

Warm-up: Did You Know?

Serious Issues Facing Young Adults

Date Rape, Acquaintance Rape, and Sexual Abuse

- 20–25% of college women are attacked during their college career.
- 65% of those attacks go unreported.
- Alcohol is involved in 75% of attacks.

Source: National Institute of Justice. Bureau of Justice Statistics. *The Sexual Victimization of College Women*. December 2000. <<http://www.ncjrs.gov/pdffiles1/nij/182369.pdf>>

Eating Disorders and Body Image

- 10 million Americans suffer from eating disorders (including anorexia and bulimia).
- 91% of female college students attempt to control their weight through dieting.
- About 20% of college students suffer from an eating disorder.

Source: National Eating Disorders Association. *Statistics: Eating Disorders and their Precursors*. 2006. <www.nationaleatingdisorders.org>

Depression and Suicide

- 19.6% of students experience depression. Only back pain, allergies, and sinus infections are more common health complaints.
- 21% of college students reported “seriously considering suicide” one or more times a year in 2005.
- 13.4% of students experienced an anxiety disorder.

Source: American College Health Association. *American College Health Association – National College Health Assessment: Reference Group Executive Summary*. Fall 2005. Baltimore: American College Health Association. <http://www.acha-ncha.org/docs/ACHA-NCHA_Reference_Group_ExecutiveSummary_Fall2005.pdf>

Sexually Transmitted Diseases

- 79.5% of college students between 18 and 24 have been sexually active with at least one partner.

Source: College Health and Safety. 15 Jan 2009. <www.cdc.gov/family/college/>

Drug Abuse

- 50.7% of college students report using marijuana at least once in their lives.

Source: US Department of Education. Higher Education Center for Alcohol and Other Drug Use and Violence Prevention. *Marijuana Use Among Students at Institutions of Higher Education*. August 2008. <<http://www.higheredcenter.org/files/product/marijuana.pdf>>

- A smaller percentage of college students report using cocaine, heroin, and other street drugs.
- Prescription drugs such as Ritalin and OxyContin, performance enhancing drugs such as steroids, and club drugs such as Ecstasy are also used by college students.

Source: US Department of Education. Higher Education Center for Alcohol and Other Drug Use and Violence Prevention. *Other Drugs*. <<http://www.higheredcenter.org/high-risk/drugs>>

Alcohol Abuse and Binge Drinking

- 44% of college students have at least 4 or more drinks in a row, once a week.
- 48.2% of college students say they drink alcohol to get drunk.
- 29.4% of students say they get drunk more than three times per month.

Source: US Department of Education. Higher Education Center for Alcohol and Other Drug Use and Violence Prevention. *Scope of the Alcohol Problem Among College Students*. <<http://www.higheredcenter.org/high-risk/alcohol/scope>>

Racism, Intolerance, and Hate/Bias Crimes

- 20–25% percent of students of color are victims of physical or psychological harm every year.
- Even though Lesbian, Gay, Bisexual, and Transgender (LGBT) students on college campuses face harassment ranging from graffiti to verbal and physical abuse, less than 6% of colleges in the United States include sexual orientation in their nondiscrimination policies.

Source: The Prejudice Institute. *What Is Ethnoviolence?* <<http://www.prejudiceinstitute.org/ethnoviolenceFS.html>>

Source: US Student Association Foundation. *LGBT Barriers to Higher Education Factsheet*. 2008. <<http://www.usstudents.org>>

- 61% of hate crimes and bias crimes were motivated by race, 14% by religion, 13% by sexual orientation, 11% by ethnicity, and 1% by victim disability.

Source: US Department of Education. Higher Education Center for Alcohol and Other Drug Use and Violence Prevention. *Hate Crimes*. <<http://www.higheredcenter.org/high-risk/violence/hate-crimes>>

Academic Dishonesty and Intellectual Property Rights

- 75% of college students admitted cheating.
- 90% of college students don’t believe cheaters can be caught.
- 85% of college students believe cheating is necessary to get ahead.
- Plagiarism is a leading cause of expulsion from college.

