

## Lesson Five:

# Connecting College and Careers

### Lesson Overview

During this lesson, students will learn firsthand about careers and education from working professionals. Kids2Careers facilitators will host a panel of guest speakers who will share their college and career experiences and answer student questions. The lesson will close with a discussion of Lesson Six's Career Day presentations and what students are expected to do.

### Lesson Objectives

By the end of the lesson, students will be able to:

- interact with a working professional.
- describe the career and educational experiences of a working professional.
- articulate the requirements for the Career Day presentation.
- link career aspirations to college.

### Materials

- Index cards for each student

### Optional Materials

- Laptop and LCD projector (if using the Lesson 4-6 Google Slide Presentation)
- Computers with Internet access
- Flipgrid with Canvas integration

### Supplemental Activity

- Career Interviews (page SA-20 of the Supplemental Activities Guide)

### Resources

- Family Information Sheet (page 124)



### Before the Lesson Checklist

- Speak with your coordinator about who will presenting on your panel.** Your coordinator will help recruit panelists. Please review pages 115–116 to see what panelists will receive prior to presenting. This information may also help your students prepare their own questions for the panelists.
- Panel Coordinators:** Please refer to pages 112–116 and <https://acpe.alaska.gov/Kids2College> for information on recruiting, preparing, and following up with your guest speakers. If there is a prominent local industry, or if there are certain fields that are projected to be facing shortages in the next ten years, these could be potential areas to highlight on your panel.
- Determine how long each student will have to present their Career Day presentation.** This will vary based on the number of students in your class. See page 117 for more information. You might consider having students record presentations using Flipgrid (Flip). Learn more in the Teacher Resources section at: <https://acpe.alaska.gov/Kids2College>.
- Lesson Five Supplemental Activity** “Career Interviews” (page SA-20) provides guidelines to help students interview a trusted adult.

## Lesson Five Timeline — Overall lesson time: One-Two hours



Activity	Summary	Detailed Info.	Rationale
<b>Review of Lesson Four</b> (5 minutes)	Students will review the key financial aid terms they learned in Lesson Four.	<b>Teacher's Edition:</b> page 111 <b>Student Handbook:</b> page 43	<ul style="list-style-type: none"> <li>To review the information students learned in Lesson Four.</li> <li>To remind students that financial aid is available for their college education.</li> </ul>
<b>What do You Want to Know? Creating Interview Questions</b> (5 minutes)	Students will write two questions they would like to ask the speaker on an index card. The teacher will collect these or leave them with students to ask the presenters.	<b>Teacher's Edition:</b> page 111 <b>Student Handbook:</b> page 43	<ul style="list-style-type: none"> <li>To give students the opportunity to ask a professional questions about his/her career and education.</li> </ul>
<b>College &amp; Career Speakers w/ Q&amp;A</b> (60-75 minutes)	Working professionals will share their educational and career experiences with the class. ( <i>Typically organized by partner.</i> )	<b>Teacher's Edition:</b> materials for assembling a career panel, pages 112–116	<ul style="list-style-type: none"> <li>To enhance students' knowledge of post-secondary education and the careers of working professionals.</li> </ul>
<b>Question and Answer Session</b> (10-15 minutes)	Students should be prepared to ask questions about college life and careers, and speakers will respond.	<b>Teacher's Edition:</b> page 112	<ul style="list-style-type: none"> <li>To provide students with insight into the educational and career paths of working professionals.</li> </ul>
<b>Discussion of next lesson's Career Day Presentations and Creation of Parent Invites</b> (10 minutes)	Teachers will explain the requirements of the Career Day Presentations and distribute an invitation for families to join.	<b>Teacher's Edition:</b> instructions, pages 117–118; worksheet, page 119; scoring rubric, page 120; invitation, page 121 <b>Student Handbook:</b> instructions, page 44; worksheet, page 45; scoring rubric, page 46	<ul style="list-style-type: none"> <li>To make students aware of the expectations for the Career Presentation.</li> </ul>
<b>Closing Journal: Business Cards</b> (10 minutes)	Students will create business cards that represent the career they have selected.	<b>Teacher's Edition:</b> instructions and template, page 122 <b>Student Handbook:</b> page 47	<ul style="list-style-type: none"> <li>To allow students to creatively express their career goal.</li> </ul>
<b>Closing Discussion</b> (5 minutes)	Students will reflect on what they learned from the speakers. Teacher will lead a brief wrap-up discussion about what they learned.	<b>Teacher's Edition:</b> page 123	<ul style="list-style-type: none"> <li>To allow students to reflect on what they have learned.</li> </ul>

