

Welcome back Class of 2022!

Can you believe you are already half-way through high school? If you thought the first two year flew by, you can expect the last two to go fast. With that said, stay focused on your goals because life after high school is just around the corner.

I am excited to continue our work together and learn what you specifically need from me as a school counselor. As mentioned above, junior year marks a turning point in your high school career in relation to planning and shaping your post-secondary plans. This is so exciting!

You will also receive increased access and exposure to Mrs. Murphy, our College and Career Counselor. She will be available to assist you in the area of post-secondary success. Mrs. Murphy and I are thrilled to be a part of your team! Please do not hesitate to email, request appointments, or stop by our offices (when in-person learning resumes). Each of you is at a different point in your college/career journey and we are here to meet your specific needs.

As done every year, I will visit your English class 4 times and Mrs. Murphy will visit your US History classes (or the equivalent during remote learning). In my class meetings we will focus on academic success (making this one of the best years yet) as well as achieving personal growth in the areas of stress management, study skills, and interpersonal communication.

For those of you who are college-bound, next year you may ask me to write a letter of recommendation for you. As your school counselor, my focus in writing your letter of recommendation will be on sharing more about you in a broader perspective, including positive moments I have witnessed with you, the impact you make at CCHS, exceptional accomplishments, and any challenges you have overcome. Please be sure you are reaching out to me this year and allowing me the opportunity to learn these things about you so that I can give you a glowing recommendation that is accurate and full of greatness!

This year, my hope is that you will be strong researchers and advocates for your future, matching your career path with your interests, skills, and values. My hope is that you stay focused on the key to your future - your education - by improving your GPA and preparing for the SAT. My hope is that you realize you are only as great, as strong, as capable, and as amazing as you allow yourself to be!

Be sure to check your school email often for newsletters, updates, and more. Please check the CCHS Class of 2022 webpage often for information as well. Your email and grades should be checked daily through the year. Remember, every year is a fresh start - make it an exceptional one!

Mrs. Krutsinger
School Counselor
Class of 2022

In Your Folder:

Contact Information and Welcome Letter

Pre/Post: GPA & SAT (Personal/Class)

- SAT Percentile Ranks
- GPA Percentile Ranks

Exploring Naviance, Junior Year

Dual Credit Information

Junior Year Checklist

PSAT 10 and PSAT/NMSQT

- Set up your College Board account
- Sign up for the PSAT/NMSQT:
 - Deadline: September 8, 2020
 - Test Date @ CCHS – October 29, 2020

College Information

- From here to college in 14 steps
- 20 questions to ask a college representative
- College Planning: 11th grade

Career Information

- How to find a job
- Career fair preparation
- Building a career network
- Resume Building

Military Information

- Enlisting in the military

Social/Emotional

- Stress
- Organizing school work and assignments
- Studying for tests
- Managing your emotional reactions
- Asking for help: getting past obstacles
- School counselors
- Talking to your parents or other adults

Class Goals Junior Year:

Academic

- Increase personal and class GPA
- Decrease failures and increase successes
- Work toward meeting personal and class SAT Goals
- Increase Class Attendance
- Stay or get involved at CCHS, consider a leadership role

College/Career

- Save at least one Career Cluster in Naviance
- Sign up for college/career visits in Naviance that interest you
- Complete SuperMatch in Naviance
- Create your resume and share your accomplishments
- Have a list of at least 3 colleges and/or postsecondary plans prepared by the end of junior year
- Build relationships for future letter of recommendation options

Social/Emotional

- Decrease class behavioral referrals: as juniors you set the tone and culture of the school
- Grow in communication and advocacy: it will be a year of learning how to work through difficulties, celebrate achievements, effectively communicate needs, and overcome challenges
- Work toward meeting deadlines (not meeting deadlines = missed opportunities)
- Building soft skills (attendance, leadership, teamwork, communication, problem-solving, work ethic, flexibility, adaptability, and interpersonal skills)

* Use the following:

Username - your lunch code & your initials (Ex: 771062BK)

Password - password with a little 'c' and "!" (Ex: BK23452!c!)

Creating a College Board Account

With a College Board account, you can:

- ✓ **ACCESS** your PSAT/NMSQT®, PSAT™ 10, PSAT™ 8/9, SAT®, and AP® scores online. Send your SAT and AP scores to the colleges of your choice.
- ✓ **REGISTER** for the national weekend administration of the SAT and College-Level Examination Program® (CLEP®) exams.
- ✓ **PRINT** your SAT Admission Ticket for the national weekend administration of the SAT or your CLEP Registration Ticket.
- ✓ **MANAGE** your personal college list.
- ✓ **SAVE** your scholarship searches.
- ✓ **COMPARE** costs at colleges that interest you.

Don't forget to:

OPT in to receive important reminders about deadlines, test-preparation strategies, score availability, and more

PROVIDE your parents' names and email addresses

Sign-Up Instructions

- 1** Before you get started have your:
 - Email address
 - Expected high school graduation date (month and year)
 - High school name
- 2** Go to collegeboard.org
- 3** Click on "Sign Up"
- 4** Select "I am a Student"
- 5** Create a username and password * See above
 - Your username should have 6-15 characters and be made up of letters and numbers.
 - Your password must be 7-15 characters with at least one number and one letter.
 - Choose a security question and provide an answer you can easily remember.

Was your TOTAL PSAT 10 score at or above the 50th percentile? Would you benefit from re-taking the PSAT?

The PSAT/NMSQT is for YOU!

Test day: Wednesday, October 14

The PSAT/NMSQT is highly relevant to your future success because it focused on the skills and knowledge at the heart of education. It measures:

- What you learned in high school.
- What you need to succeed in college.

If you think the key to a high score is memorizing words and facts you'll never use in the real world, think again. You don't have to discover secret tricks or cram the night before.

The best way to prepare for the test is to:

- ✓ Take challenging courses.
- ✓ Do your homework.
- ✓ Prepare for tests and quizzes.
- ✓ Ask and answer lots of questions.

What does NMSQT mean?

National Merit Scholarship Qualifying Test. Juniors who meet eligibility requirements are automatically entered into scholarship competitions conducted by the National Merit Scholarship Corporation. To learn more about the competition and eligibility requirements, visit nationalmerit.org.

What else makes the PSAT/NMSQT worthwhile?

By taking this test you will gain access to a personalized online tool titled My College QuickStart, which shows how you did on the PSAT and provides a personalized SAT study plan. You can also use it to learn more about your personality and find majors, colleges, and careers that match your interests. Even if you don't end up qualifying as a National Merit Scholar, or win scholarship money, there is no harm in taking the test. You will earn valuable test-taking experiences that will help you with the SAT.

What is the test like?

Find out what kinds of questions you'll see on the PSAT/NMSQT and view each section.

- Visit: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/inside-the-test>

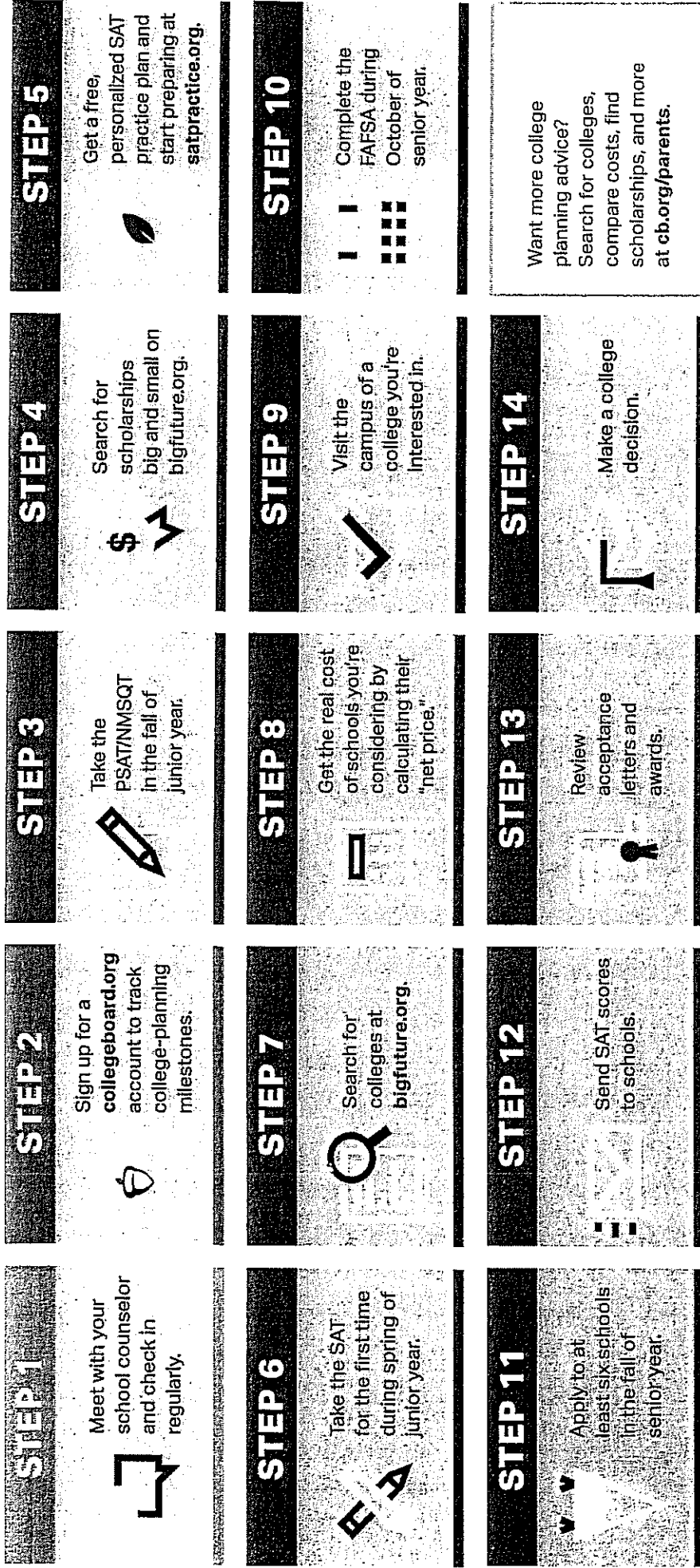
How do I register for the test in October?

Register for the PSAT/NMSQT through the Faculty Secretary's Office.

Listen to the announcements for details. If you have difficulty paying the registration fee, ask your school counselor about getting a fee waiver.

From Here to College in 14 Steps

College planning can be overwhelming and many families start too late. To help, we've simplified it to just the most essential steps to take during junior and senior years. Parents and guardians can use it to guide their students on their journey to college.



20 Questions to ask college representatives

Whether you meet them at a college fair or on a campus visit, college reps genuinely enjoy talking to high school students and answering questions about their college. The following questions will help start a good dialogue:

1. What makes your college unique?
2. What academic programs is your college most known for?
3. How would you describe the kids that go there? Where do most of them come from?
4. Where do kids hang out on campus?
5. What happens on weekends—are there things to do on campus or in town, or do most kids go home?
6. Are fraternities and sororities a big part of campus life?
7. What are the housing options for freshmen?
8. Do many students live off campus?
9. Is there a sports complex or fitness center?
10. What are the most popular clubs and activities?
11. What's the security like on campus?
12. What's the surrounding area like? Is it easy to get around?
13. What are the most popular majors?
14. How would you describe the academic pressure and workload?
15. What support services are available (academic advisers, tutors, etc.)?
16. Do I need to bring my own computer?
17. What's the faculty like? How accessible are they outside of class?
18. Are there opportunities for internships?
19. Is there job placement help for graduates?
20. Are any big changes in the works that I should know about?

Source: Get it Together for College 2nd ed. (College Board 2011).

Handout 3E

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College Planning: 11th Grade

Junior year marks a turning point. This is because for most students and families, it's when college planning activities kick into high gear. Here are some things you can do this year to stay on track for college.

