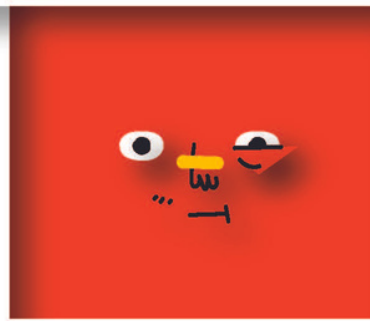
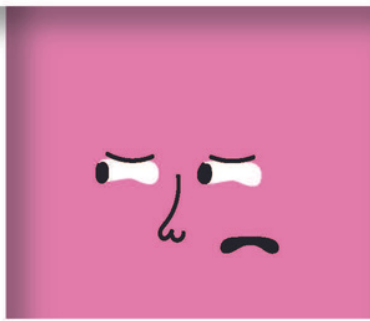
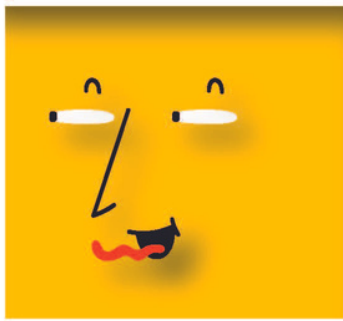
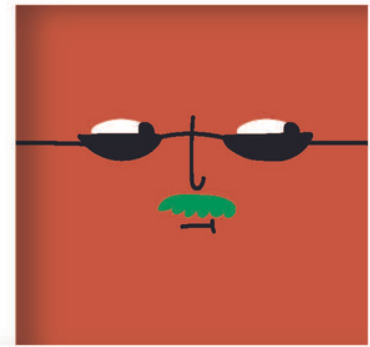
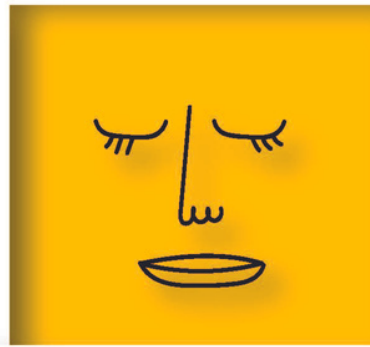
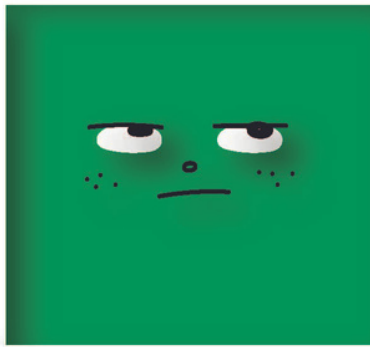
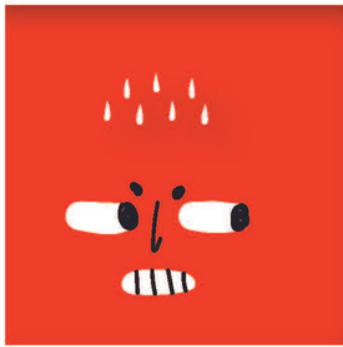


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 11

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 11

2nd Edition

ISBN: 978-1954760295

Social Emotional Learning Classroom Workbook Grade 11, 2nd edition

Editors:

Janna Nobleza

Suresh Korapati

Andrew Culley

Emelen De Jesus

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MY INFORMATION



My name: _____

My address: _____

My phone number: _____

Homeroom teacher: _____

Room: _____

School year: _____

My student ID: _____

Emergency Contact information:

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

Known Allergies: _____



Using this Workbook

Welcome to your workbook!

This workbook is a space for you to write and organize your homework, plan out your extracurricular activities, and manage your time. It is also a place for you to learn and practice Social and Emotional Learning skills (SEL).

This workbook includes 4 themes for you to learn all about SEL.

1. Identity and Mindset
2. Courage and Kindness
3. A Place to Belong
4. A Healthy Well-Being

Identity & Mindset

Learn how to identify and manage your emotions, have a positive mindset, and stay true to yourself!

Courage & Kindness

Learn to be resilient, a good communicator, and maintain healthy friendships.

