

Believing the College Dream: Schools and Families Working Together

Teacher Advisor Guide

Developed by the Center for Educational Partnerships
University of California, Berkeley

ECMC
Foundation

Believing the College Dream: Schools and Families Working Together

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University of Illinois Center for Literacy. Bilingual Brochures for Parents. Chicago: University of Illinois.

The multiple intelligences activity in Lesson E was adapted from the work of Howard Gardner and others.

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Preface

Believing the College Dream is a curriculum guide that supports teachers, counselors and community organization staffs in their work to increase the expectations of attending college by prospective low-income, first-generation college students in grades 4-8. The lessons and workshops strive to prepare students and their families for successful transitions along the academic pipeline from elementary school through middle school, high school and on to postsecondary education.

Although most parents aspire to economic and social success for their children, low-income parents of first-generation college students often lack the knowledge and firsthand experience necessary to help their children participate in higher education. This guide was created as an early intervention measure to help bridge wide disparities of income, race and ethnicity that exist in access to and success in higher education.

ECMC Foundation and the University of California, Berkeley, Center for Educational Partnerships previously collaborated on *Realizing the College Dream*, a college access and success curriculum geared primarily to middle schools and high schools. Since 2004, hundreds of thousands of students have been taught this curriculum. However, leading researchers have shown that college information should start even earlier. Some of their findings:

- Students who decide early to go to college are more likely to enter higher education.
- Families that lack college information or resources are less likely to send their children to college.
- Schools where counselors collaborate with other staff members and students send more students to college.¹

A 2009 American Psychological Association study concluded that thinking about college as being within reach (i.e., learning about opportunities for financial aid) or out of reach (i.e., hearing about the enormous costs of higher education) appears to affect achievement goals in young students from low-income families. The study shows that children as young as 11 plan to spend more time studying and have greater expectations of their own academic performance when they view attending college as a realistic possibility (thanks to financial aid). However, this positive effect is not seen in children whose grades are already low, suggesting that families need to be given information about the financial accessibility of college early on, before students fall too far behind.²

¹ Patricia McDonough, "Want to Get More Kids into College?" flyer, [Creating a College Culture Project](#), (Los Angeles: UCLA, 2005).

² Mesmin Destin and Daphna Oyserman, "From Assets to School Outcomes: How Finances Shape Children's Perceived Possibilities and Intentions," *Psychological Science*, 20.3 (2009), 10 March 2009 <<http://www.psychologicalscience.org/journals/>>

ECMC Foundation partnered with the University of California, Berkeley, Center for Educational Partnerships to create *Believing the College Dream* as a resource to address these issues. The curriculum begins in elementary school and follows students into middle and high school. It encourages students to believe in themselves and their ability to succeed in school; enables students to identify adults they can trust to support their educational journey; and helps empower families and communities with the information and perspective they need to support their children on the road to success.

Families and communities are both stakeholders and valuable resources in their children's futures. Family members and/or other trusted adults provide continuity throughout a young student's education. Students will learn to appreciate and recognize the support and knowledge available to them from family members and other important people in their lives, whether or not these individuals attended college.

Sections A-G focus on students. Each lesson is based on a belief statement. The lessons can be used in their entirety in the order presented, or adapted to fit your students' specific needs. In addition to material dealing with developing a college-going culture, each lesson is aligned with the national elementary and middle school skill standards in English/language arts, mathematics, social studies and/or technology.

Educators are encouraged to create a system to collect and organize student work that best fits their instructional strategies. One idea is for students to store their work in a binder kept in the classroom so that they can start to build a portfolio. A portfolio will assist students in completing Reflection Activities and can be presented during the suggested culmination activity (Friends and Family Night).

Section H contains guides for five parent/community meetings, or conversations.

Section I contains appendices providing implementation ideas, links to other resources and the complete list of national skills standards.

Some sections contain a Word Wall. The words will be used throughout the lesson they are in and may be repeated in subsequent sections. We suggest you create a Word Wall prior to the lesson and refer to it often. Include these words in your spelling list, allow for students to suggest additional words, and check for student understanding when words are introduced during the lesson.

A1. Who Are the Copilots in My Life?



Introduction

Each lesson includes activities in which students learn from trusted adults (copilots) in their lives with whom they feel they can share and learn. This Introductory Activity was created to ensure that all students are able to identify their copilot(s).

Learning Goals

- Students will be introduced to the *Believing the College Dream* curriculum.
- Students will brainstorm a list of individuals in their lives with whom they can share and from whom they can learn as they complete the activities.

Materials Needed

- Lesson Handout: *Who Are the Copilots in My Life?*

Activities

PART 1: INTRODUCTION TO THE *BELIEVING THE COLLEGE DREAM* CURRICULUM (10 MINUTES)

1. Describe the curriculum and how it will allow students to learn about:
 - Themselves
 - Their communities
 - Individuals and resources that will assist them on their pathway to college
 - Who will benefit from their success
 - What it will take for them to reach their goals
 - Challenges they may face along their pathway to college
2. Talk about the ongoing activities in which they will share with and learn from someone they trust (in their family, community or school).
3. Explain that they will develop a list of potential copilots to share with and learn from throughout these lessons.

PART 2: WHO ARE THE COPILOTS IN MY LIFE? (35 MINUTES)

1. For each of us, the number of people we see as copilots differs. Ask students to identify adults in their lives who are important (e.g., older siblings, cousins, aunts, uncles, parents, religious leaders, coaches, teachers).

2. Model the completion of *Who Are the Copilots in My Life?* handout.
3. Make sure to point out that each person they include in their handout will be referred to as a copilot for the purpose of the Preview and Reflection Activities throughout the curriculum.
4. Distribute copies of *Who Are the Copilots in My Life?* handout and have students complete it.
5. Have students share their answers with a partner.
6. Have students share with the class all the different types of people they identified in their lives. Write all the types on the board and let the students know that they will be talking to all these people in their communities and exploring ways of working with them to make sure each student is successful.
7. Explain to students that when completing assignments for this curriculum they do not always have to go to the same person, and are also encouraged to talk to more than one person to complete a single assignment.

Note to facilitator: Be prepared to serve as a student’s copilot in the event one cannot or does not feel comfortable identifying an adult they trust at home or in their community. There are a few activities in which students will need someone who has experienced higher education, so be prepared to be that person if students cannot identify someone who has been to college.

Curriculum Standards

- Standards for the English/Language Arts: 7, 11, 12
- National Standards for Social Studies Teachers: People, Places and Environments

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Who Are the Copilots in My Life?

- Write your name on the plane.
- Write in the clouds the names of people you live with, work with, study with or play with.
- In the clouds, write the type of support each person gives you and the type of support you give him/her (examples include: someone to talk to, someone to give me advice, someone to make me laugh, someone to teach me, etc.).

These are the copilots in your life who can support you on your pathway to college.



A2. Oral History



Introduction

Often the most powerful learning comes from talking to other people about their experiences. Throughout the *Believing the College Dream* curriculum, students are asked to talk to trusted adults in their lives to share and learn from this valuable resource.

Learning Goals

- Students will be introduced to the concept and value of oral history and how they can learn from the adults in their lives.
- Students will practice how to do an oral history by interviewing and being interviewed.

Materials Needed

- Lesson Handout: *Oral History Interview*

Activities

PART 1: DEFINITION OF ORAL HISTORY ON THE BOARD (10 MINUTES)

1. Write the definition of oral history on the board: “An oral history is evidence taken from the spoken words of people who have knowledge of past events and traditions. This oral history is often recorded on tape and then put in writing. It is sometimes used in history books.”
2. Discuss with students the definition and ask them to give you examples of an oral history they have either experienced or given themselves.

PART 2: ORAL HISTORY (35 MINUTES)

1. Discuss with students that they may face setbacks or detours along their pathway to college.
 - During such challenges students may feel lost or defeated and will need to rely on their peers and/or trusted adults for support and encouragement.
 - Share that setbacks and detours are experienced by everyone, and that facing these challenges allows us to learn and grow.

2. Explain that one way to overcome challenges is to learn how other people have handled those situations in their own lives. To do this, we can record oral histories by interviewing people and learning from their experiences.
3. Have students read the definition of oral history on the board. Tell them that every person in their family and all the adults in their lives have interesting and valuable stories to tell.
4. Pair students with partners to practice interviewing skills.
5. Distribute the *Oral History Interview* handout. Give students time to interview each other and record their answers.
6. Once students have completed their interviews, allow a few pairs to share with the class what they learned about each other.
7. Distribute a second copy of the *Oral History Interview* handout.
8. Inform students that their assignment is to interview an adult they trust about the challenges they faced growing up and how they handled them.
9. Remind students to consider interviewing one of the adults they identified in their *Who Are the Copilots in My Life?* handout.

References and Resources

- http://dohistory.org/on_your_own/toolkit/oralHistory.html

Curriculum Standards

- Standards for the English/Language Arts: 4, 5, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Oral History Interview

Interview one of your copilots about challenges he/she faced growing up and how he/she handled them.

1. What is your full name? Do you know why you were given that name?

2. Where were you born and where did you grow up? Do you think this was a good place to grow up? Why or why not?

3. Where do you live now? Is this a good place for you to live? Why or why not?

4. How many schools did you attend? Do you wish you had changed schools more (or less) often? Why?

5. What was/is your favorite thing about school?

6. What was/is your least favorite thing about school?

7. What kind of student are you?

8. What do you wish was different in your education?

A3. What Does Success Mean to Me?



Introduction

This lesson allows students to begin the process of understanding what success means to them. It also helps students realize that being around peers and supportive adults will help them achieve success.

Learning Goals

- Students will learn that success is self-defined and attainable with hard work.

Materials Needed

- Supplies: Chart paper
- Lesson Handout: *What Does Success Mean to Me?*

Activities

PART 1: EXPLORING AND DEFINING SUCCESS (30 MINUTES)

1. Explain to students that they are starting a lesson about how they can create and meet educational goals to achieve success. Before beginning, the class will explore what it means to be successful.
2. Lead a Word Wall activity. Ask students, “What is success?” or “How do you picture yourself when you are successful?” As they respond, write the answers on a piece of chart paper on the wall. Continue to prompt students with ideas, including going to college, getting a good job, finding happiness, starting a family, majoring in an interesting subject, earning good grades (in high school and/or college), being a doctor, or being a firefighter. Anything the students say is correct.
3. After the Word Wall is generated, thank students for their openness and sharing. Acknowledge that there are many different answers or definitions of success. Affirm for students that there are no right or wrong answers. Ultimately, individuals define their own success.
4. Distribute the *What Does Success Mean to Me?* handout and have students complete it by selecting three to four ideas from the list.
5. As you use the word *success* throughout the lesson, refer back to the Word Wall and continue to remind students that success can be a number of different things.

Curriculum Standards

- Standards for the English/Language Arts: 4, 5, 7, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Individual Development and Identity

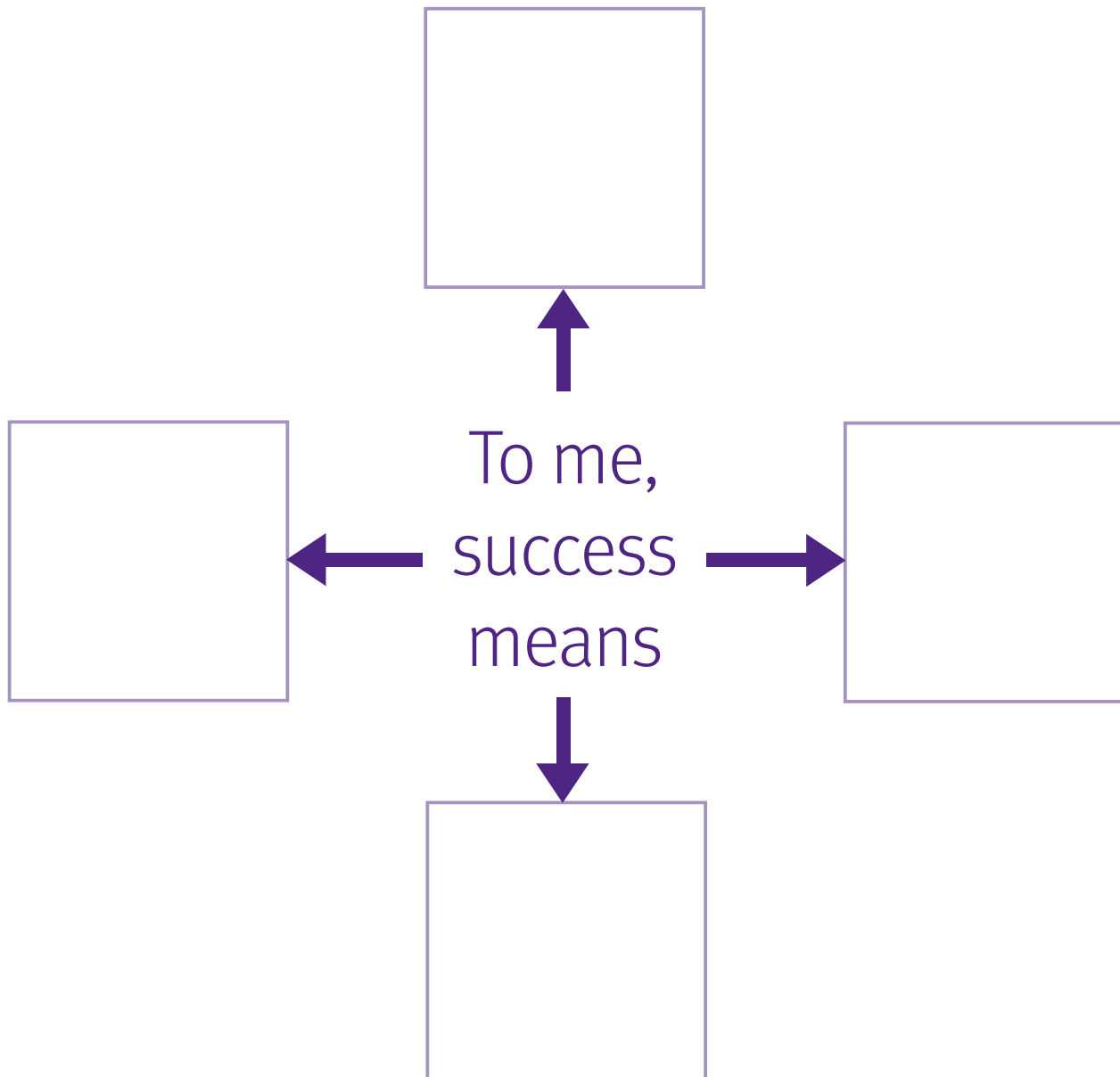
See Appendix 3 for complete curriculum standards descriptions.