## Review

(My Path to Success Student Handbook, page 43)

**During our last lesson, we learned more about financial aid and the resources available to help you go to college. Let's see how much you remember! Write the number of the correct description in the space next to the financial aid term.**

- |  |                   |          |
|--|-------------------|----------|
| 1. A financial aid award which does not have to be repaid  | FAFSA _____       | <b>2</b> |
| 2. The form you must complete in order to be eligible for federal financial aid  | Grant _____       | <b>1</b> |
| 3. A program that allows you to earn money while attending school  | Loan _____        | <b>5</b> |
| 4. A financial aid award that is given to students, usually based on merit, which does not have to be repaid. Typically, students need to complete applications in order to be considered for this award | Scholarship _____ | <b>4</b> |
| 5. A financial aid award that must be paid back upon graduation  | Work-Study _____  | <b>3</b> |

## What do you want to know?

**Teacher Instructions:** Tell students that today they will have the opportunity to listen to working professionals who will talk about their education and career experiences. Provide background information (their career, education, etc) about each of the individuals serving on the panel. Let students know that after the college & career speakers have shared their stories with the class there will be an opportunity to ask them questions.

In order to make students feel more comfortable asking questions, give each student an index card. Have students think of two questions they would like to ask the speakers before the presentations begin. Collect the index cards from students and use them to facilitate the Q&A. Let students know that questions can be confidential if they wish; this may make some students more comfortable. Should students think of additional questions while the panel is speaking, allow them to submit an additional index card.

# Career Panel

**Teacher Instructions:** Introduce the speakers on your postsecondary & career prep panel. Each panelist will have about five minutes to share their experience. Students are encouraged to ask appropriate questions during the panel.

Your Kids2Careers Coordinator will have provided the panelists with a questionnaire providing suggested topics for them to discuss. However, you may want to make additional copies of this questionnaire for the speakers. The materials the panelists received are included on pages 114–116.

After the panelist’s presentations, select questions from the cards students submitted and present them to the panel. Facilitate the Q&A using the index card questions.

## Teacher Tip:

If you would like students to get additional first-hand information about careers, please see the “Career Interviews” activity on page 18 of the Supplemental Activities Guide.

## Before the Lesson Preparation: Assembling a Postsecondary & Career Prep Panel

For the fifth lesson in the curriculum, you will recruit and assemble a panel of working professionals who will share their educational and work experiences with students. This gives students a unique opportunity to learn firsthand what certain careers are like and how professionals achieved their career goals.

There are several things to keep in mind as you assemble your panel of college & career speakers. As you work, consider:

- **What careers have the students identified?** Panel coordinators should speak with the Kids2College teacher to find out what careers students have selected for their Career Day presentations. If there is a particular career that many students in the class have expressed interest in, try and find someone from that field.
- **Do your students share a certain background?** Try and find speakers who share a common background with your students. If many of your students are from low-income communities and are potential first-generation college students, the speaker will have an even greater impact if they have overcome the same challenges to become a successful professional in their field.
- **What careers are on the rise in your area?** If there is a prominent local industry, or if there are certain fields that are projected to be facing shortages in the next ten years, these could be potential areas to focus your search on.
- **Offer a variety.** Whenever possible, assemble two to three speakers representing different industries. This will provide students the chance to not only hear about different potential careers, but also see how there are a variety of paths that individuals can take to become successful.

