

Sophomore: Fall/September/Unit 1

Self Discovery, Goal Setting and Self-Management

Objectives:

Identify steps to attain goals and establish an awareness of individual talents.

Evaluate what you have learned.

Contact Site Teachers and NAU Upward Bound Staff for help as needed.

Assist in the development of the portfolio program.

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

1. Complete all of the activities in this unit!
2. Complete & include your Student GRADE CHECK form.
3. Fill out the evaluation sheet when you have completed this unit, and get your parent/guardian's signature.
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, Fall/October/Unit 2.

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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?

<u>Planned Absences</u> (e.g., basketball games, track meets, etc.)	<u>Unplanned Absences</u> (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: Self Discovery Inventory

10. On what skills have my teachers or my friends complimented me?
11. I like to be around and interact with people most of the time. () yes () no
12. I like to be by myself most of the time and deal with people only when I have a question about the work I'm doing. () yes () no

Step 2: Personal Response One

From answering the questions above, I realize that

1. _____
2. _____

Step 3: School

1. My main goals in school are (rank each goal as 1, 2, 3, etc. with 1 as most important)

to spend time with my friends	_____
to obtain a diploma	_____
to become prepared for postsecondary education	_____
to gain skills for a satisfying job	_____
to enjoy the process of learning	_____
to participate in sports	_____
other _____	_____

2. The people who influence me most to finish school and/or attend college are (check all that apply)

friends	_____
parents	_____

other family members _____

employers _____

former teacher(s) _____

other _____

3. An event/situation that influenced my decision to earn a diploma and go on to college was

4. Based on my previous educational experience, I would describe my profile as a student as follows:
(Check the most appropriate response in each of the six groups.)

_____ highly motivated	_____ good grades
_____ average in motivation	_____ average grades
_____ poorly motivated	_____ poor grades
_____ managed time well	_____ very little social life
_____ allotted enough time	_____ average social life
_____ managed time poorly	_____ controlled by social life
_____ variety of study skills	_____ good test-taking skills
_____ sufficient study skills	_____ sufficient test-taking skills
_____ very few study skills	_____ poor test-taking skills

5. My present top three priorities are (rank 1, 2, and 3, with 1 as most important and 3 as least important)

_____ my social life	_____ my home life
_____ my work life	_____ my future life
_____ my school life	_____ my _____

Step 4: Personal Response Two

Now reflect on your responses from the previous pages, and in the table below, **list your positive and negative attributes that have an effect on your educational goals. (List at least five for each.)**

Positives	Negatives
Examples: supportive family strongly motivated	Examples: can't concentrate controlled by social life

Step 5: Personal Response Three

Based on your responses to the Self Discovery Inventory and the results from the table above, write a five paragraph reflective essay: an introductory paragraph, a paragraph about strengths you have at the present time, a paragraph about your present weaknesses, a paragraph addressing how you might work to strengthen your weaknesses, especially in attaining your educational goals, and a concluding paragraph. **This essay should be typed and inserted into your portfolio immediately after this page.**

Step 6: Setting Goals and Reaching Them

In the Self Discovery Inventory, we mentioned general educational goals you may be considering. However, unless you have specific goals you want to achieve, you may not be fully committed to your education, and without commitment you will not be motivated. You must know what you are striving for in order to be sufficiently motivated to spend long hours attending classes and studying.

Do you ever daydream about how you want your life to be when you finish school? These dreams will keep you motivated if you put them on paper and make them specific. To say that your dream is “to be happy” is too vague, but to say that you want to travel four weeks a year is something that you can visualize in your mind. This inventory will help you make a detailed list of your dreams.

Long-Term Goals:

Write ten things you want in your LIFE ten years from now. Be as specific as possible: list “a spouse and three children” rather than simply “a family.” List “working with teenagers” rather than “active in the community.” Consider every aspect of your future life: family, career, friends, culture, home, educational degree, leisure time, material possessions, bank account, and other desires.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Short-Term Goals:

Write five goals for one year from now: To achieve your ten-year, long-term goals, what must you do during the next year? For example, if your long-term goal is to earn a bachelor’s degree, then you’ll want to concentrate on receiving A’s and B’s in your classes so that you will be able to get into a university.