FALL

- ☐ **Start with you:** Make lists of your abilities, social/cultural preferences, and personal qualities. List things you may want to study and do in college.
- ☐ **Learn about colleges.** Look at their websites and find colleges at bigfuture.collegeboard.org/college-search. Talk to friends, family members, teachers, and recent grads of your school now in college. List the college features that interest you.
- ☐ **Resource check:** Visit the counseling office and meet the counselors there. Is there a college night for students and families? When will college representatives visit your school? (Put the dates in your calendar.) Examine catalogs and guides.
- ☐ **At school, speak to your counselor about taking the PSAT/NMSQT[®],** which is given in October. If you plan to ask for testing accommodations (because of a disability), be sure the College Board has approved your eligibility.
- ☐ **Make a file to manage your college search, testing, and application data.** If appropriate (for example, if you're interested in drama, music, art, sports, etc.), start to gather material for a portfolio.
- ☐ **Estimate your financial aid need.** Financial aid can help you afford college. Use the College Board's *Getting Financial Aid* and the financial aid calculator at bigfuture.org to estimate how much aid you might receive.

WINTER

- ☐ **Sign up to take the SAT[®] in the spring.** You can register online or through your school. SAT fee waivers are available to eligible students. To prepare for the SAT, you can access free, personalized SAT practice tools at satpractice.org, including thousands of interactive questions, video lessons, practice tests, and more.
- ☐ **Begin a search for financial aid sources.** National sources include the College Board's Scholarship Search and electronic sources. Don't overlook local and state aid sources. (Ask a counselor for help or check your public library.)
- ☐ **With your family, make an appointment with your counselor** to discuss ways to improve your college-preparation and selection processes.
- ☐ **Ask a counselor or teacher about taking the SAT Subject Tests[™] in the spring.** You should take them while course material is still fresh in your mind. You can download *The SAT Subject Tests Student Guide*, which offers test-prep advice, from SATSubjectTests.org.
- ☐ **Explore AP[®].** The Advanced Placement[®] Program helps hundreds of thousands of high school students achieve their college dreams each year. Get the facts at apstudent.collegeboard.org/exploreap. If you're in AP classes, register for the AP Exams given in May.
- ☐ **Opt in to the College Board Opportunity Scholarships** at cb.org/opportunity. You can earn scholarships ranging from \$500 to \$2,000 by completing individual college planning steps. Complete all six steps and you'll be eligible for the \$40,000 scholarship.



SPRING

- ☐ **Contact your counselor** before leaving school for the summer if you are considering military academies or ROTC scholarships. If you want a four-year ROTC scholarship, you should begin the application process the summer before your senior year.
- ☐ **Develop a list of 15 or 20 colleges that are of interest to you.** You can find many colleges at which you'll be happy and get a great education. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
- ☐ **Stay open to all the possibilities—don't limit your search.** To find the best college for you, you should apply to colleges of varying selectivity. Selective colleges admit a portion of students who apply. Some colleges are highly selective while others are less selective. Make sure to apply to public, private, in-state, and out-of-state schools so that you have plenty of options from which to choose.
- ☐ **Take the SAT.** The test is typically offered in March, May, and June. Make sure you start preparing for the test several months in advance using the tools available at satpractice.org. And remember, if you're not happy with your scores when you get them, you might want to test again in the fall. Many students take the test a second time as seniors, and they usually do better.
- ☐ **Start to gather documents for financial aid:** Be sure to keep a copy of your tax returns handy. You'll use these to complete the Free Application for Federal Student Aid (FAFSA), which opens on Oct. 1.

SUMMER

- ☐ **Register with the National Collegiate Athletic Association (NCAA) Eligibility Center** if you are an athlete planning to continue playing a sport in college (ncaaclearinghouse.net).
- ☐ **Get your FSA ID:** Before you can fill out your FAFSA, you need to get a username and password (also known as an FSA ID).
- ☐ **Find a full-time or part-time job,** or participate in a summer camp or summer college program.
- ☐ **Visit colleges.** When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors, and students. Take campus tours and, at colleges you're serious about, make appointments to have interviews with admission counselors.
- ☐ **Create a résumé—a record of your academic accomplishments, extracurricular activities, and work experiences since you started high school.**
- ☐ **Download applications.** Go to the website of each college's admission office and either complete the application online or request a paper application from colleges to which you'll apply. Check application dates—large universities may have early dates or rolling admission.
- ☐ **Visit some local colleges—large, small, public, and private.** A visit to a college campus can help you decide if that college is right for you. Make a plan ahead of time to get the most from your visit. Check out the campus checklist at bigfuture.org. Attend college fairs, too.
- ☐ **Scan local newspapers** to see which civic, cultural, and service organizations in your area award financial aid to graduating seniors. Start a file.

Visit **bigfuture.org** for more information.

HOW TO FIND A JOB

A lot of elements go into finding a job: Networking, résumés, cover letters and research. And when it comes to finding (and hopefully landing) the right job, you want to make sure you're addressing every aspect of a thorough job search.

CONSIDER WHAT KIND OF CAREER YOU WANT

Research different career fields to see what interests you. Start by using the search tool on this site, which lets you search by industry, salary, degree required and more.

ASSESS YOUR STRENGTHS AND INTERESTS

A career that suits your strengths will help you do your best work. Try using a personal assessment tool such as the ASVAB to help identify your specific skills.

REACH OUT TO PEOPLE YOU KNOW

With at least 70 percent of job seekers finding employment through networking, one of the best ways to land your first job, or any job for that matter, is to be referred by someone you know. Tell your family, friends and neighbors what interests you and what kind of job you're looking for. They can help connect you to people who are in your career field of interest.

Be sure to follow up with everyone and schedule meetings, even if you're simply asking for information. During the meeting, ask the person how he or she started out. Be honest and be yourself; the rest should come naturally. And don't forget to thank anyone who helps you, even for the smallest of favors. Developing and maintaining these relationships is known as networking. It's a powerful tool, and it works.

CHECK OUT JOB LISTINGS

Job listings are everywhere: online, trade magazines, newspapers and even on the bulletin board of your local coffee shop. It's worth it to read them all; not only will it give you a good sense of what's out there, but it will open your eyes to opportunities you might not have considered otherwise.

The internet may be your greatest job resource. Many websites, ranging in scope from local to national, focus on career planning and job searching. Here are a few sites where you can get started:

- Indeed
- Monster
- CareerBuilder
- USAJobs
- CareerOneStop
- ZipRecruiter

To find something specific, try searching the Web for words or phrases related to your field, like "photography jobs" or "engineering internship." Finally, some companies post job openings on their company website as opposed to job posting sites. Identify companies you would like to work for and visit the job openings page of their websites, too.

ESTABLISH A PROFESSIONAL SOCIAL PRESENCE

Social networks have become a helpful resource for job hunters and employers alike. Use social networks like Facebook and LinkedIn to make inside connections that will help you discover jobs you won't find in traditional postings.

Start by creating a profile that summarizes your academic accomplishments and career goals on a career-focused social network like LinkedIn. Then build your network by connecting with friends, teachers, neighbors and former colleagues (if you've previously had a job).

Your network will consist of your connections and your connections' extended networks, so reach out to as many people as you can. The more connections you make, the more friends-of-a-friend you can meet, and the better your chances of finding a contact that can fill you in on or set you up with a career opportunity.

This might seem obvious, but it's wise to "clean up" your social networking profiles. Most employers search the

web for information on candidates, and you don't want them to see something that sheds an unflattering light on you. Anything that you wouldn't want your parents or teachers to see is probably something you don't want future employers to see, whether it's a picture, video, offensive language or other inappropriate content.

SPEAK WITH A RECRUITER

Depending on what stage you're at in your career and what kind of field you want to get into, you may want to employ the help of a recruiter—someone who works with companies and organizations to help them find new employees and works with you to find you a job. Some recruiters work only with seasoned professionals, but there are recruiting agencies that place employees at all levels. Fields that often use recruiters to find new employees include accounting, marketing and legal and financial services.

Using a recruiter costs you nothing, since the hiring company pays the fee. Recruiters can provide you with information on unadvertised jobs and can tap into their lengthy contact list on your behalf. Plus they will save you time, since they do most of the legwork. Helpful websites for locating recruiters include:

Recruiters Online Network

The Recruiter Network

PREPARE YOUR APPLICATION MATERIALS

Having a polished résumé is key to getting a job. Creating your résumé will also help further organize and refine your career goals.

You will want to have a list of references ready. Reach out to past employers, teachers or mentors who can speak to your work ethic and experience, and make sure you have their permission to list them as references. Keep an active list of your references' names, phone numbers and email addresses, and the employers where you worked together. Avoid using your parents, guardian or friends as references, as they will appear biased. Also, leave off anyone you don't get along with or jobs you've been fired from.

Finally, start to prepare for interviews in advance by reading up on best practices and role-playing with a friend. Job interviews will make or break your career search, so it doesn't hurt to start practicing your pitch.

BUILDING A CAREER NETWORK

Networking in person and online allows you to meet people who can help you get your next job. Even for seasoned professionals, networking can be daunting. Here are a few tips to get you started.

GROWING YOUR NETWORK

- Reach out to people you know.
- Tell your family, friends, neighbors and past coworkers that you're looking for a job, and share with them what interests you.
- Sign up for networking events.
- If you're shy, attending an event that was created specifically for networking might be easier, since everyone else will be networking, too. Then you can take the skills you've learned there to other events, where networking isn't the main focus.
- Join career-oriented social networks.
- Social networking sites, such as LinkedIn and Meetup, can help you meet even more people in your industry who might help you land a job.

IMPRESSING POTENTIAL CONTACTS

Practice your handshake. A firm handshake shows potential colleagues and employers that you are confident. Test with your family and friends, and they'll tell you if your handshake is too weak or too strong. Work on your eye contact skills. Networking isn't easy, but eye contact can help people remember your name. You don't need to stare deeply into another person's eyes, but do listen carefully and demonstrate genuine interest in what the person is saying. Always project a professional online presence. Make sure your social media presence reflects you and your work in a positive light. Use a professional email address, don't share anything online that might embarrass you later and make sure that all of your personal profiles broadcast the same message you would send to a future employer.

HELPING POTENTIAL CONTACTS REMEMBER YOU

Print a business card. By carrying a few business cards with you, you will always be prepared if an opportunity arises. The card should include your name, your phone number, a professional email address and a link to your online work portfolio (if applicable). Make it easy to show your work to others. By placing your portfolio or résumé online, you'll make it easier to send out links to your work and your documents, if applicable. Write thank-you notes. If anyone gives you helpful advice or offers to set up a meeting with someone who can help your career, be sure to collect his or her contact information and send thanks. A handwritten note still makes a great impression, but a sincere email can work well if you can't find your contact's postal address.

CAREER FAIR

Before the event: Learn about the attendees

HireTiger Career Fairs and Meetups present a great deal of opportunity in a short amount of time, and it's important to arrive with a plan. Making connections with alumni and employers before you start looking for internships and jobs can help you get your foot in the door. It is also a great way to explore the types of industries and professions that match your skills and interests. For Career Fairs, you can view the list of employer organizations in the Fair listing in Handshake. In addition to a description of the organization, you can also find what types of positions they are hiring for and other details. For Meetups, we provide a list in the Handshake event of all alumni and representatives from organizations attending.

Come prepared

Make a list of questions for employers and alumni you plan to approach. Most questions will depend on your own motivations and research, but a few general questions that are helpful include:

- "Can you tell me more about the projects interns/new employees have worked on in the past?"
- "What do you love about your work?"
- If the person is an alum(na), ask how their Princeton experience was helpful in their career and about the work they do.

Develop your introduction

This is a perfect time to use your elevator pitch. State your name, your year in school, concentration or area of interest and a few of your industry-related skills.

