

KIDS 2 COLLEGE
THE SALLIE MAE FUND



Kids2College Supplemental Activities Guide

Table of Contents

Teacher's Edition

Welcome and Introduction	2
How to Use the Teacher's Edition	5
The <i>My Path to Success</i> Student Handbook	6
Before the Lesson Checklists	7
Evaluation	9
Supplemental Materials	9
Tips for Building a College-Going Culture.....	10
The Role of Family Involvement in Academic Achievement and Postsecondary Access	12
Pre- and Post-Program Survey Instructions	14
Pre- and Post-Program Survey.....	16
Letter Home	17
Parent Permission Form	18
Lesson 1: Education Options	19
Lesson 2: Career Exploration	41
Lesson 3: I'm Going to College!.....	63
Lesson 4: Paying for College	88
Lesson 5: Connecting College and Careers	109
Lesson 6: Career Day	125
Glossary.....	136
Acknowledgements.....	139



Welcome to Kids2College

Created with the support of The Sallie Mae Fund, **Kids2College** is a user-friendly college awareness curriculum designed to make upper elementary students more aware of how education impacts their future life choices. Students will have the opportunity to:

- learn more about college;
- explore careers;
- make the connection between college and job opportunities; and
- begin planning for their future.

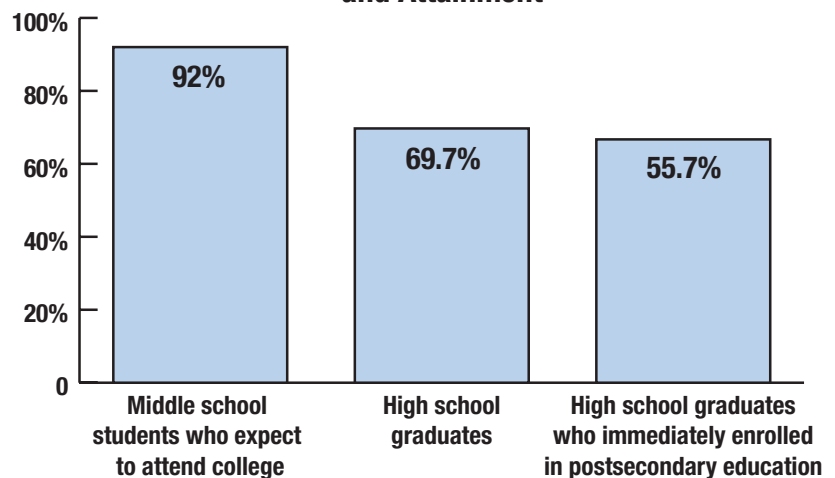
Through their activities, documented in their *My Path to Success* Student Handbook, they'll learn how they can prepare for college in middle and high school, and the positive impact college can have on their future. Students will have the opportunity to learn more about themselves, their learning styles, and how their interests and skills can be transformed into a promising and fulfilling future.

Kids2College is unique in its focus on developing partnerships between schools and higher education institutions. Students will have the opportunity to meet with college students, faculty, and staff through lessons taught by higher education partners and a visit to a college campus. The in-class activities paired with the chance to experience college life firsthand will help students be aware of the path that will give them the greatest range of options for education beyond high school and see postsecondary education as a real possibility for their own future.

Why Start in Grades 5 & 6?

Fifth or sixth grade may seem like an early time to begin college awareness outreach to students. Indeed, Kids2College is currently one of the only national initiatives to focus on informing upper elementary students and families about the path to postsecondary education and what it takes to get there. However, the research clearly shows that sixth-grade is an excellent time to begin raising college awareness, particularly in populations where college has not traditionally been an alternative.

Student Postsecondary Aspirations and Attainment



A recent study shows that 92% of middle school students expect to attend college¹; yet nationally, only 69.7% of students graduated high school in 2004, and only 55.7% of those who did graduate continued on to postsecondary education immediately following graduation². There is a clear disconnect between student aspirations and their postsecondary educational outcomes, much of which can be attributed

¹ Markow, Dana, Margot Liebman, and Jackie Dunbar. (2007) *Middle School Poll*. (Prepared for the National Association of Secondary School Principals and Phi Delta Kappa). Rochester, NY: Harris Interactive.

² The National Center for Higher Education Management Systems (NCHEMS). *Public High School Graduation Rates, 2004*. Retrieved October 30, 2007 from <http://www.higheredinfo.org/dbrowser/index.php?year=2004&level=nation&mode=map&state=0&submeasure=36>

to the fact that many students are not taking the necessary steps to achieve these goals during their middle and high school years.³

As students fall further behind on the preparation curve, their chances of being both academically and financially prepared for postsecondary education upon graduation diminish. This is particularly relevant for low-income and first-generation college bound students. These students are less likely to complete a rigorous high school curriculum than their peers who have at least one parent who completed college, and are less likely to take the SAT and ACT. First-generation students typically also lack “college knowledge,” meaning they do not understand the basics of navigating the college financial aid process, the admissions process, or the impact that academic and degree requirements have on potential career paths.⁴ Early intervention is crucial to making sure that all students are taking the appropriate steps to be on course not only for high school graduation, but for postsecondary enrollment.⁵

Why Include Parents?

Studies indicate that parents affect both the level of aspiration and college knowledge of their children. Consider the following findings from a 2007 report issued by the Institute for Higher Education Policy⁶:

- 87% of parents surveyed expect their child to go to college.
- Middle school students report that their parents are a key source of support for college planning, but 45% of parents surveyed did not take any of the college planning steps asked in the survey.
- More than one-third of parents surveyed reported having no sources of information on college preparation or admission.

Clearly, students are not the only ones who need to increase their college knowledge. Families play a crucial role in the high school and postsecondary planning process. A recent survey found that 83% of middle school students said that they relied on family and friends to help them select the right courses in high school that would prepare them for college enrollment⁷. It is imperative that family members understand the minimum requirements for postsecondary eligibility to ensure that they provide their students accurate guidance as they chart their educational course.

Studies have shown that students who receive information about college, academic requirements, and financial aid are more likely to follow a college-bound path in high school⁸. 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 as it is a time when many students begin to question the value of education and whether or not it holds any promise for them.

³ Wimberly, George L. and Richard J. Noeth. (2005). *College Readiness Begins in Middle School*. Iowa City, IA: ACT.

⁴ Vargas, Joel H. (2004) *College Knowledge: Addressing Information Barriers to College*. Boston: The Education Resources Institute.

