



***Fresh Start:***  
***Preparing High School Students for a***  
***Smooth Transition to College***

This workshop is a collaborative effort of the Austin College Access Network.

# **Fresh Start: 14 Lesson Plans**

## ***Preparing High School Students for a Smooth Transition to College***

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# Leaving Home

## OBJECTIVES:

- Students will grow more comfortable with the idea of leaving home, friends, and family as they head off to colleges
- Students will learn to see leaving home and moving to college as an opportunity for personal development

## MATERIALS:

- Large sheets of paper
- Markers

## ACTIVITY/LESSON:

### Introduction

- For almost every student their freshman year of college will be the first time that they have lived away from their parents
- Many will be very scared or excited but have not given much thought about the roots of their fears or anticipation. This is a good time for them to think critically about leaving home

### Activity

- Have students count off into small groups of five or so. Supply each group with a piece of paper and a marker
- Students will talk about and make a list of the things that scare them and excite them about leaving home
- Weigh the pros and cons of living by yourself/away from your parents. \*\*if students are considering commuting then they can also weigh the pros/cons of commuting\*\*

### Discussion

- When you feel like students have had sufficient time with the activity regroup them to discuss
- Ask them why they are nervous or excited about various things and how they plan on overcoming any of their fears
- Discuss with students that although moving away from home and to a new city or environment can be daunting it also opens up a lot of opportunities for fun and learning

## FOLLOW-UP/NEXT STEPS:

- Have students think about the ways in which they'll personally be afraid when they head to school and how they'll cope with that nervousness

## ADDITIONAL RESOURCES:

- Tips on living away from home for the first time:  
<http://greatist.com/happiness/tips-for-living-away-from-home>
- Freshman fears:  
<http://www.education.com/reference/article/things-first-year-students-fear-college/>

# Social Safety & Responsibility

## OBJECTIVES:

- Students will learn to not avoid the topics/discussions at hand
- Students will gain a better awareness and understanding of common circumstances that they may encounter as part of college social life and how to navigate those situations safely and responsibly
- Students will gain a deeper understanding of the personal responsibility necessary to college life

## MATERIALS:

- Board/Markers
- Handouts for scenario activity

## ACTIVITY/LESSON:

### Introduction:

- Explain to students the importance of candidly discussing topics (such as drugs/alcohol, cutting class, sex, etc.) that they may encounter in college
- Make sure that they understand that you are neither encouraging or discouraging any behaviors

### Activity:

- Have students share out scenarios that they think might occur in college where things might be unsafe, they may be uncomfortable, or need to exercise good judgment and responsibility.
- Distribute activity to students. The handout will contain various scenarios that they may encounter. Students can then work as individuals or small groups to figure out what the safest or most responsible course of action would be in each scenario.

### Discussion:

- After students are finished with the handout bring them back together to discuss the scenarios, their answers, and hopefully discuss and dispel some of the worries they have about college life.
- Talk with students about never doing something that they're uncomfortable with and how to best avoid situations that may be compromising.

## FOLLOW UP/NEXT STEPS:

- Have students discuss with their peers to address their various fears or excitement as well as the roots of those feelings.
- Students can make an outline of how they will personally approach responsible decision making in college and the steps that they will take to keep themselves and their peers on track.

## ADDITIONAL RESOURCES:

- Talking About Safety with College Students  
<http://www.collegeparents.org/members/resources/articles/talk-about-safety-your-college-student>
- Balancing Safety & Responsibility  
<http://www.collegeview.com/articles/article/adjusting-to-college-life-151-balancing-freedom-with-responsibility>
- <http://www.sa.sc.edu/shs/savip/pdra/>

# Healthy Lifestyles in College

## OBJECTIVES:

- Students will gain knowledge of how to live a balanced, healthy lifestyle in college
- Students will make a profile on the Choose My Plate website and practice tracking activity

## MATERIALS:

- Board for notes
- Tips Sheet (Pass out copies or use to create a Power Point)
- Computers

## ACTIVITY/LESSON:

### Introduction:

- To introduce the lesson topic, have your students make a list on the board of as many health related factors that college students deal with as they can. If they need help, get them started with ideas like fitting gym time into a busy schedule, getting sick or avoiding stress.

### Activity:

- Have the students take turns reading the ideas on the tips sheet aloud; allow discussion and addition of any student ideas.
- Next, have them log into [www.choosemyplate.gov](http://www.choosemyplate.gov) and use the “Food Tracker” and “Physical Activity Tracker” to plan an average day. Will they choose pizza or a wrap at the dining hall? Will they have time to work out?

### Discussion:

- Bring students back together and address the list they came up with at the beginning of class. Ask for some solutions to the issues they brought up. Was there anything they hadn't thought of included in the activity or tips?  
(Note: Be sensitive when talking about weight; be sure to keep the focus on staying active and healthy rather than reinforcing stigmas against gaining weight or traditional body types)

## CHECK FOR UNDERSTANDING:

- What have you realized/learned by doing this activity?
- What tips did you learn that you will use in the future?

## FOLLOW-UP/NEXT STEPS:

- Provide the students with the online resources listed below; maybe they want to start tracking their activity levels now to set a baseline for college? Or practice a few dorm friendly recipes?

## ADDITIONAL RESOURCES:

- Tips, Recipes, and Activity/Calorie tracker:  
<http://www.choosemyplate.gov/MyPlateOnCampus/Resources.html>
- College Health Quick Facts: <http://www.cdc.gov/features/collegehealth/>
- Active Lifestyle Challenge: <https://www.presidentschallenge.org/challenge/active/index.shtml>

- Making smart decisions about drinking:  
<http://www.collegedrinkingprevention.gov/CollegeStudents/Default.aspx>
- College or University Websites: search health, wellness, dining services, etc.