## Before the Lesson Preparation: Recruiting Speakers

With these thoughts in mind, it's time to start recruiting potential speakers. Here are some suggestions for where you can find individuals who would be willing to share their experiences with your students.

- Local Chamber of Commerce
- Professional organizations (American Bar Association, local Small Business Administration office, etc)
- Local membership organizations such as the Lions Club or Rotary Club
- Community outreach/community relations offices at local corporations, hospitals, and other large institutions
- Faculty, staff, and/or administrators from local colleges and universities
- Share your needs with program partners; they may also have connections with individuals in different fields

Once you have found speakers who are able to be a part of the lesson, share with them an overview of the program and what it is trying to accomplish. A brief training video and resources can be found in the Partners & Volunteers section of the Kids2College website at: <https://acpe.alaska.gov/Partners-Volunteers>. Then provide them with the **Postsecondary & Career Prep Speaker Questionnaire** and **Talking To (Not At) Sixth-Graders** handouts (pages 115–116). In addition to providing them with the date and time of the session, do a follow-up call with them the day before their presentation to remind them of the event and answer any questions they may have. Remind them to bring business cards, brochures, and handouts for the class.

Following the Postsecondary & Career Prep Panel, follow-up with your speakers to see if they would be interested in offering job-shadow days or other opportunities for your students. Remind your panel speakers to complete the Career Panelist Evaluation at <https://acpe.alaska.gov/Kids2Careers>.

**Teacher's Note:** If you are unable to host an in-person College & Career Panel, ACPE's statewide coordinator can assist with arranging a virtual panel, and bringing together panelists who can relate well to your students.

Panelist videos are also available in the Student and Teacher Resource sections at: <https://acpe.alaska.gov/Kids2College>

## SAMPLE: Speaker Information Letter

Dear Sarah,

Thank you for participating in the **[School Name]** Kids2Careers Postsecondary & Career Prep Panel. Your visit is part of a six-lesson curriculum on college and career awareness that the students have participated in over the past several weeks.

Established with support from Alaska Commission on Postsecondary Education, Alaska 529, local school districts, and Alaska postsecondary institutions, **Kids2Careers** is an early college and career training exploration and planning program designed to provide information on the importance of post-secondary education by introducing fifth/sixth-graders to college and career opportunities. Sixth-grade classrooms are paired with a local college, university, or technical school to participate in a unique six-lesson curriculum that combines hands-on activities with information on careers, college life, and how to choose the path that will give them the greatest range of options for education beyond high school. As a part of this course, each student has selected a career for themselves and researched the educational and professional steps they must take to work in that field. The program will culminate with a virtual campus tour or visit to a partnering college/university for students, teachers, and parents/guardians. All sessions and activities are held at the participating school and emphasize the program's premise: postsecondary education is something you can achieve if you plan ahead.

While many colleges and universities already have educational awareness programs in place, Kids2College is unique in its outreach to fifth/sixth-graders. The sooner students and their families learn about all of their educational options, the sooner they can begin to prepare for them. Sixth grade is a particularly critical point for decisions that affect a child's future education, a time when many students begin to question the value of education and whether or not it holds any promise for them.

The Postsecondary & Career Prep Panel that you will be participating on is **[Date and Time]**, and is designed to give students first-hand information about certain careers, including the educational path an individual must take to gain entry into a field and the day-to-day activities of a professional in that field. We have included some guiding questions to help you prepare your brief remarks, as well as tips for speaking with sixth-grade students.

Please review the College & Career Panelist Tips and brief training video at: <https://acpe.alaska.gov/Kids2College>.

Thank you for taking the time to share your experiences with our students. Your insights will prove extremely valuable as they set their goals for the future. We hope you enjoy your time with the students and will join us again for later activities.

Sincerely,

Shelly Morgan

# Postsecondary & Career Prep Speaker Questionnaire



The following questions should guide you in preparing your remarks to the students. Feel free to add any information you think will help the students as they explore different how different career opportunities can impact their future. *Please remember to take questions as they come. You are welcome to bring business cards, handouts, and brochures for the class.*

Name? Career? Job title?

