

MY PLAN

This module is designed to help students gain perspective on themselves and their planning journey as they use MyRoad's My Plan feature.

Lesson Plans:

- MY1: In "Toward a Self-Portrait," students use brainstorming techniques to get started on a college application essay that will show the admission committee who they are and how their minds work.
- MY2: In "Benefiting from the Planning Process," students compare their current My Plan goal statements with those they established at the beginning of the school year, and then update the Education section of My Plan accordingly.

Overall Objectives:

- Students will learn how to generate ideas for college application essays.
- Students will gain a heightened awareness of how much they've changed in the course of a school year and of the role planning and research has played in bringing about this change.

Lesson MY1: Toward a Self-Portrait - Starting the College Application Essay

Goals	This lesson will help students use brainstorming techniques to get started on a college application essay that will show the admission committee who they are and how their minds work.
Suggested Grade Level	11 th or 12 th grade
Student Objectives	<ul style="list-style-type: none"> • Learn how to generate ideas for college application essays.
Counselor Objectives	<ul style="list-style-type: none"> • Gauge the students' progress in applying to colleges and, if necessary, motivate them to begin. <p><i>If possible, try coordinating with an English teacher, so that students can use the worksheets they produce as preparation for a classroom assignment that guides them through the entire process of writing a college application essay.</i></p>
Resources	<ul style="list-style-type: none"> • My Plan • Resource Library: "The Purpose of the College Application Essay" and "Writing a College Application Essay" • Past-Present-Future (Worksheet MY1-A) • Sample Essay Questions from Real Colleges (Handout MY1-B) • Essay Development (Worksheet MY1-C)
Student Assignment (30–45 minutes)	<p>If students have completed My Plan, they can use what they've written there as a resource for completing the Past-Present-Future worksheet. If students have not completed My Plan but wish to do so before proceeding to the worksheet, allow 20–40 additional minutes.</p> <ol style="list-style-type: none"> 1. Students read the Resource Library article "The Purpose of the College Application Essay." 2. Students complete the Past-Present-Future worksheet. <p><i>Encourage students to use extra paper when answering worksheet questions. If it's not possible for students to complete the Past-Present-Future worksheet before the class, they can complete it during the class as part of your discussion.</i></p>

**Lesson MY1: Toward a Self-Portrait -
Starting the College Application Essay (continued)**

**Classroom
Discussion**
(20–30 minutes)

1. Discuss students' feelings about having to write a college application essay and respond to any questions they have.
2. Address any misconceptions or stumbling blocks students might face, and discuss what they've read in "The Purpose of the College Application Essay."
 - What is the purpose of this essay?
 - Ask students to imagine their audience. What do they think their audience is looking for in an essay?
3. Discuss the completed Past-Present-Future worksheet. If students have not completed it, have them do so during your discussion.
 - Which topics most interest your students?
 - Why might they work for a college application essay?

If students have trouble coming up with material, help them brainstorm by tapping into interests that you know they have.

4. Give students the Sample Essay Questions from the Real Colleges handout.
 - Have your students sent for any applications yet? What essay questions do the applications ask? Which ones would your students most like to write about?
 - Looking at their Past-Present-Future worksheets, can they use any of their responses to help them answer any of the college essay questions? Can they combine any of the squares in the worksheet grid to answer any of the essay questions?

This handout is especially useful for students who have not yet received any college applications.

**Lesson MY1: Toward a Self-Portrait -
Starting the College Application Essay (continued)**

	<p>5. Help students choose topics for the Essay Development worksheet. Ask them to read the directions and the guidelines in the first column and answer any questions.</p> <ul style="list-style-type: none">• Which squares on the Past-Present-Future worksheet do your students want to examine in more detail?• Can they come up with two different topics to write in the bubbles?• Why do they think the arrows are placed where they are on the worksheet? <p><i>Explain that, whatever else it discusses, a college essay should always be about the student.</i></p>
<p>After Class (30–45 minutes)</p>	<p>Students read the Resource Library article “Writing a College Application Essay.”</p> <p>Students complete the Essay Development worksheet.</p> <p><i>The worksheet is meant as a starting point for the essay-writing process. We recommend continued guidance throughout the process.</i></p>