Need some pointers on your elevator pitch? Check out our guide.

During the event: Be considerate

Don't stand out in anyone's memory for the wrong reasons. Make eye contact during conversations, don't interrupt and thank everyone for their time. If there are other students around, don't hesitate to invite them into the conversation. Also, be aware of the time. There may be a line of students behind you who are also trying to speak with the same person.

Close the conversation

Thank the person for their time and gather contact information so you can follow up. Ideally, mention something you learned from them to establish a connection.

After the event: Follow up

There are many ways to follow up on the leads you will acquire at a career fair or a Meetup. If you receive a business card, send an email or call to establish contact. When you follow up, thank the contact for their time and reference something you learned during your conversation or the next steps you plan to make as a result of the interaction.

HOW TO USE THIS GUIDE

While there are some basic rules (spellcheck is a must!) and standard practices to resume writing, it is largely a personal undertaking. We encourage you to take a holistic approach to creating your resume, considering your unique set of experiences in relation to the types of roles to which you aspire. In other words, think of your resume as a marketing tool that demonstrates how a product (you) meets the needs of a potential customer (employer).

This Resume Guide is designed for both the novice resume writer and the more seasoned candidate. Follow the basic principles, adding in advanced components when appropriate.

If you are...	Start with the...	On Page...
New to resume writing	Introductory Resume Worksheet	3
Adding new items and trying to cut old ones	Advanced Resume Worksheet	4
Shifting career directions	Crafting Your Descriptions	5

Basic Principles of Resume Writing

1 Your resume's job is to get you an interview.

- Look at job descriptions carefully. If certain keywords, skills, or traits keep popping up, check that they are reflected in your resume in your own words.
- Experience comes not only from internships and jobs but from campus activities, class projects and volunteer work as well. There is value – what employers call transferable skills – in all you do as a Princeton student.
- Readers only know what you tell them. Include concise yet thoroughly detailed **Action-Oriented Accomplishment Statements** to pique a reader's interest.
- Demonstrate skills through your bullet points in addition to listing them in a "Skills" section.
- Think ahead to the interview. Make sure the content you'd talk about is well-represented in your resume.

3 Your resume should be easy to scan and digest in 15–30 seconds.

- Use bullet points instead of paragraphs. Avoid pronouns (I, we) and minimize the use of articles (a, an, the).
- Use CAPS, **bold fonts**, and line spacing to distinguish between sections.
- Keep document to one page. Set the margins between 0.75" and 1" (ideal) and no less than 0.5".
- Use consistent font styles and sizes (10–12pt) throughout the document.
- Save space by leaving off your mailing address. Your phone number and email suffice.
- List content in reverse chronological order in each section of your resume.

2 The document should be written with the reader in mind

- Consider the context for which you're using your resume and adjust content, headers and details to match the specific job/internship posting, scholarship application, career fair/ Meetup or other opportunity.
- Note differences in style, tone, keywords and content across industries and around the globe.
- Distinguish yourself from other Princeton students by detailing your individual role and unique impact, especially when several students may have the same experience (e.g., RCA, McGraw Center Tutor).
- Do not include personal information like age, Social Security number, marital status, religion or parents' occupations.
- Do you need a CV or resume? In the U.S., a CV is used primarily for admission to – or roles in – academia. It is a type of resume with an in-depth focus on research, presentations, academic awards, and/or publications.

4 As long as you are aspiring to professional advancement, your resume is a work in progress.

- Know that resume writing can be complex and take several tries to master.
- Save PDF and .txt versions of your resume. Keep prior versions of your resume for reference.
- Do not fear changing directions. You can reposition any experience by focusing on **Transferable Skills**.
- Ask for feedback from a Peer Career Adviser or [schedule an appointment with a career adviser in Handshake](#).

CRAFTING YOUR DESCRIPTIONS

Adapted from South Dakota State University Office of Career Development; includes content from <http://artsbridge.com/how-can-a-theatre-major-prepare-you-for-success/>

Students often lament a perceived lack of experience, struggle to make connections between their experiences and what is required in a job description or worry about how experiences in one realm (e.g., independent research) translate into another (e.g., an industry internship). To allay those fears, use this three-step worksheet to (1) identify your transferable skills or the skills listed in a specific job description (2) note where those skills were learned/developed, and (3) turn these general concepts into **Action-Oriented Accomplishment Statements**.

Step 1: Identify your transferable skills

Place a check mark next to each skill you possess. Think about all settings in which you may have used/developed each skill. Then, circle the ones you consider to be your top 10.

Communication & Creativity

- ☐ Writing clearly and concisely
- ☐ Listening attentively
- ☐ Expressing ideas
- ☐ Using media to present ideas
- ☐ Reporting information
- ☐ Public speaking
- ☐ Making presentations
- ☐ Describing feelings
- ☐ Improvising
- ☐ Doing more with less
- ☐ Appreciating diversity
- ☐ Providing accurate descriptions

Leadership

- ☐ Generating and initiating ideas
- ☐ Managing and supervising groups
- ☐ Delegating responsibility
- ☐ Promoting and adapting to change
- ☐ Prioritizing tasks
- ☐ Identifying areas for improvement
- ☐ Facilitating meetings or group discussions
- ☐ Coaching/mentoring/counseling
- ☐ Evaluating progress
- ☐ Giving praise and credit
- ☐ Setting and accomplishing goals

Teamwork

- ☐ Making decisions with others
- ☐ Respecting others
- ☐ Eliciting input and providing feedback
- ☐ Developing rapport
- ☐ Sharing credit/cooperation
- ☐ Interacting effectively
- ☐ Collaborating in diverse or multicultural environment
- ☐ Meeting team expectations
- ☐ Perceiving feelings, situations
- ☐ Listening to others

Problem-Solving

- ☐ Anticipating potential problems
- ☐ Defining problems and possible causes
- ☐ Identifying and selecting solutions
- ☐ Creating innovative approaches
- ☐ Involving group members in problem-solving
- ☐ Developing plans to implement solutions
- ☐ Establishing general principles
- ☐ Teaching/training others
- ☐ Solving problems/mediating
- ☐ Implementing sound decisions

Research

- ☐ Forecasting/predicting
- ☐ Designing an experiment
- ☐ Imagining alternatives
- ☐ Identifying resources
- ☐ Extracting important information
- ☐ Defining needs
- ☐ Development strategies
- ☐ Formulating conclusions
- ☐ Conceptualizing ideas
- ☐ Observing and discovering
- ☐ Analyzing information
- ☐ Presenting findings
- ☐ Learning new tools/techniques

General Work

- ☐ Managing time
- ☐ Setting and meeting deadlines
- ☐ Accepting responsibility
- ☐ Enlisting help
- ☐ Editing/proofing
- ☐ Negotiating/persuading
- ☐ Seeking opportunities for professional growth
- ☐ Taking initiative
- ☐ Managing time and stress
- ☐ Responding well to feedback
- ☐ Remaining calm under pressure

ACTION-ORIENTED ACCOMPLISHMENT STATEMENTS

Showcasing what you've done and why it mattered is the best way to ACE resume writing! Start with an **Action Verb** to show you did something. Then provide the **Context** for that action using quantitative and qualitative terms. Lastly, demonstrate the **End Result** of your actions to show the value of your contributions!

Sample Accomplishment Statements

- Allocated \$1,500 budget to promote annual National Coming Out Day rally, increasing participation 25% over previous year.
- Coordinated three fundraising events for local shelters, raising \$8,000 and greatly improving community awareness.
- Collaborated with a partner to formalize a 400-page training curriculum, creating a structure that made the progression of material clear and logical.

Action Verbs

Management & Leadership

administered
appointed
approved
assigned
attained
authorized
chaired
consolidated
controlled
coordinated
decided
delegated
directed
eliminated
emphasized
enforced
enhanced
executed
handled
headed
hired
hosted
increased
instituted
led
managed
merged
overhauled
oversaw
planned
prioritized
produced
recommended
streamlined
strengthened
supervised

Communication

addressed
advertised
articulated
authored
clarified
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced

corresponded
defined
described
discussed
drafted
edited
elicited
enlisted
expressed
influenced
informed
instructed
interacted
interviewed
joined
judged
listened
mediated
moderated
motivated
negotiated
observed
outlined
persuaded
presented
promoted
proposed
publicized
recruited
reinforced
reported
responded
solicited
specified
suggested
synthesized
translated
wrote

Research

analyzed
compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated

gathered
identified
inspected
interpreted
investigated
located
measured
researched
searched
summarized
surveyed
tested

Technical

adapted
assembled
built
constructed
converted
debugged
engineered
fabricated
installed
maintained
operated
programmed
rectified
regulated
remodeled
repaired
replaced
solved
specialized
studied
upgraded

Financial/Data

adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
estimated
forecasted
marketed
projected
reconciled
retrieved

Helping

advised
advocated
answered
cared for
coached
collaborated
contributed
cooperated
counseled
demonstrated
educated
enabled
encouraged
ensured
expedited
explained
facilitated
familiarize
furthered
guided
intervened
motivated
provided
referred
rehabilitated
simplified
supplied
supported
taught
trained
tutored
volunteered

Organization/ Detail

arranged
cataloged
categorized
charted
classified
coded
collected
compiled
distributed
generated
implemented
incorporated
logged
monitored
obtained
ordered
organized
prepared

processed
purchased
recorded
registered
reserved
reviewed
routed
scheduled
submitted
standardized
systematized
updated
validated
verified

Creative

acted
combined
conceptualized
created
customized
designed
developed
displayed
drew
entertained
established
fashioned
founded
illustrated
initiated
integrated
introduced
invented
modeled
modified
originated
performed
photographed
revised
revitalized
shaped

Accomplishments

achieved
completed
expanded
exceeded
improved
pioneered
reduced
resolved
restored
transformed

If you are in the early stages of resume writing, stick with standard headers like Education, Experience, and Activities. As your skillset grows and experience deepens, consider broadening and reframing the headers to draw the reader's attention to key sections of your resume.

EDUCATION

- Academic Background
- Educational Background
- Education and Training
- Related Coursework
- Select Coursework
- Senior Thesis
- Study Abroad

EXPERIENCE

- Academic Projects
- Corporate Experience
- Course Projects
- Global Experience
- Independent Research
- Industry Experience
- Internship Experience
- Military Background
- Professional Experience
- Related Experience
- Related Projects
- Work Experience

ACTIVITIES

- Affiliations
- Associations
- Athletic Achievements
- Civic Activities
- Community Involvement
- Extracurricular Activities
- Leadership Experience
- Professional Activities
- Professional Associations
- Professional Development
- Professional Memberships
- Volunteer Work/Volunteerism

HONORS

- Academic Honors
- Accolades
- Achievements
- Awards
- Commendations
- Distinctions
- Fellowships
- Scholarships

SPECIAL SKILLS/TRAINING

- Certifications
- Language Competencies
- Licenses
- Professional Certifications
- Software/Hardware
- Special Training
- Technical Skills

PUBLICATIONS

- Conference Presentations
- Current Research Interests
- Exhibits
- Papers
- Presentations
- Professional Presentations
- Research Projects
- Senior Thesis

ADDITIONAL SECTIONS

- Interests
- Portfolio
- Relocation

SAMPLE RESUMES

Early College Resume

Tori Tiger

123.456.5432 / tori.tiger@princeton.edu

EDUCATION

Princeton University, Princeton NJ

Expected June 2022

A.B. Candidate; Intended concentration: Sociology

Relevant Coursework: Inequality, Mobility, and the American Dream; Sociology of Sports; American Society and Politics; Self and Society

