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## Supplemental Activity Guide

*These activities are designed to enhance the lessons and provide more learning opportunities for your students. We encourage you to use these activities if you have additional classroom or homework time. Activities in Lessons 1, 2, and 4 will help your students prepare for their Lesson 6 presentation.*

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# Lesson One Supplemental Activity: Identity Wheel - Exploring Myself & My Future

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## Activity Summary

Students will think about what makes up their personal identity. They will complete a personal identity wheel, and add personal characteristics they identify with, using provided categories as guidelines.

## Rationale

By better understanding themselves and the different factors that make up their own identity, students can more easily see themselves learning after high school and figure out which form of education will be their best fit. The more categories a student completes, the more they will gain from this activity.

## Materials

- Copies of the “Personal Identity Wheel Worksheet” (page SA-3).

## Before the Lesson Checklist

- q Prior to the lesson, make copies of the Personal Identity Wheel Worksheet to distribute to students.
- q In advance, you will want to decide whether questions should be answered in a personal reflection writing activity, or whether they will be discussed in small or large groups.

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**Teacher Instructions:** Students can use the “Personal Identity Wheel Worksheet” (page SA-3) to understand how their personal traits, family identity, and social identity combine to make up their unique personal identities. Students should answer the questions below (also found on the worksheet). As students think about which type of postsecondary education fits their personal identity, please remind them that education after high school could include training through a university, vocational school, apprenticeship, military, licensure, certification, or stackable credentials.

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- Q: Which identities do you think about most? Which do you think about least?
  - Q: Which sections do you believe people notice first? What would you like people to focus on first?
  - Q: To what extent are these personal identities consistent with education after high school?
  - Q: Which education/pathway fits best with your identity (college, vocation/apprentice, military, license/certificate)?
  - Q: Do any of your personal identities seem like they don't fit well with education after high school?
  - Q: What could help make learning after high school a more comfortable fit with your personal identity?
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**Teacher Instructions:** If any students find conflict between postsecondary learning and their personal identity, help them understand ways to break down those barriers by referencing available resources such as: specialty dorms, activities, clubs, academic and social supports.

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# Personal Identity Wheel - Myself & My Future

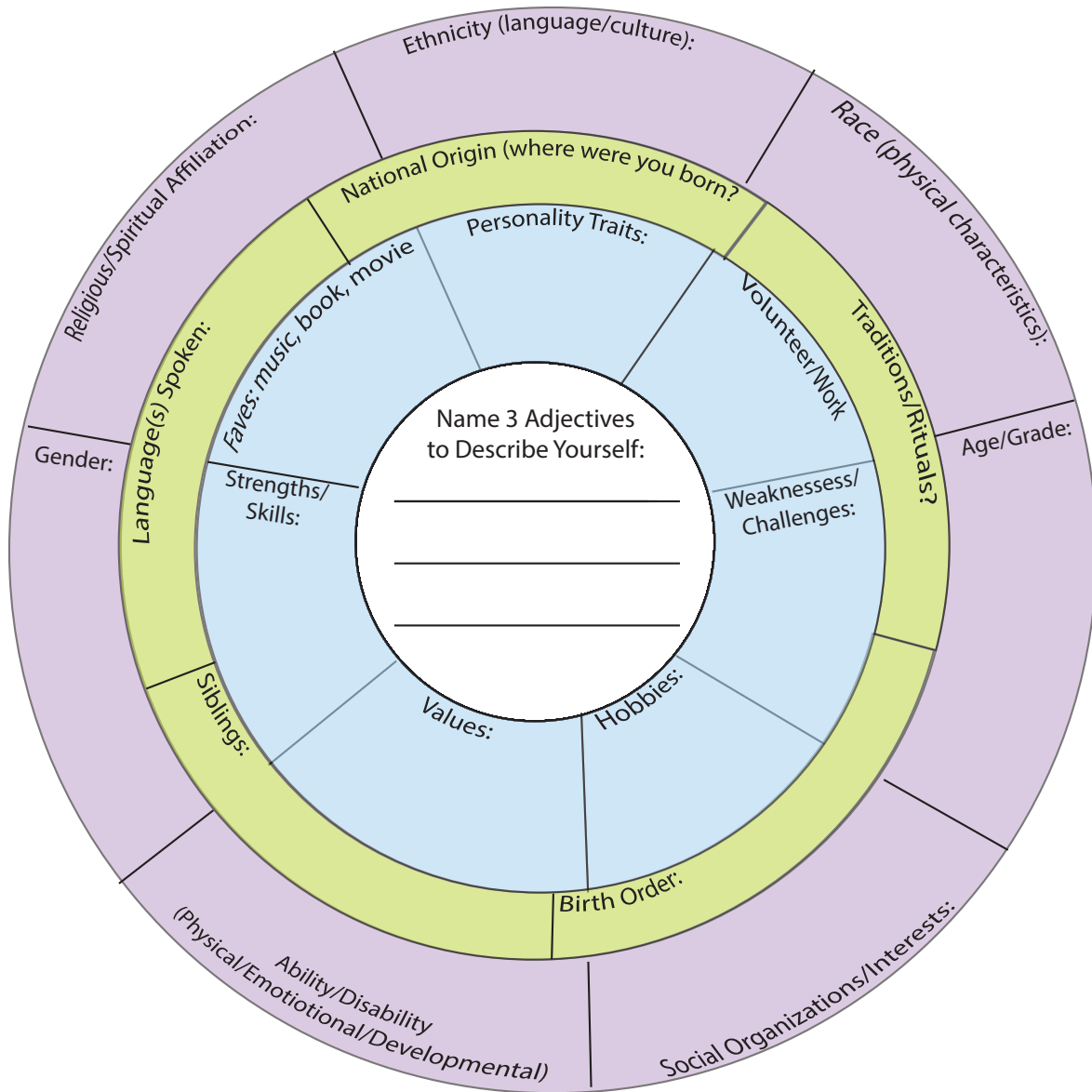
**Directions:** Fill in each section of the wheel and answer questions 1-6 on separate paper or in group.

