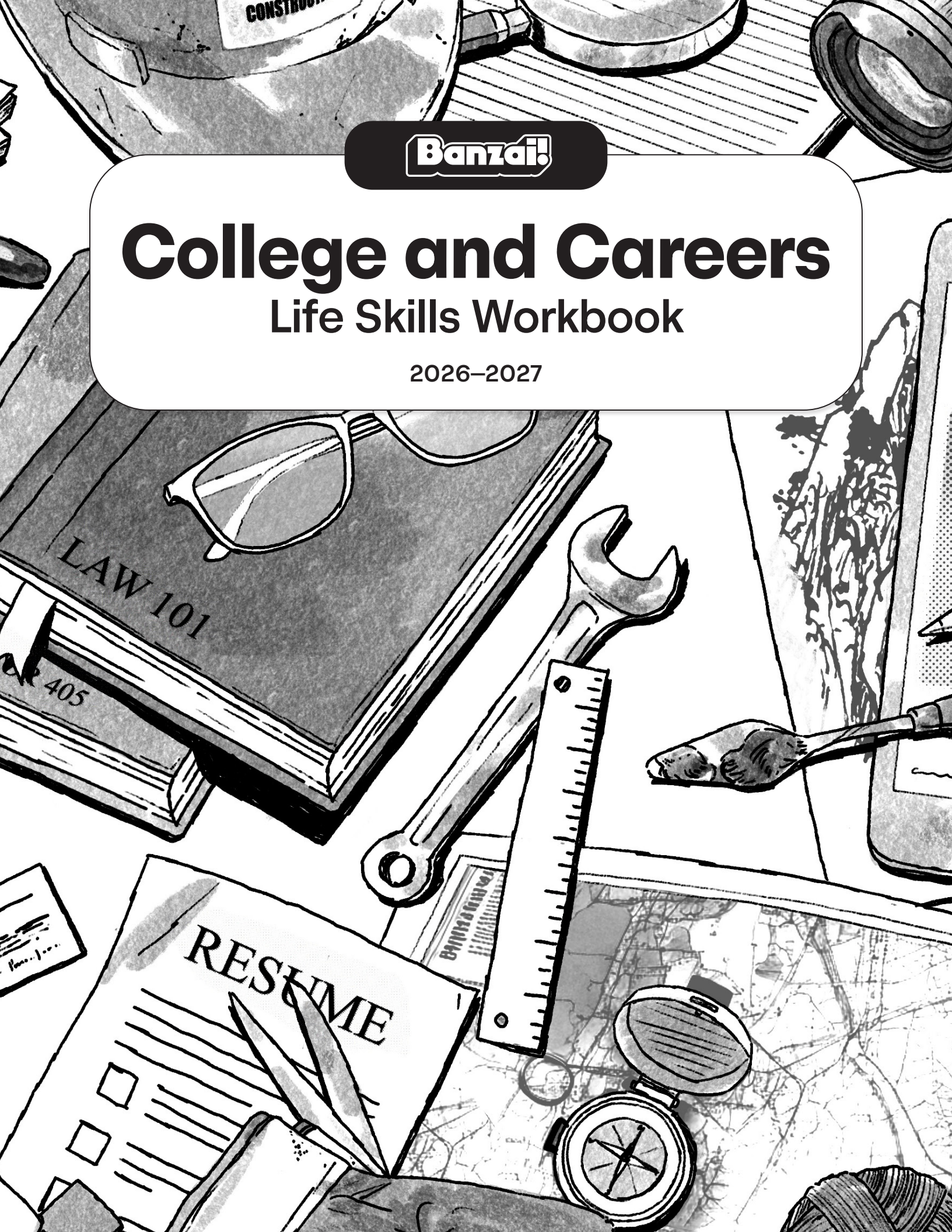




Banzai!

College and Careers

Life Skills Workbook

2026–2027

What's Next for Me?

Before you make college or career decisions, it's important to reflect on your goals, values, and interests. By doing so, you're setting yourself up for the future you want.

