

College Planning
for
Middle School
Students

A Quick Guide

College Planning
for
Middle School
Students

A Quick Guide

M Y C H A L W Y N N



COLLEGE PLANNING FOR MIDDLE SCHOOL STUDENTS: A QUICK GUIDE

ISBN 13: 978-1-880463-05-5

ISBN 10: 1-880463-05-9

Copyright © 2007 Mychal Wynn

Copyright © 2007 Rising Sun Publishing, Inc.

First Edition

Printing 1

The material contained in this book has been taken from the book, *A Middle School Plan for Students with College-Bound Dreams* covered under U.S. copyright by the author and publisher. All rights reserved. Any reproduction of material covered in this book without the expressed written permission from Rising Sun Publishing, Inc., is strictly prohibited except when quoted in brief reviews. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or storing in any information storage and retrieval system for commercial purposes.

Cover design and student photographs by Mychal Wynn.

Reference sources for style and usage: *The New York Public Library Writer's Guide to Style and Usage* copyright 1994 by The New York Public Library and the Stonesong Press, Inc., and the *APA Stylebook 2004* by the Associated Press.

Rising Sun Publishing, Inc.

P.O. Box 70906

Marietta, GA 30007-0906

770.518.0369/800.524.2813

FAX 770.587.0862

E-mail: info@rspublishing.com

Web site: <http://www.rspublishing.com>

Printed in the United States of America.

Acknowledgments

I would like to thank those parents, educators, counselors, and mentors who have embraced the strategies outlined in the book, *A Middle School Plan for Students with College-Bound Dreams*, upon which this book is based, and who are working diligently to help more students pursue their college-bound dreams.

Dedication

To my wife, for her patience, understanding, and support; our sons, Mychal-David and Jalani; the thousands of students and parents I meet each year who have college-bound hopes and aspirations; and to those who sacrifice each day on behalf of students and their dreams.

Table of Contents

<i>About the Author</i>	vii
<i>Introduction</i>	ix
Chapter 1: <i>Understand Who You Are</i>	1
<i>Personality Type Tables</i>	8
<i>21 Learning-style Elements</i>	13
<i>Multiple Intelligences Tables</i>	23
<i>Pre-college Profile® Part I</i>	30
Chapter 2: <i>Why College?</i>	31
<i>Test Your College Knowledge</i>	34
Chapter 3: <i>Elementary—Middle School Transition</i>	37
<i>Critical versus Uncritical Thinkers</i>	67
Chapter 4: <i>Set Goals</i>	68
Chapter 5: <i>Middle—High School Transition</i>	87
<i>Pre-college Profile® Part II</i>	93
Chapter 6: <i>A Final Word to Parents</i>	94
References	111
Index	112
<i>Test Your College Knowledge: Answer Key</i>	116

About the Author

Mychal Wynn was an unlikely college-bound student, having been expelled from Chicago's De La Salle Catholic High School and barely earning enough credits to graduate from Chicago's Du Sable High School. Even more miraculous was his being accepted into Northeastern University, at that time, the largest private university in the United States and the only college to which he applied. Without a mentor to advise him or the benefit of the type of college planning outlined in this book, he had not taken the required courses to be admitted directly from high school into college. He received a *conditional acceptance*—conditional upon his taking and passing classes in Physics and Calculus (courses which were not offered at his high school). As a result of his not having the opportunity to take the necessary classes in high school, his college dreams were deferred as he was required to enroll in Chicago's Kennedy-King Junior College for one semester in the fall of 1974. While

working the night shift at the U.S. Post Office from 10:30 p.m. until 2:30 a.m., he took classes in Physics and Calculus during the day, receiving an ‘A’ in Physics and a ‘B’ in Calculus.

In January 1975, he boarded his first airplane as he flew from Chicago, Illinois to Boston, Massachusetts, where he entered into the Northeastern University College of Engineering. In June 1979, Mychal Wynn became his family’s first college graduate, receiving his Bachelor of Science degree. This once unlikely college-bound student was a highly-recruited college graduate and has worked for such multinational companies as IBM and the Transamerica Corporation. In 1985, he and his wife, Nina, founded Rising Sun Publishing, where his wife serves as the Publisher and Chief Executive Officer and he serves as the principal trainer and Chief Financial Officer.

Mr. Wynn, his wife, Nina, and their two sons, Mychal-David (currently attending Amherst College), and Jalani (currently attending middle school), reside in Georgia.

Introduction

This book provides a quick guide to the information contained in the book, *A Middle School Plan for Students with College-Bound Dreams* [Wynn, 2005]. Please refer to the *book* and *workbook* for the complete set of activities, worksheets, and college-planning resources. The *book* and *workbook*, *A High School Plan for Students with College-Bound Dreams*, provides further activities, planning sheets, and resources for assisting students with the high school portion of their seven-year middle-through-high school plan. Equipped with the proper plan, college is within the reach of any student.