Inner Circle = Personal Traits

Middle Circle = Family Identity

Outer Circle = Social Identity

All Circles Combined = Personal Identity



Self Reflection / Discussion Questions:

- Q1: Which identities do you think about most? Which do you think about least?
- Q2: Which identities do you believe people notice first? What would you like people to focus on first?
- Q3: To what extent are these personal identities consistent with education after high school?
- Q4: Which education fits best with your identity (college, vocation/apprentice, military, license/certificate)?
- Q5: Do any of your personal identities seem like they don't fit well with education after high school?
- Q6: What could help make learning after high school a more comfortable fit with your personal identity?

# Lesson One Supplemental Activity: College & Career Research

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## Activity Summary

Students will identify potential college majors or training programs that would qualify them for their career. They will research information about these majors using AKCIS, university websites, and websites for career training programs.

## Rationale

To familiarize students with the way postsecondary education works. To raise students' awareness of what academic steps are necessary in college and career training to prepare them for the future.

## Materials

- Computers with internet access and/or college department and career training information (see “Before the Lesson Checklist”)
- Copies of the “College & Career Training Research Worksheet” (page SA-5) for each student.

## Before the Lesson Checklist

- q Prior to the lesson, identify websites from career training programs, including local colleges and universities that list the majors and programs offered at their schools. Majors are usually listed as a part of the undergraduate admissions website. Ideally, you can create a “favorites” folder in your web browser that contains some of these sites; if that is not possible, create a word document with active links that the students can click to get there. Be sure to guide students towards websites from your local postsecondary institutions so they can become more familiar with them. AKCIS also allows students to access and save information and links. <https://acpe.alaska.gov/PLANNING/AKCIS>.
- q If you do not have internet access, this information can be collected from your local postsecondary institutions. Select several different majors of study and training programs that may be appealing to your students. Then contact the departments that those majors or programs are housed in and request additional information. You may also print information about the different majors or programs from various websites. To determine where to obtain information, consider the interests of your students and careers that are prominent or in high demand in your community.

Have students get online and visit the websites you have collected. By examining admissions and departmental websites, they should complete the scavenger hunt on the following page. If there are multiple students who are focusing on the same career, they can team up to do the research together.

Once students have completed their research, reconvene the class to discuss their findings.

Q: What career did you choose? What majors or training programs were related to that career?

Q: What did you learn about the major or training program you researched?

Q: What classes will you take?

Q: How will the major or training program prepare you for a career?

# College & Career Training Research

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**Directions:** Choose one of the websites that your teacher gave you to answer the following questions. If you have time, go to some of the other websites the teacher gave you to see if your answers are different.

- n Think about a particular career. What subject(s) can you major in to be prepared for that career? There is often more than one subject you can major in to prepare you for your career. Read about the different majors and training programs for this career, then pick one that interests you the most.

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- n What degree will you get in this major? What degrees will you need if you want to become an expert in that subject? What licenses or certificates are required?

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- n What kinds of classes will you take to prepare for this career?

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- n Where will you go to school to get this degree or specialized training?

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**Using what you've learned about different schools, answer the following additional questions:**

- n How long would it take to complete your education after high school if you chose this career?

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- n Are there any steps you must take in high school to make yourself eligible for this course of study?

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# Lesson One Supplemental Activity: Local Colleges and Universities

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## Activity Summary

The class will learn the names and locations of local and/or state colleges and universities.

## Rationale

Students will learn more about the colleges and universities in their community and state.

## Materials

- Copies for each student of the list of local and state colleges and universities (see “*Before the Lesson Checklist*”)
- Copies of a map of the state for each student (see sample on page SA-8)
- Transparency of a map of the state
- Overhead projector and markers

## Before the Lesson Checklist

- q Create a list of the major public and private institutions in your state. Place particular focus on those institutions that are in your community or nearby. Make enough copies of the list for all of your students. A sample list is provided on page SA-7.
- q Find an outline map of your state and create a transparency. If you cannot create a transparency, draw an outline on the board or create a poster. A sample map is included on page SA-8.
- q If you are not comfortable identifying where in the state these institutions are located without some assistance, use a map to create a sample for yourself.

## Opening Discussion

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.

**Q:** What are the names of some colleges or universities in our community? In our state?

**Q:** Where are these schools located?

**Q:** Do you know someone who went to school locally? Do you know someone who went to school in our state?

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**Teacher Instructions:** After students have listed all the schools they can think of, distribute a copy of the list to students to take home with them, along with a copy of a blank map. As you go through the list of schools with students, write the name of each school on the map transparency near where the school is located. Have students do the same on their map. Be sure to mention those institutions that are close to your community.

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# Sample List of Schools: Alaska Higher Education

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## Public Colleges and Universities

- University of Alaska Anchorage
- University of Alaska Fairbanks
- University of Alaska Southeast
- AVTEC- Alaska's Institute of Technology
- Bristol Bay Campus, UAF
- Chukchi Campus, UAF
- Interior-Aleutians Campus, UAF
- Kachemak Bay Camus, Kenai Peninsula College, UAA
- Kenai Peninsula College, UAA
- Ketchikan Campus, UAS
- Kodiak College, UAA
- Kuskokwim Campus, UAF
- Matanuska-Susitna College, UAA
- Northwest Campus, UAF
- Prince William Sound Community College
- Sitka Campus, UAS
- UAF Community and Technical College

## Private Colleges and Universities

- Alaska Bible College
- Alaska Career College
- Alaska Christian College
- Central Texas College
- Charter College
- Embry-Riddle Aeronautical University, Anchorage
- Wayland Baptist University

## Private Tribal Colleges and Alaska Native Serving Institutions

- Alaska Pacific University
- Ilisagvik College

Specific job training can also be found through vocational/technical schools, apprenticeship programs, barber, beauty, and cosmetology schools, and flight schools.

