STUDENT SUCCESS SOCIETY GUIDEBOOK

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West Virginia GEARUP

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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Title/Name of Lesson	Getting to Know You
Grade Level(s)	9th grade
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	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?

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)	9th grade
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	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: • 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? Discuss the three pillars of RESPECT. What do these types of respect LOOK like? Have the students be specific. They may provide examples. 1. Respect yourself 2. Respect others 3. Respect the environment 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. Begin narrowing down the top 3-5 feelings, looks, and sounds. You will use these to create the expectations used in the social contract.
Closing Activity	Ask the students to create the contract and once it has been created they may all sign it. Example of a social contract: Do include everyone.

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

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

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	*Personality Test attributed to Smalley and Trent, 1999*
	
	• Distribute and have students complete the first page of the '5-minute Personality Test'
	    o 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.
	    o 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).

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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	Natural Weaknesses
• Decisive	• Impatient
• Goal-oriented	• Blunt
• Achievement driven	• Poor listener
• Gets results	• Impulsive
• Independent	• Demanding
• Risk-taker	• May view projects more important than people
• Takes charge	• Can be insensitive to the feelings of others
• Takes initiative	• May "run over" others who are slower to act or speak
• Self-starter	• Fears inactivity, relaxation
• Persistent	• Quickly bored by routine or mechanics
• Efficient	
• Competitive	
• Enjoys challenges, variety and change	
• Driven to complete projects quickly and effectively.	

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 *get right to the point.*

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 *command* and becomes autocratic.

Greatest Needs: The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants *direct* answers.

What the Lion Desires: Freedom, authority, variety, difficult assignments, opportunity for advancement.

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.

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.

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.

Title/Name of Lesson	Goal Cubes
Grade Level(s)	9th grade
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	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: 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). 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.
Closing Activity	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. Utilize the guided questions on the handout for small group discussion.
Assessment (if applicable)	

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

What classes could I pursue in high school that showcase my strengths?

What can I do to get help in areas I find challenging?

Academic strengths

Academic challenges

Career goals

Extracurricular Interests

Obstacles to meeting my goals

How can I use my talents to help me in school?

What commitments can I make in order to reach my goals?

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

West Virginia Singled Out: Building a College List

Title/Name of Lesson	West Virginia Singled Out: Building a College List
Grade Level(s)	10th-11th grade students
Materials Needed	- Instructions - Cards (available for download at cfwvconnect.com/wp-content/ uploads/2024/09/College-Match-and-Fit-Game.pdf - Computer or tablet for each student
Main Idea/Question	This activity demonstrates how CFWV.com helps narrow a large group of colleges into a manageable list of potential options. Following the group activity, students will use CFWV.com to develop a college list for further research.
Lesson Introduction	Discuss important factors students consider when deciding on colleges to learn about or considering adding to their college lists. There is no need to go into detail at this time, which will come as the activity moves along. Here are a few questions to help guide the discussion: - What are the first things you think about when someone asks what you like about colleges? - Think about when you have visited a college campus. What did you see or learn that you liked most? - What are the most important things to you when choosing a college?
Lesson Agenda/Procedure	**After the discussion.** - Choose the PICKER. - The rest will be volunteers in the COLLEGE POOL. - Give the PREFERENCE CARDS to the PICKER. Ask them to look through the cards and put them in order of importance. For example, they should put that card on the top if the location is most important to them. - Randomly hand out one COLLEGE CARD (double-sided) to each member of the COLLEGE POOL. Ask them to stand in a group facing the audience and to hold the card so the group can see the name and logo of the college and the volunteers can see the characteristics. **Note for instruction:** Have you ever heard someone equate the college search process with dating and marriage? Students "meet" several colleges, discover what they like or don't like, and ultimately commit to one. One of the first steps in the college search and dating is to narrow the pool of potential options. Just like in the old dating game show SINGLED OUT, which appeared on MTV in the 1990s, it's time to narrow down our own pool. Only this time, our students are working with colleges rather than dating options. Our students have thousands of colleges in the US to choose from. It's time to help them determine what characteristics matter to them most and narrow the college list to a more management number. This activity uses the Singled Out gameplay to simulate a college search engine in an in-person, interactive opportunity to experience how a search engine uses students' interests to sift through thousands of colleges and produces a manageable list for them to research further on cfwv.com. The Play: <ol start="5"> - The PICKER reads the bolded question on their first preference card and states which choice(s) they prefer. They can choose to keep 1, 2, or all options. Remind them that making some choices is important because the

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goal is to find colleges that will fit them well. Doing so requires ideas about what type of environment or experience they want.