Name: _____

What Does Success Mean to Me?

There are many different definitions of success. Ultimately it is YOU who define your own success.

Using the list created by you and your classmates, identify what success means to you. Pick four things and write one in each of the boxes below.



B1. Who Am I?



This lesson may be extended over several days.

Introduction

Students are likely to achieve academic or career success if they can visualize the road to their future. Believing they are on a pathway to college is a fundamental shift in consciousness that is essential for students to gain motivation and take the steps necessary to achieve their highest potential.

Through activities in this lesson, students will see themselves as members of larger communities and will identify specific individuals on whom they can count for support. Through identifying individuals and communities that will support them along the road to their futures, students gain a sense of responsibility to themselves and to those supporting them.

Learning Goals

Students explore the concept of “the road to my future” and consider why they may need the support of others to navigate it successfully.

- Students receive the message that they are already on the road to their future and that they are not traveling alone.
- Students learn the hopes that significant adults — including family, community members and teachers — have for their future.
- Students explore the various communities and groups they belong to and why having such support is important to them.
- Students explore the messages and advice they may receive from individuals in their communities that will help them achieve their goals.

Materials Needed

- Preview Activity Handout: *Who Am I?*
- Lesson Handouts: *Who Has Better Odds?*, *My Communities*, and *People Who Believe in Me*
- Reflection Activity Handout: *Helping Me Reach My Goals*

Word Wall

Future: Existing or occurring at a later time

Success: Favorable or desired outcome

Odds: A difference favoring one of two opposed things

Community: A unified body of individuals

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Who Am I?* and explain instructions to students.
2. In-Class Lesson: As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value to the Preview Activity by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: WHO AM I? (20 MINUTES)

1. Write the following statement on the board: “I believe in myself ... I believe in my future ... I can reach my goals!” Ask students to read the statement and share what this statement means to them, and why it is important to believe this.
2. Discuss and review the Preview Activity.
3. Remind students that they are already on the road to their future. They have an opportunity to advance along that road everyday.
4. On a corner of the board, write the words “future” and “success.”
5. Draw a road leading to those words.
6. Facilitate a discussion based on the following questions:
 - Think about the word *road*. When we think about our future, why should we imagine a road that will take us there?
 - What does this road look like? Is it straight? Does it have curves?
 - What do the curves or dead ends mean?

PART 2: WHO HAS BETTER ODDS? (20 MINUTES)

1. Show students the *Who Has Better Odds?* handout. Ask students: “Who has better odds of finishing first, the runner training on his/her own or the runner who has trained with a coach and has a support team? Why?”

2. Summarize their responses. End the discussion with the message that the road to their future can be challenging and that they need support from people around them.
3. Explain to students that this exercise is designed to encourage them to think about the communities and groups that will help them along the road to their future.

PART 3: MY COMMUNITIES (30 MINUTES)

1. Distribute the *My Communities* handout. Using yourself or a student as an example, demonstrate how to complete it. Examples may include families; classrooms; sports teams; music, choir or band groups; church groups; and after-school clubs.
2. Give students time to fill out the handout on their own, and then discuss the answers as a class.

PART 4: PEOPLE WHO BELIEVE IN ME (20 MINUTES)

1. Share with students: “We will now identify individuals within our communities and groups who will provide us with positive advice that can help us stay and advance on the road to the future.”
2. Distribute the *People Who Believe in Me* handout, review the instructions, and allow time for students to complete their answers.
3. Allow students to share their responses with the group.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Helping Me Reach My Goals* and explain the instructions to students. (See handout.)

References and Resources

- <http://www.kidlink.org/>
- <http://www.bridgingworlds.org/toolkit.html>
- <http://www.psychologymatters.org/aronson.html>

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Who Am I?

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What qualities do I have that you think will help me succeed in life?

2. What do I need to do to improve myself?

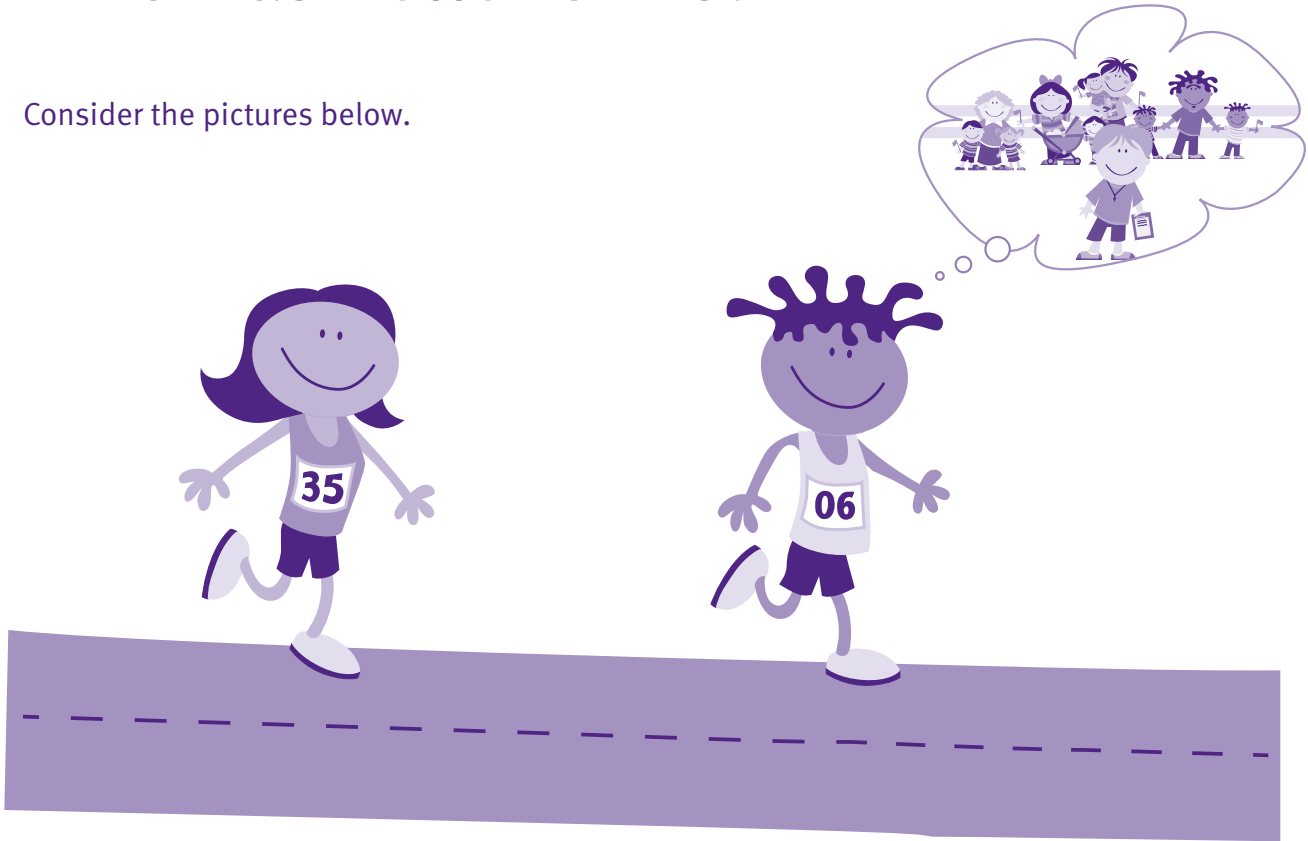
3. What kind of schooling do you want me to have?

4. What do you hope my life will be like in 20 years?

Name: _____

Who Has Better Odds?

Consider the pictures below.

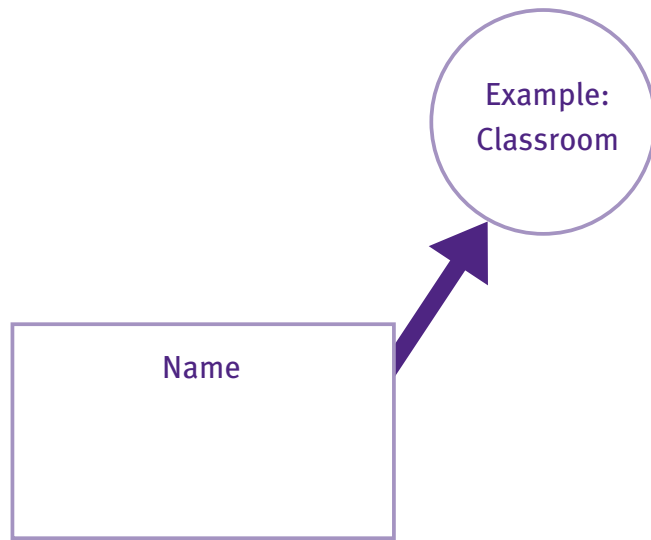


Who has better odds of finishing first — the runner who trains alone (#35) or the runner who trains with a coach and has a support team (#06)? Why?

Name: _____

My Communities

- Write your name in the box.
- Add a circle for every group you think of that you belong to (such as your soccer team, classroom or family) and write the name of the group in the circles around your name.



How do you feel about having so many groups of people that can help you when you need it?

Name: _____

People Who Believe in Me

- Think of two people who are in different groups that you belong to. These people are on the road to your future with you.
- Provide an example of how each person has helped or supported you in the past.
- Why is each person's support and encouragement important to you? How do you feel to have their support?

1. First Person: _____

How has this person helped you?

Why is his/her support important and how does it make you feel to have it?

2. Second Person: _____

How has this person helped you?

Why is his/her support important and how does it make you feel to have it?

Name: _____

Helping Me Reach My Goals

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

Below are some questions to guide your conversation along, with space for you to record your answers.

QUESTIONS FOR YOU TO ANSWER:

1. How important it is to have people support you? Explain your feelings.

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

2. Can you think of someone who supported you in achieving a goal? How did that person help you?

3. How do you think you can help me achieve my goals?

Extensions

Who Am I?

Give students additional copies of *Who Am I?* so they can interview additional people in their community, including peers and school staff.

People Who Believe in Me

For younger students, you may wish to substitute an art project for the handout. Instruct younger students to make a *People Who Believe in Me* graphic on a paper plate to create a public, visual reminder of their support network. Have students draw a picture or place a photo of themselves in the middle of the plate and then draw or write the names of the people they have identified who will help them reach their goals. You may wish to punch holes in the plates and hang them on a clothesline in the classroom or in the hallway as a reminder of how the community and families are connected to the student's future. If students add more copilots during the year, have them add to their plate or attach another plate to the first one.

Encourage students completing the handout to talk to their families and fill in one with their families. Families might have some other suggestions of people who believe in the students, and those suggestions may spark an interesting conversation about community and family support.

B2. Road Map to Success



Introduction

Students are likely to achieve long-term academic or career goals if they visualize small achievements leading to their long-term success. In this lesson, students identify their goals and develop a plan of action to achieve them.

Learning Goals

- Students will learn that they will have many small accomplishments and victories as they travel on the road to their future.
- Students will identify goals they want to achieve and explore the steps necessary to achieve them.
- Students will create a personal timeline to help them understand the steps they will need to take to achieve their ultimate objectives.

Materials Needed

- Preview Activity Handout: *Road Map to Success*
- Lesson Handouts: *Visualizing the Road Ahead* and *Timeline to Success*
- Reflection Activity Handout: *I Know How to Reach My Goals*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Road Map to Success* and explain instructions to students.
2. In-Class Activity: As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value to the Preview Activity by collecting ideas generated and distributing them to students as a resource.

Word Wall

Visualize: To see or form a mental image of

Goal: The end toward which effort is directed

Timeline: A table listing important events for successive years within a particular historical period

Activities

PART 1: ROAD MAP TO SUCCESS (10 MINUTES)

1. Discuss and review the Preview Activity.
2. Explain to students that although they are already on the road to their future, this road has many twists and turns.
3. Take a few moments to talk about your own life and career path, with the idea that this will give your students background knowledge to help them think about their own goals. (We encourage you to create your own road map ahead of time, sharing major events and accomplishments, including graduations, travel, recognitions, births, and more.)

PART 2: VISUALIZING THE ROAD AHEAD (15 MINUTES)

1. Distribute the *Visualizing the Road Ahead* handout.
2. Have students brainstorm accomplishments along the road to their future (e.g., getting good grades, finishing middle school). Have students either draw or write these events in the signs along the road, creating a road map.
3. Give students a few minutes to complete the task and ask some students to share their road map. Encourage students to add to their list if they have new ideas. Write ideas on the board. Make sure the following ideas are discussed: finishing middle school, starting high school, taking algebra, taking college entrance exams, researching colleges, researching careers, applying to college, and graduating from college.
4. Explain to students that seeing their goals in the context of the time they have to accomplish them will enable them to plan for their futures.
5. Explain to the class the difference between short- and long-term goals.
6. Explain to students that long-term goals are made up of smaller goals. If our goal is to go to college, there are lots of smaller goals that we have to accomplish before this ultimate goal.
7. Time permitting, have students use the items on the board from the previous exercise to identify which goals are short- or long-term.

PART 3: TIMELINE TO SUCCESS (15 MINUTES)

1. Distribute the *Timeline to Success* handout and ask students to complete it.
2. Reconvene as a class and discuss the challenges students had in determining when they needed to meet their goals.
3. If you have time, construct a class timeline (see Extensions section for details).