# Alaska Colleges and Universities

**Directions:** Write the names of each college or university in the correct location on the map.





# Lesson One Supplemental Activity: Taking College to the Bank

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## Activity Summary

Students will receive graphs that demonstrate the economic benefits of continuing their education beyond high school.

## Rationale

To illustrate how postsecondary education impacts students' financial futures.  
To link education to the achievement of future career goals.

## Materials

- Copies of the "Taking College to the Bank" worksheet (page SA-10)



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**Teacher Instructions:** If you do not feel you have time to have students complete the "Taking College to the Bank" graphing activity, we encourage you to still share this information with students. A handout with completed graphs can be found on page SA-10 of the Supplemental Activities Guide. If the students do not complete the graphs, please distribute this handout and discuss it instead.

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## Opening Discussion

- Q:** Do you think someone with a degree usually earns more money than someone with a high school diploma?
- Q:** Would someone with a master's degree make more than someone with a bachelor's degree?
- Q:** How much more do you think they might make?

Now you know the different kinds of schools you can go to and the different types of degrees you can earn. But, did you know that earning a college degree can also earn you more money? College graduates can earn more money than people with only a high school diploma. Let's learn more about the financial value of going to college.

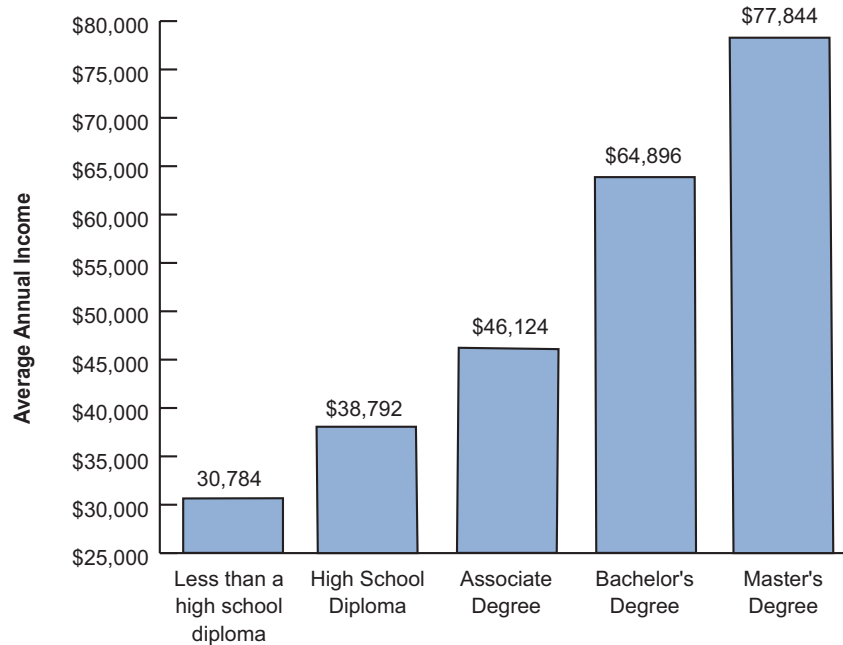
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**Teacher Instructions:** Provide students with a copy of the "Taking College to the Bank" worksheet (on page SA-10). Students should examine the bar graphs depicting the economic benefits of education for their homework. Once students have had a chance to read the graphs, take a moment to discuss the information they contain.

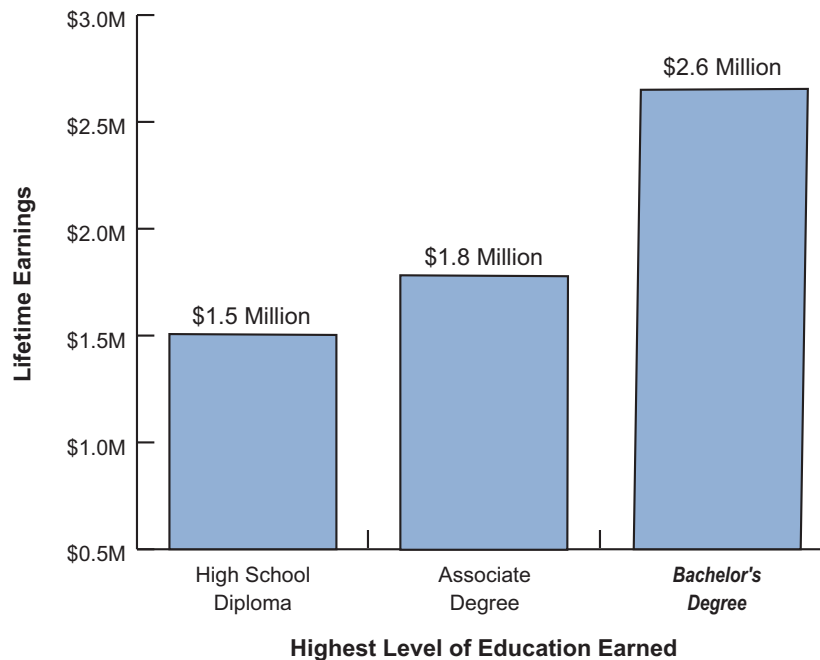
- Q:** Does continuing your education pay off economically?
- Q:** Now that you have seen the economic benefits of education, what kind of degree do you think you would like to get? Is this different than what you thought before?
- Q:** How do you think continuing your education after high school can impact your future?
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# Taking College to the Bank

## Average Annual Adult Income — United States<sup>1</sup>



## Lifetime Earnings (in millions of dollars) — United States<sup>2</sup>



<sup>1</sup> Source: Bureau of Labor Statistics 2019; <sup>2</sup> Source: Bureau of Labor Statistics 2019 (averaged at 40 years each)

# Lesson Two Supplemental Activity: Making College and Career Connections

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## Activity Summary

Students will brainstorm potential careers that relate to their individual interests and talents.

## Rationale

To allow students to link their interests and talents with possible careers.

## Materials

- Transparency of blank concept map (see page SA-13)
- Transparency markers
- Overhead projector
- Copies of “Making Career Connections” (page SA-13) for each student

## Before the Lesson Checklist

- q Create a transparency of the blank concept map on page SA-13.

