

STUDENT SUCCESS SOCIETY GUIDEBOOK



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MISSION STATEMENT

The Student Success Society will improve graduation rates, postsecondary enrollment, and financial literacy by nurturing students' strengths in an enriched learning environment via relationships sponsored by a mentor.

VISION STATEMENT

All students in the Student Success Society will be able to maximize their potential by shaping a brighter future through access to a mentor who will support their academic, postsecondary, career, social, and emotional growth.



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GETTING TO KNOW YOUR SOCIETY MEMBERS

Title/Name of Lesson	Getting to Know You
Grade Level(s)	Secondary Education
Main Idea/Question	When building trust in a new relationship, especially a sponsor/member relationship, you must first lay the foundation of getting to know one another.
Lesson Introduction	Prior to meeting with your society members for the first time, make a copy of the handout on the next page. Cut the questions into single pieces of paper and fold them, placing them in a container and have them ready for when your students arrive. These questions are your “getting to know you” prompts.
Lesson Agenda/Procedure	<ol style="list-style-type: none"> 1. Welcome your new members to the program. 2. Introduce yourself. 3. Provide a brief explanation of what the program is. 4. Explain that today is all about getting to know one another. 5. Either you can go first or ask for a volunteer. 6. Take turns drawing a prompt out of the container and answer the “getting to know you” prompts. 7. It is up to you if you want to allow a student’s answer to continue into full group conversations but be mindful that each student gets a turn at answering an individual prompt.
Closing Activity	Recall one significant item that each student told you (if you need to keep notes during the session, do so). Make them feel special and heard.
Assessment (if applicable)	

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

PROMPTS FOR GETTING TO KNOW YOUR SOCIETY MEMBERS

1. What type of animal would you like as a pet and what would its name be?
2. What type of car would you like to own?
3. Where do you want to go to college?
4. Who is your favorite person?
5. What is your favorite subject in school and why?
6. What is the funniest movie that you have ever seen? What made it so funny?
7. What is your dream job? Why?
8. What song do you listen to the most and why?
9. What is one thing that you ate that is super gross?
10. What hidden talent do you have? Everyone has one!
11. What is one characteristic about you that you like?
12. Who is your favorite famous person and why?
13. What gives you the most joy?
14. Who are your best friends and what qualities do you like best about them?
15. What do you want to be like as an adult?
16. Feel free to add your own.

CREATING A SOCIAL CONTRACT

Title/Name of Lesson	Creating a Social Contract
Grade Level(s)	Secondary Education
Lesson Standard(s)	Together the group will create the rules of engagement for social interaction and the importance of treating one another respectfully.
Main Idea/Question	Why is this social contract important for this group? How do we want to be treated? How do you want to treat each other?
Lesson Introduction	Explain to the group that together you will create a social contract, a guide that they will create together that will make the mentoring group a safe space to learn and have fun.
Lesson Agenda/Procedure	<p>What is our WHY? Discuss and brainstorm on the whiteboard the purpose or the WHY of creating a social contract for the group. Items to consider:</p> <ul style="list-style-type: none"> • What is the purpose of a social contract? • Why is a contract important? • How will a contract benefit you? • What would our group look, sound, and feel like without a social contract? <p>Discuss the three pillars of RESPECT. What do these types of respect LOOK like? Have the students be specific. They may provide examples.</p> <ol style="list-style-type: none"> 1. Respect yourself 2. Respect others 3. Respect the environment <p>Ask your students to begin thinking about what the perfect space looks, feels, and sounds like. Create a Y chart on the whiteboard to brainstorm the look, feel, and sounds of the perfect space.</p> <p>Begin narrowing down the top 3-5 feelings, looks, and sounds. You will use these to create the expectations used in the social contract.</p>
Closing Activity	<p>Ask the students to create the contract and once it has been created they may all sign it.</p> <p>Example of a social contract:</p> <p>Do include everyone.</p>

	<p>Do be kind to all.</p> <p>Do stop and listen.</p> <p>Do take turns speaking.</p> <p>Do take part in group activities.</p> <p>Do your best at all times.</p> <p>Do ask for help at all times.</p> <p>Do be mindful and keep information shared to yourself.</p>
Assessment (if applicable)	

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?



STRENGTHS

Title/Name of Lesson	Use Your Strengths by Knowing Your Strengths
Main Idea/Question	An essential aspect of career development is to recognize and utilize an individual's unique strengths and assets. Through self-reflection, students can begin to understand and apply how their unique dispositions can contribute to a meaningful career.
Lesson Introduction	Start by having all students take 2-3 minutes to write down what they perceive their strengths to be. You can use the 'Strengths Document' provided but encourage students to free-write their ideas first.
Lesson Agenda/Procedure	<p><i>Personality Test attributed to Smalley and Trent, 1999</i></p> <ul style="list-style-type: none"> • Distribute and have students complete the first page of the '5-minute Personality Test' <ul style="list-style-type: none"> ○ Students might need help scoring. As a quick check, overall total (L+O+G+B) should = 100. • Briefly review the 4 different types with the whole group. It might be helpful to have students identify to the group which of the 4 they most closely matched. <ul style="list-style-type: none"> ○ Emphasize that this test indicates that most people are a mix and that it is usually an individual's top 2 results that they most closely identify with.
Closing Activity	Have students compare these results with what they wrote at the beginning of the session. Are there any major differences? Similarities? Surprises? Can students identify any careers that match their strengths? Facilitate a discussion with students.
Assessment (if applicable)	

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

My Strengths and Qualities

Things I am good at...

1

2

3

Compliments I have received...

1

2

3

What I like about my appearance...

1

2

3

Challenges I have overcome...

1

2

3

I have helped others by...

1

2

3

Things that make me unique...

1

2

3

What I value the most...

1

2

3

Times I have made others happy...

1

2

3

THE 5-MINUTE PERSONALITY TEST

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number “4” next to the word that best describes you in that line; a “3” next to the word that describes you next best; a “2” to the next best word, and a “1” by the word that least describes you. On each horizontal line of words, you will then have one “4”, one “3”, one “2”, and one “1”.

For example: One choice for the first line of words would be as follows:

3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

L

O

G

B

1. ___ Likes Authority	___ Enthusiastic	___ Sensitive Feelings	___ Likes Instructions
2. ___ Takes Charge	___ Takes Risks	___ Loyal	___ Accurate
3. ___ Determined	___ Visionary	___ Calm, Even Keel	___ Consistent
4. ___ Enterprising	___ Very Verbal	___ Enjoys Routine	___ Predictable
5. ___ Competitive	___ Promoter	___ Dislikes Change	___ Practical
6. ___ Problem Solver	___ Enjoys Popularity	___ Gives In To Others	___ Factual
7. ___ Productive	___ Fun-Loving	___ Avoids Confrontations	___ Conscientious
8. ___ Bold	___ Likes Variety	___ Sympathetic	___ Perfectionist
9. ___ Decision Maker	___ Spontaneous	___ Nurturing	___ Detail-Oriented
10. ___ Persistent	___ Inspirational	___ Peacemaker	___ Analytical
___ TOTAL “L”	___ TOTAL “O”	___ TOTAL “G”	___ TOTAL “B”

Total up the numbers for each vertical column (L, O, G, B).

Retrieved online from: mrfarshtey.net/Psychology/5minute_personality_test.doc

Originally developed by Smalley and Trent, 1999.

The Two Sides of Love, Gary Smalley and John Trent, 1999, Tyndale House Publishers, Carol Stream, Illinois

THE 5-MINUTE PERSONALITY TEST

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond in most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:	Fast-paced, task oriented
Motivated by:	Results; challenge, action, power, and credit for achievement
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

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O = Otters

Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great *networkers*—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and *flash*. Otters are the life of any party; and most people really enjoy being around them.