Big Public High School, Dallas, TX

June 2018

Honors: National AP Scholar, Class Treasurer

WORK EXPERIENCE

Firestone Library, Princeton University – Student Assistant

September 2018-Present

- Serve as first point-of-contact for students and other patrons at busy Circulation desk
- Redesigned website using Dreamweaver, increasing visits to page by 15% over 3 months

The Clothing Company, Fort Worth, TX – Retail Associate

May 2017-August 2018

- Recommended products to customers, generating an average of \$1,200 in sales per shift
- Recognized by management for creating attractive displays that drew attention to new products
- Trained 5 new employees on effective sales techniques and how to master product knowledge during fast-paced summer and holiday hours

LEADERSHIP AND SERVICE

Princeton University Orchestra – Clarinet

September 2018-Present

- Rehearse 10 hours per week and perform at 3 recitals each year

Local Community Newspaper – Contributor

August 2016-June 2018

- Interviewed 100+ students to capture balanced and fair stories across 5 public schools
- Submitted monthly articles highlighting local students' academic, athletic, and artistic achievements

Girl Scouts of the USA – Gold Award

October 2017

- Hosted a "College & Career Night" for 200 students from 3 area underserved communities
- Recruited 20 professionals and marketed event to hundreds of middle and high school students

SKILLS

Language: French (4 years) and Spanish (6 years)

Office Applications: Word (Advanced), Excel (Proficient), PowerPoint (Intermediate)

Graphic Design: Dreamweaver (Advanced), Photoshop (Novice)

Tyler Tiger

www.myportfolio.com/tyler

ty-ti@princeton.edu, 774-623-8668

EDUCATION

Princeton University, Princeton, NJ

June 2019

A.B. in Molecular Biology, Certificate in Neuroscience, GPA: 3.89

Select Coursework: Genetics, Biochemistry, Biological Dynamics, Genome Integrity and Human Disease, Biostatistics, Microbiology

Honors: Biology Society Scholarship, J&J Aspiring Scientist Award

RESEARCH AND LAB EXPERIENCE

"Revising the Phylogenetic Reassignment of *Oxytricha trifallax*"

Fall 2017

- Engaged in independent research culminating in an extensive written paper
- Revised the phylogeny of *O. trifallax* using several conserved gene sequences

Research Assistant, Sussex Lab, Windsor University, England

Spring 2016

- Performed purification of protein using gel electrophoresis
- Conducted analytical experiment on gene expression to determine level of other factors
- Collected data, generated statistical report, and shared findings with Principal Investigator

Lab Technician, Biology Department, West Coast University, CA

Fall 2015

- Analyzed and recorded test data to issue reports using charts, graphs and narratives
- Examined cells stained with dye to locate abnormalities
- Set up, adjusted, maintained and cleaned laboratory equipment daily

PRESENTATIONS

Princeton Research Day, Princeton University

Spring 2018

Poster, "Revising the Phylogenetic Reassignment of *Oxytricha trifallax*"

- Shared findings during poster session attended by 200+ students and faculty
- Earned Silver Medal for effectively communicating research to a non-specialist audience

Statewide Secondary Education Science Symposium

Summer 2014

Presenter, "Healing Garden: Medicinal Plants Native to North Jersey"

- Selected from field of 100 applicants to represent school at statewide event
- Created PowerPoint and written report to share findings with other students

SKILLS

Laboratory: Cell proliferation assays, cell/tissue culture, FACS, ELISA, lymphocyte isolation

Data Analytics: C, Java, R, LaTeX, Excel

Bilingual: English and Spanish

ENLISTING IN THE MILITARY

Enlistment is the most common way to join the Military. Familiarizing yourself with the enlistment process can be helpful, as there are a few things that you'll likely go through no matter which career path you choose.

BEFORE YOU JOIN

Doing The Research

If you know a friend or family member who has spent time in the Military, sit down with them and hear what he or she has to say. The internet is also a good place to conduct research, but take what you read with a grain of salt. It is sometimes hard to tell which sources are official. These sites below are good starting points.

General Information:

Today's Military

Medicine + the Military

Full-Time Service Branches:

Army

Marine Corps

Navy

Air Force

Coast Guard

Part-Time Service Branches:

Army Reserve

Army National Guard

Marine Corps Reserve

Navy Reserve

Air Force Reserve

Air National Guard

Coast Guard Reserve

Visiting A Recruiter

Once you've done your research and have a sense of which Service branches and opportunities are right for you, it's time to talk to a recruiter who can give you detailed information about the branch he or she represents and can answer questions about your specific situation (for example, if you need a waiver, have dependent children or a physical condition that may or may not affect your eligibility).

Recruiters serve one specific branch, but there are joint recruiting centers that represent multiple branches and their corresponding recruiters. While no single recruiter can answer every question off the top of his or her head, recruiters will know where to find the answers.

It's fine to bring a friend or parent with you for support. It's also a good idea to make a list of questions beforehand so you don't forget anything. You'll probably talk to your recruiter multiple times before making a decision, so don't worry if you do forget something.

THE ENLISTMENT PROCESS

Military Entrance Processing Station (Meps)

Once you make the decision to enlist, the Military Entrance Processing Station (MEPS) is the place where recruits go to finish the enlistment process. There are MEPS locations all over the country. Recruits officially complete the process of joining the Military once they meet all of the MEPS requirements. This process may take a few days.

Potential recruits must do the following at the MEPS:

PASS THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB)

The ASVAB is a multiple-choice exam that helps determine which kinds of careers an individual is best suited for. There are questions about math, language, science, mechanical and electronic knowledge and more. The test lasts about three hours and is one of the factors used to determine which military specialties you'd be good at. You can take the ASVAB while at MEPS, but you can also take it at your school if it's offered there, or at a Military Entrance Test (MET) site.

PASS THE PHYSICAL EXAMINATION

Your recruiter will discuss physical requirements with you beforehand. While the physical examination varies from branch to branch, it typically includes completing a medical history questionnaire, taking basic blood, urine and flexibility tests, as well as hearing and vision exams.

MEET WITH A MEPS CAREER COUNSELOR AND DETERMINE A CAREER

Along with your ASVAB results, a MEPS career counselor will take into account service needs, any prior experience and your wishes when helping you find a career.

TAKE THE OATH OF ENLISTMENT (SWEARING IN)

When you raise your right hand and repeat the Oath of Enlistment you become a full-fledged member of the U.S. Military. The Oath is led by a commissioned officer and always performed in front of an American flag. During the Oath, every service member vows to support and defend the Constitution of the United States.

MEPS (official site)

What Happens After The Meps

After finishing at the MEPS, recruits follow one of two options:

"Direct Ship:" ~~SEP~~ Departure for Basic Training occurs in a matter of days versus months.

Delayed Entry Program (DEP): ~~SEP~~ Commit to Basic Training at a time in the future, generally

within one year. Recruits entering the DEP are given further instruction, to be followed at a later time.

It's important to note that the time between being "sworn in" and Basic Training could be as short as two days or as long as a year. It also varies based on job assignment and branch of Service.

TRAINING AND ADVANCEMENT

Basic Training (Boot Camp)

Advanced preparation is the foundation for a successful Basic Training experience. Recruits should do everything they can to make the transition from civilian life to military life as seamless as possible. Starting or increasing the intensity of your exercise regimen will get your body in shape. It also helps to read about your chosen Service so you know what to expect in the weeks ahead.

The first few days at Basic Training are known as orientation (also referred to as "Processing Week," "Reception" or "00 Week"). This is where new recruits adjust to their new surroundings and learn the dos and don'ts of their respective branches. Also during orientation, new recruits might:

Turn in enlistment packages (paperwork from the MEPS)

Receive dental and medical exams

Get immunizations

Receive uniforms and training gear (shorts/sweats, T-shirts, etc.)

Receive required haircuts (women can keep their hair long, provided it can be worn within regulation and put up in a timely manner; it must be neatly tied back and be kept above the collar)

Create direct-deposit accounts for paychecks

Starting at orientation, the actual training begins. This varies from Service to Service and lasts between eight and 12 weeks. When recruits successfully complete Basic Training, they are prepared for all elements of service: physical, mental and emotional. As military personnel, they will go on to receive additional training, such as Advanced Individual Training or Technical Training, to develop the skills needed to do their specific jobs. Once finished, they transfer to their next duty stations. This is where members of the Services put all their training to use by carrying out their assignments, performing their jobs and serving our country.

Preparing for Basic Training

Advancement Opportunities For Enlisted Personnel

Enlisted service members have ample opportunity to advance up the ranks. During their first four-year enlistment, service members are typically promoted three times. There are also opportunities to become a noncommissioned or commissioned officer:

Mrs. Krutsinger

Class of 2022 Counselor

Email: Brenda.Krutsinger@cchs165.com

Phone: (618) 457-3371 x 264

*Email is my preferred method of communication as I am usually able to reply quicker to emails.

1. **Newsletters:** will be sent to students and parents via email. Please be sure that the email you have on the Parent Portal is up-to-date and accurate in order to receive these updates.
2. **Website:** Another great way to stay in the loop is to follow my webpage. Visit: CCHS Website / Students & Parents / Class of 2022

I am here to help students:

Academically

- Set goals and achieve them
- Communicate needs and seek help when needed
- Graduate on time and prepare for post-secondary endeavors

Socially/Emotionally

- Get involved in the school community
- Foster positive, healthy relationships
- Find balance and wellness in everyday life

With Career/College Planning

- Explore post-secondary opportunities through Naviance
- Build soft skills and a strong work ethic
- Prepare for life after high school with the ability to adapt, cope, and achieve

CLASS OF 2022: JUNIOR YEAR: PRE/POST

GPA

PERSONAL

Current Unweighted Cumulative GPA: _____

1. GOAL: End of junior year Personal GPA: _____

*Helpful website: <https://gpacalculator.net/how-to-raise-gpa/>

Check all the steps you will take to increase your score:

- ☐ Check the student portal for assignments and grades daily
- ☐ Ask questions in class when you are struggling
- ☐ Ask your teacher for help outside of class as well
- ☐ Attend Terrier Tutoring for assistance (if available)
- ☐ Seek out a personal tutor
- ☐ Utilize an organizational system that works for you (folders/lists/etc.)
- ☐ Write daily assignments, to-do lists, important tasks, and approaching deadlines in a device or planner
- ☐ Seek help from Mrs. Krutsinger regarding your grades
- ☐ Talk with your parents about your grades
- ☐ Other: _____

CLASS

Current Class Unweighted Cumulative GPA: 2.97 (Realistic increase junior year is 0.01 to 0.1)

2. GOAL: End of junior year Class GPA: _____

SAT

PERSONAL

* PSAT 8: _____ * PSAT 9: _____ * PSAT 10: N/A

3. GOAL: Personal SAT Score: _____

Check all the steps you will take to increase your score:

- ☐ Sign up to take the PSAT/NMSQT in October (be on the lookout for announcements)
- ☐ Set up your College Board account (using Mrs. Krutsinger's username/password suggestion)
- ☐ Utilize Naviance test prep (daily, weekly, etc.)
- ☐ In February make the most of the Naviance practice test and take your time
- ☐ Attend the CCHS SAT Prep Sessions in February - April
- ☐ Utilize Khan Academy (daily, weekly, etc.)
- ☐ Other: _____

CLASS

* PSAT 8: 827 * PSAT 9: 898 * PSAT 10: N/A (Realistic Increase is 50-70 points)

4. GOAL: Class SAT Score: _____

JUNIOR YEAR CHECKLIST

TO DO...all year

- ☐ Explore Naviance often & complete all assigned tasks
- ☐ Learn about choosing a college
- ☐ Go to college fairs and college-preparation presentations hosted by college representatives. Check Naviance for information on who is visiting CCHS and to sign up.
- ☐ Meet with your School Counselor and the College & Career Counselor

...fall

- ☐ Take the PSAT/NMSQT* if your Total score on the PSAT 10 was at the 50th percentile or above. *You must take the test in 11th grade to qualify for scholarships and programs associated with the National Merit Scholarship Program.*
- ☐ Complete Naviance Super Match College Search
- ☐ Check out Naviance SAT Test Prep
- ☐ Begin building your Resume in Naviance (and keep it updated) -- this is your record of academic accomplishments, extracurricular activities, and work experiences since you started high school.
- ☐ Estimate your financial aid need. Financial aid can help you afford college.