⁵ Vargas, *College Knowledge: Addressing Information Barriers to College*; Wimberly and Noeth, *College Readiness Begins in Middle School*; Tierney, William G., Julia E. Colyar, and Zoe B. Corwin. (2003). *Preparing for College: Building Expectations, Changing Realities*. Los Angeles: Center for Higher Education Policy Analysis.

⁶ Cunningham, Alisa F, Wendy Erisman, and Shannon M. Looney. (2007) *From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality*. Washington, DC: Institute for Higher Education Policy.

⁷ Markow, Dana, Margot Liebman, and Jackie Dunbar. (2007) *Middle School Poll*. Prepared for the National Association of Secondary School Principals and Phi Delta Kappa. Rochester, NY: Harris Interactive.

⁸ Vargas, Joel H. (2004) *College Knowledge: Addressing Information Barriers to College* Boston: The Education Resources Institute.

A Comprehensive Program

The Kids2College curriculum includes everything an education professional needs to present the program. Spread over six lessons, the curriculum covers:

- What postsecondary education institutions and degrees are available to students.
- How individual skills and interests can be parlayed into successful careers.
- How postsecondary education opens the door to job opportunities and future success.
- How understanding their individual learning style can help students maximize their academic potential.
- What steps students need to take in middle and high school to be prepared for college, including which classes and college entrance exams to take.
- A brief introduction to financial aid.
- An opportunity to meet working professionals and hear about their academic and career experiences.
- The chance to visit a college campus and meet students, faculty, and staff.

Information is provided for three different audiences:

- **Teachers and Coordinators*** receive a Teacher's Edition that details the content, materials, resources, and preparation required to present each of the six lessons, as well as a Supplemental Activities Guide and College Visit Planning Guide;
- **Students** receive the *My Path to Success* Student Handbook filled with activities that allow them to follow along with the course; and
- **Parents and Families** receive letters home describing the program and encouraging them to support their student as they pursue college.

By providing information to students, families, and education professionals, the Kids2College program allows everyone to learn how a college education is the key to a successful future.

In addition to the curriculum, additional pieces are provided for Teachers and Coordinators to aid them in presenting the program. These include:

- Tips for creating a college-going culture in your classroom, school, and community (found on page 10 of the Teacher's Edition); and
- A summary of the research on the benefits of parent and family involvement and tips for building relationships with families (found on page 12 of the Teacher's Edition).

Collectively, these resources provide everything a program needs to present the curriculum.

*For the purposes of this curriculum, the Teacher refers to the individual presenting the content and the Coordinator refers to the individual who is coordinating the overall program with the teacher, higher education partner(s), and school.

How to Use the Teacher’s Edition

At the beginning of each lesson, teachers are provided information that will help them prepare to present it. This information includes:

□ **Lesson Overview**

The lesson overview provides the overarching theme of the session. It briefly describes what the lesson aims to accomplish and what students will learn.

□ **Lesson Objectives**

Each lesson has specific learning objectives that clarify what students will be able to do by the end of the lesson.

□ **Vocabulary**

A list of vocabulary words covered during the lesson is included. Definitions for these terms can be found in the glossary included with the curriculum.

□ **Required and Optional Materials**

A complete list of materials needed to teach the lesson is provided.

□ **Supplemental Activity**

For programs that have more time to work with students, we have included at least one additional activity that reinforces the lesson’s goals.

□ **Resources**

A variety of web-based resources related to each lesson’s objectives are provided. These resources are intended to provide extra information. With the exception of Lesson Two, these resources are intended for the teacher only. Student appropriate links are provided in the Student Handbook.

□ **Before the Lesson Checklist**

This checklist will remind teachers of what they need to do to prepare for the lesson. A complete list of all six “Before the Lesson Checklists” can be found on page 7.

□ **Lesson Timeline**

This chart provides a detailed list of the activities in each lesson, including the length of time each activity should take, a summary of the activity, relevant page numbers, and the rationale behind doing the activity with the class.

After the lesson timeline, the lesson itself begins. Each lesson provides teachers with a script of what they can say during the lesson, as well as instructions on how to present the information throughout. Teachers do not have to read the script verbatim — in fact, it is strongly discouraged — but the script provides all of the background information teachers need to successfully present the lesson.

The Teacher's Edition is laid out in a clear, easy to use format. Instructions for the teacher are placed between lines using a bolder font. These instructions are interspersed with the scripted segments containing all the content the teacher needs to present. Throughout the curriculum, tips and suggestions are included to help teachers along as they prepare and present the material.

When students have a worksheet, journal page, or handout included in their Student Handbook, this page is reproduced in the Teacher's Edition for the teacher's reference. Whenever students have a corresponding page in the Student Handbook for taking notes, teachers are informed of the page number.

Family Information Sheets

At the end of each lesson there is a family information sheet that can be reproduced and distributed to students. While this program focuses heavily on activities and information for students, these documents are included as a way to inform parents and families about postsecondary education as well. These information sheets, one for each lesson, summarize what was covered during the lesson and provide activities for families to do together to learn more about college.

The My Path to Success Student Handbook

Review

In addition to talking about learning styles, we also talked about the academic factors that are important for getting into college.

0: What were the three important things we should focus on? Grades, class selections, and tests

0: I shared with you some opportunities to get help if you were having difficulties in your classes. Can anyone name one of these opportunities?

Paying for College


Students may follow along and take notes on page 38 of their Student Handbook

We've talked about why college is important — how it impacts your future and provides opportunities for different careers. We've also discussed how you can prepare for college in middle school and high school. Today we are going to talk a little bit about the resources available to help you pay for college.

0: What do you know about how much college costs?

0: How many of you are worried that college might be hard to pay for or too expensive?

While you can contribute to your education yourself, you may also receive help to pay for college. The United States government devotes a large amount of money to help students and their families pay for postsecondary education, as do many state governments, colleges, and private organizations. All students who are applying to and attending college may apply for financial aid. Financial aid consists of different types of financial assistance for students who are in college.



There are four types of financial aid you should be aware of right now:

- **Grants** are financial aid awards that do not have to be repaid. Grants are usually given to the students who need the most money.
- **Scholarships**, like grants, are financial aid awards that do not have to be repaid. Scholarships are typically awarded to students based on their achievements and may be awarded by religious organizations, professional organizations, businesses, and schools. Some states also offer scholarship programs.
- **Work-study** is a program that allows students to work to earn money for their tuition. Work-study students have jobs on campus or at a local organization. Work-study jobs are often related to a student's major. All work-study money is earned, so you do not have to pay anything back after graduation.
- **Loans** are financial aid awards which must be repaid. Different organizations lend qualified students or their parents money that they will pay back after they leave school. The federal government provides loans with low-interest rates specifically for college students.