**10 tips**  
**Nutrition Education Series**

# be choosey in the dining hall



## 10 tips for healthy eating in the dining hall

Dining halls are full of healthy food options. You just need to know which foods to put on your tray. Use these tips to plan your food choices and know which options are best for you.

**1 know what you're eating**  
Many dining halls post menus with nutrition information. Look at the menus ahead of time, so you can be ready to create healthy, balanced meals when you get there. Having a plan is the first step in making smarter eating decisions! Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) to find information and tools like SuperTracker to help you make meal selection a breeze.

**2 enjoy your food, but eat less**  
Everybody loves the all-you-can-eat dining hall! To resist the urge of eating too much, take smaller portions and use a smaller plate. Remember you can always go back if you are still hungry.

**3 make half your grains whole grains!**  
Whether you're at the sandwich station or pouring yourself a bowl of cereal in the morning, make the switch to whole grains like 100% whole-grain bread and oatmeal.



**4 re-think your drink**  
Americans drink about 400 calories every day. Consider how often you drink sugary beverages such as sodas, cappuccinos, energy drinks, fruit beverages, sweetened teas, and sports drinks. Drinking water instead of sugary beverages can help you manage your calories.

**5 make half your plate fruits and veggies**  
Fruits and veggies can make your meals more nutritious, colorful, and flavorful. Add to pastas, eggs, pizza, sandwiches, and soups. Try spinach in a wrap or add pineapple to your pizza.



**6 make it your own!**  
Don't feel like you have to choose pre-made plates. Design your own meal! Fresh veggies from the salad bar can be thrown into your omelet for brunch, or grab some tofu on your way to the pasta station for lean protein.

**7 slow down on the sauces**  
Sauces, gravies, and dressings tend to be high in fat and sodium. Watch out for foods prepared with a lot of oil, butter, or topped with heavy condiments, such as mayonnaise. You don't have to do away with sauces and condiments all together; just ask for less or put them on the side. Reducing extras will help you manage your weight.

**8 be on your guard at the salad bar**  
Most veggies get the green light but limit foods high in fat and sodium such as olives, bacon bits, fried noodles, croutons, and pasta or potato salads that are made with mayo and oil. Stick to fat-free or low-fat dressings on the side.



**9 make dessert special**  
Save dessert for a Friday night treat or on special occasions. When you can't resist, opt for something healthy, such as a fruit and yogurt parfait.

**10 don't linger**  
Dining halls should be just that, where you eat. Although it's great to chat with friends while you eat, avoid staying for long periods of time to reduce your temptation to keep eating.

# 10 tips

Nutrition Education Series

# stay fit on campus

## 10 tips for college students to stay active



Between classes and studying, it can be difficult to find time to be active. Even if you only exercise for a short period of time, you will feel more energized and better about your health. Get up and move!

### 1 walk or bike to class

If you live close enough to campus, avoid driving or spending money on public transportation by walking or biking to class. If you drive to campus, park your car farther away from the building to lengthen your walk.



### 2 take the stairs

As tempting as the elevators and escalators are, avoid them by using the stairs. This exercise is a great habit to start and will help tone your legs at the same time!

### 3 join a sport

Find a sport that interests you the most and one that will keep you active during your spare time. If you played a sport in high school such as basketball or soccer, you can continue playing in college!

### 4 join an intramural team

Another fun way to remain active is by joining an intramural team. Most universities offer classic sports such as basketball or baseball. But some campuses also offer activities such as ultimate frisbee and bowling.

### 5 hit the gym!

Visit your school's gym or recreation center. Go for a run on an indoor track or grab a basketball and shoot some hoops. Try to vary your routine each time to avoid boredom.

### 6 be active with friends

Go for a walk, hike, or bike ride with friends to catch up and have fun!

### 7 take a fitness class

Most universities offer a wide range of fitness classes for little or no charge. Find a schedule online and choose a class that you enjoy such as yoga, spinning, kickboxing, or aerobics.

### 8 fitness for credit

Elective classes such as swimming are a great way to remain active while also earning school credit. Not only are these classes fun, but they offer you a scheduled workout once or twice a week. Sign up with friends or try out a new class that strikes your interest.

### 9 sign up for an adventure trip

Many universities also offer adventure trips, such as hiking and whitewater rafting, to their students at a discounted price. Check out your university's recreation Web site for a list of upcoming events, and sign up for an active trip.

### 10 balance calories!

What you eat is just as important as how active you are. Keep track of how much you eat and your daily physical activity to help you to maintain a healthy weight. Use the free SuperTracker online application to track your fitness goals: [www.SuperTracker.usda.gov](http://www.SuperTracker.usda.gov).



# Getting Involved on Campus

## OBJECTIVES:

- Students learn about different types of organizations/clubs/sports on campus
- Students discover options to get involved with on their campus

## ACTIVITY/LESSON:

Overview: “Much of what you will take away from college will happen OUTSIDE of the academic classroom. Most universities offer DOZENS if not HUNDREDS of clubs and organizations. You can continue to pursue a particular passion or completely reinvent yourself and try something new. Get involved!”