Natural Strengths

- Enthusiastic
- Optimistic
- Good Communicator
- Emotional and Passionate
- Motivational and Inspirational
- Outgoing
- Personal
- Dramatic
- Fun-loving

Natural Weaknesses

- Unrealistic
- Not detail-oriented
- Disorganized
- Impulsive
- Listens to *feelings* above *logic*
- Reactive
- Can be too talkative
- Excitable

Basic Disposition:	Fast-paced. People-oriented.
Motivated by:	Recognition and approval of others
Time Management:	Otters focus on the future and have a tendency to rush to the next exciting thing.
Communication Style:	Enthusiastic and stimulating, often one-way; but can inspire and motivate others.
Decision Making:	Intuitive and fast. Makes lots of “right calls” and lots of wrong ones.
In Pressure or Tense Situations:	The otter ATTACKS. Can be more concerned about their popularity than about achieving tangible results.
Greatest Needs:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
What the Otter Desires:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.

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G = Golden Retrievers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural Strengths

- Patient
- Easy-going
- Team player
- Stable
- Empathetic
- Compassionate
- Sensitive to feelings of others
- Tremendously loyal
- Puts people above projects
- Dependable
- Reliable
- Supportive
- Agreeable

Natural Weaknesses

- Indecisive
- Over-accommodating
- May sacrifice results for the sake of harmony
- Slow to initiate
- Avoids confrontation even when needed
- Tends to hold grudges and remember hurts inflicted by others
- Fears change

Basic Disposition:	Slow-paced, people-oriented
Motivated by:	Desire for good relationships and appreciation of others.
Time Management:	Golden Retrievers focus on the present and devote lots of time to helping others and building relationships.
Communication Style:	Two-way communicator; great listener and provides empathetic response.
Decision Making:	Makes decisions more slowly, wants input from others, and often yields to the input
In Pressure or Tense Situations:	The Golden Retriever gives in to the opinions, ideas, and wishes of others. Often too tolerant.
Greatest Needs:	The Golden Retriever needs security; gradual change and time to adjust to it; an environment free of conflict.
Desires:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace.

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B = Beavers

Beavers have a strong need to do things right and *by the book*. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and oftentimes unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural Strengths

- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlled

Natural Weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Won't make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic Disposition:	Slow-paced, task-oriented
Motivated by:	The desire to be right and maintain quality.
Time Management:	Beavers tend to work slowly to make sure they are accurate.
Communication Style:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision Making:	Avoids making decisions; needs lots of information before they will make a decision
In Pressure or Tense Situations:	The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest Needs:	The beaver needs security, gradual change and time to adjust to it.
What the Beaver Desires:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

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GOAL SETTING

Title/Name of Lesson	Goal Cubes
Grade Level(s)	Secondary Education
Main Idea/Question	What are your future academic, career, personal, financial, and life goals?
Lesson Introduction	Sponsors will be able to identify their academic strengths and struggles. This activity will provide a clearer idea of areas they should continue to strengthen and those for which they need to seek additional support.
Lesson Agenda/Procedure	<ol style="list-style-type: none"> 1. Sponsors will talk about the importance of setting goals. 2. Give each student a copy of the handout. 3. Sponsors will work with students to help them fill out one section at a time. 4. Start with the center rectangle where the students will write their career goals. 5. Next fill out the quadrants around the goals box, where students will list their: <ol style="list-style-type: none"> a. Academic strengths b. Academic challenges c. Extracurricular interests d. Obstacles that make it difficult to reach their goals (i.e. financial resources, study skills, study environment, grades, access to academic support/tutoring, family/school balance, social/peer influences, time management, other family issues). <p>Note: The sponsors should help them and give them ideas by pulling out of them what they like/dislike about school, and what they like/dislike to do when they're not in school. Brainstorming the obstacles might be a challenge—if they're stuck, discuss a few obstacles you faced as an example.</p>
Closing Activity	<p>When done with these blocks, have them move to the outer layer of blocks to answer these questions. Consider using the cheat sheet provided to help with ideas for this section.</p> <p>Utilize the guided questions on the handout for small group discussion.</p>
Assessment (if applicable)	

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

<p>What classes could I pursue in high school that showcase my strengths?</p>	<p>What can I do to get help in areas I find challenging?</p>
<p>Academic strengths</p>	<p>Academic challenges</p>
<p>Career goals</p>	
<p>Extracurricular Interests</p>	<p>Obstacles to meeting my goals</p>
<p>How can I use my talents to help me in school?</p>	<p>What commitments can I make in order to reach my goals?</p>

Early Goal Setting Worksheet

1.

Category	Life Goal
Career/Job	
Education	
Travel	
Where will you live?	
Other adventures?	

2. Why did you choose this career/job? What meaning does it have for you?

3. What personal action steps and commitments will you have to make in high school and after high school to reach your goals?

4. What obstacles in your present life might make it more difficult to reach your desired goals?

5. What steps or actions will you take to overcome those obstacles to reach your goals?

6. Now that you have a mentor, what objectives do you have for your mentor/mentee relationship? Circle all that apply.

Career advice

College knowledge

Information about financial aid/scholarships

School support

Someone to confide in

Learn leadership skills



SELF-AWARENESS

Title/Name of Lesson	Self-Awareness/SEL
Grade Level(s)	Secondary Education
Main Idea/Question	Social-emotional self-awareness means having the ability to understand your thoughts, emotions, and values, as well as knowing how those factors influence your behavior. Added to this understanding is the capacity to open-mindedly and realistically assess your strengths and weaknesses while maintaining your confidence, drive, and desire to grow.
Lesson Introduction	While social-emotional self-awareness certainly consists of knowing and understanding yourself, it also involves and is influenced by others' perceptions of you. Completing a Johari window can be a useful tool in discovering more about your self-view and the relationship between it and others' perceptions of you.
Lesson Agenda/Procedure	<p>Using the attached Johari window sheet, give them 3-5 minutes to choose 5 to 20 adjectives that best describe themselves. How many did they choose? Was it easy or challenging? Now have them partner up and choose 5 to 20 adjectives that best describe their partner. Students can now compare the two sheets and have them plug the adjectives into the appropriate boxes/panes of the window using the "Known or Unknown to Self" and "Known or Unknown to Others" indicators outside the grid.</p> <p>All adjectives will fall into one of the four panes:</p> <p>Pane 1: OPEN SELF: Known to you and others Pane 2: BLIND SELF: Unknown to you but known to others Pane 3: HIDDEN SELF: Known to you and unknown to others Pane 4: UNKNOWN SELF: Unknown to you and others</p>
Closing Activity	For a deeper dive into this Johari window activity, encourage students to take a few blank copies and have other peers, friends, and/or family members complete the sheet about them, which would allow them to have an even greater view of self.
Assessment (if applicable)	

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

KNOWN TO OTHERS

OPEN SELF	
INFORMATION ABOUT YOU THAT BOTH YOU AND OTHERS KNOW	

BLIND SELF	
INFORMATION ABOUT YOU THAT YOU DON'T KNOW BUT OTHERS DO KNOW	

UNKNOWN TO OTHERS

HIDDEN SELF	
INFORMATION ABOUT YOU THAT YOU KNOW BUT OTHERS DON'T KNOW	

UNKNOWN SELF	
INFORMATION ABOUT YOU THAT NEITHER YOU NOR OTHERS KNOW	
<p>This area represents the potential for self-discovery, opportunities to try new things, to learn more about yourself, to grow</p>	

Adapted Johari Window: Select from 0-20 (only) adjectives that you feel describe you best. Then give the same list to someone else; they have to choose only 0-20 without looking at your list. Then compare.