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *I Know How to Reach My Goals* and explain the instructions to students. (See handout.)

References and Resources

- <http://www.goodcharacter.com/BCBC/Goals.html>
- http://www.education-world.com/tools_templates/index.html

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Road Map to Success

Take a moment to talk to one of your copilots or someone else you trust about a time they worked toward a goal (the goal can be personal, educational or related to their career). Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Can you tell me about a goal you had to work hard to achieve?

2. How did you plan to meet that goal? Did you think of smaller steps to follow? Did you write anything down?

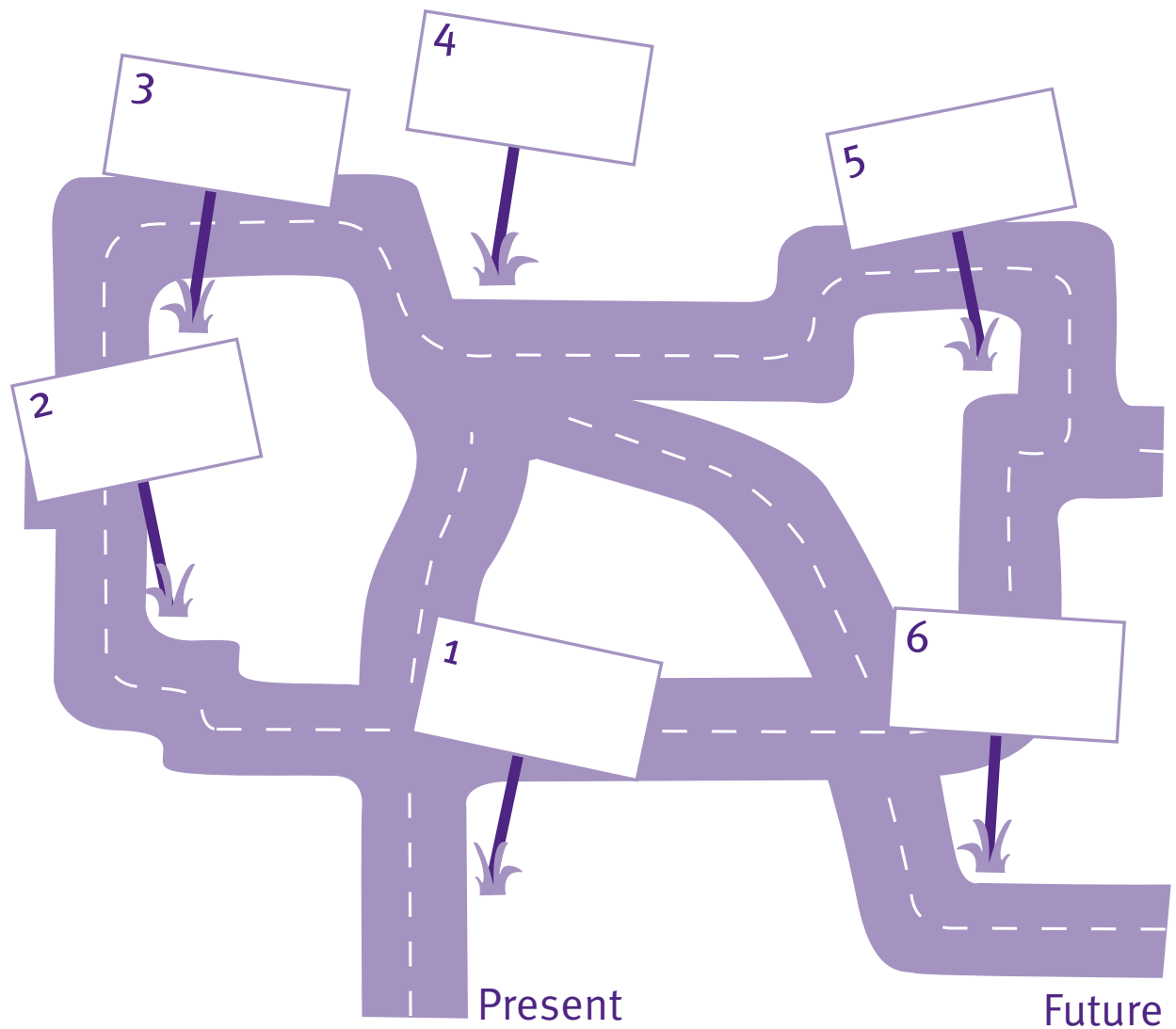
3. Were there people who helped you achieve your goal?

4. What did you learn from the experience?

Name: _____

Visualizing the Road Ahead

The road to your future is like a maze with twists and turns. You have to try your hardest and look for support so that you make good decisions that will keep you on the right track. Write on the signs things you will have to accomplish along the road to your future (such as finishing elementary school or getting good grades).



Name: _____

Timeline to Success

Below you are going to make your own timeline to success and explore what you need to do to get there. Let's start by having you understand how long you have to accomplish some of your goals.

I will start middle school in _____ (Year)

I will start high school in _____ (Year)

I will apply to college in _____ (Year)

I will graduate from college in _____ (Year)

Goals serve as a guide to help you travel the road to your future. Think about the things you will need to do to stay on track and reach your ultimate goal of success.

STARTING TODAY ONE MONTH FROM NOW BY END OF THE SCHOOL YEAR BY NEXT SCHOOL YEAR

Goals:

Goals:

Goals:

Goals:

Name: _____

I Know How to Reach My Goals

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you. Share the goals you set for yourself in the classroom lesson (to achieve by next school year).

QUESTIONS FOR YOU TO ANSWER:

1. What goal do you hope to achieve by next school year?

2. Why did you choose this goal?

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

3. What will it take for you to achieve this goal?

4. How can family and friends help you accomplish this goal?

Extensions

Class Timeline

On a poster board, have students make an individual or whole-class timeline based on the *Timeline to Success* handout. Have students use sticky notes to write goals and draw pictures of themselves during each point in time. You can model this activity for the class first by sharing your goals for the future. The students will continue to get ideas from other students and can add to the timeline throughout the year. Students may wish to share this timeline with their families.

Another way to complete this activity could be to have students create a picture book of the timeline with goals written on each page and pictures or collages to represent those goals.

C1. Navigating the Road to My Future



This lesson may be extended over several days.

Introduction

It is important for students to understand that they may face setbacks or detours along the road to their future. During such challenges, students may feel lost or defeated and will need to rely on their peers and/or trusted adults for support or encouragement. As students experience challenges, it is important for them to understand that even if challenges lead to setbacks or detours, challenges can also help them grow and learn.

Learning Goals

- Students will explore potential challenges (personal, academic and social) they may face along the road to their future and the ways in which they may grow.
- Students will identify specific peers or trusted adults (family or community members) who can offer advice and support when needed. In addition, they will explore specific ways for each individual to offer support.

Materials Needed

- Preview Activity Handout: *Navigating the Road to My Future*
- Lesson Handouts: *Twists and Turns Along the Road*; *Directions Please* and *Challenges Helping Me Grow* (separate versions for grades 4-5 and grades 6-8)
- Reflection Activity Handout: *Preparing for Challenges Ahead*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Navigating the Road to My Future* and explain instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.

Word Wall

Navigate: To steer a course through a medium

Roadblock: An obstruction in the road

Detour: A deviation from a direct course or the usual procedure

Obstacle: Something that prevents progress or achievement

Peer Pressure: Physical or mental distress caused by someone of equal standing

Bullying: Abusive treatment

Challenge: A stimulating task or problem

3. You may wish to add value by collecting ideas generated from the Preview Activity and distributing them to students as a resource.

Activities

PART 1: NAVIGATING THE ROAD TO MY FUTURE (10 MINUTES)

1. Write the following statement on the board: “I believe in me ... you believe in me!” Ask students to read the statement and share what it means to them and why it is important.
2. Discuss and review the Preview Activity.

PART 2: ROAD TO THEIR FUTURE (10 MINUTES)

1. Remind students that they are already on the road to their future. They have an opportunity to advance along their road every day.
2. Discuss with students the fact that they will face roadblocks or detours that will make it more difficult to travel to their chosen destinations. On the board, draw the following common road signs:
 - Fork in the road
 - Steep hill
 - Dead end
 - One way
3. Ask students what the traffic signs could mean in terms of the road to their future, such as a fork in the road. Emphasize to students that they will face obstacles and challenges along the road to their future.

PART 3: TWISTS AND TURNS ALONG THE ROAD (10 MINUTES)

1. Soliciting ideas and raising your own, discuss with students some potential obstacles that they may face and how they would resolve these example situations that do not have an easy solution:
 - **Peer Pressure:** There is a big test in your math class tomorrow that you need to prepare for, but all of your friends have decided to go to the mall after school and want you to come. What do you do?
 - **Bullying:** A friend of yours is getting bullied. When you try to help, the bully tells you, “Mind your own business or you will be next.” What do you do?

- **Academic:** Although you are able to finish your homework successfully, you always get low grades on your tests. What do you do?

PART 4: DIRECTIONS PLEASE (15 MINUTES)

1. Share with students that when they face challenges along the road to their future they may feel lost, confused or frustrated, and that during these times they need to ask for support.
2. Distribute the *Directions Please* handout, review the instructions and allow time for students to complete their answers.
3. Allow students to share the responses as a group.

PART 5: CHALLENGES HELPING ME GROW (20 MINUTES)

1. Explain to students that they will face challenges in their lives. Sometimes these challenges will be academic, social or personal. Tell them, “You can’t control which challenges you will face, but you can control what you do about them. Sometimes, you can even take something that’s hard and grow from it.”
2. Give students examples — from your own life or hypothetical — of some possible positive and negative challenges that they might face.
3. Facilitate a discussion on the types of challenges that students may face that may lead them offtrack and further prevent them from reaching their goals.
4. Distribute the *Challenges Helping Me Grow* handout, review the instructions and allow time for students to complete their answers.

Note to facilitator: There are two versions; be sure to use the appropriate handout for the grade level of your students.

5. Allow students to share their responses with the group.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.

3. Distribute *Preparing for Challenges Ahead* and explain instructions to students.
(See handout.)

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Navigating the Road to My Future

Take a moment to talk to one of your copilots or someone else you trust about the challenges you may face along the road to your future. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What social, personal or academic challenges do you think could keep me from meeting my goals?

2. When you were my age, what challenges did you face? What did you do to overcome them?

3. When I face these types of challenges, what is the most important thing for me to remember?

Name: _____

Twists and Turns Along the Road

Along the road to your future you may:

- Reach a fork in the road
- Have to climb a few steep hills
- Reach a dead-end sign
- Reach a one-way sign

Think of some challenges you may face along the road to your future that are related to the signs mentioned above.

1. A time I may have to choose which direction to take:

2. A time I may have to accomplish a difficult task:

3. A time I may have to start all over again:

4. A time I may just want to go with the crowd:

Name: _____

Directions Please

There may come a time along the road to your future when you may feel lost, confused or frustrated. Think of peers or adults in your life (at home, at school or in the community) whom you can turn to for help during these moments. If you have completed Section B, use the names that you included on the *People Who Believe in Me* handout.

1. A person who can help me at home is _____

That person will help by:

2. A person who can help me at school is _____

That person will help by:

3. A community member who can help me is _____

That person will help by:

4. A friend who can help me is _____

That person will help by:

Name: _____

Directions Please

There may come a time along the road to your future when you may feel lost, confused or frustrated. Think of peers or adults in your life (at home, at school or in the community) whom you can turn to for support during these moments. If you have completed Section B, use the names that you included on the *People Who Believe in Me* handout.

Answer the following questions:

- What type of support or advice are these individuals likely to provide?
- How will this type of support help you stay on track?

1. First Individual: _____

2. Second Individual: _____

3. Third Individual: _____

Name: _____

Challenges Helping Me Grow

Along the road to your future you may face challenges. Some challenges may lead you offtrack. Challenges may also help you grow and improve.

Think of challenges you may face at home, school and with friends that will help you grow.

1. At home:

What could you learn from this challenge?

2. At school:

What could you learn from this challenge?

3. With friends:

What could you learn from this challenge?

Name: _____

Challenges Helping Me Grow

Along the road to your future you may face challenges. Some challenges may lead you offtrack. Other challenges will help you grow and improve.

Think of challenges you may face that will help you grow...

1. Personally:

How will this challenge help you grow as a person?

2. Academically:

How will this challenge help you grow as a person?

3. Socially:

How will this challenge help you grow as a person?

Name: _____

Preparing for Challenges Ahead

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What challenges do you think I might face on the road to my future?

2. What suggestions do you have for me when I come across these challenges?

3. Do you know of some resources (people, places, community groups) that I can turn to when I need help?

C2. Helping My Friends Stay On Track



Introduction

It is important for students to understand that they do not travel alone along the road to their future and that they can rely on their copilots.

Learning Goals

- Students will explore the pros and cons of getting advice and support from copilots.
- Students will explore specific ways in which they will help their peers stay on track and on the road to their future.

Materials Needed

- Preview Activity Handout: *Getting Advice*
- Lesson Handouts: *Getting Advice from Where?* and *Helping My Friends Stay On Track*
- Reflection Activity Handout: *Learning through Helping Others*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Getting Advice* and explain the instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Word Wall

Advice: A recommendation regarding a decision or a course of action

Pro: An argument or evidence of the positive

Con: An argument or evidence on the negative side

Activities

PART 1: HELPING MY FRIENDS STAY ON TRACK (10 MINUTES)

Discuss and review the Preview Activity.

PART 2: GETTING ADVICE FROM WHERE? (15 MINUTES)

1. Share with students that when they face challenges along the road to their future they may feel lost, confused or frustrated. During these times, they need to ask for support.
2. One decision students will have to make is whether to ask peers or adults for help. Hand out *Getting Advice from Where?* and explain how to fill out the chart — you may wish to put an example on the board.
3. Ask students to give you pros and cons of seeking advice and support from peers or adults. (You may need to define *pro* and *con* for your students.) Summarize answers, provide any additional important reasons not mentioned by students, and explain that along the road to their future they will need to seek support from both their peers and trusted adults.