What are your strengths and interests?

List 3 things you're good at or enjoy.

1. Academic Skill: **ANSWERS VARY; EXAMPLES: ESSAY WRITING, PROBLEM SOLVING, TEST TAKING, READING, CRITICAL THINKING**
Ex: Essay writing, problem solving, test taking, etc.

2. Interpersonal Skill: **ANSWERS VARY; EXAMPLES: TEAMWORK, PUBLIC SPEAKING, COLLABORATION, EMPATHY, LEADERSHIP**
Ex: Teamwork, public speaking, collaboration, etc.

3. Personal Interest: **ANSWERS VARY; EXAMPLES: GAMING, DIGITAL MEDIA, PERFORMING ARTS, CODING, FASHION, SPORTS**
Ex: Digital media, theater & performance, tech and/or gaming, etc.

What do you want your future to look like?

4. Describe the kind of life you want in 10 years. Think about where you want to live, how you want to spend your time, and what success looks like to you.

ANSWERS VARY AND MAY INCLUDE BROAD VISIONS WITH LOCATION, CAREER/LIFESTYLE GOALS, AND WHAT SUCCESS LOOKS LIKE TO THEM.

Next Year...

5. What do you want to do right after high school? (It's possible that more than one of these will apply, but choose a path that feels like your highest priority or what you want to do first.)

- | | |
|--|--|
| ☐ Go to college | ☐ Take a gap year or travel |
| ☐ Go to a trade or technical school | ☐ Start a business |
| ☐ Start working full time | ☐ Add your own: _____ |
| ☐ Join the military | |

ALL OPTIONS ARE VALID. EMPHASIZE SELF-AWARENESS OVER HAVING A "RIGHT" ANSWER.

6. What interests you most about this path?

ANSWERS VARY; LOOK FOR ALIGNMENT WITH PASSIONS, GOALS, OR CURIOSITY.

7. How does this path fit with your strengths or interests?

ANSWERS VARY.

Imagine you've started down this path. Write a short description of what your life looks like in the first year by answering the following questions:

8. Where will you live?

ANSWERS VARY. STUDENTS SHOULD REFLECT REALISTICALLY ON LIVING SITUATIONS BASED ON THEIR CHOSEN PATH SUCH AS LIVING AT HOME, IN A DORM, WITH ROOMMATES, OR ON BASE.

9. What does a typical day look like?

ANSWERS VARY. STUDENTS SHOULD DESCRIBE A REALISTIC WEEKDAY ROUTINE, INCLUDING CLASSES, WORK, TRAINING, OR OTHER RESPONSIBILITIES.

10. What is exciting and interesting?

ANSWERS VARY. ENCOURAGE STUDENTS TO NAME SOMETHING THAT MOTIVATES OR INSPIRES THEM LIKE NEW FREEDOM, GOALS, HOBBIES, OR BEING MORE INDEPENDENT.

11. What hardships or challenges are there?

ANSWERS VARY. STUDENTS SHOULD CONSIDER THE REALISTIC STRUGGLES THEY MIGHT FACE LIKE TIME MANAGEMENT, HOMESICKNESS, FINANCIAL STRESS, OR WORKLOAD.

12. If your plan changes, what's another path you'll consider? Why?

ANSWERS VARY. SHOULD INCLUDE A DIFFERENT BUT STILL PURPOSEFUL DIRECTION, WITH REASONING.

Next Steps

No matter which path you choose, every future needs a few first steps. List 3 things you could do this year to move toward your goal:

13. **ANSWERS VARY; EXAMPLES: RESEARCH PROGRAMS, APPLY FOR SCHOLARSHIPS, JOB SHADOW, TALK TO A MENTOR, PRACTICE A SKILL, OR LOOK FOR PLACES TO LIVE.**

14.

15.

Practicing Soft Skills

What Are Soft Skills?

Study the terms below. Consider how they relate to one another and how they differ.

