

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Post-secondary Options

Why is education after high school so important, and what are some of my options?

Education After High School 2: One- and Two-Year Programs

What can a one- or two-year school offer me, and how should I choose one?

Education After High School 3: Four-Year Programs

What can a four-year college offer me, and how should I choose one?

Education After High School 4: The Cost of College

How much does college cost?

Education After High School 5: Financial Aid

What are some ways to help pay for college?

Education After High School 6: Entrance Requirements

How do colleges decide which students to admit?

Note: *This lesson requires coordination with your school counselor.*

Education After High School 7: Building Credentials

What do my high school activities tell college admissions officers/employers about me?

PLANNING PYRAMID

GRADE 9 (9–12), Unit 5, Education After High School

Some Students Will:

- Identify scholarships that match their interests and abilities.

Most Students Will:

- Identify the pros and cons of at least two of the following: apprenticeships, tech/trade schools, community colleges, and four-year colleges.
- List things to consider in determining if a four-year college is a good match.
- Use RUReadyND.com to create a list of post-secondary options.
- Compare the relative costs of in-state and out-of-state tuition.
- Compare the relative costs of community college, public four-year colleges, and private four-year colleges.
- Understand the following about financial aid:
 - Financial aid can be based on need or merit.
 - Loans have to be paid back, and can take a big bite out of entry-level salaries.
 - There are all kinds of scholarships available if you know where to look; many are highly competitive.
- Identify grades and standardized test scores as important admissions benchmarks.
- Identify activities that will serve as credentials for college admissions officers and future employers.

All Students Will:

- Understand the importance of education after high school (four out of five new jobs require post-secondary training).
- Identify more than one post-secondary option.
- Recognize that school selection is a matchmaking process.
- Understand that income increases with education.
- Understand that school costs vary widely.
- Understand that it's possible to find an affordable option for post-secondary education.
- Identify one way in which one's high school performance influences colleges or future employers.
- Develop a preliminary list of 10th grade courses based on high school requirements.

The College Question

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know?

Some colleges and tech schools have few or no requirements to get in. But not all of their students make it to graduation! Students should figure out their chances of success before they enroll.

Ask:

- What remedial courses will I be required to take if I'm not ready for college work?
- What percentage of students graduate?

Why go to college? Better pay and more job opportunities top most kids' lists. There are also advantages that can't be measured—meeting new people, living on your own, and learning more about the world.

There are colleges to match every personality and background—from small schools where students get lots of attention to large schools with big-city flavor. And there are other options—community colleges, trade schools, and training programs—to help students get ready for the world of work.

Things your student should consider:

Why am I going? What career am I planning for? How does college fit into my plans?



Am I prepared to do the work? College courses build on what you learned in high school. If you don't have As and Bs now, you should know what to do to improve. You'll also need to know how to study

without prodding from your parents or teachers.

What other choices should I consider? Am I interested in a career that doesn't require college? What trade schools or apprenticeships can help me get the job I want?

What steps do I need to take next? Talk to people who have the careers you're interested in. Research to find out what education is required.

Plan on taking tests required for college admission (the PSAT in Grade 10, the SAT or ACT in Grade 11).

Visit colleges and apply to your top choices in the fall of your senior year.

Grade by Grade: Financial Aid

The news is full of stories about the rising costs of higher education, but there are still ways to make college affordable.

Some community colleges cost less than \$3,000 a year. And some very expensive colleges offer generous financial help to make it possible for students from all backgrounds to attend.

Here are a few ways to help pay for school:

Scholarships: Some schools and organizations give students money for achievement—like sports ability or good grades. Other scholarships are awarded based on a family's financial need. Scholarships don't need to be repaid.

Grants: Grants are based on financial need and don't need to be repaid.

Work/Study & Internships: Students get

paid for working, often in the subjects they're studying.

Loans: Students can borrow money at a low interest rate, which must be paid back (certain amount each month) once they've left school.

For more info, visit RUReadyND.com or your local library or school guidance office.

Post-secondary Options

The **BIG** Idea

- Why is education after high school so important, and what are some of my options?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Career Cards (15 minutes)
- III. How Much Are You Willing to Invest? (15 minutes)
- IV. Wrap Up: Check-up Questions (10 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 57, Education After High School Glossary
- Student Handbook pages 58–59, Post-secondary Education Notes
- Student Handbook page 60, Post-secondary Options: Pros and Cons

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Cards, Eight cards for each post-secondary option
 - Pages 1–2: Four-Year College (8 cards)
 - Pages 3–4: Apprenticeships (8 cards)
 - Pages 5–6: Community College (8 cards)
 - Pages 7–8: Technical/Trade School (8 cards)

- ☐ Chart paper or overhead projector to record notes during **Activity III**.

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of education after high school.
- Identify more than one post-secondary option and match them with careers.
- Describe how post-secondary options differ in terms of time investment, cost, and career preparation.

OVERVIEW

Students think about the relative number of jobs that require post-secondary schooling, and as a class, discuss and list various post-secondary options. In groups, they are given four careers and asked to match each with a post-secondary option it requires. They learn about the relative cost, time investment, and rewards for different post-secondary options, and on a worksheet, list a pro and a con for two of these options.

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:
 - **Student Handbook pages 58-59, Post-secondary Education Notes**
 - **Student Handbook page 60, Post-secondary Options: Pros and Cons**
- To color code **Facilitator Resource 2, Career Cards**, print pages 1–2 on blue paper, pages 3–4 on red paper, pages 5–6 on green paper, and pages 7–8 on yellow paper. (NOTE: careers should be printed on one side of the paper only.)
- Cut out enough cards so that each group of four in the class receives a set of four different-colored cards, one for each post-secondary option.

VOCABULARY

Post-secondary Education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Community College: A post-secondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Apprenticeship: A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Financial Aid: Any type of assistance used to pay college costs.

Graduate School: Additional education after a four-year college.

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:

- How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.
 - 1 out of 5
 - 2 out of 5
 - 3 out of 5
 - 4 out of 5
 - 5 out of 5
- Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.
- In a few sentences, explain what you plan to do after you graduate from high school.

[Call on students to read their answers; then read the last two paragraphs of the **Warm Up.**]

In **Activity II, Career Cards**, you may choose to group students so that all within a group have the same color card. Have students work together to figure out what type of post-secondary education their careers require. One student from each group can then present their conclusion to the class.

Instead of writing individual answers in **Activity III, How Much Are You Willing to Invest?**, you may choose to have the students vote as a class to decide which post-secondary education requires the most/least time and money. You should then record their answers on the overhead or board.

If you think your students will struggle to complete **Activity II, Career Cards** before learning about each type of post-secondary education, you can switch the order of **Activity II** and **Activity III**.

In **Activity IV, Check Up Questions**, if you think individual students will struggle, have them complete **Student Handbook page 60, Post-secondary Options: Pros and Cons** in pairs. You can also make a class list of pros and cons on an overhead projector, board, or chart paper. Students can then write down their responses on their own handbook pages.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Here's a trivia question for you. How many jobs require more training after high school? I'll give you four choices. Raise your hand when you hear the one that's correct.

Does 1 out of 5 jobs require training beyond high school?

2 out of 5?

3 out of 5?

4 out of 5?

If you said four out of five, you're right. This means that if you want to have your best shot at a good job, 12th grade will not be the end of your schooling. Raise your hand if you have a good idea of where you'll be going to school after high school.

[Students respond.]

If you don't have a clue, you're not alone. Most students don't finalize their plans until their junior or senior year. But knowing what your choices are, and how to get more information about them, will make planning easier and a lot more fun.

That's what we're going to work on for the next few weeks.

II. Career Cards (15 minutes)

1. **SAY SOMETHING LIKE:** Finishing high school is a big milestone. But once you're through, there are a lot of ways to continue your education to make sure that you'll have a rewarding career that pays well.

Four-year college is one way to do it [Write **Four-Year College** on the blackboard.] Usually, when people say they want to go to college, a four-year college is what they have in mind. But there are other options, too. Can anyone name one?

[Write student answers on the board and prompt students for any of the following that they miss:

- Community college
- Technical/trade programs of less than two years
- Apprenticeships for skilled trades]

[Direct students' attention to **Student Handbook page 57, Education After High School Glossary**. This glossary should be referenced throughout the unit whenever

vocabulary is reviewed or introduced. Review these three types of post-secondary education. See **Vocabulary.**]

2. [Once this list is on the board, distribute a set of four different-colored career cards to each team of four students (See **Preparation** and **Implementation Options**). Explain that each card requires a different kind of post-high school training and that using the list on the board as their guide, teams have to figure out what kind of training is required for each job. Each student in the group should be responsible for one career card. Explain that this card does not represent their future career. They are just in charge of presenting this career to their group and the class.]

[Explain to students that although there may be more than one kind of training for some of the careers listed, the answer will represent a common option.]

[After about five minutes, ask each student with a red card to read the career listed. Then explain that all these careers share similar training. Have the students with the red cards vote on which of the four options they think is correct, then give them the answer. (Note that stars on the blue cards mean more schooling is required after college.) Follow this procedure for the three remaining colors. See **KEY** below.]

KEY

BLUE	Four-Year College
RED	Apprenticeships for Skilled Trades
GREEN	Community College
YELLOW	Technical/Trade Programs of less than two years

III. How Much Are You Willing to Invest? (15 minutes)

1. **SAY SOMETHING LIKE:** Let's talk about the kind of investment you're going to have to make for each of the four options. The costs are all different and so is the amount of time they'll take to finish.

[Pass out one index card to each student. On the board, recreate the information below. Instruct students to write this information on their index card.]

Which Post-secondary Option:

1. Costs most?
2. Costs least?

3. Takes the most time?
4. Takes the least time?

On your index card you are going to write down the post-secondary option that you think costs the most money and the one you think costs the least. Then you will write down the option you think takes the most time to finish and the option you think takes the least time. You can check your answers afterward while I'm talking.

[Give students two minutes to write down their answers on their index card.]

2. [Display **Student Handbook pages 58–59, Post-secondary Education Notes** on the overhead projector as you instruct students to turn to these pages in their handbook. Explain that all of the answers will be covered during the following mini-lecture. Instruct the students to fill in the blanks as you are speaking. Ask students to help you fill in the blanks after you discuss each section. Record the answers on the overhead projector. Make sure to clarify any misconceptions the students may have.]

3. **SAY SOMETHING LIKE:** Let's start with **apprenticeships**. There are a lot of these in the skilled trades like plumbing, carpentry, construction, and electrical work, but there are also apprenticeships in other professions like nursing, hotel management, and homeland security.

You might be surprised to find out that apprenticeships can take the most time of any post-secondary option. Some take as little as one year, but some can take three to five years to finish.

Apprenticeships are also the least expensive way to go. Actually, employers sometimes even pay YOU while you get on-the-job training and academic instruction to learn the skills you need.

Completing an apprenticeship is also likely to land you a good job in your chosen field. Many times you can even get a job where you've been an apprentice.

4. **SAY SOMETHING LIKE:** At **technical and trade schools**, you can get a license or certificate in different kinds of skilled careers. These include jobs like auto mechanic, computer technician, truck driver, medical assistant, and interior decorator.

Technical and trade programs take the least time to finish of all the post-high school options. Some can even be completed in as little as five months.

The cost of tech and trade schools can really vary. Some can cost as little as a few hundred dollars, but a few can cost up to \$10,000. Most are somewhere in between. The good news is that tech and trade schools often offer training in growing professions, so there are likely to be a lot of jobs available when you're through.

5. **SAY SOMETHING LIKE:** A degree from a **community college** is also likely to get you into the job market right away. The kind of in-demand jobs these schools prepare you for include bookkeeper, fashion designer, computer programmer, and paramedic.

Community college takes two years to complete, and it'll cost you about \$3,000 per year. Community colleges usually offer two different options. You can stop after a two-year degree or use a community college as a stepping-stone on the way to a four-year degree.

6. **SAY SOMETHING LIKE:** If you thought **four-year college** was the most expensive option, you were right. At the moment, the price tag for a four-year college runs between about \$5,000 to more than \$40,000 each year. State schools like [**a state college or university in your area**] have the lowest listed cost and private colleges and universities like [**a private college or university in your area**] have the highest listed cost. However, the lowest tuition doesn't mean the cheapest to attend. Many private schools have money to give to hardworking students who can't afford school otherwise.

Just remember not to get too scared off by these higher costs; there's often financial aid available for students who need it. Financial aid is any type of assistance that's used to pay college costs. There is an affordable option for everyone, and we'll learn about this later in the unit.

Except for some five-year apprenticeships, four-year college generally takes the longest of all the options, which is four years, of course.

So with all these other options, why would someone spend all that time and money on four years of college? [Allow students to respond.] People who make the most money generally have four-year degrees. And going to four-year college also gives you the option to go to graduate school where you can become a doctor, lawyer, or other professional. These are the careers that usually pay the most. Four-year college also gives you broader knowledge than you get from the other kinds of training. This general knowledge can make it easier to switch careers.