...spring

- ☐ Take the SAT with your class
- ☐ Use the free scholarship search tool at StudentAid.gov/scholarships to find scholarships for which you might want to apply. Some deadlines fall as early as the summer between 11th & 12th grades, so prepare now to submit applications soon.
- ☐ In Naviance...develop a list of 15 or 20 colleges that are of interest to you. You can find many colleges at which you'll be happy and get a great education. The college search is about exploring who you are and what you want and then finding colleges that will meet your goals.
- ☐ Start to gather documents for financial aid: Be sure to keep a copy of your tax returns (and your parents) handy. You'll use these to complete the Free Application for Federal Student Aid (FAFSA), which opens on Oct. 1.

TO EXPLORE:

- ☐ **Naviance**
- ☐ Visit www.YouTube.com/FederalStudentAid and go to the "Types of Aid" playlist to see how the government can help you pay for college.
- ☐ Learn how to avoid scholarship scams and identity theft at www.StudentAid.gov/scams

**REMEMBER: Register for the PSAT/NMSQT through the Faculty Secretary's office, read the announcements for details or see the Curriculum Director. If you have difficulty paying a registration fee, ask your school counselor about getting the fee waived.*

Every Year in High School...

TO DO:

- ☐ Work with a parent to estimate your potential financial aid using FAFSA4caster at fafsa.gov, and continue to save for college.
- ☐ Take challenging classes in core academic subjects. Most colleges require 4 years of English, 2-3 years of social studies (history, civics, government, psychology, etc.), 3 years of math, and 3 years of science. Some require 2 years of a foreign language. Round out your course load with classes in vocational courses and the arts.
- ☐ Stay involved in school- or community-based activities that interest you or let you explore career interests. Consider working or volunteering. Remember that it's quality—not quantity—that counts.
- ☐ Complete all assigned tasks in Naviance
- ☐ Talk to your school counselor and other mentors about education after high school. Your counselor can answer questions about what classes to take in high school, how to sign up for standardized tests, and where to get money for college.

TO EXPLORE:

- ☐ Naviance (this tool is our #1 go to for all post-high school prep)
- ☐ Check out KnowHow2Go: The Four Steps to College, at www.knowhow2go.org for more advice on actions you can take as you start thinking about education beyond high school.
- ☐ Get answers to common questions about college by watching our videos on the “Prepare for College” playlist at www.YouTube.com/FederalStudentAid
- ☐ Learn about managing your money in the “High School Youth” section of www.mymoney.gov/Pages/for-youth.aspx

Parents

TO DO:

- ☐ Continue to talk to your child about college plans as if he or she will definitely go to college.
- ☐ Keep an eye on your child's study habits and grades. Stay involved.
- ☐ Encourage your child to take Advanced Placement courses or other challenging classes.
- ☐ Add to your child's college savings account regularly.

TO EXPLORE:

- ☐ Explore StudentAid.gov/parent for information on saving for college, borrowing for college, applying for financial aid, getting tax benefits to help make college affordable, and more.

Naviance Overview

Do What You Are

Do What You Are helps students discover which of 16 personality types is most like them. Personality type and career interest survey results reveal which careers and college majors offer the greatest likelihood of success. Prepare students for more educated decision making and goal setting with these insights. This assessment provides a personality code or result that is similar to the Myers-Briggs type indicators.

Career Cluster Finder

The Career Cluster Finder is an online questionnaire that helps students discover career clusters that are most interesting to them. Once a student completes the Career Cluster Finder, top matching career clusters are made available for review. Students can re-take the cluster finder at any time.

Career Interest Profiler

The Career Interest Profiler is an online career interest assessment for students based on Holland's interest codes. When students complete the Career Interest Profiler, their results will display their top Holland Code matches. *You can only take this assessment once, so be sure you wait until your class is given direction to complete it together.* Facts about the Career Interest Profiler:

- There are 30 questions for each Holland code (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) for a total of 180 questions.
- The highest score possible in each area that you can receive is 30.
- The score received is based on the number of activities in each specific area that the student selected as an interest.

Game Plan Survey

The Game Plan Survey includes a series of questions designed to help your counselor work with you to develop a game plan for achieving your goals after graduation. The survey consists of about 30 questions and you can update your answers to these questions at any time, even after you indicate you are finished. You will be asked about your career interests, college interests, specific college preferences, and potential references.

MI Advantage

MI Advantage will reveal the ways you deal with information, solve problems, and create things. The questions should take around 20 minutes to complete. In your full report you will gain access to where you fall in each of the intelligences (i.e., existential, intrapersonal, interpersonal, naturalist, musical, linguistic, bodily-kinesthetic, spatial, and logical-mathematical). For each of your top intelligences specific traits will be given. You will be linked to famous people who are associated with each of the intelligences. What set MI Advantage apart from other assessments you have taken in Naviance is that you will receive a percentage match to various careers. This is very helpful if you are unsure of your career path, or you are curious if your results match your career interests. *You can only take this assessment once, so be sure you wait until your class is given direction to complete it together.* Based on accurate answers, your results will help:

- You use your strengths in school, work, and other activities
- Teachers and counselors understand you better
- You find out which educational and career paths are a good fit

Naviance Overview

SuperMatch

The SuperMatch college search tool makes it even easier for students to explore their options and discover colleges that are a fit with what they are looking for in a college experience and a match with their academic profile. Institutions matched with a student are now given a “fit” score for students to better understand how that institution aligns with the entered search criteria. Academic match results are provided with each matched institution to help students gauge if that institution is a reach, match, or safety based on their GPA, SAT and ACT scores. Through the College SuperMatch activity, students explore the many factors of the college selection process and find schools that fit their particular criteria. Schools show a percentage of how well they meet the student's criteria, multiple schools can be directly compared to each other and individual schools can be saved to their profile to be explored later.

Add SMART Goals

Students can add SMART Goals in Naviance by going to the CCHS website and logging into Naviance Student and going to My Planner > Goals. You can add and edit your SMART Goals in each of the following areas: academic, college/career, and personal.

Start your Resume

Students can load information and build their Resume in Naviance by going to the CCHS website and logging into Naviance Student and going to About Me > My Stuff > Resume. There are several sections such as objective; summary; work experience; education; volunteer service; extracurricular activities; awards/certificates; skills/academic achievement; athletic achievement; references; additional information; leadership.

Prepare for the SAT

Students can benefit from Test Prep in Naviance by going to the CCHS website and logging into Naviance Student. Stay on the main home page and scroll to the bottom. On the left-hand side you will find a button titled *Naviance Test Prep*. Check it out- there are practice sections, full tests, and even games to help students prepare for the SAT!

College/Career Visitors: Sign Up

Students are allowed to sign up to meet with college representatives that are visiting CCHS as well as attend college/career specific trips. Information will be shared via Naviance in the *What's New* section. Interested students must sign up through their Naviance account.

College & Career Readiness Lessons

Students can benefit from Lessons in Naviance by going to the CCHS website and logging into Naviance Student. Stay on the main home page and scroll to the bottom. In the middle of the page you will find a button titled *College & Career Readiness Lessons*. You may choose any of the lesson activities ranging from self-discovery, success skills, support network, career planning, college planning, and financial planning.

Frequently Asked Questions about Dual Credit & Dual Enrollment

What is Dual Credit or Dual Enrollment?

- Dual Enrollment students are enrolled in public high school, private high school, or home school, and also attend John A Logan College (JALC). These students receive college credit for their JALC courses, and may or may not receive credit at their high school. Please contact your high school counselor for more information about high school credit.
- Dual Credit is earned by students as high school credit and JALC credit at the same time. A student can receive dual credit in a JALC class that is:
 - Taught at a high school by a college qualified high school instructor
 - Taught at a high school by a JALC instructor
 - Taught at JALC during the school day with high school and college students (approved by an agreement with the high school)

What are the benefits of Dual Credit or Dual Enrollment?

Students taking Dual Credit and Dual Enrollment courses are known to gain:

- An easier transition from high school to college
- A greater likelihood of completing their college degrees
- Cost savings for students and families
- Real experience in the expectations of college-level work
- Enhanced skills required in college success such as time management, critical thinking, and study skills

What are the costs?

- The dual credit waiver covers up to 8 credit hours of tuition per semester. Students are required to pay fees, and are required to pay for their own books and supplies. Dual credit classes taught by high school instructors have no fees.
- Fees include a technology fee of \$5 per credit hour (most of our college courses are 3 credit hours). An activity fee is applied when students reach 6 credit hours for fall and spring semesters of \$65 and at 3 credit hours in the summer for \$40. Refer to the dual credit handbook for more detailed information regarding fees.
- Students are required to purchase their own textbooks. We recommend pricing your textbooks online to find the least expensive books to use for your class. In a few limited situations, such as for science courses with labs, students may be required to purchase customized versions of textbooks that are only available through the JALC bookstore.

When can I get started?

Students can begin using the dual enrollment waiver the fall semester of their sophomore year. They can use the waiver for up to 8 semesters, or until the spring semester of their senior year. Our waiver does not cover tuition after students have graduated from high school. Sophomores are required to complete extra registration requirements to ensure that they are prepared for college coursework. High schools must approve all dual credit and dual enrollment registrations.

What do I need to do to register for classes?

In order to register you will need:

1. A placement test score. Most of our students take our Accuplacer test on campus, at their high school with a JALC proctor, or the student submits SAT/ACT scores. **During the campus closure, we are allowing students to enroll without test scores.** We will follow up regarding testing requirements when that information is available.

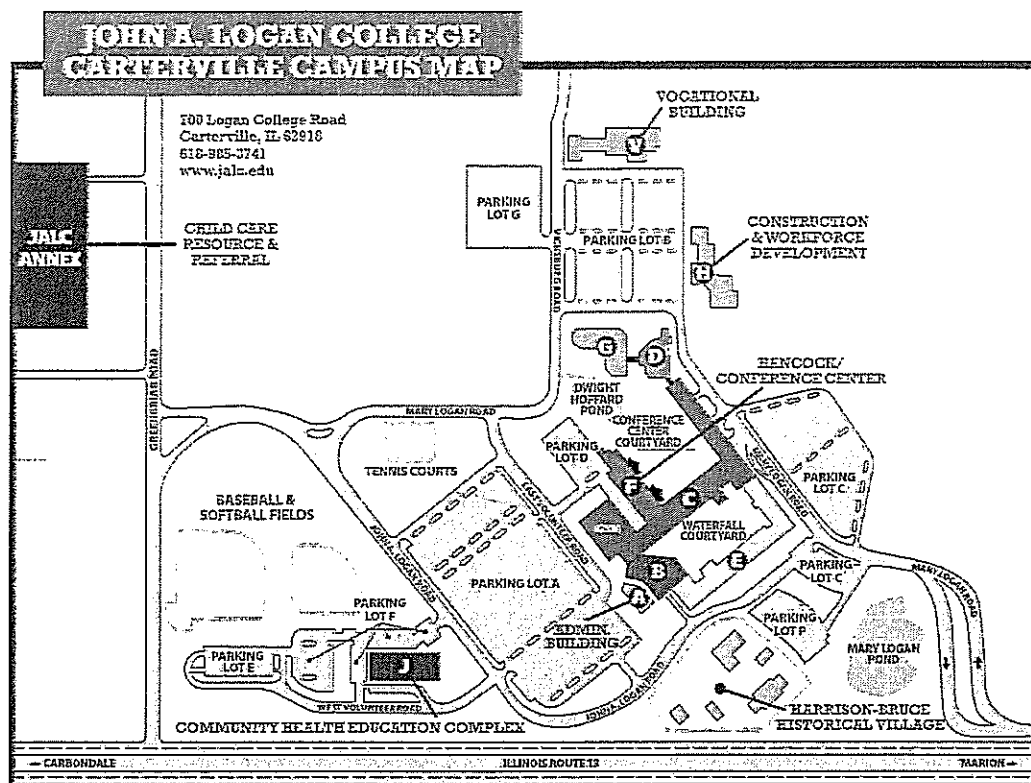
2. A registration form. You can fill out a dual enrollment registration form, and bring it to your high school guidance office, or make an appointment to come to our office to discuss your options and what courses will best fit your education plans.
3. Student information update form. All students (new and continuing students) need to complete the student information update form, so we can ensure that we have updated contact information for you and to provide the Admissions Office with the information they need. You will only need to complete this form once.

