Basic 12 for Middle School — Workshop 1: *Why is college a realistic goal for you?*

**Description:**
The workshop introduces students to the concept that all students should be thinking about going to college because there are definite benefits to their lives. It allows for extended time for students to explore the KnowHow2Go site with a focus on the success stores.

**Outcome:** Students will be able to articulate why they need to go to college.

**Learning Targets:**
- Benefits of a college education
- College is a reasonable and realistic goal for everyone

**KnowHow2Go Connection:** Push Yourself
- Middle Schoolers: Why College?
- College dreams – videos of why go to college
  KnowHow2Go National site
  [http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html](http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html)

**Workshop Length:** 60 – 80 minutes

**Alternative Lesson with Fewer Technology Requirements:**
- Sparking the Future
  Grades: 7-9, Lesson: 1
  Reasons for College

**Assessments/Evaluations:**
- Change in student attitude between administrations of the pre-post quiz “Why College?”

**Materials or Resources Needed:**
- KnowHow2Go, Why College: Four Reasons to Go to College
  Middle Schoolers: Why College?
• KnowHow2Go Success Stories
  http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html
• Why College? Pre/Post Quiz

Follow-Up Lessons: Attached
Workshop 1 Agenda

Why is college a realistic goal for you?

Quick Check-in: .......................................................................................................................... 15 minutes

This first five minutes is a critical time to engage students in the discussion about going to college. We know that seventh grade is not too young for students to begin thinking about the pathway that leads beyond high school. We also know that low-income or underserved seventh graders may not have had many discussions yet about college or have a solid self-concept around the idea that they are expected to go to college.

- Welcome students and plan a way to introduce students to each other if the group is a new group.
- Explain the structure of the workshop and the schedule for the next workshops.
- Explain what a facilitator does and what is expected of students.

Introduction: ............................................................................................................................ 20 minutes

In this first workshop, it is recommended that the facilitator lead students through the pre-quiz in order to encourage all students to answer the questions. Students should be encouraged to keep their own score and record this in their journal.

- Pre-quiz: “Why College?”

The second part of the introduction for this workshop is imagined as a group look at the KnowHow2Go opening pages for middle schoolers.

- Introduce the idea that there are many reasons to go to college. Four of the most important are:
  o Good pay
  o Always have a job
  o Better, more interesting jobs
  o Personal benefits
- Open KnowHow2Go, Why College: Five Reasons to Go to College
  - Middle Schoolers: Why College?
- Ask students to scan the information and be ready to answer the question – why college?
- Lead students in a brief discussion of the question.

Whole Group Student Engagement: ................................................................. 10 - 15 minutes

The videos are intended to be a less serious look at college and will spark some students for whom other styles of learning are not as helpful.

Individual Student Engagement: ................................................................. 15 - 20 minutes

One of the major goals of the workshops is to allow students time to explore web resources that they can use at other times and even introduce to friends. Depending on the availability of computers, students can work alone or in small groups to explore specific sites.
• Allow students time to read and explore the KnowHow2Go website focusing on the short success stories with special attention to the question – *Are you the first to go to college?*  
  
  [http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html](http://knowhow2go.acenet.edu/middle-and-high-school-students/success-stories.html)

**Closing:** .............................................................................................................................. 5 minutes

The assessment and closing questions can be the same activity for this first workshop. The group can return to the pre-quiz (Why College?) and re-check their answers to the questions. The facilitator should record how many students indicate their ideas have changed.

Group Discussion Questions that can be posed for the students if there is time include:

- Is college a realistic goal for you? Why or why not?
- How will your life be different if you go to college?
Assessment of Workshop 1:  
Is college a realistic goal for you?

Purpose(s):
- To determine the perspective students have about going to college
- To use as a quick workshop assessment of whether or not students gained information or changed their perspective.

Format: Short, pre-post quiz

Facilitator Directions:

- Run off copies of the assessment for each student. Another option is to put the questions into a power point and discuss the questions as a whole group.
- It is recommended in this first workshop that the facilitator lead students through the pre-quiz in order to encourage all students to answer the questions.
- Make sure students know that they are not “graded” on the quiz nor are there absolute right or wrong answers. The purpose of the quiz is to help you and the students determine what they already know about going to college and what they need to learn.
- Once students have completed the questions, ask them to set the pre-quiz aside on their desk or in their folders for review later.
- Return to the quiz again at the closing of the workshop. The questions now become the post-quiz? Repeat the process you used initially giving students time to consider whether or not their answer has changed. Discuss the changes with students.
- Record the number of students who changed their answers (changed their perspective) as the assessment for the workshop.
- Encourage students to place the quiz in whatever organizer (portfolio or folder) you are using to keep materials together for the twelve workshops.
Workshop 1: Workshop Assessment Tool
Why College?

