

Senior: Spring/March/Unit 17

College Survival Skills + College Freedom Management Schedule + Senior Timeline Check List

Objectives: To help you and your parents better understand what awaits you at college.
 Contact Site Teachers and NAU Upward Bound office for help as needed.
 To evaluate what you have learned.
 To assist in the development of the portfolio program.

To complete this unit successfully and receive your stipend, you and your parents should finish the following activities:

1. Complete all of the activities in this unit.
2. Obtain and complete a grade check for all of your classes. Place a copy of the grade check with this unit.
3. Fill out the evaluation sheet when you have completed the unit assignments.
4. Fill out the Honorarium/Stipend Request form.
5. Complete this unit and be prepared to review it by _____.

Once you have completed this unit, you should meet with an Upward Bound staff member to go over it and receive and review the next unit.

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How much will I earn this month?	
C = \$40.00 complete	<ul style="list-style-type: none"> • Unit 100% complete • Unit turned in on time
P = \$20.00 partial	<ul style="list-style-type: none"> • Unit more than 50% complete • Unit turned in on time
0 = \$0.0 incomplete	<ul style="list-style-type: none"> • A unit turned in late is considered incomplete • A unit less than 50% complete is considered incomplete

What to do if you are absent on the day Portfolio's are to be reviewed by Upward Bound staff members?	
Planned Absences (e.g., basketball games, track meets, etc.)	Unplanned Absences (e.g., sickness, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> ◆ Give your binder to your site teacher before you leave for the planned absence. ◆ If you give your binder to your site teacher before you leave, then the UB staff can review your work and you are still eligible for the full \$40.00 stipend. ◆ If you forget to leave your binder with your site teacher before you leave, then your work is late and you are no longer eligible for a stipend. 	<ul style="list-style-type: none"> ◆ Give your binder to your site teacher As Soon As You get back to school. ◆ If you give your binder to your site teacher As Soon As You return from an unplanned absence, then you are still eligible for the full \$40.00 stipend. ◆ If you forget to give your binder to your site teacher As Soon As You return, then your work is late and you are no longer eligible for a stipend.

Step 1: College Survival Tips: Making the transition from high school to college

From: <http://www.collegeboard.com/article/0,1120,2-9-0-963,00.html?orig=sub>

Leaving for college marks a major transition in your life – you're saying goodbye to your school, friends, family, and other familiar things. Arriving at college is equally meaningful – you're exploring a new place, making new friends, learning new things, and setting your own priorities. Amidst all this excitement, many students overlook the stress involved in making so many big changes in such a brief period of time. Fortunately, the more prepared you are for college, the more ready you'll be to confront any new pressures.

Here are some realities to consider, as well as some common-sense approaches:

College is challenging

Courses are at a higher level than high school classes and the material is presented at a faster pace. Plus, professors are likely to assign more reading, writing, and problem sets than you may be used to.

Strategy

All first-year college students contend with this bend in the learning curve, so don't think having to struggle to keep up is somehow a failing on your part. Give yourself an opportunity to adjust gradually to the new academic demands. Choose a course load that includes some challenging classes and others that will be less intense.

College life is unstructured

YOU are responsible for managing your time in college. If you cut classes and don't do your assignments, no one will nag you. You may wish they had if it comes time for the final and you don't know the material.

Strategy

Buy a calendar and make sure you write down when and where your classes meet, when assignments are due, and when tests will take place. Give yourself ample time to study rather than waiting until the last minute and pulling an all-nighter.

College requires personal responsibility

YOU may not have the same day-to-day support system as you do now. For example, how will you manage your money and debt, especially when credit card companies are bombarding you with offers? Who is around to make sure you're not getting sick or run down? Factors like stress, late-night parties, and generally pushing yourself too hard can take a toll.

Strategy

Look out for yourself and don't always do what's easiest at the time. Make smart decisions! For example, when it comes to your money, stick to a budget and use credit cards wisely. When it comes to your health, get enough sleep, eat well, and pay attention to what your body tells you. You'll need energy to enjoy all that college has to offer.

