



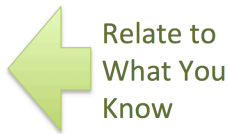
Helping Students Understand Aptitudes

Conversation Starters

As you converse with your students about their aptitudes, these high-level discussion types will help your students connect with the information in their YouScience Profile results.



Talk about the experience of doing this exercise, and how it relates to the aptitude results. This is a great way to gather students' attention by discussing the experience of doing the exercise. Student responses like "Oh man, that one was so hard!" or "I couldn't wait until I was done with that one!" are fine, and fun! Create a bonding experience amongst students and connect them with the experience of YouScience.



Ask the students to reflect about themselves or a current or past situation where they may have enacted their aptitude level. Connect the aptitude with what they already know about themselves to ground their understanding and to make it real and personal for them.



Share how knowing their aptitude level can help them with issues they face today, such as school work or their social life. Talking through how knowing their aptitudes can help them today increases how helpful they will view them when considering their future.



Have students consider how their aptitude levels affects how they interact with friends or family. Have them consider what aptitude levels those who are close to them are. You could have students briefly discuss a question you pose about an aptitude level with their neighbor during the walk-through. Encourage students to discuss the YouScience experience with their friends and family.



Discuss the importance of aptitude fit with a future work environment by considering examples of what might be good fits and contrasting them with bad fits. Make it real for them by stressing the emotional aspects of poor fit. "Would you want to feel stressed out and like you're climbing uphill everyday by working in an environment that requires a different aptitude level that you have? No way!"

Personal Approach

Time Frame Orientation

Have you thought about your plan over the four-year timeframe of High School?

Future-focused students will get restless and bored with the “details” of scheduling classes semester by semester as they are solely focused on finishing high school and moving on to bigger and better things.

Present Focusers need to be reminded to make sure they are doing what they need to be on track for their future goals.

Do you have a lot of group projects? What type of role do you take when you have a group projects? Are group projects frustrating for you? Why?

Future focused individuals can struggle in-group settings when some of the members of the group steer away from the long-term goal and lose focus. Present focusers tend to enjoy group activities and acting in a project management type role where there are short-term deliverables and assignments.

Do you celebrate your success?

When a class is over, when you get to the next grade/level? Future focused need help celebrating their short term goals and connecting that accomplishment with the steps towards their future.

Do you get frustrated with core courses? Courses not specific to your 'goal'?

Future focusers can become restless when taking electives that do not have an “obvious” connection to their major/future goal. They look at the classes as distraction and irrelevant. They can lose focus during this time.

Core Drivers

Visual Comparison Speed

Do you check your work before handing it in?

For Double Checkers:

- Do you edit yourself?
- Are you conscientious?
- I bet you're really good at hand-on activities / learning hands-on.
- I bet paperwork is pretty boring for you.
- I bet you're great at staying organized.

For Visual Scanners:

- Does a mistake in a detail get your sidetracked/derailed for the overall objective?
- Be sure to read the instructions thoroughly before you take an exam, don't rush
- May want to record your lectures also, because if you get behind in taking notes you will lose track
- I bet you are a great proofreader. Do your friends ever ask you to edit their papers?
- Have you ever done or thought about doing web coding or programming?
- I bet you're really good at finding misplaced items.

Spatial Visualization

For Abstract Thinkers:

- I bet you are great at dealing with abstract concepts.
- Are you usually able to express your feelings easily?
- I bet you have an eye for details.

For 3D Visualizers:

- Do you imagine seeing the world in 3D, angles, depth of field?
- Did you enjoy playing with Legos or K'nex when you were younger?
- Do you find yourself drawing to help organizing your notes?
- Have you ever tried sculpting or building models?
- Is architecture a field that you have ever considered?