

Social Emotional Learning Classroom Workbook

2nd Edition



Grade 12

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 12

2nd Edition

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Social Emotional Learning Classroom Workbook Grade 12, 2nd edition

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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!

Your Superpowers: A Pre-Assessment

Why take a pre-assessment? Well, here's the thing: high school isn't just about academics; it's also about growing as individuals. SEL skills are like the hidden superpowers that help you navigate life's challenges, build strong relationships, and achieve goals. This assessment will give you insights into your strengths and areas to improve.

For each statement, indicate how much it applies to you by selecting the option that best represents your feelings or behaviors. You can take this self-assessment again in the middle and end of the year to see how you have grown!

| | I struggle with this | Rarely | Sometimes | Mostly | Always |
|---|-----------------------------|---------------|------------------|---------------|---------------|
| I effectively communicate my thoughts and feelings to others. | | | | | |
| I actively listen to others and try to understand their perspectives. | | | | | |
| I manage my emotions, especially in challenging situations. | | | | | |
| I am comfortable seeking help from others when I need it. | | | | | |
| I set realistic goals for myself. | | | | | |
| I am resilient and bounce back from setbacks. | | | | | |
| I respect and appreciate diversity in others. | | | | | |
| I resolve conflicts peacefully. | | | | | |
| I am empathetic towards others' feelings and experiences. | | | | | |
| I actively participate in group activities and discussions. | | | | | |

Your Superpowers: A Pre-Assessment

| | I struggle with this | Rarely | Sometimes | Mostly | Always |
|--|----------------------|--------|-----------|--------|--------|
| I take responsibility for my actions and their consequences. | | | | | |
| I feel confident in expressing my needs and boundaries. | | | | | |
| I am aware of my strengths and weaknesses. | | | | | |
| I understand the importance of self-care and prioritize it in my life. | | | | | |
| I actively seek opportunities for personal growth and development. | | | | | |

What are your current strengths? _____

Where do you see areas for growth? _____

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/> |

Senior Year Goals

You've made it! It's your senior year of high school, and you have accomplished so much! This is such an exciting time with many important goals to reach. You must track what you must do this year to ensure timely graduation. Additionally, when considering your next steps, college or career, you want to ensure your goals are attainable.

An attainable goal is an achievement that one can reach with focus, effort, and hard work. When setting goals, you want to ensure they are S.M.A.R.T. (specific, measurable, attainable, relevant, and time-bound). For example, if your goal is to earn or maintain the Honor Roll this year, what will you need to do?

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?

Senior 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?

Senior 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

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 next 10 weeks will focus on identity and mindset, emphasizing the social-emotional competency of **self-awareness**.



Throughout this theme, you will be focusing on:

- 1) Starting the school year with confidence and ease (Self-confidence)**
- 2) Ways you learn best (Recognizing strengths & Accurate self-perception)**
- 3) Ways to prepare for college this year (Self-efficacy)**
- 4) Regulating and understanding complex emotions (Identifying emotions)**
- 5) Understanding what is in your control (Accurate self-perception & Self-efficacy)**
- 6) Growth mindset (Self-confidence & Recognizing strengths)**

Being a senior can be exciting, but you also have even more challenging academic classes, expectations are higher, and you are gaining more independence. As we focus on identity and mindset this quarter, view the following artwork to prepare yourself for this theme.

Go online to view images from Cindy Sherman's collection of photography. Sherman is a photographer who plays with identity and disguise, dressing up in costume and arranging herself as the centerpiece of the artwork. As you view her artwork, pay close attention to how she depicts herself as others: Lucille Ball, a clown, and a pregnant woman.

Sherman has said of her body of work, *"Everyone thinks these are self-portraits but they aren't meant to be. I just use myself as a model because I know I can push myself to extremes, make each shot as ugly or goofy or silly as possible."*

How do you change who you are based on who you are with or where you are? _____

How do the photographs you viewed convey identity? _____



THEME 1: IDENTITY & MINDSET



Which photograph did you like the best? Explain _____

Sketch a picture of yourself as a self-portrait, but change something about yourself in Cindy Sherman-style (perhaps you sketch yourself with an interesting hat, playing a sport which you have never played before, etc.). Be creative, and have fun inventing yourself.



IDENTITY DETECTIVE

Your identity is like a fingerprint, unique and distinctly yours. It's not just about where you come from or what you look like; it's an intricate web of experiences, beliefs, values, and aspirations that shape who you are. Understanding your identity builds self-awareness and empathy and empowers you to navigate the world confidently and authentically.