PART 3: HELPING MY FRIENDS STAY ON TRACK (20 MINUTES)

1. Ask students to volunteer a situation involving a challenge for students to discuss with their friends, or create your own with the help of the samples below. Peer pressure supporting either good or bad choices is a possible focus for these situations. Have students act out these scenarios in front of the class.
 - **Situation 1:** While checking your e-mail at your friend’s house, you find a message with inappropriate pictures of a classmate. You are not sure who sent the e-mail, but it asks you to forward to more friends. When you show your friend the pictures, your friend is just as shocked as you are and asks if you should forward the message to others.
 - **Situation 2:** Your final group research paper is due in a few days and your group hasn’t started. While looking for books at the library, your research group is approached by another classmate. This classmate shows you several old research papers written by a cousin at another school. Your classmate offers one of the research papers to your group and says, “Don’t worry, there is no way our teacher will find out. My group is doing the same thing!”

- **Situation 3:** About a month ago, you began receiving messages from one of your new online friends asking you inappropriate questions and sending you inappropriate pictures. Although the messages bothered you, you responded by ignoring them and avoiding this person at school. You have even begun to eat lunch in your teacher's classroom. Over the past week, this same classmate has begun sending you inappropriate text messages. One of the text messages threatened to harm you if you do not respond. Although you now feel really unsafe and want the harassment to stop, you are afraid that if you tell your parents they will take away your computer and cell phone.
2. Distribute the *Helping My Friends Stay On Track* handout, review instructions, and allow time for students to complete it.
 3. Have students share their responses with the group.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Learning through Helping Others* and explain the instructions to students. (See handout.)

References and Resources

- <http://www.teacherplanet.com/resource/friendship.php>
- <http://atozteacherstuff.com/Themes/Friendship/>

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Getting Advice

Take a moment to talk to one of your copilots or someone else you trust about a time they needed advice in order to make a decision. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Can you remember a time when you needed advice to make a decision?

2. Who did you ask for help? Why did you choose that person?

3. Was the advice helpful to you? Why or why not?

4. Do you think you would have received better advice if you had asked someone of a different age (for example, a friend rather than a parent — or the opposite)?

Name: _____

Getting Advice from Where?

What are the pros and cons of getting advice from adults and peers (or friends) in your life? Please fill out the chart with pros and cons of getting advice from both groups of people.

	Peers	Adults
Pros		
Cons		

Name: _____

Helping My Friends Stay On Track

As you grow up, you and your friends will go through a lot together. Peer pressure can encourage people to make bad choices. Peer pressure can also help people make good choices.

How do you plan on making sure your friends stay on the road to their future?

1. Things I will do:

2. Things I will not do:

3. Things I will say:

4. Things I will not say:

Name: _____

Learning through Helping Others

Take a moment to talk to one of your copilots or someone else you trust. Discuss a time in which they helped a friend stay on track. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Was there ever a time you helped a friend stay on track?

2. What did you do?

3. What did you learn about the importance of helping friends stay on track?

D1. The Benefits of College



Introduction

This lesson will help students and families understand the benefits of higher education for individual students, their families and their communities. Understanding these benefits will increase students' self-esteem.

Learning Goals

- Students will understand the benefits of higher education.
- Students will understand the messages they are receiving at home and in their community about higher education.
- Students will hear and understand firsthand accounts of the benefits of an education.

Materials Needed

- Preview Activity Handout: *The Benefits of Higher Education* (and/or Web video or guest speaker)
- Lesson Handouts: *Why College?* and *The More You Learn, the More You Earn* from *Realizing the College Dream*
- Reflection Activity Handout: *I'm Excited about College*

Special Instructions

There are many ways you can prepare an impactful Preview Activity about the benefits of college. As always, we have included a handout that can be given out a few days before the in-class lesson. *The Benefits of Higher Education* handout helps students talk to their copilots about the benefits of college. Exercise care with this assignment — not all students will have a close relationship with someone who has attended college. Encourage those students to think broadly about whom they can speak to, and include yourself in that list. If the majority of your students cannot find someone who went to college to do the Preview Activity with, you might want to do this as an in-class activity and either be the person the students interview or bring in guest speakers. Another option is to pair students up with faculty and staff in the school to help them fill out the Preview Activity sheet.

Word Wall

Benefit: Something that promotes well-being; an advantage

Higher Education: Any education after high school

College/University: An institution of higher learning that offers facilities for teaching and research and is authorized to grant academic degrees

Communal: Of or relating to a community

In this lesson students might also encounter people who do not believe that college would benefit them or think that college is an achievable goal. One of your key tasks in this lesson will be to help give your students the tools to deal with that situation and ensure that they believe in the importance of college.

In lieu of or in addition to the handout, you may wish to show your students a streaming video from the Web that addresses this topic (for example, see www.firstinthefamily.org). Ideally, the video can be shown to the students the same day the handout is given. This will help make students conversant on issues they may be facing.

Finally, we strongly encourage you to bring in a guest speaker to talk to the students about the importance of college. Guest speakers, particularly those with the same background as the students, can make a tremendous impact. Guest speakers can be an excellent addition at many other points in the curriculum as well; this is a particularly ideal moment for this activity.

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *The Benefits of Higher Education* and explain instructions to students. (See handout.)
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: THE BENEFITS OF COLLEGE (10 MINUTES)

1. Write the following statement on the board: “I believe I can reach my full potential ... for myself, for my family, and for my community!” Ask students to read the statement and share what it means to them and why it is important.
2. Discuss and review the Preview Activity.

PART 2: WHY COLLEGE? (35 MINUTES)

1. Give students the *Why College?* handout and go over each section with the students. You can also hand out *The More You Learn, the More You Earn* to further illustrate the financial benefits of college. Share personal experiences you feel comfortable discussing and talk about what you feel are the benefits of higher education. Refer students to additional resources in the References and Resources section of this lesson if they want to do additional research on their own.
2. Split up students into groups to discuss the benefits of college. Have them brainstorm additional benefits that come from higher education. You might want to give them large poster board or butcher paper to record their responses.
3. Have the groups report on their discussions. Compile their responses and create a handout that you can distribute to the class. Emphasize the creativity and intelligence of their responses.
4. Upon completion, you might want to discuss the following questions:
 - Have you ever had a conversation with your family about the benefits of education? If this was your first time, what did you learn?
 - After hearing the benefits of higher education, how many of you are ready to make a pledge to continue your education after high school?
 - How did having this conversation with your family help you with your plans to go to college?

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *I'm Excited about College* and explain the instructions to students. (See handout.)

References and Resources

- Cushman, Kathleen. First in the Family: Advice About College from First-Generation Students — Your College Years. Providence: Next Generation Press, 2006.
- <http://www.firstinthefamily.org/>
- http://www.collegeview.com/benefits_of_a_college_education.html

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions
- National Educational Technology Standards for Students: 3

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

The Benefits of Higher Education

Talk to one of your copilots or someone else you trust about the benefits of college. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. If he/she went to college: How has going to college helped you in your life?

2. If he/she did not go to college: How do you think going to college would have helped you? Did not going to college make a difference in your life?

3. How do you think going to college will affect my life?

4. What is the most important benefit of going to college?

Why College?

Intellectual

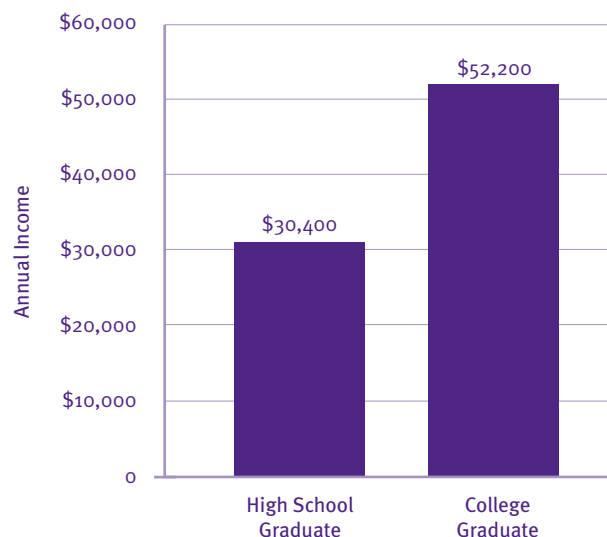
- You will be exposed to exciting new ideas and areas of study.
- You will get to pick your own classes, including the subjects and the time of day.
- You will increase your skills in reading, writing, math and analysis.
- You will have opportunities to work alongside professors doing cutting-edge research.
- You will have the opportunity to increase your knowledge of the world, of different cultures and your own, and about career options.

Developmental

- You will become more mature and independent because you will have complete responsibility for your own academic career.
- You can live in a dormitory or an apartment.
- You can make lots of new friends.
- You will be exposed to a vast array of cultures, philosophies and ways of life.
- You will experience a wide variety of student activities, including the opportunity to tutor, mentor, and study in another country.
- You will develop skills for successfully transitioning to adulthood and the world of work.

Financial

- You will be exposed to career and life experiences through internships and fellowships.
- You will increase your earning capacity.
 - A four-year college graduate earns almost \$1 million more than a high school graduate during his/her lifetime.
 - The average annual income of a four-year college graduate is about \$52,200, compared to the average annual income of \$30,400 for a high school graduate.
- You will benefit from better working conditions, including longer job tenure, more on-the-job training opportunities, and more responsibility and promotion opportunities.

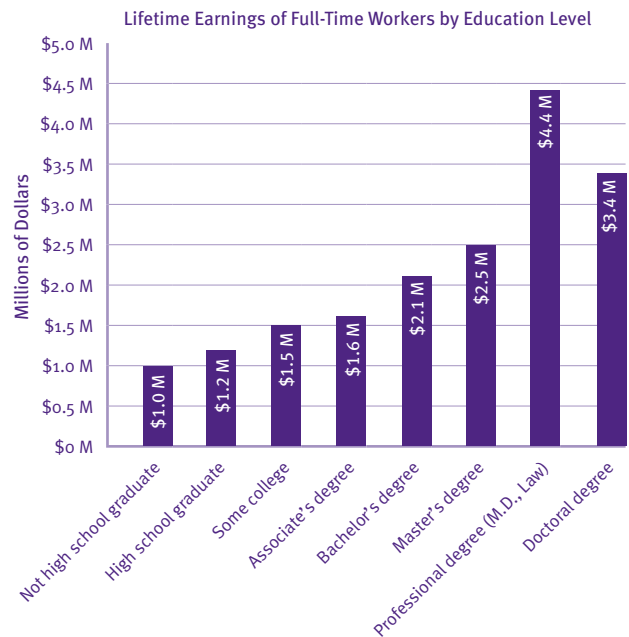


The More You Learn, the More You Earn

Worried about the cost of college? Sure, college costs money, with cost of attendance ranging anywhere from \$3,000 to \$30,000 per year. But going to college pays off in the long run. Plus, there is plenty of financial aid available for eligible students and families.

FACTS:

- A four-year college graduate (that is, someone with a bachelor’s degree) earns almost \$1 million more over his/her lifetime than a high school graduate.
- The average annual income of a four-year college graduate is about \$52,200, compared to the average annual income of \$30,400 for a high school graduate.



Source: U.S. Census Bureau, 1998, 1999, 2000

We’re not saying that money is everything, or even the most important thing. But your investment in a college education will pay off in higher earnings over time. With a college education, you also can expect:

- Better working conditions
- Longer job tenure
- More on-the-job training opportunities
- More promotion opportunities

Most importantly, with a college education you gain the knowledge and skills that will help you throughout your life. So, before you say, “I can’t afford to go to college,” ask yourself, how can you afford NOT to go to college?

Name: _____

I'm Excited about College

Talk to one of your copilots or someone else you trust. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ANSWER:

1. What are you most excited about after learning about the many benefits of going to college?

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

2. What are some of the activities you might want to participate in when you are in college?

3. What do you think you might want to study in college?

Extensions

You may wish to have a professor come talk to your students about the opportunities to work with professors in college. Another option is to invite a guest speaker to talk about life as a student or a study-abroad experience. You may also wish to have students do an Internet search for a college or university that interests them.

D2. Educating Myself Benefits Others



Introduction

This lesson will help students and families learn about the impact of education beyond the individual.

Learning Goals

- Students will learn how the community benefits from higher education.
- Students will explore how important they are to the community and global society beyond their families.
- Students will be empowered to engage in both their education and community.

Materials Needed

- Preview Activity Handout: *How Can My Education Benefit My Family and/or Community?*
- Lesson Handouts: *I Believe in Myself... No Matter What*
- Reflection Activity Handout: *When I Become a _____, I Will Benefit the World*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *How Can My Education Benefit My Family and/or Community?* and explain instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in the Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: EDUCATING MYSELF BENEFITS OTHERS (10 MINUTES)

1. Discuss and review the Preview Activity.

PART 2: I BELIEVE IN MYSELF ... NO MATTER WHAT (35 MINUTES)

1. Give students the *I Believe in Myself... No Matter What* handout.
2. Have the students break into small groups of 3-5 and go over the instructions to make sure they understand the assignment.
3. Before they actually start the assignment, talk about the possibility that not everyone in their lives will always support their dreams. Explain to them that it is very important to learn how to talk to people about their dreams, goals and ideas. Although they may receive negative messages about their dreams, they should not get discouraged.
4. Collect the handouts and summarize the information for students. Allow students to share any new or exciting information they have learned. Compile the information into a handout.
5. Reintroduce the importance of the benefits of college. You might want to use the *Why College?* handout from Lesson D1 to help refresh the conversation.
6. Have students brainstorm what is lacking in the world and in their community and have them write their ideas on sticky notes. Once they identify needs, walk them through some possible solutions so that they understand that college gives people social capital. For example, they could improve health care in their family and community by going to college and becoming a nurse or a doctor.
7. When you are done with the discussion, have students put their sticky notes on the board and allow students to view the responses of their fellow students.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their dreams, goals and ideas with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *When I Become a _____, I Will Benefit the World* and explain the instructions to students.

