



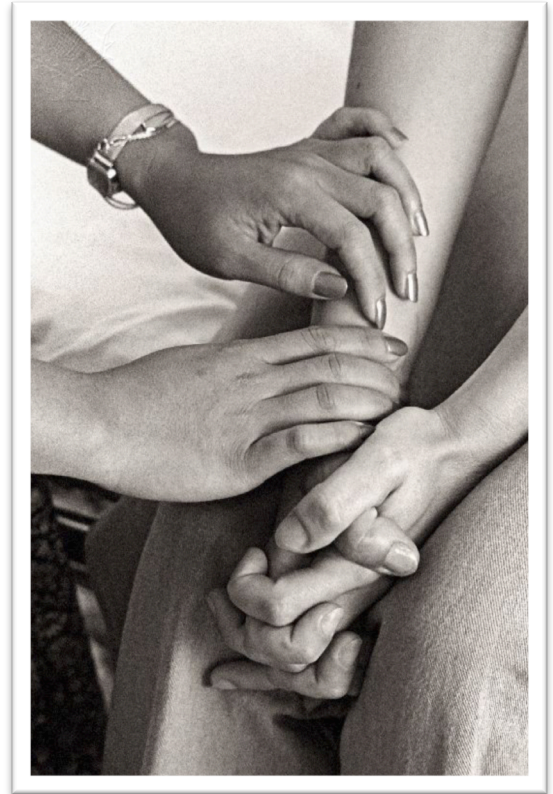
MODULE ONE

So you're not a "guidance counselor"?

Module Outline

- I. What Can You Do
 - a. Step 1 - Know About Resources
 - b. Step 2 - Share With Students
 - i. Sample Timeline
 - c. Step 3 - Cheer Loudly!

You may not be an official guidance counselor with a title and training, but if you have successfully passed the hurdles of high school, college, and job searching, you should be able to share advice that will help your students pass the rough waters of all that is high school. As you well know, there is so much more to life than grades, money, and extracurricular involvement. While each of these plays a role in a student's success in life, there are many other facets of life that are important and applicable to high school students.



A female counselor's hands touching and comforting a female spousal abuse victim.
 Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015.
http://aquest.eb.com/search/107_294619/1/107_294619/cite

In this module, we will discuss the basics of what guidance counselors/teachers/other staff can do to help prepare your high schoolers for the rest of their lives. This unit will include links for helpful websites that give more instruction/resources on guidance counseling throughout each of the modules as needed. Modules 2-8 will contain specific areas of interest for high school students.

When we look at the typical life of a high school student, there are a couple things that immediately stand out: relationships and studying. As students come into high schools, they are confronted with so many different types of people, personalities, and other types of drama. Of course, at the same time, they are facing the trauma of learning in a new environment, from new people, with material that may or may not be completely unfamiliar to them. Given these obstacles, guidance counselors can encourage new students and help them make a smoother transition into school life. Guidance counselors also can share other useful information with students about test taking, college, money, and careers. This may seem to be a daunting task, but it is always easiest if you can find one or two other staff at your school who are willing to help direct students through encouragement, one-on-one planning sessions, and presentations.



Step 1 - Know the resources available to you, and be willing to research when you have questions.

Resources for guidance counselors are available all over the internet. Most resources are from public universities with enough financial support to retain a full-time (or multiple) counselors on staff; some of these universities give a gift that keeps on giving by posting helpful blogs, handouts, and other forms of information on their websites. This information can help adults keep tabs on what can be vital information for high school students. As there are very few Adventist guidance counselors working in high schools, there are limited Adventist resources that are targeting to Adventist high school students. However, there are several books written by Adventist authors available on topics that do impact teenagers, especially when it comes to relationships and personal struggles. In the annotated resources section, some hard copy books as well as online training guides and helpful websites are listed that can be great resources for any guidance counselor or even adult who is spending some time mentoring students as they go through high school.

Step 2 - Make a timeline for yourself to encourage students (see sample at the end of Module 1).



Diary. Photography. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/132_1251604/1/132_1251604/cite

Students generally have no idea when they arrive to high school about how they will reach college; they just know that college and career will eventually sneak up on them. Having a personal schedule on how you will encourage students can help keep you on track as you go through the year. Included in the sample timeline on the following page is a proposed schedule for the presentations which each module supplements. The timeline can be customized to fit each school, but the important point is that the information gets shared with students so that they can prepare for their

futures. For whoever will be presenting the material shared in each presentation, each module in this resource contains deeper and explanatory information that can aid in the presentations. Additionally, the presentations could easily be shared in any number of time frames: assembly times, chapels, evening meeting times, Sunday afternoons, free class periods, or other times that would work based on school scheduling.