[Have students identify which options require the least/most amount of time and money. Answer any questions the students may still have about each type of post-secondary option.]

IV. Wrap Up: Check-up Questions (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you know a little more about four different schooling options, take a look at **Student Handbook page 60, Post-secondary Choices: Pros and Cons.**

For this handbook page you will need to write one pro (positive outcome) and one con (negative outcome) for each of three options listed. Before you start working on your own, let's review the examples together.

[Have a volunteer read the pro and con for apprenticeships. Make sure students understand the differences between a pro and a con. Then see if any students can come up with another pro or con for apprenticeships. Once you feel students can complete this task on their own, give them a few minutes to complete the chart. Then ask for a few volunteers to share their answers.]

DO NOW

Education After High School 1: Post-secondary Options

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

1. How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.

- 1 out of 5
- 2 out of 5
- 3 out of 5
- 4 out of 5
- 5 out of 5

2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.

3. In a few sentences, explain what you plan to do after you graduate from high school.

CAREER CARDS (Four-Year College; print on blue paper)

Doctor



Lawyer



**Social
Worker**

**Marine
Biologist**

CAREER CARDS (Four-Year College; print on blue paper)

Accountant

Architect

**Computer
Programmer**

Teacher

CAREER CARDS (Apprenticeships; print on red paper)

Electrician

Welder

Caterer

Bricklayer

CAREER CARDS (Apprenticeships; print on red paper)

Roofer

Carpenter

Machinist

Plumber

CAREER CARDS (Community College; print on green paper)

**Police
Officer**

Chef

**Massage
Therapist**

**Medical Lab
Technician**

CAREER CARDS (Community College; print on green paper)

Nurse

**Childcare
Provider**

**Web
Designer**

**Interior
Designer**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Hair
Stylist**

**Auto
Mechanic**

**Computer
Technician**

**Hotel
Clerk**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Surgical
Assistant**

**Truck
Driver**

**Administrative
Assistant**

**Pharmacy
Assistant**

Education After High School Glossary

Accreditation: Official approval of a program after a school has met specific requirements.

Admissions: The department at a college or university that oversees the application and acceptance process.

Apprenticeship: A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Campus Life/Residence: The department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Community College: A post-secondary school that offers career training, or preparation for a four-year college. (Also called a two-year college.)

Enrollment: The number of students who are currently attending a particular college or university.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

Graduate School: Additional education after a four-year college.

Licensed: Legal permission to operate.

Post-secondary Education: Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Prospective Students: Potential or future students at a college or university.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: Fees paid for instruction, especially for post-secondary education.

Undergraduate: A student in a university or college who has not received their bachelor's degree.

Post-secondary Education Notes

Apprenticeships

There are a lot of apprenticeships in skilled trades like plumbing or carpentry. But there are also apprenticeships in other professions like _____ (one example).

Some apprenticeships take as little as _____ year, but some can take _____ to _____ years to finish.

Apprenticeships are the _____ expensive way to go.

Technical and Trade Schools

You can get a _____ or certificate in different kinds of skilled careers like _____ (one example).

Technical and trade programs of less than two years take the _____ time to finish of all the post-secondary options.

Some can even be completed in as little as _____ months.

The cost of these schools can _____.

Community College

Community college prepares you for jobs like _____ (one example).

Community college takes _____ years to complete.

It will cost you about _____ per year.

Four-Year College

Four-year college is the most _____ option. It costs between \$5,000 a year and _____ a year.

Public schools are cheaper than _____ schools.

Four-year college generally takes the _____ time of all of the options.

Going to a four-year college gives you the option to go to _____ school, where you can become a doctor, lawyer, or other professional.

Post-secondary Options Pros & Cons

Directions: List one pro and one con for each type of post-secondary option listed below.

OPTION	PRO	CON
Apprenticeships in the skilled trades	<i>You can get paid to learn.</i>	<i>You are trained to do a very specific job so you will need more schooling if you want to switch careers.</i>
Trade/Technical School (less than two years)		
Community College		
Four-Year College		

One- and Two-Year Programs

The **BIG** Idea

- What can a one- or two-year school offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Keeping Your Options Open! (10 minutes)
- III. How to Judge (10 minutes)
- IV. A Look at Two Schools (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 61, Careers with a Degree of Two Years or Less
- Student Handbook page 62, Pros and Cons of One- and Two-Year Schools
- Student Handbook page 63, Keeping Your Options Open!
- Student Handbook page 64, Examining One- and Two-Year Schools

FACILITATOR PAGES:

- Facilitator Resource 1, Class List: Careers with a Degree of Two Years or Less
- Facilitator Resource 2, Jobs for People without a Four-Year Degree, one copy per student
- Facilitator Resource 3, Discussion Points of One- and Two-Year Schools

- Copies of the following web pages listed in **Preparation** (one set for every two students)

OBJECTIVES

During this lesson, the student(s) will:

- Learn ways to evaluate one- and two-year programs.
- Learn that there are high school requirements for one- and two-year programs that determine admission and success.
- Discuss the pros and cons of attending one- and two-year programs.

OVERVIEW

Students list careers you can get with one- and two-year degrees and discuss the factors to consider when choosing tech schools and other one- and two-year programs. In pairs they review website information from two of these schools, then find out their admission requirements. They finish the lesson by discussing reasons to go and not to go to one- and two-year programs.

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:
 - **Student Handbook page 62, Pros and Cons for One- and Two-Year Schools**
 - **Student Handbook page 63, Keeping Your Options Open**
 - **Student Handbook page 64, Examining One- and Two-Year Schools**
 - **Facilitator Resource 2, Jobs for People Without a Four-Year Degree**
 - **Facilitator Resource 3, Discussion Points of One- and Two-Year Schools**
- Select two schools from the list below, or substitute two similar schools from your region. (See **Implementation Options**.) Visit their websites and create packets that address the information listed on **Student Handbook page 64, Examining One- and Two-Year Schools**. (Make a class set for each school.)
 - Turtle Mountain Community College
<http://www.turtle-mountain.cc.nd.us>
 - Rasmussen College
<http://www.rasmussen.edu/locations/north-dakota/fargo>
 - Lake Region State College
<http://www.lrsc.nodak.edu>
 - Bismarck State College
<http://www.bismarckstate.com>

VOCABULARY

Post-secondary Education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Licensed: Legally permitted to operate.

Accreditation: Official approval of a program after a school has met specific requirements.

Financial Aid: Any type of assistance used to pay college costs.

IMPLEMENTATION OPTIONS

If you typically meet with students in the computer lab, rather than printing out the web pages for **Activity IV, A Look at Two Schools**, you may prefer to have students access them online.

Instead of using the schools provided, you might also want to investigate other schools and use information from two you find worthy. Through RUPrepareND.com, students can access a school search feature called School Finder.

Directions:

1. Have students sign into RUPrepareND.com.
2. Click on College Planning then Explore Schools.
3. Choose School Finder. Students can search for schools by region and by type of program offered.

ACTIVITY STEPS

I. Warm Up: (10 minutes)

1. [Begin the class by referring students to **Student Handbook page 61, Careers with a Degree of Two Years or Less**. Have them complete the worksheet. Once the students have completed it, display **Facilitator Resource 1, Class List of Careers with a Degree of Two Years or Less**. Call on a few student volunteers to read their lists aloud. As they read them, record each career under its proper category.

Give each student a copy of **Facilitator Resource 2, Jobs for People without a Four-Year Degree**. Instruct the students to circle any careers that surprised them. Then allow a few students to share out one career they were surprised to find on the list.]

2. **SAY SOMETHING LIKE:** Many people don't figure out their plan for their education after high school until their junior or senior year. But it can really pay off to investigate your options right now. There are two great reasons to start early:
 - You won't feel panicky and pressured as graduation approaches.
 - It can help you make sure your high school work prepares you for the option you choose.

II. Keeping Your Options Open! (10 minutes)

1. **SAY SOMETHING LIKE:** Throughout this unit we will be focusing on different types of post-secondary options. You may already have an idea of what you want to do after high school, but I want all of you to have information about every option. To accomplish this, I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Last class you learned about the four different post-high school options. Does anyone remember all four? [Allow students to respond.] Next week, we'll talk about four-year colleges. Today we are going to examine the advantages of going to a one- or two year school. This includes tech and trade school as well as community college.

[Instruct students to turn to **Student Handbook page 62, Pros and Cons for One- and Two-Year Schools**. As a class, discuss the benefits and factors to consider for tech/trade schools and community colleges. (See **Facilitator Resource 3, Discussion Points for One- and Two-Year Schools**.)]

2. **SAY SOMETHING LIKE:** For many careers, there is no one perfect educational pathway. Often there's more than one way to reach a career goal. You may already be planning on attending a four-year college after you graduate from high school. But there's more than one way to get there. Some students get a two-year degree at a community college, and then move on to a four-year school. It's a way of getting used to college a little at a time, and can save you money, too! The key is to keep your options open.

[Display **Student Handbook page 63, Keeping Your Options Open!** using an overhead or chart paper. Discuss the multiple education pathways for each of the following careers: medical lab technician, restaurant manager, and nurse. Explain that your job opportunities and salary will increase as you attain more education.]

3. People sometimes mistakenly believe that community college is an easy option to build your skills. While it's true that many community colleges have open enrollment, that is they admit all students with a high school diploma, there may be bad news for people who haven't studied in high school. If you're not academically prepared, you're more likely to need remedial courses. These courses will not count toward your degree and will end up costing you more money! Many community and technical colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

III. How to Judge (10 minutes)

1. **SAY SOMETHING LIKE:** What are some of the ways you could check out this school or any other one- or two-year program? (*Look at websites and/or school brochures, talk to school reps, school counselors, people in the field, and alumni*).

[List student responses on the board.]

What are some of the questions you could ask to make sure you won't be wasting time and money? (*What will you learn? How long is the program? What are the costs? Is financial aid available? Will they help you get a job after graduation?*)

[List student responses on the board.]

2. **SAY SOMETHING LIKE:** There's a lot you can do to make sure a technical school or other one- or two-year program will help you in your career. In a few minutes you and a partner are going to research two tech schools, using the questions listed on **Student Handbook page 64, Examining One- and Two-Year Programs**. Let's take a look.

3. [As a class, go over **Student Handbook page 64, Examining One- and Two-Year Programs**. Discuss the meaning of any vocabulary that might be new to students like licensed, accreditation, and financial aid. (See **Vocabulary**.)]

IV. A Look at Two Schools (15 minutes)

1. [Pair off students.]
2. **SAY SOMETHING LIKE:** Now let's look at some real schools to see if they've got the right stuff. Both offer lots of programs, but we're going to focus on one for _____ (insert name of one program offered at the first school you selected) and one for _____ (insert name of one program offered at the second school you selected). (See **Preparation**.)
3. [Give each pair a set of web pages from the two schools you selected in the **Preparation** section. Explain that each pair is responsible for answering the questions listed on **Student Handbook page 64, Examining One- and Two-Year Programs** for both tech schools.]

SAY SOMETHING LIKE: Information on technical and trade schools can be harder to find than information about four-year colleges. But it's worth the effort it takes to investigate. If you can't find the answer to one of the questions, don't worry, just skip it and move on to the next question.

[Give the students 10 minutes to complete their work. Then bring the students back for a whole class discussion.]

SAY SOMETHING LIKE: So what do you think? Would these schools be worth your time and money? Why?

SAY SOMETHING LIKE: If you wanted to find out more information about these schools what could you do?

- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- Talk to people in the career you're interested in.

Here are some general requirements for admission to one- and two-year schools.

- You'll need a high school diploma.
- You may have to pass their math, reading, and English comprehension tests (so it's important that you stay on level with high school courses).
- Some schools may require an in-person interview with an admissions counselor who will be looking to make sure you're a motivated student and a good fit for the program.
- It's beneficial to have some kind of background experience in the field (e.g., for automotive tech, a shop class and for computer tech, a computer class).

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What are some of the reasons someone would choose to go to one- and two-year schools? (*Costs less money than four-year college, get training in careers that are in high-demand, enter job market sooner*) What would you miss by not going to a four-year program? (*campus experience, more varied and fuller education, path to a professional degree, preparation for a wider range of careers*)
2. **SAY SOMETHING LIKE:** True or false: If I'm not going to a four-year college, I don't have to worry about my academic skills.
3. [Reiterate that whatever kind of one- and two-year programs students are interested in, there are high school courses to take that will help them get in and succeed. Also remind the class that because they may have an interest in four-year schools later on, they should make sure to take coursework that doesn't close the door on that option.]
4. **SAY SOMETHING LIKE:** Next week we're going to learn more about four-year colleges. As a class we will discuss what to look at when selecting a college to attend and then you'll use RUPrepareND.com to find colleges that match your current interests.