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**Teacher Instructions:** If you do not have an overhead projector and/or the ability to make transparencies, you may recreate the concept map on the chalkboard or whiteboard.

Make a transparency of the blank concept map or draw a blank concept map on the board. Use the example provided on page SA-10 to help guide students to think of careers related to an individual’s talent or interest in playing basketball. Once you have done a sample with the class, have students complete their own concept map and think through possible careers related to their interests.

Once the students have completed their own individual concept map, have students select a partner. They should each take one minute to describe their talent or interest and the related career ideas they came up with. Partners should be encouraged to share additional ideas they may have as well. After each partner has had a chance to share, reconvene the class for a quick wrap up discussion:

**Q:** What were some of the skills or interests you identified?

**Q:** What were some of the career ideas you thought of?

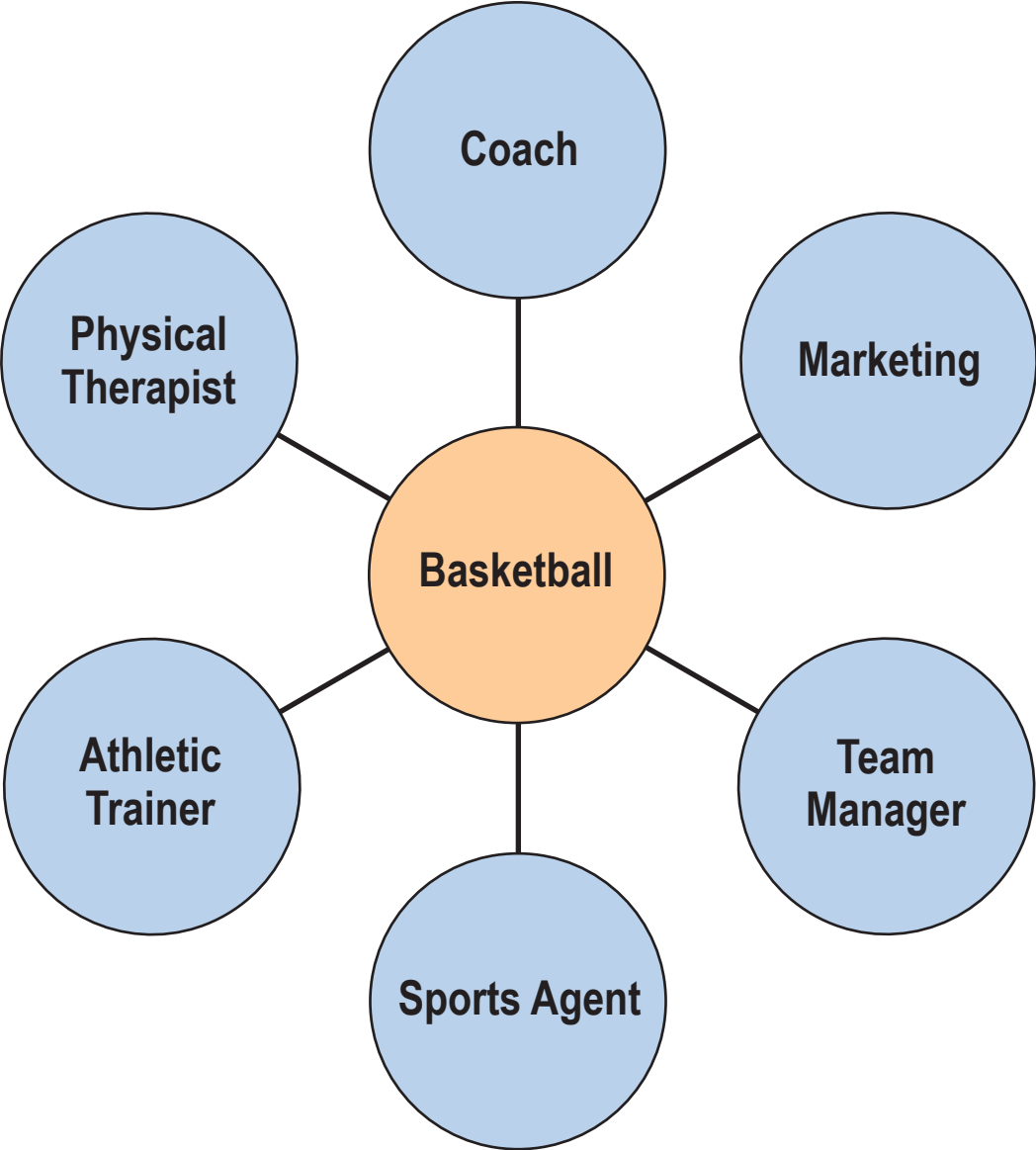
**Q:** Did anyone think of a job or career they hadn’t considered before? Which one?