Activity: Using the boxes, write down three clues (facts) about yourself... the things that make up your identity. Then, shuffle everyone's clues together and see if you can work together to identify each person based on their clues.

| My Background (a clue about your cultural background, an event that shaped you, etc.) | My Passions (a clue about an activity or interest that you are passionate about) | Your Choice (a clue of your choice that is about your identity) |
|---|--|---|
| | | |

Once you have completed your clues, cut them out of this workbook or transfer them onto a sheet of paper. Then, shuffle your clues with the rest of the class's clues and see if you can identify each person like a detective.

What did you learn about yourself through this activity? _____

What is something new you learned about a classmate? _____

When you pause and explore your identity, you build a strong sense of self and community and can grow by creating goals for yourself and gaining resilience.



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 | |



SEEING CLEARLY: SELF PERCEPTION

Self-perception is like looking into a mirror, but instead of seeing your physical self, you see your thoughts, feelings, and beliefs. Self-perception plays a huge role in shaping how you view the world and yourself. It influences your confidence, choices, and interactions with others.

You constantly form and refine your self-perception based on experiences, successes, setbacks, and feedback from others. Having a positive self-perception boosts your self-esteem and helps you embrace your personal strengths and weaknesses.

Activity: Read each scenario and answer the questions. How can you have a positive self-perception in each scenario?

- You're invited to a party where you'll know only a few people. You arrive and notice that everyone seems to know each other, and you don't know where to start. How do you perceive yourself in this situation?
- You receive a lower grade than expected on a major exam. How does this affect your perception of your academic abilities? Do you tend to blame yourself and perceive yourself as incompetent, or do you see it as a learning opportunity and maintain confidence in your abilities?
- You glimpse yourself in a mirror and notice a new blemish on your face. How does this impact your self-perception? Do you feel self-conscious or accept it as a normal part of being human and move on with your day?
- You and your best friend have a big misunderstanding. Tensions are high, and your friendship is at a crossroads. How do you perceive yourself in this situation? Are you confident in your ability to communicate openly and work through the conflict together, or do you feel anxious and unsure about addressing the issue?

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 | |



A SPECTRUM OF EMOTIONS

Emotions are a natural part of being human. There are no “good” or “bad” emotions; they are just feelings everyone experiences. When you have intense emotions, these emotions provide valuable information about your thoughts, needs, and experiences.

Learning to identify, accept, and manage your emotions helps you become more nuanced in understanding your emotional experiences and building empathy towards others.

Activity: Read the following misconceptions about emotions and answer the questions. Finally, create a mantra you can tell yourself when you are feeling an emotion that makes you feel uncomfortable or bad about yourself.

Misconceptions about emotions

1. Some emotions are good, while others are bad.
2. Expressing emotions makes you weak or vulnerable.
3. You should always try to ignore “negative” emotions like anger or sadness.
4. Only men can be mad, and only women can cry.

Questions to answer with a partner or group

- What are the potential consequences of believing these misconceptions?
- How might these misconceptions impact your relationships with others?
- What evidence or experience do you have that challenges one or more of these misconceptions?

Create your mantra. A mantra is a repeated affirmation to focus, calm yourself, and create positive thoughts.

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 | |



MANAGING EMOTIONS

Your emotions influence your behavior and decisions. Maybe you regret something you did when you were angry or wish you hadn't said something when you were jealous.

While emotions aren't good or bad, the way you respond to the emotions can have negative consequences. It is important to learn how to manage your emotional responses to make healthy choices for yourself and others.

Activity: Fill out the chart below to explore ways to manage your emotions.

| Emotion | The way this emotion manifests physically, mentally, & behaviorally | Common Triggers | Tool to manage this emotion |
|------------|---|-----------------|-----------------------------|
| Anger | | | |
| Sadness | | | |
| Fear | | | |
| Shame | | | |
| Jealousy | | | |
| Anxiety | | | |
| Insecurity | | | |
| Regret | | | |

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 | |



BUILDING SELF-EFFICACY

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.

Self-efficacy includes:

- Confidence
- Persistence
- Setting realistic goals
- Problem-solving
- Being optimistic
- Managing your emotions
- Seeking challenges
- Asking for feedback

It's important to build your self-efficacy in 12th grade since it affects motivation, resilience, and overall success. As you begin transitioning from high school to a university or career, it's important to believe in your ability to accomplish challenges and achieve your goals.

Activity: Read the following scenarios and decide how you can show self-efficacy.