Name of Company/Organization? Industry?

How did you decide this was the job you wanted?

What skills and/or educational background does your job require?

Where did you go to college or gain career training? How long were you in college or training programs? What degrees or certificates did you obtain?

Did you live in dorms or off-campus? What was it like? What are dorms?

What were your biggest challenges in college? In high school?  
How did you overcome those challenges, or did they guide your pathway?

Did you receive financial aid? Did you work during college? Did you do work-study? What is work-study?

What are some of your best college memories? Did you join clubs or participate in different activities?

What do you like about your job? What do you dislike about your job?

What is the funniest thing that has ever happened to you on the job?

What hours do you work? How do you dress for your job?

Is it important for you to be able to work with other people?

Are you working in your degree field? Have other jobs or activities in school/college taught you skills that help you in your job today?

What is the typical starting salary and/or average salary for someone working in your field?

What is a typical day at work like for you? What kinds of activities do you do?

What advice would you give to a fifth/sixth-grade student who might be interested in pursuing this career path?

# Talking To (Not At) Fifth/Sixth-Graders — Suggestions for Presenters

## General Guidelines

Before you talk to fifth or sixth-graders, consider not only the message you want to get across to them but also how you can get that message across most effectively.

### Remember:

- These students are no more interested in being lectured to than you were at that age.
- You are the role model and authority figure and it is important to represent that in an engaging, personable yet professional manner.
- Take questions as they come, allowing student curiosity about your college & career experience to guide you.

### As a first step, try to remember what it was like being in the sixth grade:

- What were you most interested in?
- Where were your priorities?
- Who were your closest friends?
- Who influenced you the most?
- Who did you go to for advice?
- What did you think about school?
- What were your favorite subjects?
- Did you know what high school would be like?
- Did you try your hardest or take the easiest courses you could?
- Were you thinking about college?
- Did you have any idea what career you would choose?

### In addition, please bear in mind the following:

- Don't use professional jargon with the students. Describe acronyms before you use them.
- Feel free to discuss your personal experiences including academic and career choices.
- Be honest in describing your career and educational experiences.
- Give factual information about the positive and negative aspects of your career.
- Feel free to bring any equipment or information pertaining to your job.
- Discuss your work experiences.
- Include information that helps students see the importance of a college education. For example, a college degree was once optional, but is now a minimum requirement for most employment.
- Discuss entry-level jobs or anything else in your life that helped you make your career decisions.
- Describe some other careers that someone with your interests and skills might pursue.
- Stress job satisfaction as an important consideration in your choice of career.
- Don't overload your talk with detailed facts and figures.
- Don't oversell your career.
- Don't recruit.



# Getting Ready for Career Day

**Teacher Instructions:** Following the Postsecondary & Career Prep Panel Q&A session, thank the speakers for sharing their time and experiences with the class. Shift the discussion to the Career Day that the students will be having during Lesson Six. This is an opportunity to discuss in detail the presentations that students will be giving to their classmates. Students will use the information gathered in their *My Path to Success* Student Handbook to help them create their presentation.

## Career Day Presentations

*(Portions of this section are reproduced from page 44 in the My Path to Success Student Handbook.)*

For your final assignment, you will prepare a presentation to share with your classmates the career you chose to focus on and what you've learned about that career. Here is some more information about what is expected on this day.

### How long will the presentation be?

Each student will have 2–3 minutes to share what they have learned and answer questions from the audience.

**Teacher's Note:** The amount of time dedicated to each student's presentation will depend on the size of your class and the length of the class period. You will need to determine how long each student will have in advance. If class time is limited, the presentations could be done as essays, or recorded as Flipgrid videos instead.

### What should I talk about?

Your presentation should be given as if you are now a working professional in the career that you have selected. You will share information with your classmates about the career you have chosen and the steps you took to get there. Your presentation should include the following:

- the classes you took in high school
- the extracurricular activities you participated in
- the type of school you attended (feel free to tell us which school!)
- the degree(s) you earned
- what you did after you graduated high school and college
- what your daily job activities are
- how much money you make
- any additional information you would like to share about your career!