- Accepting
- Approachable
- Assertive
- Ambitious
- Adaptable
- Brave
- Balanced
- Calm
- Caring
- Cheerful
- Confident
- Charismatic
- Consensus-building
- Dependable
- Energetic
- Empathetic
- Fair
- Friendly
- Flexible
- Forward-thinking
- Giving
- Helpful
- Honest
- Humble

- Independent
- Knowledgable
- Logical
- Listener
- Observant
- Open-minded
- Organized
- Optimistic
- Patient
- Quiet
- Responsive
- Receptive
- Reassuring
- Realistic
- Relaxed
- Self-accepting
- Strong
- Tactful
- Tenacious
- Transparent
- Trustworthy
- Understanding
- Warm
- Wise

INTERNAL/EXTERNAL (LOCUS OF CONTROL)

Title/Name of Lesson	Locus of Control
Main Idea/Question	Locus of control refers to where an individual places responsibility for control of their life. Shifting from an external to an internal locus of control can help students take responsibility for their behaviors and motivation.
Lesson Introduction	<p>Briefly explain the idea of internal locus of control vs external locus of control (see 'Locus of Control' PDF for more info):</p> <p><i>Internal: belief that one's choices control outcomes and we have power to influence outcomes</i></p> <p><i>Example: "The people who did well invested a lot of time and effort to study in advance."</i></p> <p><i>External: belief that external factors control outcomes and that outcomes will occur regardless of one's decisions/actions</i></p> <p><i>Example: "The people who did well were lucky."</i></p>
Lesson Agenda/Procedure	<p>Write two columns on the board, one labeled Internal Locus and the other External Locus. Have the students offer examples of behavior they have seen or practiced that falls into either column.</p> <p>Once it seems like students have a good grasp of the difference between internal vs external, have them write down a recent situation of their own in which they exhibited an external locus of control.</p> <ul style="list-style-type: none"> • Students should then jot down how using an internal locus of control would change their perception of the situation. <ul style="list-style-type: none"> ○ What factors DO they control in their situation? <p>How could they affirm the positive choices they made in the situation?</p>
Closing Activity	<p>Encourage students to reflect over the next few days on how they attribute their outcomes in school – and to challenge them. Acknowledge that in life there are always some things that we do not have control over, but that in those situations there are opportunities for us to exert influence or create change.</p> <ul style="list-style-type: none"> ○ Journaling may be a great way for students to engage in this self-awareness activity regularly.

← External Locus of Control →

Characteristics

- Belief that external factors/forces control your outcomes
- Belief that outcomes will occur regardless of your decisions/actions
- Emphasis on the power of others to determine your outcome

Example Thinking/Phrasing

- “I earned a bad grade on the test because the questions were too hard.”
- “It doesn’t matter if I practice; I’m just not good at Chemistry.”
- “The people who did well were lucky.”

→ Internal Locus of Control ←

Characteristics

- Belief that your choices/decisions control your outcomes
- Belief that you have the power to change/influence outcomes
- Emphasis on your own ability and power to influence outcomes

Example Phrasing

- “If I had completed the optional homework instead of binge-watching Netflix, I would have had more practice for the exam.”
- “I can join a study group to have more support for learning Chemistry”
- “The people who did well invested a lot of time and effort to study in advance”

Two Strategies for Shifting from External to Internal Locus of Control

- Self Awareness
 - Try to notice when you think or say that someone/something has control of your outcomes
 - While there are always *some* factors you can't control, what are the factors you DO control?
- Self Talk
 - Rephrase thinking or speaking to emphasize what you can do in a situation
 - Affirm your positive choices and challenge yourself to make decisions that advance your goals
 - Acknowledge when your own hard work has been influential in your outcomes

A Few Notes

We should consider locus of control in a complex way. There are definitely things that, at times, we do not have control over in our lives. In these moments, we can look for places where we can create change, exert influence, or change systems that might be affecting us. We can acknowledge the many factors affecting outcomes and also figure out which factors we can influence.

In terms of academic success, many of our outcomes are a result of own willingness to

- Make difficult, positive choices
- Prioritize learning
- Make personal connections to concepts
- Take responsibility for actively learning
- Ask questions

This can help us overcome barriers to asking for help and also make us more willing to collaborate with each other so that we can support each other in having positive academic outcomes.

STRESS MANAGEMENT AND SELF-CARE

Title/Name of Lesson	Stress Management/Self-Care
Grade Level(s)	Secondary Education
Lesson Standard(s)	Introduce the concept of mindfulness Explore and elaborate upon the concept Allow students to form their own understanding of the concept Discuss strategies for implementing mindfulness in their own daily lives
Main Idea/Question	How can mindfulness be incorporated as an effective manner of focus and stress reduction?
Lesson Introduction	Please begin the lesson by sharing the following definition of mindfulness: "Paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally" by Jon Kabat-Zinn.
Lesson Agenda/Procedure	<p><i>Adapted from resources and information by Dr. Dzung Vo, author of "The Mindful Teen" and www.mindfulnessforteens.com, which can also be found on FB and Twitter @TheMindfulTeen.</i></p> <p>Begin by asking students to discuss and share their thoughts about this definition of mindfulness.</p> <p>Have students take a one-minute mindful walk around the mentoring space. Or weather and time permitting, perhaps this mindful walk could be completed outside. Ask them to count their first 5 breaths. With the remainder of their time, ask them to use all 5 senses to observe the environment surrounding them.</p> <p>What did you notice about your breathing? What did you hear? What other observations did you make? How did this exercise make you feel?</p> <p>In the future, when would an exercise like this be useful? Could an exercise like this help in a stressful or heated moment? How? In what other types of situations could this exercise help?</p>
Closing Activity	Encourage students to check out www.mindfulnessforteens.com and/or search for a short mindfulness video. Many of them are only a few minutes in length and can help them learn new techniques to deal with and react in challenging or stressful situations.

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

ACADEMIC SUPPORT AND PLANNING

Title/Name of Lesson	My Study Plan
Main Idea/Question	How can students improve their time management and study techniques?
Lesson Introduction	<p>Begin with a brief discussion about how students manage their time:</p> <ul style="list-style-type: none"> • Do they have systems in place? • How do they prioritize tasks? • Do they think there is a connection between time management and studying/academic success?
Lesson Agenda/Procedure	<p>Pass out the 'My Academic Success Plan' puzzle piece handout to students. Using the included resources, facilitate a conversation about the different "pieces" of academic success: preparation, time management, and study strategies/techniques. After discussing each piece, have students write 2-3 notes on their handout in the appropriate section.</p> <p><u>Preparation</u> (How will I prepare to study?): Our brains do not function as well if we are not nourished appropriately or well-rested. Our environment is also important, as we need a space that minimizes distraction. Ask students to identify some strengths and weaknesses of their own study/prep space situations. Ask them how they might begin prioritizing the preparation step of studying.</p> <p><u>Time Management</u> (When will I study?): Many of us have more time in a day than we might think. When was the last time we evaluated how we spend our time? When it comes to time management, awareness is key. Once we're aware of the time we have, we can begin to prioritize our tasks more effectively. Ask students how they use their free time and if they might be able to reevaluate. Ask if study time is one of the tasks they include on a regular basis.</p> <p><u>Study Strategies</u> (How will I study?): There are a lot of study strategies out there but remember this: cramming and re-reading are some of the LEAST effective. To make good use of your time and energy, studying should be spaced out over time and should include creation and explanation. Ask students how they might be able to employ creation and/or explanation as they study for an upcoming test.</p>
Closing Activity	<p>Students should now have a few ideas written on their 'Academic Success Plan' handouts. However, it's okay if they are still thinking – academic success starts with self-reflection and self-awareness. Feel free to share these more targeted resources (Productive Study Spaces, 24 Hour Time Log, Make It Stick Study Strategies) on each piece if students could benefit. Remind students that academic success involves continuous assessment and improvement – and it's okay to ask for help!</p>

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

My Academic Success Plan

How will I prepare to study?

When will I study?

How will I study?

Where will I get help?

24-HOUR TIME LOG

Track what you're doing throughout the day to learn more about how you use time and to discover what times of day you're more or less productive.