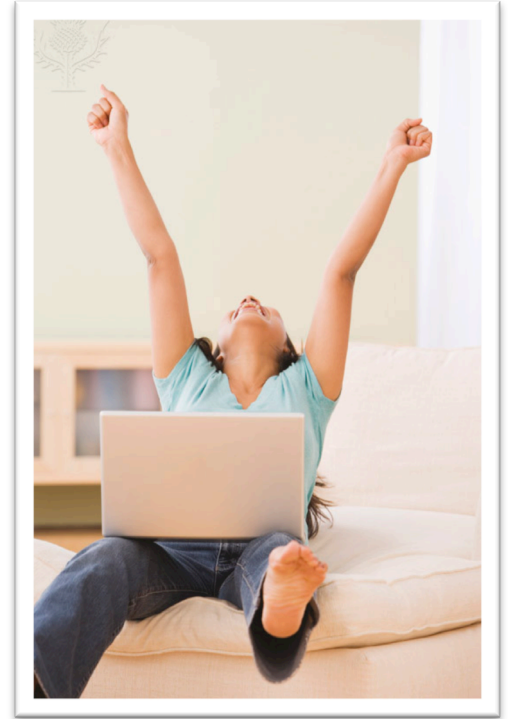
Ideally, all students in grades 9-12 should be free to attend each presentation, but realistically that kind of scheduling miracle rarely happens. If there is enough time, the presenter may decide to share presentations multiple times throughout the year, especially those presentations applicable to seniors actively preparing for college in the fall. At any rate, the presentations should be given consistently every year as new students will arrive and need to have access to this information as well.



Step 3 - Cheer loudly as students meet their goals and take their first steps past high school.

Celebrate the victories of graduating high school with your students. They've just reached a huge milestone in their lives, and now they are headed off to college or career with more than a little excitement and anxiety. Always remember to keep them in your prayers as they face new challenges. Here are a couple ways to celebrate with your students:

1. Attend graduation and personally congratulate each senior; a personalized note for each graduate is a nice touch to show that you care and will be praying for him or her as they face a new adventure.
2. Let your graduates know (before they leave school) that they can still ask you questions even if they are not students at your school anymore. Give them your contact information so they can let you know if they have questions.



Indian woman with laptop cheering. Photography, Encyclopædia Britannica ImageQuest. Web. 7 Apr 2015. http://quest.eb.com/search/154_2896186/1/154_2896186/cite



Sample Timeline for Guidance Counselors

JULY

- Review returning student transcripts to ensure they are progressing towards graduation
- Prepare schedule for sharing presentations with students

AUGUST

- Greet students as they arrive on campus
- Plan schedules with students to ensure they are taking the correct classes they need in order to graduate
- Give each student a plan for success for high school (see resources for planning)
- Present Module 2



Calendar page and open diary. Photograph. Encyclopædia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/118_811879/1/118_811879/cite

SEPTEMBER

- Get into classrooms for each grade level to introduce yourself and give them a heads up on any upcoming testing:
- **Freshmen:** give them a heads up on Iowa testing coming up
- **Sophomores:** give them a heads up on Iowa testing coming up
- **Juniors:** share the ACT/SAT registration deadlines with juniors and encourage them to sign up for the test(s) they would like to take in advance of the deadline
 - *NOTE: SAT test takers for the first time must submit a paper application as well as a letter from clergy requesting non-Saturday testing*
- **Seniors:** review the graduation requirements with each senior and identify what classes/items they still need to complete in order to graduate, remind seniors about any upcoming testing opportunities in case they'd like to re-take any tests to increase their scores
- Present Module 3

OCTOBER

- Iowa Testing for Freshmen/Sophomores
- Juniors should be thinking about possible colleges, majors, and preliminary scholarship searching
- Seniors should be applying for scholarships and colleges
- Meet with students who are struggling academically to set goals for improvement and/or brainstorm ways to help the student
- Present Module 4



NOVEMBER

- Seniors should talk with their parents about paying for college and completing the FAFSA
- Encourage students who are still struggling academically
- Present Module 5



Leather-covered personal organizer book. Photograph. Encyclopedia Britannica ImageQuest. Web. 1 Apr 2015. http://quest.eb.com/search/118_804885/1/118_804885/cite

DECEMBER

- Review all student transcripts once the semester ends to see how they are progressing

JANUARY

- Meet with seniors individually (juniors could benefit from these individual meetings as well) about their transcripts/graduation status
- Encourage juniors/seniors to sign up for test re-takes if their scores are low
- Seniors should complete the FAFSA - the sooner the better
- Remind students who struggled last semester to start strong and keep their grades up
- Present Module 6

FEBRUARY

- Juniors should be requesting information from colleges they are interested in and perhaps planning campus visits if they are seriously considering a particular school
- Juniors should be narrowing down a major choice with the help of any number of career testing sites/resources available
- Present Module 7

MARCH

- Seniors should have the FAFSA and college applications completed
- Seniors should request transcripts (if needed) to be sent to their college
- Present Module 8

APRIL

- Seniors should be finishing up all remaining requirements for graduation
- Seniors should have a college selected and a major declared
- Freshmen-Juniors: have one-on-one interviews with freshmen-juniors (if time allows) to ensure that they have questions answered and are starting to plan for their futures

MAY

- Review timeline and make adjustments for next year as needed
- Cheer as seniors graduate and your junior class gets ready for the last year of high school