KIDS 2 COLLEGE THE SALLIE MAE FUND **Teacher's Edition – Lesson Four 95**

Teacher's Edition

Paying for College

■ The money available to help me pay for college is called _____.

■ _____ are financial aid awards that do not have to be repaid. They are usually given to the students who need the most money.

■ _____ are financial aid awards that do not have to be repaid. They are typically awarded to students based on their achievements and may be awarded by religious organizations, professional organizations, businesses, and schools. Some states also offer this type of financial aid.

■ _____ is a program that allows students to work to earn money for their tuition. Students in this program have jobs on campus or at a local organization. All the money is earned, so you do not have to pay anything back after graduation.

■ _____ are financial aid awards which must be repaid. Different organizations lend qualified students money that they will pay back after they leave school. The federal government provides this type of aid with low-interest rates specifically for college students.

■ In order to be eligible for financial aid, I need to fill out the _____ during my senior year of high school.

Did You Know?

- 63% of all college students pursuing bachelor's degrees received some sort of financial aid.
- 52% of public college students and 73% of private college students received grants.
- 46% of public college students and 56% of private college students took out educational loans.

Source: U.S. Department of Education, National Center for Education Statistics 2005, 2003-04 National Postsecondary Student Aid Study (NPSAS) Undergraduate Financial Aid Statistics for 2003-04 by Type of Institution (NPSAS 2003-04)

KIDS 2 COLLEGE THE SALLIE MAE FUND **My Path to Success Handbook 99**

Student Handbook

In addition to the Teacher's Edition, students will each receive a handbook that contains all of the information they need to successfully complete the lesson. The Student Handbook includes the worksheets and handouts that are a part of the class as well as an outline of the lesson to follow along with their instructor. Students are prompted to identify key vocabulary words as the lesson progresses. The Teacher's Edition includes prompts so that they can alert students to which page in their handbook they should be using as they progress through the lesson.

Teachers are strongly encouraged to keep the *My Path to Success* Student Handbooks in the classroom until the course is over. This provides an opportunity for them to review what students are writing in their journal entries and find out about questions students may have. This allows teachers to customize the program to their students' needs.

At the end of the program, students will be able to take their *My Path to Success* Student Handbook home to keep as a resource for them during their middle and high school careers.

Before the Lesson Checklists

For many of the lessons, teachers and/or coordinators will have some preparatory work to do to get ready for the session. While these checklists are provided in the beginning of each lesson, we've also provided a comprehensive list here. Many times, the pre-lesson work involves gathering customized information regarding local and state information that is important for your students to know. Teachers and Coordinators are strongly encouraged to modify the curriculum to be able to share information relevant to their school, district, and community.

Lesson One: Education Options

- Teachers:** Throughout the class, take a picture of each student. You may begin taking pictures as soon as students arrive. These pictures will be added to the “I’m Going to College!” worksheet students will complete during the lesson. **Campus Coordinators:** Solicit the donation of a t-shirt or sweatshirt from the local college that students can wear in their picture. If you are unable to acquire a t-shirt, bring a cap and gown for students to wear as they pose for their picture.
- Teachers:** Create an “I’m Going to College!” bulletin board. This board should have room for students to hang their “I’m Going to College!” pages, as well as information about local colleges such as pennants, posters, pictures, and brochures. It should remain up for the entirety of the program.
- Campus Coordinators:** Provide enough copies of the *My Path to Success* handbook to distribute to each participant.
- Teachers:** If you have an overhead transparency projector, create a KWL transparency (see page 24).
- Teachers:** Hang signs for the “What Degree Do You Need?” activity along the front or back wall of the classroom. On the far end of the room, hang a sign that says “High School Diploma.” On the other end of the room, hang a sign that says “Doctoral Degree.” Spaced equally in between, post signs that say “Vocational Certificate,” “Associate Degree,” “Bachelor’s Degree,” and “Master’s Degree” (see the chart on page 37).
- Teachers:** If there are local industries that are popular and/or in high demand in your community or region, you may wish to include those careers during the “What Degree Do I Need?” activity.

Lesson Two: Career Exploration

- Teachers:** Look through the Career Database. If a prominent local industry is not listed as a career option, collect information about it to share with students (see page 51).

Lesson Three: I’m Going to College!

- Teachers:** Share state public high school graduation requirements (page 82) and state assessment requirements (page 83) with your students. (Please supplement with additional district credit requirements as appropriate.)
- Campus Coordinators:** Research the academic support and enrichment opportunities available in your school and community. Create a document that lists all these opportunities, when they are held, and how students can get involved. Be sure to include relevant contact information and eligibility requirements (for example, your school’s after school enrichment opportunities, church or community homework centers, Boys and Girls Clubs, summer university-sponsored enrichment camps, local library programs, etc). For a sample, please see page 84.

Lesson Four: Paying for College

- ❑ **Teachers:** Please review the Alaska specific scholarship and grant programs for students on page 94, and share this information with students during the lesson. Learn more at: www.acpe.alaska.gov.
- ❑ **Teachers:** Print a copy of the Facilitator's Cards on pages 97–101. Cut out each square, fold it, and place it in a container. You will draw the cards from this container during the game.
- ❑ **Teachers:** Gather BINGO chips. (These may be squares of paper, actual bingo chips, or any other small object that will cover a student's square.) Students may mark on the BINGO cards in pencil, but doing so might prove confusing during multiple games as they erase and rewrite.

Lesson Five: Connecting College and Careers

- ❑ **Teachers:** Speak with your coordinator in advance about the speakers that will be joining you for this lesson. While your coordinator will be recruiting the speakers, it is important to be aware of who will be joining you and to review the information they've been asked to speak about. You may wish to review the documents on pages 114–116 in this lesson to see what materials the speakers received prior to attending.
- ❑ **Campus Coordinators:** Please refer to pages 112–116 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.
- ❑ **Teachers:** 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.

Lesson Six: Career Day

- ❑ **Teachers:** Speak with your **Campus Coordinators** to gather all the information about the College Visit, including date and times, location for pick up and drop off, transportation, chaperones, etc.

How Can our Higher Education Partners Be Involved?

There are multiple opportunities for higher education partners to be involved in the program.

- Lesson One:** This is an excellent lesson for a higher education partner to talk with students about postsecondary education opportunities. This is also an opportunity for the partner to promote their university by donating a school t-shirt or sweatshirt and other paraphernalia for the college bulletin board.
- Lesson Three:** This is a great lesson to have a higher education partner talk with students about the postsecondary education admissions process.
- Lesson Four:** This is a great lesson to have a higher education partners talk with students about financial aid opportunities.
- Lesson Five:** In this lesson, campus staff work with teachers to select a presentation date, then recruit career panelists to talk with students about their college and career experience.
- Lesson Six:** The Teacher or Coordinator may wish to invite the admissions office representative that he/she is working with to come watch the presentations and formally invite students to campus.

