



Lesson 9-1: 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 9-2: High School Prep

OBJECTIVES:

- Students will be able to define GPA and its importance freshman year and beyond.
- Students will be able to describe a well rounded student and find ways to build their academic identity.
- Students will be able to utilize organizational skills throughout their school year.

MATERIALS:

- Lesson Presentation
- Portfolios
- Activity # 9-2-1
- Handout #1

LESSON OVERVIEW:

- Get Connected! (10 Min)
- High School Performance (22 mins)
- Tips & Tricks (10 minutes)
- What's Next? (3 min)

Session Plan

1 Get Connected!

- Review agenda
- Step by step activity (See Activity #9-2-1) 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 Content

High School Performance

- Describe the components of a GPA including:
 - Definition: A grade point average (GPA) is a number representing the average value of the accumulated final grades earned in courses over time. A student's grade point average is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded.
 - How to roughly calculate (4.0=A, 3.0= B, 2.0=C, 1.0= D, 0=F),
 - How honors & AP classes effect the overall GPA
 - How it builds after your freshman year.

High School Performance continued

- Describe the importance of becoming a well-rounded student.. Colleges don't just focus on your grades. Introduce: extracurricular activities, work experience, strong relationships that can build towards references, volunteer experience, etc.
- **Show Gilmore Girls clip on extra curricular activities:** https://www.youtube.com/watch?v=u983_Cvk4HAhttps://www.youtube.com/watch?v=u983_Cvk4HA

PORTFOLIO: Have students create their Academic Identity wheel (handout #1) and submit it as a portfolio item.

- Academic Identity wheel activity: The handout will have a circle divided into 8 parts, including: summer experiences, GPA/Honors/Awards, Extra Curricular experience, adult references, student references, ACT score, volunteer/community experience and work experience. Students must enter information that is true to them within the domains 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.
- Reflection Activity: Students will flip over Handout #3 and write their response to the following reflection questions:
 - What does your academic wheel say about you as a person?
How do you feel it relates to your identity?
 - Where do you need to improve your wheel to make you a more well-rounded student? How can you do that?

Get Ready!

Organizational Tips & Tricks

- Show youtube video: <https://www.youtube.com/watch?v=IKIV8VX9y5s> (pause at 5:10— the remainder of the video is just bloopers)
- After video also say that students should have a notebook & folder for each class.
- Choose one:
 - Review video by either asking what the 8 tips and tricks are and writing them on the whiteboard.
 - Students take a quiz. Students who are closest to remembering all 8 tips and tricks to high school organization can choose an organizational prize. (These prizes can be fun pens, post-it's, a planner, extra notebooks or folders. This is not mandatory— but might be a fun way to clear up excess supplies in your office and giving them to students who can use them to organize themselves.)

3 What's Next?

Review objectives for today

Introduce Career Knowledge lesson

End of Lesson

Lesson 9-3: Career Knowledge

OBJECTIVES:

Students will be able to:

- to understand and identify careers of interest and fit,
- to connect academic identity with careers
- to articulate the pathway to their careers

MATERIALS:

- Lesson Presentation
- Laptop or Ipads
- Portfolios
- Career cards
- 6 career field posters
- Reflection worksheet

LESSON OVERVIEW:

- Get Connected! (10 Min)
- Career Knowledge (30 mins)
- What's Next? (5 min)

Session Plan

1 Get Connected!

Career clusters activity: Assign each student a career card and tell students that this is their career “identity” for the next exercise.

Students build career clusters with common themes. Tell students that there are more than 10,000 different types of careers. To make it easier to think about careers, they are often put into “clusters” or groups. Ask students to stand up and, using the career “identity” you gave them, find other students whose career identities have something in common with theirs and form a group with those students. For example, the accountant might start calling out, “careers that work with numbers,” and several students whose career “identity” works with numbers would cluster around that person. At the same time, other students may be clustering into groups of “outdoor careers,” “science-related careers,” or “careers requiring public speaking.” Once all students are in groups, have groups call out their cluster name. Ask student to re-cluster around new themes twice more.