Communication	Problem-Solving	Self-Management	Leadership	Professional
Listening	Analysis	Time Management	Teamwork	Punctuality
Speaking	Creativity	Accountability	Collaboration	Phone Etiquette
Empathy	Decision Making	Goal Setting	Flexibility	Confidentiality
Mediation	Adaptability	Stress Management	Reliability	Following Directions
Responsiveness	Planning	Organization	Initiative	Conflict Management

1. After reading the list of skills, how do you define soft skills? How do they differ from hard skills (specific abilities that a person learns through training)?

EXAMPLE ANSWER: SOFT SKILLS ARE TRAITS AND ATTRIBUTES THAT SHAPE HOW YOU INTERACT WITH OTHERS. HARD SKILLS ARE LEARNED THROUGH TRAINING AND FOCUS ON SPECIFIC TASKS.

Choose three soft skills from the list that you feel like you excel at and answer the following questions:

First Proficient Skill: **ANSWERS VARY. STUDENTS SHOULD IDENTIFY ANOTHER SOFT SKILL THEY REGULARLY USE IN EVERYDAY SITUATIONS. EXAMPLE: TEAMWORK.**

2. Where do you use this skill (school, job, home, etc.)? **EXAMPLE ANSWER: AT SCHOOL AND DURING SOCCER PRACTICE.**

3. What's one thing you do that demonstrates this skill? **EXAMPLE ANSWER: I HELP MY CLASSMATES STAY ORGANIZED DURING GROUP PROJECTS AND COMMUNICATE WITH MY TEAMMATES DURING GAMES.**

Second Proficient Skill: **ANSWERS VARY. STUDENTS SHOULD IDENTIFY ANOTHER SOFT SKILL THEY REGULARLY USE IN EVERYDAY SITUATIONS. EXAMPLE: TIME MANAGEMENT**

4. Where do you use this skill (school, job, home, etc.)? **EXAMPLE ANSWER: AT SCHOOL AND WHEN BALANCING HOMEWORK AND MY PART-TIME JOB.**

5. What's one thing you do that demonstrates this skill? **EXAMPLE ANSWER: I USE A PLANNER TO TRACK ASSIGNMENTS AND PLAN AHEAD SO I DON'T FALL BEHIND.**

ANSWERS VARY. THE STUDENT SHOULD NAME A SOFT SKILL THAT HELPS THEM SUCCEED AND EXPLAIN HOW IT SHOWS UP IN ACTION. EXAMPLE: COMMUNICATION

- Third Proficient Skill:** _____
6. Where do you use this skill (school, job, home, etc.)? **EXAMPLE ANSWER: AT HOME AND DURING MY WEEKEND JOB AT A RETAIL STORE.**
7. What's one thing you do that demonstrates this skill? **EXAMPLE ANSWER: I EXPLAIN THINGS CLEARLY TO CUSTOMERS AND TALK THROUGH PROBLEMS CALMLY WITH MY SIBLINGS.**

Choose three skills from the list that you think you can improve and answer the following questions.

First Skill to Improve: **ANSWERS VARY. THE STUDENT SHOULD NAME A SOFT SKILL THEY FIND CHALLENGING. EXAMPLE: LEADERSHIP**

8. Why do you think you might struggle with this skill? **EXAMPLE: I TEND TO BE SHY WHEN SHARING MY IDEAS WITH MY PEERS WHICH MAKES IT DIFFICULT TO BE A TEAM LEADER.**
9. What's one thing you can do to improve this skill? **EXAMPLE: BE MORE OPEN TO TAKING THE LEAD IN DISCUSSIONS AT WORK AND AT HOME.**

Second Skill to Improve: **ANSWERS VARY. THE STUDENT SHOULD NAME ANOTHER SOFT SKILL THAT THEY WANT TO IMPROVE ON. EXAMPLE: TIME MANAGEMENT**

