



Unit 3: Personal Management

Unit designed by Lorin Koch

These are the student materials for Unit 3 of the free online course *Preparing for College and Career*. The course is a comprehensive faith-based journey through personal management, college and career exploration, preparing teens for life after high school. Nine self-paced, teacher-facilitated units were created with sophomores in mind, but are open to all teens. Flexibly available for use as a full semester or summer enrichment course, or as a supplemental resource for Adventist Academy teachers.

In order to share this material freely outside of the course, all worksheets and PowerPoints used to record videos are saved to a google drive, and linked within the unit below. Teachers will want to download the presentations (noted as videos) to view with Microsoft PowerPoint as the video lesson script is saved in each slide's notes. Similarly, downloading worksheets to view in their original word or pdf format is recommended.

Unit Introduction

“We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort.” –Jesse Owens, 4-time Olympic gold medalist. What makes the difference between having a dream you never reach, and reaching that dream?

What Do I Need to Know?

In some of the other units in this course, you'll be working on forming some very specific goals, both academic and career. This unit isn't so much about what you are going to do, but more about who you will be as you pursue those goals.

What will I learn in this unit?

By the end of this unit you will be able to answer these questions:

- How can I live a self-disciplined life, with God's help? (Lesson 1)
- What are my long- and short-term academic, career, spiritual, social, and physical development goals? What are the first steps toward achieving those goals? (Lesson 2)
- How can I balance school, home, church, and community activities to maximize my personal development? (Lesson 3)
- What high school diploma options are available to me, and which one is the best fit for me? What high school and college courses are available to me? Which courses will be personally challenging and move me toward my goals? (Lesson 4)
- How can I deal with the social, emotional, physical, spiritual, or family problems or challenges that could become barriers to learning for me? (Lesson 5)

Unit Intro Video

[Unit 3 Introduction](#)



- PowerPoint for the introductory video for Unit 3 of the course *Preparing for College and Career*. This PowerPoint contains a brief summary of the lesson objectives covered in this unit.

Getting Started

Some of the assignments in this unit are projects that may require planning in advance. Read through the assignments now so you can be prepared for them and do any necessary planning.

- Lesson 3: [Balancing Activities](#) (or [pdf](#))
- Lesson 4: [Graduation Plan](#) (or [pdf](#))

Additional Resources

These resources are recommended to learn even more about personal management as you prepare for life after high school:

1. *Do Hard Things*, by Alex and Brett Harris. The HARRISES argue that teens have low expectations put on them by adults, and they should set the bar higher.
2. Andrews University's [Dual Credit course options](#) for high school 10th-12th graders.
3. *The 7 Habits of Highly Effective Teens*, by Sean Covey
4. *The Purpose Driven Life*, by Rick Warren

Lesson 1: Choosing a Self-Disciplined Life

What Will I Learn?

By the end of this lesson, you will be able to answer this question:

- How can I live a self-disciplined life, with God's help?

Introductory Video

Lesson 1 Introduction

- PowerPoint for the introductory video for the first lesson in Unit 3 of the course *Preparing for College and Career*. The PowerPoint contains a brief overview of the objectives and activities covered in Lesson 1.

Learning Activities

Watch

1. Brief summary of Sean Covey's *7 Habits of Highly Effective Teens*
 - [The 7 Habits of Highly Effective Teens: Summary](#)
2. As you watch these videos summarizing habits 1 and 2, consider how you can take control of your life, and focus on the end result you want to achieve. What do you want to be the end result of your life?
 - [Habit 1](#)
PowerPoint for the video introducing Habit 1 of Stephen Covey's *The 7 Habits of Highly Effective Teens* in the first lesson in Unit 3 of the course *Preparing for College and Career*.
 - [Habit 2](#)
PowerPoint for the video introducing Habit 2 of Stephen Covey's *The 7 Habits of Highly Effective Teens* in the first lesson in Unit 3 of the course *Preparing for College and Career*.

Read

1. Sections 23 (How We Grow) and 28 (It Takes Time) in this summary of Rick Warren's [The Purpose Driven Life](#).
2. [What is Self-Discipline?](#)

Pay special attention to the connection between goals and self-discipline and to the suggestions for strengthening self-discipline.