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# Sample Chart

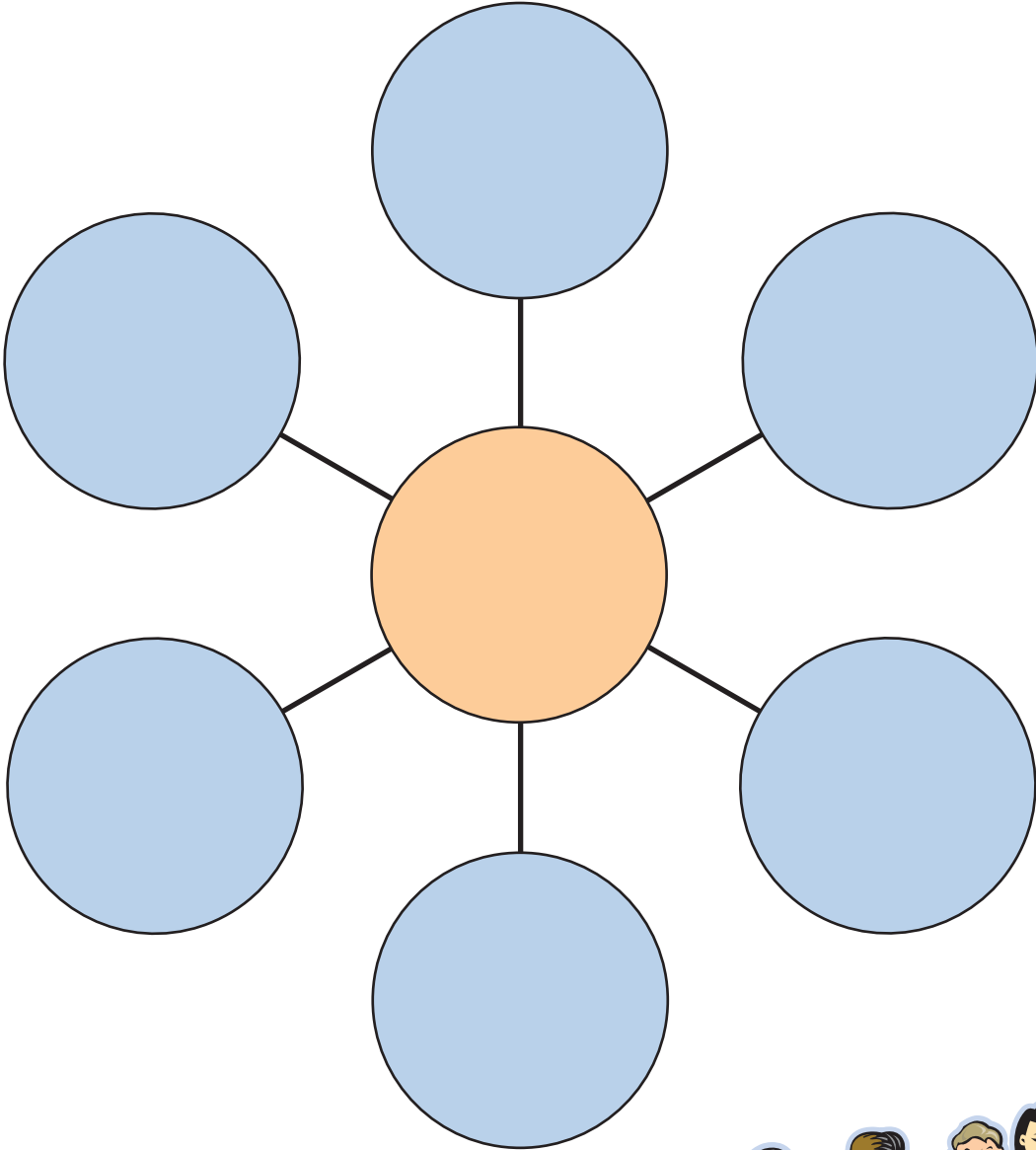
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**Directions:** Use this concept map to help guide students through the process of brainstorming careers related to an individual's interest or talent in playing basketball.



# Making Career Connections

**Directions:** In the center bubble, write a talent, skill, or interest you have. In the bubbles around it, list careers that are related to what you've written in the center.



# Lesson Three Supplemental Activity: Applying Your Learning Style

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## Activity Summary

Students will analyze a scenario and provide the student in the scenario with study advice based on their learning style.

## Rationale

To provide an opportunity for students to apply what they have learned about learning styles.

## Materials

- Copies of “Applying Your Learning Style Scenarios” (page SA-17) for each student
- Chalkboard or whiteboard

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**Teacher Instructions:** In this activity, students will have a chance to connect learning styles to appropriate study strategies.

Divide your chalkboard or white board into three sections. Label each of the sections:

- Suggestions for Auditory Learners
- Suggestions for Visual Learners
- Suggestions for Tactile Learners

Have students divide into teams of two and identify one person as the note taker. Provide each team with a copy of the “Applying Learning Styles” scenarios on page SA-17. You may also make a copy of each scenario on a transparency and display them on the overhead. One by one, read each scenario to students. After students hear and read the scenario, they will brainstorm two study techniques for the individual described. Sample responses are included after each scenario.

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### SCENARIO #1:

Susie is an auditory learner. On Friday, Susie will take a vocabulary quiz in her language arts class. Working with your partner, identify two study techniques that you would suggest she use to prepare for a vocabulary exam. You and your partner should be able to explain why you think these techniques will help Susie pass her exam.

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**Teacher Instructions:** Give students 5 minutes to brainstorm, and then ask one of the partners in each group to share. Place all suggestions in the appropriate columns on the board. For verification of the responses, the teacher will ask a student who scored high as an auditory learner if this is a technique that will work for him or her.

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#### Sample student responses:

1. Repeat important vocabulary words out loud when studying alone.
2. Have a study buddy quiz you orally on the new words.
3. Use <http://www.bartelby.com> and the audio component of the online dictionary or another online dictionary.



### SCENARIO #2:

Jorge is a visual learner. He needs to improve his grades in his social studies class. He has been learning about the events of the Revolutionary War. Working with your partner, identify two study techniques that would help Jorge remember the historical dates and events discussed in class. You and your partner should be able to explain why you think these techniques will help Jorge remember the concepts.

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**Teacher Instructions:** Give students 5 minutes to brainstorm, then ask one of the partners in each group to share. Place all suggestions in the appropriate columns on the board. For verification of the responses, the teacher will ask a student who scored high as a visual learner if this is a technique that will work for him or her.

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#### Sample student responses:

1. Review diagrams and pictures in the textbook to reinforce the new ideas.
2. Use flashcards to help with dates and corresponding information.
3. Draw a timeline to help remember dates and sequence of events.



### SCENARIO #3:

Tom is a tactile learner. In his science class, he is learning about ocean animals and plants. Working with a partner, identify two study techniques that Tom should use as a tactile learner. You and your partner should be able to explain why you think these techniques will help.

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**Teacher Instructions:** Give students 5 minutes to brainstorm, and then ask one of the partners in each group to share. Place all suggestions in the appropriate columns on the board. For verification of the responses, the teacher will ask a student who scored high as a tactile learner if this is a technique that will work for him or her.