A new social scene is part of the college experience

New social opportunities (and pressures) abound. Suddenly, you can recreate yourself in any way you want.

Strategy

While forming new friendships can be exhilarating, true friendships are formed slowly, and the beginning of college can consequently be a lonely time. If you're unsure about participating in certain social scenes or activities, don't hesitate to seek guidance about the best ways to resist these pressures. Talk to parents, trusted friends from high school, and college counselors.

College is full of resources – professors, tutors, counselors, and resident advisers. In college it is up to you to initiate getting help. The good news is that once you do adjust to college life, it opens new doors to all sorts of learning and living.

Step 2: Sage Advice from Some Veteran Parents

From: <http://www.berkeley.edu/calparents/guide/involvement/sage.html>

College is an exciting time for both parents and their students, but complex and challenging adjustments must be made on both sides.

A new family dynamic is created when a student leaves for college and it can be difficult to deal with, especially if this is the first child to leave home. Understanding and accepting this are very important to everyone involved. It's wise to discourage your student from coming home too soon or too often. While it is hard to know your student is lonely, homesickness is a natural and normal part of leaving home and becoming an independent adult. While it may seem comforting at first, bringing homesick students home on weekends inhibits their ability to develop relationships with other students, and only prolongs their adjustment to being away.

While students meet each other through classes during the week, it is on the weekends that many of the important informal communications occur—the interactions on which friendships are built.

As parents you may face your own separation anxiety, but resist the temptation to tell your students how sad or lonely you are. While you want your students to know they are missed, it is important for you to be positive and encourage them in this new chapter of their lives. Be available to listen, but always affirm the importance for them to reach out, make new friends and contacts, and develop new interests and skills.

College life is busy and demanding. Accustomed to being the brightest in their high schools and sought out for advice and friendship, your very accomplished students now find themselves surrounded by other equally intelligent and talented students. Even the brightest can become overwhelmed and unsure of how to manage it all. This is normal. They need your love and assurance, and they need some time to adjust.

Students need parental support, especially emotional support. They need patience, understanding, and love as they adjust to university life. Keep the lines of communication open and be reassuring when they call. Maintaining connections to familiar people and places can help ease feelings of isolation or loneliness. As students experience more independence, you may find that the parent-child bond strengthens and mutual appreciation deepens.

Of course, you will want to stay in contact with your students. But just as when they were small, they need time and space to grow and explore. E-mails work well because they can be sent and answered any time without interrupting study. Keep the messages short and full of interesting tidbits. Before long, your students will get used to this communication, begin to rely on it, and even initiate it simply for the pleasure of talking with you.

Step 3: *Been There Should've Done That*

With this unit, you should have received a copy of the book *Been There Should've Done That*. We hope that you have already taken some time to look through it. It is a valuable tool for you. All of us at Upward Bound can tell you that our own postsecondary experiences more than validate the advice given by the students in the book. Therefore, it is hard to tell you which sections you should read before you head off to school next fall. Truth is, you should probably read all of it (and highlight the stuff you really don't want to forget).

To start, we recommend that you focus on the sections that address your particular concerns about college, and then continue on from there. The following sections are some of our favorites (stuff we wish someone would have told us before we left for school):

- “Bummers” – page 39
- “Carpe Diem, Definitely” – page 49
- “Get a Clue” – page 97
- “Grinding It Out” – page 113
- “Surviving ‘The System’” – page 187
- “Money” – page 213
- “Partying & Stuff” – page 235
- “Ah Ha!” – page 255

If you haven't looked at the book yet, don't let the number of pages (two hundred and sixty-one!?!?!?) intimidate you. Each page contains a few quotes and some of them have useful tips for success. It's easy reading!

Now, let's talk about your assignment. **Once you have read the entire book**, answer the questions below. There are sections for both student and parent, so maybe you can pick sections of the book you both want to read and tackle them together.

