



Non-Academic Skills Students  
Will Need for College

# Introductions

Please share:

- ◆ Name
- ◆ Building and/or district
- ◆ Years in education
- ◆ Reason you chose this workshop



# Circle Activity



Review some basic  
academic skills

Those that don't "come naturally"...

# S.L.A.N.T.

- ◆ Sit up front
- ◆ Lean forward
- ◆ Ask questions
- ◆ Nod your head
- ◆ Talk to the teacher outside of class.

So, what are "The Rules of the Game" of school?

Brainstorm as a table group:

- ◆ Write down as many phrases as you can think of to describe how TEACHERS define "good students".



How did we learn the  
"Rules of the Game"?

We all learned them somehow, or we wouldn't be here.

# Four Corners

Go to the corner that best represents your experience.

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



In my family, it is important  
to show up on time.

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



In our home it was important to have a separate bedroom for each child.

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



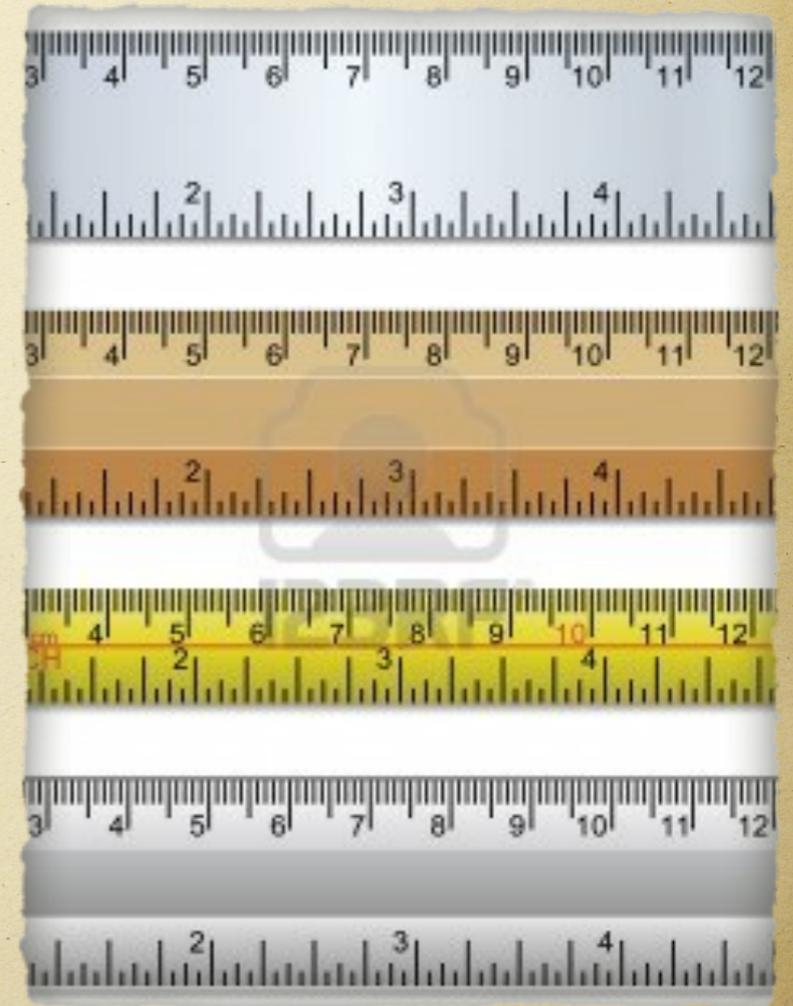
In my home, there was  
always a lot of noise.

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



# There were many rules in my house growing up.

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



# Some "Rules of the Game" related to academic life:

- ◆ Be on-time to class
- ◆ Do homework and turn it in on time
- ◆ Speak in a 12" voice (and only when invited to speak)
- ◆ Be skilled in "code switching" and fluent in Academic English
- ◆ Know how to advocate for yourself
- ◆ Be involved in the "right stuff"

# Think: take a minute to reflect

- ◆ Which of "The Rules" do you believe your students are learning?
- ◆ Which of "The Rules" do you need to teach more clearly?



# Pair-Share

- ◆ Share your thoughts with an elbow partner.
- ◆ With your table group, share any that you are unsure about how to teach and allow others to share their ideas.



Looking at some  
"Rules of the Game"  
for outside the classroom

The things we don't often teach in school.

# One side or the other

- ◆ Everyone will begin together on the line.
- ◆ With the given statement, move to side that most represents your experience as a student.