Remind the students that simply knowing your learning style doesn't help unless you apply what you know to improve your study habits, participation in class, and even test-taking experiences.

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### Sample student responses:

1. Build a replica or model of the concept.
2. Volunteer to be the person who handles the equipment during science lab activities.
3. Visit museums that have discovery centers to allow you to explore science.



# Applying Your Learning Style Scenarios

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## SCENARIO #1:

Susie is an auditory learner. On Friday, Susie will take a vocabulary quiz in her language arts class. Working with your partner, identify two study techniques that you would suggest she use to prepare for a vocabulary exam. You and your partner should be able to explain why you think these techniques will help Susie pass her exam.



## SCENARIO #2:

Jorge is a visual learner. He needs to improve his grades in his social studies class. He has been learning about the events of the Revolutionary War. Working with your partner, identify two study techniques that would help Jorge remember the historical dates and events discussed in class. You and your partner should be able to explain why you think these techniques will help Jorge remember the concepts.



## SCENARIO #3:

Tom is a tactile learner. In his science class, he is learning about ocean animals and plants. Working with a partner, identify two study techniques that Tom should use as a tactile learner. You and partner should be able to explain why you think these techniques will help.

# Lesson Four Supplemental Activity: Visualize Your Future

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## Activity Summary

Students will create a collage representing their expectations for themselves in the future.

## Rationale

To get students thinking about the kind of life they would like to live as an adult.

## Materials

- Magazines, newspapers, and other print materials students can use to find clippings for a collage
- Scissors for each student
- Markers, colored pencils, and/or crayons

## Before the Lesson Checklist

- q Gather magazines with pictures that students can use to represent their futures.

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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 the discussion.

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Before we can figure out how to reach our goals, we need to decide what our goals are.

Q: How many of you have thought about what your life will be like as an adult?

Q: What do you picture your life to be like in 10 years?

Q: Where do you want to live when you're an adult?

Q: How will you be living? In a house? In an apartment?

Q: What kind of things will you have? (for example, cars, electronics, furniture, etc)

Now that you've taken some time to think about your future, it's time to paint a picture of what this dream life looks like. Use the magazines and newspapers to find pictures that represent what your life will be like in the future. Use the Reality Check feature in AKCIS to explore realistic costs associated with lifestyle, academic, and career choices after high school.

<https://acpe.alaska.gov/PLANNING/AKCIS>

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**Teacher Instructions:** After a few minutes of discussion, students will make a collage that represents how they envision their future. This collage should include images that represent the career they've selected to explore and the lives they picture themselves living in the future. To help guide their collage, they should also consider their answers to the group discussion questions and the Opening Journal from Lesson Two.

Once students have completed their collages, have them divide into pairs and take two minutes each to share what they envision for their future. Make sure students have a different partner than they had the previous week. Announce when students should switch and allow the next partner to share.

Completed collages can be hung on the college bulletin board along with the students' "I'm Going to College!" signs.

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# Lesson Five Supplemental Activity: Career Interviews

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## Activity Summary

Students will interview a working professional to find out first hand about the education and career training needed to be successful.

## Rationale

To provide an opportunity for students to learn more about what it takes to succeed in a certain professional field.

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**Teacher Instructions:** This activity is designed to give students first-hand knowledge about the educational path needed to work in a specific career and what that career is like by interviewing a professional in that field. The interview subject can be a person currently working in the field or a recent retiree who still maintains ties with his or her former profession.

The interview may be done out of class, or you may bring a group of interviewees to your school and allow students to meet with them (either individually or in groups). This activity may also be held during the college visit.

Some students may have a hard time identifying someone they know in the career they are researching. There are several ways you can address this:

- Using the tips provided in Lesson Five for assembling a career panel, outreach to individuals to also volunteer to be interviewed. Connect these individuals with students in the class.
- Interviews do not need to be done in person. Students may also conduct interviews over the phone. Emailing a questionnaire is also acceptable, though less interactive.
- If you have volunteers who are willing to come to the school, the class may conduct group interviews. This allows several students to work together to create a list of interview questions and have a dialogue with the volunteer.
- Have students interview a working professional from any career path or industry.

Have students create a list of questions they would like to ask a person working in the career they are researching. These questions should focus on:

- what the individual's high school experience was like
- the educational path the individual took after high school
- how they discovered their career
- what activities they did that prepared them for their career
- tips, pointers, or suggestions the individual has for students interested in pursuing that career

Students should aim to have their interview last no longer than 10–15 minutes. Explain to students that individuals might not be comfortable sharing some information, such as grades or salary.

Tips for completing a successful interview are located on page SA-21.

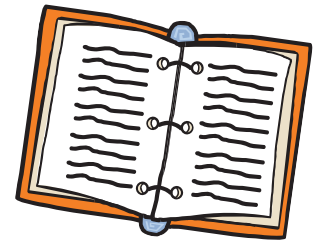
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# Tips for Conducting Your Interview

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## Before the Interview

- Schedule a time and place to have the interview, or decide on a time to have it over the phone. Make sure that it is a time that is convenient for the person you are interviewing.
- Allow for 10–15 minutes for your interview.
- Be prepared! Have your questions figured out ahead of time. Of course you can ask questions that aren't on your list, but having thought through what you want to find out ahead of time will be helpful in gathering the information you need.
- Bring something to take notes with. You will want to record as much of what they say as possible.



## During the Interview

- Introduce yourself and explain why you are interviewing them. Let them know the kind of information you are hoping to learn.
- Before you start talking about their career, you may want to ask them how they are and thank them for coming. Making the person you are interviewing comfortable will help the interview go smoothly!
- As you ask questions from your list, don't read them right off the paper. Try and make the interview feel like a normal conversation. If you come up with new questions as you are talking, feel free to ask them!
- Listen carefully. Don't interrupt the person while they are talking or act distracted.
- There may be some topics that the person doesn't feel comfortable speaking about, like their grades while they were in school or their exact salary. In addition, some aspects of some careers must remain confidential. Respect their privacy; if they don't want to talk about it, don't force them!
- When you've asked all of your questions, be sure to thank them for speaking with you and give them your contact information so they can reach you if they have anything else to share with you.