Source: “What Is Plagiarism?” *Plagiarism.org*. <http://www.plagiarism.org/learning_center/what_is_plagiarism.html>

Hazing

- 79% of athletes participating in a survey indicated they had experienced some form of hazing.
- 51% of those athletes stated they were required to participate in alcohol-related hazing.
- 76% of students joining fraternities or sororities were hazed.
- 22% of students participating in music, art, or theater groups were subjected to hazing.

Source: US Department of Education. Higher Education Center for Alcohol and Other Drug Use and Violence Prevention. *Hazing*. <<http://www.higheredcenter.org/high-risk/violence/hazing>>

THINK IT THROUGH
Read about serious issues facing students after high school graduation. Then, determine which issue you believe to be the most meaningful for you or your friends.

STEP 1: Discuss serious issues facing young people after high school graduation.

transition skills: putting it all together

Over the last few weeks, you've been learning and applying strategies for adapting to life after high school. These strategies can help guide you as you face challenges and tough choices throughout your professional and personal life.

Just understanding strategies for professionalism, academic excellence, stress management, time management, and conflict resolution, however, is not always enough. Many young people face difficult and complex challenges as they adapt to life on their own. It's important to understand the facts about serious issues, and to know how to apply the strategies you've learned to overcome or avoid the negative impacts of these issues.

transition skills: creating a research plan

As you've learned throughout senior year, the best way to learn more about any topic is through research.

This week, you will apply your research skills to learn about an issue facing all young people. You'll use your research to help educate others about making healthy choices and avoiding dangerous situations.

To conduct your research, first create a **research plan**. A research plan includes:

- A **topic**, issue, or focus question which you will be learning about
- A list of **questions** to guide your research — what do you want to know about your topic?
- A list of **reliable sources** you can use to learn more about your topic
- A **bibliography format** to keep track of the sources you consulted — Choose **MLA style, APA style**, or whatever format your school or job requires.
- A **timeline** for conducting research
- A **forum for presenting** your research and sharing it with others — whether it is a written report, a presentation, or something more creative, like an informational brochure, poster, skit, or even a short film

TALK IT OUT

How might these issues impact your life after graduation, when you begin college or your professional career?

STEP 2: Identify a research topic and create a research plan.

choosing a research topic

your research plan

Once you have a topic, create your research plan by considering when and where you will conduct your research. Set a timeline for yourself. Don't forget to budget time for reviewing your research and creating your final product (writing your paper; preparing your presentation; or creating your brochure, poster, or other product).

Research Timeline

Activity	Where?	When?
Generating research questions:		
Conducting research (finding and evaluating sources, taking notes):		
Reviewing, summarizing, and outlining research:		
Writing final product:		
Presenting final product:		

generating research questions

What do you want to know about your topic or issue? What do you already know? Some questions might include:

- What definitions and key terms do I need to know to understand the problem?
- How common is the problem among college students/career people?
- What are the risks or consequences of this issue?
- What can young people do in order to avoid dangerous risks?
- What are some resources young people can take advantage of, on campus and in the community, if they have a problem with this issue?



Questions for Research

COLLEGE CAREER CONNECTION

Whether you begin a career or pursue formal education in the fall, having strong research skills and strategies is an important transferrable skill that will help you succeed. Apply this research plan format to projects and papers in the future to boost your success and achievement.

identifying and evaluating sources of information

Find out where you can get information about your issue (from websites, books, encyclopedias, newspapers) and evaluate each source to ensure it is reliable and unbiased. Include studies and government sources, like the ones **cited** in the Warm-Up, in order to find reliable statistics and facts.



My Sources

A+ **ACADEMIC EXCELLENCE**

When you borrow facts from another source, such as a study, a website, or a book, you must **cite** the source, or tell where you found the facts. This is especially important when conducting college-level research. **Academic dishonesty** and **plagiarism** at the college or career level can have serious consequences for your career path. Even if you don't mean to **plagiarize**, failing to cite a source can result in **expulsion** or firing from a job. Choose MLA or APA style, and keep track of your research sources here.

conducting research: taking notes

As you collect research and learn more about your topic, take notes on your findings in the space provided, or use another strategy that works for you. Keep yourself organized, and don't forget to record all of the important information that helps you learn the answers to your research questions.



