

**Freshmen**  
**April 4, 2017**

**Objective:** Students begin to think about the internal strengths and external supports they can develop and depend upon as they advance toward college readiness.

**Resources Needed for this Activity:**

- Paper copies [9\_U6\_A1\_Asset Checklist Handout]

**Assignment(s):**

Assignment	Standard(s)	Points	Assigned	Due
Student Assets	CS.CD.01 Assess personal characteristics related to educational and career goals.	5	4/4/17	4/4/17

**Opening: 5 minutes** – The advisor begins the session by putting a number on the board or screen that represents the number of years, months, days, hours, and minutes that students have until their on-time high school graduation ceremony. For example, if the advisory session is being held at 10:34 AM on April 4<sup>th</sup> of the students’ freshman year and the graduation ceremony that year is scheduled for June 4<sup>th</sup> 2020 (we are not responsible if the district changes this date in 3 years☺) at 7 PM, the advisor would write the following on the screen or board:

3 years, 2 months, 4 days, 19 hours, and 30 minutes\*

**(\*This number is not correct for your session. The coordinator will provide this based on the day of your session and your school’s anticipated graduation ceremony date and time.)**

The advisor then asks the group to guess what number he or she has put on the screen/board.

After a student correctly guesses that the number represents either the time they have left in high school or the total length of their high school career, the advisor tells the class that they will inevitably encounter many challenges as they move through high school toward readiness for some type of postsecondary education.

The advisor then tells students that over the next two advisory sessions, they will think about the internal strengths (things like motivation and planning) and the external supports (things like helpful people and programs) that they can develop and rely upon to get through those challenges.

**Activity: 15 minutes** – The advisor tells students that for fifty years, the non-profit organization Search Institute has been studying the things that help young people develop into successful, happy, contributing adults. The Search Institute has identified 40 things – called “Developmental Assets” – that help young people succeed. The advisor then tells the students that many of the assets are about how to help students focus on preparing for some type of college and a high-skills career.

In today’s session students will think about how many of those assets they have in their lives. In the next advisory session students will think about which of those assets they can rely on as they face the challenge of preparing for college/post high school success.

The advisor then distributes the Search Institute's Asset Checklist and students place a check next to each statement they think is true in their life most of the time. The advisor can read each line on the Asset Checklist, have students take turns reading one line, or have the students complete the checklist silently.

After students have completed this activity the students may add up the total number of boxes they checked, but the advisor should avoid any competition about numbers. The advisor tells students that while this checklist is not at all a scientific survey, it is a helpful way of thinking about the strengths and supports in their lives. Whether a student has two or twenty assets, each asset is a strength on which the student can build.

Students should then look at their lists and pick a box that they checked that describes them extremely well. When they read the item, they might think, "Yes, that definitely describes me or my life very well."

The advisor asks several students to share the asset that they think best describes them or their lives and why.

**Closure: 2 minutes** – The advisor may want to ask the students to record in an agenda two or three of the Assets that they see as describing them and monitor within the next week if they see these Assets surfacing in their daily lives. The advisor collects the student checklists for use in the next advisory session