Teacher’s Guide to the Self-Reflections in the Workbook

The self-reflections are an important opportunity for students to solidify and use the knowledge gained in each Module. There are no right or wrong answers. A Pass/Fail evaluation based on completing the exercises may be appropriate.

It is recommended that teachers review student work for thoughtful responses and indications that a concept has been misunderstood. Some responses may highlight that the student requires individual coaching to succeed in the program.

Self-Reflection – Module 1

1. Why is America called “The Land of Opportunity?”

* Freedom to choose a career path
* Economic system that supports and rewards individual success
* A legal system that protects individual property rights
* A representative government that respects individual rights and freedoms
* Unlimited opportunities to succeed
* Cultural institutions that support freedom and national values

# In his 1935 book, *The Epic of America*, James Truslow Adams described the “American Dream” as “a better, richer, and happier life for all our citizens of every rank.”[[1]](#footnote-1) Since then, authors have included religious freedom, universal education, equal rights under the law, and freedom of financial opportunity in their definitions.

# What is your definition of the “American Dream?”

This open-ended question is an opportunity for each student to think about what is important to them, what they need and value the most, and what they want to strive for. There are no right or wrong answers.

Self-Reflection – Module 2

Module 2 is designed to lead the student through the process of creating their own Mental Balance Sheet. They should have assets and liabilities listed in each category:

**Intellectual Capital**

**Empirical (Experiential) Knowledge**

**Moral Compass**

Students may need instructors to help them identify the appropriate category for each entry.

Self-Reflection – Module 3

1. What is the **next intellectual asset** you need to add to your Mental Balance Sheet?

The student should identify an asset that can be attained within the next school year.

1. Describe an immediate action you can take to add **experiential knowledge** to your Mental Balance Sheet.

The student should identify an activity they can participate in during the coming semester..

1. What are the three most essential beliefs or values that are a part of your mental compass?

The student should select 3 values that define who they are and drive their behavior.

Self-Reflection – Module 4

Describe two successful experiences (e.g., you solved a problem, settled a dispute, scored a winning point in a game, did well on an assignment, or were selected to be part of something.) Then, explain how you benefitted from each success and what you learned about yourself.

1. The student must identify a successful experience, and briefly describe how they benefitted from it and what they learned.

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Describe a bad habit that you would like to change. Think of a positive behavior that could replace it.

Bad Habit – The student must describe a habit they would like to change with their future in mind.

Alternate Positive Behavior – The student must propose a realistic behavior to replace it.

Self-Reflection – Module 5

1. Describe a valuable experience and the lesson it taught you.

The student must briefly describe a positive experience and what they learned from it.

1. Describe a situation when you had to adapt your plans or tactics to achieve a desired result.

The student must briefly describe a a situation in which they had to make changes to a plan to reach their desired result. (e.g., Earn money for something, reschedule something, alter a schedule, etc.)

1. What can you do to become more aware of changes in the world that may affect your ability to reach your goal?

The student must identify something they can do to inform themselves about the profession and marketplace they want to enter. (e.g., Learn to interpret stock reports, study common business terms mentioned in the paper, study anatomy ot human behavior, take a public speaking or acting class.),

Make a list of new words and terms you have encountered in this book and provide short definitions.

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| --- | --- |
| **New Word** | **Definition** |
| empirical | based on observation, experience, or experimentation |
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Self-Reflection – Module 6

List three of your goals for the upcoming year.

Student must list goals that are specific and realistic.

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Choose one of your goals, then use your mind’s creative mechanism to suggest tactics for achieving that goal.

Student should give details of tactics for achieving their goal.

Goal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Potential Tactics:

How will you know whether your tactics are working? What can you monitor?

Student should identify milestones and checkpoints to track their success.

Self-Reflection – Module 7

Do you often behave like a perfectionist?

1 2 3 4

Never Rarely Sometimes Often

Do you procrastinate because you worry you will not be good enough?

1 2 3 4

Never Rarely Sometimes Often

Do you trust your instincts when action needs to be taken?

1 2 3 4

Never Rarely Sometimes Often

Do you ever hesitate to decide until it was too late?

1 2 3 4

Never Rarely Sometimes Often

Review your responses. Reread the Module if you have answered “Sometimes” or “Often” more than once. Then list the things you need to work on and your potential actions.

If a student chooses a 3 or 4 for an answer, the instructor may want to discuss their reasons for that choice, clarify whether there is a problem, and help the student to better understand and plan for tactics to overcome their concerns.