How do I find your office?

We are located on the second floor of the C building (dark blue on the map) in Office C207. Park in Parking Lot A, go into the main doors of the C wing by the bell tower, go up the wide staircase to the left and we are halfway down the hall on the left-hand side.

Can I get an Associate's degree while I am in high school?

This is an ambitious goal but definitely possible in some situations. Schedule an appointment with our office to discuss your dual credit options as well as JALC degree requirements.



How does transferring credit work?

- Most Illinois colleges and universities accept our dual credit transfer courses as core or elective credit. Contact your transfer school directly to be sure of their transfer policies. We are happy to help you with this process.
- To send an official transcript to a college or university, log in to MyJALC and click "Request a Transcript" under the Helpful Links heading.

How do I add, drop, or withdraw from a course?

- To make a schedule change, complete a form with your school counselor or in our office or email us at dualcredit@jalc.edu. We cannot make schedule changes over the phone nor can you make changes online.
- You have the first 5 days of summer semester and the first 10 days of fall or spring semester to drop a class with a 100% refund. The course will be completely removed from your schedule and college transcript.
- Withdrawals are allowed after the last day to drop with a 100% refund, and throughout most of the semester. If you request to withdraw from a course, you will receive a "W" on your transcript. Withdrawals are recorded on your permanent record and do not affect your college GPA but could affect your federal financial aid. Please see the dual credit handbook for further information.

What happens if I get a bad grade?

You can request to have a dual credit or dual enrollment grade changed to a "W" on your transcript by completing a grade change request form with our office.

SAT PERCENTILE RANKS

<https://www.cappex.com/articles/testing/what-is-a-good-SAT-score>

Composite Score (Out of 1600)	Percentile Rank
1600	>99
1550	>99
1510	99
1500	98
1450	97
1410	95
1400	94
1350	91
1340	90
1300	86
1250	80
1220	76
1200	72
1150	64
1130	60
1100	57
1080	50
1050	44
1030	40
1000	34
980	30
920	20
830	10
770	5
650	1
640	<1
400	<1

GPA Percentile Rank

<https://gpacalculator.net/gpa-scale/3-0-gpa/>

GPA	Percentile	Letter Grade
4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B
2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D

Stress

Feeling like there are too many pressures and demands on you? Losing sleep worrying about tests and schoolwork? Eating on the run because your schedule is just too busy?

You're not alone. Everyone feels stressed out at times — adults, teens, and even kids. But you can avoid getting too stressed out by handling everyday pressures and problems, staying calm, asking for help when you need it, and making time to relax.

What Is Stress?

Stress is a response to pressure or threat. Under stress we may feel tense, nervous, or on edge. The stress response is physical, too. Stress triggers a surge of a hormone called **adrenaline** that temporarily affects the nervous system. As a result, when you're nervous or stressed you might feel your heartbeat or breathing get faster, your palms get sweaty, or your knees get shaky.

The stress response is also called the **fight-or-flight-response**. It's an automatic response that prepares us to deal with danger.

But a situation doesn't have to be physically dangerous to activate the stress response. Everyday pressures can activate it, too. For example, you might feel stress before taking a test or a giving class presentation, facing a tough opponent in a sport, or going on stage for a performance.

Even in these situations (which are hardly life-or-death), the stress response activates to help you perform well under pressure. It can help you rise to a challenge and meet it with alertness, focus, and strength. Facing these challenges — rather than backing away from them — is a part of learning and growing.

When the challenge is over, the stress response lets up. You can relax and recharge, and be ready for a new challenge.

When Stress Doesn't Ease Up

Stress doesn't always happen in response to things that are immediate and over with quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too.

Long-term stressful situations can produce a lasting, low-level stress that can leave a person feeling tired or overwhelmed. Finding ways to cope with the difficult situation can prevent this from happening, and ease stress that's been lasting. Sometimes, people need help to deal with difficult situations that lead to intense or lasting stress.

Keep Stress Under Control

Here are some things that can help keep stress under control:

- **Take a stand against overscheduling.** If you're feeling stretched, consider cutting out an activity or two, choosing just the ones that are most important to you.
- **Be realistic.** Don't try to be perfect — no one is. Don't put unnecessary pressure on yourself. If you need help with something like schoolwork or dealing with a loss, ask for it.
- **Get a good night's sleep.** Getting enough sleep helps keep your body and mind in top shape, making you better equipped to deal with any negative stressors. Because the biological "sleep clock" shifts during adolescence, many teens prefer staying up a little later at night and sleeping a little later in the morning. But if you stay up late and still need to get up early for school, you may not get all the hours of sleep you need.
- **Learn to relax.** The body's natural antidote to stress is called the **relaxation response**. It's the opposite of stress, and is a feeling of well-being and calm. You can activate the relaxation response simply by relaxing. Learn and practice easy breathing exercises, then use them when you're caught up in stressful situations.

- **Make time for fun.** Build time into your schedule for activities you enjoy — read a good book, play with your pet, laugh, do a hobby, make art or music, spend time with positive people, or be in nature.
- **Treat your body well.** Get regular exercise and eat well to help your body function at its best. When you're stressed out, it's easy to eat on the run or eat junk food. But under stressful conditions, you need good nutrition more than ever.
- **Find the upside.** Your outlook, attitude, and thoughts influence the way you see things. Is your cup half full or half empty? A healthy dose of optimism can help you make the best of stressful circumstances — and even recognize something you've learned from the situation.
- **Solve the little problems.** Take action to solve problems that crop up. For example, if you're stressed out over homework, size up the situation and figure out ways to handle it better.
- **Build positive relationships.** Knowing that there are people who believe in us boosts our ability to deal with challenges. Ask for help and support when you need it. Share what you're going through — including the good things that are happening.

You can do things to handle the stress that comes along with any new challenge, good or bad. Stress-management skills work best when they're practiced ahead of time, not just when the pressure's on. Knowing how to "de-stress" and calm yourself can help you get through challenging circumstances.

Reviewed by: D'Arcy Lyness, PhD

Date reviewed: January 2017

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Organizing Schoolwork & Assignments

Learning how to get organized, stay focused, and get things done are must-have skills when it comes to managing your schoolwork. Beyond helping you get good grades, these skills help you in just about everything in life. The more you practice, the better you'll get.

Get Organized

Organize Your Stuff. Being organized makes everything else easier. It helps you get to work faster without wasting time looking for stuff.

Keep your assignments and class information organized by subject. Put them in binders, notebooks, or folders. If you find yourself stuffing loose papers in your bag or grabbing different notebooks for the same class, it's time to stop and reorganize!

Clean out your backpack regularly. Decide where to keep returned assignments and things you want to hold on to. Offload things you no longer need to carry around.

Organize Your Space. You need a good workspace — someplace quiet enough to focus. It's best to work at a desk or table where you can spread out your work. Have a place set aside for homework. That way, when you sit down, your mind knows you're there to work and can help you focus more quickly.

Organize Your Time. Use a planner or organization app to keep track of your schoolwork:

- Write down all your assignments and when they're due.
- Break big projects into parts. Note the dates when each part needs to be completed. Mark in your planner when you'll work on each part.
- Mark the dates you'll have tests, then make a note of when you'll study for them. Don't leave things until the last minute — you'll only end up working twice as hard to do half as well. One sure way to reduce test anxiety is to prepare by studying (really!).
- Enter other activities on your calendar — such as team practices, drama rehearsals, plans with friends, etc. This helps you see ahead of time when things might get too busy to get all your work done. Use your planner to schedule what time you'll do your schoolwork on days you have other activities.

Get Focused

Avoid Distractions. When you multi-task you're less focused. That means you're less likely to do well on that test. Park your devices and only check them after your work is done.

Some people concentrate best when it's quiet. Others say they study best if they listen to background music. If you study with music on, make sure it isn't going to sidetrack you into singing the lyrics and dancing all over your room. If you find yourself reading the same page over and over, it's a clue that the music is a distraction, not a help.

Take Breaks. Taking a short break between assignments can help your mind stay fresh and focused.

Get up from your desk, move, stretch, or walk around to clear your head. Allow your mind to absorb what you've just studied. Break time is when you can put on a song that makes you dance and sing! Just make sure you get back to your studies in a few minutes.

Refocus Yourself. If you find yourself getting distracted and thinking about other things, pull your attention back into study mode as soon as possible. Remind yourself that now it's time to stay on task.

Get It Done!

Stay focused as you do the final steps and details. Encourage yourself — you're almost at the finish line! Check your completed work. Put your work into the right folder or binder. Pack up your backpack for tomorrow. Now you've got it DONE.

In summary, here's a quick checklist of things that can help you organize, focus, and get it done:

- DO know your deadlines.
- DO make a calendar of stages and final due dates.
- DO include social events on this calendar for time management.
- DO understand the assignment and expectations.
- DO give yourself a quiet place to study with all the materials you need.
- DO give yourself brief breaks.
- DON'T put work off until the last minute; you'll be too frantic to focus.
- DON'T do your homework late at night or in bed.
- DON'T let yourself be bored. Find the aspect of the project or paper that interests you. If you're dying of boredom, something's not right.

If you need more tips on staying focused, ask a teacher, school counselor, or a parent for help. It's their job to assist in your learning.

Reviewed by: D'Arcy Lyness, PhD

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A safe, private place to get doctor-approved information on health, emotions, and life.

Studying for Tests

You just heard you have a math test on Friday — the same day as your big history test and weekly quiz on Spanish verbs. Are they crazy? How will you get all your studying done?

Don't panic. There are some secrets to good studying. These 5 study tips can help you take tests with confidence.

1. Start Studying in School

Studying for tests and quizzes actually starts way before you even know you'll have a test. **Good study techniques begin in the classroom as you take notes.** Note-taking is a way of remembering what you were taught or what you've read about.

Some keys to note-taking are to write down facts that a teacher mentions or writes on the board during class. If you miss something, ask your teacher to go over the facts with you after class.

Keep your notes organized by subject and making sure they're easy to read and review. This may mean that you need to recopy some notes at home or during a free period while the class is still fresh in your mind.

Unfortunately, most schools don't have classes that teach you how to take notes. When it comes to taking good notes, it can take some experimenting to figure out what works, so don't give up.

2. Plan Your Study Time

When you sit down to study, think about how much time you want to devote to each topic. This will keep you from getting overwhelmed.

If it's Monday, and you've got three tests on Friday, figure out how much time you need for studying between now and then. Then figure out how long each subject will take. For example, a weekly Spanish verb test probably won't be as intense as a big history test. So you won't need to set aside as much study time for the Spanish test — and if you break it up into a short amount every night, that's even better.

Another study technique is called "chunking" — breaking large topics down into chunks. Let's say you have a history test on World War II. Instead of thinking about studying all of World War II (which could overwhelm even an expert), try breaking your study sessions into 2-year chunks or studying the material by specific battles.

