



Lesson 11-1: Welcome & Identity

OBJECTIVES:

- Students will define the concept of identity and its different dimensions
- Students will reflect on the qualities and characteristics that make them unique and relate those concepts to their future goals and aspirations

MATERIALS:

- Lesson Presentation
- Portfolios
- Person to Person Handout
- Index Cards
- Paper
- Markers

LESSON OVERVIEW:

- Get Connected! (6 min)
- Content (36 min)
- Wrap Up (3 min)

Session Plan

1 Get Connected!

- Staff Introductions: Stand in front of the classroom and with a loud voice, tell students your name, your position, and where your office is located.
- Get connected: Person to Person game as both review and warm up (See Person to Person Activity Handout)
- Explain lesson overview.

2 Content

Introduction to the Program (8 min)

- **Roadmap: Present the timeline of the year**

Lay out what the Get Ready program will look like at your school site this year (lessons/advising/college visits/family events/afterschool etc.). **Describe the portfolio process that will connect all of the lessons and the basic timeline.**

- **Student Expectations:**

Ask students “What do you think you are expected to do during our Get Ready time together?” Elicit answers. Make sure they understand the following three expectations:

- Complete an updated Get Ready form— distribute new forms if needed and ask them to turn in an updated form in a week.
- Participate in all of the offerings
- Ask questions— this is for you, make the most of it!

2 Content, continued

- **My personal college journey:**

*(Staff should practice the Why Try strategy of 'surrender the one-up'.
Explore this link for more information on this strategy:
http://www.whytry.org/images/surrender_the_one_up.pdf)*

Share your personal college journey in whatever way best fits your own teaching practice to ease students into thinking about their own personal college journeys. Potential pieces to include are: how you became interested in college, why you chose to go, any obstacles along the way, how you paid for college, what the experience was like, who supported you along the way etc.

Identity 101 (28 min)

- **Celebrity Game:**

Grab a pen & an index card from the envelope on your table

Write the name of a famous celebrity down

Do not show anyone the name of the celebrity!

Give the name to teacher

A random celebrity name will be taped to your back. You will have to walk around the room and ask people yes or no questions about the celebrity until you guess the correct celebrity.

Once you guess the correct celebrity sit down.

Alternative version: Teacher has cards written ahead of time
(Premade Cards available as handout)

- **What is identity?**

Discussion Questions for after Celebrity game (This discussion is meant as a primer to help students understand identity.)

Who was able to guess their celebrity in 4 clues and who wasn't able to?

How did you get to that point?

What questions did you ask? What made you ask those questions?

What questions were difficult to answer? Or, were there any questions that were difficult to answer?

2 Content, continued

- **Define identity**

Which of the following make up identity?

Ask students what they think makes up different pieces of identity and then share the parts that could possibly make up identity (race, religion, ethnicity, gender, sexuality, hobbies, family, friends, interests etc.) Identity is how we see ourselves, how others see us etc.

- **Portfolio Activity**

Students (or Get Ready Staff) can choose one of these activities to reflect on their identity after the discussions. This reflection activity will be the first item in the students' portfolios. Explain that this reflection on identity sets up everything we will be covering for the rest of the year as it is important to understand who you are and where you come from before you can really dive into where you are going and who you want to be in the future.

Reflection: structured prompt about identity

Journal about 3 points in your life path that were impactful to you and shaped who you are as a person (being born cannot be one of the events)

What makes you full collage

Create a drawing, collage or representation of 'what makes you full'. In other words, what energizes you and makes life feel more full for you?

Identity map (pictures and words)

Share with students a blank piece of paper and markers/colored pencils. Students should make a representation of their life journey (however they want). Sometimes it could be a straight line that looks like a typical timeline, sometimes it is crazy scribbles etc. The path can look like anything but it is mandatory for students to indicate 3 points in their life path that are really impactful to them and shape them as a person (being born can not be one of those events).

3 Wrap Up

- Review objectives for today
- Introduce Career Knowledge lesson

End of Lesson

Lesson 2: ACT 101

OBJECTIVES:

- Students will understand what the ACT is, and how to prepare for the test.
- Students will know the resources available to them for ACT prep.
- Students will identify and create a study plan for themselves.

MATERIALS:

- Lesson Presentation
- Portfolios
- Poster #1
- Poster #2
- Print out #1
- Handout #1
- Handou#2

LESSON OVERVIEW:

- Get Connected! (5 mins)
- Timeline (10 mins)
- ACT (15 mins)
- Study Tools (5 mins)
- What's Next? (10 mins)

Session Plan

1 Get Connected!

Activity: Sports Analogy. Tell the students to imagine that they're getting drafted for a professional basketball team. You have a recruiter coming in 2 months to see you play at a game against your biggest rivals (insert rival school). What would you do to prepare yourself?