Assignment: Self-Discipline

Directions

For this assignment, you will be assessing your current level of self-discipline and reflecting on self-discipline and purpose. Download the [Self-Discipline Worksheet](#) (or [pdf](#)) answer the questions, then upload it here to submit the assignment.

Teacher note: Grade using the Fill-in Assignment Rubric.



Discussion: Self-Discipline

Directions

1. Review the worksheet you uploaded for this lesson's assignment, then write a post answering the following questions (50 words minimum):

- Which of the reflection questions at the bottom of the page did you find most confusing or interesting?
- What did you find interesting or confusing about it?

2. Read through at least 10 other students' posts (or as many as have been posted, if there are less than 10).

3. Respond to two other students' posts, contributing a new idea or thought to the discussion (20 words minimum each).

Teacher note: Grade using the Discussion Rubric.



Lesson 2: Skills and Values

What Will I Learn?

By the end of this lesson, you will be able to answer these questions:

- What are my long- and short-term academic, career, spiritual, social, and physical development goals?
- What are the first steps toward achieving those goals?

Introductory Video

Lesson 2 Introduction

- PowerPoint for the introductory video for the second lesson in Unit 3 of the course *Preparing for College and Career*. The PowerPoint contains a brief overview of the objectives and activities covered in Lesson 2, along with an introduction to SMART goals.

Learning Activities

Watch

As you watch this summary of Covey's Habit 3 for *The 7 Habits of Highly Effective Teens*, consider your most important thing. What is it? Are you putting your focus on it?

Habit 3

- PowerPoint for the video introducing Habit 3 of Stephen Covey's *The 7 Habits of Highly Effective Teens* in the second lesson in Unit 3 of the course *Preparing for College and Career*.

Read

Many people have lots of lofty goals they never reach. As you read, consider which parts will be useful to you for setting goals that are realistically attainable for you.

- Set SMART Goals

Assignment: New You Resolutions

Directions

Complete the worksheet New You Resolutions (or pdf) and answer the questions leading you through setting a SMART goal for yourself. When you complete the worksheet, upload it here to submit the assignment.

Teacher note: Grade using Fill-in Assignments Rubric

Goal-Setting Discussion

Directions

1. Write a post answering the following questions (50 words minimum):

- Think of one of the goals you set on the New You Resolutions worksheet. What is one thing that you aren't doing now, that if you did it on a regular basis, would help you move toward your goal?
- What is one thing you have a question about or are worried about as you consider starting to work on your goals?

2. Read through at least 10 other students' posts (or as many as have been posted, if there are less than 10).
3. Respond to three other students' posts, contributing a new idea or thought to the discussion (20 words minimum each).
4. Remember to come back to check for responses from others to your question.

Teacher note: Grade using Discussion Rubric



Lesson 3: Balancing Goals and Activities

What Will I Learn?

By the end of this lesson, you will be able to answer this question:

- How can I balance school, home, church, and community activities to maximize my personal development?

Introductory Video

Lesson 3 Introduction

- PowerPoint for the video introducing Lesson 3 of Unit 3 of the course *Preparing for College and Career*. The PowerPoint contains a brief overview of the objectives and activities covered in Lesson 3.

Learning Activities

Read

Summaries of chapters 31, 32, 33 and 39 from Rick Warren's *The Purpose Driven Life*.

As you think of all the things you have to do each day, consider whether what you spend your time on matches what is most important to you. Are there areas where you could make changes? Remember that being too busy kills the enjoyment for each activity, so prioritizing is important for enjoyment as well as for staying focused on your purpose.

Assignment: Balancing Activities

Directions

1. Watch the video below, thinking about how the examples could be useful for you in balancing your activities.

Balancing Activities Introduction

- PowerPoint for the video introducing the Balancing Activities assignment in Lesson 3 of Unit 3 in the course *Preparing for College and Career*. The PowerPoint provides an overview of the activity.

2. Complete the assignment Balancing Activities (or pdf) and upload the worksheet to this page to submit the assignment.

Teacher note: Grade using Fill-in Assignment Rubric



Lesson 4: Setting Coursework Goals

What Will I Learn?

By the end of this lesson you will be able to answer these questions:

- What high school diploma types are available at my school?
- Which of the diploma types is the best fit for me?
- What high school and college courses are available to me?
- Which courses will be personally challenging and move me toward my goals?