Despite the constant influence of peer pressures to conform—to dress like, behave like, and follow the crowd—the uniqueness of our personalities should be as valued as the uniqueness of our signatures. Our personality represents our signature upon this life. Our personality type is unapologetically, unashamedly, and inexplicably who we are. Whether shaped divinely or through the experiences of our childhood, we must recognize who we are and accept or discard it as we continue on our journey toward becoming who we want to be.

— Mychal Wynn

Chapter 1

Understand Who You Are

This chapter will assist you, your parents, your counselor, and perhaps your teacher or mentor to better understand you. The information gathered in this chapter will assist you in developing your *Pre-college Profile*® Part I at the end of the chapter. You will complete the *Pre-college Profile*® Part II at the end of *Chapter 5: Middle—High School Transition*. Whether you are in elementary school, middle school, high school, or already in college, the *Pre-college Profiles*® will assist you in your academic planning, personal development, and career aspirations. While race and gender are the two most obvious things we know about people, there are many more things that we can understand about ourselves and others.

1: know who you are

Taking the time to explore and appreciate the divinely unique person you are will help you to have a positive middle school experience. Understanding who you are can be a pretty complex and scary undertaking. For some people, after a lifetime, they still know very little about who they are, what makes them happy, and what is really important to them in life. For many students, the transition from elementary school to middle school and from middle school to high school can be difficult, disheartening, distressing, and/or disappointing. One of the major reasons for all of this confusion is that few young people, or older people for that matter, ever come to terms with who they are and how they are different from everyone else.

One of the first steps in understanding and appreciating your divine uniqueness is identifying your personality type. Understanding the uniqueness of your personality can help you better value and appreciate yourself and become more understanding and accepting of others. One of the most important factors to succeeding in school, and experiencing happiness throughout your lifetime, will be the quality of your relationships—the relationships between you and family members, between you and teachers, between you and other students, and, between you and your friends.

Have you ever wondered why you like some people or easily get along with some people while you are always having conflicts with others? Why do you appear to easily understand them while being constantly confused by others? Understanding the uniqueness of your personality can help you to better value and appreciate your divine uniqueness and become more understanding and accepting of others.

Entering a new school year or school setting can be uncomfortable or even nerve-racking. Avoid believing that you have to blend in and be like everyone else. Understanding yourself, together with knowledge of careers which provide the best “fit” for your personality, will influence your future goals and career path. Recognizing and understanding different personality types can help you to get along with classmates today and co-workers in the future. Understanding your own personality can assist you in discovering and pursuing careers for which you are best suited.

Are you an INTP like me or an ESFJ like my wife? Perhaps you are an INFP like our older son or an ESTP like our younger son. After you identify your personality traits, identify the personality traits for your parents, siblings, and friends. Want to know why you continually have conflicts with certain teachers? Do a personality type profile for each of your teachers and compare it with your own. The relationships between yourself and others can be better understood, and possibly strengthened, through

an understanding and appreciation of personality types.

As you go through each of the Personality Type Tables, you may discover that you frequently fall somewhere in the middle. For example, you appear to be an *Extraverted* personality at times and an *Introverted* personality at other times, or you appear to be a *Feeling* personality in some situations and a *Thinking* personality in other situations. As you complete each of the Personality Type Tables, think in terms of your most common traits; few people fall totally on one side of the table or another. Most people, however, can readily identify their dominant traits. It may also be helpful to have a parent or friend complete the tables about you. Compare your results with those of your parents or friends and attempt to discover the “real” you, which may or may not be the person whom you think that you are. Also, keep in mind that we often demonstrate traits at school or in public that may be very different from the personality traits we demonstrate at home or with friends.

Review the Personality Type Tables on the following pages and circle each statement that best describes you when you are in public situations—those situations when you are around classmates, teammates, or at school. People oftentimes behave differently around close family and friends as opposed to when they are around other students, peers, or strangers. Since you are going to be spending a lot of time in school you should focus on the personality traits that describe how you feel about and behave in school.

[Note: The term Extravert on the pages that follow is commonly referred to as Extrovert in contemporary literature on temperament. The term used here is Extravert as was originally used in the Myers-Briggs Type Indicator.]