EXTENSION ACTIVITY

Encourage any students interested in finding out more about a trade to talk to people who are in the field. What do they think students in high school can do to prepare for studying the trade? Where do they think is the best place to get training?

CLASS LIST: Careers with a Degree of Two Years or Less

Health Care	Government, Legal, and Public Safety	Travel/Hospitality
Computer/Internet	Building and Construction	Business, Sales, and Financial Jobs
Science, Math, Engineering, and Technology	Sports/Entertainment/Media	Transportation/Office

Jobs for a Person Without a Four-Year Degree

Building and Construction

- Brickmasons, blockmasons, and stonemasons
- Carpenters
- Construction and building inspectors
- Drywall installers and tapers
- Hazardous materials removal workers
- Painters and paperhangers
- Plumbers
- Sheet metal workers
- Iron and metal workers

Business, Sales, and Financial Jobs

- Advertising sales agents
- Insurance adjusters
- Real estate brokers and sales agents
- Retail salespersons
- Sales representatives
- Travel agents

Computer/Internet

- Computer and office machine technicians
- Computer programmers
- Computer software engineers

- Web developers
- Webmasters

Government, Legal, and Public Safety

- Court reporters
- Correctional officers
- Firefighters
- Paralegals and legal assistants
- Private detectives

Health Care

- Lab technicians
- Dental assistants
- Dental hygienists
- Emergency medical technicians/paramedics
- Licensed practical nurses
- Massage therapists
- Medical assistants
- Medical secretaries
- Nursing, psychiatric, and home health aides
- Pharmacy technicians
- Physical therapy assistants and aides
- Occupational therapists, assistants, and aides
- Registered nurses
- Veterinary technicians

Science, Math, Engineering, and Technology

- Drafters
- Engineering technicians
- Electronics installers and repairers
- Electricians
- Laser technicians
- Science technicians

Sports/Entertainment/Media

- Actors
- Athletes, coaches, and umpires
- Broadcasters, sound engineering technicians, and radio operators
- Desktop publishers
- Musicians, singers
- Photographers
- Public relations specialists
- Recreation and fitness workers
- Television and film camera operators and editors

Travel/Hospitality

- Air traffic controllers
- Aircraft and avionics equipment mechanics
- Airline pilots and flight engineers
- Chefs and cooks
- Flight attendants
- Food and beverage service workers
- Hotel managers and assistants
- Restaurant and food service managers
- Tour operators and guides

Transportation/Office

- Automotive service technicians and mechanics
- Truck drivers
- Executive secretaries and administrative assistants
- Financial clerks

From America's Top 100 Jobs for People Without a Four-Year Degree, Ron & Caryl Krannich, PhD, Impact Publications

Discussion Points of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.

Extended Discussion:

A school may promise to have qualified instructors, small class sizes and excellent job placement on their website, but in reality, it may have out-of-date machines, huge class sizes, and instructors who are not qualified to teach the classes. Before you apply to a tech or trade school make sure that the school is recognized by a reputable state organization.

- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can get a two-year degree from a community college, or use a community college as a stepping-stone on the way to a four-year degree.

Extended Discussion:

Many community colleges provide students with courses that can count towards a four-year degree. This means that students can go to a community college for two years and graduate with an associate's degree. They can then transfer to a four-year college. After two years of additional study at a four-year college, students would then graduate with a bachelor's degree.

- May offer evening or weekend classes (allows students to work while going to school part time).
- Frequently offer specialized job training

Extended Discussion:

Many community colleges offer apprenticeship opportunities and on-the-job training. [Students at community colleges can take courses to fulfill requirements at a four-year college, but community colleges also provide specific career training similar to what's found at a tech and trade school.]

- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.

Extended Discussion:

If a student plans to transfer to a four-year school, she should make sure her community college credits will “count” at the four-year school she’s planning to attend. If not, the student will need to take additional courses toward her bachelor’s (four-year) degree, which will cost more time and money.

- Many students at community colleges do not live on campus, but commute to school instead. This means that students who attend a community college may not experience “college life” outside the classroom. Living in a dorm is a great way to meet and bond with other students, and to make friends that share similar goals and aspirations.

Adapted from www.fastweb.com, “Types of Schools,” by Kay Peterson, PhD

Careers with a Degree of Two Years or Less

1. List careers you can get with a degree of two years or less.

2. List two reasons why a person would want a one- or two-year degree.

a.

b.

Pros and Cons of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can graduate with a two-year degree, or use community college as a stepping-stone on the way to a four-year degree.
- May offer evening or weekend classes (allows students to work while going to school part time).
- Frequently offer specialized job training.
- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, PhD

KEEPING YOUR OPTIONS OPEN!

Medical Lab Tech

PATHWAY 1

Certificate from a
Technical School

PATHWAY 2

Bachelor's Degree in
Medical Technology from
a **Four-Year College**
↑
Associate's Degree from a
Community College

Restaurant Manager

PATHWAY 1

Certification
in Restaurant
Management from a
Technical Institute

PATHWAY 2

Bachelor's Degree in
Hospitality Management from
a **Four-Year College**
↑
Associate's Degree in
Business Administration from a
Community College

Nurse

PATHWAY 1

Certificate in
Nursing from a
Technical School

PATHWAY 2

Master's Degree as
a Nurse Practitioner
(One to two years of
Graduate School)
↑
Bachelor's Degree in
Medical Technology from
a **Four-Year College**
↑
Associate's Degree from
a **Community College**

Examining One- and Two-Year Programs

Directions: Answer the following questions using web pages you were given. If you cannot find an answer to a question below, feel free to leave that question blank. We will review these answers as a class.

Research Questions:

1. Describe the career program you're most interested in.

2. What degree, certificate, or license will you have when you finish?

3. List three courses (or topics) you'll study.

1) _____ 2) _____ 3) _____

4. How long will it take to complete the program?

5. How much will it cost? Does the school offer financial aid?

6. What kinds of jobs can you get when you're done?

7. Do they list any contact information? If so, record it below.

Four-Year Programs

The **BIG** Idea

- What can a four-year college offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Choices (10 minutes)
- II. Some Options (5 minutes)
- III. Colleges for Me: RUPrepareND.com (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 28, RUPrepareND.com's School Finder Results
- Portfolio page 29, Your Search Criteria

STUDENT HANDBOOK PAGES:

- Student Handbook page 65, My Choices

OBJECTIVES

During this lesson, the student(s) will:

- Learn about various types of four-year colleges.
- Develop a list of preferences that might guide their post-secondary choices.
- Use these preferences to create a list of post-secondary options.

OVERVIEW

Students fill out a questionnaire about their four-year college interests and discuss their answers with a partner. As a class, they brainstorm the factors to consider when choosing a college to attend. They talk about different types of four-year college options, then visit the RUReadyND.com to find colleges that match their current interests.

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 page 28, RUReadyND.com's School Finder Results**
 - **Portfolio page 29, Your Search Criteria**
- Make arrangements for the class to use the computer lab, and make sure the RUReadyND.com is accessible from students' computers.

VOCABULARY

Tuition: Fees paid for instruction, especially for post-secondary education.

Undergraduate: A student in a university or college who has not received his/her bachelor's degree.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Financial Aid: Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

IMPLEMENTATION OPTIONS

In **Activity III, Colleges for Me: RUPrepareND.com**, after discussing the questions/topics highlighted in the lesson, you may choose to allow your students to complete their School search independently. Once students have finished their survey, have them record their results on **Portfolio page 28, RUPrepareND.com's School Finder Results** and **Portfolio page 29, Your Search Criteria**. Then continue with the **Wrap Up** as written.

Note: In the **Activity III** discussion, North Dakota colleges are provided as examples. Facilitators working in other locations will need to reference colleges familiar to their students.

ACTIVITY STEPS

I. Warm Up: My Choices (10 minutes)

1. **SAY SOMETHING LIKE:** True or false: All four-year colleges are pretty much the same, so it doesn't really matter which one you choose. [Students respond.]

There are all kinds of four-year colleges to choose from and every one is different. Today we'll find out about some of those differences and what your own personal preferences might be.

2. [Have students turn to **Student Handbook page 65, My Choices**. Ask them to fill out the questionnaire. For the first question, which includes the choices "students very similar to me" and "different types of students," you may want to describe ways in which students could be similar (e.g., gender, race, socioeconomic group, personal interests and style).]
3. [After students have had a few minutes to fill out the worksheet, call time. Pair off students and have partners discuss their answers. Make sure they give reasons for each answer, touching on questions like: What personal experiences influenced your response? Did you have a specific college in mind? Was the question easy or hard to answer and why?]

II. Some Options (5 minutes)

1. **SAY SOMETHING LIKE:** **Post-secondary education** has a vocabulary all its own, so here are a few terms you should know.

Every state has its own university system, sometimes with a few colleges and universities. The state gives these schools a lot of funding, so if you live there or one of your parents does, the costs are fairly low. These are known as **public schools**.

You can also go to a state university outside your home state, but you'll have to pay higher prices that are more like the costs for a private school.

Private schools receive much less government support, so they have much higher **tuition**. But you shouldn't rule them out just because of the price tag. These schools often offer scholarships and different kinds of **financial aid**, which can help you pay the bills.

There are also **specialized colleges**, which can be public or private. A specialized college is a school that prepares you for a career in a specific field. Can anyone name one? (*agriculture, art, music, teaching, engineering, business, health science, and religion*)

So if you know what you want to do with your life, a specialized college might be the way to go.

III. Colleges for Me: RUReadyND.com (15 minutes)

1. **SAY SOMETHING LIKE:** RUReadyND.com is a great place to find colleges and universities that match your interests. Using the **School Finder** feature, you can answer a few questions on the site, and it'll give you a list of schools with the things you're looking for. So let's sign in. [Note that students don't need to rule out a school they're interested in, just because it doesn't appear on their list.]
2. [Have students sign in to RUReadyND.com]

[Ask them to click on the College Planning tab at the top of the page, and then on the Explore Schools area. They should then click the School Finder link, and then on School Type, which is listed under Key Facts on the left side of the screen. Students should check off Bachelor's degree programs and Associate degree programs before proceeding to the next section.]

Students can now select additional characteristics from the list of choices on this page and along the left side of the screen. As a class, walk the students through the list of characteristics one by one to be sure that they know what each characteristic means.

Discuss the following questions below before students select their answers:

- **LOCATION (Key Facts):** Tell students that they should consider the travel involved in going to schools far away from home. If students want to be able to go home for weekends, or for family members' birthdays, they may prefer to stay within their region. This does not mean that students should be discouraged from looking at colleges outside of their state or region, but students need to think about the pros and cons of a school's location. (Example, a student from Fargo who wants to stay closer to home should check off either the Midwest or just North Dakota.)
- **SCHOOL SIZE (Key Facts):** To give the students a frame of reference between a very large, a large, and a medium school, discuss each example for your region:
 - **Extra Small:**
 1. Sitting Bull College (ND): 284 Students

- **Small:**
 1. Dickinson State University (ND): 2,668 Students
 - **Medium:**
 1. University of South Dakota (SD): 7,220 Students
 - **Large:**
 1. North Dakota State University (ND): 11,977 Students
 - **Extra Large:**
 1. Illinois State University (IL): 18,314 Students
- **ENTRANCE DIFFICULTY (Admissions):** Students do not need to understand the specific difference between each level of admissions difficulty, but some examples may be helpful. A school like Harvard or Princeton would be considered a “most difficult” school. They are very competitive and generally only take students with extremely high grades. A school with a strong academic reputation like Grinnell College, Carleton College or Cleveland Institute of Music would be considered a “very difficult” school. If students seem unclear about which level to pick, tell them to select “doesn’t matter.”
 - **TUITION (Tuition and Costs):** Explain that financial aid can sometimes make an expensive school affordable, so for now, students don’t need to make a choice about tuition costs.
 - **PROGRAMS/MAJORS OFFERED (Programs/Majors):** If the students already know their favorite career cluster, they should click “Choose specific programs” next to the appropriate cluster. They can then choose the major that they are interested in. If a student is undecided about what major they want to study, tell them to skip it.
 - **SPECIAL ACADEMIC PROGRAMS (Programs/Majors):** Tell the students to skip this question unless they are familiar and interested in one of the options. For example, if a student knows that he wants to be in the ROTC: Air Force, then he should check that option.
 - **INTERCOLLEGIATE SPORTS (Sports):** Tell students that if they play a particular sport for a school or club team they should use the drop-down boxes to select that sport and their gender. They can skip selecting a Division and Scholarships Available. They do not need to select sports they enjoy watching.
 - **EXTRACURRICULAR ACTIVITIES (Campus Life):** Tell the students to skip this question unless they are familiar with and interested in one of the options. If a student is active in their theater department and wants to keep performing throughout high school and college, she should check off the drama/theater group box.