A Place to Belong

Learn how to be inclusive, solve problems peacefully, and respect others who are different than you.

A Healthy Well-Being

Learn how to make healthy choices for yourself and others.

Using this Workbook

There are lots of great resources in this workbook besides lessons.



Did you know coloring and doodling is a way to relieve stress and manage your emotions?

Use the coloring pages to clear your mind and find balance in your life!



Other resources to check out:

- Read a Book
- My Responsibilities
- Activities Tracker
- Social Stories
- Self-Care Toolbox
- Mindful Breathing exercises
- Top 10 Habits of SEL
- SEL Skills Checklist
- Self-Talk Affirmations

Where will you keep this workbook so you can use it daily?

How will you use this workbook to benefit your school and personal life?



FOR PARENTS AND GUARDIANS:

You can share what you are learning with your parents or guardians at home, too. The adults in your life want you to feel good about yourself, learn more about how your brain and heart respond to things, and have friends who you can rely on!

MY CLASS SCHEDULE



Term 1

Period / Hour	Subject	Room #	Teacher

Term 2

Period / Hour	Subject	Room #	Teacher

Term 3

Period / Hour	Subject	Room #	Teacher



MY RESPONSIBILITIES (IN AND OUT OF SCHOOL)

Fill in any sports, after school activities, responsibilities at home, or after school jobs you are committed to so you can manage your time well throughout the school year.

	Responsibility:	Hours per week:
Fall	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Winter	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Spring	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

JUNIOR YEAR GOALS



Setting attainable goals is important for every new stage in our lives. You are in your junior year of high school (Congratulations!), and you have reached one of, if not the, most important years of your high school career. An attainable goal is an achievement that one can reach with focus, effort, and hard work. When setting goals, it's essential to be specific, provide a timeline, and make sure that it is measurable so you can track your progress! For example, if your goal is to earn or maintain the Honor Roll this year, what will you need to do? Please list your thoughts below.

Activity: Now, create three goals for this school year. Your goals can be either academic or personal.

GOAL #1: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

- 1) _____
- 2) _____
- 3) _____

How will you know you've accomplished this goal?





JUNIOR YEAR GOALS

GOAL #2: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

1) _____

2) _____

3) _____

How will you know you've accomplished this goal?

GOAL #3: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

1) _____

2) _____

3) _____

How will you know you've accomplished this goal?



JUNIOR YEAR GOALS



GOAL #4: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

- 1) _____
- 2) _____
- 3) _____

How will you know you've accomplished this goal?

GOAL #5: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

- 1) _____
- 2) _____
- 3) _____

How will you know you've accomplished this goal?



STUDY HABITS

You are a unique learner, and while you may learn and study differently than your friends, you still use tools to learn, remember, and apply that information.

What are your learning and studying strengths?

- _____
- _____
- _____

Most likely, you already know how to study well, but here are a few reminders of good study habits:

- Taking notes in class
- Re-reading & highlighting your notes
- Make flashcards
- Creating quizzes or games to remember information
- Taking breaks
- Asking someone to quiz you
- Studying in a group
- Visiting your teacher during office hours to get help when you're confused
- Create a study schedule to stay consistent

Can you think of other good study habits that work for you? List them below.

1. _____
2. _____
3. _____

If you need to remember a lot of information, here are some fun ways you can learn the information:

- Create a mnemonic device (like acronyms, rhymes, or funny sentences)
- Make up a song or rap to summarize the information
- Create a visual (like a map, image, diagram, or chart)
- Teach the material to someone else
- Make a game with the material
- Reward yourself

How can you improve the way you learn and study? _____



THEME 1: IDENTITY & MINDSET

The following 10 weeks will focus on identity and mindset, emphasizing **self-awareness** skills.

Throughout this theme, you will be focusing on:

- 1) Starting this year with confidence and ease (Self-confidence)**
- 2) Understanding your strengths (Recognizing strengths & Accurate self-perception)**
- 3) Ways to prepare for life after high school (Self-efficacy)**
- 4) Regulating and understanding emotions (Identifying emotions)**
- 5) Understanding perception (Accurate self-perception & Self-efficacy)**
- 6) Growth mindset (Self-confidence & Recognizing strengths)**

Explore some of Frida Kahlo's self-portraits to introduce you to the theme of identity and mindset.

