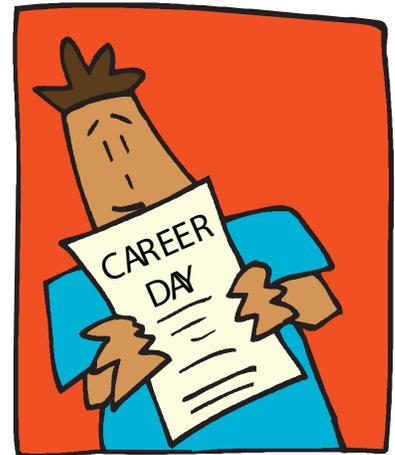


# Lesson Six:

## Career Day

### Lesson Overview

This final lesson will be a culmination of the activities that students participated in during the course. Students will give their Career Day presentation to their peers, describing what they have learned about their potential career and if it is still something they want to pursue. Students are encouraged to dress as someone in that career and share what it would be like to work in that profession. The lesson will close with a discussion about what to expect when visiting a college campus



### Lesson Objectives

By the end of the lesson, students will be able to:

- describe the career interests of their classmates.
- present their Career Day presentation.
- demonstrate what they learned during the course.
- describe expectations for the upcoming college visit.

### Optional Materials

- 30-second warning sign
- Copies of Peer Review Checklists
- Laptop and LCD projector (if using the Lesson 4-6 Google Slide Presentation)
- Computers with Internet access

### Supplemental Activity

- Peer Review Form (page 128)
- College Knowledge (page 20 of the Supplemental Activities Guide)

### Resources

- Family Information Sheet (pages 134–135)

### Before the Lesson Checklist

- Speak with your Coordinator to gather information about the College Visit, including date and times, location for pick up and drop off, transportation, chaperones, sack lunches, etc.



**Suggestion:** Lesson Six is a great lesson to invite students' families and partners to join and see what the students have learned.

## Lesson Six Timeline — Overall lesson time: One hour



Activity	Summary	Detailed Info.	Rationale
<b>Setting the Context/ Guidelines for Sharing Career Day Presenta- tions (5 minutes)</b>	Teachers will review the goals for the Career Presentations and receive their feedback sheets.	<i>Please note this is a customizable activity.</i> <b>Teacher’s Edition:</b> page 127	<ul style="list-style-type: none"> <li>• To encourage students to provide constructive feedback to their peers.</li> </ul>
<b>Career Day Presentations (40 minutes)</b>	Students will present information on what they have learned about the career they studied during the course. Optional: Students may provide feedback to the presenters using the Peer Review Form.	<i>Please note this is a customizable activity.</i> <b>Teacher’s Edition:</b> pages 127–129	<ul style="list-style-type: none"> <li>• To enhance students’ public speaking and presentation skills.</li> <li>• To allow students to demonstrate their knowledge and share what they have learned.</li> </ul>
<b>Closing Discussion (5 minutes)</b>	Teachers will congratulate students on their presentations and lead a discussion of what students learned. Students will complete the “L” column of their KWL chart and share what they learned.	<b>Teacher’s Edition:</b> page 130 <b>Student Handbook:</b> page 4	<ul style="list-style-type: none"> <li>• To allow students to reflect on what they have learned from the Kids2College Program.</li> </ul>
<b>Preparing for the College Visit (10 minutes)</b>	Teachers will share the agenda for the College Visit and what is expected of students while they are on campus. Students will brainstorm five questions to ask while on campus.	<b>Teacher’s Edition:</b> page 131 <b>Student Handbook:</b> expectations, page 48; questions, page 49	<ul style="list-style-type: none"> <li>• To provide students with information and the expectations for the college visit.</li> </ul>

## Setting the Context

*[insert duration of the course]*

Over the past \_\_\_\_\_, we have learned a lot of valuable information to help prepare you for education after high school. You learned about careers that could be a good fit for your talents and selected a career that you wanted to learn more about. With that career in mind, we've talked about the steps you have to take to be successful in that career — from high school all the way through to when you start your job! Today each of you will have the opportunity to share with the class the things that you learned about your career.

While your classmates are giving their presentations, please be respectful and give them your full attention. Think of any good questions you would like to ask them about their careers. Once they are finished with their presentations, you may ask questions about their career, their education, or anything else related to our project.