Types of Clubs/Organizations: Often run by Dean of Students’ Office

- Athletics
  - Varsity-most competitive, generally athletes are recruited but can walk on
  - Club-competitive, compete with other universities
  - Intramural-less competitive, all students can join, play among teams within university
- Greek Life
  - Most commonly social organizations helping members better themselves in a social setting
  - Membership can be selective and often involve recruitment, bid, invitation and initiation
  - Fraternities: (generally all-male) Sororities: (generally all female)
  - Co-ed/Other: can be based on service to the community, professional advancement or scholastic achievement/religious or ethnic
- Cultural Clubs: Latino, Hispanic, Asian, African American
- Political, Community Service, Student Government, Social Justice, etc
- Art, Theatre, Dance, Music, etc

Learning about Opportunities:

- Fairs
- Office of Student Engagement
- School’s Website: Search “Organizations” or “Student Life”

Joining a Team or Club:

- Open enrollment
- Application/Selection
- Rush/Bidding

Starting a Team or Club:

- Most universities allow students to start clubs or organizations
- You generally need a minimum number of interested students and a faculty member to sponsor the club
- Various universities have funds set aside for student activities

## CHECK FOR UNDERSTANDING:

- What have you realized/learned by doing this activity?
- Were there any clubs/activities that surprised you?

## FOLLOW-UP/NEXT STEPS:

- Think about what activities you may be interested in continuing or starting in college
- Do some research to see what is available on your campus

# School and Social Life Balance

## OBJECTIVES:

- Develop an understanding of the importance that school/life balance has for persistence
- Create strategies that help students maintain a healthy balance

## MATERIALS:

- Handout of the “sleep, socialize, study” triangle

## ACTIVITY/LESSON:

- Introduce the lesson by discussing the pressure that students face in regards to time management
  - Trying to fit in with new students
  - More freedom than high school
  - Higher academic expectations
- Show the “sleep, socialize, study” triangle, and how this can be overcome
- Discuss issues that arise when students spend too much time socializing, and how this is detrimental to early college success
  - Falling behind during the first semester
  - Bad study habits become habitual, and harder to change
  - Allows for peer pressure to become an undue influencer on the student
- Discuss issues related to not branching out socially, and how this will restrict students from acclimating to a new environment.
  - Adds stress to an already stressful situation
  - Feelings of isolation will make students sour on the college experience
  - Social interaction is a major conduit for making the most out of the college experience
- Talk about solutions, such as the “9-5 approach”, or others aimed at curbing procrastination
  - Treat weekdays like a full time job, and utilize the weekend as an avenue for social interaction
  - Create a long term plan for the academic semester, and limit procrastination
  - Study with peers to get the best of both worlds
- Open for Questions

## CHECK FOR UNDERSTANDING:

- If time is available, have counselors conduct role play scenarios dealing with school and social life balance

## FOLLOW-UP/NEXT STEPS:

- Be proactive in discussing these issues with your students during spring semester

# Navigating Campus Resources

## OBJECTIVES:

- Students learn what resources are available to help you succeed
- Students learn where to find important people/services

## MATERIALS:

- Scavenger Hunt handout and Resource Review handout
- Computer with internet access
- Pens or pencils

## ACTIVITY/LESSON:

### Overview:

- “In order to be successful in college you will need to advocate for YOURSELF! Your professors will not reach out if you are failing your class and no one is going to remind you to file your FAFSA every year. Most if not all resources are available to students FREE OF CHARGE! Though every college/campus is different, we are going to look at the most common resources available”

### Academic Support:

- |  |                           |
|--|---------------------------|
| -Tutoring Center (Individual or Group) | -Writing Center           |
| -Professor/TA Office Hours             | -Supplemental Instruction |

### Career Services:

- |   |                              |
|---|------------------------------|
| -Editing and Revision of Resumes/Cover Letters          | -Professors in the field     |
| -Career Exploration (personality inventories/resources) | -Internship and job listings |

### Financial Aid Support:

- |                                       |                |
|---------------------------------------|----------------|
| -Questions regarding loans and grants | -Payment plans |
|---------------------------------------|----------------|

### Transition Support:

- |                    |                      |
|--------------------|----------------------|
| -Academic Advisors | -Orientation Leaders |
| -Dorm RAs          | -First Year seminars |

### Health Services:

- |                            |                                       |
|----------------------------|---------------------------------------|
| -Mental/Emotional services | -Physicals for athletic participation |
| ○ Depression               | -General Medical attention            |
| ○ Eating Disorders         |                                       |
| ○ Anxiety                  |                                       |

### Pass out Scavenger Hunt Handout:

Individually or in small groups (if multiple students are attending the same school), use the college/university website to answer the questions.

## CHECK FOR UNDERSTANDING:

- Pass out review sheet to reinforce resources
- What have you realized/learned by doing this activity?

## FOLLOW-UP/NEXT STEPS:

- Think about what activities you may be interested in continuing or starting in college
- Do some research to see what is available on your campus

## Navigating College Resources: Scavenger Hunt

1. What is a Dean?
2. What is a Department Chair?
3. From where can you get a degree plan?
4. What are the differences between counselors and advisors? Where are they located on campus?
5. Where can you receive tutoring services on your campus? What are the hours of operation?
6. Does your school have a First Year Experience seminar or office?
7. What services are available at the Career Center? What are the hours of operation?
8. What are the hours of operation of the bookstore?
9. Where is the Testing Center?
10. Where do I go if I have questions about my student loan?
11. Where can you get a student identification card?
12. Where can you get a parking permit?
13. Where is the Developmental Studies office? What is the advantage of taking Developmental Studies? What is the disadvantage?
14. What services are offered at the Health Center

## Navigating College Resources: Review

Match the campus resource below with its description! When you get to campus, don't forget to take advantage of these resources, many of them are free of charge while you're a student!