- Now imagine that the game goes really horrible, you sprain your ankle, lost the game, and didn't feel like you performed up to your full potential. What would you do to get back on your feet?
- As the students list things, write them on a white board. After the brainstorming session is over, cross out Basketball and replace it with ACT. Compare the ACT test with getting drafted in the NBA.

2 Content

Timeline

Present the students with the outline of the test registration dates and actual test dates. Show them when they are taking the ACT as a full grade, and opportunities to take the exam outside of their full-grade test.

Tell them about their fee- waiver.

ACT 101

- Overview of each section- and the points.
- Breakdown of schools and their average ACT acceptance rate.
 - Hang Poster #1 on the wall. Poster #1 is a blank graph with ACT scores. Pair students into groups of 2 people. Each pair will each be handed a school logo (found on print out #1) with a piece of tape on the back.. The teams need to place the school on the range of ACT score that is the average ACT score of accepted students that attend that school.
 - Show students accurate results afterwards (poster #2)

Note: If you don't want to print off the poster of the blank graph, you can project the image of the excel document onto the white board and use it like it is a poster. This might be helpful when you show poster #2 because you can easily compare the student guesses with accurate results.

Study Tools

Introduce the following free study materials/opportunities to the students. Show them how to log onto their Career Cruising accounts and access their ACT prep.

- Career Cruising
- Naviance
- Paper copy
- University of MN prep program
- ACT book
- College Board
- ACT website
- Teachers
- Classes
 - SPPS
 - Roosevelt
 - BC

Get Ready!

4 Study Tools, continued

- Test tips & tricks: Have students break into groups of 3. Pass out handout #1. Students need to sort the listed tips and tricks into the categories listed below depending on when these tips and tricks should be done.
 - Months before the test
 - Day before the test
 - Day of the test
 - After the test

5 What's Next?

Portfolio Item: Students will develop their own study plan for the ACT.

Pass out handout #2.

- Needs to be structured for students.
 1. Number Goal
 2. Study Goal
 3. Who can help me/keep me accountable?
 4. Goal date
 5. Action steps I will take: ie. Study 40 minutes a week.

Introduce next lesson: High School Prep.

End of Lesson

Lesson 11-3: High School Prep

OBJECTIVES:

- Student will be able to connect high school preparation to career choices they make.

MATERIALS:

- Lesson Presentation
- Portfolios
- Handout # 2

LESSON OVERVIEW:

- Get Connected! (10 Min)
- Connecting High School Performance with Careers (32 mins)
- What's Next? (3 min)

Session Plan

1 Get Connected! (10 min)

- Step by step activity: provide students with a sheet of paper with profiles. Have students stand up in a line depending on their GPA's. Then as you read prompts, tell students to go up or back steps depending on the prompt. This activity is designed for 9 students to complete. If you'd like the whole class to participate— feel free to pair them up, or create more cards.

2 Connecting High School with Career

(32 min)

- Academic Identity Wheel (12 min)

Have students create their Academic Identity wheel and submit it as a portfolio item. On this handout is a circle divided into 8 parts. Students must enter information that is true to them within the domain of each triangle of the circle. Once the circle is complete, it represents a whole student and the ability for the circle to move and take students places they hope to go in the future.

Get Ready!

- **Matchmaker Assessment on Career Cruising (10 min).**

Have students take the matchmaker assessment on Career Cruising. Identify 3 interesting careers and save them to My Plan in career cruising.

- **Think, Pair and Reflect (10 min)**

Have students take out their identity map/roadmap (from lesson 1) and the Academic Identity Wheel, and compare with their matchmaker results.

First, students **think** on own about their personal journey and where they are on their path

Secondly, students **pair share** with person next to them, share thoughts and compare how each students journey is similar and different..

The final activity is a **reflection**. Students should answer Reflection prompts on their own results:

Compare your matchmaker results from today with the ones from last year? Is it the same or different? If it is different, what influenced it?

What changed in the last year that could have impacted your results? If it is the same, what has been consistent and why?

3 What's Next?

(3 min)

Review objectives for today

Introduce College Knowledge lesson

Lesson 11-4: College Knowledge1

OBJECTIVES:

MATERIALS:

- Lesson Presentation
- Portfolios
- Students will articulate the different types of college and types of degree programs
- Students will understand their academic standings.
- Students will know the milestones in their near future.