---

**Teacher Instructions:** Have students take turns doing their presentations. You may wish to use the 30-second warning sign (on page 133) to let students know that their presentation time is almost over. Facilitate the question and answer session after each student's presentation — they should each get to answer at least one question.

---

**Optional Activity:** If you would like your students to review each other's presentations, we have created a Peer Review Form for this purpose. The form can be found on page 128. As you distribute the forms, remind students to be respectful in their comments about other students. Be sure to collect the Peer Review Forms after each presentation so that you can share highlights with the student.

If you prefer, students can record their presentations using a private Flipgrid classroom. Instructions for Flipgrid-Canvas integration and how to create an educator account are available at under Teacher Resources at: <https://acpe.alaska.gov/Kids2College>.

# Peer Review Form

Presenter's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

For the past six weeks, each student in your class has been learning about the skills, education, and expertise needed for a career that is of interest to them. Today, each student will have the opportunity to share what they have learned with your class, and you will have the opportunity to ask them questions about their careers. You will also have the opportunity to provide feedback to the other students.

*Using this form, you will provide feedback to each of your classmates.*

■ What did you like about this student's presentation? Write at least 3 comments.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

■ What questions would you like to ask this student about his/her career?

4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Reviewer's Signature: \_\_\_\_\_

## Career Presentation Rubric (My Path to Success Student Handbook, page 46)

Student Name: \_\_\_\_\_

Students may earn up to 10 points for this activity. *(Instructors: You may choose to use this activity as a supplemental assignment or an extra credit activity.)*

CRITERIA	POOR (0)	GOOD (1)	EXCELLENT (2)
<b>Education</b>	Presentation does not include any of the required components of the career pathway.	Presentation lacks a detailed discussion of the education requirements including high school and college courses; college major(s); degree(s), license(s), and/or certificates earned; and institution(s) attended.	Presentation includes a detailed discussion of the education requirements including high school and college courses; college major(s); degree(s), license(s), and/or certificates earned; and institution(s) attended.
<b>Career Responsibilities</b>	Presentation does not include a discussion of the daily activities, job responsibilities, and salary of the career.	Presentation lacks a detailed discussion of the daily activities, job responsibilities, and salary of the career.	Presentation includes a detailed discussion of the daily activities, job responsibilities, and salary of the career.
<b>Creativity</b>	The student does not use any props and/or supplemental resources to illustrate the responsibilities of a working professional.	Student uses 1 or 2 props and supplemental resources illustrate the responsibilities of a working professional.	Student uses several props and supplemental resources that show the responsibilities of a working professional.
<b>Presentation Quality</b>	The presentation was not informative and was not engaging or interactive.	The presentation was somewhat informative and engaging and interactive.	The presentation was very informative and was highly engaging and interactive.

Total Points Earned: \_\_\_\_\_

## Closing Discussion

Thank you all for sharing what you've learned today. The information you shared will benefit everyone as you all consider different careers for your future.

---

**Teacher Instructions:** Whenever the lessons call for an in-class discussion, feel free to add your own questions on the topic and ask follow-up questions based on the direction of the discussion. The questions provided are designed to get the conversation started, but we hope that your rich experience will help you generate additional questions based on the flow of discussion.

---

- Q:** Would someone volunteer to tell me something they learned today from someone else's presentation?
  - Q:** Did you learn about a new career that you might consider pursuing in the future? If so, tell the class about it.
  - Q:** What information did you learn that was surprising?
  - Q:** How has learning more about a career helped you make plans for your future?
- 

**Teacher Instructions:** At this point, ask students to turn back to the KWL charts that they started during Lesson One (found on page 4 of their *My Path to Success* Student Handbook). Ask them to review what they wrote in the first two columns — what they knew and what they wanted to learn.

---

Take a few moments to write down five things you have learned during this class in the third column. Compare what you wrote in the second column — what you wanted to learn — with what you have written in the third column.

- Q:** Did you answer all the questions that you had in the second column?
  - Q:** Are there questions you still have?
  - Q:** How do you think you can get answers to those questions?
-

# Preparing Students for the College Visit

**Teacher Instructions:** Before visiting the college or university, prepare students for their trip by discussing where they will be going, the agenda for the day, and expectations for behavior. Properly preparing students for the campus visit will enhance their learning experience. If you have time, you can also play the College Knowledge game included in the supplemental activities section.