TIME	ACTIVITY	TIME	ACTIVITY
12:00 AM		12:00 PM	
12:30 AM		12:30 PM	
1:00 AM		1:00 PM	
1:30 AM		1:30 PM	
2:00 AM		2:00 PM	
2:30 AM		2:30 PM	
3:00 AM		3:00 PM	
3:30 AM		3:30 PM	
4:00 AM		4:00 PM	
4:30 AM		4:30 PM	
5:00 AM		5:00 PM	
5:30 AM		5:30 PM	
6:00 AM		6:00 PM	
6:30 AM		6:30 PM	
7:00 AM		7:00 PM	
7:30 AM		7:30 PM	
8:00 AM		8:00 PM	
8:30 AM		8:30 PM	
9:00 AM		9:00 PM	
9:30 AM		9:30 PM	
10:00 AM		10:00 PM	
10:30 AM		10:30 PM	
11:00 AM		11:00 PM	
11:30 AM		11:30 PM	

STAY PRODUCTIVE

PRACTICE:

We all want to make the most of our study time. In order to be most effective AND efficient, consider the following strategies to commit information to memory, and to learn material until you can't get it wrong. Learning something once won't be enough. You must practice the material in different ways to make it stick.

DRAW AND RE-DRAW DIAGRAMS

- Reconstruct images/information to capture ideas graphically/spatially
- Redraw graphs and images from memory
- Replace words with symbols or drawings
- Write out the steps or create diagram of how to solve math or science problems
- Draw diagrams and charts from memory
- Take notes using mind-map to see in a broader picture how concepts relate

MAKE YOUR OWN PRACTICE TEST QUESTIONS

- Write out example exam questions to practice
- Take practice exams in an environment similar to the exam
- Practice multiple choice questions
- Compare and contrast major theories or concepts
- Practice changing the details of the problem and see if you can still solve it
- Reflect on what skills the professor wants you to perform to build practice questions
- Can you justify why you think you're right? Can you explain why another answer is wrong?

PROVIDE EXPLANATION/SUMMARY

- Discuss topics with others to validate understanding (peers, professors, others)
- Explain ideas to someone else using real life examples
- Describe the information to someone who wasn't there
- Teach the material to someone else as if you were lecturing
- Ask others to hear your understanding of a topic
- Explain your notes or a concept from class to another person
- Imagine yourself talking through the concept and remember aurally
- Speak your answers aloud (quietly) or inside your head
- Explain aloud the answers to flash cards, reading questions, or test questions
- Recite the main points at the end of each section; explain concepts aloud.
- Summarize your notes/the concepts from the textbook on an audio file

WRITE AND RE-WRITE IDEAS

- Write out words multiple times on a white board
- Create a written study guide
- Create reference sheets for easy access while studying
- Summarize ideas and concepts in your own words
- Write paragraphs formulating the ideas from your notes
- Analyze diagrams, graphs and turn them into statements, descriptions
- Write songs, poems or rhymes to remember better.
- Make up puzzles or games to learn information

MAKE CONNECTIONS

- Generate or listen for examples of principles, real life examples
- Think of applications for the information
- Seek out exhibits, samples, photographs, collections, solutions
- Explore case studies as examples of concepts
- Connect your lecture notes with the notes you took from the book
- Arrange information into lists, words into hierarchies
- Recall learning/concepts from experiments, field trips, or other classes
- Participate in study groups & review sessions
- Practice recalling your notes/reading pages and where things are
- Use notecards to quiz yourself on concepts
- Make up puzzles or games to learn information

PRACTICE:

THREE PRACTICE STRATEGIES I'M GOING TO TRY ARE:

(Really do write these down. Doing so is a strategy of its own. When we write something down, we're taking an idea from in our head and turning it into a commitment. Take it a step further and tell a friend or classmate or professor you're going to try these, too.)

1. _____
2. _____
3. _____

HERE'S HOW I'M GOING TO USE THOSE STRATEGIES

For _____ I'm going to try _____
(class/course) (strategy)

For _____ I'm going to try _____
(class/course) (strategy)

For _____ I'm going to try _____
(class/course) (strategy)

PRO TIP: SPREAD YOUR PRACTICE OUT

Now that you know your three new strategies you'll try, and you know the class(es) you'll try them in, think about how you'll spread your study out, or *distribute* your practice. Not sure what this means? Check out the example below. Basically, instead of a couple long study sessions, you're breaking that same time up into shorter, more frequent sessions. It's a [research proven strategy!](#) Make this approach work for you!

EXAMPLE

<div style="background-color: #8e44ad; border-radius: 10px; padding: 5px; display: inline-block;">3 hrs: summarize lect, read 20 pp, notes!</div> <div style="font-size: 2em; margin: 0 5px;">Z ZZ</div>	<div style="background-color: #8e44ad; border-radius: 10px; padding: 5px; display: inline-block;">3 hrs: redraw figs, teach concepts</div> <div style="font-size: 2em; margin: 0 5px;">Z ZZ</div>	<div style="background-color: #8e44ad; border-radius: 10px; padding: 5px; display: inline-block;">3 hrs: connect material from lects</div> <div style="font-size: 2em; margin: 0 5px;">Z ZZ</div>	<div style="background-color: #8e44ad; border-radius: 10px; padding: 5px; display: inline-block;">3 hrs: create study guide & test Qs</div> <div style="font-size: 2em; margin: 0 5px;">Z ZZ</div>	<div style="background-color: #8e44ad; border-radius: 10px; padding: 5px; display: inline-block;">3 hrs: answer my test Qs + practice test</div>	YES
7.5 hrs		7.5 hrs		NO	

Elements of a Productive Study Space

While our brains are capable of incredible processes, these processes require concentration and focus—both of which take energy and practice. The more we can do to minimize distractions, the more likely our brains are to maintain focus and retain material. Study space is key. Here are some elements to consider when setting up your study time and space:



MAKE IT FOR STUDY ONLY

If possible, choose one space for studying. Establishing a single space trains your brain to focus in that space. If you can't make a study-only space, try using cues to create mental space for studying (e.g., posture, headphones, closing apps, etc.).

MAKE IT YOUR OWN & KEEP IT CONSISTENT

This will be *your* learning space rather than a classroom or auditorium. Make it a place you want to be. Think about visuals, seating, table space, light, plants, air quality, etc.



REMOVE DISTRACTIONS

Close unnecessary browsers and apps. If your phone is not needed, silence notifications and place it out of reach. It may also help to create visual cues for other people like a sign indicating when you're working.

INTERNET MATTERS

Learning remotely, you'll want access to a reliable internet connection. Check out this OSU resource page for [home internet options](#).



BE SPECIFIC & SET GOALS

As much as possible, spread your work out over time, and create short sessions where you can maintain focus. Identify 1-2 goals for each session and name specific activities for that session. Creating a [study cycle](#) for each class can help you identify activities.

SET A SCHEDULE

A [schedule](#) helps you stay on track and work efficiently. Learning remotely could mean working at your own pace or participating in live class sessions. You can schedule blocks of time throughout your day and week to stay on track. Remember to include non-academic commitments, stop times, breaks, and [self-care](#) in your schedule.



HAVE ALL THAT YOU NEED

Prepare your space. Gather everything you'll need to study: books, technology, chargers, notes, paper, writing utensils, water, snacks, etc.



THINGS TO KEEP IN MIND

- ⚡ If you're learning remotely, your study space may also be where you attend live class sessions or visit office hours.
- ⚡ Visual and physical cues may help create routine. Some people find it helpful to create a ritual or sequence of actions to prepare for studying, or to dress as they would if attending an in-person class.
- ⚡ We all work best in different spaces or environments. Some people like organized, meticulous spaces; others appreciate creative chaos. Make your space one that works for you.
- ⚡ If the space doesn't work, take time to figure out why. [Evaluate your study space](#), make changes, and work to create an environment where you can learn effectively.