Evaluation

Assessing the effectiveness of the program is a crucial part of Kids2College. Evaluating student learning will allow both the instructor and the curriculum development team to determine how successful the program is in reaching its stated goals. We have included a pre- and post-program evaluation to gather information about student knowledge, attitudes, and beliefs. This information will not only be helpful to the instructor as they prepare the lessons, but will also help to show what information students have mastered during their participation in the program. Instructions on how to administer the evaluations as well as a copy of the pre- and post-program evaluation can be found on pages 14-18.

Supplemental Materials

The complete curriculum includes six one-hour lessons and a college visit. However, some programs may find that they have additional time to work with the students. To enrich the lessons, we have included a section of supplemental materials. These materials include eight additional in-class activities, as well as extra activities for the college visit.

Traveling Together on the Path to Success

The Sallie Mae Fund applauds your efforts to educate students and families about their postsecondary options. We hope that the materials provided here will help you as you undertake this important task.

Tips for Building a College-Going Culture

What is a College-Going Culture?

College-going culture refers to an environment that nourishes aspirations and behaviors that lead to preparing for, applying to, and enrolling in college⁹. A strong college-going culture is made palpable in a school by its faculty, students, and families.

There are key conditions that are important in turning the notion of a college-going culture into a tangible reality in a classroom. All educators are essential partners in this endeavor. For example, teachers may spend up to 35 hours per week interacting with students and are familiar with the K–16 pipeline.



Tips for Building a College-Going Culture in Your Classroom

The following research based principles are important in building a college-going culture in your classroom:

1. Expect that all students are capable of being prepared to enroll and succeed in college¹⁰.

Research demonstrates that the more we expect of our students the better they are likely to do. Students respond to high expectations and want to hear that their educators and families believe they have the potential to do better.

2. Encourage your students to do well in school.

Instill in your students the importance of getting good grades, participating in extracurricular activities, and working hard to excel. Emphasize the need to build strong study skills that will help them in middle school and thereafter.

3. Motivate all of your students to aspire to attend college.

Exposing your students to college and encouraging them to be college ready entails creating, sustaining and reinforcing college messages. To do so, it is recommended that both verbal and nonverbal tactics be used:

Verbal — by sharing about your own college admission process. You may start by sharing your own college experience. Many students do not have a college graduate in their family. Learning about your experience will help demystify some of their misconceptions. To be fully prepared to answer their questions it is recommended that you stay informed about the current college admissions process.

Nonverbal — it is often said that nonverbal communication is the most powerful form of communication. Having information visible in the classroom such as posters with college-going messages helps emphasize a college-going culture.

⁹ Blumberg Corwin, Zoë and William Tierney. (2007) *Getting There — and Beyond Building a Culture of College-going in High Schools* Los Angeles: USC Center for Higher Education Policy Analysis.

¹⁰ Pathways to College Network

4. Explain how they can find the resources to pay for college.

As research continues to show, students and their families often see college as unattainable for financial reasons. Help explain the many options they will have to solicit financial support for their university studies and urge them to plan ahead. It is recommended that you keep abreast of changes to the financial aid protocol nationally and in your state.

5. Inject college-awareness activities into the curricula.

By incorporating the Kids 2 College program into your existing work, you are instilling timely college awareness and information essential for students to succeed. As you implement the program, we recommend that you consider the different social, cultural, and learning-styles among your students.

Here are some additional suggestions:

- Put up posters of colleges and universities in your classroom.
- Wear a sweatshirt or t-shirt with the name of your alma mater. Organize a “College Day” when all faculty and staff will wear their college gear.
- Conduct classroom trivia — take popular characters from TV shows (CSI, etc.) and highlight the degrees (knowledge and skills) that are needed for that position. For example: CSI — a forensic scientist needs, at minimum, a bachelor’s degree in forensic science, biology, or chemistry. But there are multiple branches of forensic science, such as psychology. Have the students research universities that offer those degrees.
- Have brochures, applications, viewbooks, and course catalogs freely available in your classroom.
- Write a local college or university and ask if they can send pens or other small items with their institutions name on them to hand out in your classroom.
- Introduce a “college of the week” in your classroom. Every week, place the name and interesting facts about a new college or university on your white-board.
- Put up your diploma in the classroom.
- Start a college day/month in which the school promotes college awareness.
- Put up the charts titled “Taking College to the Bank” (Supplemental Activities Guide, page 8).
- Invite high school alumni who have completed their college degree to speak to the class.
- Rename popular places around the school, like hallways, with college-related names.

The Role of Family Involvement in Academic Achievement and Postsecondary Access

As you know, decades of research indicate that when schools, families and community groups work together to support learning, children of all backgrounds benefit. According to *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, students with involved families, no matter what their income or background, were more likely to:

- earn higher grades and test scores, and enroll in higher-level programs;
- be promoted, pass their classes and earn credits;
- attend school regularly;
- have better social skills, show improved behavior and adapt well to school; and
- graduate and go on to postsecondary education.

The positive effects of family involvement in children’s education are multiplied when that involvement is linked to student learning and achievement and is designed to engage families and children in developing specific skills.

These studies found that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children’s learning at home. White, middle class families, however, tend to be more involved at the school. These findings have implications for the strategies Kids2College educators should consider in their efforts to reach out to and engage families.

So What Can Educators Do to Facilitate Family Involvement?

Research indicates that students and schools will benefit from special efforts to involve all families in the education of their children. The following are some of the strategies Kids2College educators can use to facilitate that involvement. The common element in all of these strategies is **communication with rather than to families**.

■ Build trust and respect with families by nurturing relationships with them. Some activities might include:

- creating a school environment that is welcoming to families;
- taking time to communicate one-on-one with families about both positive and less-positive aspects of student progress; and
- recognizing and building on families’ cultural values and the variety of ways they are already involved with their children’s learning.

■ Recognize and address family needs by asking what they need to be more involved at school and at home. Some activities might include:

- finding interpreters;
- scheduling conferences and events at times that are convenient for families; and
- encouraging family members to send a substitute to a meeting or activity if one parent cannot attend.

- **Bridging class and cultural differences by recognizing and building on them. This could include:**
 - asking families to share their cultural traditions and norms to build understanding, trust, and reveal commonalities; and
 - being open to the possibility of changing some common practices to account for varying points of view and cultural perspectives.