Student Directions: Answer the questions to the best of your ability. It is important that you answer honestly and from your own perspective.

1. True or False? It’s possible to get a good paying job and support a family with just a high school diploma. **Explain your answer.**
   - True
   - False

2. True or False? A person with a college degree will earn twice as much money over a lifetime as someone with just a high school diploma. **Explain your answer.**
   - True
   - False

3. What kind of work do you think that you want to do when you are an adult?

4. How much education do you think you need to get the job you want?
   - a. High School Diploma
   - b. One Year or Less of Vocational, Business or Technical Education
   - c. Two Year Degree (Community or Junior College)
   - d. Four Year Degree (College or University)
   - e. Graduate Level Work (6 to 8 years beyond high school)

5. List at least 3 potential benefits to you if you go to college.
   1. ________________________________________________________
   2. ________________________________________________________
   3. ________________________________________________________

6. Will college be a realistic goal for you? **Why or why not?**
   - Yes
   - No
Follow-Up Lessons for Workshop 1

Why is college a realistic goal for you?

❖ Reasons for College:
  • Sparking the Future, Grades 7-9, Lesson 1
    http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/SparkCurriculum/Grades7-9/STF_Gr7-9_Lesson01.pdf
  • Lesson Goals:
    o Explore students’ dreams and goals for life after high school.
    o Introduce reasons to pursue postsecondary education.
  • Lesson Description:
    o The lesson provides an excellent opportunity for students to begin to sort the issues around college. Using a “College Facts Quiz”, the facilitator is able to help students begin to dispel the myths that college is only for some students.

❖ Dream a Little Dream: Imagining My Future
  • Realizing the College Dream
    ECMC Foundation
    http://www.ecmcfoundation.org/details/realizing.html
  • Lesson Goals:
    o To explore students’ dreams about the future and what they envision to be the details of their lives.
    o To develop an understanding about how much income will be required to maintain idealized life-style.
    o To research the associated costs of this imagined life-style.
    o To prepare for a discussion on education and career opportunities and choices.
  • Lesson Description:
    o An easy way to start students on the road to sound financial well-being is to provide an opportunity for them to explore what it would be like to have all the money required to buy whatever they might desire. Most students, at one point or another, will dream of such things as how many children they would like to have, the type of house they would like to live in, the kind of car they hope to drive, their wardrobes, even the exciting places they would like to travel. During this activity students are asked to dream about what they hope their futures will look like and how much money they will need each month to support their chosen life-style.
EDUCATION AFTER HIGH SCHOOL: REASONS FOR COLLEGE

GRADES: 7-9  
LESSON: 1

LEARNING GOALS:

- Students will describe their goals for life after high school.
- Students will accurately list basic facts about postsecondary education and describe several reasons why postsecondary education is needed to achieve their goals.

ALIGNMENT WITH STANDARDS:

- **Essential Academic Learning Requirements Grade 8 Grade Level Expectations:** This lesson is aligned with Communication 1.1.1 and 2.2.2. Students will apply a variety of speaking and listening strategies to participate responsibly in a small group discussion.
- **Common Core State Standards Grade 8:** This lesson is aligned with English Language Arts Speaking and Listening 1b, 1d, and 2. Students will participate in collegial discussions with a group, acknowledging new information and qualifying or justifying their own views as needed. They will analyze information that is presented to them and demonstrate that they can reiterate that information accurately.
- **American School Counselor Association National Standards:** This lesson is aligned with ASCA Career A1.3, A1.6, and C1.3. Students will articulate their personal interests and goals and identify how those interests and goals influence their choice of a future career.

