

**Research Results****The BIG Idea**

- What information about the college I've researched would convince another student to attend?

**AGENDA**

Approx. 45 minutes

- I. Warm Up: Yes to College (5 minutes)
- II. Create! (25 minutes)
- III. Evaluate! (10 minutes)
- IV. Wrap Up: College Reflection (5 minutes)

**MATERIALS** **PORTFOLIO PAGES:**

- Portfolio pages 24–25, College Info from the Web (completed in lesson 4)
- Portfolio page 28, Grade 8 Skills Checklist (Education After High School skills only)

 **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 62–63, College Reflection

 **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Sample recruiting poster (from last week's lesson)
- Paper and markers for posters
- Chart paper and marker
- Post-Its® (optional)

**OBJECTIVES**

During this lesson, the student(s) will:

- Review, summarize, and share information about post-secondary schools researched last week.

## OVERVIEW

In this lesson, students review information about post-secondary schools researched last week. They use this information to create recruiting posters and present them to their classmates.

## PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 24–25, College Info from the Web** (from lesson 4)

## IMPLEMENTATION OPTIONS

### DO NOW:

(You may choose to present the **Warm Up** activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW**.)

#### Questions:

1. What school did you research last class?
2. After researching this school, do you still think it would be a good fit for you?  
Explain your answer.
3. List three facts about this school that would make someone want to go there.

[Then call on students to read their answers and continue with the Warm Up as written.]

If you have access to computers, you may choose to have the students create their posters on the computer, using MS Publisher or a similar program.

For **Activity II, Evaluate!**, if space or student behavior doesn't permit moving around the classroom, arrange the students into groups of four. Have the students present their posters to their group members. You could also select a few volunteers to present their college posters to the class. Students should then complete **Student Handbook pages 62–63, College Reflection**.

If you are concerned about having enough space for students to work on their posters, you may choose to have students create recruitment flyers instead. Give each student a piece of legal size paper and have them fold it into a tri-fold. Each section of the flyer can address a different category (location/campus, student life, academics, etc.).

## ACTIVITY STEPS

### I. Warm Up: Yes to College (5 minutes)

1. **SAY SOMETHING LIKE:** Who knows what a recruiter is? (*Someone who finds qualified people to enroll in a college, enlist in the military, work for a company, or become part of an organization.*)

Well, today you're all going to become recruiters for the school you've researched.

Using the information that you gathered last week, you're going to come up with some great reasons for students to apply to your school.

To prepare, I'd like you to think of some of the concerns students might have about going to college. [Pass out an index card to each student and give them one minute to list all of the concerns a student could possibly have about going to college. Then call on volunteers to share their answers with the class, using chart paper to record students' answers.]

### II. Create! (25 minutes)

1. **SAY SOMETHING LIKE:** As a recruiter, you'll be using real facts that will support students' reasons to go to college and challenge their reasons not to go. Your job is to choose one of the reasons not to go to college from your list, and create a poster that convinces students that your school is worth the time and money they'll spend attending.

When you're making your posters, it's important to keep in mind who your target audience is—the type of student your college wants to attract.

2. **SAY SOMETHING LIKE:** Your goal today is to figure out which students you want to attract and really SELL your school to them. Use facts, figures, quotes, graphs, pictures — anything that you can think of to convince students that they should apply.

With your target audience in mind, here are some questions to think about:

[Write the following on the board:

- What are the best things about this school?
- What are the benefits of going here?
- Are there any myths to dispel about the school?]

[Read the questions aloud, and ask a student to clarify what the last question means. Give them examples of some myths (e.g., *only rich kids can afford this school, there's nothing to do on campus, this is just a "party school."*)]

3. **SAY SOMETHING LIKE:** Before you begin, review **Portfolio pages 24–25, College Info from the Web** notes to remind you of answers to these kinds of questions. Your notes might include information about some of the following: [List the following on the board.
  - location
  - costs
  - campus life
  - academics]

**SAY SOMETHING LIKE:** Making a sketch first will help you plan your poster.

Here are some ideas for poster headings. Use one of these or come up with your own. [Write the following on the board:

- A Day in the Life
- What Your \$ Buys
- Want to be a \_\_\_\_\_?]

4. [Distribute paper and markers. Refer students to **Portfolio pages 24–25, College Info from the Web** if you think they need a reminder on the directions. Have students create their posters using the board notes as general guidelines.]

### III. Evaluate! (10 minutes)

1. [When students have completed their advertisements, post them around the room. Then bring the class back together as a whole group. Give each student five Post-it® notes. Explain that they will be using them to write comments about other students' posters.]
2. **SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different college posters. As you do, think about which schools seem like a good fit for you. Each of you has been given five Post-it® notes. As you walk around, use these notes to write positive comments for colleges you find interesting. [Give an example of a positive comment.]

## IV. Wrap Up: College Reflection (5 minutes)

1. [Direct students' attention to **Student Handbook pages 62–63, College Reflection**. Students will use this sheet to reflect on two of their peers' posters along with their own college research. Once students have completed this sheet, invite them to discuss what information is important when researching a college and what they learned from their research.]
2. **SAY SOMETHING LIKE:** Most students pick the post-secondary school they'll attend some time in high school—often in their junior or senior year. Now you know how to check out some of the possibilities that are out there. Keep your options open and be on the lookout for other schools as your interests continue to grow and change.

### SKILLS CHECKLIST

Direct students' attention to **Portfolio page 28, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Education After High School.

### EDUCATION AFTER HIGH SCHOOL

#### I can...

List the pros and cons of at least two kinds of post-secondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify things to consider when choosing a tech school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the information that can be found on a college website.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify majors consistent with personal interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

### EXTENSION ACTIVITY

If space is available, display students' college posters on the Roads to Success bulletin board.

## **DO NOW**

# **EDUCATION AFTER HIGH SCHOOL 5: RESEARCH RESULTS**

**Directions:** You will have three minutes to read the questions and write your answers.

**Questions:**

1. What school did you research last class?

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2. After researching this school, do you think it would be a good fit for you? Explain your answer.

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3. List three facts about the school that would make someone want to go there.

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## College Reflection

Now that you've read important information about several colleges, consider if any of them are a good fit for you.

### College #1 [A school one of your peers researched.]

**College name:**

I (circle one): [would, might, would not] be interested in attending this school.

**Reflection: List one fact that made you think this school would or would not be a good fit for you.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### College #2 [A school one of your peers researched.]

**College name:**

I (circle one): [would, might, would not] be interested in attending this school.

**Reflection: List one fact that made you think this school would or would not be a good fit for you.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### College #3 [THE school YOU researched.]

**College name:**

I (circle one): [would, might, would not] be interested in attending this school.

**Reflection: List one fact that made you think this school would or would not be a good fit for you.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**The college I am **MOST** interested in!**

**Of these three schools, which one do you prefer? Why?**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**List two things that you find really interesting and/or exciting about going to college.**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

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