- **Validate families’ ability to contribute to their child’s education by asking how they would like to be involved at school. Some activities might include:**
 - asking for input via parent-conducted surveys (of other families) and making it easy for families to meet and discuss concerns with educators; and
 - offering information on how to communicate with their children about a variety of topics.

- **Build families’ skills and knowledge about academic and higher education requirements by integrating the Kids2College program into existing curricula. In doing this, educators will be providing hands-on experiences, written information and training opportunities for families. Some activities might include:**
 - providing learning kits, books, games and other materials for families to use at home;
 - encourage the school to offer classes or discussion groups for parents;
 - assigning interactive homework that involves parents with their children’s learning;
 - providing information about graduation requirements, test schedules, and postsecondary education options and how to plan for them;
 - encouraging families to schedule regular meetings with teachers and counselors to plan children’s academic programs so that they match goals for postsecondary education;
 - informing families about where to find extra academic support; and
 - offering information about financing postsecondary education and applying for financial aid.

Although many of the strategies mentioned above might most conveniently take place on-site at school, going directly to families may be the most effective way to reach them. This might mean making individual home visits, making presentations at community meetings or in places of worship, or accessing the informal social network that exists in communities to facilitate the dissemination of information among families.

Keep in mind that there is no “correct” approach to family engagement; consider implementing a variety of approaches that build upon the strengths and interests of your Kids2College families and schools.

The bottom line is that Kids2College educators must assume that all parents love their children and that all children can learn. The reasons families may not be involved in their children’s education vary but through two-way communication, educators and families can agree upon ways that families can play a role in their children’s education. Once the communication flow starts, be prepared to continually modify and expand that role based on input from families. As the relationship builds, be sure to thank and recognize families regularly for all they do for their children and for the school. Remember that families want the best for their children — and so do you!

Pre- and Post-Program Survey Instructions

All Kids2College programs are required to measure the impact of the program by surveying all participating students. We have provided you with a pre- and post-program survey which must be administered prior to delivering the first lesson. A copy of the survey can be found on page 16.

Teacher Instructions: This survey assesses students' opinions and plans about high school and college. You should give your students this assessment before you begin the Kids2College program and then again at the end of the program. The purpose of the Kids2College program is to make your students aware of the higher education options that are available to them. You may find that your students do not think that college is a viable option for them. They may not feel that they will be prepared for college or that they have the financial resources to pay for college. We hope that by the end of this program your students not only believe that college is a possibility for them but also have the desire to pursue higher education.

Monitor student progress as they are completing the survey. Be prepared to answer questions as students may be unfamiliar with some of the terms. Students may not have completed a survey before, so be prepared to answer questions about Questions 12–20. Explain to students that Likert-scale survey questions are designed to measure their attitudes. Students should read the statement and then think about whether they agree or disagree with the statements. Before students begin the survey, you may wish to review an example with students.

Examples:

- I love to read.
- Playing basketball is fun.

You may review other examples with students. Be sure that students understand how they should respond to these statements.

Pre-Program Survey

The survey should be administered during a separate session held prior to Lesson One. There are several things that need to be accomplished during this preliminary session, including:

- Have students complete the pre-program survey. Be sure that each student completes the whole survey, including background information, as this is needed to compare their pre-program results with their post-program results.
- Distribute the welcome letter for parents, as well as the permission form (see pages 17–18). Be sure to include copies of any district permission forms required for the college visit.
- This is an excellent opportunity to take student pictures for the “I’m Going to College” activity that is completed in Lesson One. For more information, see page 31.

Post-Program Survey

Following the college visit, have students complete the program survey for a second time. Ideally, this can be done during an additional follow up session; however, students may complete the survey at different times if necessary (for example, during a visit to the counselor's office, before school, or during a lunch hour).

Comparing their results on the second administration of the survey with the first administration will allow you to see the areas where students have shown the most growth. Remember that you must share your evaluation results with your Kids2College coordinator.

Student's Name: _____

Teacher's Name: _____

School: _____



Pre-Survey Post-Survey

	3rd	4th	5th	6th	7th	8th	Other
Your grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Which of the following best describes your race or ethnicity?

- American Indian or Alaska Native
 Asian
 Black / African-American
 Not Hispanic or Latino
 Hispanic or Latino
 White
 Native Hawaiian or Pacific Islander

2. I am a... Male Female

	Some high school	High school	Vocational school	Community college	Four-year college	Graduate school	I don't know
3. What is the highest level of education your mother received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. What is the highest level of education your father received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How many of your brothers and/or sisters have attended or graduated from a college or university?

- None
 One
 Two
 Three +
 I am the oldest
 I do not have siblings
 I don't know

6. Which of the following best describes your immediate plans after high school?

- I plan to enter the workforce.
 I plan to attend a local community college.
 I plan to attend a four-year college or university.
 I plan to enter the military
 I haven't decided what I want to do after I graduate high school.

	Frequently	Sometimes	Rarely	Never
7. How often do you talk with your parent(s) or guardian(s) about the classes you plan to take in high school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How often do you talk with your parent(s) or guardian(s) about attending college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How often do you talk with your parent(s) or guardian(s) about your career goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Have you ever visited a college or university campus? Yes No

	Strongly disagree	Disagree	I don't know	Agree	Strongly agree
11. Making good grades in my middle school classes helps me achieve my future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. A college education is important for me to achieve my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. College graduates earn more money than people with only a high school diploma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I see myself graduating from college in ten to fifteen years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I can afford to pay for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Knowing my learning style helps me do well in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. There are a variety of financial aid resources to help me pay for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am aware of the courses that I need to take in high school to be ready for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The grades I make in middle school affect the courses I can take in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Letter to Parent or Family Member

[Date]

Dear Parent or Family Member:

We would like to let you know of an exciting opportunity for your student.

The Alaska Commission on Postsecondary Education and University of Alaska College Savings Plan, with support from The Sallie Mae Fund, have partnered with **[Campus Name]** to bring the Kids2College® Program to **[School Name]**!

Kids2College is an early college awareness program designed to provide information on the importance of college by introducing students to college and career opportunities. Classrooms are paired with a local university or college campus to participate in a unique six-lesson curriculum that combines hands-on activities with information on careers, college life, and preparing for college. All sessions and activities are held at school to emphasize the program's premise: *a college education is something you can achieve if you plan ahead.*

The program will end with a visit for the students on **[Visit Date]** to **[Campus Name]** — at no cost to the students or their school! Parents and guardians are invited to come as well. You will receive further information from the teacher at a later time.

While many colleges and universities already have educational awareness programs in place, Kids2College is unique in its focus on fifth and sixth-graders. The sooner you and your student learn about all of your educational options, the sooner you 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.