Student:

1. Please list the three sections of the book that you thought were the most beneficial.
-

2. Why were these three sections of particular value to you? What did you gain from reading them? Please provide an answer for each of the three sections you chose, and be prepared to discuss them in detail with an Upward Bound staff member during your portfolio meeting.

3. Were there any other sections of the book that you thought were helpful? If so, please list them below and explain why you found them to be of help.

Parent(s):

1. Please list the three sections of the book that you thought were the most beneficial.

2. Why were these three sections of particular value to you? What did you gain from reading them? Please provide an answer for each of the three sections you chose.

3. Were there any other sections of the book that you thought were helpful? If so, please list them below and explain why you found them to be of help.

Step 4: Pressures or Stressors experienced by high school and college students

Everyone experiences stress differently. What stresses you these days (e.g. academic, grades, friends, relationships, teachers, money, family issues, work etc.)? Please brainstorm some of your life stressors and write a short paragraph in the space provided below.

Step 5: What are the symptoms of stress?

How does stress manifest itself in your body or in your mind (e.g. inability to sleep, crying, can't concentrate, lack of confidence, not eating, eating too much, HEADACHES, back pains, stomach aches, nausea, etc.)? Please write a short paragraph!

Step 6: DESTRUCTIVE and CONSTRUCTIVE Behaviors

Some examples of DESTRUCTIVE behaviors which may be quite common are: (1) increased use of alcohol or other drugs to cope or to numb feelings, (2) increased anger, and (3) acting out behaviors.

Examples of constructive behaviors when dealing with high school, or college stressors would be...(1) exercise, (2) eat better, (3) take supplements, (4) a long hot bath, (5) visit your grandmother, and (6) take a day off.

What do you normally DO when you're stressed out?

Read the On Course I "Innovative Strategies For Empowering Students To Become Active, Responsible Learners" by Dr. Skip Downing. Select 4 new behaviors, or new thoughts, which you will begin to use in order to help you deal with, manage and relieve stressors in your daily life.

ON COURSE I

“Innovative Strategies for Empowering Students To Become Active, Responsible Learners”

By: Dr. Skip Downing

MANAGING OVERWHELM

Overwhelm is probably the most common symptom of stress. Its message, if heeded, is valuable: Your life has gotten too complicated, your commitments too many. Overwhelm warns us that we've lost control of our lives. Creators often notice overwhelm when it shows up as a tightness or pain in their jaw, shoulders, or lower back. They may also notice themselves thinking, "If one more thing goes wrong, I'm going to scream!" Or, maybe they do scream! With this awareness, Creators understand it's time to improve the quality of their inner experience. Many positive, effective strategies exist for rescuing YOUR LIFE from the distress of overwhelm.

Choose New Behaviors: Here are some actions you can take when you feel that your life is stretched a mile wide and a millimeter thin:

- Separate from an external stressor. Perhaps the external stressor is a neighbor's loud music or a demanding job. After reflection, you realize that neither is worth the aggravation they're causing, so you choose to study in the library away from the music, and you decide to find a new job with fewer demands.
- Resolve incompletes. Perhaps an external stressor in your life isn't one you can separate from, such as a broken refrigerator or a looming term paper. Instead of procrastinating and continuing to have these incompletes drain your energy, handle them. Write appropriate actions on your "do-to" list and do them as soon as possible: Call the appliance repair shop and schedule a service call. Visit the library and take out three books to begin researching your term paper topic.
- Keep your finances organized. A survey of 11,000 adults by Prevention magazine revealed that their number one source of stress is worry over personal finances. So curtail unnecessary spending, pay bills when due and balance your checkbook.
- Delegate. Ask someone else to do an item (or three) on your "to-do" list.
- Say "no." Admit that your plate is full, and politely refuse requests that you add one more commitment. If you do agree to take on something new, say "no" to something now on your plate.
- Exercise. Aerobic exercise increases the blood levels of endorphins, and these hormones block pain, create a feeling of euphoria (the exercise high), and reduce tension and anxiety. One caution: Consult your doctor before dramatically changing your level of exercise.
- Relax. Use a progressive relaxation technique and make a conscious effort to unburden your mind of all thoughts for even a short time. If possible, breath deeply (into your abdomen not your chest) for five minutes, two or three times each day. How about right NOW?