10. Why do you think you might struggle with this skill? **EXAMPLE: I SOMETIMES WAIT UNTIL THE LAST MINUTE TO START ASSIGNMENTS WHICH MAKES IT HARD TO STAY ORGANIZED.**
11. What's one thing you can do to improve this skill? **EXAMPLE: USE A PLANNER AND SET REMINDERS TO START PROJECTS EARLIER AND AVOID FALLING BEHIND.**

Third Skill to Improve: **ANSWERS VARY. THE STUDENT SHOULD NAME A SOFT SKILL THEY FIND CHALLENGING. EXAMPLE: ADAPTABILITY**

12. Why do you think you might struggle with this skill? **EXAMPLE: I GET FRUSTRATED WHEN PLANS CHANGE SUDDENLY WHICH MAKES IT HARD FOR ME TO ADJUST QUICKLY.**
13. What's one thing you can do to improve this skill? **EXAMPLE: PRACTICE STAYING CALM WHEN THINGS DON'T GO AS PLANNED AND LOOK FOR NEW WAYS TO SOLVE THE PROBLEM.**

Final Reflection

14. Think about someone you admire—what soft skills do they show, and how do they demonstrate them?

ANSWERS VARY; THEY SHOULD INCLUDE AT LEAST ONE SPECIFIC SKILL AND AN EXAMPLE OF HOW THAT PERSON USES IT.

Time Management

Managing your time well now can set you up for success after high school when your schedule becomes more complex and you're responsible for keeping yourself on track.

Where Does Your Time Go?

Estimate how many hours you spend on each of the following during a typical weekday.

Activity	Hours Spent
Getting ready	<u>1</u>
In school (class time)	<u>7</u>
Homework and studying	<u>2</u>
Social media and gaming	<u>2</u>
Sports, clubs, or extracurriculars	<u>1.5</u>
Hanging out with friends/family	<u>1</u>
Sleeping	<u>8</u>
Chilling/doing "nothing"	<u>1</u>
Other:	<u>.5</u>

1. Which category takes up more time than you expected?

ANSWERS VARY. STUDENTS SHOULD REFLECT HONESTLY ON WHAT SURPRISED THEM ONCE THEY TRACKED THEIR TIME. EXAMPLE: SOCIAL MEDIA AND GAMING—I DIDN'T REALIZE HOW FAST THE TIME ADDS UP.

2. Is there anything you wish you had more time for?

ANSWERS VARY. STUDENTS SHOULD NAME SOMETHING MEANINGFUL THEY'D LIKE TO PRIORITIZE MORE. EXAMPLE: I WISH I HAD MORE TIME TO READ OR RELAX BEFORE BED.

3. What's one small change you could make to better balance your day?

ANSWERS VARY. ENCOURAGE REALISTIC AND ACHIEVABLE ADJUSTMENTS. EXAMPLE: I COULD PUT MY PHONE AWAY DURING HOMEWORK SO I FINISH FASTER AND HAVE MORE FREE TIME.

Time Values vs. Time Wasters

Time Values: Activities that support your goals, health, relationships, or future. They help you recharge, stay organized, and learn or build a skill.

Time Wasters: Activities that take up time but don't really help you feel productive, rested, or fulfilled. They often happen without intention, interrupt focus, delay responsibilities, or leave you feeling drained.

Label the following activities as **Time Values (TV)** or **Time Wasters (TW)**—keep in mind that some activities could go either way (TV or TW). **ANSWERS CAN VARY. SUGGESTED ANSWERS:**

- | | |
|---|---|
| 4. Binge-watching a show <u> TW </u> | 8. Scrolling on social media <u> TW </u> |
| 5. Finishing a homework assignment <u> TV </u> | 9. Taking a walk <u> TV </u> |
| 6. Arguing in a group chat <u> TW </u> | 10. Reading a book <u> TV </u> |
| 7. Practicing a skill or sport <u> TV </u> | 11. Talking with a friend <u> TV </u> |

Now answer the following questions:

12. Were there any activities you weren't sure how to categorize? Why? _____

ACCEPT ANY THOUGHTFUL REASONING—SOME ACTIVITIES MAY DEPEND ON CONTEXT.