2 Careers 101

2 Content

- **Career clusters:** While students are still standing, tell them there are 6 main groups of commonly used career clusters for organizing career titles. Distribute the career cluster list and ask students to identify their career's best fit cluster. Have them take their seats and look at clusters to see where their career fits.
- **Jobs vs. Career :** Before we move into researching careers based on our personal interests and skills, let's talk about the difference between jobs and careers.

Tell them the following three short stories.

“Jennifer needs a job. She has rent to pay for her apartment, insurance and gas to purchase for her car, food to buy to stay healthy, and bills to pay for her phone, cable, gas, and water. She also likes to go out with her friends, and that always seems to cost money. But Jennifer has no income – she does not do any work where people pay her a wage. It will not be long before Jennifer will be unable to afford the basics of life. Jennifer needs a job soon.”

“Larry has a job – he works for a landscaping company, pulling weeds, pouring cement, planting flowers, mowing lawns, building rock walls, etc. He has enough money to live but he is not happy in his work. The job pays him a financial salary but not an emotional one. What he really loves is music. He plans to have a long career in music, and will be going to college to study music in September. Landscaping is just his job; he does not plan for it to be his career.”

“Karen works with Larry; she has been an Urban Landscaper for 14 years. She loves being outdoors, enjoys designing gardens and yards, and time just seems to disappear when she is busy planting and grooming a lawn. Karen has done many jobs in the landscaping field, and has loved them all. Karen is an expert in landscaping; she has made a career out of this type of work. Although she is considering pursuit of another career as a Florist, she will always love her career in landscaping.”

Ask students to define the difference between a ‘job’ and a ‘career’, based on these stories.

Settle on these definitions, which you should write on the board:

Job – something that you do for pay.

Career – a professional field in which you explore interests and develop expertise over time.

Tell students that everyone defines their own career plans. Jobs are things you do along the way to maintain income. Something that starts out as just a ‘job’ can become part of a long ‘career’ in that field, if the individual decides to develop themselves in that area.

2 Content

- **Career Cruising:** Distribute laptops to do career cruising activity. Hand out career cruising ids to each student to glue or tape in their folder. Have the student follow the prompts on powerpoint to log in and do **Matchmaker skill survey**. As they finish the survey, have them look at 3 different careers that come up in their results. Have them write the name of their favorite one on a post-it and put it on the appropriate career cluster category posted around the room.
- **Journal Reflection:** Last activity is journal reflection where student reflects on the career search and aspirations they have .

“Don't ask yourself what the world needs. Ask yourself what makes you come alive, and go do that, because what the world needs is people who have come alive.”

Given the results from matchmaker, what careers make you most excited, curious and full? What impact do you want to create using your profession? (portfolio piece)

3 What's Next?

Review objectives for today

Introduce Career Knowledge lesson

Be sure to collect portfolios with career cruising ids and reflection worksheet.

End of Lesson

Lesson 9-4: College Knowledge Pt. 1

OBJECTIVES:

- Students will be able to articulate the different types of college institutions and type of degree programs and relate it back to their personal identity.

MATERIALS:

- Lesson Presentation
- Portfolios
- Paddles with myth/fact sides
- Powerpoint for myth or fact game
- Career Cruising
- Matchmaker worksheet

LESSON OVERVIEW:

- Get Connected! (6 Min)
- College Degree/Awards (15mins)
- Matchmaker activity (20 mins)
- What's Next? (3 min)

Session Plan

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

- **What do I know?**(10 minutes)

Distribute the handout KWL Worksheet. Have students generate a list of what they already know about going to college in the first column (What Do I Know) of the KWL Worksheet. Give a two-minute time limit.

2 College Knowledge

Then ask each student to participate in a class exercise called

Novel Ideas in which students contribute an idea or question that has not already been posed. Have a student recorder list what students already know on a large KWL Worksheet drawn on the board or chart tablet. Have all students record on their individual KWL Worksheets the ideas generated by the class during the exercise. Keep the classroom KWL Worksheet for the end of the lesson to see if all questions have been answered and to correct any misinformation students might have recorded in the “K” column. Using the second column of the KWL Worksheet, have students identify what they want to learn about college. Again, use the Novel Ideas Only approach to list the want-to-learn questions on the class KWL Worksheet.