6. After the PICKER states their preference, the members of the COLLEGE POOL review the information on the back of their cards. If their college does not meet the PICKER'S preference, they are eliminated and should sit down or leave the front of the room.

7. Continue play until 6-10 colleges remain in the pool. If one preference card eliminates so many colleges that fewer than 6 remain, ask the PICKER if they are flexible about that preference. If so, invite the last group of eliminated colleges to return to the pool. The PICKER then moves on to the next preference card.

8. When the COLLEGE POOL has been narrowed to 6-10, ask the pool members to read their fun facts. For each college, the PICKER decides whether they like the fun fact. If they do, the college remains in the pool. If they do not, the college is eliminated.

9. The final remaining colleges are the PICKER's College List.

10. Repeat play with a new PICKER to show that different preferences result in different final lists.

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Closing Activity

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As the game concludes, students will notice that the PICKER did not have an opportunity to select all the things that might be important to a student when researching colleges. Ask students for examples of other characteristics that are important to them.

The answers will vary, but all are valid. Please ensure that items such as academic programs and costs are included in the list.

Students can then research their final lists on cfwv.com and apply to top schools.

Options:
Blank cards are also provided if you would prefer that students do the initial research themselves. Additionally, specific career and tech centers from your region can be included.

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Assessment (if applicable)

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Title/Name of Lesson	Planning for the Test
Grade Level(s)	10/11th Grade
Lesson Standard(s)	
Main Idea/Question	Why should I plan for the SAT?
Lesson Introduction	The 10th and 11th grades starts the beginning of preparing for the SAT and ACT. This mentoring session will provide an opportunity for students to discuss the importance of learning test prep strategies, as well as combatting any test anxiety.
Lesson Agenda/Procedure	Read students the following questions one by one and have them decide if they are True or False. You can share the correct answers and explanations after they answer. 1. Grammar doesn't matter in a multiple-choice question. False. Sometimes, a careful re-reading of the test question can show that the sentence is structured in such as way as to make one answer more correct than any others. 2. "All of the above" is USUALLY the right answer to a multiple-choice question. False. There is no "usual" answer to multiple-choice questions. 3. Your first choice is usually the right answer. False. While it can be helpful to go ahead and answer the question and move on if you are very confident of the answer, if you are not absolutely sure, your first guess may not be your best one. After careful rereading, you may find something you missed the first time around. 4. After completing a multiple-choice test, you should go back and review your answers. True. While you want to make sure you're using your time efficiently, if you do have extra time at the end, spend it reviewing the questions where you were not completely confident of your answer, but do feel like you could get it right if you spent a bit more time. That way you can confirm if you were right or wrong! 5. There really is no way to prepare for the SAT…you're going to know what you know. False. The SAT has special rules, question types, and special strategies. If you can study these types of questions and learn some of the tricks the test has, you WILL do better on the test! 6. You only get one shot to do well on the SAT.

	<u>False</u>. You can retake the SAT multiple times after taking it in 11th grade. You can receive a waiver for the registration fees for it from your school counselor to retake it for free!
Closing Activity	• You will take the SAT this year if you're in 11th grade, or the PSAT if you're in 10th grade. The SAT is used by many colleges and financial aid programs to determine scholarships and other important information. How are you feeling about the test? If you are nervous, what would make you feel more confident going into the test? • What is one thing you can do to improve your performance on the test this year? Hint: WV GEAR UP offers 24/7 tutoring support through Brainfuse and will also be offering SAT Prep Boot Camps for 10th and 11th graders this year! • What ways have you found to combat anxiety during tests or stressful situations? What are some things you can do both beforehand and in the moment? Feel free to share your own strategies for combatting test anxiety!
Assessment (if applicable)	

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

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.