Personality Types Table I

(E) Extrovert (75% of population): **(I) Introvert** (25% of population):

- | | |
|---|---|
| <p>1. I like variety, action, and working with others.</p> <p>2. I easily meet, get to know, talk to and socialize with others.</p> <p>3. I enjoy talking while working.</p> <p>4. I easily communicate my thoughts and ideas in lively, even loud discussions, where people frequently interrupt others.</p> <p>5. I frequently talk about things (often unrelated) as soon as they enter my mind even if I occasionally interrupt others.</p> <p>6. Words that might describe me are:
<i>Sociable, Interacting with others, Ongoing, Talkative, Lots of friends and relationships, Friendly</i></p> | <p>1. I like quiet, uninterrupted time for focusing and concentrating.</p> <p>2. I do not easily meet new people and sometimes have trouble remembering names and faces.</p> <p>3. I prefer to think about my ideas and talk after completing my work.</p> <p>4. I sometimes avoid sharing my thoughts, ideas, and opinions in large group settings unless it is agreed that everyone has an opportunity to speak.</p> <p>5. If people interrupt me when I am sharing my thoughts, ideas, and opinions, I tend to stop talking and keep my thoughts to myself.</p> <p>6. Words that might describe me are:
<i>Protective of my feelings, Territorial, Inwardly Focused, Internal, Serious, Intense, Small circle of friends</i></p> |
|---|---|

Personality Types Table II

(S) Sensitive (75% of population): **(N) Intuitive** (25% of population):

- | | |
|--|---|
| <p>1. I prefer regular assignments and consistency.</p> <p>2. I prefer working through things step-by-step.</p> <p>3. I prefer to know exactly what needs to be done before starting a project.</p> <p>4. I am patient with routine details but I can be impatient when details become complicated.</p> <p>5. I prefer an established way of doing things and I get frustrated by changes.</p> <p>6. I feel good about what I already know and would prefer not to waste time experimenting with learning new ways of doing things.</p> <p>7. Words that might describe me are:
<i>Experienced, Realistic, Hard worker, Down-to-earth, Focus on the facts, Practical, Sensible</i></p> | <p>1. I like solving new problems.</p> <p>2. I prefer working on a variety of things.</p> <p>3. I do not like wasting time talking; just tell me what to do so that I can get started.</p> <p>4. I do not like working on repetitive work and find myself driven by inspiration.</p> <p>5. I am constantly thinking about how to redesign, improve, or change things.</p> <p>6. I like solving new problems and continually expanding my knowledge.</p> <p>7. Words that might describe me are:
<i>Multi-tasking, Future, Focused, Speculate about the possibilities, Inspiration, Ingenious, Imaginative</i></p> |
|--|---|

Personality Types Table III

(T) Thinking (50% of population):

1. I do not usually show my feelings. I prefer dealing with facts rather than feelings.
2. I prefer to know what you think rather than how you feel.
3. I unintentionally hurt other people's feelings.
4. I like analysis, order, figuring things out and being in charge.
5. I prefer sharing my thoughts and ideas by focusing on the issues instead of on people and feelings.
6. I tend to be analytical, focusing on thoughts and ideas instead of people.
7. Words that might describe me are:
Objective, Principles, Policy, Laws, Firm, Impersonal, Justice, Focus on the problem, Standards, Analysis

(F) Feeling (50% of population):

1. I am concerned about other people's feelings and may overlook facts to avoid hurting someone's feelings.
2. I prefer to know how people feel rather than what they think.
3. I prefer harmony and avoid discussing controversial issues to avoid conflict.
4. I do not handle personal conflicts well and may be upset long after an argument.
5. I sometimes view constructive criticism as a personal attack.
6. I am sympathetic to other people's feelings.
7. Words that might describe me are:
Subjective, Caring, Humane, Understanding, Sympathetic, Harmonious, Appreciative

Personality Types Table IV

(J) Judging (50% of population):

1. I work best when I can plan my work and follow my plan.
2. I like to reach closure. I want to complete projects, resolve issues, and move on.
3. I do not take long to make up my mind.
4. I am usually satisfied with my judgment or decision.
5. After completing a project I am ready to move on to another.
6. I do not like interruptions. Interruptions can cause me to lose my train of thought or forget some of the details.
7. Words that might describe me are:
Settled, Decided, Fixed, Plan ahead, Closure, Decision-maker, Planner, Completed, Decisive, Wrap it up, Urgent, Deadline!, Get the show on the road

(P) Perceiving (50% of population):

1. I sometimes do not plan well.
2. I sometimes work on projects without a clear plan and find myself frequently changing my mind.
3. I sometimes leave things incomplete while I reconsider my choices.
4. I sometimes find myself having trouble making decisions; as a result, I often reopen discussions or revisit issues.
5. I occasionally jump from project to project leaving all open and incomplete.
6. I do not mind interruptions.
7. Words that might describe me are:
Pending, Gather more data, Flexible, Don't be in a hurry, Reconsider your decision, Tentative, Something will turn up, Let's wait and see, Are you sure?