On Campus Resources	Answer	Description
Career Center		a. Center that provide students with mental counseling services with certified counselors or therapists, often offer sessions for free
Dean of Students		b. Center with tutors available to edit student papers and improve study skills; facilitate study groups and help students with disabilities find note takers
Dining Services		c. Clinic for students to see doctors and get shots or prescriptions; pharmacy usually included
Intramural/Club Sports Teams		d. Gym, group exercise classes, and personal trainers; offer fitness, wellness, and outdoor adventure programing
Mental Health/Counseling Center		e. Office in charge of campus dining: services include menu planning and nutrition advising sessions for specific dietary needs
Recreation Center		f. Office in charge of helping students get around campus in case of injury or disability
Student Board of Health		g. Office responsible for student organizations, safety, and organizing long term academic leave; also responsible for academic discipline
Student Clubs/Organizations		h. Office that helps students with resumes, job applications and making professional plans for after graduation
Student Health Center		i. Programs that encourage students to get active and be social through team sports
Transportation Services		j. Student run board that works with all campus resources to address student health and safety concerns
Writing and Tutoring Center		k. Student run groups with a health focus, examples include exercise, hiking, ballroom dancing, gardening, learning to cook; if there isn't a club that you want, make one!

# Navigating Public Transportation

## OBJECTIVES:

- Students investigate and familiarize themselves with public transit options near their university.
- Student learn to navigate public transit to get around in their college town.
- Students learn to plan trips home and budget accordingly.

## MATERIALS:

- Computer with Internet Access
- Writing Utensil and Paper

## ACTIVITY/LESSON:

- Students will use the internet, city public transit sites, and a map website (ie Google Maps) to figure out ways to get to various places from their university using only walking and public transportation.
- Suggested locations:
  - Target or Walmart
  - Local mall
  - Movie Theater
  - Grocery Store
- Additionally, students need to figure out transportation plans to their university from their home. Suggest students use trains, bus routes, or airplanes if affordable.
- Have students create a travel budget taking into account how often they think they will use public trans and how often they will want to come home.

## CHECK FOR UNDERSTANDING:

- Talk with students about living in college without a car. What challenges can they expect? Are there additional expenses that students need to take into account if they have to use public trans?

## FOLLOW-UP/NEXT STEPS:

- Have students look into whether their university has public transportation options for students.

# Financial Aid Award

## OBJECTIVES:

- Students learn to analyze financial aid award packages
- Students create a personal budget and financial plan

## MATERIALS:

- Calculator
- Computer
- Student supplies one Financial Aid Award from University

## ACTIVITY/LESSON:

- Introduce the lesson
- Students will first pull out their financial aid award.
- Students need to add together their loans, grants, and scholarships to see their initial pool of money. DO NOT include work study in this calculation.
- From that number, students will need to subtract both their housing and food costs and their tuition. Use rates from the university website for tuition and use the monthly housing cost for the dorm that they will be staying in. Also include food if paid separately.
- This takes care of the basic requirements. Students will now need to take into account other things. Using Amazon.com, Chegg.com, or other book sites, students should attempt to create a basic book budget for themselves based off their potential major. Additionally, use university websites to find syllabi from professors to more accurately estimate their costs. Subtract this cost from their remaining balance.
- Students should estimate their total transportation costs. Take into account getting to and from school at the beginning and end of the year, going home for holidays, and any other trips. Look at bus fare, plane tickets, and gas costs (if a car is available) to get to and from. Subtract this estimate from the remaining balance.
- The remaining balance is the students left over money. This, combined with the paychecks from work study, will represent the students spending cash throughout the semester. Have students create a monthly budget, accounting for things like toiletries and dining out, to help them understand how to best manage their money.

## CHECK FOR UNDERSTANDING:

Talk with students about the importance of managing this money while also understanding some of it comes from loans. Then talk about money saving ideas they can use to make sure they are prepared for the financial stress that college can place on some students.

## FOLLOW-UP/NEXT STEPS:

- Do students have bank accounts?
- Have students looked into how refunds are given (HigherOne Cards? Checks? Student IDs?)?

## ADDITIONAL RESOURCES:

- <https://www.mint.com/t/fy14018b/>
- [www.amazon.com](http://www.amazon.com)

<b>Understanding Your Financial Aid Package</b>		
Beginning Disbursement (add together loans, scholarships, and grants)		
<b>Expected Costs</b>		
Tuition		
Room and Board		
Required Fees		
Total		
<b>Estimated Costs</b>		
Books		
Travel		
Living Expenses		
Total		
Total Costs (add two totals above)		
<b>Budgeting</b>		
Remaining Funds (subtract Total Costs from Beginning Disbursement)		
Monthly budget (divide remaining funds by months in academic year. If negative, ignore this step)		

# Personal Finance in College

## OBJECTIVES:

- Students learn about personal financing options such as checking, savings, and credit card accounts.
- Students fill in a sample weekly budget and feel more confident about managing their money independently

## MATERIALS:

- Personal Finance Term Sheet
- Sample Budget Activity (in class in groups)

## ACTIVITY/LESSON:

**Introduction:** start the lesson by introducing the topic and asking if any of the students currently have a bank account, check book, or credit card. Ask them why or why not and why being smart about money is an important skill to have.

**Vocabulary:** Introduce the basic banking and budgeting terms on the Personal Finance Term Sheet through a worksheet or PowerPoint.