Title/Name of Lesson	Stress Management/Self-Care
Grade Level(s)	9th grade
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 by 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	*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.* Begin by asking students to discuss and share their thoughts about this definition of mindfulness. 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. What did you notice about your breathing? What did you hear? What other observations did you make? How did this exercise make you feel? 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?
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?

Title/Name of Lesson	My Study Plan
Main Idea/Question	How can students improve their time management and study techniques?
Lesson Introduction	Begin with a brief discussion about how students manage their time: • 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	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. Preparation (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.** Time Management (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.** Study Strategies (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.**
Closing Activity	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!

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

STAY PRODUCTIVE

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	
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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	

West Virginia GEAR UP

PRACTICE:

We all want to make the most of our study time. In order to be most effective AND effi-cient, 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

West Virginia GEAR UP

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 _____ .
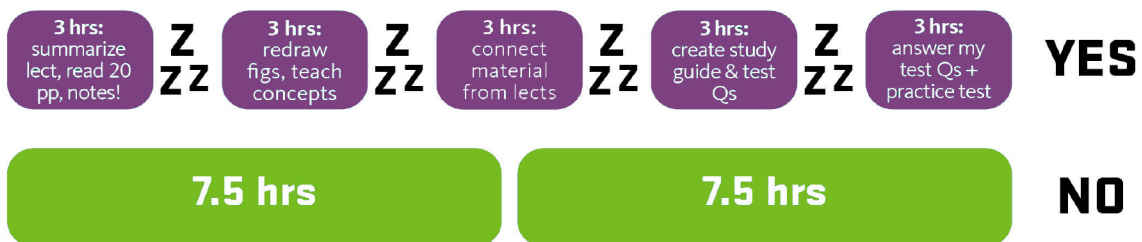   (class/course)   (strategy)

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

| 3 hrs: summarize lect, read 20 pp, notes! | ZZZ | 3 hrs: redraw figs, teach concepts | ZZZ | 3 hrs: connect material from lects | ZZZ | 3 hrs: create study guide & test Qs | ZZZ | 3 hrs: answer my test Qs + practice test | 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 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.

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.).

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.

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.

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.

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.

West Virginia GEAR UP

Title/Name of Lesson	Internet Safety: Protecting Your Online Privacy
Grade Level(s)	Secondary Education
Lesson Standard(s)	Students will learn about online child exploitation and discuss practical ways to recognize exploitation and protect their personal information online.
Main Idea/Question	Why is it important to protect your privacy online?
Lesson Introduction	*Adapted from resources and information created by the Department of Homeland Security Know2Protect campaign (know2protect.gov).* Begin with a brief discussion about the students' internet usage. • How much time do they spend online every day? • What do they share online? Help students reflect on their own online habits. Explain that while using social media, playing online games, etc. can be fun, there are also risks.

Lesson Agenda/Procedure	• As a group, review the definitions of key terms related to online child exploitation.
	   o Privacy: Privacy is about controlling who has access to your personal information, like your name, address, phone number, or anything else that can be used to identify you.
	
	   o Metadata: Metadata is information about content, like photos or videos, that includes the date, time, location (often with maps) and phone information attached to them. People can access this information regardless of where the image or video is posted.
	
	   o Online Predator: An online predator is someone who seeks contact with children and teens on the internet for abusive and exploitative purposes that are typically sexual. They work to earn a child's trust so the child feels comfortable doing things they wouldn't ordinarily do, like sharing explicit images or videos of themselves.
	
	   o Sextortion: Sextortion occurs when an online predator blackmails a victim into providing more sexually explicit content by threatening to share previous content with the public or when a predator demands money or gift cards in exchange for keeping the victim's sexual content private.

	• After discussing the definitions, share Krow2Protect's Top 10 Tips2Protect for Teens to help students learn how they can protect their privacy online.
	• Then, divide the students into three groups and assign them a prompt:
	  ○ Imagine you're filming a fun video for Instagram Reels in front of your house, wearing a t-shirt from your high school. You're excited to post it to your public account. What risks could come from posting a video that shows your home and school? How can you share fun content while still protecting your privacy?
	