Session Plan

LESSON OVERVIEW:

- Get Connected! (10 Min)
- Connecting Colleges with Careers (30 mins)
- What's Next? (5 min)

1 Get Connected!

“Myth or fact“ game about colleges. (6 minutes)

Options to play:

- * Paddles with “myth” on one side and “fact” on the other. Students stays in place and shows their side as a vote from their seat.
- * Room will be divided in half with one side being “true “ side and other side being “false” side. Students will physically move from one side to the other.

Incorporate video clips, audio, statements and quotes to keep interesting and fun for students.

Have students sit down and have a short discussion about information presented.

2 College Knowledge (20minutes)

• Refresher

Students will play a game reviewing knowledge learned in previous years' lesson.

Jeopardy or Kahoot-Types of college, types of degree programs, schools with a specialized mission , admission requirements, milestones for 11th grade

Get Ready!

2 College Knowledge, continued

- **Reality Check** (10 minutes)

Students will now work independently. Pass out students class rank via percentage in thirds:

Top 33% of class

Middle 33% of class

Bottom 33% of class

On the class rank sheet will be the question: Are you where you want to be? If not, what are you going to do differently? (portfolio piece)

3 What's Next?

Review objectives for today

Introduce next lesson: college knowledge Part 2-

My College Plan

End of Lesson

Lesson 11-5:

College Knowledge-Part 2

MATERIALS:

- Lesson Presentation
- Portfolios
- I Have, You have sheets
- Goldilocks story
- Activity #1
- Handout #1
- Handout #2
- Handout #3

LESSON OVERVIEW:

- Get Connected! (10 Min)
- Connecting Colleges with Careers (30 mins)
- What's Next? (5 min)

OBJECTIVES:

- Students define reach, safety and target schools
- Students will be able to define match and fit.
- Students will apply their career interests and start to create their college plan

Session Plan

1 Get Connected!

“I have...You Have game. (6 minutes)

In this game, students will receive a college vocabulary refresher. Each student will be handed a card (Handout #1) with a vocabulary word and a definition for another vocabulary word. One student would start with reading the vocabulary word definition out loud to the class by saying “Who has _____ (insert definition). The student who has the vocab word would then say... “I have _____ (insert vocab word) and follow up with the question “Who has _____ (insert vocab definition listed on card). This happens repeatedly until the entire class has successfully read their card.

2 Content

Connecting College to Career

- Reach, Safety and Target Review

Goldilocks story: Tell students that we're going to bring them back to the days of elementary school with story time. Read them the Goldilocks PowerPoint that introduces the concept of match/fit and safety, target and reach.

- College Profile Activity

Post 4 types of colleges around the room (Activity #1). Read out loud students scenarios. Students must decide which colleges are reach/safety/target schools for the student in the scenario. Students can physically move their body to target, reach, safety answers. Discuss their answers.

Get Ready!

2 College Knowledge, continued

- Connecting Colleges-> Careers

Students will fill out college fit Handout #2

Students will have work time where they will pull their matchmaker results from career cruising and think of a major they would need to study to obtain that position. Keeping in mind their college fit desires (handout #2 that they just created), students will fill out Handout #3 (portfolio item) that has them determine:

- 1 safety, target & reach school that has their desired major
- 1 in state school and 1 out of state school

3 What's Next?

Review objectives for today

Introduce next lesson: Financial Aid

End of Lesson

Lesson 11-6: Financial Aid

OBJECTIVES:

- Students will be exposed to different financial aid packages and will understand how to read them.
- Students will be able to utilize search engines for scholarships and understand the timeline for FAFSA.
- Students will describe the 7 ways to pay and the 6 college costs.

MATERIALS:

- Lesson Presentation
- Portfolios
- Whiteboard (and marker)
- Example Financial Aid Awards
- Reflection Prompt
- FAFSA Information Handout

LESSON OVERVIEW:

- Get Connected! (10 min)
- Content (30 min)
- Wrap Up (5 min)

Session Plan

1 Get Connected!

- **Hot Seat Game**

Students take turns to be in the hot seat and sit with their back to the whiteboard. One of the financial aid review terms is written on the white board. The rest of the students have to explain what the term is to the person in the hot seat by raising hands and without using any part of the word in their clue. If they guess correctly, they go back to their seat and a select a student of the opposite gender to take their spot. (Variation: you can have two students with backs to the board competing to guess the word first. You can also have a list of terms to pass out to students if they aren't guessing it)

List of Financial Aid Terms: FAFSA, Tuition, room and board, Fees, books and supplies, personal expenses, transportation, savings, family contribution, loans, grants, scholarships, military/community service, work study

- **Touch-on:** The more you learn the more you earn: The average college graduate earns how much more than the average high school graduate over his/her entire working career?