Go online to

<https://www.fridakahlo.org>

and click on "Paintings".

**View some of Frida Kahlo's self-portraits,
especially take notice of the following:**

Self Portrait, Dedicated to Dr Eloesser

1940 Self Portrait Dedicated to Leon Trotsky

1937 Self Portrait Time Flies

Self Portrait with Monkey

Self Portrait with Braid, 1941

Self Portrait, 1948

THEME 1: IDENTITY & MINDSET



Regarding the last painting (“Self Portrait, 1948”), Kahlo wrote, “This whole mood is naturally reflected in my self-portrait. Perhaps you won’t like it at all. I like it because it is the exact expression of my emotions.”

What do you notice when you view her self-portraits? _____

How do these paintings show Frida Kahlo’s identity? _____

Create your own self-portrait below.

BECOMING YOU

“For me, becoming isn’t about arriving somewhere or achieving a certain aim. I see it instead as forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn’t end.” — **Michelle Obama**, *Becoming*

As the quotation from Michelle Obama references -- becoming who you are means you are evolving. You are on a journey, and this year will be important for you! Your junior year is, in general, the most important year. You are taking more difficult classes, university and career prep programs will be looking at your grades more intently, and you will be preparing and thinking more about your future.

Activity: Brainstorm and write your answers to the questions below to explore more about your identity in a creative way!

If you could describe your personality as a type of weather, what would it be and why?

What fictional character do you identify with the most? What traits do you share with them?

If you could teleport to any place in the world that represents your heritage or cultural background, where would you go and why?

Describe a time when your identity positively impacted someone else’s life or perspective.

Imagine you’re a superhero with a unique power based on one aspect of your identity. What is your power, and how do you use it for good?

If you could invent a new holiday to celebrate an aspect of your identity, what would it be called, and how would you celebrate it?

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

THE SPOTLIGHT EFFECT

The spotlight effect focuses on self-perception. It's when you overestimate the extent to which others notice and pay attention to your behavior and appearance. For instance, you may make a mistake and believe everyone noticed and is talking about it when, in fact, no one noticed. Or perhaps you text your friend, and they don't get back to you for hours, and you begin wondering if they are mad at you when, in fact, they are just busy with family.

When you are aware of your own perceptions, you can be more self-aware, make healthier choices, and better understand the complex world around you.

Activity: Read each scenario and discuss with your class, noticing how self-perception can play a role in how you view yourself and each situation.

You're giving a presentation in front of your class. You stumble over your words and feel embarrassed. Do you think everyone in the class will remember your mistake?

You run into an acquaintance whose name you can't remember. Do you think they will be offended?

You send a message to your friends inviting them to hang out, but none of them respond. Do you think they are ignoring you or simply busy?

You see pictures on social media of a group of friends hanging out, but you weren't invited. Do you think your friends dislike you now?

You walk into the cafeteria and notice that there are no empty tables except for one where no one is sitting. Do you think everyone is staring at you and wondering why you're sitting alone?

You post a picture or status on social media, but it receives very few likes or comments. Do you think everyone is ignoring you?

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
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EXPLORING EMOTIONAL MANAGEMENT

Emotions are not good or bad...they are just feelings. How you feel is okay; you get to feel how you feel. Everyone feels emotions. However, how you respond to emotions and your behavior when feeling emotions can be managed. Managing your emotions doesn't mean hiding them or pretending they don't exist. Instead, it means calming your racing thoughts, feeling more balanced in your body, and making healthy decisions when feeling intense emotions.

Activity: There are many ways to calm down, some better for you than others. This week, play BINGO and try new ways to manage your emotions. Can you check off a row across or down, a diagonal, or a blackout? Try it!