Most people can concentrate well for about 45 minutes. After that you'll probably want to take a short break. If you find yourself getting distracted and thinking about other things as you study, pull your attention back. Remind yourself that when your 45 minutes of studying are up, you can take a 15-minute break.

3. Study Based on the Type of Test You're Taking

Many teachers tell students ahead of time what the format of an exam will be. This can help you tailor how you study. For example, if you know you're going to have multiple-choice questions on World War II, you'll know to focus on studying facts and details. But if the exam will contain essay questions, you'll want to think about which topics are most likely to be covered. Then come up with several possible essay topics and use your notes, books, and other reference sources to figure out how you might answer questions on those topics.

As you study, review your notes and any special information from your textbook. Read things over several times if you need to, and write down any phrases or thoughts that will help you remember main ideas or concepts.

When trying to memorize dates, names, or other factual information, keep in mind that it usually takes a number of tries to remember something correctly. That's one reason why it's a good idea to start studying well in advance of a test. Use special memory triggers that the teacher may have suggested or ones that you invent yourself.

In the case of math or science problems or equations, do some practice problems. Pay special attention to anything the teacher seemed to stress in class. (This is where good note-taking comes in handy!)

Some people find it helps to teach what they're studying aloud to an imaginary student. Or work with a study partner and take turns teaching aloud. Another study technique is making flashcards that summarize some of the important facts or concepts. You can then use these to review for a test.

4. Resist the Urge to Procrastinate

It's tempting to put off studying until the last minute (also known as procrastination). Unfortunately, by the time students get to high school there's so much going on that there's usually no room for procrastination.

If you're a procrastinator (and who isn't sometimes?), one of the best ways to overcome it is by staying organized. After you've written test dates and project due dates on a calendar, it's hard to ignore them. And sitting down to organize and plan your work really highlights how much time things take. Organization makes it harder to procrastinate.

Sometimes people put off studying because they feel overwhelmed by the fact that they're behind on things or they just feel really disorganized. Don't let this happen to you. Keep your notes organized, stay on top of required readings, and follow the other study tips mentioned earlier to stay focused and in control. Your teachers will give you plenty of notice on important tests so you have enough time to study for the type of exam you'll be taking.

But what if you're feeling overwhelmed by all the stuff you have to do? Are classes or extracurricular activities limiting your time to study properly? Ask your teachers for help prioritizing. You may need to involve the people in charge of your activities — such as your coach or music or drama teacher — in working out a solution.

Don't wait until the last minute to talk to your teachers, though, or you'll just look like a procrastinator! And don't be afraid to ask for help. Teachers respect students who are thoughtful and interested in learning and doing well.

5. Start a Study Group

Sometimes it can be useful to go over things with people who are studying for the same test: You can make sure that your notes are correct and that you understand the subject. Study groups are also helpful because you can work together to come up with ways to remember concepts and then test one another.

For some people who are easily distracted, though, study groups spell disaster because they get off the topic. When you're with a bunch of friends or classmates, you may spend more time hanging out than actually studying. **One way to ensure quiet and focus when studying with a group is to study in the library.** You'll be forced to keep things more low-key than if you're at someone's kitchen table.

In the end, it comes down to what works best for you. If you like to study alone and feel most confident doing it that way, that's great. If you think you'd like to work in a group, try it out — just be aware of the drawbacks.

The Payoff

When you've finished studying, you should feel like you can approach the test or quiz with confidence — not necessarily that you will get 100% of the answers correct, but that you have a good understanding of the information.

Most of all, don't panic if you can't remember some facts the night before the test. Even if you've spent all evening studying, the brain needs time to digest all that information. You'll be surprised by what comes back to you after sleeping.

Reviewed by: D'Arcy Lyness, PhD

Date reviewed: September 2016

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Managing Your Emotional Reactions

It's Friday afternoon, last period. The weekend trip you planned with a friend starts in exactly 4 hours. You've been catching up on studying and chores all week so you can enjoy the time away. And now the teacher announces a test on Monday.

You probably **feel** annoyed — or maybe downright angry. You might feel disappointed. You might also feel pressured or stressed about all the studying you'll have to do.

But how do you **react**? What do you do and say?

You may want to jump up and yell at the teacher, "That's not fair! Some of us have weekend plans." But you know you need to keep your cool until class is over — then share your feelings with your friend.

But what if you're not the calm, collected type? Don't worry. Everyone can develop the skill of responding well when emotions run high. It just takes a bit more practice for some people

Learning to React Well

Managing emotional reactions means **choosing how and when to express the emotions we feel**.

People who do a good job of managing emotions know that it's healthy to express their feelings — but that it matters how (and when) they express them. Because of this, they're able to react to situations in productive ways:

- They know they can choose the way they react instead of letting emotions influence them to do or say things they later regret.
- They have a sense of when it's best to speak out — and when it's better to wait before acting on, or reacting to, what they feel.
- They know that their reaction influences what happens next — including how other people respond to them and the way they feel about themselves.

You've probably been in a situation where someone reacted in a way that was too emotional, making you cringe or feel embarrassed for the person. You also might have been in a situation where your own emotions felt so strong that it took all your self-control not to go down that path yourself.

Maybe you can think of a time when you *didn't* manage your reaction. Perhaps anxiety, anger, or frustration got the better of you. It happens. When it does, forgive yourself and focus on what you could have done better. Think about what you might do next time.

Emotions 101

The skills we use to manage our emotions and react well are part of a bigger group of emotional skills called emotional intelligence (EQ). Developing all the skills that make up emotional intelligence takes time and practice.

People who react well are already good at some basic EQ skills. But these are skills anyone can practice:

- **Emotional awareness.** This skill is all about being able to notice and identify the emotions we feel at any given moment. It is the most basic of the EQ skills. Sometimes, just naming the emotion we feel can help us feel more in charge of our emotions.
- **Understanding and accepting emotions.** Understanding emotions means knowing **why** we feel the way we do. For example, we might say to ourselves, "I feel left out and a little insecure because I didn't get invited to the prom yet, and two of my friends already did."

It helps to view our emotions as understandable, given the situation. We might think to ourselves: "No wonder I feel left out — it's natural to feel that way in this situation." It's like giving ourselves a little kindness and understanding for the way we feel. This helps us **accept** our emotions. We know they're reasonable, and

that **it's OK to feel whatever way we feel.**

Accepting emotions means noticing, identifying, and understanding our emotions **without blaming others or judging ourselves** for how we feel. It's not helpful to tell ourselves that how we feel is someone else's fault. It is also not good to judge our emotions and think, "I shouldn't feel this way" or "It's awful that I feel this way!" The goal is to acknowledge your feelings without letting them run away with you.

Once these basic skills feel natural, you're more able to manage what you actually **do** when you feel strong emotions. Practicing the basic skills also will help you get past difficult emotions faster.

What Would You Do?

Imagine this situation: Your friends have received promposals (or college acceptances, team places, etc.). But you haven't. Once you identify, understand, and accept how you feel, how might you react?

1. Look unhappy when you're around your friends, hoping they'll ask you what's wrong.
2. Gossip about people who already have dates, and say you don't even want to go to the stupid dance.
3. Confide in a friend, "I feel bad about not getting asked yet. But I can still go with friends."
4. Remind yourself that it's not the end of the world. Decide to give it time and not let it ruin your day.

Consider each choice and think about what might happen next for each one. Which reaction would lead to the best outcome?

We always have a choice about how to react to situations. Once we realize that, it's easier to make choices that work out well.

Learning to react well takes practice. But we all can get better at taking emotional situations in stride and expressing emotions in healthy ways. And that's something to feel good about!

Reviewed by: KidsHealth Medical Experts

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Asking for Help: Getting Past Obstacles

When we're struggling with something, it's natural to turn to others for help. Helping each other is all part of the giving and receiving that makes up good relationships.

Getting help sounds simple. But it's not always easy to do. Sometimes we stand in our own way without realizing it.

Certain beliefs or ways of thinking can make it hard to see opportunities for help. Here are some examples of the kinds of attitudes that can stand in the way — and ideas on how to get past them.

Obstacle 1: Believing That Needing Help Is a Sign of Weakness

Asking for help shows maturity and confidence. It's a sign of strength, not weakness. You know what you need and you're not afraid to reach out for it.

For example, instead of thinking:

I don't want my coach to find out I can't nail that move in case he thinks I shouldn't be on the team.

Change it to:

I'll show my coach how committed I am to the team — and how hard I practice — by asking him to share tips on how I can improve.

Obstacle 2: Thinking You Don't Deserve Help or Support

Everyone needs help now and then. No one can — or should — handle everything alone. Accepting help can strengthen friendships and relationships. **Everyone feels good when they can support a friend!**

For example, instead of thinking:

I'd really like to find out how Katy is coping with her parents' divorce, but she's so popular and busy I'm sure she doesn't have time for me.

Change it to:

I'll ask Katy if she has time to talk and let her know how much her perspective means to me. Maybe some of the stuff that happened to me can help her too.

Be choosy about who you ask to help, though. Share your feelings or a problem with someone who listens and cares — not someone who judges, criticizes, or blames you. Most of the time we can guess which way people might react. But on rare occasions, they catch us off guard. If you do get rejected, it's not because of anything you did. It's what's going on with the other person.

Tell yourself:

If Katy says no, she might not be ready to talk about her own experiences. If she's rude, then I'll know from the start that she's not friend material.

Obstacle 3: Not Speaking Up to Ask for Help

Sometimes you're lucky enough to have people in your life who see what you need and offer to help before you ask. Usually it's a parent or a close friend. But sometimes when we need help, we have to ask. The best approach is to be clear and direct, like saying, "I'm having trouble with this. Can you help me?"

For example, instead of thinking:

I'm afraid my friends won't want to hear that my boyfriend pushed me — they already think I'm ignoring their advice about him being too controlling. And I don't want to worry my mom. So I'll just keep this to myself for now.

Change it to:

I'll tell my friends they were right and I'm starting to worry about my boyfriend's behavior. I'll ask them to help me figure out what to do and how to tell my mom.

Obstacle 4: Waiting for Someone Else to Make the First Move

It's not always easy for other people to see when we need help. Maybe we're putting on a cheerful face to mask the problem or giving off a vibe that we don't want to talk. Don't wait for someone to read your mind or notice what you need. Ask.

For example, instead of thinking:

I really wish Shanya would ask about the scars on my leg so I can talk to someone about my cutting. I know she suspects, but maybe she doesn't really care.

Change it to:

I'll tell Shanya what's going on and say I could really use some help.

Obstacle 5: Giving Up Too Easily

If help doesn't get us what we expect right away, it's tempting to give up. But getting help takes ongoing effort. It might take multiple attempts.

For example, instead of thinking:

You'd think the college prep advisor would know right away what's best for me! He's supposed to have all this experience, but now that I've met him I wonder if it's all just a big waste of time.

Change it to:

My first meeting with the college prep advisor was a little disappointing. But it will probably take him some time to get to know my personality and which college is the best fit. I'll give it two more meetings before I make a decision. I'll also try harder to share what I want and not expect him to read my mind.

Why Asking for Help Is Important

None of us can go it alone. The people who believe in us remind us that we have what it takes, that we matter, and that we're loved. But sometimes we just have to reach out and ask for that help. Our friends and family love us, but they can't always know what we want, especially if we are putting a brave face on things.

Because it can be hard to reach out for help, don't hesitate to reach out and offer support to another person if you think he or she needs it. Giving and receiving help are great life skills to learn. They help us learn character qualities like empathy and generosity, as well as understand other people better.

Reviewed by: D'Arcy Lyness, PhD

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School Counselors

Overwhelmed by classwork? Scared because your parents are splitting up? Worried about a friend? Feel like you don't fit in?