Answer: \$1,000,000

2 Content

Financial Aid Award Letter: (10 minutes)

- Hand out real examples of award letters (see handouts) and have students highlight loans vs. scholarships/grants. Students will calculate the gap between what is covered and what they need to come up with to pay for tuition. Then they will brainstorm how they can cover the gap.
- Ask what students think is the definition of “a financially doable school” (good match/fit and can confidently pay for). If they do not get the answer, review the correct definition.

FAFSA Basic Knowledge: (10 minutes)

- Review the Federal Application for Student Aid (FAFSA). Be sure to cover the following: 1. What is it? 2. How does it help me? (Grants = free money, Loans = need to be paid back) 3. Why do I need to involve my parent?
- Via powerpoint, review the following key information about the FAFSA that they will need to know early on in their Senior year. Provide a handout with information to bring home as well.

EFC (excepted family contribution)

Timeline

How to prepare for the FAFSA

Date of School’s Financial Aid Night

Content Cntd.

Scholarships (10 minutes)

- Via powerpoint presentation, redefine scholarship and the different types of scholarships students might earn.
- Via powerpoint describe the difference between Local and National scholarships. Share a few examples of local scholarships that our students have received in the past and share the deadlines for completing them:
 - Beat the Odds
 - Page
 - Wallin
 - ACTSix
 - Abbott Northwestern
 - AchieveMpls School/District Scholarships
- Share out examples of Scholarship search engines (for example, Career Cruising) and walk students through the types of questions that might be asked. (Variation: If there is time, have students go to a scholarship search engine and begin their search)

3 Wrap Up

- Portfolio Selection Prompt:

On a scale of 1-10 how confident do you feel about your ability to pay for college?

What follow up questions do you have about financial aid?

How can you involve your parents in this conversations?

- Highlight what is coming in the next lesson: Lesson 7 (My College Plan)

End of Lesson

Lesson 11-7: My College Plan

OBJECTIVES:

- Students will know where they stand in their junior year timeline and what lays ahead for the future.
- Students will be familiar with college visit best practices.
- Students will be able to start their scholarship search process.

MATERIALS:

- Lesson Presentation
- Portfolios
- Handout #1
- Handout #2
- Handout #3

LESSON OVERVIEW:

- Get Connected! (10 Min)
- Match and Fit (25 mins)
- What's Next? (10 mins)

Session Plan

1 Get Connected!

College attributes activity: On PowerPoint slides there are 3 images of the following things:

- College libraries
- Residence Halls
- Cafeteria Food
- Athletic Facility
- Classroom
- Location

Students will vote on the image that's the most appealing from each category and state why. This will lead into a conversation about the appeal visually of a school vs. in-depth research. It is also an opportunity to talk about how a campus brochure could depict things in very different ways and that schools market to students so it's important to really research and visit to see the whole picture.

2 Content

Timeline Review

- Pass out timeline of junior year (Handout #1). Have students determine where they fall on the timeline and what things are complete vs. what still needs to be completed.
- Talk through the milestones and timeline of senior year. If have a list— pass out to students.
- Ask the students— based on this information, what should you be doing right now to make sure that you're on track? Answer: College visits this summer!!

Get Ready!

College Visits 101

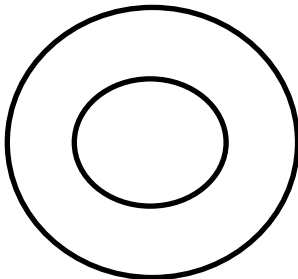
- Present the PowerPoint slides about tips and tricks for college visits. Pass out Handout #2: College Visit Checklist & #3 : Planning your Campus Visit (portfolio item). Have students fill out the “Planning Your Campus Visit” worksheet and explain the purpose of the “College Visit Checklist” (for when you’re actually going on the college visit).
- Diversity: Talk to the students about the demographic of higher education. Share with them support services on most campuses. Tell them that as they decide which college they want to attend they should ask themselves if it’s important to attend a school with high diversity.

Scholarship Work Time

Remind students of the scholarship resources provided to them in the last lesson. Using those resources the students will have free time to search for scholarships—paying specific attention to the deadlines.

3 What’s Next?

Wagon wheel looks similar to this diagram:



Wagon wheel reflection: Have students form into the shape of a wagon wheel (see diagram to the left). The students in the inner circle will be facing outward and the students in the outer circle will be facing inward, so that each kid is paired and facing another kid. If you have an odd number of students, choose one person to be the “reader” and read the prompts aloud to the whole group. When the prompt is read, the students discuss the answer with the person they are facing. After they discuss, you will tell them to move a certain number of spaces to their right (only the outer circle moves, the inner circle always stays where they are). Once they move, you’ll read another prompt and have the students reflect with their new buddy.

