METACOGNITIVE SKILLS

LESSON 12-3 ▲ STRESS, DRAMA AND YOUR SENIOR YEAR

**LEARNING GOALS/OUTCOMES**

* Causes of stress in navigating the college search/application process.
* Strategies for dealing with stress in the college search/application process.
* Personalize a plan to reduce the stress of researching and applying to college.

**MATERIALS NEEDED**

* **Student Handouts:**
* Student Activity Cards (one set per class)
* **Chart paper and markers**

**CLASSROOM ACTIVITIES**

1. **Ask students to rate their level of stress about going to college** on a scale of one to five where one is absolutely no stress and five is incredible stress. Create a quick graph that will help you and students direct the learning in this lesson. Share with students that they are going to explore the issue of stress around searching for, deciding on, and applying to colleges.
2. **Distribute one of the printed cards from the worksheet card to each student.** Ask students to read the card and be ready to discuss it with another student. If you choose, you can also print out the entire sheet and ask students to circle one of the statements to discuss. Add to the blank boxes to make it pertinent for your students.
3. **Once they have talked to five students, each student should be seated to indicate they are ready to hold a class discussion** about the stressors and stress strategies for preparing to go to college. Hold a class discussion to summarize what students found out. Did they agree that the things listed were stressors? Did they think that any of the suggested strategies would be helpful? What new strategies for reducing stress emerged?
4. **Give students a few minutes to reflect again on their own level of stress.** Ask for a show of hands if they now believe they can reduce their stress. If possible, give students an opportunity to record their strategies in order to include the information in the student-led conferences.

**STUDENT PRODUCTS**

* **None**

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **FACILITATOR NOTES**

Dealing with stress in the senior year of high school is critical for any students’ success, especially the first generation student. Keep this workshop factual, light, and supportive!

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LESSON 12-3 STUDENT HANDOUT

 STUDENT ACTIVITY CARDS

To the facilitator: Print and cut apart the following “cards” for students to use in the lesson. The blank ones are on purpose so that you can add your ideas of what is stressful and what strategies can be used to reduce the stress.

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| --- | --- | --- |
| My senior year can be less stressful if I make a year-long plan and break the work into smaller chunks. | The financial side of college is very stressful. I’m not sure I will qualify for any aid. | All my friends are talking about four-year schools but I really feel like a two-year program matches me best. It is stressful to not be able to talk about my goals and plans. |
| I’ve reduced my stress a lot because I’ve already begun to look at scholarships and have a profile on [www.washboard.org](http://www.washboard.org). | I really do not know what I want to do. Being undecided is VERY stressful. | I’m a procrastinator! Not really stressed yet! |
| Colleges are only looking for high grade points and high test scores. I don’t have a chance. | I know who to talk to about financial aid and they are helping me think about the basic costs and the personal costs of going to college. | I get most of my information about college from my friends. I guess they know what they are doing. |
| There is one common application for many colleges and I can start there. | Knowing the timeframe and deadlines is crucial if I want to get into college. Some of the technical programs have a two-year waiting list! | Asking questions of my counselors and teachers and in the advisory is important. It is even ok to call colleges for information. |
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