Introductory Video

Lesson 4 Introduction

- PowerPoint for the video introducing Lesson 4 of Unit 3 of the course *Preparing for College and Career*. The PowerPoint contains a brief overview of the objectives and activities covered in Lesson 4.

Learning Activities

Read

1. High School Diploma Types

Read through this article to see the different diploma options at a specific school, Hinsdale Academy, in Illinois. Look over the diploma requirements and determine the areas where the credit requirements differ. Note that different diploma requirements can be met with different classes. Which of the diploma types do you think will be difficult but achievable for you? It is a good idea to aim at least toward the college prep diploma, as that will give you the option of attending college whether that is your plan at the moment or not.

2. Get College Ready Now

Read this article from the Big Future website about getting college ready now so you can avoid remedial classes in college.

3. High School Classes Colleges Look For

Read through this list for ideas of courses you will want to take as you prepare for college, whether you are planning on taking advanced courses in high school or not.

4. How to Take Your Classes to the Next Level

Note that advanced courses may require certain grades in earlier courses, or a certain level of understanding, so it is a good idea to focus your advanced courses on your areas of strength and to start preparing for the courses now. Advanced courses, including college courses you can take in high school, will be covered in more detail in Unit 5.

Assignment: Graduation Plan

Directions

Complete the assignment Graduation Plan (or pdf), which gives you the opportunity to plan out your class load for the next two years, with a focus on your academic and career goals. Upload the worksheet here to submit the assignment. *Teacher note: Grade using Fill-in Assignment Rubric*

Discussion: Coursework Goals

Directions

1. Write a post answering the following questions (50 words minimum):
 - Why should you take on difficult classes and other tasks?
 - Describe the personalized goal you set for yourself. How did you add challenge in your class plan?
 - What can you do when your courses get really difficult?
2. Read through at least 10 other students' posts (or as many as have been posted, if there are less than 10).
3. Respond to two other students' posts, contributing a new idea or thought to the discussion (20 words minimum each).



Lesson 5: Overcoming Personal Obstacles

What Will I Learn?

By the end of this lesson you will be able to answer this question:

- How can I deal with the social, emotional, physical, spiritual, or family problems or challenges that could become barriers to learning for me?

Introductory Video

Lesson 5 Introduction

- PowerPoint for the video introducing Lesson 5 of Unit 3 of the course *Preparing for College and Career*. The PowerPoint contains a brief overview of the objectives and activities covered in Lesson 5.

Learning Activities

Personal Reflection

There are many things besides school work that can interfere with your ability to succeed in college. These things could include things like physical or learning disabilities, psychological problems, trauma or violence, illness, family issues, financial problems, or addiction.

Write down a quick list of any personal difficulties that could cause problems for you. You will not be turning the list in. Add more to the list if you think of them during the lesson. Keep the list – you will be adding other things to it during the lesson.

Reading

1. Possible Challenges

This webpage lists categories that may cause problems for you or your classmates. Clicking on each category will bring up a list of articles related to that category. Choose five articles to read, choosing from a variety of categories, either about issues you struggle with or that you would like to know more about so you can help others who struggle with them. Learning about challenges can make you more understanding of others even if you do not have those challenges. On the list you started in "Personal Reflection," write down the titles of the articles you read. You will not be turning these in, but you will use the information for this lesson's discussion.

2. Finding Accommodations

Note that assessments for learning difficulties and some of the resources described here may be available through your current school district even if your high school does not offer them.

3. School Counselors

Note: Make sure you read all three pages, not just the first page. Sometimes we need another person to help us sort through difficulties or problems. A counselor can help, and your pastor or school chaplain may also be able to provide similar help. As you read, think about who you could ask for help. What makes it difficult for you to ask for help for your struggles?

4. Summary of chapter 25 ("Transformed by Trouble") from Rick Warren's *The Purpose Driven Life*.



Difficulties are unavoidable. But we can change the way we think about difficult times. Consider how your difficulties could help you learn and grow. Note that this does not mean that your difficulties are a positive thing, only that you can use them to make yourself stronger.