DIGITAL FOOTPRINT

Title/Name of Lesson	Life Skills: Social media footprint
Grade Level(s)	Secondary Education
Main Idea/Question	Why is it important to consider what your digital footprint says about you?
Lesson Introduction	<p>We have provided scenarios that can be used to illustrate the real-life consequences of their posts on social media. (Digital Footprint Lesson Plan Example document) You can read these examples out loud to students.</p> <p>In addition, make sure students have a piece of paper and something to write with for the closing activity.</p>
Lesson Agenda/Procedure	<p>Open this lesson by asking students what they might be able to tell about a person based on their physical footprint. For example, a negative physical footprint of a student may be gum stuck under a desk, graffiti in a bathroom, or not clearing their tray at lunch. Then ask students if they know what a digital footprint is. How might a digital footprint—something that reveals your online activity—tell other people about who you are or what interests you?</p> <p>Have the definition of a digital footprint visible.</p> <p>Definition: All the information about a person that can be found online</p> <p>Now share the examples of “Digital Footprint Scenarios” with students. After sharing each example ask the students:</p> <ul style="list-style-type: none"> • What kind of digital footprints did this person leave? • Did they know they were leaving footprints? • How did other people find them? • What were the consequences? • How could the situation have been avoided?
Closing Activity	<p>Have them take notebooks/journals out or discuss as a group.</p> <p>Introduce prompt question: “Why is it important to have an appropriate digital footprint? What are some ways to create a safe, positive digital footprint?”</p> <p>Have them write at least a paragraph on what they learned.</p> <p>Have them share their takeaway with a partner.</p> <p>Come together as a big group and have students share their thoughts.</p> <p>Wrap up final thoughts, take questions, and end lesson.</p>

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

Digital Footprint Scenarios

Example 1: A student working at Burger King posted a photo on their social media account standing on two containers of lettuce. They captioned the photo “This is the lettuce you eat at Burger King,” After the employer saw this post the person was fired.

Example 2: A group of students decided to skip school. While they were out one of the students posted on their social media accounts, “Skipping school with my friends,” and tagged each person the in the post.

Example 3: A student created a new social media account. When she created the account she made her personal information, like her home address, public.

Example 4: A student sends a Snap to a friend. The friend screenshots the Snap and sends it to the entire class.

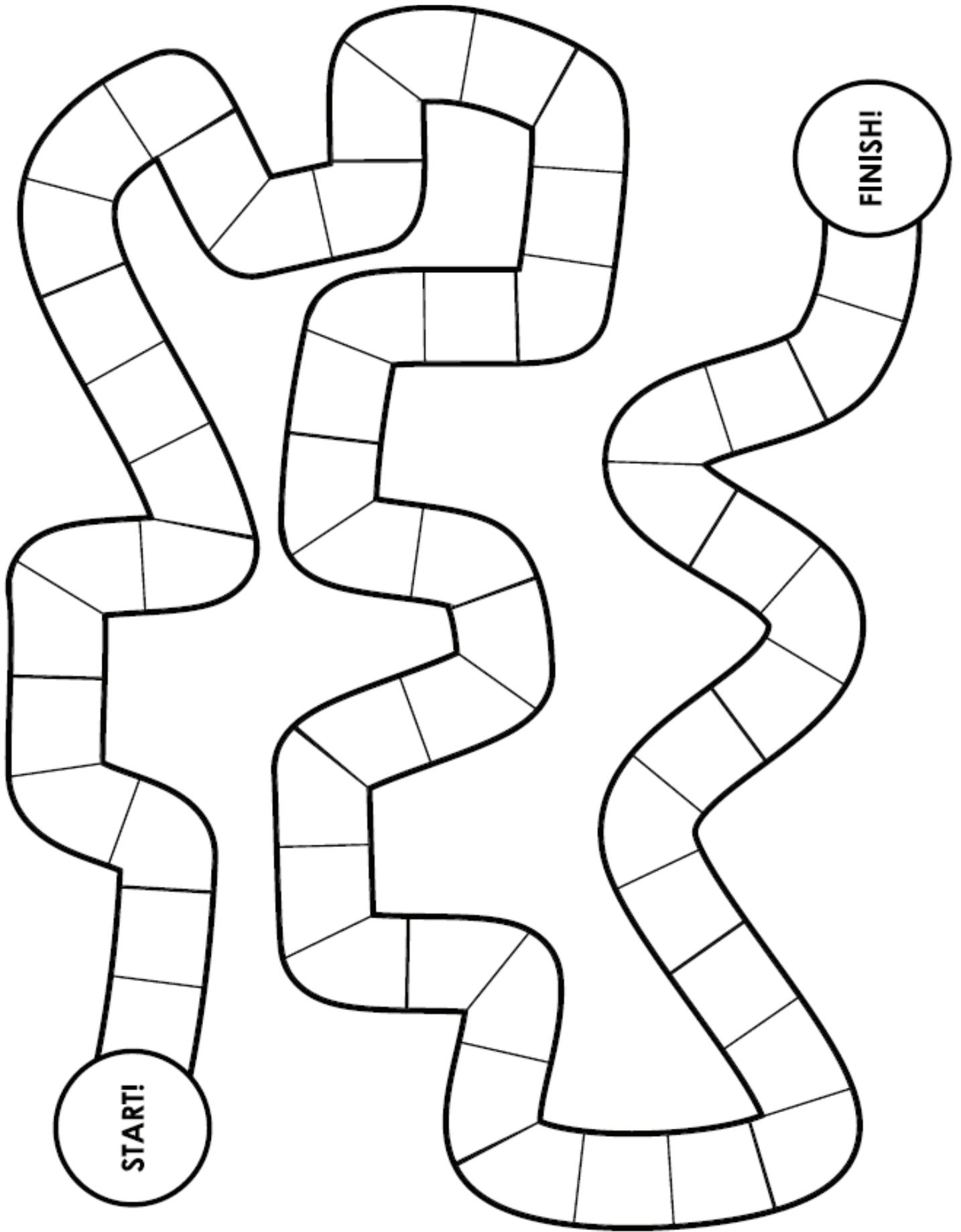
Example 5: A student writes an article about their positive experience at GEAR UP U! It appears in their school’s online newspaper.



MONEY OPPORTUNITIES AND DECISIONS

Title/Name of Lesson	Money Opportunities and Decisions
Lesson Standard(s)	Students will engage in discussions about the importance of understanding costs, the availability of financial aid, and understanding that education is a lifelong investment.
Main Idea/Question	How can students maximize their financial aid opportunities for college?
Lesson Introduction	Recognizing opportunities when they present themselves is important. The start of a new school year for any student is an opportunity for a "fresh start" and students should make the most of their school experience. Let's talk about costs and affordability through financial aid. Students should take advantage of every opportunity available to them.
Lesson Agenda/Procedure	<p><i>Adapted from Montana GEAR UP</i></p> <ul style="list-style-type: none"> • In advance, cut out the cards from the attached worksheet. • Lay out the game board. Shuffle the provided cards and place them face down. You can have multiple games going at the same time if you wish. Choose an item to use for small tokens for each player. Place the tokens on "Start." • Go around the group and have each student take a card, read it aloud, and follow the directions on it. Continue around the group until someone reaches the finish line. If you run out of cards, you can reshuffle the deck.
Closing Activity	<p>Group Talking Points</p> <p>How serious are you about going to college?</p> <p>To pay for college, do you know when you should begin to take one of the college entrance exams (ACT or SAT)? Q/A: Junior year</p> <p>How much do you think it costs for one year of tuition at a 2-year public college in West Virginia? Q/A: Average cost of attendance is \$4,400 A 4-year public college in West Virginia? Q/A: Average cost of attendance is \$8,418.</p> <p>How much do you know about financial aid? Talk to them about federal aid—the Pell Grant, student loans, work study, the PROMISE scholarship, the WV Higher Education Grant, and scholarships in general. You don't have to dig deep into the details, but broad strokes of what these programs are and do will be useful for them. If you are unfamiliar with any of these, see the attached handout for review in advance.</p> <p>Do you think you will be able to pay for college with financial aid?</p>

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?