Choose New Thoughts: Since we create the inner experience of overwhelm in our mind, we can un-create it. Here's how:

- Visualize problems and troubles shrinking to a manageable size. After relaxing, picture problems that seem huge, and imagine them shrinking smaller and smaller until you realize exactly how to deal with them.
- Take a mental vacation. Picture a place you love (e.g., a white-sand beach, mountain retreat, or forest path) and spend a few minutes visiting it in your mind. Enjoy the peace and rejuvenation of this mini-vacation.
- Elevate. Rise above the moment and see each problem in the bigger picture of your life, noticing how little importance it really has. From this new perspective, ask, "Will this really matter one year from now?" Often the answer is "No."
- Trust a positive outcome. How many times have you been upset by something that later turned out to be a blessing in disguise? Since it's likely, expect the blessing

From Downing, On Course: Strategies for Success in College and in Life

MANAGING ANGER/RESENTMENT

Healthy anger declares a threat or injustice against us or someone we care about. Perceiving this violation, our brain signals our body to release catecholamines (hormones) that fuel both our strength and will to fight. Creators become conscious of oncoming anger through changes like flushed skin, tensed muscles, and increased pulse rates.

With this awareness, Creators can pause and wisely choose what to do next rather than strike out impulsively. Emotions don't ask rational questions, so we must. For example, Creators ask, "Will I benefit from releasing my anger, or will it cost me dearly?"

When you perceive a true injustice, use the energy produced by your anger to right the wrong. To avoid being overwhelmed by anger and doing something you will regret later, however, here are some effective strategies:

Choose new Behaviors: Allow the chemical bath of anger-producing hormones about twenty minutes to recede. Here's how:

- **Separate.** Go off and be alone, allowing time to regain your ability to make rational, positive choices.
- **Exercise.** Moving vigorously assists in reducing anger-fueling hormones in your body.
- **Relax.** Slowing down also aids in calming your body, returning control of your decisions to you (as long as you don't spend this time obsessively thinking about the event that angered you).

Choose new Thoughts: As we know, thoughts stir emotional responses, so revising anger-producing thoughts calms us. Here's how:

- **Reframe.** Look at the problem from another angle. Search for a benign explanation for the anger-causing event. If you realize you were wronged unknowingly, unintentionally, or even necessarily, you can often see the other person's behavior in a less hostile way.
- **Elevate.** Rise above the moment and see the angering event in the larger picture of your life and notice how little importance it really has. Consider, "Will this really matter one year from now?"
- **Distract yourself.** Consciously shift your attention to something pleasant, stopping the runaway train of angry thoughts. Involve yourself with uplifting conversations, movies, books, music, video games, puzzles, or similar diversions.
- **Identify the hurt.** Anger is often built upon hurt: Someone doesn't meet me when she said she would. Below my anger I'm hurt that she seems to care about me so little. Shift attention from anger to the deeper hurt.
- **Forgive.** Take offending people off the hook for whatever they did, no matter how offensive. Don't concern yourself with whether they deserve forgiveness; the question is whether you deserve the emotional relief of forgiveness. The reason for forgiveness is primarily to improve your life, not theirs. We close the case to free ourselves of the daily self-infliction of poisonous judgments. Of course, forgiveness doesn't mean we forget and allow them to misuse us again.
- **Empathize.** Seek to understand why the person with whom you are angry did what s/he did.



From Downing, *On Course: Strategies for Success in College and in Life*

MANAGING SADNESS/DEPRESSION

Healthy sadness overtakes us upon the loss of someone or something dear. Fully grieving our loss is essential, for only in this way do we both honor and resolve our loss. Unhealthy sadness, however, becomes a lingering depression, a dark, helpless feeling that anesthetizes us, keeping us from moving on to create a positive experience of life despite our loss.