Describe a skill you learned primarily through trial and error.

The student can choose skills related to hobbies, school, or personal behavior.

What do you do when you feel “stuck” and have trouble making a decision?

The student should identify concrete tactics. The instructor may need to help the student define the problem and/or a solution.

Self-Reflection – Module 8

Are you hesitant to interview with college counselors? If so, why?

The student needs to understand that college counselors want to learn more about them to help them find the best “fit” for their studies.

Why do colleges interview prospective students?

The student needs to demonstrate their attributes that are not adequately defined on a paper application. They must demonstrate their unique backgrounds and experience and highlight their dedication to reaching their goal.

What do you want admissions officers to know about you? (Beyond what appears on your written application.)

The student must identify the traits and experiences that make them unique and how they will solidify success in college and afterward.

What questions would you like to ask an admissions officer?

Speak directly, with good eye contact and ask about specific programs of study, campus life, challenges, or why others love attending the school.

Before an interview, what steps would you take to ensure you will not be nervous?

Get enough sleep the night before, eat something healthy, arrive early, dress appropriately, groom appropriately, smile.

Self-Reflection – Module 9

1. Why should you ask questions when you are communicating face-to-face? List at least three reasons.

* To generate interest
* To gain listener “buy-in”
* To gauge the listener’s understanding
* To understand and respond to objections
* To discover the listener's level of agreement
* To see if they think your suggestion will work
* To verify agreement

1. Briefly describe how each technique is used in a presentation.

Personalizing

Make eye contact with your listener. Smile. Use listeners’ names when possible. Be attentive when someone speaks to you or asks a question. Nod and smile to demonstrate your understanding.

Non-verbal communication

Pay attention to body language or non-verbal signals such as facial expressions, eyes, mouth, arms and legs, gestures, posture, and use of personal space.

Active Listening

Some basic techniques include:

* + Making eye contact, whether listening or speaking.
  + Giving complete attention to a speaker.
  + Not interrupting a speaker.
  + Asking pertinent questions
  + Restating the speaker’s meaning in their own words to clarify and verify understanding.
  + Waiting quietly for an answer after asking a question.

1. What “crutch words” do you commonly use? How could you avoid using them?

The student should identify the unnecessary words the tend to use, such as “um,” “like,” “right,” or “you know.”

1. How can you prevent yourself from sending an inappropriate email or text message?

Never send emails or messages written when angry or written late at night. If a message is composed in the evening, reread it in the morning and edit it before sending it (particularly if you were upset or angry when you wrote it!)

1. Write an elevator pitch to introduce yourself and explain why you should attend that college. Write it as if you are briefly in an elevator with the head of the admissions department.

The student should write an elevator pitch, a brief (30 seconds at most) description of the student and their reason for wanting to attend college. The pitch is used to capture the interest of someone with little time to listen (an elevator trip.)

Self-Reflection – Module 10

How often do you miss school or skip classes (for whatever reason)?

1 2 3 4

Never Rarely 2-3 times a month more than two weeks in a school year

A response of 3 or 4 indicates a need for coaching.

Have you ever stayed after school or worked over the weekend to complete a group project, play a sport, work on a performance, etc.? Give an example.

If the student does not give a positive example, coaching may be required.

In a conversation, do you wait till a person has finished speaking before commenting?

1 2 3 4

Always Usually Often Rarely

A response of 3 or 4 requires coaching.

Do you have experience working on a team? What were the most difficult challenges?

Student should respond with an example, if possible. It can be school projects or work.

Self-Reflection – Module 11

The student must access websites using the links given, locate information, and transfer that information into this form. Instructors should do this exercise to acquaint themselves with this informative government portal so they can answer student questions about its use.

Complete the interest assessment at <https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx>. What are the top three jobs suggested in your results?

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Think of an occupation you find interesting. Use this link to enter the name of the occupation and your zip code: <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx>

Select a job from the generated list and use that information to fill in the blanks.

Job Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outlook: New job opportunities are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the future.

Typical Wages: The **Median** annual wage plotted on the chart is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Typical Education: What is the most common education level for this job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Projected Employment: By what percentage is employment in this occupation projected to increase or decrease? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

List the top five knowledge, skills, and ability required to succeed in this occupation.

Knowledge: Skills Abilities

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1. [↑](#footnote-ref-1)