Listen to your favorite songs.	Take a walk in nature.	Spend time petting & playing with your pet.	Read a good book.
Call someone you haven't talked to in a long time, like a grandparent or aunt.	Talk to a friend.	Create a painting.	Play an instrument.
Do 15 minutes of meditation.	Journal about how you're feeling.	Play a sports game.	Go outside to explore.
Take a bubble bath.	Take a yoga class.	Read a joke book and share your favorite jokes with a friend!	Write a thank you note to someone and express your gratitude.

What emotional management tool worked best for you? _____

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

UNDERSTANDING WHAT GUIDES YOUR EMOTIONS

Every day, you face countless decisions, and your emotions affect how you make these decisions. Are you reacting in anger? Did you say something you wish you hadn't because you felt jealous?

How can you manage these feelings so they don't compromise your relationships and well-being? Your response to strong emotions can typically cause you to make choices that are either healthy or unhealthy. When you manage your response, you can make healthier choices for yourself.

Activity: Using the chart below, rank how you manage your emotions based on each situation.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My emotions dictate my day.					
I am in control of my own happiness.					
I don't let fear get in my way.					
I can be surprised by my own reactions.					
I can cope when something tragic happens.					
I can control my anger.					
I have respect for others even when feeling intense emotions.					

Looking at your rankings above, what is one thing you would like to improve when managing your emotions? What will you do to improve this? _____

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

NAVIGATING SUCCESS

Self-efficacy is the belief that you can accomplish hard things. When you have strong self-efficacy, you also recognize that you control your emotions, goals, and behavior -- you don't blame others or believe it's up to chance.

Sometimes, you may blame others or circumstances instead of owning your mistakes and working on fixing them. Having a strong self-efficacy shapes your mindset, decisions, and success.

Activity: Read the following case study and then answer the questions.

"Nothing ever goes my way," Kris mutters as she slams her soggy gym bag on the scuffed gym floor. Her team lost the State Championship by a whopping 40 points.

"What do you mean?" Eric asks.

The two friends walk through the corridor as she begins to explain.

"Well," sighs Kris, "We lost the tournament because nobody shared the plays with me, so I didn't know where to go or what to do."

"Why didn't you ask for the plays beforehand or during practice?" Eric asks flatly.

"I was busy after school, so I didn't go to the last few practices," Kris states matter-of-factly. "I had other stuff to do. I am failing Mr. Bryant's because he hates me, so I tried to meet him after school. I waited on Monday and Tuesday for ten minutes, and he never came."

Eric sighs, "Did you try to contact him? Why didn't you go to practice if he wasn't there?"

"I didn't want to show up late. Coach would make me run laps, so I just went home." She shrugs

Does Kris have strong self-efficacy skills? How do you know? _____

What advice would you give Kris to develop stronger self-efficacy skills?