Sometimes it's just not possible to sort through tough times alone. Problems can build up and you may lose sleep, find you can't concentrate on homework, or even become depressed. When you need to talk to someone, your school counselor (sometimes called a guidance counselor) can be a great place to start.

Counselors Help You Cope

School counselors know how to listen and help. They'll take your problem seriously and work with you to find a good solution. School counselors are trained to help with everything — and it doesn't have to be just school stuff. A counselor can help you deal with the sadness when someone has died as well as advise you on taking the right classes to get into your dream college.

It takes a lot of training to be a school counselor. Most not only have college degrees but also master's degrees, as well as special training and certification in counseling. One of the many good things about school counselors is that they are up-to-date on all the top things that affect students, including any trends that might affect your school.

School counselors can give you all sorts of tips and support on solving problems and making good decisions. Chances are that whatever problem you have, your counselor has seen it before — and has lots of good advice on how to help you work through it. Counselors can give you tips on standing up for yourself if you're being bullied, managing stress, talking to your parents, and dealing with anger and other difficult moods. Counselors also can advise you on problems you may have with a teacher, such as communication difficulties or questions over grades.

School counselors are plugged in to the rest of the school community and, in many cases, the outside community as well. So they can refer students to outside resources like substance abuse treatment centers, professional therapists, and even health clinics.

It can help to know the different types of support your counselor offers — even if you don't think you need it now. Some schools and school districts use their websites to explain what the counselor does and how to get a counseling appointment. You may find their services listed under headings like "student resources," "student services," or "student counseling."

Your school's website may also explain the roles of other school staff members who can help students with problems or school issues. Depending on the size of your school, these people may include school psychologists, tutors, college or career counselors, and school nurses.

The counselor's role varies from school to school and district to district, so don't assume your counselor provides the same services as the counselor in a friend's school.

How Do I See the Counselor?

You may have been assigned a counselor when you started the school year. Or your school may leave it up to you to go to the counseling office on your own. A counselor might also visit your class to talk about certain subjects and let you know when he or she is available. In some schools, teachers or school nurses refer students to counselors if they think there's something the student needs to work through. Different schools have different policies on putting students in touch with counselors.

Your school's website, administrator's office, or a trusted teacher can also tell you how to contact the counselor for an appointment. In many schools, there's a guidance secretary who coordinates appointments. Many counselors are willing to meet with students at times that fit into the student's schedule — such as before or after school or during lunch.

It's probably a good idea to visit your counselor and get to know him or her even if you don't have a problem. This helps you feel comfortable with the counselor in case you ever do need to meet in a time of crisis. It's usually easier to talk about a tough issue or a problem when you already feel comfortable with the counselor. Meeting your counselor when you're not in the middle of a crisis also gives you a chance to discuss such issues as what the counselor will keep confidential and how he or she works with a student to resolve a problem.

Student-Counselor Meetings

Counselors meet with students individually or in small groups. The most common setting for most students is a private meeting just between the student and the counselor. Most school counselors have offices where you can sit down and talk.

You don't need to know exactly what's bothering you when you talk with the school counselor. It's perfectly OK just to make an appointment because you're feeling bad or not doing as well in school as you'd like. It's the school counselor's job to help people figure out what's going on. In fact, it's often better to see your counselor as soon as you know something's up, even if you don't know what the trouble is. Chances are you'll be able to solve a problem faster when you have the skill and resources of the counselor behind you.

How often you meet with your counselor depends on the issue. Some concerns are dealt with in a one-time meeting. Others require regular meetings for a while. It all depends on the topic at hand and the plan that you and your counselor decide on.

Counselors also sometimes meet students in groups. Group meetings can really help people who are dealing with similar issues, such as a divorce. In these group settings, people can share their feelings and learn coping skills. Not only do you get great ideas in a group setting, but it can also help to know that other students are going through the same thing and that they understand.

Counselors often come into the classroom, too, to teach a class on a subject that affects everyone, such as good study skills.

Sometimes the counselor might meet with you and a teacher or you and a parent — especially if the teacher or your parent has asked for the meeting.

How Confidential Is It?

When you meet privately with a school counselor, your conversation will most likely be confidential. The counselor isn't going to go blabbing your business around school. Different schools have different policies, though. So talk directly with your counselor about what he or she considers confidential.

In very rare cases, a counselor is unable to keep information confidential. A counselor who thinks that someone is at risk of being harmed is required by law to share that information. Even in these rare cases, the counselor will share that information only with the people who need to know.

People sometimes worry that other students will think they're seeing the counselor because they have major problems or they're in trouble. But in most schools the counselor deals with lots of school issues — as well as personal ones. So you could be meeting to get career counseling or advice on which classes to take for college. Your friends and classmates don't need to know why you're seeing the counselor unless you choose to tell them.

Your school counselor is someone who is separate from your life — a neutral adult who isn't a parent, relative, or teacher. Your school counselor isn't a therapist. (So if you see your counselor, it's not the same as getting therapy.) If you need help in some way that the school counselor can't provide, he or she can give you information about other resources, such as the name of a therapist.

No matter what your problem, try to think of the counselor as someone who's on your side. Even if you've had a bad experience in the past with another counselor or a private therapist, don't hesitate to contact your school counselor — or talk to the counseling office about seeing someone else if you don't click with your current counselor. Every counselor is different, and most understand that it's natural for people to be more comfortable with some individuals than others.

Don't be surprised if your parents know your school counselor. They may even be in touch with each other. Sometimes counselors offer workshops for parents, with or without their kids, about topics such as study skills or preventing drug abuse. It's good for the counselor and your parents to know each other when everything is going OK. That way, if any problems come up — like if you're being bullied or there's a death in the family and you have to be out of school — they'll be able to work together comfortably.

If you're seeing your counselor and your parents don't know about it, don't worry that the counselor will talk to them about your meetings. Unless you've given the counselor the feeling that you may harm yourself or others, what's said in your meetings will stay just between you and the counselor.

School counselors are all about helping to make your school experience the best it can be. The role of the school counselor today is very different from what it was like when your parents were in school. Instead of just focusing on schoolwork and careers, today's counselors are there for students in a broader way. They help students handle almost any problem that might get in the way of learning, guide students to productive futures, and try to create a positive environment for everyone at school. So if you need a counselor's advice, just ask!

Reviewed by: Steven Dowshen, MD

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Talking to Your Parents - or Other Adults

You probably talk to friends way more than you talk to your parents. That's natural. Even if you and your parents have a great relationship, you want to find your own path and make your own choices.

Still, most of us want a parent's help, advice, and support at times. But talking to the adults in your life can seem difficult or intimidating — especially when it comes to certain subjects. Here are some tips to make it easier.

Talk About Everyday Stuff — and Do It Every Day

The more you do something, the easier it gets. Talking to the adults in your life about everyday stuff builds a bond that can smooth the way for when you need to discuss something more serious.

Find something trivial to chat about each day. Talk about how your team did at the track meet. Share something one of your teachers said. Even small talk about what's for dinner can keep your relationship strong and comfortable.

It's never too late to start. If you feel your relationship with your parents is strained, try easing into conversations. Mention that cute thing the dog did. Talk about how well your little sister is doing in math. Chatting with parents every day not only keeps an existing relationship strong, it also can help a frayed relationship get stronger.

When parents feel connected to your daily life, they can be there for you if something really important comes up.

Raising Difficult Topics

Maybe you need to break bad news to a parent, like getting a speeding ticket or failing an exam. Perhaps you're feeling scared or stressed about something. Or maybe you just really, really want to tell your parents about your new boyfriend or girlfriend, but you don't know how they'll react, how it will feel to tell them, or how to find the words.

Here are 3 steps to help you prepare for that talk.

Step 1: Know What You Want From the Conversation

It takes maturity to figure out what you want to get out of a conversation. (Most adults aren't so good at this!)

What you hope to achieve can vary. Most often you'll probably want the adults in your life to do one or more of these things:

- simply listen and understand what you're going through without offering advice or commentary
- give permission or support for something
- offer you advice or help
- guide you back on track if you're in trouble — in a way that's fair and without harsh criticism or put-downs

Why think about this before you begin talking? **So you can say why you want to talk in a way that communicates what you need.** For example:

- "Mom, I need to tell you about a problem I'm having, but I need you to just listen, OK? Don't give me advice — I just want you to know what's bothering me."
- "Dad, I need to get your permission to go on a class trip next week. Can I tell you about it?"
- "Grandad, I need your advice about something. Can we talk?"

Difficult Topics (Continued)

Step 2: Identify Your Feelings

Things like personal feelings or sex are awkward to discuss with anyone, let alone a parent. It's natural to be nervous when talking about sensitive topics.

Recognize how you're feeling — for example, maybe you're worried that telling parents about a problem will make them disappointed or upset. **But instead of letting those feelings stop you from talking, put them into words as part of the conversation.** For example:

- "Mom, I need to talk to you — but I'm afraid I'll disappoint you."
- "Dad, I need to talk to you about something — but it's kind of embarrassing."

What if you think a parent may be unsupportive, harsh, or critical? It can help to defuse things by beginning with a statement like, "Mom, I have something to tell you. I'm not proud of what I've done, and you might be mad. But I know I need to tell you. Can you hear me out?"

Step 3: Pick a Good Time to Talk

Approach your parent when he or she isn't busy with something else. Ask, "Can we talk? Is now a good time?" Driving in the car or going for a walk can be great opportunities to talk. If it's hard to find a good time, say, "I need to talk to you. When is a good time?"

Difficult conversations benefit from good planning. **Think ahead about what you want to say or ask. Write down the most important ideas if you need to.**

How to Talk So Parents Will Listen

As most of us know, talking and listening don't go smoothly every time. Emotions and past experiences can get in the way.

Will parents take you seriously, believe what you say, listen to and respect your opinions, and hear you out without interrupting? A lot depends on your parent. Some parents are easy to talk to, some are great listeners, and some are harder to approach.

But some of what happens depends on you, too. **Since communication is a two-way street, the way you talk can influence how well a parent listens and understands you.**

So here are some guidelines to consider when talking to parents:

- **Be clear and direct.** Be as clear as you can about what you think, feel, and want. Give details that can help parents understand your situation. They can listen better or be more helpful if they understand what you mean and what's really going on.
- **Be honest.** If you're always honest, a parent will be likely to believe what you say. If you sometimes hide the truth or add too much drama, parents will have a harder time believing what you tell them. If you lie, they'll find it hard to trust you.
- **Try to understand their point of view.** If you have a disagreement, can you see your parents' side? If you can, say so. Telling parents you understand their views and feelings helps them be willing to see yours, too.
- **Try not to argue or whine.** Using a tone that's friendly and respectful makes it more likely parents will listen and take what you say seriously. It also makes it more likely that they'll talk to you in the same way. Of course, this is hard for any of us (adults included) when we're feeling heated about something. If you think your emotions might get the better of you, do something to blow off steam before talking: Go for a run. Cry. Hit your pillow. Do whatever it takes to sound calm when you need to.

What If Talking to Parents Doesn't Work?

Your parents won't always see things your way and they won't always say yes to what you ask. They might listen respectfully, understand your point of view, and do everything you need *except* say yes. It can be hard to take no for an answer. **But gracefully accepting a no can help you get more yeses in the future.**

What if it's more than just saying no to something, though? What if you really need your parents to be there for you but they can't? Some parents have troubles of their own. Others just can't be available in the ways their kids need and deserve. Others have a hard time being flexible.

If you can't talk to your parent, seek out other adults you can trust. Find a relative, a teacher, or a counselor who will listen, understand, encourage, believe in you, and care. Then follow all the tips above to get the most from your conversation with that person.

Acting respectfully demonstrates maturity. Parents are more likely to think of their children as grown up (and, as a result, capable of making more important decisions) when they see them acting maturely. Give these tips a try and you'll come across that way — maybe even more mature than your parents!

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