You sign up for an advanced placement course in a difficult subject. You know it will look good on your transcript and university applications, but you find it difficult to keep up with the coursework and maintain a good grade.

You're applying to your dream universities, including some highly selective ones. It has been really stressful writing your applications, taking all the standardized tests, and asking for all the recommendation letters.

You just landed your first job or internship. You are learning new skills, adapting to a workplace culture different from school, and trying to prove yourself. It's all very new.

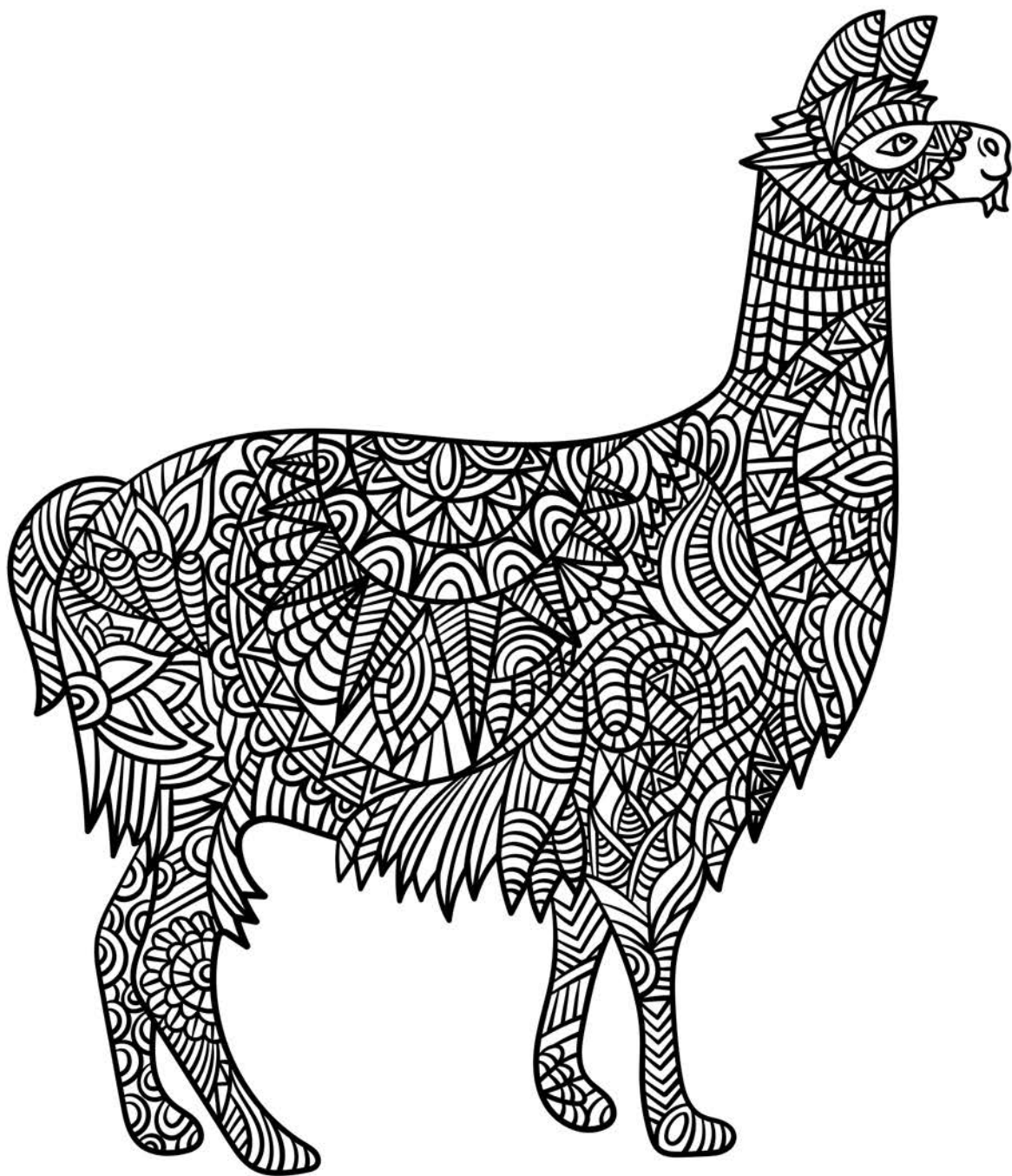
NOTES

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





DEVELOPING 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.” |

You can use a growth mindset by:

- Acknowledging challenges
- Viewing challenges as opportunities
- Cultivating a sense of purpose in life

Activity: Read the following case study and help Dharius use a growth mindset.