Additional Resources

- Hotlines - A list of hotlines you can use to talk with someone if you or a friend is dealing with a serious issue. Includes hotlines for bullying, depression, alcohol and drugs, eating disorders, grief and loss, pregnancy, stress, suicide, and more.
- First Generation College Students - Explanation of common problems faced by students who are the first in their family to attend college, along with ideas for overcoming those problems.
- I'm First - Resources and tips for first generation college students, plus stories from people who have been there.

Assignment: Overcoming Personal Obstacles

Directions

In this assignment, you will be learning about strategies for overcoming personal obstacles by reading about Adventist students who overcame obstacles and by talking with an adult you trust. You will need to schedule your meeting with the adult in advance so you can have the time and privacy for a serious discussion.

1. Download the Overcoming Personal Obstacles (or pdf) worksheet.
2. Before beginning, read question 3 and contact the adult of your choice to set up an appointment for your discussion.
3. Complete the worksheet (make sure you don't accidentally skip question 4!) and upload it here to submit the assignment.

Teacher note: Grade using Fill-in Assignment Rubric

Discussion: Dealing with Personal Difficulties

Directions

1. Write a post answering the following questions (50 words minimum):
 - Why do some people feel like they need to do it all alone?
 - What factors may contribute to reluctance to ask for help?
 - From the notes you wrote during the lesson, choose one of the personal difficulties you either read about or struggle with personally and share one thing you learned from this lesson about dealing with that difficulty.
2. Read through at least 10 other students' posts (or as many as have been posted, if there are less than 10).
3. Respond to two other students' posts, contributing a new idea or thought to the discussion (20 words minimum each).




Teacher note: Grade using Discussion Rubric






Unit Quiz

This unit has a cumulative quiz with 10 questions. There are 2 questions for each of the lessons. Most of the questions are true and false or multiple choice questions. If you are a teacher and would like to have access to the quiz questions to use with your students, please email [Glynis Bradfield](mailto:Glynis.Bradfield@andrews.edu).

Rubrics Used in This Unit

Rubric for Fill-in Assignments   				
Criteria	Ratings			Pts
Completion view longer description	All blanks filled 4 pts	Partially filled 2 pts	Mostly blank 0 pts	4 pts
Accuracy view longer description	Evidence of accuracy 2 pts		Inaccurate 0 pts	2 pts
Substance view longer description	Attention given to substance 4 pts	Inconsistent attention 2 pts	Erratic attention or careless 0 pts	4 pts
				Total Points: 10

Discussion Rubric   				
Criteria	Ratings			Pts
Post answers prompt	Completely 2 pts	Mostly 1 pts	Not at all 0 pts	2 pts
Thoughtful response to other posts	Complete 2 pts	Partial 1 pts	Not included 0 pts	2 pts
Clarity/Focus	Full Marks 1 pts		No Marks 0 pts	1 pts
				Total Points: 5

Resources Used in this Unit

Files and Worksheets

[Balancing Activities \(or pdf\)](#)
[Graduation Plan \(or pdf\)](#)
[Self-Discipline Worksheet \(or pdf\)](#)
[New You Resolutions \(or pdf\)](#)
[Overcoming Personal Obstacles \(or pdf\)](#)

Video PowerPoints

[Unit 3 Introduction](#)
[Lesson 1 Introduction](#)
[Habit 1 of *The 7 Habits of Highly Effective Teens*](#)
[Habit 2 of *The 7 Habits of Highly Effective Teens*](#)
[Lesson 2 Introduction](#)
[Habit 3 of *The 7 Habits of Highly Effective Teens*](#)
[Lesson 3 Introduction](#)
[Lesson 3 Balancing Activities Introduction](#)
[Lesson 4 Introduction](#)
[Lesson 5 Introduction](#)

Internet Resources

[Andrews University Dual Credit course options](#)
[Do Hard Things](#)
[Finding Accommodations](#)
[First Generation College Students](#)
[High School Classes Colleges Look For](#)
[How to Take Your Classes to the Next Level](#)
[Possible Challenges](#)
[High School Diploma Types](#)
[Get College Ready Now](#)
[Hotlines](#)
[I'm First](#)
[*Preparing for College and Career*](#)
[School Counselors](#)
[Set SMART Goals](#)
[*The Purpose Driven Life* \(book\)](#)
[Chapters Summaries of *The Purpose Driven Life*](#)
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[What is Self-Discipline?](#)