## After the Interview

- Try and go over your notes right away. Sometimes when we write in a hurry we use abbreviations or write down single words to represent whole thoughts. The sooner you rewrite your notes after the interview, the more likely you will be to remember what you meant!
- If possible, send a thank you note to the person you interviewed.

# Lesson Six Supplemental Activity: College Knowledge Game

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## Activity Summary

Prior to the college visit, students will test their college knowledge. This game show-style activity is designed to make students more aware of the terms associated with postsecondary education institutions.

## Rationale

To make students more comfortable with the terms associated with attending a postsecondary education institution.

## Materials

- Copies of the College Knowledge quiz for students and/or a transparency of each question (see page SA-25)
- Overhead projector (if using transparencies)

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**Teacher Instructions:** Divide students into teams of five. Read each question to the students, along with the answer choices. Teams will have 15 seconds to choose the best answer and write their answer choice down on a piece of paper. In turn, each team will display their answer to the class. The team with the most correct answers wins the game.

While reading the questions aloud is beneficial for some students, others will need to read the question to fully understand it. You may address this in one of two ways. The first is to make photocopies of the questions (see student version on page SA-25). In order to distribute each question individually, cut the page along the lines to separate each question. Hand out a hard copy of the question to each team as you read it. If you prefer to use the overhead projector, make a transparency of the questions, again using the student version on page SA-25. Cover questions with a piece of paper and reveal them one at a time as you ask the class.

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*Adapted from the Evergreen State College GEAR UP Project*

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# College Knowledge Quiz — Teacher Edition

Correct answers are in bold.

- 1. When you arrive on campus, you will see undergraduates going to class. What is an undergraduate?**
  - A. A college student who has graduated but is still attending class
  - B. A college student who has not yet earned a college degree**
  - C. College professors
  - D. People visiting the campus.

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- 2. Most of the undergraduates you see on campus are studying for a degree that you can get in four to six years from a college or university. What is the name of that degree?**
  - A. Associate Degree
  - B. License
  - C. Bachelor's Degree**
  - D. Certificate

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- 3. Which one of the following is NOT the name of a degree?**
  - A. Associate Degree
  - B. Bachelor's Degree
  - C. Master's Degree
  - D. License Degree**

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- 4. While studying for their degree, undergraduates focus upon a specific subject. This is called a \_\_\_\_\_.**
  - A. Major**
  - B. License
  - C. Selection
  - D. Resume

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- 5. Many (but not all) college professors have earned PhDs. What does PhD stand for?**
  - A. A degree that stands for Doctor of Philosophy**
  - B. A degree that stands for Doctor of Physics
  - C. A degree that stands for Doctor of Physiology
  - D. A degree that stands for Doctor of Phun!

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- 6. What is the proper way to address a college professor?**
  - A. Mr. or Mrs.
  - B. Principal
  - C. Dr. or Professor**
  - D. Officer

(continued)

## College Knowledge Quiz — Teacher Edition (continued)

7. You will probably see a residence hall when you go to campus. What's a residence hall?

- A. A building where classes are held
  - B. A building where college students live**
  - C. A building where college professors live
  - D. A hallway that has pictures of everyone in the college/university.
- 

8. We will talk about financial aid when we are on campus. Which of the following is NOT a form of financial aid?

- A. Transcript**
  - B. Scholarship
  - C. Grant
  - D. Loan
- 

9. To go to a four-year university, you need to take a college admissions exam. Name one of the official college entrance exams.

- A. CAT/UEE
  - B. GPA/GNP
  - C. SAT/ACT**
  - D. PSAT/PLAN
- 

10. Why do people go to college?

- A. To further their education
- B. To earn more money
- C. To reach a career goal
- D. All of the above**



# College Knowledge Quiz — Student Edition

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- 1. When you arrive on campus, you will see undergraduates going to class. What is an undergraduate?**
  - A. A college student who has graduated but is still attending class
  - B. A college student who has not yet earned a college degree
  - C. College professors
  - D. People visiting the campus.
- 2. Most of the undergraduates you see on campus are studying for a degree that you can get in four or five years from a college or university. What is the name of that degree?**
  - A. Associate Degree
  - B. License
  - C. Bachelor's Degree
  - D. Certificate
- 3. Which one of the following is NOT the name of a degree?**
  - A. Associate Degree
  - B. Bachelor's Degree
  - C. Master's Degree
  - D. License Degree
- 4. While studying for their degree, undergraduates focus upon a specific subject. This is called a \_\_\_\_\_.**
  - A. Major
  - B. License
  - C. Selection
  - D. Resume
- 5. Many (but not all) college professors have earned PhDs. What does PhD stand for?**
  - A. A degree that stands for Doctor of Philosophy
  - B. A degree that stands for Doctor of Physics
  - C. A degree that stands for Doctor of Physiology
  - D. A degree that stands for Doctor of Phun!
- 6. What is the proper way to address a college professor?**
  - A. Mr. or Mrs.
  - B. Principal
  - C. Dr. or Professor
  - D. Officer



(continued)

## College Knowledge Quiz — Student Edition (continued)

7. You will probably see a residence hall when you go to campus. What's a residence hall?

- A. A building where classes are held
  - B. A building where college students live
  - C. A building where college professors live
  - D. A hallway that has pictures of everyone in the college/university.
- 

8. We will talk about financial aid when we are on campus. Which of the following is NOT a form of financial aid?

- A. Transcript
- B. Scholarship
- C. Grant
- D. Loan



9. To go to a four-year university, you need to take a college entrance exam. Which pair of tests are the official college entrance exams?

