



## Learning Activity: Your Evolving Academic Identity

### Topic

Academic Achievement

### Type of Activity (Virtual/In-person)

In-person

### Recommended Grade Level(s)

12

### Time Needed

30-45 minutes

### Group Size

Any

### Materials Needed

- "Your Evolving Academic Identity" Journal Handout (attached)
- Pens, pencils
- Projector

### Social Emotional Skill(s) to Integrate

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

### Space Needed (if in-person)

Classroom or meeting space

### Description of Activity

This journal-based discussion activity will guide seniors to explore their academic identity in high school and set goals for their academic success in future in college or career training programs.

### Participants will understand...

Identifying and addressing any barriers to the transition to postsecondary education or the workforce will ease stress and lead to success.

### Participants will be able to...

Identify strategies for successful transition to postsecondary education opportunities and workforce.

### Preparations

- Make copies of the "Your Evolving Academic Identity" journal handout and use it as a step-by-step guide.

### Instructions

1. Greet students. Explain that this activity involves writing, self-reflection, goal setting, and learning about resources for post-secondary study. Explain that there will be "turn and talks" or "group share" opportunities, but that their participation level is up to them. Explain that they can ask questions at any time.
2. Project "Your Evolving Academic Identity" Handout up on the board (if desired). Distribute Handouts.
3. Plan to spend about 5 minutes on each "section" but know that you can adapt as you go to best serve the students who are present.
4. Tip: depending on the group, some students may not want to speak up and say they have a question about an "uncomfortable" topic such as College Accommodations, Health Services, or Food Insecurity. Go ahead and put that into the discussion yourself while facilitating. That way, it will get talked about regardless.

Tags: #hs #12 #academic

Citations: Contributed by Rose Reynolds

## Reflection Activity, Questions, Discussion Prompts

See Journal Handout.

Also: suggest that students discuss this with their family, friends, mentors – especially if they included them on the list that they circled as resources they can access next year.

## Variations for this Activity

- This activity could be a jumping off point to focus on any aspect of this content.
- This activity could be done with juniors as “pre-teaching” before they begin their senior year.
- Students could submit one of their “I will” statements and could be posted somewhere in the school to showcase senior goals to get other students thinking and raise visibility of college/career preparation culture in your school (anonymously).



# Your Evolving Academic Identity

Discuss: *"Start where you are. Use what you have. Do what you can."*

Circle the qualities that best describe your academic identity in high school as you complete your senior year.

- |                |                  |                       |                 |
|----------------|------------------|-----------------------|-----------------|
| Organized      | Participates     | Asks for Help         | Determined      |
| Procrastinates | Good Team Player | Challenged Myself     | Laid Back       |
| Resourceful    | Goal-Oriented    | Prefers to Work Alone | Respectful      |
| Honest         | Open-Minded      | Critical Thinker      | Enjoys Learning |

Other (s): \_\_\_\_\_

Choose one of your best qualities and journal for a few minutes about how you think you can carry that forward into your life as a college or career-training student next year. (Plan to share with the group)

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Identify an area of growth or challenge for you as a student. Journal for a few minutes about how you plan to address this in college or career-training. (Plan to share with the group if you are comfortable)

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Circle and Discuss: Resources I can access to support me in postsecondary study:

Professor's Office Hours	College Library	Academic Advisor
TRIO and GUIDE	Accommodations	Family or Friends
Mentors	Health Services	Career Center
Tutoring / Writing Center	Fitness Center	Counseling Center
HireAbility Vermont / Childcare	Financial Aid Office	Student Pantry

Some aspects of our academic identities are outside of our control. But some are inside of our control and can be impacted by our actions and choices. Many people become stronger students in college or career training because they have more choice over their schedule and what they are studying.

The best plan is to have a plan. Write some "I will" statements. *Example: "I will go to office hours to ask questions."*

I will: \_\_\_\_\_

I will: \_\_\_\_\_

I will: \_\_\_\_\_