	  ○ You're playing an online game, and someone you don't know asks for your phone number. Why might someone ask for your personal information? What steps could you take to protect your privacy?
	
	  ○ One of your friends tells you about a stranger that added them on Snapchat. The stranger asked for an explicit photo and your friend isn't sure if they should send one. What would you tell your friend to do? Who else could your friend reach out to for help?
	
	• Come together as a big group and have students discuss their answers to the prompts.

Closing Activity	Encourage students to share one step they will take to protect their privacy online, like making their social media accounts private, deleting followers they don't know in real life, or reporting suspicious behavior to a trusted adult or law enforcement. Students can visit krow2protect.gov to learn more about risks, prevention, and how to report exploitation if it occurs.

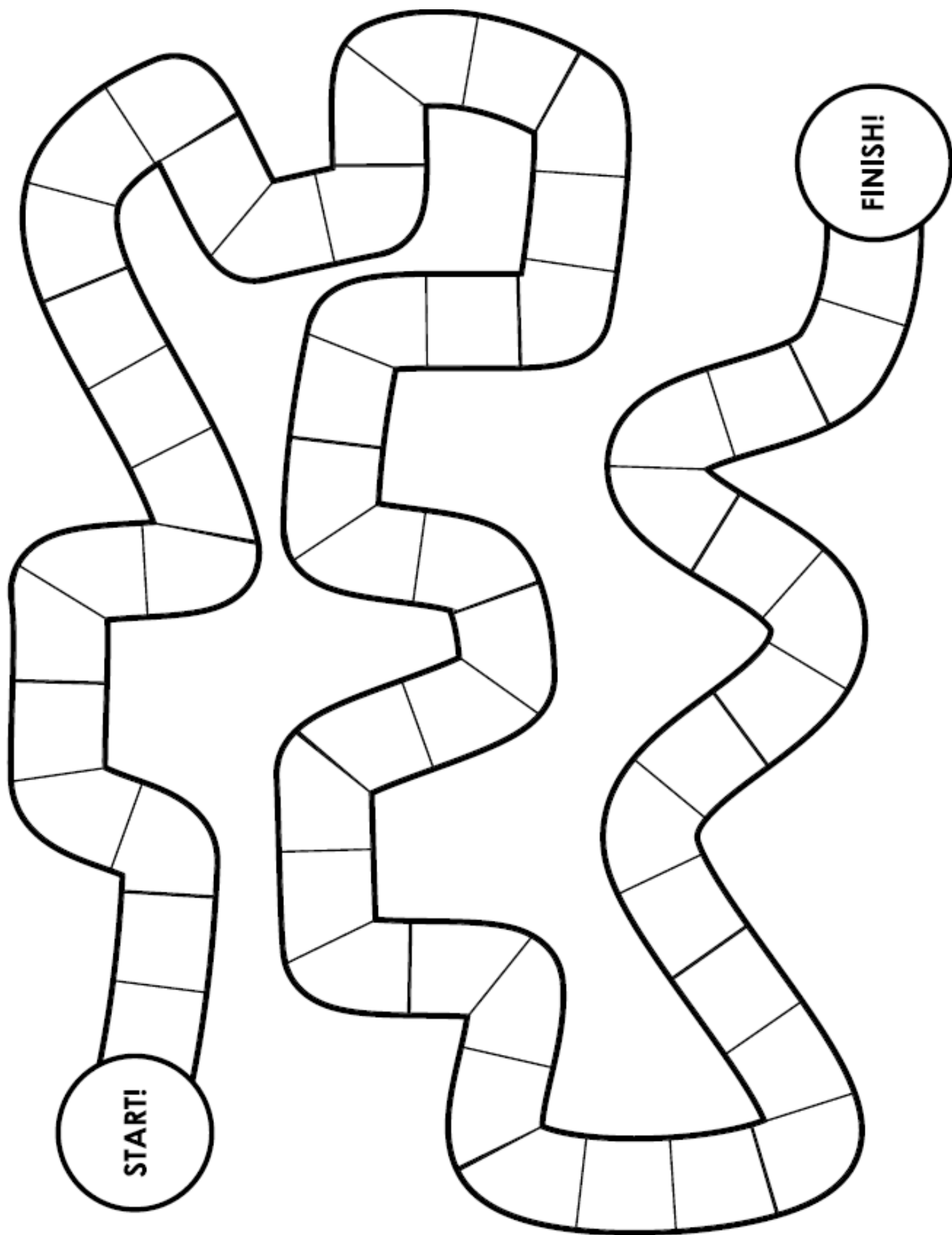| |
|---|
| **Lesson Reflection (for teacher of lesson): Do you have any suggestions to improve this lesson? What did you like best?**