Please return the enclosed Permission Slip to your student's teacher no later than **[Due Date]**. The lower half of this form also provides an optional photo release for your child. With your permission, photographs may be taken by campus or sponsor staff.

We hope that you will talk to your child about their experience with Kids2College, and their future plans. Your encouragement and support can make a big difference in your child's success!

If you have any questions please contact your child's teacher. If you would like more information on the Kids2College program, please contact Shelly Morgan, K-12 Specialist with the Alaska Commission on Postsecondary Education at 907-269-7972 or by email at shelly.morgan@alaska.gov.

Thank you for being a part of your student's future success!

Sincerely,

The Kids2College Team

Your child's class has been invited to participate in the Kids2College program. Kids2College is sponsored by The Alaska Commission on Postsecondary Education, in partnership with UA College Savings Plan, Sallie Mae Fund, Alaska School Districts, and Alaska Postsecondary Institutions (collectively referred to as Program Sponsors & Funding Partners).

The primary objective of this program is to provide students with information and awareness on preparing and planning for college and career exploration. After completing a 6-lesson curriculum at school, the program will culminate with a 1-day campus visit.

Students will be provided with a college experience on campus with an inspirational opening ceremony, campus tour, engaging age-appropriate classes, and lunch. These activities should encourage dialogue about aspirations and goals, prepare students to visualize their own future, and instill the idea that going to college is possible.

WHAT: Kids2College field trip
WHEN: [Date of Campus Visit]
WHERE: [Campus Name] (Address)

STUDENT NAME (Print): _____ **GRADE:** _____

EMERGENCY CONTACTS: _____

ALLERGIES OR SPECIAL CONCERNS: _____

MODE OF TRANSPORTATION: _____

Release of Liability and Authorization for Emergency Medical Treatment

I hereby give permission for my student to attend the Kids2College Campus Visit field trip.

I understand that supervision and chaperoning will be provided by the school/district, and agree that my student will abide by all rules and regulations of School District authorities.

I consent to any emergency transportation, medical treatment, care or hospitalization deemed necessary for the welfare of my student by a medical professional or medical facility in the event of injury or illness while he/she is participating in the above stated activity. I hereby waive, release and discharge Program Sponsors & Funding Partners from any and all claims for damages or personal injury, death, or property damage which I or my student may have, or which may hereafter occur as a result of my or my student's participation in this field trip.

I understand that Program Sponsors & Funding Partners will assume no liability or costs for such emergency transportation and medical treatment. I understand that any medical expenses or insurance coverage are my responsibility. I hold harmless and indemnify Program Sponsors & Funding Partners from all liability on my and my student's behalf, waive my and my student's rights to sue Program Sponsors & Funding Partners, and assume all risks of my student's participation in this Activity. I allow my student to participate in this Activity. I understand that I am responsible for the obligations and acts of my student as described in this document. I agree to be bound by the terms of this document.

My signature below authorizes my student to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of the minor listed above.

Parent/Guardian Name (Printed): _____ **Relationship to Minor:** _____

Parent/Guardian Signature: _____ **Date:** _____

Table of Contents

Supplemental Activity Guide

These activities, while not a part of the basic curriculum, 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 time.

Lesson One

College Research2
Local Colleges and Universities.....4
Taking College to the Bank7

Lesson Two

Making College and Career Connections9

Lesson Three

Applying Your Learning Style12

Lesson Four

Visualize Your Future16

Lesson Five

Career Interviews.....18

Lesson Six

College Knowledge20

College Visit Planning Guide

Campus Scavenger Hunt.....25
Career Discussion with College Students.....27

Lesson One Supplemental Activity: College Research



Activity Summary

Students will identify potential college majors that would qualify them for their career. They will research information about these majors using university websites.

Rationale

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

Materials

- Computers with internet access and/or college department information (see “*Before the Lesson Checklist*”)
- Copies of the “College Research Worksheet” (page 3) for each student.

Before the Lesson Checklist

- Prior to the lesson, identify websites from your local colleges and universities that list the majors offered at their school. These pages 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 on to get there. Be sure to guide students towards websites from your local postsecondary institutions so that they can become more familiar with them.
- If you do not have internet access, this information can be collected from your partner and/or local colleges and universities. Select several different majors of study that may be appealing to your students. Then contact the departments or colleges that those majors are housed in and request additional information. You may also print information about the different majors from the university websites. To determine which majors you will need to obtain information about, 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 were related to that career?

Q: What did you learn about the major you researched?

Q: What classes will you take?

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

College Research



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.

- 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 pick one that interests you the most.

- What degree will you get in this major? What degrees will you need if you want to become an expert in that subject?

- What kinds of classes will you take in this major?

- Where will you go to school to get this degree?

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

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

- Are there any steps you must take in high school to make yourself eligible for your college major?

Lesson One Supplemental Activity: Local Colleges and Universities

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 6)
- Transparency of a map of the state
- Overhead projector and markers

Before the Lesson Checklist

- 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 5.
- 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 6.
- 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?

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.

Sample List of Schools: Alaska Higher Education

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
- Alaska Pacific University
- Central Texas College
- Charter College
- Embry-Riddle Aeronautical University, Anchorage
- Ilisagvik College
- Wayland Baptist University

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

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 8)

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 8 of the Supplemental Activities Guide. If the students do not complete the graphs, please distribute this handout and discuss it instead.

Opening Discussion

Q: Do you think that someone with a degree 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 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.

Teacher Instructions: Provide students with a copy of the “Taking College to the Bank” worksheet (on page 8). 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.

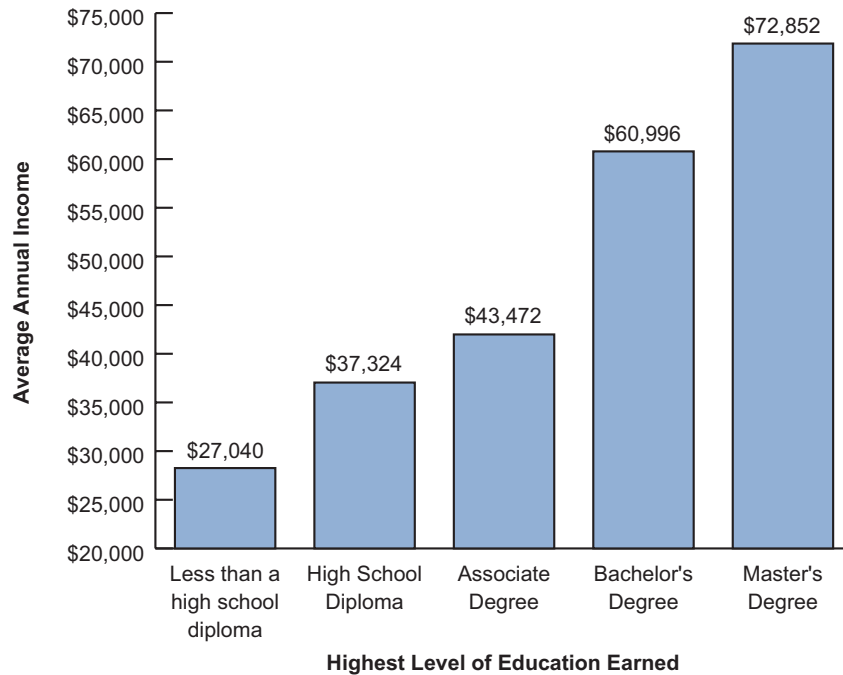
Q: Does continuing your education pay off economically?