MATERIALS NEEDED:

- College Facts Quiz Handout *(included in this lesson plan – one copy for each student)*
- College Facts Quiz Answer Key *(final page of lesson plan – print one for teacher)*
CLASSE ORM ACTIVITIES:

1. Discuss post-high school goals. Working in small groups or as a whole group, ask for student volunteers to share what they would like to do after high school. Some students may have definite ideas; others may not know. Discuss what students know about what it will take them to achieve these goals. How many know what kind of education they will need after high school? Explain that most careers require some type of education or training after high school. Talk a little about your own experience. How did you decide what you wanted to do? How did you learn what education you needed? (10-15 minutes)
2. **Explore college facts.** Tell students that nearly every career requires some type of education or training after high school. Explain that this is called “**postsecondary education**” because it is after (or “post”) high school (secondary education). Postsecondary education is often called college. Ask students if they think they know a lot or a little about college. Ask student volunteers to share a few things they know. Then distribute the College Facts Quiz and have students complete it, working individually or in small groups. *(5-10 minutes)*

3. **Review reasons for college.** Correct the quiz with your students. Ask if knowing the reasons to go to college makes students more likely to think about college for themselves. Why or why not? How can they share this information with their families? *(10 minutes)*

**STUDENT PRODUCTS:**

- **College Facts.** Each student should complete a quiz.

**ADDITIONAL RESOURCES:**

The following resources are helpful for middle school and early high school students, as well as for families who are new to the college admissions process.

- **Know How 2 Go:** [www.knowhow2go.org](http://www.knowhow2go.org)
- **GEAR UP** for middle school: [www.gearup.wa.gov/middle-school](http://www.gearup.wa.gov/middle-school)
- **First in the Family:** [www.firstinthefamily.org](http://www.firstinthefamily.org)
WHAT DO YOU KNOW ABOUT COLLEGE?
TAKE THIS TRUE/FALSE QUIZ TO SEE HOW MUCH YOU KNOW!

Name _____________________________ Give yourself 10 points for every correct answer.

<table>
<thead>
<tr>
<th>Your Score</th>
<th>T or F?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>90% of high school students would like to go to college.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>You have to attend college for four years to get a degree.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Only rich people can afford to go to college.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Anything that is taught in college you can learn on the job.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Many people don’t know what they want to study when they start college.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>If your grades aren’t very good you can’t get into college.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>There are lots of high paying jobs that don’t require any training after high school.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>If you don’t know how to apply to college you can’t go.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>If you’re tired of school there’s no way that you’ll like college.</td>
</tr>
</tbody>
</table>

Rev. September 2013
10. Middle school and high school don’t really matter.

TOTAL SCORE: __________ What did you learn? Take notes on the back of the sheet.
Help your students check their answers. Then discuss what they've learned.

1. **90% of high school students would like to go to college.**
   *TRUE.* Most teens say that they want to go to college. But getting to college takes hard work and careful planning, such as taking the right courses during high school. Remind students that if they think they would like to go to college — like most teenagers — they will need to work hard during middle school and high school.

2. **You have to attend four years of college to get a degree.**
   *FALSE.* There are many types of colleges and degrees. Some careers require one or two years of college. Others require four years. It just depends on what you want to do.

3. **Only rich people can afford to go to college.**
   *FALSE.* College can be expensive, but that doesn't mean you can't afford to go. There are many ways to pay for a college education. Most students get financial aid to help pay for college, and most aid is based on need. That means that the less money you have, the more aid you can get. Tuition at community colleges is less expensive than four-year colleges, and you may be able to live at home to save money.

4. **Anything that is taught in college you can learn on the job.**
   *FALSE.* Most jobs require some on-the-job training. However, for most jobs, you will also need technical or problem-solving skills before you are hired, and that almost always requires you to get some level of education after graduating from high school.

5. **Many people don't know what they want to study when they start college.**
   *TRUE.* Join the crowd! Lots of college students haven't decided on a major or a career. At most colleges, you can spend your first year taking different courses so that you can narrow your choices. Academic advisors and counselors will help you make the decision.

6. **If your grades aren't very good you can't get into college.**
   *FALSE.* Different colleges have different requirements for admission. Colleges also look at other qualities in addition to your grades, such as activities, involvement in the community, and hardship.

7. **There are lots of high paying jobs that don't require any training after high school.**
   *FALSE.* There are jobs available to people who only have a high school diploma, but most of these jobs are low-paying and won't support a family. Statistics show that, on average, the more education you have, the more money you will make and the easier it will be for you to find a good job.

8. **If you don't know how to apply to college you can't go.**
   *FALSE.* If you don't know how to apply to college, you can get help during high school from your school’s guidance counselor. There are also many great resources on the Internet to help.

9. **If you're tired of school there's no way that you'll like college.**
FALSE. College is very different from high school or middle school. You’ll choose a major and you’ll be able to take specialized courses that interest you.

10. Middle school and high school don’t really matter.  
FALSE. Working hard in middle school and high school is the most important thing you can do to prepare for college… and an exciting career.