victims and Creators**

*From: Dr. Skip Downing, Innovative Strategies For Empowering Your Students To Become Active, Responsible Learners, On Course I Workshop*

**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.

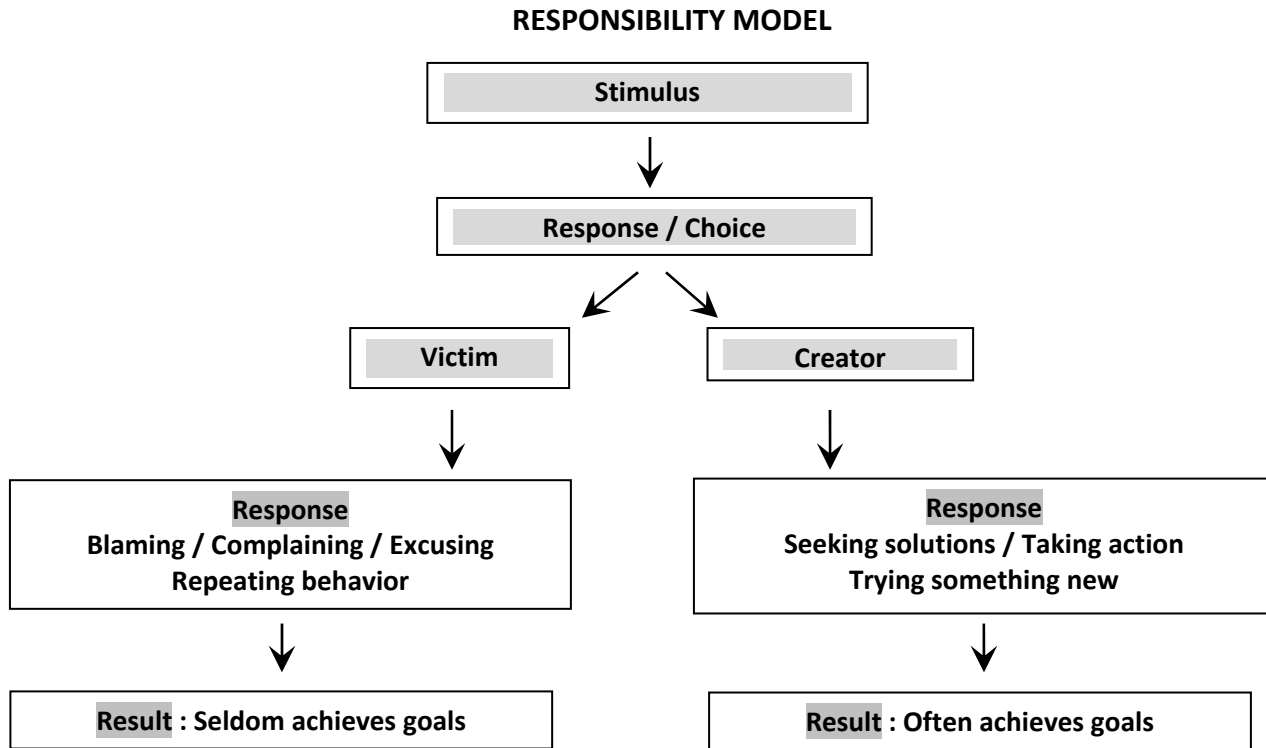
**Creators** believe that their behaviors, thoughts, feelings and outcomes are the natural consequences of their lives. They create, promote, or allow all of their outcomes and experiences. Their language is characterized by ownership and action plans.

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 5: Responsibility and Choice

The key ingredient of personal responsibility is **choice!** Humans have a brief, critical moment of decision available between the **stimulus** (a situation that requires a choice) and then your **response/choice** to the situation. In this moment, we make **choices** – consciously or unconsciously – that influence the outcomes of our lives.



In that brief moment between stimulus and choice/response, we can choose to be a Victim or a Creator. The results of the many choices you make create the outcome of your life!