NOTES

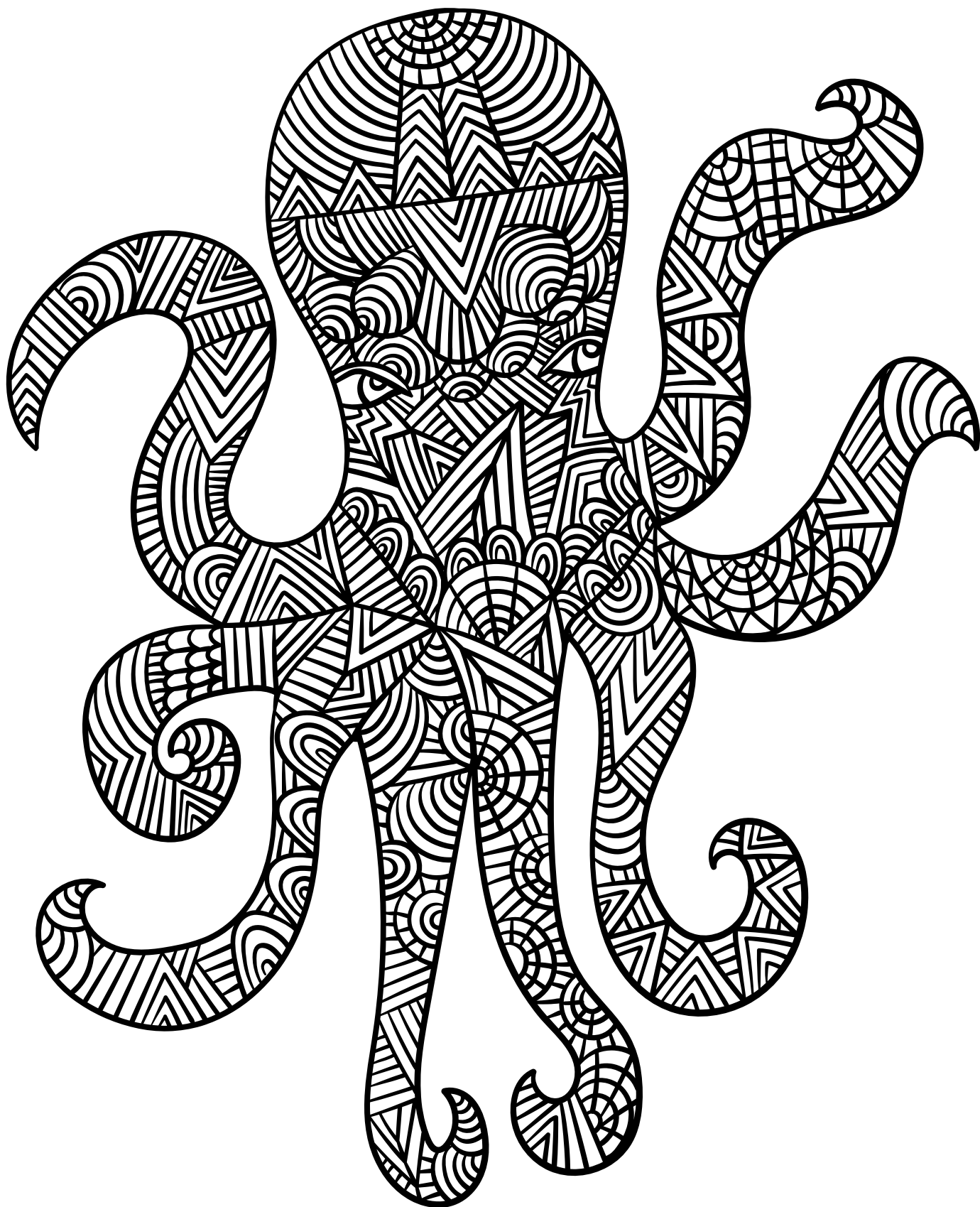
Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	



CREATIVE EXPRESSION



CREATIVE EXPRESSION



USING A GROWTH MINDSET

A growth mindset is key to developing self-efficacy and building confidence. With the right mindset, you can reach your full potential! Dr. Carol S. Dweck, a Psychologist and Professor at Stanford University, writes extensively about this theory in her book *Mindset*.

Dweck defines the basic principles of a “growth” vs. “fixed” mindset. Here are some examples.

Growth Mindset	Fixed Mindset
“This is hard for me; I’m going to need to study longer.”	“This is too hard for me; I’ll just turn this in half-complete.”
“That was challenging; I’m going to try again!”	“I am not smart enough to do this.”
“I like trying new things even though it can be hard.”	“I’m giving up; I can’t do this.”

Activity: Using the table below, chart examples of your self-talk. What growth and fixed mindset things do you tend to say to yourself?

Growth Mindset	Fixed Mindset

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

MINDSET MATTERS

A growth mindset is the belief that intelligence and abilities can be developed through dedication and hard work. Now, let's take that a step further. Imagine a world where challenges are opportunities for growth and setbacks are temporary roadblocks. That's where adaptability comes in—embracing change, learning from failures, and thriving in unpredictable situations.

Your growth mindset fields your ability to adapt—to bend but never break in the face of life's twists and turns.

Activity: Read each scenario and discuss how you could adapt and use a growth mindset with a partner or small group.

The day before junior prom, you and your partner break up. You have everything planned and have already invested money into this night. You are overcome with hurt and disappointment.

You and your friends have been planning a hiking trip for weeks. However, on the day of the trip, you discover the trail is closed due to maintenance work.