[insert name of college/university]

[insert date]

To end this course, we will be visiting \_\_\_\_\_ on \_\_\_\_\_.  
On this field trip you will experience college firsthand, and get a glimpse of what you will have to do in college to prepare for the career you have chosen.

**Teacher Instructions:** Share the planned agenda with students and ask students to brainstorm questions they may have for the different people they will meet. Have students write five questions on page 49 of their *My Path to Success* Student Handbook that they would like to ask. Select some students to share their questions with the class. Before the lesson ends, go over the following instructions with students (they can also be found on page 48 of their Student Handbook):

- The campus will be very busy with students and professors going to class. Stay with the group and do not wander.
- When you meet someone who teaches college students, address them using the title of “Professor” or “Doctor” unless they tell you otherwise.
- Dress appropriately (instructors should provide students with specific guidelines of what to wear and what not to wear). Wear comfortable shoes and dress for the weather.
- Leave iPods, video games, and other entertainment at home.
- Bring your list of questions from page 49 in your handbook, a pen, and plenty of questions!
- Other instructions: \_\_\_\_\_

Be sure to address the issue of meals and/or food. If you will not be supplying food for students, remind them to bring snacks. If you are providing meals or snacks for the students, make sure that they understand that and are each carrying their own lunch.

Schools without a campus partner are encouraged to share virtual campus tours with students.

**Teacher Tip:** If you have additional time and would like to do another activity to get students prepared for their college visit, see the “College Knowledge” Activity on page 20 of the Supplemental Activities Handbook.

# College Visit Questions

(My Path to Success Student Handbook, page 49)



In the space provided below, write five questions to ask on campus when you visit or contact your local college, university, or training center.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

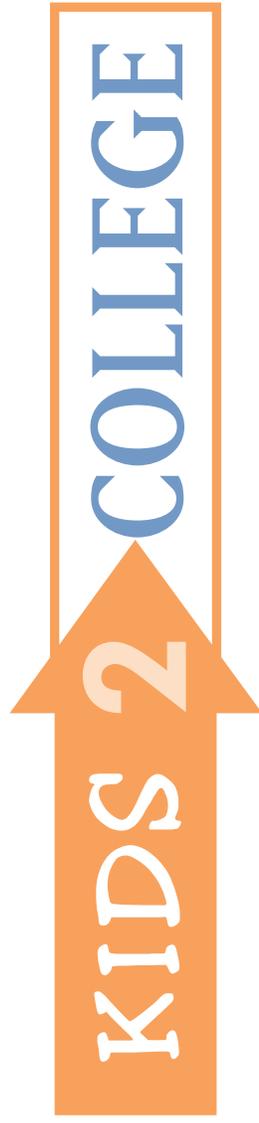
\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 30 Seconds



THE SALLIE MAE FUND



**Dear Parent or Family Member,**

A few months ago, we shared information with you about the exciting program that your student was selected to participate in, Kids2College. I am pleased to inform you that your student has successfully completed this program! During our time together, we learned about:

- Many different postsecondary career training options, including the different kinds of college degrees they can earn to prepare for their future career;
- Different careers they can pursue that fit their interests and skills;
- The classes they need to take in middle and high school to be college & career training ready;
- Ways they can get help with their schoolwork to make sure they are doing their best;
- The variety of resources available to help them pay for their college & career training education, including scholarships and grants;
- What life is like on a college campus; and, most importantly,
- How college IS possible!

After their participation in this program, your student has expressed interest in going to college or completing other training programs for their future. We encourage you to support your student as they pursue their goal. Completing the Kids2College course was the first step in preparing for a brighter future. While getting ready for college & career training is not easy, it is something every student is able to do with hard work and the right information. Your student collected information about education and career options, preparing for college, and financial aid in their *My Path to Success* handbook. Ask your student to share his or her Student Handbook with you so that you can see all the hard work that your student put into learning about college & career training options. This information also will be valuable to you as you help your student continue working towards his or her goal. We've also included a summary of the things they've learned during the course on the next page.