NOTE: If you are having your students complete the School Finder independently, tell them not to spend too much time on any question. They can always go back another time and revise their answers. Students can also choose to add any of the other characteristics listed, if time allows.

[When students have finished entering their criteria, ask them to click on **See Your List of Schools**. This button appears near the bottom of all of the criteria selection pages.]

[Show students how the following functions can be used.]

- To help remember what influences your choices, you can review your search criteria in the left column of the page.
- If a school that you hoped to see did not appear on the list, type the name of the school into the Search box in the upper right corner of the list.

IV. Wrap Up (5 minutes)

1. [Review the benefits of attending a four-year college as discussed in the previous lesson (campus experience, more varied and full education, path to a professional degree, preparation for a wider range of careers).]
2. **SAY SOMETHING LIKE:** If you wanted to find out more about the schools on your list, what could you do? (*Go to the school websites, talk to your school counselor about the school, plan a visit, and talk to adults you know who may have attended the school(s) you're interested in.*)
3. [Give students about 10 minutes to review and complete the questions. Once they have a list of schools, ask them to print them out or record them on **Portfolio page 28, RUPrepareND.com School Finder Results**. Instruct the students to then look at their list of search criteria at the top of the page and ask them to print them out or record their search criteria on **Portfolio page 29, Your Search Criteria**. Students can print the search criteria and list of schools by clicking **Print This** in the upper right corner of the page.]
4. [Tell students to save this search by selecting Save Your Current Search. They should enter a name for their search (for example, Local Nursing Programs or Large, Public Schools in North Dakota) and then click **Save**. They can review this search in the future by signing into RUPrepareND.com and returning to the School Finder page.]

EXTENSION ACTIVITY

Encourage students to talk to a variety of adults they know (teachers, relatives, friends) about the four-year schools they attended. Explain that finding out what people liked and disliked most about their college experience is a great way to continue to learn about the options available.

My Choices

For each sentence, circle the choice that best describes your college preferences.

1. I would like to attend a college with:

students very similar to me

different types of students

2. I would like to go to college where I can:

live close to home

see new places

3. I would like to go to college in a:

small town

big city

4. In my studies, I'd like to:

specialize in one thing

learn about a variety of things

5. A school where you get a lot of personal attention in smaller classes is:

very important to me

not very important to me

6. A school known for its sports teams is:

very important to me

not at all important to me

What kind of colleges interest you? Use RUPrepareND.com to begin your search.



RUPrepareND.com School Finder Results

Use the RUPrepareND.com “School Finder” to find the undergraduate schools (two- and four-year colleges) that meet your needs. On each page, check the kinds of things you prefer — public or private school, big or small. The School Finder will create a list of possible schools.

Print out your list and put it in your portfolio, or copy your top choices here. An example has been done for you.

List **five schools** that were **exact** or **close to exact** matches:

Name of School	Type of School	City/State
<i>University of North Dakota</i>	<i>4-year</i>	<i>Grand Forks, ND</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list.

(Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS: _____

Your Search Criteria

To help you remember what influenced your choices, review your search criteria listed above your list of schools. Print out your list by clicking **Print This** in the upper right corner of the page and put it in your Portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

2. Program Type: _____

3. Public or Private: _____

4. Setting: _____

5. School Size: _____

6. Entrance Difficulty: _____

7. Tuition: _____

8. Program/Major: _____

9. Special Academic Program: _____

10. Sports: _____

11. Extracurricular Activities: _____

The Cost of College

The **BIG** Idea

- How much does college cost?

AGENDA

Approx. 45 minutes

- I. Warm Up: A Leg Up (10 minutes)
- II. RUReadyND.com: The College Variety Pack (10 minutes)
- III. Fees Please! (20 minutes)
- IV. Wrap Up: Cost Crunch? (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 66, Education & Earnings
- Student Handbook pages 67–69, Fees Please!
- Student Handbook pages 70–71, Education After High School Glossary II

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Directions for RUReadyND.com (optional)
- Facilitator Resource 3, Vocabulary Review: Definitions
- Facilitator Resource 4, Vocabulary Review: Key Words

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the financial benefits of going to college.
- Learn that there are a wide variety of post-secondary school options available at a range of costs.

OVERVIEW

In this lesson, students brainstorm reasons to go and not to go to college. They look at and discuss a chart of average earnings based on education. In groups, they use RUPrepareND.com to investigate the costs of four different types of schools: tech/trade, community college, four-year public college or university, and four-year private college or university. Lastly, they review the results of their research as a class.

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:
 - **Student Handbook page 66, Education & Earnings**
 - **Student Handbook pages 67–69, Fees Please!**
 - **Facilitator Resource 3, Vocabulary Review: Definitions**
- You will need to copy the following handouts:
 - a. **Facilitator Resource 4, Vocabulary Review: Key Words.** (Each pair of students will need one set of the nine vocabulary words. Cut the words out and place them in either an envelope or a plastic bag.)
 - b. **Facilitator Resource 2, Directions for RUPrepareND.com** (This resource is optional. If your students are proficient using RUPrepareND.com, you may choose not to use this handout.)
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- If computer access is a problem at your school, **make 30 school packets** containing the information listed below. You should include a mixture of tech/trade schools, community colleges, four-year public schools, and four-year private schools. You may choose to make one packet containing the information below for 30 different schools or you may choose to make multiple copies of the most popular schools. [Note: These packets include information needed for future lessons in this unit.]

[Note: You should print out pages from the school’s website that will enable students to answer these questions. You do NOT need to create a list of answers in advance.]

Information to be included:

- Admissions Information:
 - * What entrance exams (if any) are required? What is the minimum GPA?
 - * Is a personal essay required? Do students need to submit letters of recommendation? Any additional requirements?
 - Location/Campus:
 - * Where is the school located? Is it in an urban, rural, or suburban setting?
 - * Information about the campus, what a person might see in a walk around the campus.
 - Is the school public or private?
 - Financial Information: (for both in state and out of state)
 - * Tuition
 - * Room and board
 - * Other fees (health care, athletic facilities, transportation, etc.)
 - * Books
 - * Information on scholarships and/or financial aid
 - How many undergraduate students attend this school? What is the teacher-to-student ratio?
 - What kind of academic programs does the school have? What majors and/or programs is the school known for?
- Finding accurate information about tech and trade schools can be very challenging. RUPrepareND.com does not always have sufficient information about the tuition and fees for tech/trade schools.
- You may want to talk to your school counselor to ask for assistance in reaching out to tech/trade schools in your area. You may want to contact these schools to see if they’ll provide viewbooks and brochures for your students to look at during class.
- Consider how you will group students and assign schools in **Activity III, Fees Please!**

VOCABULARY

Post-secondary Education: Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Community College: A post-secondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Internship/Apprenticeship: A position in which a student or a recent graduate receives supervised practical training.

Tuition: Fees paid for instruction, especially for post-secondary education.

Room and Board: Fees paid for housing and meals.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher.

Public College or University: School partially funded by a state or local government, often called a state school or city college or university.

Financial Aid: Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

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. Imagine you are a school counselor who is trying to convince an 11th grader to apply to college. List three reasons why this student should go to college.
2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.
3. In a few sentences, explain what you plan to do after you graduate from high school.

[Once the students have finished writing their answers, proceed with the Warm Up as written.]

In **Activity II, RUPrepareND.com: The College Variety Pack**, you may wish to give students a few minutes to use RUPrepareND.com to find some schools that interest them. If you choose this option, please provide paper and the opportunity for students to add their ideas to their portfolio.

ACTIVITY STEPS

I. Warm Up: A Leg Up (10 minutes)

1. [Have students work in teams of four. Assign half the teams to brainstorm a list of reasons to go to college or technical school. The other half should list reasons *not* to go.]

[Bring the class back together and select two recorders to write the answers on chart paper, a “reasons to go” list and a “reasons not to go” list. Ask students to share their answers, alternating between a reason to go and a reason not to go.]

(EXAMPLES:

To go: make better money afterward, get a better education, have a more interesting career, meet new people.

Not to go: too expensive, don't need it for the job they want, don't have the grades, it's too hard.)

[Since time does not permit a full discussion, save the lists for later use.]

2. **SAY SOMETHING LIKE:** Many people share your concerns about going to college. Sometimes when you have more information, college seems more possible. Today, we'll find out a little more about the financial advantages of going to college, as well as how much college costs.

[Display **Student Handbook page 66, Education and Earnings** using an overhead projector or chart paper. Then refer students to this page in their student handbook. Briefly discuss the statistics.]

SAY SOMETHING LIKE: What exactly is meant by “mean annual earnings?” Who earns the most money? Who earns the least? Does some college make a difference? About how much more money does someone with a college degree earn than someone with a high school degree?

SAY SOMETHING LIKE: The rising costs of college might make you think twice about going, but it's very important to remember that it's an expense that pays off in the end. So how can you find out what college will cost? [Allow students to respond.] We'll use the RUPrepareND.com to find out.

II. The College Variety Pack (10 minutes)

1. **SAY SOMETHING LIKE:** So, first let's find out what kinds of programs are out there that'll prepare you for different careers. Let's give this a name, **post-secondary education**. This includes anything you're going to do after high school to further your education. It could be a tech school, a two-year college, or a four-year college.

[Divide each group of four into two pairs. Give each pair an envelope with the cut-out vocabulary words (**Facilitator Resource 4, Vocabulary Review: Key Words**). Display **Facilitator Resource 3, Vocabulary Review: Definitions** using the overhead or chart paper. Explain to the students that you will read each definition aloud. Each pair will then identify the matching vocabulary word. Once pairs have chosen their word, they should raise it above their head. Scan the classroom to see each pair's selection, and then discuss the correct answer. When going over the correct answers, direct students' attention to **Student Handbook pages 70-71, Education After High School Glossary II**. This glossary should be referenced throughout the unit whenever vocabulary is reviewed or introduced.]

III. Fees Please! (20 minutes)

1. [Have students sign in to RUReadyND.com]
2. **SAY SOMETHING LIKE:** Now we're going to see what different colleges actually cost. Let's look at an example first:

Click on the College Planning tab at the top of the page, and then click on Explore Schools. The first section is titled Search for Colleges. This section allows you to search for individual schools by name or to browse a list of schools in your state.

If the school that you selected does not list their costs and fees, you will need to go directly to that school's website. The website for the school is listed at the top of the page. Once you reach the school's website, you will need to search for its tuition information.

Right now, I'd like you to find the link for North Dakota State University. Click on the school name, then click on the **Costs & Financial Aid** tab on the left-hand menu.

First off, let's review the terms on this page. Who can tell me what **tuition** is? [Allow students to respond.] What's **room and board**? [Allow students to respond.] Fees include things like health care, athletic facilities, campus security, and transportation.

North Dakota State University is a public school. Does anyone know the difference between a public school and a private school? [Allow students to respond, and then note **Vocabulary** definitions.]

As you see from the numbers, if you're a resident, meaning a student from North Dakota, your tuition will be lower. If you were from another state like Ohio or Florida and decided to attend North Dakota State University, you would pay the out-of-state price.

It is important to note that private colleges do not have a difference between their in-state and out-of-state price. This means that students who live in that state will pay the same tuition as a student who is from a different state.

[Note: *Some state schools offer discounted tuition to students who live close to their state border. The tuition is in between in-state and out-of-state tuition; this is commonly referred to as a "Metro Rate."*]

3. [Have each team investigate costs for all four types of schools, with a different student responsible for each type. Acknowledge that while RUPrepareND.com has many technical and trade schools listed in the database, the search for tech and trade schools is often more difficult. Ask for good researchers who are up to the challenge.

Point out the alternate ways of searching for tech/trade information on the first of the **Fees, Please!** pages.

- First try searching for your school. If you can't find the school, search for the career that is related to your program of interest. For example, if you are interested in a cosmetology program, search for "cosmetologist." Once you have found the career profile (Hairdresser/Cosmetologist), use the **Connections** button to find great stuff, like professional organizations with lists of accredited schools.
- If RUPrepareND.com doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.

Let students know that the info they're gathering will be shared with the class so that everybody has the big picture of college costs.]

4. [For their assigned school, have students record their findings on **Student Handbook pages 67-69, Fees Please!**. Review what's required before they begin.]
5. [When students have finished their research, discuss their findings as a class.]
 - Were they able to get enough information to compare costs?
 - What was the least expensive school, and what did that fee include?
 - What was the most expensive school, and what did that fee include?
 - What kinds of schools were generally cheapest?
 - What kinds of schools were generally most expensive?
 - How did in- and out-of-state tuitions compare, and in what types of schools did it make a difference?
6. [Have each student complete the Check-up Questions **Student Handbook page 69**. Then review the answers aloud as a class.]