This may seem like a lot of information, but you have been gathering this information throughout our time together. Refer to the "Gathering Information on Careers" exercise in your *My Path to Success* Student Handbook (page 16), as well as what you wrote in your closing journal in Lesson Three (page 35). Your answers to these questions will become your presentation!

**Teacher's Note:** Students can gather this information all in one place, using the worksheet on page 119 and the Supplemental Activities on pages 2, 3, and 16.

Find more Educator Resources at <https://acpe.alaska.gov/Kids2Careers>.

## What should I wear?

You should wear clothes that represent your chosen career. For example, if you researched being a doctor, see if you can find a lab coat or some scrubs to represent that career. You DO NOT need to buy any new clothes for this assignment. However, we encourage you to be creative and use what you have to try and represent your career as best you can. Create or bring in tools, artifacts, or other objects that represent your career.

**Coordinator Tip:** Work with your local partners to see if they can supply any items that would help students fulfill this requirement (for example, lab coats, slide rules, beakers, computer programming guides, etc).

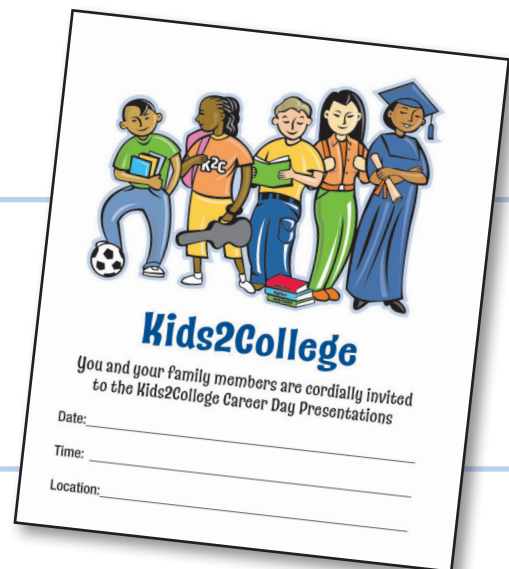
## How will I be graded?

Teacher instructions: If you will be grading students on this assignment, you may wish to share the presentation scoring rubric on the next page with students so they are clear on how the presentation will be scored. If you are not grading the presentations, students do not need to receive a copy.

## Can I invite my parents?

Yes! We encourage you to invite your family and community partners to join us for this lesson and watch your presentation. Please take home a copy of the invitation.

**Teacher Instructions:** Provide students with a copy of the parent invitation (included with lesson handouts). Students should fill in the date, time, and location of their final lesson and take it home so that families know when and where to be. If you need additional copies of the invitations, use the invitation on page 121 to make copies.



## Career Day Presentation *(My Path to Success Student Handbook, page 45)*

**Use the information you recorded on pages 16 and 35 of your student handbook to organize your thoughts for your career day presentation.**

■ Job Title: \_\_\_\_\_

■ What kind of work do they do? \_\_\_\_\_

\_\_\_\_\_

■ Do you have to go to college to work in this field? \_\_\_\_\_

■ What degrees are usually required to work in the career you identified? \_\_\_\_\_

\_\_\_\_\_

■ Do people who work in the career you have chosen need to take any special tests or get a certain license?

\_\_\_\_\_

■ What kind of salary do people with this career make? \_\_\_\_\_

■ Do you know anyone who has this career? \_\_\_\_\_

■ What are some ways I can prepare for college now? \_\_\_\_\_

\_\_\_\_\_

■ Are there any classes I can take in high school that might help me get ready for the career I've chosen?

\_\_\_\_\_

■ Are there any activities I can participate in that will expose me to this career? Are there any extracurricular activities that can prepare me for this career?