Dharius had been a top competitor in judo throughout the season, but his schedule was so busy this week. He figured missing practice wouldn’t hurt as he juggled things to manage school, work, a girlfriend, and tutoring. On the day of the last match, Dharius had a large breakfast when he knew he shouldn’t have, but he knew he would be one of the last competitors. To his surprise, not only was he called first, but scouts from the city college were also in the audience.

How can Dharius utilize a growth mindset in this situation? What could he say to himself?

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 | |



A POSITIVE MIND SET

When you have a positive, growth mindset, your overall well-being improves. You become more resilient and better at problem-solving, see improvement in your relationships, and increase your achievement and motivation.

Activity: Read each statement and indicate whether you agree or disagree.

- Intelligence is something you're born with, and there's not much you can do to change it.

Agree Disagree

- When faced with a challenge, I tend to avoid it because I'm afraid of failure.

Agree Disagree

- With effort and perseverance, I can improve my skills and abilities.

Agree Disagree

- Feedback and constructive criticism help me learn and grow.

Agree Disagree

- I often compare myself to others and feel discouraged when they seem more successful.

Agree Disagree

- Setbacks and failures make me question my abilities and intelligence.

Agree Disagree

- I enjoy trying new things, even if I'm not immediately good at them.

Agree Disagree

- Challenges motivate me to work harder and find creative solutions.

Agree Disagree

Do you have a mostly growth or fixed mindset? How do you know? _____

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 POWER OF PERSEVERANCE

Perseverance means not giving up. It doesn't mean you will be successful, or all your dreams will come true, but it does mean you will persist in facing obstacles, challenges, and setbacks.

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

Activity: Create a mind map illustrating instances of perseverance in your life. Identify challenges you've faced and connect them to a central bubble labeled "I am Persistent." From each challenge bubble, extend branches to describe what occurred, how you tackled the challenge, and the outcome.

I am
Persistent!

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 | |



TRANSITIONING TO COLLEGE & A CAREER



*"Let us make our future now, and let us make our dreams tomorrow's reality."
- Malala Yousafzai*

As Malala Yousafzai shows, it's time for you to take control of your future. This is an important year for you as you make major decisions and reach your academic milestones. Preparing and planning for your future is essential in transitioning out of high school.

Are you hoping to go to a big university, small liberal arts college, technical school program, or right into the workforce? Whichever option you choose, it's important to feel comfortable in who you are and what you want to become.

Activity: Get yourself organized as you plan for your future. Use the chart if you haven't researched universities or programs yet. If you have already done this, use the checklist to organize yourself.

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

Checklist:

COLLEGE

- Finalize college choices
- Take SAT/ACT
- Send out college applications
- Apply for financial aid & scholarships
- Follow up with schools

CAREER

- Compose a resume and cover letter
- Take a career assessment
- Find apprenticeships
- Create an online professional page
- Follow up with potential employers

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



"Who are you?" said the Caterpillar.

This was not an encouraging opening for a conversation. Alice replied, rather shyly, "I-- I hardly know, sir, just at present--at least I know who I WAS when I got up this morning, but I think I must have been changed several times since then."

"What do you mean by that?" said the Caterpillar sternly. "Explain yourself!"

"I can't explain myself, I'm afraid, sir," Alice said, "because I'm not myself, you see."

- Lewis Carroll, Adventures in Wonderland

Who are you? Review everything you have learned in this Identity & Mindset theme by drafting a personal statement. A personal statement is a journey of self-discovery and self-expression. It is a way to explain who you are by providing context to your life instead of a potential university advisor or boss seeing your test scores and grades.

Begin by brainstorming. Many topics in your life could become a compelling narrative, and it's best to pick a topic unique to you and one you can write well about.

- Think about a time when you faced a significant challenge. How did you overcome it?
- What are your proudest achievements, and what do they say about you?
- Describe a moment that sparked your interest in your chosen field of study/career path.
- What is unique and special about you? What sets you apart from everyone else?

Use this writing checklist after you're done writing your draft:

- Does your introduction grab the reader's attention?
- Is the topic of your personal statement easy to notice right away?
- Do you provide specific examples?
- Does your conclusion leave a lasting impression on the reader?
- Is the voice and tone you use authentic without being too informal?
- Did you do a spelling and grammar check?
- Did you write enough to give the reader an understanding of who you are without being too long?

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?
