TRANSITION SKILLS

LESSON 12-30 ▲ PERSONAL MOTIVATIONS, ASSETS AND CHARACTER TRAITS

**LEARNING GOALS/OUTCOMES**

* Update their list of top motivations, assets, and character traits.
* Analyze and explain changes in motivations and assets over time.
* Relate motivations, assets and character traits to their postsecondary plans.

**MATERIALS NEEDED**

* **Student Handouts:**
* Character Traits List
* Motivations, Assets, and Character Traits
* Preparing for Next Year
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students examine the influence of change.** Tell students that everyone has to change seats for the remainder of the school year. You can’t sit in the same section of the room. You can’t have the same people around you. Ask them to move. Once everyone is re-settled, ask if the seat change is a good thing or not. Encourage students to see that change is uncomfortable at first but eventually that new thing becomes normal. Ask students if they generally see change as good or not. Ask why it is important to become good at change.
2. **Students take a look at personal change.** Distribute the *Character Traits List*. Remind students that they completed one of these last year when they identified their top ten character traits. However, things have likely changed. Tell them they will compare this year’s character traits to the ones they identified a year ago. Bet them that no one will choose the same ten words to define themselves. Have students complete the checklist and then compare their choices to the ones stored in their Portfolio. Survey students to see how many of the words they used to define their character were the same. Ask students why there is a difference. Encourage them to appreciate that they have changed and their perspective of themselves has also changed.
3. **Students identify their top motivations, assets, and character traits.** Distribute *Motivations, Assets, and Character Traits*. Ask students to complete the first page of the handout. Tell students that this list must be prioritized: all ten words must be in order of importance, value, or strength.
4. **Students analyze and explain changes in motivations and assets over time.** Ask students whether the words they used to describe their attributes are different from what they would have written a year or two ago. Without asking students to describe their own personal list of attributes, ask them generally about the types of changes they may have experienced over the last year or two. They might say that they are more mature; have gained experience through classes, activities, or a job; or that they have refined their interests because of new experiences. Discuss with students how they are different as seniors than as sophomores or juniors. Ask students to turn to the second page of their handout and answer the questions.
5. **Students relate motivations, assets, and character traits to their post-secondary plan.** After students have reflected on the ways they have changed over the last few years, ask them whether they think their motivations, assets, and character traits prepare them for post-secondary success. Discuss with the whole group what types of attributes they think a student should have to be ready for post-secondary. What types of motivations (values, interests) does a student ready for post-secondary possess? What types of skills? What character traits make you ready? After your discussion, distribute *Preparing for Next Year* and answer the questions related to their own potential for post-secondary success.
6. **Students reflect on a specific interest, value, skill, experience, or credential.** Ask each student to select one character trait, one motivation, and one asset they think will be most valuable to them over the next year. Have them use a *Journal Page* to answer the following questions:
	* How have I acquired the motivations, assets, and traits that will be most valuable to me?
	* How will each of these attributes help me make the transition to life after high school?

**STUDENT PRODUCTS**

* **Completed *Motivations, Assets, and Character Traits***
* **Completed *Preparing for Next Year***
* ***Completed Journal Page*** on the key attributes that will drive their future success.

TRANSITION SKILLS

LESSON 12-30 STUDENT HANDOUT

CHARACTER TRAITS LIST

Active Encouraging Open-Minded

Adaptable/Flexible Enterprising Optimistic

Adventurous Enthusiastic Patient

Ambitious Fair Persistent

Amiable Faithful Positive

Attentive Fearless Practical

Brilliant Focused Precise

Calm Friendly Rational

Careful Funny Refined

Caring Generous Reliable

Charismatic Goal-Oriented Resourceful

Cheerful Happy Responsible

Clever Hard-Working Responsive

Compassionate Helpful Risk-Taking

Competitive Honest Self-Directed

Confident Hopeful Selfless

Conscientious Humble Self-Reliant

Considerate Imaginative Sensitive

Constructive Independent Sincere

Cooperative Industrious Social

Cultured Influential Strong

Curious Innovative Studious

Decisive Insightful Tactful

Dedicated Intelligent/Smart Tenacious

Dependable Interested Thoughtful

Detail-Oriented Involved Thrifty

Determined Logical Tireless

Diligent Loyal/Devoted Trustworthy

Directed Mature Unselfish

Dynamic Meticulous Versatile

Easygoing Motivated Warm-Hearted

Efficient Objective Wise

Eloquent Observant Witty

Energetic

TRANSITION SKILLS

LESSON 12-30 STUDENT HANDOUT

 MOTIVATIONS, ASSETS, & CHARACTER TRAITS

Directions: Take a few minutes to think about yourself and what makes you unique and ready for next year.

**MOTIVATIONS**

Prioritize your top ten motivations, in order of importance to you.

 **1.** **2.**

**3.** **4.**

**5.** **6.**

 **7.** **8.**

 **9.** **10.**

**ASSETS**

Prioritize your top ten assets, in order of value to you.

 **1.** **2.**

**3.** **4.**

**5.** **6.**

 **7.** **8.**

 **9.** **10.**

**CHARACTER TRAITS**

Prioritize your top ten character traits, beginning with your strongest trait.

 **1.** **2.**

**3.** **4.**

**5.** **6.**

 **7.** **8.**

 **9.** **10.**

**How have you changed?** Think about how your motivations (your interests and values) and your assets (your skills, experiences, and credentials) may have changed over the last several years.

What has changed most about your motivations and assets during high school? What caused those changes?

How have your changing motivations and assets influenced your goals over the years? Explain your response.

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LESSON 12-30 STUDENT HANDOUT

 PREPARING FOR NEXT YEAR

Are you prepared for post-secondary? How do your motivations, assets, and character traits prepare you for post-secondary success? What do you think you should change or improve to be ready?

**My post-secondary plan for next year:**

**My motivations, assets, and character traits support my post-secondary success because:**

**I can improve my level of college and career readiness in 12th grade by:**

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LESSON 12-30 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 12-30 | *PERSONAL MOTIVATIONS, ASSETS AND CHARACTER TRAITS***

***Q1:*** How have I acquired the motivations, assets, and traits that will be most valuable to me?

***Q2:*** How will each of these attributes help me make the transition to life after high school?

***Answers:***