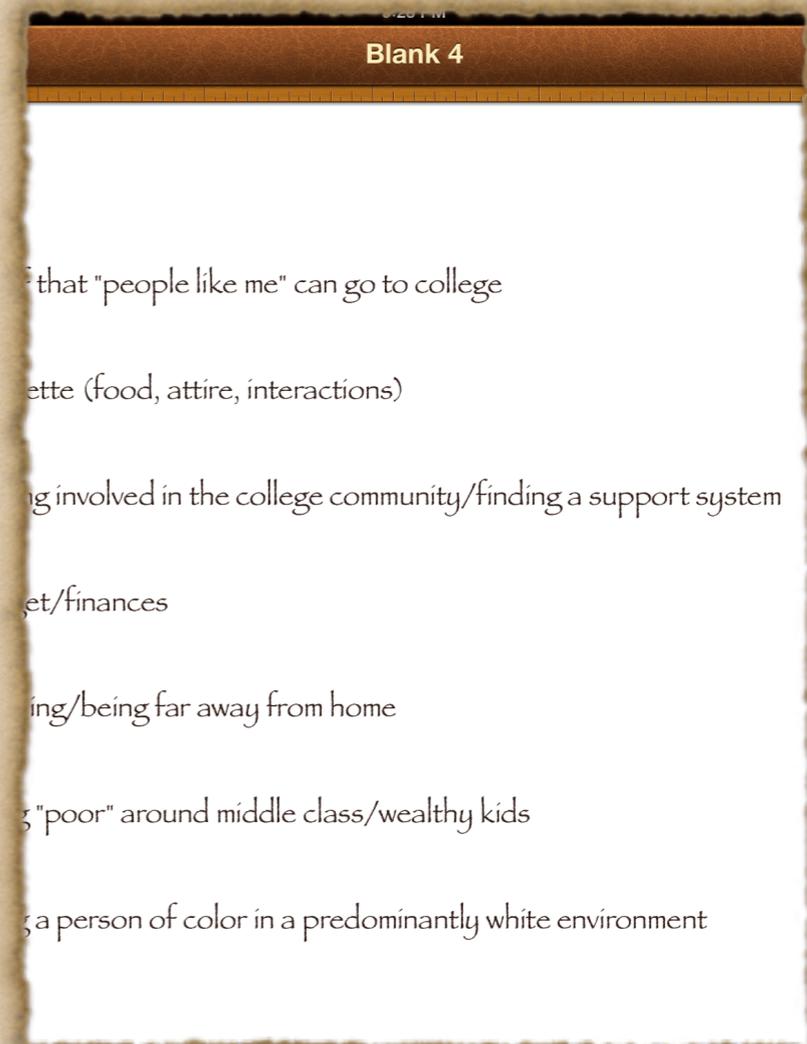


## Some non-academic issues that must be addressed:

- ◆ Belief that "people like me" can go to college
- ◆ Etiquette (food, attire, interactions)
- ◆ Finding community
- ◆ Money
- ◆ Being away from home
- ◆ Being "poor" around middle class/wealthy kids
- ◆ Being a person of color in a predominantly white environment

# Think: take a minute to reflect

- ◆ Which "issues" do you believe your students will struggle with the most?
- ◆ Are there a couple you believe are being addressed effectively in your school environment? How?



# You decide where to go from here.

If we could go deeper with two of these areas, which would be most helpful?

- ◆ Belief that "people like me" can go to college
- ◆ Etiquette (food, attire, interactions)
- ◆ Finding community
- ◆ Budget/finances
- ◆ Traveling/being far away from home
- ◆ Being "poor" around middle class/wealthy kids
- ◆ Being a person of color in a predominantly white environment

# Helping students believe they can be college students.

- ◆ What are the barriers to your students believing they can be college students?
- ◆ What are the strategies you use to help students practice "belonging" on a college campus?



# Etiquette

- ◆ What are critical things students should know?
- ◆ Why should they know these things?
- ◆ How could we teach them?



# Finding community

- ◆ What does "community" look like for our students?
- ◆ Are there ways we can help our students practice building community now?
- ◆ How can we help our students develop community in college?



# Money

- ◆ How are students going to pay for college?
- ◆ For our students who get grants and scholarships, do those pay for EVERYTHING or just tuition?
- ◆ What are the other expenses of college?
- ◆ How do we help them know how to respond/function when others around them have lots of money and "stuff"?



# Being away from home

- ◆ What are the challenges of going away to college (more than two hours from home)?
- ◆ How can we help students develop the skills they will need to live away from home?
- ◆ How do we help students find "family" on campus?



# Surviving in a middle class environment

- ◆ What are middle class values and practices?
- ◆ What are our students' values?
- ◆ Which ones are most different from the values our students may have?
- ◆ Do our students need to "become" like middle class students to be successful?



# Being a person of color in a predominantly white environment.

Check out these two foundations who are preparing and supporting students well:

- ◆ Act Six Leadership and Scholarship Initiative ([actsix.org](http://actsix.org))
- ◆ The Posse Foundation ([www.possefoundation.org](http://www.possefoundation.org))



# Think: take a minute to reflect

- ◆ Which strategies can you take back to your building next week?
- ◆ About which strategy would you still like more information?



# Debrief/Q & A

What questions  
do you still have?



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# Developing self-efficacy

- ◆ Mastery of experience
- ◆ Vicarious learning (through others)
- ◆ Social persuasion - telling students they can
- ◆ Affect - the state someone is in (whether they have healthy mental/physical state)

## **Raise your hand if...**

This activity is very useful when you are getting to know new people, or if you want students to get to know each other. The activity is particularly useful for groups in which you have a diversity of kinds of people – loud, quiet, English-speaking, non-English speaking. The statements can be adapted to your needs and could even serve as a formative assessment for a content area. Be creative!

Raise your hand if...

You were a first-generation college student.

You went to a college that was at least a two-hour drive from your home.

The food served in the dining hall was very different from the food you ate at home.

You could not buy your hair products at the local grocery store near your college.

You had flown in a plane at some point before college.

You held some sort of leadership position while in high school.

You worked a job while in high school.

You were the oldest of your siblings (or an only child).

You attended the theater, an opera or a concert that was not connected to your school.

You took at least one AP or IB class while in high school.

You felt prepared for college when you graduated from high school.

Your family ate out at least twice a year at a restaurant that was not fast food or a pub.

You had to pay for a portion of your college tuition.