<p>You decide to check what new scholarships are on collegeforwv.com.</p> <p>Move forward 1 space</p>	<p>Your counselor has just given you a scholarship application because you are a first-generation college student and you apply for it.</p> <p>Move forward 5 spaces</p>	<p>The deadline for financial aid has passed; as a result, you decided not to apply because it is too late.</p> <p>Stay where you are</p>
<p>You ask your teacher if they know anyone who works in a career about which you want to learn. They set you up with a job shadowing opportunity.</p> <p>Move forward 3 spaces</p>	<p>You are worried because you think you can only apply to scholarships if you have good grades, so you ask a teacher for help.</p> <p>Move forward 2 spaces</p>	<p>Your parents have told you that you need to look for scholarships because financial aid is not going to pay for everything. Instead of listening to them, you decide to play video games.</p> <p>Move back 4 spaces</p>
<p>You received a phone call to go for an interview about a scholarship, but you forgot what time the interview was scheduled for.</p> <p>Stay where you are</p>	<p>You applied for a science scholarship, because you attended a science summer camp, and won a \$500 scholarship.</p> <p>Move forward 3 spaces</p>	<p>You decide to stay one day a week after school for tutoring.</p> <p>Move forward 4 spaces</p>

<p>You have not applied for scholarships so you decide to get a loan instead.</p> <p>Move forward 1 space</p>	<p>You forgot to send an essay with your writing scholarship and now you must wait a whole year to apply to the scholarship again.</p> <p>Stay where you are</p>	<p>You complete your application for the WV Invest</p> <p>Move forward 3 spaces</p>
<p>Your teacher recommends that you try out for the school play because you could be eligible to apply for theatre scholarships. Even though you like acting, you decided not to do it because you don't think it is cool.</p> <p>Move back 1 space</p>	<p>The counselor tells you that the Promise Scholarship is closing soon but you decided not to apply because you do not believe him.</p> <p>Move back 1 space</p>	<p>Your friends tell you that they do not need good grades to get into college, so they decide not to study anymore and you do the same.</p> <p>Move back 3 spaces</p>
<p>You decide to give a classroom presentation about the different kinds of scholarships and how there is one for everyone.</p> <p>Move forward 3 spaces</p>	<p>Counselors are giving a presentation about financial aid and advice for completing the FAFSA, but you decide to go to the movies with your friends.</p> <p>Move back 5 spaces</p>	<p>You volunteer to help a youth soccer team after school because you know there are scholarships for volunteering.</p> <p>Move forward 4 spaces</p>

<p>You join the public library summer reading program in order to improve grades and be more eligible for scholarships and college programs.</p> <p>Move forward 2 spaces</p>	<p>The store near you is offering a scholarship but you cannot apply because you have no extracurricular experience, so you decide to lie on the application.</p> <p>Move back 5 spaces</p>	<p>You don't follow up on making sure the college you're planning on attending has your transcript and the items you need and don't attend a summer orientation.</p> <p>Move back 2 spaces</p>
<p>You decided to look for a job because education is too expensive.</p> <p>Stay where you are</p>	<p>You decided to get a part time job to help save money for college.</p> <p>Move ahead 2 spaces</p>	<p>You missed the application deadline for the scholarship you really wanted.</p> <p>Stay where you are</p>
<p>You couldn't figure out the college loan application, so you gave up and decided it wasn't worth it.</p> <p>Move back 2 spaces</p>	<p>You know loans are important to students, but you do not know what they are, how to get them or where to find information about them. You get overwhelmed and give up.</p> <p>Move back 1 space</p>	<p>Because of too many tardies and absences, you are not eligible to participate at your graduation ceremony.</p> <p>Stay where you are</p>

<p>You're not sure where to find help with how to pay for college, so you look on CFWV.com to find more information.</p> <p>Move forward 3 spaces</p>	<p>It is time to apply for scholarships but instead you decide that your family is going to pay for all of your education, so you don't apply at all.</p> <p>Move back 3 spaces</p>	<p>Your family tells you that they will never be able to afford college, so you give up on school and get bad grades.</p> <p>Move back 4 spaces</p>
<p>You were having trouble filling out the FAFSA application. As a result, you did not send the application.</p> <p>Move back 3 spaces</p>	<p>You decide to apply only to one scholarship because if you win it, your entire education will be paid for.</p> <p>Move back 1 space</p>	<p>You and your family had decided to save money for college but you spend all your money on a weekend trip with your friends instead.</p> <p>Move back 2 spaces</p>
<p>You sign up for Txt-4-Success and receive reminders and important information to help you prepare for college.</p> <p>Move forward 3 spaces</p>	<p>You don't receive the score you were hoping for on the ACT/SAT, so utilize the FREE ACT/SAT test prep on CFWV.com and choose to retake it.</p> <p>Move forward 2 spaces</p>	<p>You don't study for the ACT/SAT and decide it's not worth it to retake it.</p> <p>Move back 3 spaces</p>

You and your family sign up to tour a local college campus.

Move forward 1 space

You submit applications to more than one college, just to see what your options are.

Move forward 3 spaces.

It's your senior year and you don't file the FAFSA before April 1st, so you miss out on several in-state scholarship opportunities.

Move backward 3 spaces.



FINANCIAL AID FACT SHEET

FOR ALL WEST VIRGINIA STUDENTS ATTENDING
COLLEGE IN THE 2024-2025 ACADEMIC YEAR

WEST VIRGINIA HIGHER EDUCATION GRANT

The WV Higher Education Grant Program is a need-based financial aid program for WV students. Awards are based on demonstrated financial need (as determined by the information students provide on the FAFSA).

Program requirements: Students must:

- ✓ Be a citizen of the United States;
- ✓ Be a WV resident for at least 12 months prior to applying;
- ✓ Be a high school graduate or the equivalent thereof;
- ✓ Complete the FAFSA and demonstrate a certain level of financial need;
- ✓ Demonstrate academic promise;
- ✓ Enroll as a full-time undergraduate student at a participating institution;
- ✓ Have not previously earned a bachelor's degree.

To apply: You must complete and submit the FAFSA by April 15, 2024.

Award amount: The award amount varies each year. Maximum annual awards for the 2023-24 academic year were \$3,300.

Eligible Institutions: The award can be used at participating institutions within WV and PA. To view a complete list of participating institutions, visit collegeforwv.com/wvgrant.

PROMISE SCHOLARSHIP

The WV Promise Scholarship Program is a merit-based financial aid program available to WV residents who meet certain academic standards.

Program requirements: Students must:

- ✓ Have both a core and cumulative grade point average (GPA) of 3.0 or higher*
- ✓ Meet the minimum test score requirements on either the ACT

Minimum test score requirements for Promise	
ACT	SAT
Composite: 21	Total score: 1080
English: 19	EBRW: 510
Math: 19	Math: 510
Science: 19	
Reading: 19	
Last test date: July 2024 (ACT)	Last test date: June 2024 (SAT)

* Must achieve a cumulative grade point average of at least 3.0 on a 4.0 scale or whatever is considered a "B" average, based on county grading policies in both the core courses and overall coursework (weighted grades may be used). The core GPA includes all core courses, but does not include electives. For a complete list of courses, visit collegeforwv.com/promise.

Award amount: Eligible applicants will receive annual awards up to \$5,200 to cover the cost of tuition and mandatory fees at eligible institutions in WV.

To apply: Beginning October 1, 2023, file the Promise application at collegeforwv.com/promise by March 1, 2024. The 2024-2025 FAFSA will open in December 2023 must also be completed by March 1, 2024.

ENGINEERING, SCIENCE AND TECHNOLOGY SCHOLARSHIP

Scholarships are awarded on the basis of academic qualifications and interest in the science, engineering, and technology fields. Priority is given to WV residents.

Program requirements: Students must:

- ✓ Be a United States citizen or resident alien;
- ✓ Visit collegeforwv.com/wvstem and complete the application by March 1, 2024;
- ✓ Agree to work full-time in a qualifying engineering, science, or technology field in WV for one year for each year the scholarship was received.*

To apply: Submit an application by March 1, 2024. The application will be available at collegeforwv.com/wvstem.

Award amount: Not to exceed \$3,000 per academic year.