- **Types of College and types of training programs** (5minutes)

Describe for the students the different types of colleges and training programs that are located at each college.

1. Community College/Technical College-Diploma, Certificate, and Associate degree
2. Public Four Year College/University-Bachelor’s degree, Master’s and PhD
- 3.Private Four Year College/University-Bachelor’s , Masters and PhD.

- **Career Cruising** (15 minutes)

Have students pull up their matchmaker results saved from the last career cruising session. The student should look through their list of 40 results and find three careers with different degrees or awards. They will then match the level of education with a school in the state that offers that program.

- **Reflection** (3 minutes)

Bring students together and ask for 3 things we can add to the Learned column of KWL chart. Have everyone fill in what they think is important for them to remember..

Get Ready!

3 What's Next?

Review objectives for today

Introduce next lesson: college knowledge pt. 2 which centers on the financial costs of college and the ways to pay.

End of Lesson

Lesson 9-5: Financial Aid Pt. 1

OBJECTIVES:

- Students will be able to describe the costs associated with attending college.
- Students will be able to identify the value of college.

MATERIALS:

- Lesson Presentation
- Portfolios
- Handout #1
- Handout #2
- Blank paper

LESSON OVERVIEW:

- Get Connected! (10 mins)
- College Costs(25 mins)
- What's Next? (10 mins)

Session Plan

1 Get Connected!

Paychecks activity (handout #1): As students walk in, 6 students will receive a paycheck with an occupation listed on it, their average yearly salary and the amount of education they need. Students will come towards the front of the classroom and sort themselves by salary.

- This should end with a conversation about self-worth not tied to income and careers driven by passion and desire.
- 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 College Costs

Address Opportunity Cost: Show a person who works for 8 years and their total income vs. someone who gets their bachelors and the amount they make in 4 years.

Get Ready!

1 Get Connected, continued

6 Costs: Have students brainstorm the 6 college costs. See if they can name them all. (15 minutes)

- Tuition—can use net price calculator to provide an example
- Fees
- Room & Board
- Books and Supplies
- Personal Expenses
- Transportation

You can choose the activity you'd like to follow-up with. (10 minutes)

(Use blank paper for this activity)

- Hand out a worksheet where students can draw the picture that represents each of the 6 costs.
- Students break into groups and come up with a rap or poem that represents one of the 6 costs.

4 What's Next?

Portfolio Item: Reflection Prompts: Handout #2

1. Do you feel like college is worth the money? Why or Why not?
2. Is saving money now a valuable or possible reality for you? Why or why not?

Introduce next lesson: Financial Aid Pt. 2

End of Lesson

Lesson 9-6: Financial Aid Part 2

OBJECTIVES:

- Students will be able to describe the different options for paying for college and calculate how they work together to cover the different costs.
- Students will be able to describe the purpose of the FAFSA.
- Students will be able to define a financial safety school.

MATERIALS:

- Lesson Presentation
- Portfolios
- Fake or Real Scholarship Handout
- Financial Award Handout
- Access to Computers/IPads

LESSON OVERVIEW:

- Get Connected! (7 min)
- Content (35 min)
- Wrap Up (3 min)

Session Plan

1 Get Connected!

Fake or Real Scholarship Activity

- Students break into groups of 4 and receive a set of cards that have the names and descriptions of scholarships on them. Students have 3 minutes to sort the cards into two piles of fake scholarships and actual scholarships. Review the correct answers after the game and highlight the wide range of available scholarships and any potential pitfalls to avoid in the search. (See activity handout)
- Discussion Questions Post Game:
 - 1) What made you decide if a scholarship was real or fake?
 - 2) Did any of the scholarships surprise you? Why or why not?
 - 3) What characteristics of yourself can you highlight or use in your future scholarship search?
 - 4) Are scholarships important? Why or why not?