**Activity:** Ask the students to work in pairs or small groups to complete the budgeting worksheet.

## CHECK FOR UNDERSTANDING:

- After students have filled in their sample budgets in pairs or small groups have the class come back together and talk about the budgets they created. What were they surprised about? What sacrifices did they have to make? Did they think this exercise was realistic? How can they apply this experience when they sit down to plan their own college budget?

## FOLLOW-UP/NEXT STEPS:

- Hand out the personal budget worksheet for the students to take home.
- Throughout later lessons, refer back to the budgets the students created when talking about topics such as financial aid, healthy lifestyles, college social life, etc.

## ADDITIONAL RESOURCES:

- Money Smart: <http://www.fdic.gov/consumers/consumer/moneysmart/young.html>
- <https://www.bankofamerica.com/student-banking/resources/overview.go>

## Personal Finance Term Sheet

- **Checking Account**-Bank account that allows for withdrawals and deposits. Often used for day to day transactions. Money held in a checking account can be withdrawn using checks, automated cash machines and debit cards.
- **Debit Card**- Money card attached to a bank account that allows holder to make electronic purchases and transfers. Often a good choice for a first card because it only allows holder to spend as much as they have in their bank account.
- **Overdraft**- Charge issued by bank when a debit card holder attempts to spend more money than they have available in their account.
- **Savings Account**-bank account used to store money long-term and collects interest because the bank is “borrowing” your money. Money in savings accounts can be withdrawn using ATMs and online banking.
- **Interest Rate**-percentage of money a borrower pays to the institution lending them the money. Example: 3.86% is a typical interest rate for a student loan.
- **Credit Card Account**- bank account that allows holder to borrow funds for payments or spend money on credit. Unlike checking accounts, you first spend the money, and then pay the money back. Students should be **VERY CAREFUL** if they decide to open a credit card
  - **Credit Card Debt**-The amount you have spent from your credit account but have not paid back. This money collects interest that you owe the bank. Credit Card Debt should be avoided.
  - **Annual Percentage Rate**- The interest rate you will owe the bank if you have not paid back the money you spent on your credit card at the end of the month. Example: 12.99% APR (compare to student loan interest rate)
  - **Credit Limit**- maximum amount of credit or money the holder can borrow from the account. Once the holder spends this amount, the credit account is said to be “maxed out.” Example: \$500
  - **Credit Score**- a numerical summary of your “creditworthiness” based on your history with loans and credit cards. Are you going to be able to pay back money you borrow? This number stays with you your entire life and is used by banks when deciding to give you a loan or credit card.
- **Online Banking**- offered by many banks, customers can access personal bank accounts online and through phone apps. Available online activities include account records, money transfer, and check deposits.
- **On-campus Bank Branch**- many campuses have bank branches in their student centers, some students choose to open accounts with these banks for convenience. Example: Texas State University has Wells Fargo on campus
- **Student Banking Options**- bank account options often offered by banks for students. These student offers can include lower fees and credit limits to help students make good decisions regarding banking.
- **Budget**- weekly or monthly plan of how you will spend and save the money you earn.
- **Income**- money you are earning
- **Expenses**- money you are spending

### Sample Budget Activity

In this hypothetical activity, you just finished your freshman year and are living off campus for the summer. Choose between the options below and create your monthly budget, leaving room for some fun!

#### Summer Plans (choose one):

- Work Full Time:** \$9/hour for 40 hours  
*or*
- Work Part Time:** \$9/hour for 30 hours  
**Take one class:** Costs \$300  
*or*
- Work Part Time:** \$9/hour for 20 hours  
**Unpaid Internship:** \$0 for 20 hours

Do the math \$9 X \_\_\_\_\_ hours = \$\_\_\_\_\_ a week  
\$\_\_\_\_\_ a week X 4weeks = \$\_\_\_\_\_ a month

#### Expenses for the month:

- Required: Rent \$400
- Apartment Utilities \$100
- Groceries \$140

#### Optional (choose if you can!):

- Go to the movies twice \$30
- Gas for your car \$75
- Add to your college savings \$100
- Shopping spree \$100

<b>Summer Monthly Budget</b>		<b>Running Total</b>
<b>Income:</b> (money you are earning)		\$
<b>Expenses:</b> (money you are spending)		
Rent:		
Utilities:		
Groceries:		
Class:		
Movies:		
Gas:		
Add to College Savings:		
Shopping:		
Expenses Total:		-\$
How much money do you have left over? (if any)		=\$

#### What did you learn from making this budget?

**Things to Remember:** This is a sample summer budget, assuming you are taking 0-1 classes without financial aid and working 20-40 hours a week. During the school year you will be taking more classes with the help of your financial aid and probably working fewer hours. Everyone's real budget will look a little different!

# Deciphering Degree Requirements

## OBJECTIVES:

- Teach students to create and manage a long term course schedule to ensure completion of degree requirements.

## MATERIALS:

- Computer
- Excel Spreadsheet
- AP Test Scores and Dual Credit Record

## ACTIVITY/LESSON:

1. Have students look up the core requirements for the university they plan to attend. These would be the Texas Core requirements or other is attending out of state or a private university.
2. Have students find a list of the course requirements for their planned major(s). If a student is undecided, have them select a random major at the university to create a plan for.
3. Using these requirements, have students plan out 8 semesters of class schedules (using 15 hour semesters) that meet all their core and major requirements. Students will need to look up if specific classes are offered only once a year or once every two years.
4. If a student has received college credit from an AP Exam or Dual Credit courses, they can place the courses out to the side as general hours or core requirements.
5. Things to keep in mind: Are students putting too many major classes in a single semester? Does the reading load affect a student's chances of success in the classes? Will the students have time for extracurricular or a job if they desire?