Lesson MY2: Benefiting from the Planning Process

Goals	Within this lesson students compare their current My Plan goal statements with those they established at the beginning of the school year, and then update the Education section of My Plan accordingly.
Suggested Grade Level	9 th – 12 th <i>To make the best use of this class, educators should print students' My Plans at the beginning of each academic year. The printouts can supplement student portfolios and be used in conjunction with this plan at the end of the year.</i>
Student Objectives	<ul style="list-style-type: none"> • Gain insight into the changes in goals, academic experience, and life planning undergone in the course of an academic year. • Acquire a heightened awareness of the role of planning and research in shaping life objectives and interests.
Counselor Objectives	<ul style="list-style-type: none"> • Check back in with students before summer vacation or graduation in order to maintain records and monitor outcomes of the counseling process.
Resources	<ul style="list-style-type: none"> • Student's current My Plan • Printout of My Plan from the beginning of the school year <p><i>This unit works best if you hold a class with your students at the beginning of the year and obtain printouts of their My Plans at that time. If there are no copies of My Plan from earlier in the year, you can begin your class by asking, "What would your plan have looked like 9 months ago?"</i></p>
Classroom Discussion (15–30 minutes)	<ol style="list-style-type: none"> 1. Discuss the changes in My Plan over the course of the year by having students read over their goal statements on the printouts of My Plan from the beginning of the school year. <ul style="list-style-type: none"> • What would your students change about this statement? • Have they fulfilled any parts of these goals? What new goals have they set for themselves? • How do their goals relate to their results from the ORA Personality Profiler®? 2. Look at students' current goal statements on My Plan, and see how they correspond to students' answers to the previous questions. Discuss any differences.

Lesson MY2: Benefiting from the Planning Process (continued)

	<p>3. Compare the lists of majors, careers, and colleges under Interests to Pursue in the printouts from the beginning of the year to those currently on My Plan.</p> <ul style="list-style-type: none"> • What interests have your students added? How do these affect their interest levels in items on the previous list? • Have they deleted any items? If so, why? • Are there any items that have really stood the test of time? What is it about these majors, careers, or colleges that keeps them interesting to your students? <p>4. If time allows, click to the Education page and compare its contents to those found on the earlier printout.</p> <ul style="list-style-type: none"> • Have your students' GPAs changed? How do they understand these changes? • Have they taken or retaken any standardized exams, such as the SAT or an AP exam? What are their feelings about your scores? • Have they joined or dropped out of any activities, such as sports or clubs? Are there any sports or clubs they would like to get into next year? • How have their lists of favorite and least favorite classes and notable teachers changed? Would they say that with some distance, the classes that once seemed particularly great or terrible seem less so or more so? Have they formed any particularly strong relationships with teachers in the past year?
<p>After Class (10 minutes)</p>	<p>Print out a copy of My Plan for each student's file so that you can use it as a starting point for classes or individual sessions in the fall. For those students who are graduating, My Plan may be used as a resource for writing student recommendations.</p>

Past-Present-Future

This worksheet will help you to brainstorm a list of possible topics for a college application essay. If you've made entries into MyRoad's My Plan, try using those to help you complete this worksheet. At this point, don't stop to evaluate the worth of your ideas and don't worry about complete sentences. Feel free to list several answers to a question and to skip one or two questions. You'll need more space, so use the back or another sheet of paper.

- Bring this worksheet, along with any college essay questions you've collected, to your counseling appointment.

	Past (at least one year ago)	Present (one year ago–start of college)	Future (start of college and beyond)
Academic and Intellectual Life: <ul style="list-style-type: none"> • Classes • Assignments • Books • Anything else that's shaped your intellect 	Past academic experience and how it affected me:	Present academic experience and how it affects me:	1. Major I might study in college: 2. How it's connected to experiences described in columns 1 and 2: 3. How it will help me reach a specific goal:
Extracurricular Life: <ul style="list-style-type: none"> • Clubs • Sports • Music • Theater • Jobs • Volunteering • Internships 	Past extracurricular experience and how it affected me:	Present extracurricular experience and how it affects me:	1. Extracurricular activity I might participate in at college: 2. Why does this interest me?:
People and Places	Person or place that was important to me:	Person or place that is important to me:	1. In four, 10, or 20 years, I want to be: 2. Connections between who I want to be and who I am or have been: 3. How college will help me get there:

Sample Essay Questions from Real Colleges

Directly or indirectly, application essay questions ask for a story with a message – with you as the main character. As you look at each question, consider what kind of personal experience (academic, extracurricular, personal) and what time frame (past, present, future) it's asking you to draw upon. Keep in mind that if you're writing about the future, it's best to make connections to the past or present as well.