 |

TOP 10 TIPS2PROTECT FOR TEENS

1. Set all apps, games, social media accounts and devices to private.

2. Turn off location data services on social media and all apps, except the ones your family uses to keep track of where you are. Talk to a trusted adult about which apps need location services and which don't.

3. Remember, anything posted online can be found later, even if it's deleted. After it's sent, you can't take it back.

4. Don't believe that everyone is who they say they are online.

5. Know who is on your friend lists. Remove strangers. Only accept friends you know in real life.

6. Never leave a game to chat on a different platform with someone you don't know.

7. Don't respond to messages or requests from people you don't know.

8. If something happens that makes you feel uncomfortable or you feel like something's just not right, tell an adult you trust, such as a parent, relative, teacher, or family friend.

9. **Do not** delete messages or images. Save usernames, screenshots and images as evidence.

10. Don't panic. You're not alone. There are many ways you can get help.

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	*Adapted from Montana GEAR UP* • 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	Group Talking Points How serious are you about going to college? 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 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. 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. Do you think you will be able to pay for college with financial aid?

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

FINISH!

START!

West Virginia
GEARUP

You decide to check what new scholarships are on collegeforwv.com. **Move forward 1 space**	Your counselor has just given you a scholarship application because you are a first-generation college student and you apply for it. **Move forward 5 spaces**	The deadline for financial aid has passed; as a result, you decided not to apply because it is too late. **Stay where you are**
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. **Move forward 3 spaces**	You are worried because you think you can only apply to scholarships if you have good grades, so you ask a teacher for help. **Move forward 2 spaces**	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. **Move back 4 spaces**
You received a phone call to go for an interview about a scholarship, but you forgot what time the interview was scheduled for. **Stay where you are**	You applied for a science scholarship, because you attended a science summer camp, and won a $500 scholarship. **Move forward 3 spaces**	You decide to stay one day a week after school for tutoring. **Move forward 4 spaces**

West Virginia GEAR UP

You have not applied for scholarships so you decide to get a loan instead. **Move forward 1 space**	You forgot to send an essay with your writing scholarship and now you must wait a whole year to apply to the scholarship again. **Stay where you are**	You complete your application for the WV Invest **Move forward 3 spaces**
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. **Move back 1 space**	The counselor tells you that the Promise Scholarship is closing soon but you decided not to apply because you do not believe him. **Move back 1 space**	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. **Move back 3 spaces**
You decide to give a classroom presentation about the different kinds of scholarships and how there is one for everyone. **Move forward 3 spaces**	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. **Move back 5 spaces**	You volunteer to help a youth soccer team after school because you know there are scholarships for volunteering. **Move forward 4 spaces**

You join the public library summer reading program in order to improve grades and be more eligible for scholarships and college programs. **Move forward 2 spaces**	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. **Move back 5 spaces**	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. **Move back 2 spaces**
You decided to look for a job because education is too expensive. **Stay where you are**	You decided to get a part time job to help save money for college. **Move ahead 2 spaces**	You missed the application deadline for the scholarship you really wanted. **Stay where you are**
You couldn't figure out the college loan application, so you gave up and decided it wasn't worth it. **Move back 2 spaces**	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. **Move back 1 space**	Because of too many tardies and absences, you are not eligible to participate at your graduation ceremony. **Stay where you are**