* Students who fail to meet the work requirements are required to repay the scholarship received plus interest and any required collection fees.

WEST VIRGINIA INVESTS GRANT

The West Virginia Invests Grant is a "last-dollar-in" financial aid program designed to cover tuition, mandatory fees, and approved academic fees not covered by other scholarships and grants for eligible academic programs at participating public colleges.

Program requirements:

- ✓ Complete the application and FAFSA available at collegeforwv.com/wvinvests;
- ✓ Agree to live in West Virginia for 2 years after no longer being enrolled at least half-time.*

Eligibility: Must complete an approved drug screening within 60 days prior to the beginning of the first term in which they are eligible for the academic year (summer, fall, spring) and enroll at least part time. Must also complete 2 hours of community service every term an award is received. Visit collegeforwv.com/wvinvests for full list of eligibility criteria.

Award amount: Varies depending on the remaining tuition and approved fees not covered by other scholarships, grants and waivers.

To apply: Submit an application at collegeforwv.com/wvinvests and a FAFSA by the April 15 priority deadline.

* Students who fail to meet the residency requirement are required to repay the grant received plus interest and required collection fees.

MEDICAL STUDENT LOAN PROGRAM

The Medical Student Loan Program enables medical students with financial need to apply for loans to pursue a degree of Medical Doctor or Doctor of Osteopathic Medicine. Loans may be forgiven if students meet certain work requirements after graduation.

Program requirements: Students must:

- ✓ Be accepted for enrollment or be enrolled full-time at an eligible WV school of medicine. Priority is given to residents of WV;
- ✓ Loan indebtedness (principal and accumulated interest) may be forgiven at the rate of up to \$10,000 for every 12 consecutive months of full-time practice in WV in a qualifying medically underserved area and medical specialty.

To apply: Contact your institution's financial aid office.

Eligible institutions: Marshall University School of Medicine, West Virginia School of Osteopathic Medicine, and West Virginia University School of Medicine.

Award amount: Not to exceed \$10,000 per academic year.*

* The first payment is due one year following the date the borrower ceases to be a full-time student. Students are not required to make payments during periods of authorized deferments, such as required military service or approved additional medical training, including internships, residencies, and fellowships for a period not to exceed five years.

HEALTH SCIENCES SERVICE PROGRAM

The Health Sciences Service Program is a loan repayment program for health professions students interested in primary care and rural health in West Virginia.

Program requirements: Students must fulfill certain education and licensing requirements. Visit collegeforwv.com to learn more.

Eligibility: Students in their final year of a graduate program in eligible disciplines in allopathic or osteopathic medicine, pharmacy, dentistry, nursing (midwives, nurse practitioners, nurse educators), physician assisting, physical therapy, social work, public health, occupational therapy, or clinical psychology in West Virginia can apply.

Service obligation: All recipients must agree to practice at least two years full-time or four years part-time in an underserved area of West Virginia immediately following completion of training. Visit collegeforwv.com to learn more.

To apply: Submit an application by December 15, 2023, at collegeforwv.com.

Award amount: \$15,000 - \$30,000, depending on the program of study.

NURSING SCHOLARSHIP PROGRAM

The Nursing Scholarship Program is a recruitment incentive program to assist nurses in paying for their education.

Program requirements: Students must fulfill certain education and licensing requirements. Visit collegeforwv.com/nursing to learn more.

Eligibility: Students who are enrolled in an accredited West Virginia nursing or education program (licensed practical, registered, masters and doctoral nursing students) can apply.

Service obligation: All recipients must agree to fulfill a service obligation to work in West Virginia following graduation. Service requirements vary by program of study and number of years awarded. Visit collegeforwv.com/nursing to learn more.

Award amount: Award amounts vary each year.

To apply: Submit an application at collegeforwv.com/nursing starting on April 15, 2024. Deadline is June 1, 2024.

FEDERAL PELL GRANT

The Federal Pell Grant is a need-based grant awarded to students who demonstrate financial need. Award amounts are based on your family's financial situation and your enrollment status.

Students must:

- ✓ Complete and submit the FAFSA;
- ✓ Demonstrate financial need.

To apply: File the 2024-2025 FAFSA at studentaid.gov/fafsa. For a complete list of requirements, visit studentaid.gov.

Award amount: \$750 to \$7,395 for the 2023-24 academic year.

HIGHER EDUCATION ADULT PART-TIME STUDENT GRANT (HEAPS)

The HEAPS grant has two separate components referred to as HEAPS Part-Time and HEAPS Workforce Development.

Program requirements: Students must:

- ✓ Be a WV resident for at least 12 months prior to applying;
- ✓ Be a citizen or permanent resident of the United States;
- ✓ Submit the FAFSA;
- ✓ Demonstrate financial need;
- ✓ Not be in default on higher education loans;

- ✓ Not be incarcerated in a correctional facility;
- ✓ Have a high school diploma or equivalent thereof;
- ✓ Be enrolled part-time pursuing a certificate or four-year degree for the part-time component.
- ✓ Be enrolled or accepted for enrollment in an industry credential, postsecondary certificate, or other skill development program at an eligible institution for the workforce component.

THE WV HIGHER EDUCATION ADULT PART-TIME STUDENT GRANT (HEAPS) enables students who demonstrate a financial need to pursue postsecondary education on a part-time basis.

To apply: Submit a FAFSA and contact the institution you plan to attend for further requirements.

Eligible institutions: WV's career and technical education facilities, community colleges, public colleges and independent colleges.

Award amount: The award amount varies, depending on the program of study and the student's financial need.

The WV Higher Education Adult Part-Time Student (HEAPS) Program Workforce Development Component is awarded to students who demonstrate a financial need and enroll in a postsecondary certificate, industry-recognized credential, or other skill development program in demand in WV.

To apply: Applicants must submit the HEAPS Workforce Development Application, which is available through each institution's financial aid office, and complete a current FAFSA. Applications are accepted on a rolling basis beginning July 1. Funding is limited and awards are made on a first-come, first-served basis.

Award amount: The cost of the program, not to exceed \$2,000, for a single academic year for all programs.

Eligible institutions: Participating career and technical education facilities, community colleges, and proprietary institutions in WV. To see if an institution participates in the HEAPS Workforce Component, contact the institution's financial aid office.

COLLEGE APPLICATION RECIPE

Title/Name of Lesson	Recipe for College Application Success
Grade Level(s)	Secondary Education
Main Idea/Question	What is the recipe for getting into college?
Lesson Introduction	Ask your students if there is a recipe for success. Let them discuss that. Then ask them if they know the recipe to applying to college and being successful at doing so. List the skills and items needed to be successful. Help them be creative.
Lesson Agenda/Procedure	<ol style="list-style-type: none">1. Introduce the idea of success. Ask them to define success.2. Mentees will brainstorm on scratch paper or the whiteboard all the ingredients needed in high school in order to be prepared to apply for college. Remind them they will need to fill out an application, the FAFSA, SAT, etc. Ask them, "Who in high school can help you with all of this?"3. Students can begin to fill in the ingredients on their recipe cards.4. You can begin to help students complete the recipe instructions step by step.
Closing Activity	Note the similarities and differences that students may have. Success is different for everyone. Discuss the steps for each.