Creators become conscious of oncoming or lingering depression through their body's clear signals of low energy, constant fatigue, and lack of a positive will to perform meaningful tasks. With this awareness, Creators wisely take steps to climb out of the dark pit of depression into the light of a full, rich life. Here are some wise choices to avoid being hijacked by depression:

Choose new Behaviors: You want to help your body produce natural hormones that will elevate your mood. Here's how:

- Exercise. Moving vigorously helps your body create a natural chemical high that combats depression.
- Laugh. Like exercise, laughter is physiologically incompatible with depression. So rent a funny movie, go to a comedy club, read joke books or cartoons, or visit your funniest friend.
- Breathe deeply. Like fear, depression constricts. Keep breathing deeply to offset the physiological impact of depression.
- Do something (anything!) towards your goals. Get moving! Get a result, no matter how small. Accomplishment combats depression.
- Try something new (e.g., cooking) or resume an old hobby that you loved.
- Listen to uplifting music. Avoid depression music.

Choose new Thoughts: As with other distressing emotions, changing our thoughts soothes depression. Here's how:

- Challenge pessimistic beliefs. Depression thrives on pessimism. Dispute beliefs that make the loss seem permanent, pervasive, or personal. Think, instead, how life will improve over time, how the loss is limited to part of your life, and how the cause is not a personal flaw, but something you can remedy with an action.
- Socialize with friends and loved ones. Isolation usually intensifies depression. Socializing re-engages you with people who matter and helps you gain a healthier perspective on your loss.
- Help others in need. Assisting people less fortunate not only distracts you from the source of your sadness, it also reminds you that, despite your loss, you still have much to be grateful for.
- Focus on the positive. Identify your blessings and victories. Appreciate what you have instead of regretting what you don't. See positive alternatives.
- Find the opportunity in the problem. At least, learn the lesson life has brought you and move on. At best, turn your loss into a gain.
- Remind yourself that, "This too shall pass."



From Downing, On Course: Strategies for Success in College and in Life

MANAGING FEAR/ANXIETY

Healthy fear delivers a message that we are in danger. Our brain then releases hormones that fuel our energy to flee. Many Victims, though, exaggerate dangers, and their healthy fear is replaced by paralyzing anxiety or terror about what could go wrong.

Creators become conscious of oncoming fear, terror, or anxiety through their body's clear signals, especially shallow breathing, increased pulse rate, and "butterflies" in the stomach. With this awareness, Creators can pause and wisely choose what to do next rather than fleeing impulsively from or constantly worrying about a non-threatening person or situation.

One area where fear hinders academic performance is test anxiety; unless you minimize your distress you will be unable to demonstrate effectively what you know. Here are some wise choices to avoid being hijacked by fear:

Choose new Behaviors: As with anger, allow the fear-producing chemicals to recede. Here's how:

- Relax. Slowing down helps you reclaim mastery of your thoughts and resulting emotions (but don't spend this time thinking about the original cause of your fear).
- Breathe deeply. Fear constricts. Keep oxygen flowing through your body to reverse the physiological impact of fear.
- Over-prepare. When studying for a test, begin long before the test date and study, study, study. Learn it so well that you are overflowing with knowledge.
- Bring a piece of home to tests. For example, bring a picture of your family.
- Request accommodations. Visit your college's disability services to see about making special arrangements, such as a longer time to take tests.

