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Worksheets **for the** **Tricks of the Grade** **Action Program**

Street-smart Strategies for Acing College

**Print these worksheets and use them as you
complete the program on your computer.**

<http://www.tricksofthegrade.com>

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Part I: Base Building Basics: Motivation Exercise:

Right now, I want you to take as much time as you need to write down your “WHY” statement in the space provided on this page. Your statement may be long or short, but it must be specific, compelling and something that you can control.

Here are some questions to help you organize your thoughts. Answer the questions, and then put them into paragraph form.

1. List the three top reasons why a college degree is important to you

- 1.) _____
- 2.) _____
- 3.) _____

2. What will it cost you if you don't get your degree?

3. What profession do you plan to enter when you get your degree and what kind of work would you do (be specific)?

4. Explain why you CAN'T quit college (even if you wanted to).

My WHY Statement:

In the space provided below, write out (legibly in pencil) your “WHY” statement. Then rewrite and revise it as many times as necessary until you’re completely satisfied. Next, put your “WHY” statement to the test by answering the three questions listed under the “Quick Tricks Action Steps” on the previous page:

If you would like for us to review your “WHY” statement and give you some feedback, please visit our web site and submit your statement to us at:

www.RWuniversity.com

Quick Trick Action Steps: Determine Your Destination

1. Write down five goals you want to achieve **BEFORE** you graduate from college:

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____
2. Examine each goal and make sure that each is attainable, specific, measurable, and has a deadline.
3. Answer the following questions in the exercise on the following page as they pertain to **each** of your goals.
4. Read your goals at least once a semester.

Goals Exercise:

My College Goals			
(✓)	Goals	Deadline Date? (mm/dd/yy)	Is it Measurable? (y/n)
	1.)		
	2.)		
	3.)		
	4.)		
	5.)		

On the next page, answer each question as it relates to **each goal** you listed on this page.

Goals Exercise (con't.)

1. What will I gain if I achieve each of these goals?

Goal 1.) _____

Goal 2.) _____

Goal 3.) _____

Goal 4.) _____

Goal 5.) _____

2. What will it cost me if I don't achieve these goals?

Goal 1.) _____

Goal 2.) _____

Goal 3.) _____

Goal 4.) _____

Goal 5.) _____

3. Who could help me achieve these goals?

Goal 1.) _____

Goal 2.) _____

Goal 3.) _____

Goal 4.) _____

Goal 5.) _____

Goals Exercise (con't.)

4. What could prevent me from achieving these goals?

Goal 1.) _____

Goal 2.) _____

Goal 3.) _____

Goal 4.) _____

Goal 5.) _____

5. Who can I get to hold me accountable for my goals (and tell them)?

Goal 1.) _____

Goal 2.) _____

Goal 3.) _____

Goal 4.) _____

Goal 5.) _____

Personal Notes:

Break the Curve: Confidence Exercise

1. Write down three reasons why you DESERVE to get the highest grade in every class:

- 1.) _____
- 2.) _____
- 3.) _____

2. Write down three reasons why you WILL get the highest grade in every class:

- 1.) _____
- 2.) _____
- 3.) _____

3. Write down three things you can do to guarantee you will get the highest grade in every class:

- 1.) _____
- 2.) _____
- 3.) _____

Affirmations:

Write down the following three affirmations and post them somewhere you can read them everyday:

1. “I can do ALL things through God who strengthens me.”
2. “I am blessed and highly favored.”
3. “I will get what I expect. Therefore, I expect the best.”

Teacher Taming Techniques: Let your fingers do the walking

Professor Survey Sheet			
<i>Professor Name</i>	<i>Good</i>	<i>Bad</i>	<i>Indifferent</i>

Tally your totals and select your teachers accordingly. Make sure you find out **why** the “bad” professors are considered bad, and make notes in the column next to their names.

The Secret Recipe: Professor Inventory Exercise

Make copies of this page for each professor you take. And try to find answers to as many of these items as you can (write on back of this page if more space is needed):

Professor's Name: _____

E-mail Address: _____

Professor's Likes: _____

Professor's Dislikes: _____

Resources Recommended: _____

Professor's Habits: _____

Advice Given: _____

Dates you've visited office: _____

Family Members' Names: _____

Professor's Heroes: _____

The School of Business: Professional Image Exercise:

During midterm, make copies of this page for each of your current professors. Then ask yourself the following five questions about each professor (it is important that you be completely honest with yourself). Evaluate your answers and make the necessary changes to solidify your reputation and get answers to questions 1 and 4 to match up with the answers to #2:

1. What three adjectives would you use to describe yourself as a student?

1.) _____

2.) _____

3.) _____

2. What three words would you like others to use in describing you as a student?

1.) _____

2.) _____

3.) _____

3. What three words would you NOT like others to use in describing you as a student?

1.) _____

2.) _____

3.) _____

4. What three words would THIS professor use to describe you as a student?

1.) _____

2.) _____

3.) _____

5. How would you describe your progress towards achieving #2?

The Good Book: Interview Exercise

When you meet with your professor ask the following questions:

1. **May I see your syllabus for course XYZ?**
2. **If you were me, how would you best prepare for this class?**

3. **What outside resources would you suggest I read before the course begins?**

4. **What are the biggest mistakes that most students make when they take your course?**

5. **How much study time do you think is required for your course?**

6. **What's the best advice you could give someone who's taking your course?**

Group Therapy: Group Inventory Exercise:

Create your own support group by answering the following questions listed below.
You might want to make a copy of this page for each of your classes.

Who appear to be the top three students in your class (not counting yourself)?

- 1.) _____
- 2.) _____
- 3.) _____

What are their Email addresses or telephone numbers (let them know you're trying to form a study group)?

- 1.) _____
- 2.) _____
- 3.) _____

When is the best time for each to get together for a study session?

- 1.) _____
- 2.) _____
- 3.) _____

What goals do you want to achieve when your study group meets?

What do you want to avoid happening when your study group meets?