IV. Wrap Up: Cost Crunch? (5 minutes)

1. **SAY SOMETHING LIKE:** Now that you have the facts about the cost of college, you might be wondering how you're going to pay for it. Don't panic!

Most students receive some kind of financial aid when they go to college, which is what we're going to talk about next week. Don't let the price tag put you off, college costs are more manageable than you think.

DO NOW

Education After High School 1: The Cost of College

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

Questions:

1. Imagine you are a school counselor who is trying to convince an 11th grader to go to college. List three reasons to go to college.

2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.

3. In a few sentences, explain what you plan to do after you graduate from high school.

Directions for RUReadyND.com

Fees Please!

1. Click on the College Planning tab on the main menu at the top.
2. Click on the Explore Schools section.
3. The first section is titled Search for Colleges. Browse all the schools in your state or search for a particular school.
4. Click on your school, then click on the **Costs & Financial Aid** on the left-hand menu.
5. If the school that you selected does not list their costs and fees, you will need to go directly to that school's website. The website for the school is listed at the top of the page. Once you reach the school's website, you will need to search for their tuition information.

VOCABULARY REVIEW: Definitions

1. Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.
2. A post-secondary school that offers career training, or preparation for a four-year college.
3. A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.
4. A position in which a student or a recent graduate receives supervised practical training.
5. Fees paid for instruction, especially for post-secondary education.
6. Fees paid for housing and meals.
7. School that receives only a small amount of ongoing government support.
8. School partially funded by a state or local government, often called a state school or city college/university.
9. Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

VOCABULARY REVIEW: Key Words

**Post-secondary
Education**

Financial Aid

Room and Board

**Community
College**

**Private College
or University**

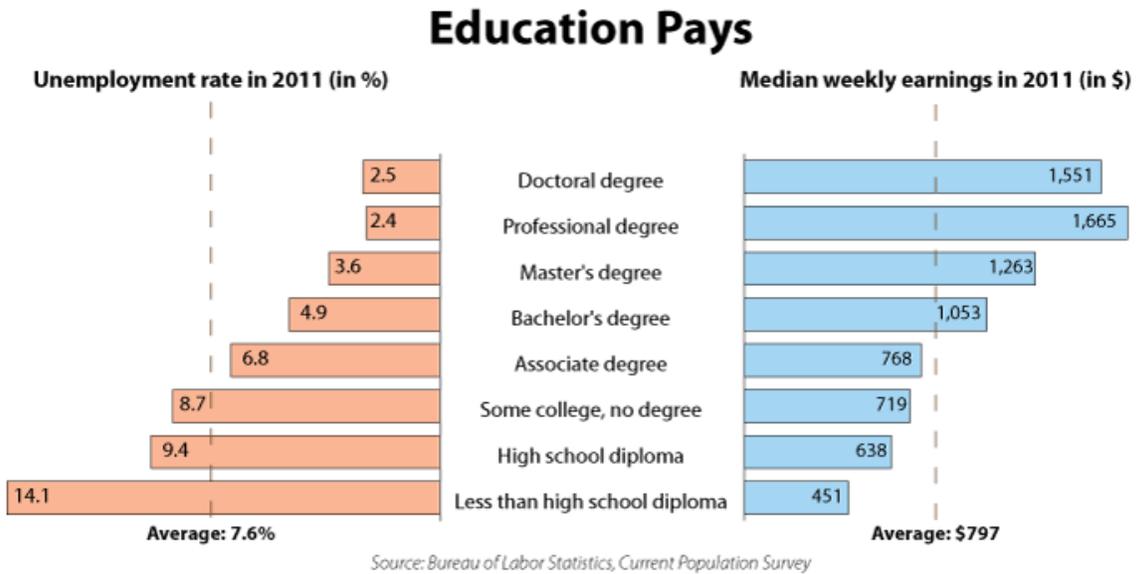
**Technical/Trade
School**

**Internship
or Apprenticeship**

**Public College
or University**

Tuition

U.S. Median Weekly Earnings by Education



Source: Bureau of Labor Statistics, Current Population Survey, 2011

Fees Please!

Use RUPrepareND.com and other college websites to find out how much college costs. If you're working in a group, each student should research a different kind of school.

Vocabulary:

- **Tuition:** Fees paid for instruction, especially for post-secondary education.
- **Room and Board:** Fees paid for housing and meals.
- **Private College or University:** School that receives only a small amount of ongoing government support; tuition is usually higher.
- **Public College or University:** School partially funded by a state or local government, often called a state school or city college/university.

1

Kind of school: Tech or trade		
Name of school: _____		
	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Note: It often takes a lot of digging to find accurate information about tech and trade schools. Here are some tips:

- First, try searching for your school or program on RUPrepareND.com. If it doesn't appear, search for your career on RUPrepareND.com. Use the **Connections** tab in the career profile to find great stuff, like professional organizations with lists of accredited schools.
- If RUPrepareND.com doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.

2

Kind of school: Community College (Two-year college)

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

3

Kind of school: Public Four-Year College

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

4

Kind of school: Private Four-Year College

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Check-up Questions:

The lowest total costs found by a member of my class were \$_____ per year.
This did/did not (circle one) include room and board.

The highest total costs found by a member of my class were \$_____ per year.
This did/did not (circle one) include room and board.

The least expensive school we found was a _____ (name type).

The most expensive school we found was a _____ (name type).

Don't be put off by the cost of college. You can get scholarships, grants, work-study jobs, and loans to help you pay. You can find scholarships using the Scholarship Finder in RUPrepareND.com. You can learn about financial aid by selecting the Financial Aid Planning tab at the top of the page, then choosing Scholarships.

Education After High School Glossary II

Class Ranking: A number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

Community College: A post-secondary school that offers career training, or preparation for a four-year college.

Credentials: Qualifications; evidence that a person can handle a particular task.

Entry-level Job: Job requiring little or no experience.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

GPA (Grade Point Average): The average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

High School Transcript: A record of the classes taken by a student in high school and the grades earned.

Internship/Apprenticeship: A position in which a student or a recent graduate receives supervised practical training.

Loan: Financial aid that must be repaid.

Post-secondary Education: Schooling after high school that includes apprenticeships, technical schools, community colleges, and four-year colleges.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Reference: Person who can recommend you for a job based on what they know about your character or work habits.

Room and Board: Fees paid for housing and meals.

Scholarships: Funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Standardized Tests: Tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: Fees paid for instruction, especially for post-secondary education.

Work-Study Program: Work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

Financial Aid

The **BIG** Idea

- What are some ways to help pay for college?

AGENDA

Approx. 45 minutes

- I. Warm Up: Dollars for College (5 minutes)
- II. Scholarships and Awards (15 minutes)
- III. Grants and Work Study (15 minutes)
- IV. Loans (5 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 72, College Scholarships Awarded
- Student Handbook page 73, Expected Family Contributions
- Student Handbook page 74, Financial Aid Menu
- Student Handbook pages 75–77, Scholarships and Awards
- Student Handbook page 78, Scholarship Scavenger Hunt
- Student Handbook page 79, Check-up Questions
- Student Handbook pages 80–81, Scholarship Research
- Student Handbook page 82, My Scholarships

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the different kinds of financial aid available for college.
- Recognize that family income and assets determine how much financial aid you are eligible for and that even expensive schools may provide enough aid to make them a viable option.

OVERVIEW

In this lesson, students are introduced to four kinds of financial aid: scholarships/awards, grants, work-study, and student loans. The first three are free sources of money; the fourth must be paid back.

First, students use sample scholarships and awards from FastWeb to complete a quick Scholarship Scavenger Hunt. Next, the students look at several family scenarios to understand the role of expected family contributions in determining grant and work-study awards. Finally, they discuss the advantages and disadvantages of loans.

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:
 - **Student Handbook page 73, Expected Family Contributions**
 - **Student Handbook page 74, Financial Aid Menu**
 - **Student Handbook page 79, Check-up Questions**
- Students may have financial aid questions beyond the scope of this lesson. For answers, please consult with your school counselor or refer to www.studentaid.ed.gov/guide.

VOCABULARY

Financial Aid: Any type of assistance used to pay college costs.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Scholarship: Financial aid distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Loan: Financial aid that must be repaid.

Work-Study Program: Work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

IMPLEMENTATION OPTIONS

In **Activity II, Scholarships and Awards**, you may want to assign teams of students to work on **Student Handbook page 78, Scholarship Scavenger Hunt** together.

You may wish to contact your school counselor to figure out what local scholarships are available. You can then share this information with the students at the end of **Activity II, Scholarships and Awards**.

It's important to spend a few minutes on each type of financial aid, so feel free to abbreviate any of the Activity Steps in order to get to all four.

If you think your students will struggle to figure out the pros and cons of each type of aid on **Student Handbook page 79, Check-up Questions**, you may choose to complete these questions as a class.

ACTIVITY STEPS

I. Warm Up: Dollars for College (5 Minutes)

1. [As students enter the room, direct them to **Student Handbook page 72, College Scholarships Awarded**, and ask them to circle the best answer.]
2. **SAY SOMETHING LIKE:** How many of you were worried last week when you saw how expensive college can be? [Show of hands.] This week, we're going to put some of those worries to rest. Most students receive some kind of **financial aid**—money from outside the family—when they go to college. Financial aid comes in different forms, but its purpose is to help you get all the money together that you need for different college costs.

We'll talk about four different ways to help pay for college, and the advantages and disadvantages of each. But first, the answer to how our mystery couple helped pay for their college education. Izzy Bristow and John Dyer, 18-year-olds from Colorado, were the winners of the ninth annual Stuck at Prom® Scholarship Contest. More than 215 couples from 40 states and four Canadian provinces entered this competition. All of the contestants created the clothing they wore to their high school prom with duct tape. The sponsor of the scholarship was Duck Tape® brand duct tape. See www.stuckatprom for details.

II. Scholarships and Awards (15 minutes)

1. **SAY SOMETHING LIKE:** Can anyone think of other things a student might get a scholarship for? [Allow students to respond and list their answers on the overhead or board. Make sure to include the following areas: *outstanding grades or test scores; excellence in sports, music, art, science and other subjects.*]

SAY SOMETHING LIKE: People giving out scholarships aren't always just interested in great students and great athletes. Sometimes scholarships are given to students based on where they're from, their race or ethnicity, or even quirky things like left-handedness or being under 4' 10".

Scholarship Websites

In the old days, finding scholarships that matched your particular talents was pretty hit or miss. The Internet has changed that. You can use the **Scholarship Finder** in RUPrepareND.com to search for scholarships. You can also sign up on websites like

www.fastweb.com and www.collegeboard.com, and find a list of scholarships and awards that might work for you.

Privacy

These websites will ask you for lots of personal information, which is how they figure out which scholarships match your talents. It's a good idea to check their Privacy Policy to see with whom they share your info. There's usually a box to check to let them know that you don't want to hear from any of their advertisers.

What You'll Find

[Ask students to turn to **Student Handbook pages 75–77, Scholarships and Awards**. Call their attention to **Student Handbook page 78, Scholarship Scavenger Hunt**, which follows three pages of scholarship info, and read through the directions. Explain that they'll have seven minutes to come up with as many scholarships as they can, each suitable for a particular student.]

[When seven minutes have passed, bring the students back as a whole group and have them report on their findings.

- What was the weirdest scholarship they found?
- Which ones seemed like they'd be very competitive?
- Did they find any awards that they'd like to try for in the future?]

2. **SAY SOMETHING LIKE:** You'll notice that many of the scholarships and awards are highly competitive. For example, 12 Siemens Westinghouse prizes are given to the top math and science projects in the country each year. In 2010, 2,033 students submitted work for judging. If you're not at the top of your class in one of these subjects, this is not a realistic place to look for financial help.

Local scholarships (which may not appear on national websites like FastWeb) are often less competitive. Applying for them may be a better use of your time, and you can get more info from your school counselor.

III. Grants and Work-Study (15 minutes)

1. **SAY SOMETHING LIKE:** The best kind of financial aid is free money—you don't have to pay it back. Scholarships are one kind of free money.

There are two more "free" kinds of financial aid—**grants** and **work-study programs**. You don't have to have a special talent or enter a competition to get a grant or be part of a work-study program. Grants and work-study programs are based on need.

How do colleges tell if you need financial aid?

They ask your parents to fill out a Free Application for Federal Student Aid (the FAFSA). This happens in the middle of your senior year. The FAFSA asks for information about your family’s income to determine how much help they can afford to give you in paying for college. The amount your family can afford to pay, as calculated on the FAFSA, is called your **Expected Family Contribution (EFC)**.