Together, you and your student can work to make their college & career dreams a reality and create the best future for your family.

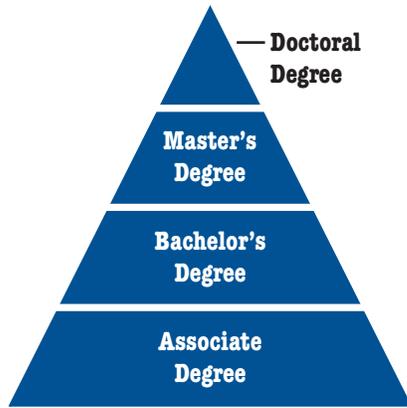
If you would like more information about college, careers, or financial aid, please feel free to get in touch with me. Thank you for supporting your students as they achieve their dream of a college education. Visit: <https://acpe.alaska.gov> & <https://alaska529plan.com> for more information on preparing and saving for college & career training.

Sincerely,

**The Kids2College Team**

# Reviewing What We've Learned: College Is Possible!

## Different Degrees Available after High School



In order to be considered for admittance into college, you need to have taken the following high school classes:

**English/Language Arts** — All four years

**Mathematics** — Three, preferably four years

**Science** — Three, preferably four years

**Social Studies** — Three, preferably four years

**Foreign Language** — Two, preferably three years

**P.E./Health** — At least one year, preferably more

**Challenging Electives** — Whenever possible

## Educational Opportunities After High School

- **Apprenticeships, and Vocational or Trade Schools** teach skills specific to a job.
- **Community College** is a two-year school. You can earn an associate degree at community college. You can also take classes that may transfer to a four-year college or university.
- A **Four-year College or University** is a school where students work towards earning a bachelor's degree. You also may earn a master's or doctoral degree from a four-year college or university.

**Every college-bound student must take the ACT or SAT during the second semester of their junior year of high school. These tests are required for college admission!**

## Four Types of Financial Aid To Be Aware Of

- **Grants** are financial aid awards that do not have to be repaid. Grants are usually given to the students who need the most money.
- **Scholarships** are also financial aid awards that do not have to be repaid. Scholarships are typically awarded to students based on their achievements.
- **Work-study** is a program that allows students to work to earn money for their tuition. Work-study students have jobs on campus; all work-study money is earned, so it does not have to be paid back after graduation.
- **Loans** are financial aid awards which must be repaid. Different organizations, including the federal government, lend qualified students or their parents money that they will pay back after they leave school.



To be eligible for grants, loans, work-study, and some scholarships, all students need to complete the **Free Application for Federal Student Aid (FAFSA)**.

## Glossary

**ACT:** a standardized college admissions exam that tests students in English, math, reading, and science, with an optional writing section. Administered several times a year, and traditionally taken for the first time in the spring of a student's junior year.

**Academic enrichment:** activities that enhance or supplement a student's learning. Academic enrichment are additional learning opportunities that boost a student's knowledge and skills.

**Admissions counselor:** a college or university employee responsible for making decisions about which student applicants will be admitted to their school.

**Apprenticeship:** a hands-on employment opportunity where students earn money while learning a certain skill or trade. Students begin part-time on the job and part-time in the classroom, earning more money as they gain experience. Many skilled trades begin through apprenticeship programs.

**Associate degree:** a degree awarded after approximately two years of full-time study. It is usually equivalent to the first two years of a bachelor's degree program. Associate degrees are awarded by community colleges and some four-year colleges.

**Auditory learner:** a person who learns best by hearing information rather than seeing or doing.

**Bachelor's degree:** an undergraduate degree that takes approximately four years of full-time study to complete. Required for some professions and for licensure in certain fields, as well as for admission to advanced degree programs, including law and medicine.

**Career:** an occupation that usually requires special training

**Certification:** a document that shows an individual has met specific requirements that qualify them to perform a task or job.

**Community college:** a two-year postsecondary institution that offers academic programs suited to its particular community. Offers associate degree programs and courses for transfer to a four-year college or university, as well as non-academic courses for personal growth and enrichment.

**Degree:** a certificate that signifies that a student has met the requirements to complete a program of study.

**Doctoral Degree:** the most advanced postsecondary degree; requires 3–7 years of study and research in addition to a bachelor's degree and, often, a master's degree as well. Often referred to as "terminal" degrees; if a person has a doctoral degree, he or she is considered an expert in that field.