13. Which Time Values do you want to make more time for this week?

- **ANSWERS VARY. STUDENTS SHOULD CHOOSE ACTIVITIES THAT ALIGN WITH THEIR GOALS,**
- **HEALTH, RELATIONSHIPS, OR SELF-IMPROVEMENT. EXAMPLES: PRACTICING GUITAR,**
- **SPENDING TIME WITH FAMILY, READING A BOOK, GETTING MORE SLEEP, WORKING ON A**
PERSONAL PROJECT, EXERCISING OR GOING FOR A WALK

14. What's one Time Waster you want to reduce—and how will you do it?

ANSWERS VARY. STUDENTS SHOULD IDENTIFY A SPECIFIC TIME WASTER AND DESCRIBE A REALISTIC STRATEGY FOR LIMITING IT. EXAMPLE: I WANT TO REDUCE THE TIME I SPEND SCROLLING ON MY PHONE AFTER SCHOOL. I'LL SET A 30-MINUTE APP LIMIT AND LEAVE MY PHONE IN ANOTHER ROOM WHILE DOING HOMEWORK.

College Prep

Whether or not you plan to go to college, knowing how it works helps you make informed decisions. It also helps you compare college to other paths, like trade school or apprenticeships, where many of the same skills (time management, budgeting, and using campus-like resources) still apply.

Know the Lingo

1. Match the term to its definition.

Syllabus	Units that measure how much time a student has spent in a class; needed to graduate.
Office Hours	The primary subject or field a student chooses to specialize in.
Meal Plan	A secondary area of study, requiring fewer classes than a major.
Registrar	A course that must be completed before you can take a more advanced class.
Credits	The office responsible for billing and collecting tuition and fees.
Major	The office that manages course registration, transcripts, and student records.
Minor	A prepaid system to eat at campus cafeterias or dining halls.
Financial Aid	Free Application for Federal Student Aid—a form to apply for financial support from the government.
Prerequisite	Specific times professors are available to meet with students.
Bursar	Money given or loaned to students to help pay for school—includes grants, loans, and scholarships.
FAFSA	A document outlining the schedule, assignments, rules, and expectations for a course.

2. Which helps you eat on campus—credits or meal plan?

MEAL PLAN

3. Which office collects your tuition payments—registrar or bursar?

BURSAR

Research: Quick Check

Choose a school you might be interested in attending—or even one nearby. Go to their website and find answers to the following questions.

4. Name of the School: **ANSWERS VARY. STUDENTS SHOULD CHOOSE A REAL COLLEGE, UNIVERSITY, TRADE SCHOOL, OR OTHER POSTSECONDARY OPTION THAT INTERESTS THEM.**

5. Where is it located? **ANSWERS VARY. THE LOCATION SHOULD INCLUDE THE CITY AND STATE. ENCOURAGE ACCURATE SPELLING AND USE OF THE SCHOOL'S OFFICIAL WEBSITE**

6. What does it cost each year? (Hint: look for “Tuition & Fees” or “Cost of Attendance,” often found under “Admissions” or “Financial Aid.”):

ANSWERS VARY. STUDENTS SHOULD FIND THE FULL “COST OF ATTENDANCE,” NOT JUST TUITION. IT OFTEN INCLUDES HOUSING, FOOD, FEES, AND BOOKS. EXAMPLE: ABOUT \$18,000 PER YEAR FOR IN-STATE STUDENTS (INCLUDING HOUSING AND FEES)

7. What’s one student resource it offers (e.g., tutoring, mental health, career help)? (Hint: look for “Student Services,” “Campus Life,” or “Support Services.”):

ANSWERS VARY. ENCOURAGE STUDENTS TO EXPLORE THE “STUDENT SERVICES” OR “SUPPORT” PAGES AND NAME A REAL RESOURCE. EXAMPLE: FREE COUNSELING SERVICES THROUGH THE WELLNESS CENTER

8. What’s one thing you’d want to do outside of class? (Hint: Look for “Student Life,” “Clubs & Organizations,” or “Campus Activities.”)