You're not sure where to find help with how to pay for college, so you look on CFWV.com to find more information. **Move forward 3 spaces**	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. **Move back 3 spaces**	Your family tells you that they will never be able to afford college, so you give up on school and get bad grades. **Move back 4 spaces**
You were having trouble filling out the FAFSA application. As a result, you did not send the application. **Move back 3 spaces**	You decide to apply only to one scholarship because if you win it, your entire education will be paid for. **Move back 1 space**	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. **Move back 2 spaces**
You sign up for Txt-4-Success and receive reminders and important information to help you prepare for college. **Move forward 3 spaces**	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. **Move forward 2 spaces**	You don't study for the ACT/SAT and decide it's not worth it to retake it. **Move back 3 spaces**

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.**

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, 2026.

Award amount: The award amount varies each year. Annual awards for the 2026-27 academic year are estimated to be $3,400.

Eligible Institutions: The award can be used at participating institutions within WV and PA. To view a complete list of participating institutions, visit **cfwv.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 or the SAT.

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 2026 (ACT)	*Last test date: June 2026 (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 **cfwv.com/promise**.

Award amount: Eligible applicants will receive annual awards up to $5,500 to cover the cost of tuition and mandatory fees at eligible institutions in WV.

To apply: Beginning October 1, 2025, file the Promise application at **cfwv.com/promise** by March 1, 2026. The 2026-2027 FAFSA will open in October 2025 and must be completed by March 1, 2026.

WV STEM SCHOLARSHIP

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

Program requirements: Students must:

- ✓ Be a United States citizen or resident alien;
- ✓ Visit **cfwv.com/wvstem** and complete the application by March 1, 2026.
- ✓ Agree to work full-time in a qualifying STEM field in WV for one year for each year the scholarship was received.*

To apply: Submit an application by March 1, 2026. The application will be available at **cfwv.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.

UNDERWOOD-SMITH TEACHING SCHOLARS PROGRAM

The Underwood-Smith Teaching Scholars Program is the state's most prestigious scholarship, awarding up to $40,000 to 25 stand-out high school seniors each year who aspire to be teachers in WV in the fields of math, science, elementary education, or special education.

Program requirements: Students must:
- ✓ Complete the application available at **cfwv.com/underwoodsmith** by December 31, 2025;
- ✓ Agree to teach in a WV public school in an area of critical need for 5 years.*

To apply: Submit an application by December 31, 2025. The application will be available at **cfwv.com/underwoodsmith** on July 15, 2025.

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

* Students who fail to meet the teaching requirements are required to repay the scholarship received plus interest and required collection fees. For a complete list of service requirements, visit **cfwv.com/underwoodsmith**.

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 available at **cfwv.com/wvinvests** and FAFSA each year;
- ✓ 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 **cfwv.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 **cfwv.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.

UNDERWOOD-SMITH TEACHER LOAN ASSISTANCE PROGRAM

Individuals who are contracted by a public school in West Virginia to teach full-time are eligible to receive up to a $3,000 reimbursement on payments toward student loans in exchange for teaching two years in a critical shortage field and in a geographic high need area in WV. To learn more, visit **cfwv.com**.

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 **cfwv.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 **cfwv.com** to learn more.

To apply: Submit an application by March 1, 2026, at **cfwv.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 **cfwv.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 **cfwv.com/nursing** to learn more.

Award amount: Award amounts vary each year.

To apply: Submit an application at **cfwv.com/nursing** starting on April 15, 2026. Deadline is June 1, 2026.

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 2026-2027 FAFSA at **studentaid.gov/fafsa**. For a complete list of requirements, visit **studentaid.gov**.

Award amount: $740 to $7,395 for the 2025-26 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 through their WVSAM account at **cfwv.com**, 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.

cfWV.com

Title/Name of Lesson	Recipe for College Application Success
Grade Level(s)	9th grade
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	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	*Adapted from overcomingobstacles.org* 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: • 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. 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.
Lesson Agenda/Procedure	• Students work in groups to develop definitions and examples. 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: • 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. 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. • Students share and explore their definitions and examples. 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.