2 Content

7 Ways to Pay (15 min)

- Using a Powerpoint presentation introduce the 7 Ways to Pay. Describe and provide examples of the 7 ways to pay for college. Be sure to emphasize how these types of aid can be obtained, and which payment options do NOT need to be paid back.
 1. Savings
 2. Current Income/Family Support
 3. Grants
 4. Scholarships (describe the types of scholarships available)
 5. Work Study
 6. Loans
 7. Community/Military Service
- Introduce 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?
- Define a Financial Safety School

Portfolio Activity: My Financial Aid Award Letter (20 min)

- Students will practice what they have learned about the costs of college and the ways to pay for college in this portfolio activity by choosing a college of their own interest and discovering what the cost and financial aid package might look like.

My Financial Aid Award Letter Cntd.

- Students will select a college of their choice that they are interested in pursuing in the future. (They can look at the list they have created for themselves within their portfolio for guidance). Next students will fill out the Financial Aid Reward Letter by looking on the school of their choice's website for average tuition and room & board etc. Students will then go to buckets around the room to draw for scholarships, grants, family contributions, savings and work study to fill in the rest. Students will have to calculate how much they need to cover to fill the gap. They will then answer the question: how can I cover the gap? (See activity handout)
- On the backside of the reward letter there will be a reflection.
 - Prompts: On a scale of 1-10 how confident do you feel about your ability to pay for college?
 - How has your view changed because of this lesson?
 - How can you involve your parents in this conversations?

Optional Discussion Questions Post Activity:

- 1) How were you able to cover the costs of college in this simulation? Which way to pay ended up helping you the most? What was less successful?
- 2) With the person next to you, compare the costs of the colleges you chose. Are they similar? How might comparing financial aid packages in the future help you to find your financial safety school?
- 3) What are some ways that might help to lower the costs of college? (i.e. live at home, buy used books)

3 Wrap Up

- Review the Objectives and have students define what they have learned.
- Introduce next lesson: My College Plan.

Lesson 9-7: My College Plan

OBJECTIVES:

- Students will be able to define college match and college fit.
- Students will identify characteristics of colleges that are a good match and fit for themselves.
- Students will be able to define safety, target and reach schools.

MATERIALS:

- Lesson Presentation
- Portfolios
- Venn Diagram Handout
- Culture Shock Blog post
- College Profiles
- Post Its
- Goldilocks Presentation

LESSON OVERVIEW:

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

Session Plan

1 Get Connected!

College attributes activity:

- Students are shown various college profiles with college attributes and asked to put a post it note on which college profile they want to attend.
- Discussion following activity:
 - What made you choose the profile you chose?
 - How do people make decisions about which college to go to?
 - Highlight Face value judgment vs. in-depth research

2 Content

Match and Fit Introduction (10 min)

- 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.

Match and Fit Venn diagram activity (5 min)

- Students will fill in the Match/Fit Venn Diagram with the definitions of match and fit in their own words. Highlight the definition of under matching. Have students brainstorm what characteristics would make a school a good "fit" for them.

2 Match and Fit, continued

Discussion on Campus Diversity (15 min)

- Share out that an aspect of finding a school that is a good fit is feeling at home. Have students read the “culture shock” blogpost and complete a reflection on the importance of campus diversity
- Small Group discussions on the blogpost and sharing student reflections.
- Share out types of resources on campus and ways to ask about diversity on college visits.

3 Wrap Up

Inner/Outer Circle Activity (7 min)

Students are stationed in two circles facing each other. The student in the inner circle and outer circles will talk about a prompt regarding match and fit. After 45 seconds, the outer circle rotates one space and the new pair ups are given a new prompt to discuss.

Prompts include:

Define safety/target/reach schools as a team

Why is it important to apply to safety, target and reach schools?

Why is finding a good match/fit important?

Discuss what characteristics of a college would be a good fit for you

What type of school are you interested in? (4 year, 2 year etc)

Review Objectives (3 min)

- Students redefine the main topics covered (match/fit/safety/target/reach)

Introduce next lesson: college applications

End of Lesson

Lesson 9-8: 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 (20 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
- Students will reflect on their own progress towards a well rounded application by completing the “Your Application: Now and Then” Handout. They will set goals for where they want to be senior year

College Essay — Portfolio Activity (15 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 prompts listed below and brainstorm responses as practice for future essays (Essays are applicable to colleges, scholarships, jobs, everything in life.)
 - Who are you?
 - Why us?
 - How do you think?

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!



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