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?

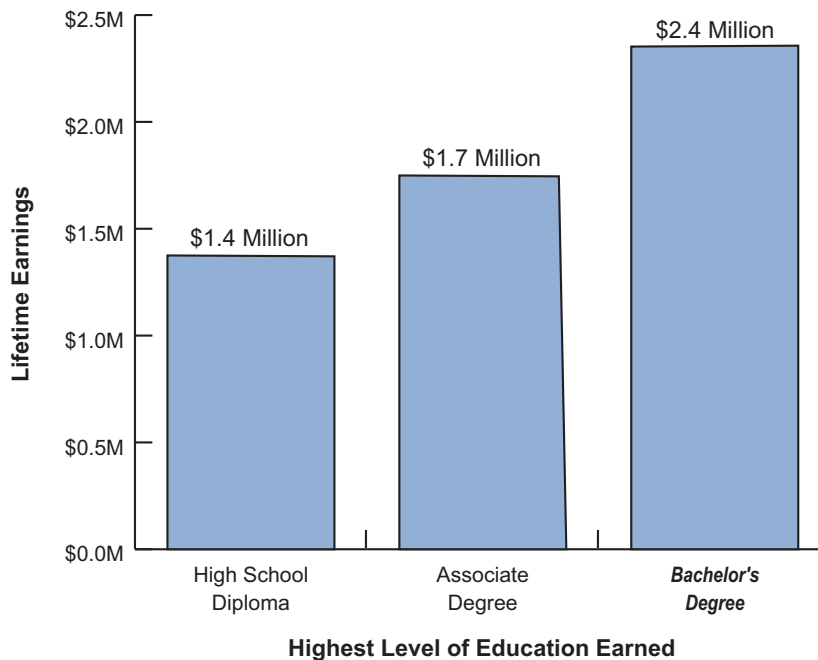
Q: How do you think continuing your education after high school can impact your future?

Taking College to the Bank

Average Annual Adult Income – United States¹



Lifetime Earnings (in millions of dollars) – United States²



¹ Source: Bureau of Labor Statistics 2017; ² Source: Bureau of Labor Statistics 2017 (averaged at 40 years each)

Lesson Two Supplemental Activity: Making College and Career Connections

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 11)
- Transparency markers
- Overhead projector
- Copies of “Making Career Connections” (page 11) for each student

Before the Lesson Checklist

- Create a transparency of the blank concept map on page 11.

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 10 to help guide the 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:

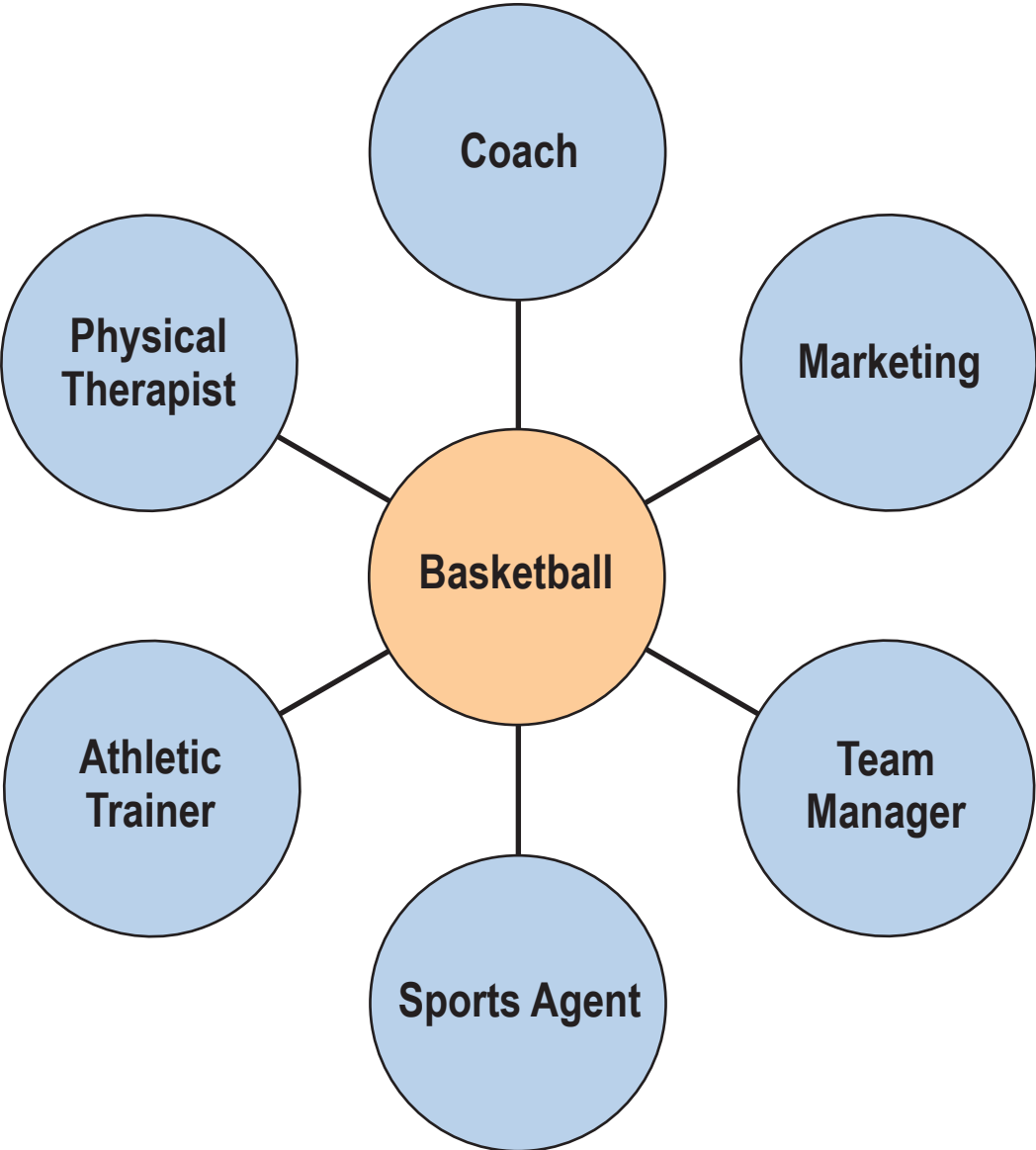
Q: What were some of the skills or interests that you identified?