ANSWERS VARY. STUDENTS SHOULD NAME SOMETHING THEY’D FIND FUN, INTERESTING, OR HELPFUL—BASED ON REAL CAMPUS OFFERINGS. EXAMPLE: PLAY IN AN INTRAMURAL SOCCER LEAGUE

Reflection

9. What surprised you most about this school—and what would you want to know more about before deciding to go there?

ANSWERS VARY. LOOK FOR OBSERVATIONS AND QUESTIONS THAT SHOW REAL INTEREST OR CRITICAL THINKING.

Real Talk: College Life

10. Mark the top 3 things you think would be hardest:

- | | |
|---|---|
| ☐ Time management | ☐ Studying effectively |
| ☐ Budgeting money | ☐ Finding support |
| ☐ Living with others | ☐ Being homesick |

Write about one of your choices

11. Why do you think this would be a challenge, and what could help?:

STUDENTS IDENTIFY PERSONAL CHALLENGES AND EXPLAIN WHY THEY EXPECT THEM—NO RIGHT OR WRONG ANSWERS.

Resume Builder

This activity will help you prepare all the relevant information to create a resume. Fill out each section.

Contact Information:

Full Name: _____	COMPLETE AND APPROPRIATE CONTACT INFO
Phone Number: _____	
Email Address: _____	
City: _____	State: _____

Summary Statement:

<i>Write 2–3 sentences about yourself that highlight your strengths and goals.</i>
A SUMMARY THAT REFLECTS STRENGTHS AND GOALS

Work/Volunteer Experience:

Job Title/Role: _____	CLEAR JOB/VOLUNTEER ENTRIES WITH RESPONSIBILITIES
Organization: _____	
Dates (Month/Year - Month/Year): _____	
Key Responsibilities/Achievements: _____	

Job Title/Role: _____	
Organization: _____	
Dates (Month/Year - Month/Year): _____	
Key Responsibilities/Achievements: _____	

Education:

	RELEVANT COURSEWORK AND CERTIFICATIONS
School Name:	_____
Graduation Year:	_____
GPA (if 3.0 or higher):	_____
Relevant Coursework: (This would include any classes you've taken or projects you've done that are particularly relevant to the job or school you're applying to.)	_____ _____

Skills and Certifications

<i>List any technical skills, language abilities, certifications, or tools you know how to use (e.g., CPR certified, Microsoft Office, bilingual).</i>	
	RELEVANT COURSEWORK AND CERTIFICATIONS
• _____	• _____
• _____	• _____
• _____	• _____

References:

<i>List 2-3 people who can speak positively about your work or character. Ideally these would be coworkers, bosses, or those in leadership positions above you, not family members.</i>	
	THOUGHTFUL SELECTION OF REFERENCES
Name:	_____
Relationship:	_____
Phone/Email:	_____
Name:	_____
Relationship:	_____
Phone/Email:	_____

Reflection:

What do you want someone to notice first when they read your resume and why? (Example: talk to someone in that career, visit a workplace, take a class, watch a video.)

STUDENTS SHOULD NAME ONE KEY TAKEAWAY THEY WANT AN EMPLOYER TO NOTICE (E.G., EXPERIENCE, ATTITUDE, GOAL).

Networking: Who You Know Matters

Networking means building relationships that help you grow and find opportunities. It's not about fame or followers, it's about genuine connections where you support each other. And guess what? You're already doing it!

Who's in Your Circle?

Think about people in your life who support you now—and people you'd like to connect with in the future. Fill in the list below.

People I Know (Current Network)

List people who help you learn, grow, or succeed. These might be family, teachers, coaches, bosses, mentors, or friends.