You and your classmates have been assigned a group project requiring interviews with professionals in the field. However, one of the key interviewees cancels at the last minute.

Now, reflect on these final questions.

1. How does believing in your ability to improve impact your willingness to try new things?
2. How does viewing challenges as opportunities for growth affect your response to unexpected changes?
3. Can you think of a time when your mindset (fixed or growth) influenced how you approached a difficult situation?

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

PERSEVERANCE: THE KEY TO SUCCESS

What do you do when you face challenges, setbacks, and obstacles? You may feel discouraged and want to give up, but keep working. That's perseverance! Perseverance is persisting in the face of obstacles, challenges, and setbacks.

Can you think of times when you have shown perseverance in school work, relationships, and personal goals?

Activity: Read the case study about Xavier and then answer the questions.

Xavier dreams of becoming a professional actor. He's been the lead in his school play since he was a freshman, has acted in local community theatre productions, and was cast in a supporting role at the professional theatre downtown. Unfortunately, lately, he's been rejected from multiple auditions and his teacher just gave him some negative feedback on his last performance. He wants to apply to a prestigious theatre-specific university, but he now feels unsure if he will land a spot and realize his dream. Even though he feels down, he decides to take a few extra acting classes, find a mentor who went to the university he's interested in, and keep working hard. He stays positive using self-talk. By mid-senior year, he ends up getting accepted to his dream school!

What were some of the obstacles Xavier faced in pursuing his dream? _____

How did Xavier respond to the setbacks and criticism? _____

What lessons can you learn from Xavier's story about the importance of perseverance in achieving your goals? What are some tools you can use to be persistent?

Perseverance is the act of not giving up, but it doesn't guarantee success or that all your dreams will come true. Instead, it is a skill that builds confidence and resilience, grows your mindset, and inspires others.

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

EXPLORING COLLEGE & CAREER

As 11th graders, you are starting to think about your future after high school is essential. This isn't about having the answers but taking the first steps by brainstorming and organizing yourself.

Begin by doing some brainstorming and answer these questions:

- What subjects or activities do you enjoy the most?
- What are your strengths and weaknesses?
- What careers or fields interest you the most? Why?
- Are you more interested in a traditional university or a career prep program?

Activity: Using your brainstorming responses from above, create a chart where you can organize your thoughts. Use the Internet to find information about programs and universities that interest you.

Name of University or Program	Types of programs or majors it offers	Admission Requirements	Other information I want to remember

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

REVIEW WEEK: PERSONAL STATEMENTS

*"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."
- Ralph Waldo Emerson*

Who are you? Who are you becoming? Review everything you have learned in this Identity & Mindset theme by drafting a personal statement. A personal statement is an essay where you define yourself by using specific examples. Personal statements may be critical to the decision-making process for university admissions and career programs you are interested in applying to. They can also help your interview skills as you enter the workforce.

When you are writing your essay, provide evidence of:

- Your personality, interests, life experiences
- Your motivation and commitment
- Leadership and collaboration skills

As you write, you want to use specific details. Here are a few examples.

Telling	Showing
I am a determined and hard-working student.	After staying up until 2 a.m. to complete my research paper, I woke up at 6 a.m. to revise it before the deadline. Despite the exhaustion, I felt satisfied knowing my dedication would pay off.
I am passionate about environmental conservation.	Every weekend, I volunteer at the local nature reserve, planting trees, cleaning up litter, and educating visitors about preserving our natural resources. I love teaching others about sustainability initiatives and ways to reduce carbon emissions.
I had a difficult home life.	A lot of tension simmered at home, but I refused to let this get me down. I found solace in extracurricular activities and supportive friendships, which helped me stay positive.

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	



10 WEEK GOAL CHECK-IN

Look back at the goals you set for yourself at the beginning of the year. Add notes to check-in or make changes to your goals. It's ok to add or change your goals a little, but keep pushing yourself to grow this year. If you feel you have met your goal, make a new goal for yourself at the bottom of this page.

	How I'm doing on this goal:	What I need to adjust or continue working on:
Goal		
Goal		
Goal		
Goal		
Goal		



MAKING CONNECTIONS

Think about a story, show, movie, song, or social media post you have read or watched over the past 10 weeks that connects to learning about identity and mindset.