	After each group has presented, encourage students to ask questions, clarify information, or add examples of their own. Lead students to recognize the following:

	• "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.
	    o 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.
	    o 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.
	    o Ask, "When someone uses assertive behavior around you or toward you, how do you react?"
	
	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.

Closing Activity	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.

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)	9th - 12th grades
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	• 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.
	
	    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."
	
	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?
	
	Discuss the examples in the "Communicating for Self Advocacy Examples" worksheet as a class.

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?

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	*Adapted from Louisiana GEAR UP* 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. Key questions: • 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?)
Example: *Strong communication skills*	*Join speech and debate club, audition for a community play, volunteer to lead a group project*	*Contact Ms. Jones, the speech and debate coach*	*Continually receive positive feedback from coaches and teachers about how I express myself*

Title/Name of Lesson	Reflecting: Your Year in Review
Grade Level(s)	10/11th
Lesson Standard(s)	
Main Idea/Question	How has your year been? What have you accomplished? What can you work on next year?
Lesson Introduction	This activity will help students identify successes they've had this school year, as well as help them set some goals for the following year. It should be done near the end of the school year. Adapted from The University of Edinburgh's Transitions and Mentoring Toolkit
Lesson Agenda/Procedure	• Have students take out a sheet of paper. • Ask them to draft out the following: 　o What are three successes and three challenges that have happened to you since the beginning of the school year? 　o What have you learned from your successes and challenges this year? 　o What new information has this year taught you about your strengths or values? 　o What are three goals you want to set for yourself for next year?
Closing Activity	Have students share out their responses, if they are willing to volunteer. If relevant, talk about how they could go about achieving some of the goals they have set for themselves. Ask students to identify if there are any ways they could prepare over the summer to help them achieve their relevant goals during the school year.
Assessment (if applicable)	

Title/Name of Lesson	Career Interest Inventory
Grade Level(s)	10/11th
Lesson Standard(s)	
Main Idea/Question	Which career path is right for you?
Lesson Introduction	This activity will help students identify some career areas they may want to explore further. Adapted from the RIASEC Test for Hawaii Public Schools • Give each student a copy of the RIASEC test printout and have them complete it. You should complete one, too! • Have the students use the scoring page to identify their top interest areas.
Lesson Agenda/Procedure	During this discussion, students will explore their results of the RIASEC test. Have students share out at least one of their top areas after completing the test.
Closing Activity	❧ What were the students' top results on the RIASEC test? Do you feel they were accurate? How so (or how not)? ❧ If you already had a career in mind, does it align with the RIASEC results? Does the test make you consider any careers you may not have previously thought of? ❧ Share your results, too. How do they match up with your lived experience? How have aspects of your values affected your college and career choices? ❧ What steps can they take to prepare for a career in their selected area while still in high school? If students need some ideas, they can think of volunteer work, advanced courses (AP or Dual Enrollment), part-time jobs, etc.
Assessment (if applicable)	

Which Career Pathway is right for you?

THE RIASEC TEST

Follow these easy steps to see where your interests are.

❶ Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

		R	I	A	S	E	C
1.	I like to work on cars	●					
2.	I like to do puzzles		●				
3.	I am good at working independently			●			
4.	I like to work in teams				●		
5.	I am an ambitious person, I set goals for myself					●	
6.	I like to organize things, (files, desks/offices)						●
7.	I like to build things	●					
8.	I like to read about art and music			●			
9.	I like to have clear instructions to follow						●
10.	I like to try to influence or persuade people					●	
11.	I like to do experiments		●				
12.	I like to teach or train people				●		
13.	I like trying to help people solve their problems				●		
14.	I like to take care of animals	●					
15.	I wouldn't mind working 8 hours per day in an office						●
16.	I like selling things					●	
17.	I enjoy creative writing			●			
18.	I enjoy science		●				
19.	I am quick to take on new responsibilities					●	
20.	I am interested in healing people				●		
21.	I enjoy trying to figure out how things work		●				