## CHECK FOR UNDERSTANDING:

Have a discussion about why it is important to have a plan for your coursework before going to college. Discussion should cover the financial incentives of completing the degree in a timely manner.

## FOLLOW-UP/NEXT STEPS:

- Help students craft a schedule for the first semester to meet the plan they have created (if major is known).
- Make sure students register for orientation and have the schedule with them when going.

## ADDITIONAL RESOURCES:

- University and department websites
- <http://statecore.its.txstate.edu>

AP and Dual Credit (if accepted by university)				
	High School Class	College Credit Given		
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Class 6				
Class 7				
Class 8				
<b>First Year</b>				
	Fall Semester		Spring Semester	Summer Classes (if needed)
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Class 6				
<b>Second Year</b>				
	Fall Semester		Spring Semester	Summer Classes (if needed)
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Class 6				

<b>Third Year</b>					
	Fall Semester		Spring Semester		Summer Classes (if needed)
Class 1					
Class 2					
Class 3					
Class 4					
Class 5					
Class 6					
<b>Fourth Year</b>					
	Fall Semester		Spring Semester		Summer Classes (if needed)
Class 1					
Class 2					
Class 3					
Class 4					
Class 5					
Class 6					
<b>Fifth Year (if needed)</b>					
	Fall Semester		Spring Semester		Summer Classes (if needed)
Class 1					
Class 2					
Class 3					
Class 4					
Class 5					
Class 6					

# Study Skills

## OBJECTIVES:

- Students learn to recognize different types of learning styles
- Students discover their own preferred learning style
- Students research study tips and tricks

## MATERIALS:

- Computer with Internet Access
- Writing Utensil and Paper

## ACTIVITY/LESSON:

- What's Your Learning Style? Quiz
  - Have students go to <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>
  - Answer the 20 Questions to figure out the student's learning style
  - Have student read the description of his or her learning style thoroughly
    - \*\*Note that this quiz tests for the three primary learning styles (visual, auditory, tactile)
- Have the student go through other learning styles (<http://www.learning-styles-online.com/overview/>) and see what learning styles they feel comfortable with

## CHECK FOR UNDERSTANDING:

- Now that students know their learning styles, each student should come up with 5 strategies they can use to study for an exam.

## FOLLOW-UP/NEXT STEPS:

- Have student implement their 5 new study habits and see how they did in their next exam

## Study Skills Activity

### **3 Basic Learning Styles**

- *Auditory*
  - o Learn by hearing and listening; Often learn by reading out loud
  - o Store information by the way it sounds
  - o Understand spoken instruction than written ones
  
- *Visual*
  - o Learn by reading or seeing pictures; Remember things by sight
  - o Store information by the way it's picture in your head
  - o Often close your eyes to visualize
  
- *Tactile*
  - o Learn by touching and doing; "hands on" learner
  - o Like to takes things apart and put things together
  - o Easily remember things that were done

### **Your 5 New Study Habits**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# Time Management

## OBJECTIVES:

- Students learn how to create a daily/weekly schedule
- Students create strategies for managing time

## MATERIALS:

- Copy of Weekly Calendar for each student
- Copies of Time Management Activity Instructions
- Crayons, colored pencils or markers (at least 6 colors/student or table)

## ACTIVITY/LESSON:

### Overview:

- “One of the major challenges freshmen face is managing their time. Often you no longer have a structured school day, sports practice or parents/coaches to keep you on track. That means what you do with your time is UP TO YOU!”
- “Currently you spend about 35 hours each week in school. Next year you will only be in class 12-15 hours each week!!! But how you spend your time OUTSIDE of class will dictate your success IN class.”

### Explain Activity:

- “We’re going to do an activity together that will help you see just how busy your days will be...”
- Distribute schedule handout and activity instructions

## CHECK FOR UNDERSTANDING:

- What have you realized/learned by doing this activity?
- What strategies do you currently use to manage your time? Balance academic and extra-curricular activities?
  - Maintain a regular schedule?
  - Use a planner? Write down assignments?
- Final Thoughts: Don’t OVER DO it!!! Your first semester is CRITICAL to your future college success. It is important to be involved/connected on campus but the key is BALANCE.
  - Would not recommend taking more than 12 hours the first semester
  - Would recommend finding ONE club or organization in which you are interested in joining
  - Set up a plan for success BEFORE you feel overwhelmed

## FOLLOW-UP/NEXT STEPS:

- Give the students another blank schedule so they can do this exercise on their own once they register for classes and know their schedule

## ADDITIONAL RESOURCES:

- Academic Support Services (study skills sessions)
- Tutoring Center on campus
- RA or Freshmen Transition Programming

## Time Management Activity: Create your own College Schedule

Instructions: On your weekly planner, mark off your schedule in the order below, using a different color crayon/marker/pencil for each category. Work on this alone and then compare with a partner once you've completed your schedule.