References and Resources

- Easley, Michael F. Look Out College, Here I Come! Washington, D.C.: National Education Association, 2007.
- <http://www.nea.org>
- <http://www.washingtonpost.com/wp-dyn/content/article/2007/05/29/AR2007052900482.html>
- http://www.collegeboard.com/prod_downloads/about/news_info/trends/ed_pays_2007.pdf

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions
- National Educational Technology Standards for Students: 3

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

How Can My Education Benefit My Family and/or Community?

Take a moment to talk to one of your copilots or someone else you trust about how education benefits your future. Remember that education can mean a lot of things, not just college, and that grade school, secondary school, trade school, internships and learning on the job can all be part of someone's education. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

1. How has education benefited my family and/or my community?

2. How will education benefit my family and/or my community in the future?

Name: _____

I Believe in Myself ... No Matter What

- Break into small groups.
- Designate a notetaker.
- Brainstorm and come up with responses to the scenarios below.

SITUATION 1

It is the fall semester of your junior year in high school and you did not do well during your sophomore year. Because you have decided to make up your bad grades and do really well this year, you make an appointment to see the person in charge of class scheduling. At your appointment, you let this person know that you want to change your schedule to make sure that you can get back on track to finish the requirements you need to go to college. This person tells you that you should concentrate on the minimum that you need to graduate from high school because you are not college material.

1. How do you respond?

2. What are the next steps you should take?

SITUATION 2

You tell your parents that you want to go to college after you graduate from high school. They tell you that it would be better for you to get a job because college is just too expensive.

3. How do you respond?

4. What are the next steps you should take?

Name: _____

When I Become a _____, I Will Benefit the World.

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust. Be sure to thank your copilot for supporting you.

Decide on a possible career or job that you might want to do in the future. With your copilot, think of all of the ways this job could benefit you, your family and your community. The following is a possible example of a doctor.

When I Become a Doctor, I Will Benefit the World

Individual	Family	Community/World
Fulfilling career	Financial stability	Positively impact the health of people
Financial stability	Ability to take care of my family's health	Active participant in community
Professional respect	Positive role model	Positive role model
Good working conditions	Steady job	Save lives

When I Become a _____, I Will Benefit the World

Individual	Family	Community/World

Extensions

Options include having students research majors at different schools to start matching interests with postsecondary options; creating service-learning opportunities with community partners; and having students write a story about a day in their future life when they are working to improve their community.

E1. What Type of Student Am I?



This lesson may be extended over several days.

Introduction

This lesson will help students and families reflect on what it takes to be a successful student. They will explore what resources they need to be successful and how to access them. Prepare yourself by making sure you have access to those resources before you begin this lesson with students.

Learning Goals

- Students will understand the skills and resources needed to be successful in school.
- Students will learn how important it is to prioritize and manage their time.
- Students will be instructed in the importance of being proactive and engaged in their education.

Materials Needed

- Preview Activity Handout: *What Type of Student Am I?*
- Lesson Handouts: *What Time Is It?* and *I Need Help!*
- Reflection Activity Handout: *My Resources*

Extensions

You may wish to use the multiple intelligences activities included at the end of this lesson, which contains a description and instructions.

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *What Type of Student Am I?* and explain instructions to students.

Word Wall

Time Management: Getting the most amount of work done in the least amount of time with the best possible results

Organize: To form into a coherent unit or functioning whole

Resource: A source of supply or support

2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: WHAT TYPE OF STUDENT AM I? (10 MINUTES)

1. Write the following statement on the board: “I believe that if I try my hardest, I can learn anything!” Ask students to read the statement and share what this statement means to them and why it is important.
2. Discuss and review the Preview Activity.

PART 2: WHAT TIME IS IT? (30 MINUTES)

1. Give students the *What Time Is It?* handout and discuss the concept of time management and the importance of planning. Have students come up with examples of when poor time management or planning has caused them or others problems.
2. Talk about the importance of knowing what your resources are and how to use them to make you a better student.

PART 3: I NEED HELP! (30 MINUTES)

1. Give students the *I Need Help!* handout. As a class or in small groups, have students brainstorm what resources they have available to them at home, school and in their community.
2. Once they write down what they have available, have them brainstorm what they need to become even better students. Make sure to have them think about what they need from each category: home, school and community.
3. Lastly, have them brainstorm how to ask for assistance in getting the resources they need. Talk about how all of the categories are interconnected and people from one category can help them in another area. For example, their parents can help them set up a great study area that will in turn help them in school.
4. Talk about the importance of knowing what your resources are before you need them so when the time comes, they will be ready.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *My Resources* and explain the instructions to students. (See handout.)

References and Resources

- <http://www.goalsettingforstudents.com/>
- <http://www.scribd.com/doc/10075994/Background-Information-on-Time-Management>
- <http://www.psychologymatters.org/aronson.html>

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions
- Principles and Standards for School Mathematics:
 - Grades 3-5 Expectations
 - Grades 6-8 Expectations

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

What Type of Student Am I?

Quiz

Take a moment to take this quiz with one of your copilots or someone else you trust. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

When you are finished answering the questions, total up your points and discuss your results and the questions on the following page.

1. **I do my homework:**
 - A. In a quiet space
 - B. Wherever I can
 - C. In detention or study hall
 - D. Never
2. **When I get a homework assignment, I:**
 - A. Start it as soon as I can
 - B. Go home, watch television and start working 30 minutes before bed
 - C. Do it in the hallway right before class starts
 - D. Don't do it
3. **When I don't understand something in class, I:**
 - A. Raise my hand or try to find the answer myself
 - B. Whisper to my friend to see if they know
 - C. Wait for someone else to ask
 - D. Tune out
4. **When I take notes in class, I:**
 - A. Read and revise them at home to make sure I understand them
 - B. Look at them quickly right before the test
 - C. Never look at them again
 - D. Doodle all over the page
5. **When the teacher is giving instructions on how to do a project or homework assignment, I:**
 - A. Listen carefully and jot down notes to remember all of the details
 - B. Listen but do not jot down notes
 - C. Usually don't pay attention; I can ask a friend later
 - D. Don't listen and don't ask
6. **I think of myself as:**
 - A. A good student
 - B. An OK student
 - C. Someone who doesn't really like school
 - D. Someone who doesn't care about school

Quiz Scoring

Total up your points and give yourself:

- 4 points for every “A”
- 3 points for every “B”

- 2 points for every “C”
- 1 point for every “D”

19-24 POINTS

You are an excellent student! You have great study habits and by keeping up the good work, you will continue to succeed and do well when you get to college.

13-18 POINTS

You are a good student! Work on your weak spots and continue to strengthen your study habits. You will need great study habits to do well in college.

7-12 POINTS

Your study habits need improvement, and you can definitely fix them with hard work, determination, and support from family and friends. Set goals and stick to them.

6 POINTS

You might want to think about why you are having a hard time in school. Talk to your teachers and your family and make a plan to make changes now so you can make sure you have options when you finish high school. Remember, you are not in this alone and it’s never too late.

Questions:

1. After taking this quiz, what are some things you do really well and can be proud of?

2. After taking this quiz, what are some things that you need to work on to make yourself an even better student?

Name: _____

What Time Is It?

Time management means getting the most amount of work done in the least amount of time, and with the best possible results. Having good time management skills will help you get good grades. It's simple, but it requires conscious and continuous effort on your part. However, once you understand the tools to use and how to use them, the job becomes easier. First, we must remember a few key things.

Get Organized and Stay Organized

The following *Weekly Time Chart*, *Assignment Log* and *To-Do List* will help you structure your time effectively and are examples of a good time management system. You can keep track of your assignments, your progress and your achievements. Nothing of any importance is ever left to chance. Using these tools may seem complicated at first, but after regular use, the most intricate planning will seem natural and easy to do. Keep your forms up to date, refer to them often, and make entries every time new obligations and time commitments come up.

1. WEEKLY TIME CHART

In order to plan your weekly activities and study sessions, it is helpful to see at a glance your time commitments and what hours you can use for study. The *Weekly Time Chart* helps you plan more efficiently and effectively. Refer to it often, and keep it as handy as possible. Research has shown that a time chart is the most useful when broken down weekly. Make enough copies to last you for two or three months. Keep the used copies in your files for reference. You will be surprised when you look back after a month or so at how quickly you become more skilled in using the *Weekly Time Chart*. Don't hesitate to make changes to the *Weekly Time Chart* if you feel there are ways to improve it. Always do what works best for you.

2. ASSIGNMENT LOG

Record all of your major classroom assignments, projects and activities on the *Assignment Log*. Be sure that all of these are also accounted for on the *Weekly Time Chart*. This should be done for all work requiring one hour or more outside class.

3. TO-DO LIST

The third leg of the time management system is the *To-Do List*. These are the daily things that you must do that you might forget without a reminder: appointments with teachers, phone calls, meetings, errands and anything else that could be a problem if not attended to at the right time.

Name: _____

Weekly Time Chart

Fill in your schedule with your weekly activities and time commitments. Make enough copies to last you for two or three months and update them as activities and commitments come up.

Dates: From _____ To _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7 a.m.- 3 p.m. (School)					
3-4 p.m.					
4-5 p.m.					
5-6 p.m.					
6-7 p.m.					
7-8 p.m.					
8-9 p.m.					
9-10 p.m.					

Name: _____

Assignment Log

Fill in your major assignments for the next two to four weeks. Keep two or three of these sheets with you and update them as needed. When an assignment has been completed, check it off in the “Done” category.

Dates: From _____ To _____

Subject	Assignment	Due Date	Time Needed/Notes	Done

Name: _____

To-Do List

Write down the important things you have to do today. Be sure to note when each task is to be completed and check them off in the “Done” category when finished. Keep this with you and use it everyday.

Date _____

Task	When	Notes	Done

Name: _____

I Need Help!

	School	Community	Home
What resources do I already have?			
What resources do I need?			
How do I get the resources I need?			

Name: _____

My Resources

Take a moment to talk to one of your copilots or someone else you trust about their hopes for you. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTION FOR YOU TO ASK YOUR COPILOT:

How can you be a resource for me at home, at school or in the community?

School	Community	Home

Extensions: Multiple Intelligences



Introduction

If we think about intelligence as changeable and malleable, rather than stable and fixed, the result will be greater academic achievement, especially for people whose groups bear the burden of negative stereotypes about their intelligence.

This lesson will help students figure out what style they learn best with, as all students learn in a very unique way. If we can capitalize on learning strengths, students will be able to meet their learning potential more closely. It is important for students to know how best they learn so that they can study most effectively, take notes and assimilate new information.

“If you believe you can, you can.” “The harder you work, the smarter you get!” We have all heard these maxims, but where is the science that backs up these claims? *Multiple intelligences* is the idea that hard work develops brain capacity; the harder you work, the smarter you get. If you want to read more about multiple intelligences or if you want to explore some readings that might be appropriate for your students, go to <http://www.psychologymatters.org/aronson.html>.

Learning Goals

- Students realize that they each have multiple intelligences.
- Students know that understanding their own intelligences will help them maximize their learning potential.

Materials Needed

- Multiple intelligences inventory
- Scoring charts
- Intelligence profiles

All of these resources can be downloaded from many Web sites, including <http://surfaquarium.com/MI/index.htm>. You should review and revise these materials based on your student’s needs and grade level.

Activities

1. Explain to students that this lesson will demonstrate how to be better learners and that everyone learns in a different way. One thing that might help me learn better might not help you learn better. Have them brainstorm some ways that they learn best (give some examples, like reading directions or hands-on experience) or some activities that they like in school; explain that the two are often related.
2. Explain to students again the purpose of this activity. We all have multiple intelligences and we all rely on each type of intelligence. Which type we use most depends on our personality and our learning type. With hard work we can strengthen any intelligence. Intelligence is just like a muscle — the more you work it out, the stronger it gets. Work hard, get smart. The multiple intelligences inventory is meant to be a snapshot. It can and does change over time. This survey is meant to empower students to become better learners and become aware of what types of learners they are. It is not meant to label or pigeonhole people.
3. The multiple intelligences survey is broken into a number of sections. All the sections can be done in one day or can be broken up, depending on how your class is structured.

SURVEY OVERVIEW:

- Have students put a 1 next to statements that describe them in the survey questions, and then tally their scores for each particular section.
- Have students carry these scores over to the chart and multiply each total by 10 to put it on a 100-point scale.
- Draw a bar graph representing student data. This might be advanced for lower grades, while helping to reinforce math concepts in upper grades. This graph could be extended to tally class data, tallying the number of students falling into each category.
- To interpret results, use the descriptions of the intelligence profile categories: naturalistic, musical, logical, existential, interpersonal, kinesthetic, verbal, intrapersonal and visual — all available on the Web. Again, you may need to edit or revise the material depending on grade level and your students' needs.

4. Ask students if they think the survey reflects what they think about their learning style—how it is both the same and different. (You may wish to make these questions part of an ongoing conversation as your students face different learning challenges throughout the year.)

- How will you approach learning differently having this information?

- If students are comfortable, have them share in pairs with another student on these questions. Have students work with someone with a different learning style.

References and Resources

- <http://www.members.shaw.ca/priscillatheroux/styles.html>
- <http://www.lesley.edu/faculty/kholmes/presentations/MI.html>
- http://www.education-world.com/a_lesson/03/lp319-01.shtml
- <http://surfaquarium.com/MI/index.htm>

E2. What Types of Students Do Colleges Want?



This lesson may be extended over several days.

Introduction

This lesson will help students and families start to explore the areas that colleges might focus on during the admissions process. If they are truly to believe in themselves, students should recognize their strengths and how best to showcase them.

Learning Goals

- Students will explore the skills and activities they need to build upon in order to prepare for the college admissions process.
- Students will understand how building upon their knowledge can help them be successful in high school and beyond.