## Step 6: Excuses and Reasons

Here are choices that students face each day in deciding to turn in an assignment on time. For each reason or excuse, put a “V” if the reason/excuse uses **Victim** language or a “C” if the reason/excuse uses **Creator** language.

*“I didn’t turn in my assignment on time because ...”*

- I rushed my daughter to the hospital because she was having an asthma attack.
- I visited my boy/girlfriend because he/she is having problems at home, and I felt he/she needed me.
- I started the assignment last night, but didn’t manage my time well. I’m going to study differently tonight.
- I couldn’t understand the assignment because my teacher confused me.
- I had to work last night and was too tired when I got home.

What differences do you see that distinguish Victim reasons from Creator reasons?



*“I believe it is prompt accountability for one’s choices, a willing acceptance of responsibility for one’s thoughts, behavior, and actions that make [the soul] powerful.” (Alice Walker)*

*“It is not what happens, it is how we react to it. We are each 100% responsible for all our experiences.” (Louise Hay)*

*“I believe that we are solely responsible for our choices, and we have to accept the consequences of our every deed, word, and thought throughout our lifetime.” (Elisabeth Kubler-Ross)*

*“The more we practice the habit of acting from a position of responsibility, the more effective we become as human beings, and the more successful we become as managers of our lives.” (Joyce Chapman)*

**Your personal responsibility motto for the school year:**

**Step 9: Educational Goals**

1. My main goals in school (ranked as **1 most important** through **5 least important**):

Goals	1 – 5
Spend time with my friends	
Obtain a high school diploma	
Prepare for postsecondary education	
Gain skills for a satisfying job	
Enjoy the process of learning	
Participate in sports	
Participate in the fine arts	
Participate in school clubs	
Other (fill in)	

2. The people who influence me the most to finish school and/or attend college:

- Parents
- Friends
- Other Family Members
- Teachers
- Other \_\_\_\_\_

3. The following event or situation influenced my decision to earn a diploma and go on to college:

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4. My top 3 priorities at this moment (1 – 3 ):

\_\_\_\_\_ my social life  
\_\_\_\_\_ my work life  
\_\_\_\_\_ my school life

\_\_\_\_\_ my home life  
\_\_\_\_\_ my future life  
\_\_\_\_\_ my \_\_\_\_\_

### **Step 10: Personal Response to Educational Goals**

Based on Step 9, which attributes are currently positive for you and contribute to achieving your goals? (personal, academic, family, etc). **List at least 3, state why they are positive and how they contribute to helping you achieve your goals..**

Based on Step 9, which attributes are your weaknesses and most challenging for you and need to be addressed? **List at least 3 and provide a solution on how to address and change.**

## SOPHOMORE PORTFOLIO MID-MONTH CHECK – IN SHEET

### September/Unit 1 • Self Discovery, Personal Responsibility and Goal Setting

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 1<sup>st</sup> 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 \_\_\_\_\_

**SOPHOMORE FEEDBACK AND EVALUATION SHEET**

September/Unit 1: Self Discovery, Personal Responsibility and Goal Setting

Student Name: \_\_\_\_\_

**Directions: To obtain full credit**

- You are required to fully explain your answers to the following questions in full sentences. **Simple yes or no responses are not acceptable.**
- It is advisable to take time to think of what was interesting to you, what you learned, and why.

1. Explain the importance of self discovery and how it relates to you.
2. Please describe what you gained from the self discovery section of this unit.
3. Now that you have examined your educational goals, do you think it is useful to list out your goals? Why / why not? How has your idea of your life plan changed as a result of making these goal lists?
4. Now that you have completed this unit, has your perception of personal responsibility changed? What role does personal responsibility play in your life and in your decision making process?
5. Who in your life is a role model of personal responsibility? How do they model personal responsibility?
6. From whom did you seek help for this unit?
7. What was the most useful part of this unit and why? What was the least useful part of this unit and why?
8. Discuss/share portfolio information with your parent(s) / guardian(s).

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Parent Email