- A. CAT/UEE
  - B. GPA/GNP
  - C. SAT/ACT
  - D. PSAT/PLAN
- 

10. Why do people go to college?

- A. To further their education
- B. To earn more money
- C. To reach a career goal
- D. All of the above

# College Visit Supplemental Activity: Campus Scavenger Hunt

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## Activity Summary

During the college visit, students will collect various items related to postsecondary education.

## Rationale

To raise students' awareness of which offices provide which services on a college campus.  
To provide a way for students to learn more about college life.

## Materials

- Copies of the scavenger hunt checklist (see *Before the Lesson Checklist*)

## Before the Lesson Checklist

- q Speak with your college/university partner to determine which offices and buildings students will be visiting during their campus tour.
- q With their assistance, identify items located at each of these locations that the students could collect for free. You should also include trivia questions that students can learn from the tour guide. Some examples of trivia questions include finding information that is publicly posted (for example, if there is a plaque posted next to a statue, asking the students to record who the statue is of and why they were honored in such a way), or certain facts or campus legends that tour guides plan on sharing as part of their tour (for example, "Legend has it that if you step on that emblem during finals week, you will fail all of your exams."). Be sure to coordinate the trivia items with your college/university partner so that all of the questions get addressed during the tour.
- q Create a Scavenger Hunt Checklist with all of these items listed on it. Bring enough copies for all participants on the campus tour, including students, chaperones, and campus tour guides. Send a copy to your college/university partner so they can share it with tour guides ahead of time. A sample list is included on page SA-28.



**Tip:** Try to include fun trivia items in your scavenger hunt, like campus legends or student traditions. These fun facts will help students see that going to college is about more than just academics — it's also about community, tradition, and personal growth.

Before students begin their campus tour, provide each of them with a copy of the Scavenger Hunt Checklist. Explain that they must collect the items and information on the list throughout their visit. You may divide students into teams to work together and collect the information, or have students work individually.

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

## Scavenger Hunt Checklist (sample)

Welcome to Ball State University! Can you find all of the following items?

### Items to collect:

Q an admissions application

Q a campus brochure

Q a financial aid pamphlet

Q a copy of the Ball State Daily News

Q a pen with that has Ball State or the Ball State logo on it

Q A signature from a Resident Advisor (RA) \_\_\_\_\_

### Ball State Trivia:

What is the name of Ball State's president? \_\_\_\_\_

The fountain by Bracken Library has a statue in it. What do students call this statue?  
\_\_\_\_\_

What Ball State alumnus and television celebrity is the journalism building named after?

Rumor has it the library was built to look like \_\_\_\_\_.

How many majors are offered at Ball State? \_\_\_\_\_

The trail leading from the Robert Bell building to the Cooper Science building is known as the  
\_\_\_\_\_.

Describe one other new piece of information you learned about college.  
\_\_\_\_\_  
\_\_\_\_\_

# Supplemental Activity: Career Discussion with College Students

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## Activity Summary

Students will have the opportunity to meet with college students who are currently pursuing a major that is related to your students chosen careers.

## Rationale

To provide students an opportunity to hear first-hand information about the college experience.  
To spend time with a positive role model who is pursuing the same goals the student may have.

## Materials

- About the Kids2Careers Campus Event letter (sent to participating college students prior to the college visit; page SA-30)

## Before the Lesson Checklist

- q With help from your campus coordinator, identify students with majors that your students are interested in who are able to participate during the scheduled time. It is recommended that you search out students who work in the admissions office or give campus tours as they are knowledgeable about being a college/university representative.
- q Ask the campus coordinator to send participating college students the information sheet on page SA-30 so they are aware of the context of the visit. Alternately, the campus coordinator can go over the information with them before the activity.

For this activity, place students into groups based upon their careers and the potential college major they would need to pursue that career. The number of groups you have and how large the groups are will depend upon the variety of careers in your class and how many college students the university can identify to participate in the activity.

Allow time for the college students to share their story and for students to ask questions. College students should use the questions outlined in the “About the Kids2College Campus Visit” letter (page SA-30) to guide the discussion.

## About the Kids2Careers Campus Event

Thank you for participating in the Kids2Careers campus event to [ *campus name* ]. This visit is the culmination of a six-lesson curriculum on college and career awareness that the students have participated in over the past several weeks. As a part of this course, each student chose a career for themselves and researched how to academically prepare for that career and what someone in that career does as a part of their job.

As a part of the students' visit to your campus, they will spend time talking to you about what you are doing to prepare for your career. You will be assigned a group of students whose careers fit with your major. Your students will be interested in learning about your educational path — the types of courses you take, projects you are working on, and your goals for the future. For this event, we ask that you spend a few minutes sharing your educational experiences with students before beginning a conversation with them about the research they have found.

As you prepare your remarks, consider the following questions. Please use them as a guideline and incorporate some of them into your presentation. Be creative, and bear in mind that a format where you read the question and then answer is not effective.

- Is there anything about your high school years that you would change if you could?
- Is there some advice you would like to share with students so they will not make the same mistakes?
- What did you do in middle and high school to prepare for college?
- What other things are you doing to prepare for your career?
- What is college REALLY like?
- How did you decide this was the college you wanted to attend? Who helped you?
- How much fun is college?
- Do they take attendance in the classroom?
- What is your major and what types of courses are you taking?
- Who chooses the courses? What are they like?
- What is a typical day like?
- Do you receive financial aid? (*Optional*)

After you have shared your experience, begin a dialogue with the students. While they will have questions for you, it is important to ask them questions as well. Some suggested questions include:

- Which career did you choose to study? Why?
- How can you prepare for college and your career now? When you get to high school?
- What do like/not like so far about your campus visit?
- Can you imagine yourself in college? Why/why not?
- Ask if they have any questions for you.

If you have any questions before the visit please contact [ *campus coordinator* ] at [ *phone number and email* ]. Thank you again for your time and participation.

Sincerely,

[ *Campus Coordinator name* ]



### Resource:

For a customizable version of this letter contact

[shelly.morgan@alaska.gov](mailto:shelly.morgan@alaska.gov)