Materials Needed

- Preview Activity Handout: *What Do I Like to Do?*
- Lesson Handouts: *What Types of Students Do Colleges Want?* and *Crawl, Walk, Run*
- Reflection Activity Handout: *Building Your Knowledge*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *What Do I Like to Do?* and explain instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Word Wall

Extracurricular Activity: Activities outside one's regular schedule or duties

Course Pattern: The sequence of courses that you take

GPA (Grade Point Average): The numerical value given to the grades you earn from the courses you take

Activities

PART 1: WHAT TYPE OF STUDENTS DO COLLEGES WANT? (10 MINUTES)

1. Start by explaining what extracurricular activities are. Stress that grades and course pattern are usually the most important things that colleges look at when they are admitting students, but many of them also want well-rounded students who participate in extracurricular activities.
2. Have students share what they discussed in the Preview Activity. Discuss all of the different things they like to participate in and use the information to lead a conversation about extracurricular activities.

PART 2: WHAT TYPES OF STUDENTS DO COLLEGES WANT? (30 MINUTES)

1. Distribute the *What Types of Students Do Colleges Want?* handout.
2. As a class or in small breakout groups, help students brainstorm what things in and out of the classroom will help them become better students and, most importantly, better people. These are the students whom colleges want.
3. Discuss your own experience getting ready to apply to college, and explain what colleges looked for in your application.

PART 3: CRAWL, WALK, RUN (30 MINUTES)

1. Give students the *Crawl, Walk, Run* handout and discuss the importance of always doing your best in order to continue to be successful.
2. The purpose of this exercise is to show the importance of getting good grades and how that will affect your course pattern in middle school and high school. Students can also think of examples of extracurricular activities, such as developing their skills in a sport and making it all the way to a varsity team in high school.
3. Make sure to point out that colleges would rather see students be very involved in a few extracurricular activities over a long period of time than be peripherally involved in many activities.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Building Your Knowledge* and explain instructions to students. (See handout.)

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

What Do I Like to Do?

Take a moment to talk to one of your copilots or someone else you trust about activities you enjoy participating in or might want to try in the future. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ANSWER:

1. What things do you enjoy doing? (These can be inside or outside of the classroom.)

2. What have you learned about yourself while participating in these activities?

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

3. How will activities you participate in help you in school and when you get to college?

4. What else could you participate in?

Name: _____

What Types of Students Do Colleges Want?

Brainstorm in your group what things you think colleges want to see you do inside and outside of the classroom.

Academics (Inside the Classroom)	Extracurricular (Outside the Classroom)
Example: Calculus	Example: Volunteer at my community park cleanup day

Name: _____

Crawl, Walk, Run

In order to run, we must first learn to crawl and walk. What are some goals you want to accomplish and what are the steps you need to take before you can accomplish them?

- **Goal example:** I want to take Calculus before I graduate from high school.
- **How will I do this:** In order to take Calculus in high school, I must first crawl, walk and then run.
- **Step 1 is to crawl:** Do well in elementary school mathematics so that you can finish Algebra I by the time you graduate from middle school.
- **Step 2 is to walk:** The math courses colleges generally look for are Algebra I, Geometry, Algebra II, and Math Analysis/Precalculus.
- **Step 3 is to run:** Take Calculus.

Goal:

Step 1 (Crawl):

Step 2 (Walk):

Step 3 (Run):

Name: _____

Building Your Knowledge

You have learned that colleges would like to see you dedicated to a few activities that impact your life. This will enable you to talk about these activities in depth in a personal statement or interview. Participating in lots of activities is not necessarily better than being dedicated to a few activities that are important to you. So, participate fully in the activities you enjoy.

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust who has high hopes for you. Discuss what you are interested in and may want to pursue or continue to participate in once you get into high school, college and even later in life. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

During this lesson, you learned that participating in extracurricular activities not only helps you be a better student, but also colleges like to admit well-rounded students who are able to get good grades and participate in other activities at the same time.

1. What extracurricular activities did you participate in and how did those activities help you in school and/or in life?

2. How can you help me make sure I get good grades and participate in activities that I enjoy?

Extensions

You may wish to have a professor or college student come in to talk about what is expected of students at the university level.

F1. Changes, Choices and Lessons



This lesson may be extended over several days.

Introduction

As students strengthen their belief in themselves, they should know that they will undergo personal, academic and social changes. Some challenges students may experience are bullying or cyber bullying; peer pressure to take drugs, alcohol or become sexually active; and peer negativity toward academic accomplishment. Students need strategies to overcome these and many other challenges, such as a lack of positive role models. Students are especially at risk during the middle school to high school transition period when adolescents need to feel accepted and long for a sense of belonging. It is important for students to know that all children and adolescents experience changes and challenges as they get older. The key to making successful transitions is how we respond to changes with the choices and decisions we make. When we make bad choices or decisions, which everyone does from time to time, the important thing is to seek positive advice and support from peers and trusted adults and to learn from our mistakes. The next lessons aim to prepare students for the changes and challenges ahead by engaging them in discussions regarding their future and the importance of their decision making.

Word Wall

Change: To give a different position, course or direction to

Choice: Selection or preference

Decision: Result of considering options

Scenario: An account or synopsis of a possible course of action or event

Consequence: A result of a decision that was made

Plagiarism: The unauthorized use or close imitation of the language and/or thoughts of another author and the representation of them as one's own original work

Learning Goals

- Students will explore the types of personal, academic and social changes they are likely to experience over the next few years.
- Students will explore the factors that they should take into consideration when making a choice or decision.
- Students will consider scenarios and think through the consequences of good and bad decisions.

Materials Needed

- Preview Activity Handout: *I Will Go Through Changes*
- Lesson Handouts: *Changes, Choices and Lessons Scenarios* and *My Changes and Choices*
- Reflection Activity Handout: *Changes, Choices and Lessons*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *I Will Go Through Changes* and explain instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in the Preview Activity.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

Activities

PART 1: I WILL GO THROUGH CHANGES (10 MINUTES)

1. Write the following statement on the board: “I believe I can make good choices ... when I face challenges ... when I go through changes ... when I achieve success!” Ask students to read the statement and share what it means to them, as well as why it is important for students to believe this.
2. Discuss and review the Preview Activity.

PART 2: CHANGES, CHOICES AND LESSONS SCENARIOS (40 MINUTES)

1. Print out the *Changes, Choices and Lessons Scenarios* handout for each student to follow along and refer back to as you present each of the following scenarios — not all students are auditory learners.
 - **Academic Challenge/Dishonesty:** Over a month ago, students were given the task of writing a research paper. Raquel had written one before and was confident that she would earn an “A.” Although Raquel was originally motivated to work on her research paper, she decided to wait to write the paper until the weekend before it was due. On Friday and Saturday she was making progress toward completing the paper, but on Sunday she realized she had not done enough research at the library and began to worry about not finishing. Her older brother recommended that she do some research on the Internet. Raquel decided to take her brother’s advice and she found a lot of great information online. She decided to copy a few small sections from a Web site and paste them directly into her paper. Because her teacher had not reviewed how to reference Web sites, Raquel decided not to put the Web site on the bibliography page of her paper. On Monday, Raquel happily submitted her paper. When grading the

papers, Raquel's teacher noticed that Raquel's paper had some very advanced vocabulary and also noticed that there were sections where she did not mention her sources. After doing some investigation, Raquel's teacher found that she had copied directly from the Internet and decided to fail Raquel due to academic dishonesty and plagiarism.

- **Social Challenge/Bullying:** For the past two months, Joel has been harassed by a classmate. At first, the bully called Joel names as he walked passed him and spread lies about him online. As a result, Joel began to feel very anxious at school and began to miss more days than usual. Eventually the bully told Joel that he would stop if he gave him a dollar a day and did his book report. Joel agreed and the bullying stopped for a while. Lately, the bully has started to push Joel as he walks past him in the halls. Joel is now feeling really unsafe at school and tells his parents he wants to change schools.

2. Facilitate discussion based on the following questions:

- Identify the choice each person made. What action(s) did Raquel and Joel take in these situations?
- Identify what Raquel was hoping to get out of cheating and what Joel was hoping to get out of bribing the bully.
- Identify what Raquel did not think about when deciding to cheat and what Joel did not think about when deciding to bribe the bully. (Write responses on the board.)
 - Consequences of getting caught cheating or agreeing to a bribe (e.g., getting suspended, going to detention, getting a failing grade, having a bad relationship with the teacher, getting in trouble at home)
 - Alternative ways to approach the situation (e.g., talking to the teacher, starting the research paper earlier, talking to someone at home about the situation)
- As a class, decide what things should be considered when making a decision. Have students come up with a list of questions or things to consider. Below are some examples.
 - Result and Consequences
 - How it will affect us at home, in school and with peers?
 - How will it affect others?

- Alternatives
 - Is this the only way?
 - What other things can I do?
- Advice
 - How will asking an adult or peer for advice help or affect me?
- Research/Timing
 - How much time do I need to do research and think to make a good decision?

3. Summarize their responses. End the discussion with the following messages:

- As you travel along the road to your future you will experience personal, academic and social changes.
- We respond to changes with the choices and decisions we make.
- There are questions we can ask ourselves that will help us make better choices.
- When we make bad choices or decisions, which everyone does from time to time, the important thing is to seek advice and support from peers and trusted adults and to learn from our mistakes.

4. Share with students that they will now explore changes they are likely to experience at home, in school and with peers along the road to success.

PART 3: MY CHANGES AND CHOICES (30 MINUTES)

1. Distribute the *My Changes and Choices* handout, review instructions and allow time for students to complete it.
2. Allow students to share their responses with the group or split them into small groups so that every student has a chance to share.
3. Facilitate discussion based on the following question: “Going back to the scenarios shared earlier about Raquel and Joel, what do you think they learned from their experiences?”
4. Allow students to share their responses with the group.

Reflection Activity

1. Thank students for their participation and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Changes, Choices and Lessons* and explain instructions to students. (See handout.)

References and Resources

- Jiménez, Francisco. The Circuit. Albuquerque: University of New Mexico Press, 1997.
- Jiménez, Francisco. Breaking Through. New York: Houghton Mifflin, 2001.
- Johnson, Spencer and Christian Johnson. Who Moved My Cheese? For Kids. New York: G. P. Putnam's Sons, 2003.

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

I Will Go Through Changes

Take a moment to talk to one of your copilots or someone else you trust about the changes you are likely to experience in the near future. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. What should I do if my relationships with my friends change over the next two years?

2. How might my schoolwork change over the next two years?

3. Besides changes with friends and at school, what other changes might I experience over the next two years?

Changes, Choices and Lessons Scenarios

SCENARIO 1: ACADEMIC CHALLENGE/DISHONESTY

Over a month ago, students were given the task of writing a research paper. Raquel had written one before and was confident that she would earn an “A.” Although Raquel was originally motivated to work on her research paper, she decided to wait to write the paper until the weekend before it was due.

On Friday and Saturday she was making progress toward completing the paper, but on Sunday she realized she had not done enough research at the library and began to worry about not finishing. Her older brother recommended that she do some research on the Internet. Raquel decided to take her brother’s advice and she found a lot of great information online. She decided to copy a few small sections from a Web site and paste them directly into her paper. Because her teacher had not reviewed how to reference Web sites, Raquel decided not to put the Web site on the bibliography page of her paper.

On Monday, Raquel happily submitted her paper. When grading the papers, Raquel’s teacher noticed that Raquel’s paper had some very advanced vocabulary and also noticed that there were sections where she did not mention her sources. After doing some investigation, Raquel’s teacher found that she had copied directly from the Internet, and decided to fail Raquel due to academic dishonesty and plagiarism.

SCENARIO 2: SOCIAL CHALLENGE/BULLYING

For the past two months, Joel has been harassed by a classmate. At first, the bully called Joel names as he walked passed him and spread lies about him online. As a result, Joel began to feel very anxious at school and began to miss more days than usual. Eventually the bully told Joel that he would stop if Joel gave him a dollar a day and did his book report. Joel agreed and the bullying stopped for a while. Lately, the bully has started to push Joel as he walks past him in the halls. Joel is now feeling really unsafe at school and tells his parents he wants to change schools.

Name: _____

My Changes and Choices

Along the road to success you will experience changes at home, school and with peers. While change is normal, there may be positive or negative consequences depending on your reaction to change.

Think of changes you may face at home, school and with peers. In addition, think of positive ways you may respond to these changes.

1. At home:

Positive response:

2. At school:

Positive response:

3. With peers:

Positive response:

Name: _____

My Changes and Choices

Along the road to success you will experience changes at home, school and with peers. While change is normal, there may be positive or negative consequences depending on your reaction to change.

Think of personal, academic and social changes you may face. Think of positive ways you may respond to these changes. What makes them positive in the ways they will affect you and others?

1. Personal change: _____

Positive response: _____

Why positive: _____

2. Academic change: _____

Positive response: _____

Why positive: _____

3. Social change: _____

Positive response: _____

Why positive: _____

Name: _____

Changes, Choices and Lessons

Take a moment to talk to one of your copilots or someone else you trust. Talk about a wrong decision you made in the past. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Describe a time in the past when you made a decision you wish you could change.

2. Looking back, what could you have done differently?

3. What did you learn from this experience?

Extensions: The Choice Game

You may wish to lead students in *The Choice Game*. This game is a fun way to give students the opportunity to discuss the choices they have and the decisions they make. Encourage students to come up with their own scenarios and make it as relevant as possible.

Materials Needed

- *Scenario Cards* handout
- Existing board game, such as Chutes and Ladders¹

Activities

1. Print and cut out the *Scenario Cards*.
2. Use an existing board game, such as Chutes and Ladders, with the *Scenario Cards*. Have students play the game in groups of two to four.
3. Have students act out scenarios in groups and perform them later for the class. Discuss the scenarios, consequences of the students' choices and other possible outcomes.

¹ Chutes and Ladders is a trademark of Hasbro, Inc.

Scenario Cards

Cut out the cards and combine them with an existing board game, such as Chutes and Ladders, to play *The Choice Game*.

