

“Guiding First-Year Undecided College Students to Identify Their Purpose” Toolkit

Books

- Awaken: 100 Questions To Expand Your Mind and Open Your Heart, Joseph M. Bernard Ph.D.
- Cultivating the Spirit: How Colleges Can Enhance Students’ Inner Lives, Alexander W Astin, Helen S Astin, and Jennifer A Lindholm
- Find Your Courage: Twelve Acts for Becoming Fearless at Work and in Life, Margie Warrell
- Helping College Students Find Purpose: The Campus Guide to Meaning-Making, Robert J. Nash and Michele C. Murray
- Mindful Teaching and Teaching Mindfulness: A Guide for Anyone Who Teaches Anything, Deborah Schoeberlein, Suki Sheth
- Mindfulness in Plain English by Ven. Heneploa Gunaratana - http://misc.equanimity.info/downloads/mindfulness_in_plain_english.pdf
- Real Happiness - The Power of Meditation: A 28-Day Program, Sharon Salzberg
- The 8 Cylinders of Success: How To Align Your Personal & Professional Purpose, Jullien Gordon, Lizz Carroll
- The Fire Starter Sessions: A Soulful + Practical Guide to Creating Success on Your Own Terms, Danielle LaPorte
- The Heart of Higher Education: A Call to Renewal, Parker J. Palmer, et al
- The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success, Nicholas Lore
- The Undecided College Student: An Academic And Career Advising Challenge, Virginia N. Gordon
- Values Clarification, Dr. Sidney B. Simon, et al
- What Color Is Your Parachute? 2013: A Practical Manual for Job-Hunters and Career-Changers, Richard N. Bolles
- What Color Is Your Parachute? Job-Hunter's Workbook, Richard N. Bolles
- Wherever You Go, There You Are, Jon Kabat-Zinn

Journal Articles

Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. *Journal of College Student Development*, 50(6), 621-639.

Brady, R. (2007). Learning to Stop, Stopping to Learn. *Journal of Transformative Education*, 5(4), 372-394. doi:10.1177/1541344607313250

Chambers, T. (2002). HELPING STUDENTS FIND THEIR PLACE AND PURPOSE. *About Campus*, 7(5), 20.

Grossenbacher, P. G., & Parkin, S. S. (2006). Joining Hearts and Minds: A Contemplative Approach to Holistic Education in Psychology. *Journal Of College And Character*, 7(6), 1.

Reynolds, P. J., Gross, J. K., Millard, B., & Pattengale, J. (2010). Using longitudinal mixed-methods research to look at undeclared students. *New Directions For Institutional Research*, 201053-66. doi:10.1002/ir.372

Tobin, H. (2004). Opening the Contemplative Mind in the Classroom. *Journal of Transformative Education*, 2(1), 28.

Classroom assignments:

- **Who am I-** Describe your life using words, pictures, etc. that highlight major milestones, decisions and events that shaped who you are
 - Can include positive and negative experiences
- **Connections-** solitary then partner share activity. Focus: personal, social and academic
 - List everyone that you have a connection with.
 - Reflection: Who and why did you list them as connections?
- **Value Tags** (directions for Value Tags under family values interview)
- **Family Values presentation-** Based on family values interview - include a reflection on what you learned about yourself and what the interview meant to you. This 5 minute presentation needs to utilize some form of media.
- **My Life presentation and final paper-** action plan based on what you have learned about yourself this semester through activities, careers assessments and introspective activities focused on values, passions and motivators and their future plans.
- **Reflective writing-** Provided students with 3-5 minutes to address questions based on that week's topic.
- **Dreams digging exercise, Bucket List**
- **30-day challenge** – adapted from Skip Downing's 32- Day Commitment
- **Purpose, Mission statement and Vision activities**

Life Motto Project - 7 wds.

On their own:

Coaching Meeting- meeting with Instructor

- Why did you choose to take this class and what do you hope to get out of it?
- Do you have a major (or one in mind)?
- What progress have you made on your major?
- Think big - If you could do anything, what would it be? Why?
- What steps do you need to take to make this dream a reality?

Journal reflections – 8 total- Your journals are a chance for you to reflect on your life. You will be provided with writing prompts on a particular topic but journal entries are “free write” exercises. Use this as an opportunity to really reflect on your life! Structure: 500 words submitted through Moodle using Microsoft Word, double-spaced, 12 point font

Family Values interview- Select a family member (parent, grandparent, etc.) whose story you would like to know. Spend some time getting to know their “story.” Also, use this time to inquire about their values, where they got these values, what their motivators are and what they see as their life's purpose.

- After you have gotten to know more about their story, have your family member complete the value tags activity.
- What were their five values? How do they differ from yours? What was it like to compare your values to a family member?
- Value Tags Activity: Separate your value tags into 2 piles:
 - Values that are important to you right now
 - Values are not important in your life right now
 - Next, select your top 10 values – what is most important in your life right now.
 - Finally, select the top 5 Values in your life right now.

Meditation activity: Along with your partner find a meditation activity that can be practiced in class. The guidelines for the activity include:

- Under 10 minutes is preferred, no more than 15 minutes and must be practiced in the classroom
- The activity can be audio or video. This activity can also be one that you create.
- Reflection:
 - Why you chose the meditation activity?
 - How did the two of you agree on this activity?