\_\_\_\_\_

# Career Presentation Rubric (My Path to Success Student Handbook, page 46)

Student Name: \_\_\_\_\_

Students may earn up to 10 points for this activity. *(Instructors: You may also choose to use this activity as a supplemental assignment or an extra credit activity.)*

CRITERIA	POOR (0)	GOOD (1)	EXCELLENT (2)
<b>Education</b>	Presentation does not include any of the required components of the career pathway.	Presentation lacks a detailed discussion of the education requirements including high school and college courses; college major(s); degree(s), license(s), and/or certificate(s) earned; and institution(s) attended.	Presentation includes a detailed discussion of the education requirements including high school and college courses; college major(s); degree(s), license(s), and/or certificate(s) earned; and institution(s) attended.
<b>Career Responsibilities</b>	Presentation does not include a discussion of the daily activities, job responsibilities, and salary of the career.	Presentation lacks a detailed discussion of the daily activities, job responsibilities, and salary of the career.	Presentation includes a detailed discussion of the daily activities, job responsibilities, and salary of the career.
<b>Creativity</b>	The student does not use any props and/or supplemental resources to illustrate the responsibilities of a working professional.	Student uses 1 or 2 props and supplemental resources illustrate the responsibilities of a working professional.	Student uses several props and supplemental resources that show the responsibilities of a working professional.
<b>Presentation Quality</b>	The presentation was not informative and was not engaging or interactive.	The presentation was somewhat informative and engaging and interactive.	The presentation was very informative and was highly engaging and interactive.

Total Points Earned: \_\_\_\_\_



# Kids2Careers

You & your family members are cordially invited to the Kids2Careers Career Day Presentations

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

# Closing Journal: Picture Your Future!


## Creating Business Cards *(My Path to Success Student Handbook, page 47)*

**Teacher Instructions:** Have students look at the business cards they collected today from the career speakers.

- Have you ever seen a business card before?
- What do you think business cards are used for?
- How are they helpful for people who are in the world of work?

You are going to create a business card for yourself. This card will have the same information you see on the business cards in front of you:

- your name
- job title
- company/organization
- contact information

 <p><b>Lawrence &amp; Hughes Architecture</b></p> <p><b>Jane Lawrence, Architect</b></p> <p>1400 Hillside Drive Arlington, VA 22204 tel: (703) 555-1135 jlawrence@lha.com</p>	

## Closing Discussion

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**Teacher Instructions:** Whenever the lessons call for an in-class discussion, feel free to add your own questions on the topic and ask follow-up questions based on the direction of the discussion. The questions provided are designed to get the conversation started, but we hope that your rich experience will help you generate additional questions based on the flow of discussion.

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- Name one interesting thing you learned during the career speakers' presentations.
- Did the speakers share anything that surprised you? If so, what surprised you?
- Are any of you interested in the careers that the speakers told you about? If so, which ones?
- Does anyone have any questions about their Career Day presentation?

## Family Information Sheet Five: Connecting College and Careers

**Dear Family Member,**

During today's lesson, students had the chance to hear about what life is like in a particular career first hand. A panel of career speakers joined us, and students had the opportunity to ask questions about what their jobs were like and what educational path they took to get where they are today.

### Family Activity

Our next lesson will be Career Day, when students will present what they've learned about their career to the rest of the class. There are several ways you can help your student prepare for their presentation:

- Speak with your student about the steps they will have to take to get the career they want. Ask them about the steps they will have to take in high school, college, and beyond.
- Once your student has prepared their presentation, allow them to practice using you as the audience. Keep an eye on their time and give them feedback on how clearly they communicated their ideas to you.
- Students have been asked to dress as they would if they worked in the career they selected. Help your student create a costume or props that represent their career. Students do NOT need to purchase new clothing to do their presentation. Instead, we encourage them to be creative and use what they have to represent the career as best they can. Students should create or bring in tools, artifacts, or other objects that represent their career.

The Career Day presentations are a way for students to share what they have learned during this program. We encourage you to join us for this special day to hear what your student learned and support their career choice. If you are able, please join us.

Thank you for helping your student as they work towards making the college dream a reality!

Sincerely,

**The Kids2CareersTeam**