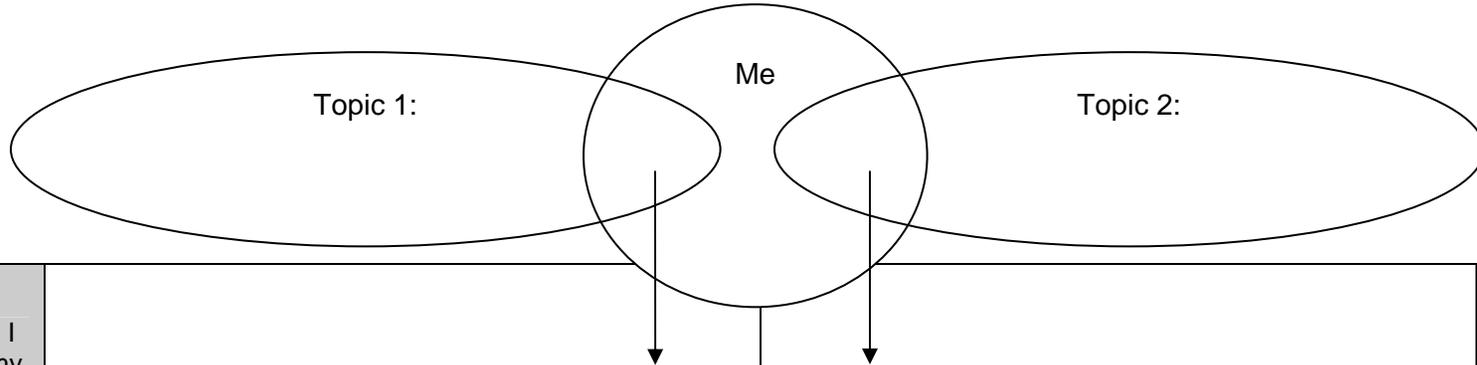
1. Describe your most rewarding or unrewarding educational experience.
2. Ask and answer your own question.
3. How do you envision your freshman year?
4. Write a page of your own autobiography.
5. Discuss an issue of personal, local, national, or international concern and its importance to you.
6. Indicate a person who has had a significant influence on you and describe that influence.
7. How do you see your world of 2020?
8. Describe how a song, poem, piece of art, book, etc. influenced your life.
9. Select two ideals listed in our literature and relate them to your personal beliefs and convictions.
10. Evaluate a significant experience or achievement that has special meaning to you.
11. How have you taken something you've learned in the classroom and integrated it into your nonacademic life?
12. If you could meet anyone, real or imaginary, who would it be?
13. How will your knowledge of other cultures affect your studies?
14. Describe a situation in which your values were challenged.
15. Describe an experience that illustrates a proverb, maxim, or quote that has special meaning to you.
16. Pick a recent event and relate it to a turning point in your life.
17. Relate your future goals to studying at our school.
18. Once you've completed your education, would you return to your hometown to begin your adult life? Why or why not?
19. Tell about an unsuccessful situation and what you learned from the experience.

Sample Essay Questions from Real Colleges (continued)

20. Find a picture and write why it is important to you.
21. What are your interests, and how do you plan on continuing them in college?

Essay Development

Choose two possible essay topics and write them in the bubbles. Try describing your relationship to the topic in row one. For each topic, think of an incident that illustrates your relationship to the topic; list the incidents in row two. Note the specific details that describe each incident in row three.



<p>Main idea: What do I want to say about my connection to this topic?</p>		
<p>Key incident that involves me and the topic</p>		
<p>Specific details (consider who, what, where, when, why, sight, smell, sound, taste, and feel)</p>		