3. [Direct students’ attention to **Student Handbook page 73, Expected Family Contributions**, for a look at how this determines how much grant money they may receive.]
4. **SAY SOMETHING LIKE:** Take a look at the family descriptions on the Family Contributions page. These are hypothetical situations; actual Expected Family Contributions (EFC) will be different based on the information given on the FAFSA. But these will give you a good basis to compare. If your family makes \$8,000 a year, how much will they be expected to contribute toward college? (*nothing*) 25,000 per year? (\$350) \$50,000? (\$5,000)

The government will give free college grants to students whose expected family contributions are low. You can use this money for school and you don’t have to pay it back.

If you have a low Expected Family Contribution (EFC), you’re also eligible for a work-study program. Work-study students work part time at the college to help pay for their expenses.

IV. Loans (5 minutes)

1. **SAY SOMETHING LIKE:** The fourth and final category of financial aid is student loans. How is this different from the “free money” available through scholarships and awards, grants, and work-study programs? (*You must pay this money back when you graduate. You will have to make mandatory payments, just like a car loan.*) What happens if you don’t graduate or if you accept a job after graduation where you don’t earn a lot of money? (*You still have to pay it back!*) Student loan payments can add up to hundreds of dollars a month—over the course of many years—so you should only use this option after all of your “free money” sources have been exhausted.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** In 2010–11, undergraduate students received an average of \$12,455 in financial aid per full-time equivalent (FTE) student. This included \$6,539 in grant aid, \$4,907 in federal loans, and \$1,009 in a combination of tax credits and deductions and Federal Work Study (FWS).

[Write the above figures on the board.]

SAY SOMETHING LIKE: So, it's important not to let a high price tag discourage you from a school you really want to attend. About two-thirds of all students do not pay anywhere near the full costs of a college. It helps to know all your options before you make a decision.

There will be Roads to Success classes during your senior year to help you complete the paperwork you need to apply for financial aid. In the meantime, it's not too early to check out RUPrepareND.com, as well as the, FastWeb, College Board, and Scholarships.com websites to see what kinds of scholarships are available.

2. [Instruct students to turn to **Student Handbook page 79, Check-up Questions**. Give students two minutes to brainstorm possible pros and cons for each type of aid. After that time, discuss the pros and cons as a class.]
3. [Assign **Student Handbook pages 80–81, Scholarship Research** and **Student Handbook page 82, My Scholarships**, as homework. Be sure to go over the directions with the students, with particular attention to instructions on how to opt out of unwanted advertising.

NOTE: You may wish to provide incentives to those students who bring their completed homework to next week's class.

EXTENSION ACTIVITY

The FAFSA is available online at www.fafsa.ed.gov. If students are interested in finding out what their family's current approximate EFC is, they might consider asking a parent to help them complete forms available on the websites listed at the bottom of **Student Handbook page 72, College Scholarships Awarded**.

College Scholarships Awarded

DO NOW: Carefully consider the photo and circle the best explanation of why these students won big scholarship money.



In 2012, this couple won \$5,000 each to help pay for their college educations. What did they do to receive this money?

- Starred in their high school musical.
- Started an international project for peace.
- Designed the outfits they wore to prom out of Duck Tape® brand duct tape.
- Entertained kids at a local children’s hospital.

DO LATER: To look for scholarships that match your talents, use the Scholarship Finder in RUPrepareND.com or sign up at one of these sites:

- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

Note: Check the websites’ privacy policies to see who will have access to your info. Many websites of this type give you the option of “opting out” of receiving e-mail from advertisers.

For a preview of the **Free Application for Federal Student Aid**, visit www.fafsa.ed.gov.

For a calculator that estimates your family’s Expected Family Contribution, go to <http://studentaid.ed.gov/fafsa/estimate>, which was created by the federal government.

Expected Family Contributions

Family #1

Your mom works as a salesperson at a discount store when your little brother is at school. Your family income is \$8,000 a year.



Expected Family Contribution (per year): \$0

Family #2

Your dad makes \$10/hour on a road construction crew. Your mom makes extra money babysitting for the neighbor's kids. Your family income is \$25,000 a year.



Expected Family Contribution (per year): \$350

Family #3

Your mom works as a freelance writer. Your dad has his own computer-repair business. Your family income is \$50,000 a year.



Expected Family Contribution (per year): \$5,000

NOTE: *Expected Family Contributions are for comparison only. Actual EFCs depend on family assets, number of family members in college, etc.*



Financial Aid Menu



Scholarships and Awards

- Based on merit (things you're great at), not need.
- Free money for college that you don't have to pay back.
- Often very competitive.



Grants

- Provided by federal and state governments, as well as individual colleges.
- Free money for college that you don't have to pay back.
- Awarded to students with low Expected Family Contributions.
- Maximum amounts awarded change from year to year.
- Some higher-priced private colleges may offer bigger grants.



Work-Study

- Your college will find you a part-time job on campus.
- The pay you receive can be used to pay your college bills or personal expenses.
- Awarded to students with low Expected Family Contributions.



Loans

- When you've used other forms of Financial Aid and still need more money, a loan can make up the difference.
- **CAUTION:** Loans must be paid back after you graduate, and it often takes five, 10, or even more years to do this. You may want to avoid \$20,000 in debt (\$80,000 for four years of school) if there's a chance you won't be making a lot of money when you graduate.

Scholarships and Awards 1



Hundreds of scholarship opportunities suited to your talents and interests can be found by logging on and completing a personal profile on RUPrepareND.com and other scholarship sites. In fact, you will find that all the sites have different lists of scholarships so searching in more than one location is recommended.

HBCU Connect Minority Student Scholarship

\$1,000 Awards for tuition at a Historically Black College or University such as Spelman or Tuskegee. Student must be African-American, Native American, or Hispanic American. An essay is required.

Girls Going Places Scholarship

\$3,000–\$10,000 15 scholarships for girls ages 12–18. An adult must write an essay about you that describes how you're taking steps towards financial independence, are developing a business sense, and making a difference in your community.

Bob East Scholarship Fund

Up to \$2,000 for students studying photojournalism for newspapers.

NASA Space Grant North Dakota Undergraduate Scholarship

\$500–\$750 Open to undergraduate students studying computer or information sciences, math, biology, geology or earth sciences, chemistry, or engineering.

Scholarships and Awards 2



Butterfly Award Grant

\$1,000 Five awards available for students at New York City Public High Schools who have been active in AIDS/HIV education and demonstrated leadership. You need two letters of recommendation and a personal statement.

Brown Aveda Institute Scholarship

\$7000–\$12,000 This award is for cosmetology (and esthology) students interested in attending the Brown Aveda Institute in Mentor, Ohio. You must meet their admissions requirements and complete an application, questionnaire, and essay to be eligible.

Future Teacher of America Scholarship

\$250 Two awards available to students in Grades 9–11 who are pursuing a career in education. Take an online quiz that tests your knowledge of core subjects important to teaching.

Frank O'Neill Memorial Scholarship

\$500 Two awards. Is there somebody in your life who's been a positive influence? If you're attending a university, college, trade school, technical institute, vocational training or other post-secondary education program, write an essay of 1,000 words or less describing this person's impact on you.

Holocaust Remembrance Project Essay Contest

\$2,500–\$10,000 30 awards. Open to students in the U.S. and Mexico, ages 19 and under. Write an essay of 1,200 words or less on the topic specified. First-place winners receive a trip to Washington, D.C., and scholarships of up to \$10,000.

Scholarships and Awards 3



Excellence in 3D Animation Award

\$100–\$1,000 Download free software and create an animated character, prop, set, or movie scene. Two contests/year.

McDonald's National Employee Scholarship

\$1,000–\$5,000 Are you a high school senior and a McDonald's employee? If you work at least 15 hours/week and have been there for at least four months, you're eligible to apply for this college scholarship. One \$1,000 winner/state, with a grand prize winner of \$5,000.

StraightForward Media and Communications Scholarship

\$500 It's easy to apply for this scholarship online. Just tell them your GPA, why you're studying media and communications, and how this scholarship will help you. Four winners per year.

Siemens Westinghouse Competition

\$1,000–\$100,000 A national competition for the best and brightest in math, science, and technology. Design a research project in mathematics, engineering, the biological and physical sciences, or a combination of these. Compete as an individual or as part of a team.

Drive Your Future Scholarship

\$2,500 This scholarship is available to high school seniors who plan to attend full-time college or a vocational school program. You must be the first generation in your family to attend college and have a 3.0 GPA or better. Sponsored by Mercedes-Benz.

Scholarship Scavenger Hunt

Use **Student Handbook pages 75–77, Scholarships and Awards 1–3** to find scholarships or awards in each category.

Each item describes a student. Next to the description, write a scholarship or award the student could apply for. An example has been done for you. Some categories may be eligible for multiple scholarships. You may list all scholarships that fit each category.

Making a Difference	
A girl improving her community	<i>Girls Going Places Scholarship</i>
A New York City student educating people about AIDS	

Career	
A future teacher	
A current fast-food employee	

Where You Want to Go to School	
Someone who wants to go to a historically black college	
Someone who wants to go to the Brown Aveda Institute	

Amazing Abilities	
A math or science whiz	
Somebody who can do animation	
A good writer	

Personal Challenges	
Being the first person in your family to attend college	

Check-up Questions

Directions: List one pro and one con for each kind of financial aid. The first one has been done for you.

Kind of Financial Aid	Pro	Con
Grants	Don't have to be paid back.	Usually based on financial need, so may not help people with high Expected Family Contributions.
Work-Study		
Scholarships and Awards		
Loans		

SCHOLARSHIP RESEARCH

Choose one of the scholarship searches below (though it's recommended you use RUPrepareND.com) to complete research on three scholarships.

DIRECTIONS FOR USING RUPrepareND.com

1. Type RUPrepareND.com in your browser's address space.
2. Sign in to RUPrepareND.com.
3. Click on the **Financial Aid Planning** tab, and then on **Scholarships** section.
4. Fill out the forms building your scholarship profile.
5. Once you have finished (you do not have to fill out each page but can get results after answering a few questions on the first page), click **View Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can select a tab on the left to remove some of your profile information.
6. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING FAST WEB

1. In order to use FastWeb type www.fastweb.com into your browser's address space, then select Start Your Search.
2. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from FastWeb's sponsors.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING COLLEGE BOARD

1. In order to use College Board, type <https://bigfuture.collegeboard.org/scholarship-search> into your browser's address space.
2. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
3. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING SCHOLARSHIPS.COM

1. In order to use Scholarships.com type www.scholarships.com into your browser's address space. You should click on the red button that says **Get Started Now**.
2. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. There is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

MY SCHOLARSHIPS

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
McDonald's National Employee Scholarship \$1,000 \$5,000	High school seniors who work at McDonald's (15 hrs/week, 4 months)	Fill out application	50 \$1,000 prizes, one per state, one grand prize winner of \$5,000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

2. What could you do to improve your chances of receiving a scholarship or financial aid?

Entrance Requirements

The **BIG** Idea

- How do colleges decide which students to admit?

AGENDA

Approx. 45 minutes

- I. Warm Up: College: The Right Stuff (10 minutes)
- II. RUPrepareND.com: What Schools Want (10 minutes)
- III. Graduation Requirements and College-Bound Courses (10 minutes)
- IV. Revising Your Four-Year Plan (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 3, My Four-Year Plan (from Setting Goals 2)

STUDENT HANDBOOK PAGES:

- Student Handbook page 83, What Schools Want
- Student Handbook page 84, Recommended High School Courses for College
- Student Handbook page 85, Questions for My School Counselor

- Sample packet of local school district's 10th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 10th grade courses with syllabus, course selection form, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- List and discuss criteria colleges use to select candidates.
- Compare the entrance requirements of two four-year schools.
- Understand which courses are required for high school graduation in own state or district.
- Understand which courses are required or recommended by four-year colleges.
- Use the criteria above to select courses for 10th grade.

OVERVIEW

As a class, students list and discuss the general entrance requirements for most four-year colleges and universities. They use RUPrepareND.com to research the requirements for two schools in their state. Then, students will review the state or district requirements for graduation. Finally, they will use the criteria to revise the four-year plan they created earlier in the year.

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:
 - **Student Handbook page 83, What Schools Want**
 - **Student Handbook page 84, Recommended High School Courses for College**
 - **Portfolio page 3, My Four-Year Plan**
- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com is accessible from students' computers.
- For **Activity II, RUPrepareND.com: What Schools Want**, choose two colleges and/or universities in your state for students to research on the RUPrepareND.com. Choose schools that are accessible to students and have different kinds of profiles (for example, one public and one private). One of the schools should also have stricter entrance requirements.
- Copy **Portfolio page 30, My Four-Year Plan** (one per student). Students who make revisions to their four-year plan will need an extra handout. (Students may also prefer to make revisions on the original portfolio page, rather than recopying the entire page.)
- Since this lesson is designed to help students prepare for their meetings with the school counselor to select courses for the 10th grade, be sure to coordinate with the counselor to become better acquainted with the processes involved. You will need to identify and assemble necessary information and forms for your district to guide the course selection process for ninth graders choosing courses for the 10th grade. This packet of information should include:
 - district or state requirements for graduation
 - a listing of Grade 10 courses
 - the course selection card or form, and

- any other information needed to help students and their parents understand the 10th grade course selection process.