<p>Your grandma takes you to the natural history museum over the weekend. Move forward 1 space.</p>	<p>You've been a little bit confused in math class lately, so you join an after-school program to get tutoring. Move forward 5 spaces.</p>	<p>After a robbery in your neighborhood the night before, you and your family are fine but you have a hard time sleeping and can't finish your homework. Stay where you are.</p>
<p>You've been saving up your money to buy a new video game but you really need some new notebooks for school. You take \$10 of your hard-earned cash and buy yourself some school materials. Move forward 3 spaces.</p>	<p>After you've been caught talking in class a few times, you ask the teacher if you can change seats. Move forward 2 spaces.</p>	<p>You find out that friends are bringing alcohol the morning of a field trip. You are asked to carry one of the bottles in your backpack. You don't want to but agree anyway. Move back 4 spaces.</p>
<p>A friend hands you a bottle of orange juice, and you smell it before drinking it. You smell alcohol. You immediately give the bottle back. Move forward 4 spaces.</p>	<p>You receive a message that Friday is "cut school day." You and your best friend decide to go to school anyway. Stay where you are.</p>	<p>Your parents don't speak English, and they can't help you with your homework. You ask your older cousin to help. Move forward 2 spaces.</p>
<p>You've never entered the science fair, but this year you and your best friend decide to team up and do an experiment on rats. Move forward 4 spaces.</p>	<p>You forget your essay for English class. You go to the teacher before class starts, say that you're really sorry you forgot the essay, and ask if you can turn it in tomorrow. Move forward 2 spaces.</p>	<p>You failed your math class and have to take summer school to graduate. Stay where you are.</p>
<p>Your teacher recommends that you try out for the school play. Even though you really like acting, you decide not to audition because it doesn't seem cool. Move back 1 space.</p>	<p>Your teacher asks a question he knows you can answer. You answer wrong on purpose to make your friends laugh. Move back 1 space.</p>	<p>You notice that your friends are no longer carrying their books. Now they carry only a single binder to class. You decide to do the same. Move back 3 spaces.</p>

<p>You receive a message that all students will get beat up on their birthday. You tell a trusted adult who informs the school. Move forward 3 spaces.</p>	<p>You see a classmate getting bullied after school and you decide to tell your teacher about it. Move forward 3 spaces.</p>	<p>Your friend convinces you to skip school to hang out in the mall. Move back 5 spaces.</p>
<p>You volunteer to help a youth soccer team after school. Move forward 4 spaces.</p>	<p>You join the public library summer reading program. Move forward 2 spaces.</p>	<p>The boy/girl that you have a crush on asks you to finish his/her homework. You agree and don't have time to finish your own homework. Move back 5 spaces.</p>
<p>You spend your summer sitting in front of your computer. Move back 2 spaces.</p>	<p>You're having trouble in Social Studies. You stop turning in your homework because you don't understand it. Move back 3 spaces.</p>	<p>You lost your bus pass and have to walk to school. You are 40 minutes late. Move back 1 space.</p>
<p>You've been saving your money to buy yourself a new cell phone. You really need some notebooks and pencils, but decide to let them wait. You need a cell phone! Move back 2 spaces.</p>	<p>Your parents can't find work, so you move to a new home — which means a new school. You don't really know what's going on in your classes and you know it'll take a while to catch up. Stay where you are.</p>	<p>You miss the application deadline for the high school you really wanted to go to. Stay where you are.</p>
<p>Your older cousin invites you to hang out with some of his friends. You have a great time but aren't able to finish your homework. Move back 2 spaces.</p>	<p>You cut class to hang out with your crush. Move back 4 spaces.</p>	<p>Because of too many cuts and absences, you are not allowed to participate in promotion ceremonies. Stay where you are.</p>
<p>You're not sure where you're going to go for high school next year, so you go on the Internet to look at the Web sites of public, charter and private high schools in your area. Move forward 3 spaces.</p>	<p>It is time to sign up for your 9th grade courses. Instead of taking your counselor's advice, you decide to sign up for the same courses as your friends. Move back 3 spaces.</p>	

F2: Preparing for High School and Beyond



This lesson may be extended over several days.

Introduction

Students are more likely to transition successfully to the next level of their education if they have a strong belief in themselves and have as much information as possible about what to expect.

Transitions are always challenging and sometimes intimidating for students because they grow accustomed to a group of friends, teachers, school rules and school culture. Going from one academic institution to another changes all of the norms they are accustomed to and may raise new challenges.

Word Wall

Transition: Passage from one state, stage, subject or place to another

Challenge: A stimulating task or problem

Learning Goals

- Students will learn about the experiences a copilot had that required them to transition (to a new school, country, job, etc.).
- Students will explore the personal, academic and social differences between elementary school and middle school, middle school and high school, and high school and college.
- Students will explore their positive and negative feelings about making these transitions.
- Students will discuss whom to turn to for support and advice.

Materials Needed

- Preview Activity Handout: *Transitions Are a Part of Life*
- Lesson Handouts: *Transitioning into Middle School* (Grades 4-5), *Transitioning into High School* (Grades 6-8), *I Can Overcome Any Challenge* (Grades 4-5; 6-8), and *Making Successful Transitions* (Grades 4-5; 6-8)
- Reflection Activity Handout: *Navigating My Transitions with a Copilot*

Preview Activity

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See handout.)

1. Distribute *Transitions Are a Part of Life* and explain instructions to students.
2. As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in the Preview Activity.
3. You may wish to add value by collecting ideas generated from the Preview Activity and distributing them to students as a resource.

Activities

PART 1: PREPARING FOR HIGH SCHOOL AND BEYOND (10 MINUTES)

1. Discuss and review the Preview Activity.

PART 2: TRANSITIONING (30 MINUTES)

1. Break students into small groups and have them fill out the *Transitioning into High School* handout by brainstorming ways their lives may change. (Use the *Transitioning into Middle School* handout for elementary school students.)
2. Have students share some of the changes they feel they will experience. Make sure to share your own experiences to help them with this exercise.

PART 3: I CAN OVERCOME ANY CHALLENGE (30 MINUTES)

1. Break students into small groups and have them fill out the appropriate grade-level version of the *I Can Overcome Any Challenge* handout. Students will write down some of the new experiences and challenges they may face and how they might deal with them. Give them the appropriate version of *Making Successful Transitions* to use as a reference for ways to deal with these challenges.
2. Have students report back and discuss coping skills and solutions to these challenges.

Reflection Activity

1. Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
2. Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
3. Distribute *Navigating My Transitions with a Copilot* and explain instructions to students. (See handout.)

References and Resources

- Suskind, Ron. *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*. New York: Broadway Books, 1998.
- Soto, Gary. *Jesse*. Orlando: Harcourt Children's Books, 1994.

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Transitions Are a Part of Life

Take a moment to talk to one of your copilots or someone else you trust about a transition they experienced (for example, a time when they changed schools or moved). Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Tell me about a particular transition in your life. What was easy or difficult about it?

2. How did you feel during this transition?

3. How did you overcome obstacles during this transition?

4. What did you learn from this experience?

Name: _____

Transitioning into Middle School

Brainstorm with your group and think of ways your life might be different in middle school in the following areas:

School	Friends	Feelings

Name: _____

Transitioning into High School

Brainstorm with your group and think of ways your life might be different in high school in the following areas:

School	Friends	Feelings

Name: _____

I Can Overcome Any Challenge

Brainstorm with your group and write down some of the challenges you might face in middle school and possible solutions to these challenges.

Challenges

Solutions

Name: _____

I Can Overcome Any Challenge

Brainstorm with your group and write down some of the challenges you might face in high school and possible solutions to these challenges.

Challenges

Solutions

Making Successful Transitions

Here are some suggestions to help you make a successful transition from elementary school to middle school.

✔ Read, Read, Read!

- On average, you will need to learn 3,000 words each academic year in order to be successful as you move on to the next grade. Reading is the best way to acquire vocabulary and language, and reading often and in progressively larger quantities will prepare you for how challenging school will be in the future.

✔ Strengthen Your Study Skills

- You will need to know how to organize information effectively, including how to make outlines, take notes and structure information.

✔ Stay Organized

- You will have a different teacher for each subject.
- You will need to fulfill the expectations of six or more different teachers.

✔ Take Responsibility

- You will need to be more self-motivated to make personal choices and good decisions.

Making Successful Transitions

Here are some suggestions to help you make a successful transition from middle school to high school.

✔ Read, Read, Read!

- On average, you will need to learn 3,000 words each academic year in order to be successful as you move on to the next grade. Reading is the best way to acquire vocabulary and language, and reading often and in progressively larger quantities will prepare you for how difficult school will be in the future.

✔ Strengthen Your Study Skills

- You will need to know how to organize information effectively, including how to make outlines, take notes and structure information.

✔ Stay Organized

- You will continue to have a different teacher for each subject.
- You will need to fulfill the expectations of six or more different teachers.

✔ Take Responsibility

- You will need to be more self-motivated to make personal choices and good decisions.

✔ Prepare for Changes

- You will need to consume large amounts of information in an efficient manner.
- You will need to learn to acquire information through listening to lectures and adapt to the lack of interaction during the class period.
- You will need to complete homework assignments and attend classes with minimal prodding from school staff.

- You may need to adjust to a more depersonalized setting if you are going to attend a large, comprehensive high school. In such an environment, very few adults in the school may know your name.
- You will need to seek out academic counseling services and understand how to make use of support services like tutoring and mentoring.

Name: _____

Navigating My Transitions with a Copilot

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust. Whoever you choose will be your copilot for this activity. Talk about how you can support each other through transitions in life and create a pledge to be there for each other. Be sure to thank your copilot for supporting you.

My pledge

My copilot's pledge

Extensions: Watch Out College, Here I Come!



Introduction

This is an opportunity for 8th grade students to think about transitioning to college.

Learning Goals

- Students will explore the personal, academic and social differences between their K-12 educational experiences and college.
- Students will explore positive and negative feelings about making these transitions.
- Students will discuss whom they can turn to for support and advice.

Materials Needed

- Handouts: *Transitioning into College, I Can Overcome Any Challenge* and *Making Successful Transitions*

Activities

1. Break students into small groups and have them fill out the *Transitioning Into College* handout by brainstorming ways their lives may change.
2. Have students share some of the changes they feel they will experience. Make sure to share your own experiences to help them with this exercise.
3. Have students break out into small groups and fill out the *I Can Overcome Any Challenge* handout. Students will write down some of the new experiences and challenges they may face and how they might deal with them.
4. Give them the appropriate version of the *Making Successful Transitions* handout to use as a reference for ways they might deal with the challenges they may face.
5. Have students report back and have them concentrate on coping skills and solutions to the challenges they feel they might face.

Name: _____

Transitioning into College

Brainstorm with your group and think of ways your life might be different in college in the following areas:

Academic	Social	Feelings

Name: _____

I Can Overcome Any Challenge

Brainstorm with your group and write down some of the challenges you might face in college and possible solutions to these challenges.

Challenges

Solutions

Making Successful Transitions

Here are some suggestions to help you make a successful transition to college.

✓ Academics

- You should research the requirements needed for graduation for both your major and general education.
- Take courses you are interested in.
- Find out how many units you need to be considered a full-time student.
- Take an appropriate course load during your first year. This will help give you time to adjust to all the changes of college life while not being overwhelmed by your studies.
- Attend professors' and teacher's assistants' office hours.
- Do not fall behind in your coursework, which can lead to low grades, course incompletes, academic probation and eventual expulsion.

✓ Academic Support

- Make sure you make a thorough assessment of all of the academic support resources available on the campus.
- Be proactive and know what is available so that you will know exactly what to do when you need help and support.

✓ Credit

- College students are bombarded with credit card offers the moment they set foot on campus, so it is important to learn about managing your credit and finances.
- Make sure to learn of the importance of having good credit because how you manage these issues in college will have a long-lasting effect on your abilities to do things you might want to do as you get older, such as buy a car or house.

✓ Financial Aid

- Make sure to keep copies of all correspondence that is sent to you by the financial aid office.
- Remember, the financial aid office is there to serve you so no matter how frustrating it may become at times, so be persistent and make sure to get all the aid you need in order to continue your education.
- Get to know at least one financial aid officer on a first-name basis so you have a specific person to go to when you have a problem with your financial aid.
- Undocumented students may not have access to financial aid and laws vary greatly from state to state. For example, in California undocumented students cannot apply for financial aid; but under AB 540, they can be considered California residents for tuition purposes and, if they qualify, are exempt from paying out-of-state tuition. Please check the laws and requirements in your own state.

✓ Scholarships

- Beware of companies that guarantee scholarships in return for a fee.
- You can get scholarship information from many Web sites, including www.fastweb.com and www.finaid.org.
- There are many scholarships that do not require U.S. permanent residency or citizenship. For more information on scholarships for undocumented students, go to www.finaid.org/otheraid/undocumented.phtml.

✓ Housing

- Make sure that you are honest with yourself about what kind of living situation you want.
- If you are going to live in the dorms, you will probably be given a questionnaire regarding roommate preferences. You should think not just about what you want, but also about the person you will be living with. (Students who mark that they want to stay up late may find that they don't really want a roommate who regularly is up until 3 a.m.)
- If you look for an apartment, make sure to look early because off-campus housing can be difficult to find, especially in large, urban areas.

✓ Safety

- Safety is extremely important on all college campuses, not just the ones located in urban areas.
- Make sure you know where the police department is located on campus and utilize any services that may be available, such as an escort service, which walks you to your dorm or apartment late at night from campus, and self-defense classes.
- Never walk alone at night. It doesn't matter whether you are male or female. It is wise to always use the buddy system, even in college.

✓ Social Life

- College is a wonderful opportunity to grow and experience life as a young adult; however, you need to be careful when engaging in social activities.
- Every campus offers a variety of social events, but using your good judgment is crucial regardless of where you go to school or whether you stay home or go away to college.
- There may be opportunities to continue to participate in activities you did when you were in high school, or you might decide to try something entirely new.
- No matter what you are interested in, participate in activities you feel passionate about and that contribute to continued success on your journey.