- Using **RED** color in the blocks for your classes (12 hours/week)
  - Monday, Wednesday, Friday 9am-11am, 1pm-2pm
  - Tuesday, Thursday 11-12:30
- Using **BLUE** color in the blocks for study time (30 hours/week)
  - General rule is 2-3 hours of studying for every hour of class
  - Plan your study time when you are most awake alert
- Using **GREEN** color in the blocks for sleeping
  - 8 hours/night will make you smarter!
  - Do you generally go to bed early or stay up late?
- Using **ORANGE** color in the blocks for meals
  - Nutrition is important for your brain!
  - Even if you eat breakfast in your dorm make sure you eat balanced meals in the dining hall for dinner and lunch (1 hour each/every day)
- Using **YELLOW** color in the blocks for fitness
  - This is ESSENTIAL for your health and stress management
  - Recommended at least 30 min/day
  - Utilize the FREE gym and fitness facilities
- Using remaining colors, schedule time for the following activities
  - Campus Clubs/Organizations
  - Social Time with Friends
  - TV/Video Games/Facebook
  - Laundry

Weekly Planner for the Week of \_\_\_\_\_, \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 AM							
7:30 AM							
8:00 AM							
8:30 AM							
9:00 AM							
9:30 AM							
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
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10:30 PM							
11:00 PM							

# Professional Communication with Campus Contacts

## OBJECTIVES:

- Students learn professional ways to communicate with campus contacts such as the financial aid office, academic advising, or housing
- Students will initiate contact with a resource on campus using professional methods

## MATERIALS:

- Professional/unprofessional communication examples
- Professional Communication Guide and Practice Activity
- Computer with internet access

## ACTIVITY/LESSON:

Introduction:

- Ask your students to define “professionalism,” what does it mean to them, how do they use professionalism in their lives?
- Show students examples of professional and unprofessional communications and discuss the difference. The activity focuses on emails but be sure to talk about phone calls and in person meetings as well

Activity:

- Pass out Professional Communication Guide and read through it
- Have students identify a question they have for their university, provide examples below if they can't think of one, but encourage them to come up with a question they really want answered. Have students share their questions
- Have students research contact information on their school's website and email the contact to ask their question using the methods they've learned. Have student BCC you on the email to review their success

Check for Understanding:

- What did the students realize by doing this activity?
- Will they find it easier to contact adults and get answers to their questions in the future

## FOLLOW-UP/NEXT STEPS:

- In a few days, ask if anyone got an answer to their email. Talk about following up or thanking contact for the response.
- Ask students to only use professional contact methods with you in the future (emails with subject, greeting, salutation, etc.). Anytime a student needs to contact campus resources, remind them to use professional methods.

## ADDITIONAL RESOURCES:

- Purdue Online Writing Lab: Email Etiquette for Students

# Professional Communication Guide for Students

As a student, it is important to use the resources and advisors available on your campus. However, in college everyone from your professors to your financial aid advisor will expect you to communicate professionally and respectfully. See the tips and guidelines below to ensure ongoing communication.

## Email:

Once you start college email will be one of the main methods you use to communicate. If you get yourself in the habit of always using these tips now, communication in college will be a breeze!

- **Be short.** One or two paragraphs is best. Long emails may not be read.
- **Be clear and direct.** In the first paragraph, tell them exactly what you want. Then add details or more information in the rest of the email.
- **Be respectful.** Address professors at Dr. or Professor. Recognize they have a busy schedule and might not get back to you immediately. Before you ask a question make sure you don't have a way of finding out the information on your own (check your syllabus). Say thank you.
- **Do not delete correspondence emails.** You never know when you will need to reference an email from an advisor or professor again. Archive or sort emails into folders.
- **Pay attention to grammar and spelling.** Always capitalize appropriately (I, proper nouns, etc.) Always use complete sentences and punctuate when necessary.
- **Use the following format every time.** See next page for example
  - **Subject** Required, be precise and brief
  - **Greeting**, such as: Good morning/afternoon, Dear Dr. \_\_, etc.  
**(blank line)**
  - **Body** identify purpose of email quickly and keep request brief  
**(blank line)**
  - **Salutation**, such as: Sincerely, Best, Thank you, etc.
  - **Signature** include full name and contact information below

## Phone calls:

- **Prepare ahead of time.** Make a list of the questions you need answered and have it in front of you to refer back to.
- **Identify yourself quickly and precisely.** Talk clearly and explain why you are calling. Ask the name and position of the person you are talking to and write it down for future reference.
- **Ask if you are talking to the right person.** If they are not the right person, ask to be transferred to a person who is more appropriate. If that person is not available, ask that they return your call. If you have not heard from them by the next day, call back. Don't be put off or give up because your call is not returned. Keep calling until you reach the person you need to speak to.
- **Describe the situation.** Once you have reached the appropriate person, make your request for action brief and clear.
- **Set a deadline.** If the person cannot respond to your request immediately, ask when they will get back to you or by what date you can expect action.
- **Say Thank You.** Thank the person for being helpful when that's the case. In some cases when a person has been particularly helpful, it is a good idea to send a thank you email. This opens the door for further contact on related issues.

## Professional Communication with Campus Contacts: Practice Activity

**Activity:** Email someone at your college or university to ask a question. You will need to research who to contact, find their email address, and write the email following the format below. Have the person sitting next to you look over your email before you send it. Make sure to check your email account regularly for a response and thank them for helping you.

Here are a few question ideas but try to think of one on your own that you really want/need to know!

### Contact

Financial Aid  
Housing and Residence Life  
Ultimate Frisbee Captain

### Question

What is the process if I want to appeal my financial aid award?  
When can I move into my dorm? Can I bring a snake?  
When are tryouts and how often does the team practice?

### **Example Email:**

(Contact: USTA Financial Aid Office)  
Email Address: [financialaid@utsa.edu](mailto:financialaid@utsa.edu)  
Subject: Work Study Request

Dear UTSA Financial Aid Office,

I was recently awarded my financial aid package and it did not include work study. I am interested in having a work study job next year, is it possible to add work study to my award? Please let me know if you need an additional information from me.