1.

2.

3.

4.

5.

Write five goals for this semester: To achieve your goals for the next year, what must you accomplish this semester? Examples: earn a B in Biology, discuss interest in a nursing career with a career counselor, or plan your courses for next semester.

1.

2.

3.

4.

5.

Step 7: Looking closer at your short-term goals:

Choose one of your short-term goals from above (either your year goals or semester goals). Then complete the following activity for this particular goal. Be specific, thoughtful, and thorough as you complete this section. You are on your way to being a person who makes his/her goals happen!

In this section you will learn about a tool that can help you take purposeful actions in mastering effective self management skills (Skip Downing On-Course I Strategies for Creating Success in College and in Life, 2005). This self-management tool, a **Tracking Form**, is effective for scheduling actions that need to be done repeatedly to reach a short-term goal. The tracking form will help you take one small step after another until you have successfully reached your destination.

Choose your most important short-term goal and complete a tracking form for this goal. For example, suppose your short-term goal is to get an “A” in Biology. Two action steps might be “Attend class on time every day and read the textbook one or more hours.” Write these two actions in the appropriate left-hand column. Put the dates of the next fourteen days at the top of the check-box columns.

Each day that you take these actions, check the appropriate box. At the end of the fourteen days, you will discover how many times you actually completed the actions you planned.

By using this self-management tool, you will discover how you use or abuse time. Self-management tools such as the **tracking form** encourage you to break large projects into smaller, easier-to-manage chunks. Most importantly, written self-management tools help you carry out the purposeful actions necessary to achieve your goals and dreams.

EXAMPLE TRACKING FORM

Superior performers are adept at putting into place systems that track progress.
- Daniel Goleman -

Role: Student

Dream: Become a pediatrician

Long-Term Goal: Attend College and major in pre-medicine

Short-Term Goals (to be accomplished this semester):

1. Earn "A" in Biology
2. Have perfect attendance
3. 1 or more hour(s) of Biology work
4. Go to tutoring

Dates: September

Action Steps:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Attend Biology class every day	X	X	X	X	X			X		X	X	X	X	X
Do 1 + hours of Biology work	X				X		X	X	X			X		X
Go to tutoring			X	X				X	X	X			X	X
Ask questions	X		X			X					X			
Read Biology textbook		X						X						X

Skip Downing On-Course 1 Strategies for Creating Success in College and in Life, 2005



“I am taking all the ACTIONS necessary to achieve my GOALS!”

TRACKING FORM

Superior performers are adept at putting into place systems that track progress.
- Daniel Goleman -

Role:

Dream:

Long-Term Goal:

Short-Term Goals (to be accomplished this semester):

- 1.
- 2.
- 3.
- 4.

Dates:

Action Steps:

Skip Downing On-Course 1 Strategies for Creating Success in College and in Life, 2005



“I am taking all the ACTIONS necessary to achieve my GOALS!”

Step 8: Personal Response

As a result of examining my long-term and short-term goals, I realize that

1.

2.

Step 9: Balancing Personal Success

Many of you are very close to your family and your community. As your goals become reality, you will change, you will grow, you will mature physically, emotionally, mentally, and even spiritually. This growth is a necessary and wonderful process! It is, however, important to remember where you come from: this will stay constant. As you reach your goals, you may feel you are losing sight of yourself, or are being pulled away from your family or community. What are some ways you can succeed in your short-term and/or long-term goals and then take what you have gained to help your family and community? **Brainstorm some ideas and then respond in paragraph form below.**

SOPHOMORE MID-MONTH PORTFOLIO CHECK-IN SHEET	
Fall/September/Unit 1	Self Discovery, Goal Setting, & Self 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
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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 is LOWER than a C in the space provided below. Feel free to use an additional page if necessary.