Total ⟶ **Total**

		R	I	A	S	E	C
22.	I like putting things together or assembling things	●					
23.	I am a creative person			●			
24.	I pay attention to details						●
25.	I like to do filing or typing						●
26.	I like to analyze things (problems/ situations)		●				
27.	I like to play instruments or sing			●			
28.	I enjoy learning about other cultures				●		
29.	I would like to start my own business					●	
30.	I like to cook	●					
31.	I like acting in plays			●			
32.	I am a practical person	●					
33.	I like working with numbers or charts		●				
34.	I like to get into discussions about issues				●		
35.	I am good at keeping records of my work						●
36.	I like to lead					●	
37.	I like working outdoors	●					
38.	I would like to work in an office						●
39.	I'm good at math		●				
40.	I like helping people				●		
41.	I like to draw			●			
42.	I like to give speeches					●	

Grand Total

R	I	A	S	E	C

❷ Add up the number of filled in circles in each column and then add the two columns together for a grand total.

❸ Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R = Realistic   Total: _____
I = Investigative   Total: _____
A = Artistic   Total: _____
S = Social   Total: _____
E = Enterprising   Total: _____
C = Conventional   Total: _____

❹ Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

_____ _____ _____

❺ Turn the page to see what this means!

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are…

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources

Health Services

Industrial and Engineering Technology

Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are…

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services

Business

Public and Human Services

Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are…

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services

Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are…

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services

Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business

Public and Human Services

Arts and Communication

C = Conventional

These people are very detail oriented,organized and like to work with data. Good college majors for Conventional people are…

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services

Business

Industrial and Engineering Technology

Title/Name of Lesson	Lifestyle 101 Lesson Plan
Grade Level(s)	Secondary Education
Lesson Standard(s)	
Main Idea/Question	Students will learn the true cost of the lifestyle they want and how much they will need to earn to afford it.
Lesson Introduction	Students will need access to CFWV.com and the WV My Climb Freshmen/Sophomore Guide to complete this activity. (page 8) The guides can be found here: https://www.cfwv.com/college-planning/myclimb-guides/ The Lifestyle Calculator can be found here: www.cfwv.com/lifestyle-calculator to begin your calculations.
Lesson Agenda/Procedure	Start a discussion with students about what to expect when students are on their own. Have students identify the kind of lifestyle they might want for their future. What home, car, cell phone plan, and other financial costs will they have to prepare for? How will they make ends meet while pursuing other things that matter, like family, vacation, and fun? Next, have students come up with a list of realistic expenses, and then students will begin to see what kind of salary would be needed to provide for the lifestyle they want. Have students check out the Lifestyle Calculator and do more research about careers in their area at CFWV.com. Have students open to page 8 in the climb guide and follow the activity instructions to complete the activity using the Lifestyle Calculator. Visit https://www.cfwv.com/lifestyle-calculator to begin your calculations. This activity can be found in the Freshmen/sophomore WV climb guide. (page 8) https://www.cfwv.com/college-planning/myclimb-guides/
Closing Activity	Ask students if their lifestyle changed before and after the activity. Have a discussion with students about which careers align with their lifestyle.
Assessment (if applicable)	

Title/Name of Lesson	Motivation/Goal Setting
Grade Level(s)	11/12
Lesson Standard(s)	
Main Idea/Question	What is a goal you have for this year and what are you motivations to do it?
Lesson Introduction	Start by having students write down their top 3 goals for this year. Once they have selected those, have them narrow it down to one, achievable goal.
Lesson Agenda/Procedure	Once students have their goal, have them work through their Goal Setting Worksheet. Talk through each of the topics on the sheet; describing their goals in detail, why is this a goal, what can they do to achieve this goal, how will they track their progress, tasks to get to their goal, If time allows have them to work in small groups and discuss what they have written down.
Closing Activity	Talk with students about their goal and what their "WHY" for that goal is. Their "WHY" is their motivations, how can they keep their motivation throughout the year when obstacles arise?
Assessment (if applicable)	

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

Goal setting worksheet

My name:	Date:

My goal for this year

Why I want to achieve this

Problems that may appear	Possible solutions

What will I do to achieve my goals?	How will I monitor my process?

Tasks that will lead to my goal

Date	Tasks	✔