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

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

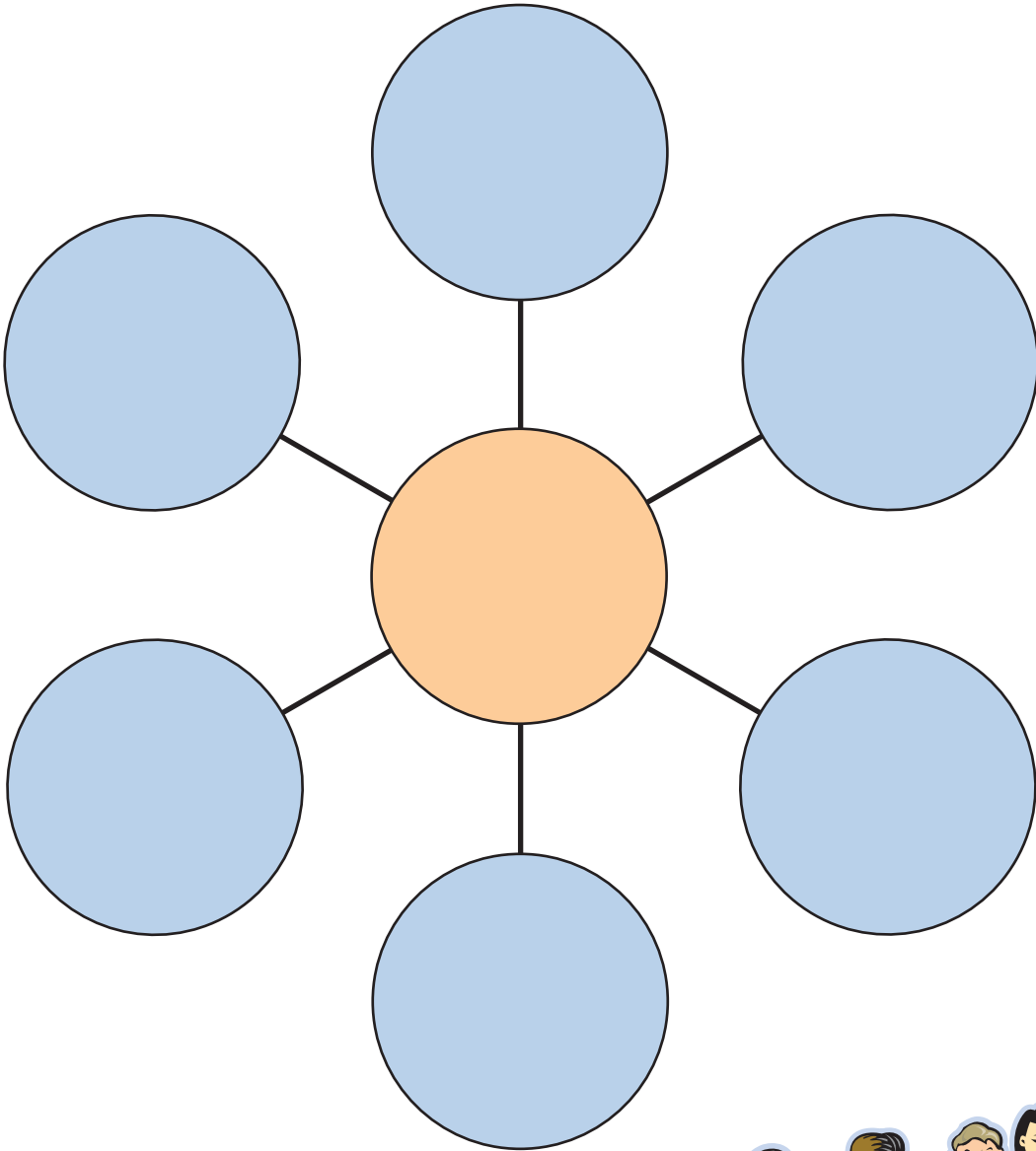
Sample Chart

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

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 15) for each student
- Chalkboard or whiteboard

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 15. 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.



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.

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.

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.

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 visual learner if this is a technique that will work for him or her.

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 partner should be able to explain why you think these techniques will help.

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.

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



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

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

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

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.

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

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 that students have a different partner than they had during 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.

Lesson Five Supplemental Activity: Career Interviews

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.

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

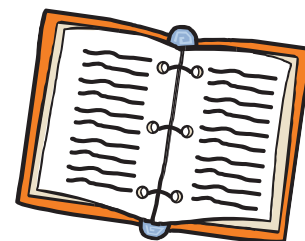
Students should aim to have their interview last no longer than 10–15 minutes. Explain to students that individuals might not be comfortable sharing some information, such as grades or salary.

Tips for completing a successful interview are located on page 19.

Tips for Conducting Your Interview

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 that 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

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 23)
- Overhead projector (if using transparencies)

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 23). 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 23. Cover questions with a piece of paper and reveal them one at a time as you ask the class.

Adapted from the Evergreen State College GEAR UP Project

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.

- 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 – 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

- 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

Activity Summary

During the college visit, students will collect various different 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

- Speak with your college/university partner to determine which offices and buildings students will be visiting during their campus tour.
- 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.
- Create a Scavenger Hunt Checklist with all of these items listed on it. Bring enough copies for all participants in the campus tour, including students, chaperones, and campus tour guides. Send a copy to your college/university partner so that they can share it with tour guides ahead of time. A sample list is included on page 26.



Tip: Try and 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:

- an admissions application
- a campus brochure
- a financial aid pamphlet
- a copy of the Ball State Daily News
- a pen with that has Ball State or the Ball State logo on it
- 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

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 Kids2College Campus Visit letter (sent to participating college students prior to the college visit; page 28)

Before the Lesson Checklist

- 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.
- Ask the campus coordinator to send participating college students the information sheet on page 28 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 28) to guide the discussion.

About the Kids2College Campus Visit

Thank you for participating in the Kids2College campus visit 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 that 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 you 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