Person or Role	How They Support Me or What I Learn from Them
EXAMPLES: PARENTS, TEACHERS, COACHES, MANAGERS, CLUB LEADERS	

People I'd Like to Know (Future Network)

Person or Role	Why I Want to Connect With Them
LOOK FOR ROLE MODELS, PROFESSIONALS, MENTORS—AND MEANINGFUL REASONS TO CONNECT	

Reflection

1. What's one way to connect with someone new (e.g., ask a question, go to an event, talk to a teacher)?

EXAMPLES: ASK A QUESTION, GO TO AN EVENT, EMAIL A PROFESSIONAL, TALK TO A TEACHER

2. How can a strong, established network support you after high school?

OPPORTUNITIES, ADVICE, SUPPORT, RECOMMENDATIONS

Interview Prep

Interviews are your chance to show who you are beyond a resume. They help employers or admissions officers learn how you think, communicate, and solve problems.

Practice Prompts

Read each question and answer it in 1–2 sentences.

1. Tell me about yourself. (It's your highlight reel! What's something you're proud of, learning, or excited about?)

ANSWERS VARY. STUDENTS SHOULD HIGHLIGHT SOMETHING THEY ENJOY, ARE LEARNING, OR ARE PROUD OF. EXAMPLE: "I'M A CREATIVE PERSON WHO LOVES PHOTOGRAPHY AND EDITING VIDEOS. I'M CURRENTLY BUILDING A PORTFOLIO FOR COLLEGE APPLICATIONS."

2. What's one strength you're proud of? (Pick a skill you use at school, work, or home, and give a quick example)

ANSWERS VARY. STUDENTS SHOULD CHOOSE A REAL SKILL AND BRIEFLY EXPLAIN IT WITH CONTEXT. EXAMPLE: "I'M REALLY ORGANIZED. I USE A PLANNER EVERY DAY TO TRACK SCHOOL ASSIGNMENTS AND MY WORK SCHEDULE."

3. Describe a time you worked on a team. (Think of a group project, sport, job, or club—what did you do to help?)

ANSWERS VARY. ENCOURAGE STUDENTS TO NAME A TEAM EXPERIENCE AND THEIR ROLE IN IT. EXAMPLE: "DURING A GROUP SCIENCE PROJECT, I MADE OUR PRESENTATION SLIDES AND HELPED DIVIDE UP THE WORK FAIRLY."

4. What's a weakness of yours or something you are still learning? (Avoid saying a weakness is secretly a strength, pick something you truly want to improve and share one way you're working on it.)

ANSWERS VARY. REMIND STUDENTS TO AVOID CLICHÉ ANSWERS AND BE HONEST ABOUT SOMETHING THEY'RE WORKING ON. EXAMPLE: "I GET NERVOUS SPEAKING IN FRONT OF GROUPS, SO I'VE STARTED VOLUNTEERING TO READ IN CLASS MORE OFTEN."

5. How do you handle stress or pressure? (Share a strategy that helps you stay calm or focused in tough situations.)

ANSWERS VARY. STUDENTS SHOULD NAME A REAL, HEALTHY STRATEGY. EXAMPLE: "WHEN I FEEL OVERWHELMED, I WRITE EVERYTHING DOWN AND CREATE A CHECKLIST. IT HELPS ME STAY FOCUSED."

Interview Game Plan

Fill in your personal prep plan:

6. What I'll wear: **EXAMPLE: "BLACK PANTS AND A BUTTON-UP SHIRT"**
7. One question I hope they ask: **EXAMPLE: "WHAT DO YOU ENJOY DOING OUTSIDE OF SCHOOL?"**
8. One question I'll ask them: **EXAMPLE: "WHAT'S A TYPICAL DAY LIKE IN THIS ROLE?"**
9. One way I'll stay calm if I'm nervous: **EXAMPLE: "I'LL TAKE A DEEP BREATH BEFORE ANSWERING AND REMIND MYSELF I'VE PRACTICED."**

Are You Ready to Move Out?