Thank you,

Samantha Thompson  
[sthompson@utsa.edu](mailto:sthompson@utsa.edu)  
UTSA ID: A1625509

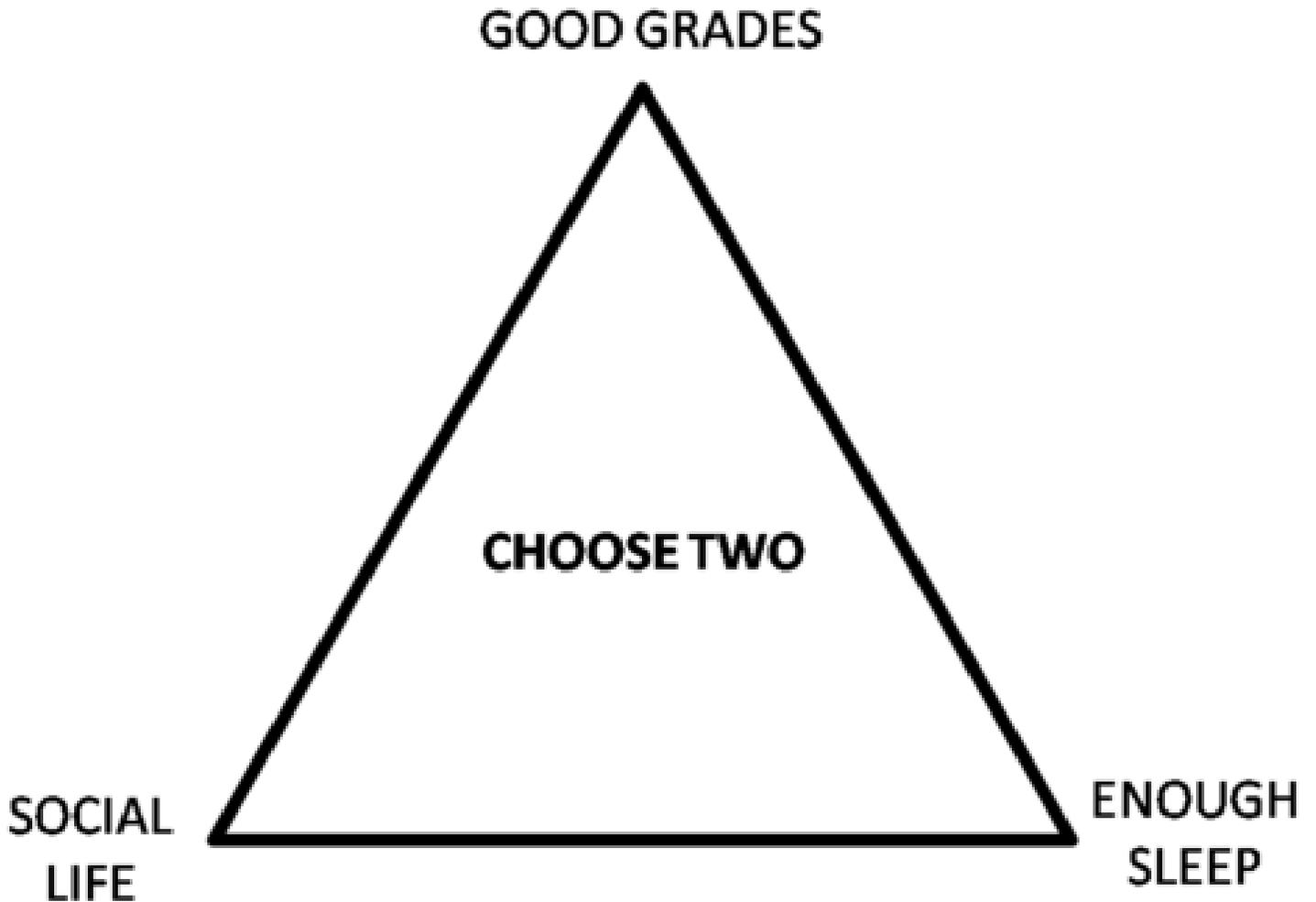
### **Now it's your turn:**

Write your question below:

Research your contact. What is their email address: \_\_\_\_\_

What did you do differently than if you were emailing a friend?

**School and Social Life Balance**  
**Sleep, Socialize, Study Triangle**



# Misconceptions about College

## OBJECTIVES:

- Talk about common misconceptions both students and administrators have about college

## ACTIVITY/LESSON PLAN:

- Introduce lesson by going over misconceptions both students and administrators have about college
- Discuss the misconception that colleges are “degree factories”, and that their primary concern is earning revenue
  - College provides an opportunity to grow and “find yourself”
  - Provides a unique opportunity to foster critical thinking and enlightened learning
  - There are many extracurricular activities provided by a college
- Discuss misconception that academics are sole focus of attending, and how this ignores the many opportunities the college experience provides for personal and professional growth
  - Being around people from a variety of backgrounds provides an opportunity to branch out
  - Opportunity to network and learn from those with expertise
- Discuss misconception that first generation students can’t succeed, and look at examples of student persistence that is independent of family income
  - Look for organizations on campus that cater to first generation students
  - Utilize financial aid to the fullest
  - Don’t be afraid to reach out to advisors and professors

## CHECK FOR UNDERSTANDING:

- Have counselors share misconceptions some of their students may have