Choose new Thoughts: Changing our thoughts soothes irrational fears. Here's how:

- Detach. Once you have prepared fully, there is no more you can do. Worrying won't help. So do everything you can to ready yourself for a challenge, then let the outcome take care of itself.
- Reframe. Ask yourself, "If the worst happens, can I live with it?" If you fail a test, for example, you won't like it, but could you live with it? (If not, consider seeking help to regain a healthy perspective.)
- Visualize success with safety. Create a mental movie of yourself achieving your ideal outcomes. Play the movie over and over until it becomes stronger than your fear.
- Assume the best. Victims often create fear through negative assumptions. Suppose your professor says, "I want to talk to you in my office." Resist assuming the conversation is about something bad. In fact, if you're going to assume, why not assume it's something wonderful!
- Distract yourself. As with anger, consciously replacing fearful thoughts with pleasant ones will help stop the anxiety. So involve yourself with engaging activities that will take your thoughts on a pleasant diversion.
- Face the fear. Do what you fear, in spite of the fear. Most often you will learn that your fear was just a False Expectation Appearing Real.
- Accept your mistakes. Remind yourself that making mistakes is okay. In fact, it's one of the best ways to learn important lessons.
- Say your affirmation. When fearful thoughts creep into your mind, say your affirmation until your thoughts return to a positive outlook.

From Downing, On Course: Strategies for Success in College and in Life

Step 7: Upward Bound Summer Academy Experience(s)

Reflect back to your Upward Bound summer academy experience(s). **Write a short paragraph, or two about experiences that stressed you out during your 5 week stay at Northern Arizona University** (e.g. being away from family, academics, friends, money, boyfriend/girlfriend relationships, roommate, being responsible for yourself etc.).

Step 8: Stay On-Course

What bumps do you honestly anticipate in six to eight months when you're in college (e.g. academics, money problems, family etc.)?

School and college are serious business, but it's not that serious. Change your perspective a bit...How many of you have never gotten a "C"? You may get a lot more "C's" in college and maybe some "D's." A class is REPEATABLE! It's not the end of the world if you don't make the dean's list. If 18 credits are too much to handle, go to 15 or 12 credits. College should be an enjoyable process not one that is self defeating! Take some classes in the summer at a local community college if you have to. There are always OPTIONS!

Step 9: Resource Network

When the going gets rough, how will you effectively cope with the pressures of college, or who will YOU reach out to for HELP if you find the need to? Please list as many people, resources, or programs as you feel necessary.

Person/Resource/Program	WHY?	Phone Number	E-Mail Address

Step 10: Never Give Up!

I will not give-up on my educational goals! I _____ promise myself that when the going gets rough, I will commit to healthy behaviors such as:

- Exercising more
- Eating healthier (less sugar, more fruits and veggies)
- Staying away from alcohol and other drugs
- Combining some difficult classes with some easy ones
- _____
- _____
- _____
- _____
- _____

And...above all else, I'm promising myself the following: **I WILL NOT QUIT!**



**I WILL NOT TAKE A YEAR OFF
 (unless it is a life and death situation).
 I WILL GRADUATE FROM
 COLLEGE!**

Signature

Date

SENIOR MID-MONTH PORTFOLIO CHECK IN
Spring/March/Unit 17 College Survival Skills + College Freedom Management

Student Name: _____

Date: _____

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

- It is advisable to 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.

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. When do you work on your unit?
 - a. at home in the evening
 - b. on the weekends
 - c. during class
 - d. on the bus going to/from school
 - e. other (*please explain*):

3. Rate the difficulty of this unit. 1 is easy and 5 is very hard.

1 2 3 4 5

4. From whom did you/will you seek help for this unit?
 - a. teacher
 - b. friend
 - c. parent
 - d. other adult (*please identify*)
 - e. other (*please explain*)

5. How well did you manage your time during this unit?

a. very well	c. not great
b. ok	d. poorly

6. Look at your answer to number 5, how could you improve the way you manage your time? Or if you answered “a. very well”, what else could you do to be a more efficient time manager?

STUDENT GRADE CHECK

Instructions: Fill out this form. Obtain an estimate of your current grade from each of your teachers. He/she should sign and date next to each grade in the appropriate column. Include this form in your Portfolio Unit for review by Upward Bound staff at your next Portfolio visit.

Student's Name: _____

Name of Class	Grade	Teacher's Name (Printed)	Teacher's Signature	Date	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

STUDENT: Please give an explanation for any grade that lower than a C in the space provided below. Feel free to use an additional page if necessary.