Research Question:	What I Learned:

transition and research skills: creating a final product

Now that you've researched your topic and found answers to your questions using reliable sources, it's time to present your research findings to others. Whether you're creating a paper, presentation, or even a skit or a short film, consider these questions when planning your final product:

- Who is the **audience** for my research findings? Who is my target market?
- What will they **want** to know about my topic? What interests them?
- What do they **need** to know about my topic? What facts are vital, or what might they be misinformed about?
- What **should** my audience know about my topic? What resources or suggestions can I offer them that could help?

Based on your answers to these questions, create an outline and write several drafts of your product. Seek support from your peers and teachers in revising and editing your drafts until you are comfortable with your final product. Then, present your work and get feedback on your performance.

transition skills: giving presentations

The ability to make a short presentation on a given topic is a skill you will need throughout your postsecondary career. Both in school and in the workplace, you will likely be asked to speak up for yourself, your projects, and your colleagues.

TIPS FOR A SUCCESSFUL PRESENTATION

Before

- Write a script or notes for yourself to follow — don't just "wing it," especially if you get nervous.
- Make sure your main points are clear.
- Build in some interest to your presentation — think about asking questions or engaging the audience somehow.
- Practice your delivery beforehand to perfect your timing and flow.
- Prepare a visual to go along with your presentation — a poster, a slide show, or a handout can help reinforce your points.
- OTHER:

During

- Speak slowly and clearly so you can be understood.
- Communicate confidence in your body language — stand up straight, look at the audience, use appropriate hand gestures.
- Be aware of your audience — are they engaged and listening actively? Or are they tuning out? Speed up, slow down, or ask a question to try to get them back on track.
- Be aware of time — don't go over the time you've been given, but don't be too far under. A 5-minute presentation should not be 2 minutes or 10 minutes.
- OTHER:

After

- Leave time for questions.
- Ask the audience or your teacher/boss for feedback so you can improve for next time.
- OTHER:

As your classmates present, take notes on their presentations in the space provided. Then, be prepared to ask questions or give constructive feedback to your classmates.

 **Our Presentations: Notes and Observations**

Issue:	Name one thing you learned about the issue which you didn't know:	Name at least one resource which you think you could use after high school graduation to help deal with this issue:

making the transition:

adapting positively to challenges and change

During Unit 5, you've learned a lot about the kinds of challenges you might face as you transition and adapt to life after high school. You've also learned some concrete strategies for how to handle problems, challenges, conflicts, and issues that might come up. Hopefully, you've had a chance to try out some of the strategies you learned to overcome issues or problems in your life today. In the next few units, you'll make some big decisions and plan for the next big change coming your way: making the transition to life on your own.

UNIT 5: SENIOR PORTFOLIO CHECK-IN

By the end of Unit 5, you should have completed the following **Senior Portfolio** items in your *Navigator*:

- Conducted a job search and applied for a summer or fall position, Lesson 20
- Created a personalized study plan, Lesson 21
- Applied stress management and self-care strategies, Lesson 22
- Revised your daily and weekly schedule to improve your time management, Lesson 23
- Applied conflict resolution strategies to a conflict of personal significance, Lesson 24
- Researched and presented on a transition issue facing young people, Lesson 25

Give yourself a grade for each of the above items.

Based on the above, how would you evaluate your progress this year?

- Ahead of the game On track A little behind Off track

What can you do to improve?

making it **real!**

No matter what happens in the next year, you can be sure your life will be very different 365 days from now. Write a letter to your future self. Think about:

- What hopes do you have for yourself in the next year?
- How do you hope to grow, change, and adapt?
- What fears or concerns do you have about issues, challenges, and conflicts you might face?
- What strategies have you learned which you hope you won't forget between now and next year?

Seal your letter and put it someplace safe. Open it in a year to read some sound advice from an expert — you!