In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out, and discuss the process involved in enrolling in selected classes.

VOCABULARY

High School Transcript: A record of the classes taken by a student in high school and the grades earned.

Standardized Tests: Tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

GPA (Grade Point Average): The average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Class Ranking: A number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

IMPLEMENTATION OPTIONS

For **Activity II, RUPrepareND.com: What Schools Want**, if your class does not have access to computers, you can print out the information about school requirements from the RUPrepareND.com and/or the official websites of the two colleges you choose. (Create a class set of these documents rather than making copies for all students in the program.)

In **Activity IV, Revising Your Four-Year Plan**, if your school has an official course request form for students to complete, you may choose to have students complete it instead of writing their courses on **Portfolio page 3, My Four-Year Plan**. (A copy should be kept in their RTS portfolio.)

If you think your students will be interested in practicing some ACT questions, feel free to show some sample questions from RUPrepareND.com.

ACTIVITY STEPS

I. Warm Up: The Right Stuff (10 minutes)

1. **SAY SOMETHING LIKE:** What do you need to do to get into the college of your choice? Today we'll explore the requirements for different schools. Later in class we're going to look over the four-year plans you made earlier this year to help determine what classes you'll take next year.
2. [In the following activity, write all student answers in a list on the board under the heading "Admission Requirements."]
3. **SAY SOMETHING LIKE:** Some schools have open admissions policies that let most people in as long as they've graduated from high school or have a high school equivalency diploma. But for many colleges and universities, you'll need more. And the better your high school performance, the more choices you'll have.

What kinds of things will colleges be interested in finding out about you when you apply? [Allow students to respond.] What do you think is the most important thing a college wants to look at? (*your high school transcript*)

Who knows what this is? [See **Vocabulary**.]

Transcripts include your grade point average and your class rank. Does anyone know what a grade point average is? Class rank? [See **Vocabulary** when talking about grade point average; students should understand how letter grades correspond to a four-point scale, i.e., A=4.0, B=3.0, C=2.0, and D=1.0. Make sure students understand that GPA is cumulative starting in Grade 9.]

[Display the following information and chart on chart paper, an overhead or board. Walk the students through the **Sample Student Transcript** and model how to calculate the sample GPA. NOTE: If needed, check with your school counselor to make sure grades in your school are based on a four-point system. You may also want to investigate if honors courses are weighted differently.]

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

SAMPLE STUDENT TRANSCRIPT

COURSE	CREDIT HOURS	GRADE	GRADE POINTS
Biology	3	A (4.0)	12
English	3	C (2.0)	6
Math	3	B (3.0)	9
History	3	B (3.0)	9
French	3	C (2.0)	6
Art	3	A (4.0)	12

Total Number of Credits = 18**Total Grade Points = 54**

To calculate the student's GPA, the total grade points are divided by the total number of credits earned.

Total Grade Points/ Total Number of Credits = GPA

$$54/18 = 3.0 \text{ GPA}$$

[NOTE: If you think your students will be overwhelmed by practicing how to calculate GPA, you may choose to skip calculating the GPA.]

Class rank shows how you compare with your classmates. So, if a school requires students to be in the top half of their class, what does that mean in a class of 200 kids? (*that you'd have to be ranked in the first 100*)

For example, a student might be first in his class, 25th in his class, or 200th in his class. A student who is first in his class has better grades than the student who is 200th.

Also on your transcript, most four-year colleges want to see that you've taken at least the following courses: [List these separately on the board.]

English: four years

Math: three to four years

Science: three years

Social Studies: three years

Foreign Language: two to four years

- SAY SOMETHING LIKE:** Besides looking at your transcript, colleges also want to see your standardized test scores. Colleges use tests like the SAT and the ACT so they can compare all students using the same standards. These aren't the kinds of tests you study for in the sense that you're supposed to know certain facts or formulas. But it helps to be familiar with the kinds of questions they ask and to know some strategies for doing well. Some students actually take prep courses or

practice exams to get ready. Next year, you're going to learn some strategies for taking these tests.

The SAT has three parts: critical reading, math, and writing. There are 800 points possible in each part. (Hardly anyone gets a perfect score.) The ACT has a total of 36 possible points. The ACT has five parts to it: English, Math, Reading, Writing, and Science.

How many points does a school require to get in? *(This varies, and while there are suggested guidelines, an applicant with some other outstanding quality might be admitted with less than ideal scores.)*

II. RUPrepareND.com: What Schools Want (15 minutes)

1. **SAY SOMETHING LIKE:** Some colleges are very competitive—lots of students applying for the same spots—kind of like trying out for sports. These schools can be very choosy about which students they admit. But not every school is hard to get into. It's important to find a school that's a good match for your skills. If you're a good student, you'll have more choices.

Finding out about a school's specific requirements is a good first step. What are some of the ways you could do that? *(ask a school counselor, go to school website, phone school admissions office, look in RUPrepareND.com.)*

RUPrepareND.com is a great place to start. Let's take a look.

2. [Have the class sign on to RUPrepareND.com.]
3. **SAY SOMETHING LIKE:** Today, we'll research the requirements for two schools.
4. [On the board, write the names of the two schools you chose for students to research (see **Preparation**). Have students follow along with the instructions below.]

SAY SOMETHING LIKE: To find out the requirements for these schools or any school, first:

Click on the **College Planning** tab on the top of the page, and then select Explore Schools.

Using the Quick Search, search for the school you're interested in.

Click on the school name, which brings you to the **School Profile** page.

Now, click on the **Admissions** tab in the left-hand menu (Note: not all schools have an Admissions page.)

Using the information on this page, complete the information on **Student Handbook page 83, What Schools Want**.

When you're finished, follow the same procedure to find out the requirements for (*name of second school*), and fill out this information on the worksheet, too.

5. [Give students five or so minutes to fill out their worksheets. Afterwards, lead a discussion with the following questions:
 - What were the requirements for each school?
 - How were the requirements different?
 - Did one ask for more than the other?
 - What did they require in addition to grades and standardized tests?]

III. Graduation Requirements and College-Bound Courses (10 minutes)

1. [Instruct students to turn to **Portfolio page 3, My Four-Year Plan**. Remind students that they filled this out at the beginning of the year during the Goal Setting Unit. Have the students remove this page from their binder so they can refer to it throughout the rest of the lesson.]
2. **SAY SOMETHING LIKE:** Earlier in the year, you created a four-year plan to help keep you on track for your high school graduation. Before you leave today, you will create a preliminary list of your 10th grade courses. You'll have the opportunity to review these choices with your school counselor before you make your final schedule.

But first we're going to take a look at what's required in our district/state.
3. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]
4. **SAY SOMETHING LIKE:** The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to

everyone, even if you're not planning to go to college. You might decide later on that you want to attend. Now is the best time to take college prep courses — while it costs you nothing and school is your main responsibility.

5. **SAY SOMETHING LIKE:** Let's take a look at the courses that are recommended by most colleges. Please turn to your **Student Handbook page 84, Recommended High School Courses for College**. [Show a copy on a projector and review the recommendations.]

Keep in mind that these are general recommendations. You'll want to check with the colleges you're applying to for their requirements. [See **Implementation Options** for a recommended website on which to find this information.]

6. **SAY SOMETHING LIKE:** You'll also note that Advanced Placement courses are at the bottom of this list. These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses.

IV. Revising Your Four-Year Plan (10 minutes)

1. **SAY SOMETHING LIKE:** Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing courses from this list of course offerings for next year. [Hand out copies of this list, obtained from your own school or district, and display a copy on the overhead projector.]
2. You'll share these choices with the school counselor when you make your final schedule.
3. **SAY SOMETHING LIKE:** Please turn to your **Portfolio page 3, My Four-Year Plan**. You will have 10 minutes to make any revisions to your four-year plan. The classes in your 10th grade column will be a preliminary list of your 10th grade courses. When you are revising your plan, think about how you are doing in your classes this year. If you know you are in danger of failing a class, you will most likely need to retake it next year. Remember this is not your final schedule.

4. [Give students about 10 minutes for this step. Pass out one copy of **Portfolio page 30, My Four-Year Plan** to each student. Walk around the classroom to answer questions they may have as they make their selections.]

V. Wrap Up (5 minutes)

1. [Have students turn to their **Student Handbook page 85, Questions for My School Counselor.**] Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.
2. **SAY SOMETHING LIKE:** Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the ones you chose today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your guidance counselor.
3. **SAY SOMETHING LIKE:** Great job today, everyone. Next week, we're going to talk more about how your high school activities and work experience can help you stand out in your college and job applications.

What Schools Want

Fill in each school's application requirements below.

1) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants. If either SAT or ACT is required, circle both.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

2) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts I–IV or English I–IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I–IV, French I–IV (Check with the college; some require two years of the same language.)
Arts	0.5	Any Class from the Fine Arts Area
Health and Physical Education	2	Classes from the Health and Physical Education Area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the guidance counselor. Write your questions below.

1. _____

2. _____

3. _____

4. _____

5. _____

MY FOUR-YEAR PLAN

SUBJECT	Courses Taken/Planned			
	Ninth	10th	11th	12th
1. Math				
2. Science				
3. English/Language Arts				
4. Social Studies				
5. Foreign Language				
6. Arts				
7. Health and Physical Education				
8. Technology				
9. Electives				
10. Advanced Placement (AP) Courses				

Building Credentials

The **BIG** Idea

- What do my high school activities tell college admissions officers/employers about me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Before They Were Famous (10 minutes)
- II. Standing Out (10 minutes)
- III. You're Hired! (15 minutes)
- IV. Wrap Up: Building Credentials Now (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 31, Certificate of Participation
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 86, You're Hired!
 - Student Handbook page 87, Tips for Building Credentials
 - Student Handbook page 88, Activities Checklist
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Before They Were Famous, (optional copy for each student following the game)
- Credentials reference guide (See **Preparation**)
- Celebrity photographs for warm up activity, with tape for posting

OBJECTIVES

During this lesson, the student(s) will:

- Know that early work experiences, including volunteerism and extracurricular activities, give access to later opportunities (including careers and college).
- Realize that employers hiring for entry-level jobs may rely on volunteer work and extracurricular activities to distinguish between candidates.
- Begin a record of his/her credentials (academic, extracurricular, volunteering).

OVERVIEW

In this lesson, students are introduced to the idea of building credentials as a way to show who they are and what they can do—with both future employers and college admissions officers in mind. As a warm up, they guess which celebrities held which first (or early) jobs. (Who knew that LL Cool J once had a paper route, or that Brad Pitt dressed in a chicken costume to attract customers to a fast-food restaurant?) Students discuss what employers are looking for, and use a checklist to identify past activities that qualify as “credentials.” Next, they examine the credentials of three high school students and determine who they’d hire to work at an ice cream shop. Finally, they begin a credentials file of their own by bringing in evidence of their own extracurricular activities.

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:
 - **Student Handbook page 87, Tips for Building Credentials**
 - **Facilitator Resource 2, Before They Were Famous**
- Gather photos of five of the celebrities listed in **Facilitator Resource 2, Before They Were Famous**. These photos can be easily printed from the Internet, or photocopied from books or magazines at the library. (NOTE: If you happen to know about the early jobs of those celebrities who are popular with students in your area, feel free to substitute other celebrities for those listed below. Also, please make sure to include celebrities that are diverse demographically—both males and females, various races.)
- Create a reference guide to local volunteer and work opportunities as well as after-school activities so that you can offer students concrete suggestions for building credentials.

BACKGROUND INFORMATION

It's important for students to realize that the activities they participate in today can be assets when they apply for their first jobs in a year or two.

VOCABULARY

Entry-level Job: A job requiring little or no experience

Credentials: Qualifications; evidence that a person can handle a particular task.

Reference: A person who can recommend you for a job based on what they know about your character or work habits.

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.**)*

Directions: *How did they get their start? Match the name of each celebrity with his early job.*

Celebrity

1. _____ Madonna
2. _____ Chris Rock
3. _____ Brad Pitt
4. _____ Garth Brooks
5. _____ Jennifer Aniston

Early Job

- a. Boot salesman
- b. Worked at a Red Lobster restaurant
- c. Dunkin' Donuts counterperson
- d. Waitress
- e. Dressed in a chicken costume for a fast-food restaurant

[After they have completed their answers, begin with the **Warm Up** as written. You may wish to use photos of the celebrities listed here for the **Warm Up** activity.]

Once you've finished playing the game, you may wish to distribute copies of **Facilitator Resource 2, Before They Were Famous**, for students to share with their families and friends.

For **Activity III, You're Hired!**, you might want to have students form small groups to consider the “You're Hired!” applicants, explaining their choices in a whole-class discussion afterward.