Prompts:

- As you near the end of your junior year there are lots of things that you should be doing to feel prepared for the college application process. How are you feeling about this whole process?
- Move 3 people to your right. What is the first thing on your college to do list?
- Move 4 people to the right. What’s your top 3 college choices?
- Move 1 to the right who is one person that you’d like to write a letter of recommendation for you?
- Move 2 to the right— what is your dream career?
- Move 1 to the right— what are you looking for at your college campus? (class size, social life, diversity, etc.)

Introduce next lesson: college applications

End of Lesson

Lesson 11-8: College Applications

OBJECTIVES:

- Students will be able to distinguish the components of a college application and what makes a well-rounded application.
- Students will highlight the importance of demonstrating their identity within a college essay.
- Students will write a practice college essay.

MATERIALS:

- Lesson Presentation
- Portfolios
- College Essay Handout
- College App. Components

LESSON OVERVIEW:

- Get Connected! (5 mins)
- Content (35)
- Wrap Up? (5 mins)

Session Plan

1 Get Connected!

- Video Clip about Resumes (Gilmore Girls or Big Bang Theory or the Office)

Discussion Questions:

What kinds of qualities in an application candidate would make you hire or accept them? Which would not?

What kinds of information are not shared through a resume that may still be important for the reader to know?

- Alternate activity: Iceberg Discussion

-Via powerpoint, show a picture of an iceberg. Describe the top of the iceberg as what we know about a student from their resume or application (things like GPA, what activities they do etc.)

-Have students brainstorm what kinds of information is below the water like in the iceberg photo. (heritage, personality characteristics etc.) Highlight that we will be talking about the college essay today and it is the space to share those parts of yourself that might not be as easily seen

2 Content

College Application Components (10 Min)

- College application component activity: raise pieces of paper that have fake and real college application components. Ask students to state yes or no if the components raised above are part of the college application. Discuss if there is disagreement among students or if students have not gotten a component correct.
- Via powerpoint, review the components of the application and discuss how students can continue to work on their academic identity
- Optional Activity: Print out two different college applications (one from a two year, one from a four year) and have students compare and contrast

College Essay — Portfolio Activity (20 min)

- Share a college application essay and ask students what characteristics they can use to describe the writer. Write the different characteristics on the board or a poster. Highlight that the essay is the space for students to demonstrate the parts of their identity that are important to them
- Have students read the common application essay prompt for the current year and brainstorm responses as practice for future essays (Essays are applicable to colleges, scholarships, jobs, everything in life.)

3 Wrap Up

- Review the objectives from the lesson and highlight importance of well-rounded application and beginning to think about application now
- Introduce next lesson: Celebrate!

End of Lesson



Lesson 9: Celebrate!

OBJECTIVES:

- Students will be reflect on the school year with Get Ready.
- Students will understand the Get Ready happenings during the summer.

MATERIALS:

- Lesson Presentation
- Portfolios
- Handout

LESSON OVERVIEW:

- Get Connected! (10 mins)
- Highlights (5)
- My Portfolio (10 mins)
- Summer Updates (5 mins)
- Celebrate (15 mins)

Session Plan

1 Get Connected!

Review game: Choose One

- Last man standing (create on your own)
- Jeopardy: <https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=1936729#.V7ePMk1TG70>
Note– Jeopardy will last probably 20 minutes
- Family Feud (create on your own)

2 Content

Highlights

- Review highlights of the year. Share pictures taken during lessons or during experiential learnings opportunities

My Portfolio

Split students through groups of 3. Have them organize their portfolios and share with their group some of the work that they have created.

3 My Portfolio, continued

Summer Updates

Share with the students what is happening with GetReady! during the summer and how best to contact you.

Celebrate!

Use the last 15 minutes how you see best.

Suggestions:

- Recognize students who have gone above and beyond in terms of college readiness with a certificate.
- Have students fill out a “What are you doing this summer survey” and put a place for them to put their personal cell phone and email so you can reach them.
- Have students stand in a circle and have each of them hold onto a piece of string so that the whole circle is connected with the string. Describe how their class has been so interconnected during the school year but in the summer they have the opportunity to break free. Have them make a goal for the summer that will help them reach higher. Cut the string so there’s enough for each student to tie on their wrist. Tell them that they can keep the bracelet on for however long but it should remind them of their goal.

End of Lesson