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

Recipe

Title:

Ingredients:

Directions:

Recipe

Title:

Ingredients:

Directions:

Title/Name of Lesson	Clear, Effective, Empathic Communication
Lesson Standard(s)	Students will learn about effective and ineffective communication as well as ways to communicate empathetically.
Main Idea/Question	How do the ways I communicate affect others and my ability to get my message across?
Lesson Introduction	<p><i>Adapted from overcomingobstacles.org</i></p> <p>Read a book, magazine, or your phone as you enter your mentoring space. If you are already in the room as students arrive, read at your desk. Ignore all attempts by students to get your attention. Let your behavior send the message that you are totally absorbed in your reading and that you do not want to be disturbed. When everyone is seated, ask:</p> <ul style="list-style-type: none"> • Did you all feel welcomed as you came into class today? Why or why not? • What other messages did I send to you through my behavior? • Did anyone feel that I was being rude? Explain. <p>Tell students that their behavior can send different messages to people. These messages can, in turn, generate different reactions or responses. Explain to students that they are going to look at three different types of behavior, the messages they send, and the responses they are likely to get. Write the words “Types of Behavior” on the board and under it “Passive,” “Aggressive,” and “Assertive.” Ask students if they have heard these words before.</p>
Lesson Agenda/Procedure	<ul style="list-style-type: none"> • Students work in groups to develop definitions and examples. <p>Divide the class into three groups and assign each group one of the words. Make sure each group has either a dictionary or access to an online dictionary. Explain that the groups have two tasks:</p> <ul style="list-style-type: none"> • They must create a definition of their word that is meaningful to their group. • They must also generate three or four examples of this kind of behavior. <p>You might wish to time this activity, allowing about 10 minutes for students to complete group work and about five minutes for each group to share their findings.</p> <ul style="list-style-type: none"> • Students share and explore their definitions and examples. <p>Ask groups to share their work with the whole class. Invite one group at a time to explain what its word means, write its word’s definition in the appropriate column on the board, and give examples of the type of behavior it is defining.</p>

	<p>After each group has presented, encourage students to ask questions, clarify information, or add examples of their own. Lead students to recognize the following:</p> <ul style="list-style-type: none"> • “Passive” communication involves using soft or inaudible tones of voice, avoiding eye contact, slouching, and using other methods of acting or speaking that say “I can’t,” “I don’t know,” “I don’t care,” or “Don’t look at me” are all characteristics of passive behavior. <ul style="list-style-type: none"> ○ Ask, “When someone uses passive behavior around you or toward you, how do you react?” • “Aggressive” communication uses loud or angry tones of voice, pushing into another person’s personal space, using physical or verbal intimidation, and using other methods of acting or speaking that say “Look at me,” “Listen to me,” “Do it my way,” or “Get out of my way” are all characteristics of aggressive behavior. <ul style="list-style-type: none"> ○ Ask, “When someone uses aggressive behavior around you or toward you, how do you react?” • “Assertive” communication means involves using calm and steady tones of voice, maintaining eye contact, keeping a straight posture, and using other methods of acting or speaking that say “I know who I am,” “I know what I’m doing,” “I’m interested in who you are,” or “I respect you as a person” are all characteristics of assertive behavior. <ul style="list-style-type: none"> ○ Ask, “When someone uses assertive behavior around you or toward you, how do you react?” <p>Encourage students to draw conclusions about each of the three types of behavior. Ask them to identify which behavior they think would send the most positive message and get the most positive response from others.</p>
<p>Closing Activity</p>	<p>Summarize the discussion by stating that passive and aggressive behaviors are more likely than assertive behavior to lead to negative consequences or reactions from others. In general, assertive behavior is more effective.</p>

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

SELF ADVOCACY

Title/Name of Lesson	Communication for Self-Advocacy
Grade Level(s)	Secondary Education
Main Idea/Question	To define self-advocacy and self-awareness. To identify the reasons for learning self-advocacy skills. To identify the skills needed to be a self-advocate. To list activities for becoming a good self-advocate.
Lesson Introduction	Before meeting with your mentees, make copies of worksheet 1-1. The worksheet will help guide the discussion.
Lesson Agenda/Procedure	<ul style="list-style-type: none"> • Review as a class the definition and some examples of self-awareness. • Write the word “self- advocacy” on the board in front of the classroom. • Ask students what they think “self-advocacy” means and provide them an opportunity to respond. • Write the meaning of self- advocacy on your worksheet. Definition: a person making a deliberate or purposeful effort to speak up for his/her needs or ideas • Read and discuss the following scenario about Tara and self-advocacy. <ul style="list-style-type: none"> o “The following story about Tara is a good example of self-advocacy. Listen while I read. Try to identify how Tara self-advocates during the story. o Tara has a part-time job at a grocery store. Even though her manager knows Tara has school until 3:00 PM on weekdays, she put her on the schedule to work before then. Tara doesn’t want to lose her job.” <p>Ask students: How can she advocate for herself and make her boss understand that she can't work those hours, but she still wants to work?</p> <p>Discuss the examples in the “Communicating for Self Advocacy Examples” worksheet as a class.</p>
Closing Activity	How will you utilize these self-advocacy communication skills going forward? Discuss as a group.

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

Communication for Self-Advocacy

Example 1: Johnny is in algebra and isn't following the lesson. The teacher is moving on to the next topic. Using effective communication advocacy strategies what Johnny do?

Example 2: Crystal is struggling with feelings of anxiety and depression. She isn't sure how to get help. How could she communicate her needs and receive help with her mental health?

Example 3: Angela stormed into the principal's office and aggressively demands that the 9th graders get to go through the lunch line first because the 10th graders always get to eat before them. How could Angela have communicated her wishes more effectively?

Example 4: Mikey is having trouble making decisions about what to do after high school so he has decided not to do anything. What should Mikey do instead?



LEADERSHIP GOALS

Title/Name of Lesson	Leadership Goals: Charting a Pathway
Lesson Standard(s)	Students will identify the traits of good leaders and establish a plan to adapt some of these traits for themselves.
Main Idea/Question	What makes a good leader? How can I hone my leadership skills?
Lesson Introduction	<p><i>Adapted from Louisiana GEAR UP</i></p> <p>Begin with a Q & A. Have students identify three people (both famous and who they know) who are good leaders. Have them write down 4-5 different traits or reasons that each of these people are leaders. As a group, have them discuss who they chose and what their traits are. As a facilitator, you could keep a list up on the board, noting commonalities between the traits.</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What do these leaders have in common? • What makes someone a poor leader? What traits do poor leaders have? • Why is thinking about leadership important when thinking about your future career? The takeaway here: even if you're not someone who seems yourself as a "leader," the skillset can come in handy!
Lesson Agenda/Procedure	Have students complete the chart below (See: Leadership Goals: Charting a Pathway Chart). They can use some of the traits they identified on the board to complete the leadership goals section.
Closing Activity	Have students discuss the traits they chose and activities they could do to strengthen their leadership skills. They may find there are other benefits to participating in these activities, too!

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

Leadership Goals: Charting a Pathway

Leadership Trait To Achieve	Activities (list activities that will help you hone this leadership skill. Be specific!)	Equipment, person, or other support needed:	Evaluation (how will you know when this goal has been accomplished?)
<i>Example: Strong communication skills</i>	<i>Join speech and debate club, audition for a community play, volunteer to lead a group project</i>	<i>Contact Ms. Jones, the speech and debate coach</i>	<i>Continually receive positive feedback from coaches and teachers about how I express myself</i>



THE GIFTS WE SHARE

Title/Name of Lesson	The Gifts We Share
Grade Level(s)	Secondary Education
Main Idea/Question	We all have unique gifts. What are yours and how are you sharing them with the world?
Lesson Introduction	As you come to the end with your mentees, it's time to celebrate each one of them and their unique gifts that they each possess. Celebrate the time you have had with one another and the wonderful gifts that they have shared with you and you with them.
Lesson Agenda/Procedure	<ol style="list-style-type: none">1. Each student begins with a pen and a piece of paper with the outline of a gift on it.2. The mentor talks about the gifts that we give each other. We think of tangible things as gifts, but the gifts we give each other in group are different. Gifts can include having a sense of humor, showing understanding or empathy for others, listening carefully, and expressing our feelings in a healthy manner.3. Have students write their name at the top. The students pass their paper to one person to their left and record the "gift" that person represents.4. Once everyone has written something down, they should pass the papers along to the next person.5. At the end, everyone has a list of positive comments about themselves.
Closing Activity	If anyone wants to reflect on the mentoring sessions or what they see written in their gifts, now is a great time and safe space to do so. Consider modeling this activity for them.

Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?

The Gifts We Share