In **Activity IV, Wrap Up: Building Credentials Now**, you may choose the following adaptations for **Student Handbook page 87, Tips for Building Credentials**:

- Assign students to small groups. Each small group is responsible for reading one of the three sections and reporting their findings to the class.
- Give each student a highlighter and ask him/her to highlight three tips or sentences that he/she finds interesting or relevant.
- Students can create an action plan where they write down two concrete steps they plan to take to build their credentials. This can be written on an index card and collected at the end of class.

ACTIVITY STEPS

I. Warm Up: Before They Were Famous (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about academic entrance requirements for college. This week, we'll talk about ways you can demonstrate to colleges and employers that you're a responsible and capable person.

SAY SOMETHING LIKE: Everyone has to start somewhere. Your first job may be far from your final career goal. But your first job often helps convince your next employer that you're a good worker and someone worth hiring. If your first job is related to your career goal, that's even better.

How many of you dream about being famous one day?

[Many hands will go up.]

Well, you're in luck. It's time to play "Before They Were Famous." It's a game in which you try to figure out the first jobs of some well-known people.

[One at a time, hold up each celebrity's picture and ask students to identify who the person is, and his/her claim to fame. Once the celebrity is correctly identified, tape his/her photo to the wall.]

2. **SAY SOMETHING LIKE:** None of these stars started off in the big-time. When they were younger, they all began with much less glamorous jobs that certainly didn't come with huge paychecks. For example, one of these famous people once worked behind the counter at Dunkin' Donuts. Which celebrity was it?

[Point to each of the celebrity photos and ask students to raise their hands if they think the celebrity was the person who worked behind the counter at Dunkin' Donuts. After tallying the votes, and announcing the results, tell the group that Madonna was a former Dunkin' Donuts counter person.]

3. [List the remaining first jobs on the board and repeat the voting process for the other four celebrities you selected. NOTE: Make sure to list the jobs out of order to make this game more challenging.]

SAY SOMETHING LIKE: Did you find any of these first jobs surprising? Do you happen to know about the first jobs of other celebrities?

[Encourage brief discussion.]

Next, we'll take a look at some of the things people do to get their first jobs.

II. Standing Out (10 minutes)

1. **SAY SOMETHING LIKE:** Many **entry-level jobs**—like the ones at [store names in your area—e.g., McDonald's, the Gap, or a drug store] require you to fill out a job application form. These forms always include a “work experience” section and a “reference” section.
2. **SAY SOMETHING LIKE:** So, what do you do if you don't have any work experience? Are you sunk? Or are there still ways you could impress a potential employer? [Allow students to respond.]

Don't worry, even if you have never held a job, you can still start gathering credentials. One of the best parts of an entry-level job is that an employer will usually teach you the specific skills needed to do the job. A McDonald's supervisor, for example, doesn't assume that you know how to ring up an order. Learning how to operate machinery such as a cash register, a cappuccino machine, or a price-tag gun doesn't take much time.

[If you feel comfortable, you may wish to discuss your first job experience. You can discuss what skills and behaviors you needed to demonstrate to get that job and how that experience better prepared you for future jobs/school.]

So, what are employers REALLY looking for when they hire new employees?

[Allow a brief discussion, adding the following examples if students don't come up with them on their own:

- Will you show up on time?
- Do you look presentable and friendly?
- Do you get along well with others?
- Can you be trusted with handling the business's money?
- Are you a hard worker?
- Can you act professionally and responsibly?
- How good are you at solving problems that come up?]

3. **SAY SOMETHING LIKE:** Employers will want you to provide evidence that you've demonstrated these behaviors and skills before. This evidence is known as your credentials. Credentials are proof that you've already demonstrated the kinds of skills

and behaviors that ALL employers are looking for in the people they hire, working hard, learning quickly, being trustworthy, cooperating with others, showing up on time, and so on.

SAY SOMETHING LIKE: Employers aren't the only ones impressed with credentials. If you are interested in applying to college, you will be asked many of the same questions about your experiences and interests.

[Refer students to **Student Handbook page 88, Activities Checklist**. Explain that this list includes a range of activities that can demonstrate responsibility and teamwork to both employers and colleges. Ask them to check all that apply to their lives and add any others that aren't already listed.]

III. You're Hired! (10 minutes)

1. **SAY SOMETHING LIKE:** It's time to play a game called "You're Hired!" In this game, you are going to pretend that you are an employer.

Let's imagine it's springtime, and you are the manager of the "I Scream for Ice Cream" ice cream shop. You're getting ready for the summer crowds by hiring some teens to work the counter. In July and August your store is wildly popular, with more than 200 customers an hour! You're looking for someone who can get along well with lots of different kinds of people, works quickly and efficiently, has good organizational skills, shows up on time, and can even cool off people's tempers when the lines wind around the block.

You have just interviewed three possible candidates for the job: Will, Sandra, and Ian. Let's look at their credentials together.

2. [Refer students to **Student Handbook page 86, You're Hired!** and lead a group discussion about each of the candidates.]

SAY SOMETHING LIKE: Will, Sandra, and Ian have a lot going for them. During middle school and the first two years of high school, they were very busy building their credentials. This makes them very appealing to employers.

Do you think Will would be a strong candidate to choose for a job behind the ice cream counter? Why or why not? Which of his credentials might make him a good scooper at your store? What do the kinds of activities that Will has chosen tell you about him?

[Allow an open-ended discussion. Encourage students to refer to Will's specific credentials. Review Sandra and Ian's credentials in the same way. Have the students take a vote on which of the three candidates, Will, Sandra, or Ian, they would hire if they were the manager of the ice cream shop. Ask what jobs the candidates who aren't chosen might be better suited for.]

IV. Wrap Up: Building Credentials Now (10 minutes)

1. **SAY SOMETHING LIKE:** Some of you might be wondering how you can build your own credentials. Please turn to **Student Handbook page 87, Tips for Building Credentials**, for some ideas about how to get started.

[Review suggestions with the students.]

2. **SAY SOMETHING LIKE:** For next week, I'd like you to start building your own credentials file. Please bring a document that gives evidence of something you've done this year that contributes to your school or community.

Look back at **Student Handbook page 88, Activities Checklist**, for ideas about what to bring in. It could be the program from a play, a team photo, or a note from an adult in a program where you volunteer.

Please turn to **Portfolio page 30, Certificate of Participation**, for a form that an adult sponsor or coach can use to certify your participation. If you use this form, you can make the adult's job easier by filling in all the blanks except for their signature and contact information at the bottom of the page.

[Remind students of the reward you've designated for completed homework.]

<!-- DELETE THIS PAGE?-->SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**. Have students complete the skills checklist questions for Education After High School skills.

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 important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare the costs of different colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe some of the kinds of financial aid you can use to help pay college expenses.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research the entrance requirements of colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Participate in extracurricular activities, volunteer work, or part-time jobs that will help me when I apply for college or a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Education After High School 4: Building Credentials

Directions: How did they get their start? Match the name of each celebrity with his or her early job.

Celebrity	Early Job
1. _____ Madonna	a. Boot salesman
2. _____ Chris Rock	b. Worked at a Red Lobster restaurant
3. _____ Brad Pitt	c. Dunkin' Donuts counterperson
4. _____ Garth Brooks	d. Waitress
5. _____ Jennifer Aniston	e. Dressed in a chicken costume for a fast-food restaurant



Before They Were Famous

Celebrity	Early Job
Madonna, singer	Dunkin' Donuts counterperson
Jerry Seinfeld, comedian	Sold light bulbs over the phone
Oprah Winfrey, talk show host	Worked at a Nashville radio station while in high school
David Letterman, talk show host	Checkout bagger at local supermarket
LL Cool J, singer	Delivered newspapers by bicycle
Chris Rock, comedian	Worked at a Red Lobster restaurant
Jennifer Aniston, actress	Waitress
Garth Brooks, singer	Boot salesman
Dennis Rodman, basketball player	Camp counselor
Avril Lavigne, singer	Mowed neighbors' lawns at age 12
Nelly, singer	Unloaded trucks for UPS
John Mayer, singer	Gas station attendant
Tommy Hilfiger, designer	Sold clothes from the trunk of his car; also a lifeguard
Johnny Depp, actor	Sold pens by phone
Taye Diggs, actor	Worked at a pizza place in NYC
Jack Nicholson, actor	Lifeguard and theater usher
Sammy Sosa, baseball player	Sold orange juice and shined shoes
Ellen Degeneris, talk show host	Shucked oysters and sold vacuums
Michael Dell, CEO Dell comp.	Dishwasher at Chinese restaurant
Stephen King, novelist	School janitor
Bill Murray, actor	Sold chestnuts outside a grocery store
Robin Williams, comedian/actor	Street mime
Brad Pitt, actor	Moved refrigerators; dressed in a chicken costume for a fast-food restaurant



You're Hired!

Imagine that you are the manager of the local ice cream shop. Which of these three job applicants would you hire? Why? Write your answers below.

WILL, AGE 16

- Worked as babysitter for a family in the neighborhood
- Volunteers for Meals on Wheels (delivers meals to people who are unable to leave their home)
- Friends say he's an "organization freak" and he loves to help his friends organize their lockers and bedrooms
- Helped tutor younger kids in math at a local after-school program

SANDRA, AGE 16

- Volunteered at local hospital once/week with church group, helps bring around dogs to cheer up patients
- Writes movie reviews and articles for the school newspaper
- Acts in school musicals
- Enjoys helping her dad cook meals for her whole family (that's 10 people in all)
- Worked as a junior counselor at the camp she went to as a kid

IAN, AGE 16

- Loves gaming, and has mastered all the levels of Madden NFL
- Known in his school for having a great sense of humor
- Draws cartoons for the school yearbook
- Can figure out any techno gadget with little effort

Your Recommendations:

Who gets the job?

I would hire _____ because _____

_____.

What jobs would you suggest for the other two applicants?

I think _____ would be good at _____
because _____
_____.

I think _____ would be good at _____
because _____
_____.

Tips for Building Credentials

Keep track.

- Start to keep a Credentials Notebook. Make a list of all the names and phone numbers of anyone you've worked for, even if it's babysitting or shoveling snow. This becomes your list of "satisfied customers" who can become references later on.
- In your Credentials Notebook, write down any sports or after-school clubs that you participate in, and what skills, talents, or knowledge you've learned from them. Your coach or advisor is a good person to recommend you for future work.
- Don't try to do everything at once. Being an expert in one area, such as computers or theater, can be as valuable as knowing a little about a lot of things.

Volunteer some time.

- To get ideas of where to volunteer, figure out the kinds of activities you like best. Do you prefer working with older people or younger people? Outdoors or inside? In groups or alone? Do you like office work or physical labor? And so on.
- Don't be afraid to try something outside your usual interests. Volunteering is a good way to discover hidden talents. It's also a good way to figure out what you don't want to do in your future career!
- When volunteering, remember that people with the least experience sometimes have to do the least exciting jobs. Be patient and remember that everybody has to start somewhere. Learn everything you can, and show that you're ready for new challenges.

Think ahead.

- Next time you're in the kind of store you might like to work in some day, ask if they have any entry-level jobs, and find out how old you have to be to apply for them.
- You don't have to wait until you're old enough for businesses to hire you. Think of ways that you might make money helping neighbors and friends—like babysitting, mowing lawns, shoveling snow, walking dogs, etc.

Colleges and employers want to know what you like and how you contribute to the world. Use this page to tell them.



Activities Checklist

Check all the activities that apply to your life. Add any that are not listed.

<input type="checkbox"/> Sports Team	<input type="checkbox"/> Political Campaign
<input type="checkbox"/> School Club	<input type="checkbox"/> Mentoring Program
<input type="checkbox"/> Band	<input type="checkbox"/> Volunteer Program
<input type="checkbox"/> Choir	<input type="checkbox"/> Part-Time Job
<input type="checkbox"/> Musical Instrument	<input type="checkbox"/> Help Family or Community Member
<input type="checkbox"/> Art	<input type="checkbox"/> Academic Competition
<input type="checkbox"/> School Play	OTHER
<input type="checkbox"/> School Newspaper	<input type="checkbox"/> _____
<input type="checkbox"/> Youth Group at Place of Worship	<input type="checkbox"/> _____
<input type="checkbox"/> Scouts	<input type="checkbox"/> _____
<input type="checkbox"/> Special School Project	<input type="checkbox"/> _____
<input type="checkbox"/> Babysit	<input type="checkbox"/> _____

Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.



CERTIFICATE OF PARTICIPATION

Date: _____

To Whom It May Concern:

I certify that _____ (name of student) has
participated in _____ (name of club or activity)
from _____ (start date) to _____ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of Adult Sponsor or Coach:

Printed Name of Adult Sponsor or Coach:

Contact phone number or e-mail:

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