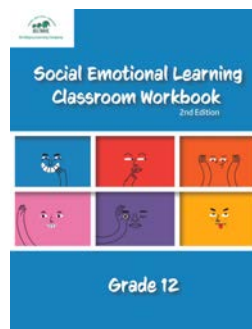
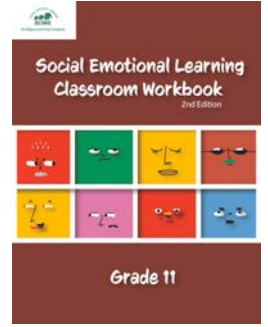
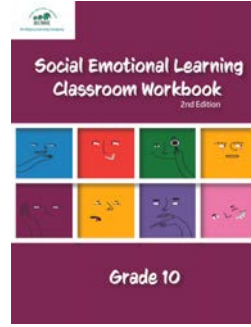
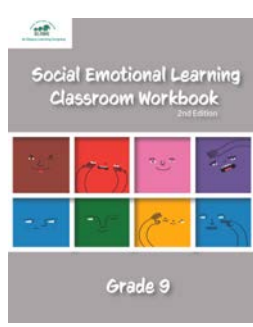
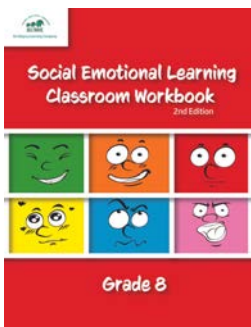
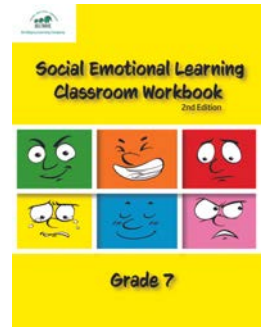
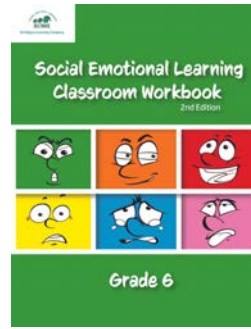
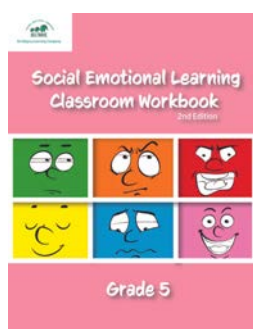
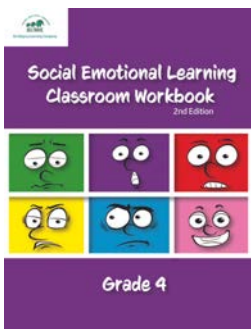
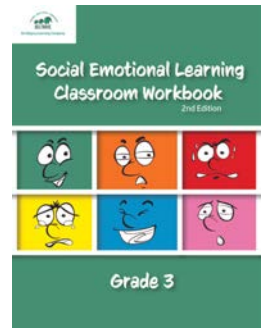
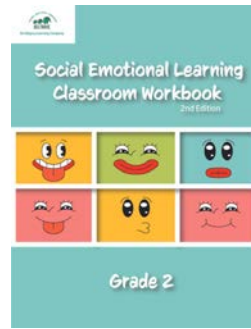
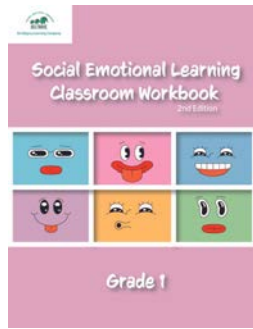
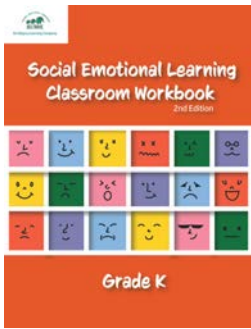
What was the source called? _____

How does this connect to self-awareness skills? Draw a picture or write your answer below.

What did you learn about self-awareness from this source?



Workbooks in this series:



For further information go to www.seltrove.com