Life Skills Checklist

1. Check off the tasks you already feel confident doing on your own.

STUDENT SELF-ASSESSMENT—NOT GRADED.

- | | |
|---|--|
| ☐ Laundry | ☐ Cook a basic meal |
| ☐ Dishes | ☐ Organize a room |
| ☐ Take out the trash and recycling | ☐ Create a budget |
| ☐ Clean a stovetop or oven | ☐ Understand what bills to pay and when (rent, phone, internet, etc.) |
| ☐ Clean out a refrigerator | ☐ Use a bank account or debit card |
| ☐ Clean a bathroom | ☐ Understand taxes and deductions on a paycheck |
| ☐ Sweep, vacuum, and mop | |
| ☐ Replace air filters | |
| ☐ Grocery shop | |

2. What do you want to learn or practice before moving out?

ANSWERS VARY. STUDENTS SHOULD CHOOSE A TASK FROM THE LIST OR ANOTHER REAL-LIFE SKILL THEY FEEL UNSURE ABOUT. EXAMPLE: "I WANT TO LEARN HOW TO CREATE AND STICK TO A MONTHLY BUDGET SO I DON'T OVERSPEND ON RENT AND FOOD."

3. Who could help you build those skills (family, teacher, friend, online, etc.)?

ENCOURAGE STUDENTS TO THINK ABOUT TRUSTED PEOPLE OR RESOURCES THEY CAN ACTUALLY USE. EXAMPLE: "MY OLDER BROTHER IS REALLY GOOD WITH MONEY, AND HE SAID HE'D HELP ME LEARN. I MIGHT ALSO WATCH YOUTUBE VIDEOS ON BUDGETING."

Signing a Lease

A lease is a legal agreement between a landlord (property owner) and a tenant (you!) That explains the rules, responsibilities, and costs of renting a place to live. Before you sign one, it's important to read it carefully and ask questions if anything is unclear.

Sample Lease Clause

Here's an example of a clause from a lease agreement. Read it carefully then answer the following questions:

LEASE AGREEMENT (excerpt):

The tenant agrees to rent the unit at 123 Oak Street for \$850 per month, due on the first of each month. A refundable security deposit of \$500 is required. The lease term is for twelve months and begins on September 1. The tenant must give thirty days' notice before moving out. "Utilities, including water and trash, are included; the tenant is responsible for electricity and internet." The landlord agrees to handle repairs related to plumbing, heating, and appliances.

4. What is the monthly rent for the apartment? \$ \$850
5. What is the security deposit? \$ \$500
6. What is the lease term? 12 MONTHS
7. What is the tenant responsible for? ELECTRICITY AND INTERNET
8. What is the landlord responsible for? REPAIRS TO PLUMBING, HEATING, APPLIANCES

Imagine you're about to rent your first apartment. What are two questions you'd want to ask the landlord before signing?

9. EXAMPLES: ARE PETS ALLOWED? IS THERE A LATE FEE? CAN I PAINT WALLS?
10. _____

Roommate Expectations:

Many people live with roommates when they first move out. It's important to set expectations in order to make this a fun and healthy environment. Circle the expectations you want and/or list your own.

STUDENTS SHOULD CHOOSE OR CREATE EXPECTATIONS THAT SUPPORT HEALTHY SHARED LIVING

11. Cleanliness/Chores

- ☐ a premade chore chart
- ☐ deep cleaning every month
- ☐ everyone cleans up after themselves
- ☐ assigned areas/tasks for each person
- _____
- _____
- _____

12. Guests/Visitors

- ☐ avoid guests when possible
- ☐ no sleeping over
- ☐ communicate when guests are coming over
- ☐ give notice before having a party
- _____
- _____
- _____

13. Noise/Quiet Hours

- ☐ anything goes
- ☐ keep it quiet during the night
- _____
- _____
- _____

14. Shared Items/Food

- ☐ replace what you eat
- ☐ label non-shared food
- _____
- _____
- _____



banzai.org
888.822.6924
support@banzai.org

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