**Education:** a process or system of teaching and learning.

*(continued)*

**Extracurricular activities:** any club, team, event, or organized activity that a student participates in outside of their academic coursework.

**FAFSA:** the Free Application for Federal Student Aid is an online form that determines eligibility for financial assistance. Students who do not complete the FAFSA are not eligible for any federal aid, including grants, loans, and work-study.

**Financial aid:** financial assistance for students interested in pursuing post-secondary education.

**Grade Point Average (GPA):** a number that represents the average of all the course grades a student receives in high school.

**Grant:** a financial aid award that does not have to be repaid; often is need-based.

**License:** formal permission by the government or another authorized entity to do something. A test is usually required.

**Loan:** a financial aid award, administered by the federal government or a private company, which must be repaid. Interest is charged during the repayment period. Some loans accrue interest while borrowers are still enrolled in school.

**Major:** the focus of a student's academic studies; usually in a particular academic subject or professional field.

**Master's degree:** a degree awarded to students who continue their education 1–3 years beyond their bachelor's degree. Master's degrees are more specialized and usually require completion of some research. Students in these programs typically focus on a specific topic in detail.

**Minor:** a secondary focus of study, usually in a different academic subject than the selected major. A minor is not required, and may or may not be related to a major area of study. Usually fewer course credits are required for a minor.

**PLAN:** a standardized “pre-ACT” exam that tests students' abilities in math, science reasoning, English, and reading. Score reports also provide information about course selection and career development.

**Postsecondary:** education completed after high school, which could include associate, bachelor's, master's or doctoral degrees, apprenticeships, vocational or trade schools, military training, or certificate programs.

**PSAT:** the Preliminary SAT is a standardized exam that tests a student's abilities in math, critical reading, and writing. When taken in the fall of a student's junior year, serves as the qualifying exam for the National Merit Scholar Scholarship Program. A good predictor of how students will score on the SAT Reasoning Test.

*(continued)*

**Salary:** the amount of money a person earns for doing their job.

**SAT:** a standardized college admissions exam that tests students' abilities in math, critical reading, and writing; administered several times each year. Traditionally taken for the first time in the spring of a student's junior year.

**Scholarship:** a financial aid award that does not have to be repaid. Scholarships are usually merit-based.

**Standardized test:** tests on which everyone taking the exam answers similar questions on the same content. By making them standardized, the test maker ensures that everyone who takes the test is being measured against the same standard.

**Tactile learner:** a person who learns best by doing, rather than seeing and hearing.

**Transcript:** the official permanent record of a student's academic career; contains a listing of the courses taken during high school, course grades, and standardized test scores.

**University:** a postsecondary institution where students can take coursework toward a bachelor's and/or master's degree. Also referred to as a 4-year college.

**Visual learner:** a person who learns best by seeing, rather than hearing or doing.

**Vocational school:** a school that teaches specific skills for a particular job or profession. They are not focused on general education.

**Volunteer:** donate time or service without being paid. Many individuals volunteer their time to gain unpaid work experience.

**Work-study:** a need-based federal program that is administered on campus. Eligible students are provided jobs on campus or at a local organization.



## Acknowledgements

The National Council for Community and Education Partnerships and The Sallie Mae Fund would like to thank the Kids2College sites for their willingness to share their experiences which were instrumental in the development of the Kids2College core curriculum. The draft curriculum was enriched by the successes and lessons shared by the following Kids2College sites:

**Alaska Commission on Postsecondary Education**, Anchorage, Alaska

**Burlington Boys & Girls Club**, Burlington, Vermont

**Communities in Schools of Charlotte-Mecklenburg**, Charlotte, North Carolina

**Houston Independent School District**, Houston, Texas

**Partners4Education**, Washington, DC

**State University of New York–Cortland**, Cortland, New York

**Texas A & M University**, College Station, Texas

**The Education Resources Institute**, Boston, Massachusetts

**The Tomás Rivera Policy Institute**, Los Angeles, California

**Volunteer Florida Foundation**, Tallahassee, Florida

**Wesleyan University**, Middletown, Connecticut