G1. Curriculum Reflection



Introduction

This lesson brings closure to the curriculum by allowing students to reflect upon what they have learned and identify the activities they found most effective.

Learning Goals

- Students will reflect upon all the curriculum activities.
- Students will identify their favorite activities and lessons learned, and share them with their peers.

Materials Needed

- Lesson Handout: *Curriculum Reflection*
- Student Portfolio (In preparation for the activity, student work completed during the curriculum should be gathered into a folder for student review.)

Activities

1. Share with students that they now will have an opportunity to reflect upon what they learned from this curriculum.
2. Provide each student with their *Student Portfolio* (curriculum work completed). Allow students a few minutes to review their work.

Note to facilitator: If portfolios are not completed ahead of time, students can spend some time organizing their work and placing it in a folder.

3. Divide students into small groups of 4-5. Provide each group with markers and a piece of large poster board or butcher paper.
4. Distribute the *Curriculum Reflection* and read the instructions.
5. Allow groups to work for 10 minutes.
6. Ask group representatives to present their poster board or butcher paper in front of the class (allow 2-3 minutes for each group).

Curriculum Standards

· Standards for the English/Language Arts: 3, 4, 5, 6, 7, 12

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

Curriculum Reflection

- In your group, put a star next to one activity in each section you most remember or most liked.
- In the space provided, write why you remember or liked that activity.
- Identify two group representatives to present to the class.

A. INTRODUCTORY ACTIVITIES

- *Who Are the Copilots in My Life?*
- *Oral History Interview*
- *What Does Success Mean to Me?*

B. ACADEMIC CONSCIOUSNESS

- *Who Am I?*
- *Who Has Better Odds?*
- *My Communities*
- *People Who Believe in Me*
- *Helping Me Reach My Goals*
- *Road Map to Success*
- *Visualizing the Road Ahead*
- *Timeline to Success*
- *I Know How to Reach My Goals*

C. ACADEMIC SUCCESS IS A COLLABORATIVE EFFORT

- *Navigating the Road to My Future*
- *Twists and Turns Along the Road*
- *Directions Please*
- *Challenges Helping Me Grow*
- *Preparing for Challenges Ahead*
- *Getting Advice*
- *Getting Advice from Where?*
- *Helping My Friends Stay On Track*
- *Learning through Helping Others*

★ Example

We liked this activity because we had to think of ways we can help our friends. We liked this because it reminds us that we can help our friends make good decisions.

★ SECTION A ACTIVITIES

★ SECTION B ACTIVITIES

★ SECTION C ACTIVITIES

D. ACADEMIC SUCCESS HAS COMMUNAL BENEFITS

- *The Benefits of Higher Education*
- *Why College?*
- *The More You Learn the More You Earn*
- *I'm Excited about College*
- *How Can My Education Benefit My Family and/or Community?*
- *I Believe in Myself... No Matter What*
- *When I Become a _____, I Will Benefit the World*

E. LEARNING STYLE KNOWLEDGE IS NEEDED FOR ACADEMIC SUCCESS

- *What Type of Student Am I?*
- *What Time Is It?*
 - *Weekly Time Chart*
 - *Assignment Log*
 - *To-Do List*
- *I Need Help!*
- *My Resources*
- *What Do I Like to Do?*
- *What Types of Students Do Colleges Want?*
- *Crawl, Walk, Run*
- *Building Your Knowledge*

F. MAKING SUCCESSFUL TRANSITIONS

- *I Will Go Through Changes*
- *Changes, Choices and Lessons Scenarios*
- *My Changes and Choices*
- *Changes, Choices and Lessons*
- *Transitions Are a Part of Life*
- *Transitioning into Middle School*
- *Transitioning into High School*
- *I Can Overcome Any Challenge*
- *Making Successful Transitions*
- *Navigating My Transitions with a Copilot*

★ SECTION D ACTIVITIES

★ SECTION E ACTIVITIES

★ SECTION F ACTIVITIES

G2. Student Education Pledge



Introduction

This lesson provides a culmination to the curriculum by enabling students to focus on their responsibility to themselves. In this lesson, students will complete a *Student Education Pledge* in which they state why education is important to them and what it is they pledge to do in order to be the best student possible. You may want to prepare an education pledge of your own as a model for students.

Learning Goals

- Students will reflect upon important lessons presented in the curriculum.
- Students will explore the importance of maintaining responsibility to themselves.
- Students will complete their own *Student Education Pledge* and prepare it for display.

Materials Needed

- Lesson Handouts: *My Strengths and Areas in Need of Improvement, Student Education Pledge*
- Supplies: Scissors, glue, 8x10 colored paper

Activities

1. Share with students that throughout the curriculum they have:
 - Identified individuals and resources that will help them
 - Visualized the road to their future
 - Identified what they need to do to stay on the right path
 - Explored the benefits of college
 - Identified the student they are and hope to become
 - Imagined the challenges and transitions they will make and how to make good decisions
2. Explain that while all these lessons are important, one of the most important lessons is that they each have a responsibility to themselves.
3. Through classroom discussion, ask students why “responsibility to self” is an important lesson to remember.
4. Tell students that they will create a personal pledge to pursue their educational goals.

5. Share your own pledge (e.g., could be your pledge to be a great teacher, to help students or to continue your own education).
6. Inform students that, in preparation to create their own pledge, they will think about their strengths and areas that need improvement as students. Distribute *My Strengths and Areas in Need of Improvement* and read the instructions.
7. Through classroom discussion, brainstorm examples of possible answers to the two questions on the pledge.
8. Distribute the *Student Education Pledge* handout and read the instructions.
9. Allow students time to complete their handout.
10. Ask students to cut out the pledge and paste it onto a piece of colored paper for display.
11. Allow some or all students to share their pledges with the class.

Curriculum Standards

- Standards for the English/Language Arts: 3, 4, 5, 12
- National Standards for Social Studies Teachers:
 - Time, Continuity and Change

See Appendix 3 for complete curriculum standards descriptions.

Name: _____

My Strengths and Areas in Need of Improvement

Answer the questions below. Provide at least two specific examples for each question.

1. As a student, my areas of strength are:

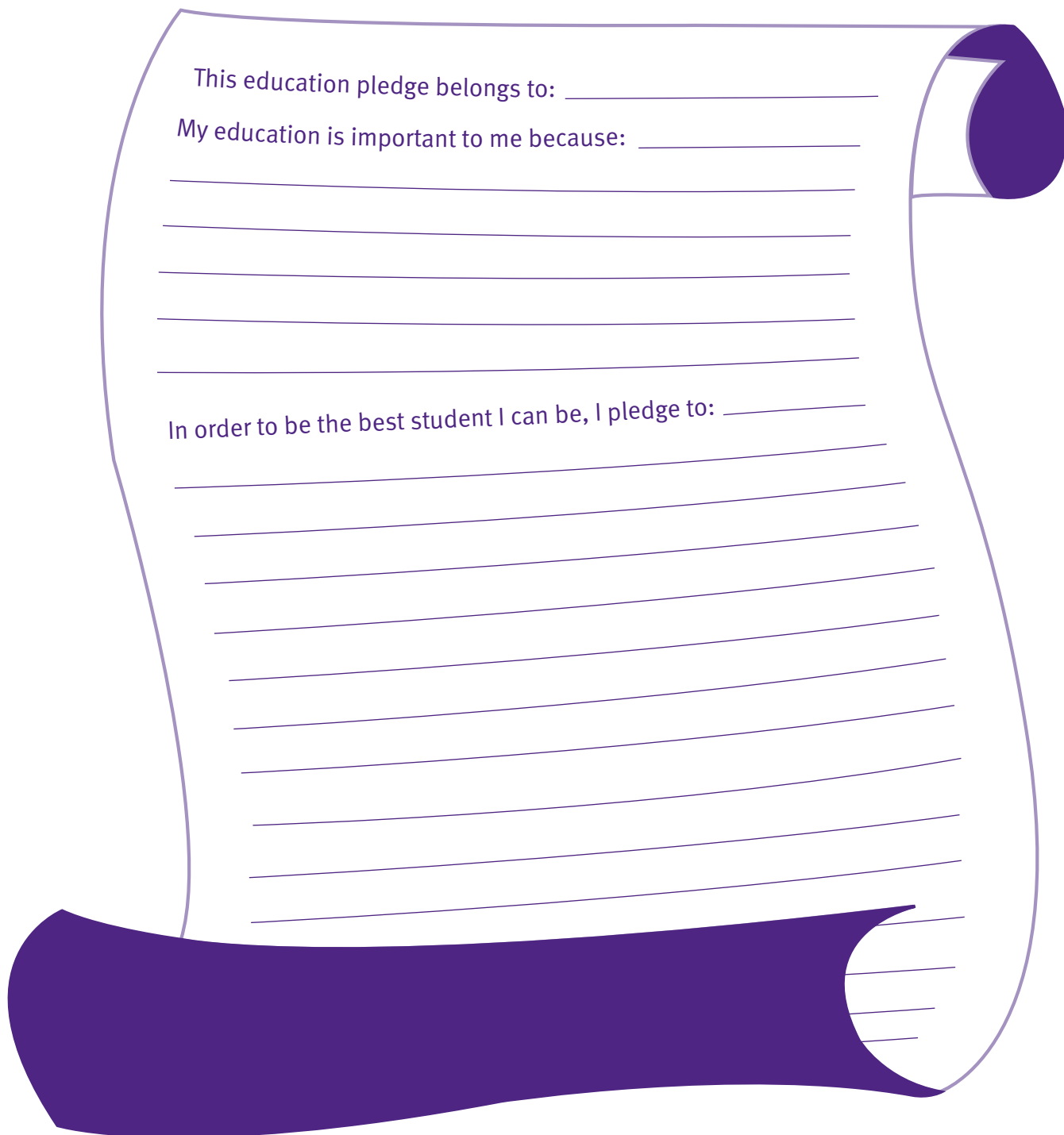
2. As a student, my areas that need improvement are:

3. Below is a list of things I can do to be the best student I can be:

Name: _____

Student Education Pledge

Review the worksheet. On a separate sheet of paper, brainstorm answers to the questions below. Remember to be specific. Once you have finalized your pledge, complete the worksheet.



This education pledge belongs to: _____

My education is important to me because: _____

In order to be the best student I can be, I pledge to: _____

G3. Friends and Family Night

Introduction

The purpose of Friends and Family Night is to bring students and their families together to celebrate student achievement, recognize the support of family and friends, and allow students to showcase their work and the lessons they learned through the curriculum. In addition, if the Community Conversations were facilitated concurrently with the student curriculum, the Friends and Family Night can be used to recognize participants' commitment to supporting students in achieving their personal and educational potential.

Target Audience

- Student curriculum participants
- Community Conversations curriculum participants
- School community

Ideas for Materials Needed

Invitations: Created and personalized by students for family and friends

Certificates: Student certificates and Community Conversations participant certificates

Showcase Work: Student posters with favorite and/or best work, including the *Student Education Pledge*

Refreshments: Consider serving refreshments based on time of day and program length

Ideas for Agenda

Opening: Principal or program administrator

Welcome: Student welcome to family and friends

Program Review: Curriculum facilitator recognizes significance of student work

Student Testimony: One or two students share main lessons learned and each read their *Student Education Pledge* (you may choose to have all students read their pledges)

Certificates: Distribution of student certificates

Program Review: Community Conversations facilitator recognizes families for participation

Student Testimony: One or two participants share main lessons learned

Certificates: Distribution of certificates

Closing

H. Introduction

Purpose and Goals

Traditionally, parent workshops have been information-based, with parents and family members sitting in an audience and quietly listening to a presenter. The room is normally set up in a traditional classroom or theater style, where the presenter is up at the front and parents are all facing in one direction – toward the presenter. Although parents may have the opportunity to ask questions, these workshops do not normally give parents the opportunity to engage and interact with the speaker or with other participants. The following workshops are meant to encourage intimate community gatherings where groups of people engage in dialogue for the purpose of exchanging ideas and providing support. These parent gatherings, or Community Conversations, move away from the educator-as-expert parent-meeting model by embracing parents' thoughts and experiences as central to any conversation regarding their children's futures.

Similar to the student curriculum, Community Conversations encourages educators to work collaboratively with students' families and community members to strengthen student academic engagement and educational achievement, and encourage successful transitions throughout the academic pipeline.

Each of the five Community Conversations is divided into four parts:

- Facilitated discussion
- Small-group brainstorming sessions
- Sharing of insights
- Distribution of resources

The purpose of Community Conversations is to build upon families' and communities' wealth of knowledge in order to integrate this knowledge with what students learn in school.

Implementation (General suggestions for Community Conversations facilitators)

The language utilized in the Community Conversations lesson plans and handouts is designed to facilitate participation of any family member or adult interested in helping children achieve success.

Community Conversations:

- Provide parents and participants with a voice in the dialogue
- Encourage a mutually informative relationship between educators and families
- Encourage parents to seek and identify resources and answers to their questions

It is likely that participants will make additional requests of Community Conversations facilitators regarding additional meetings and resources. While some answers may be found in the curriculum, facilitators are encouraged to think about how they will address these requests.

It is important for facilitators to remember that, just as they may have to adjust to this parent-centered approach, parents too may be initially uncomfortable with the methods of learning these Community Conversations promote.

If you can identify parent leaders, you may consider asking them to help facilitate Community Conversations.

Whenever possible, the student curriculum and Community Conversations should be delivered concurrently. In this way, students and parents engage in similar discourse and can supplement and share their learning with one another. Should both curriculums culminate around the same time, facilitators can create a *Believing the College Dream* event that recognizes the achievements of all (see section G3).

Encouraging Parent/Family Involvement

- Create a planning team including parent leaders who can assist in planning, delivery and outreach
- Send personalized fliers home (created by students)
- Introduce Community Conversations at back-to-school night and implement shortly afterward
- Encourage educators to personally invite participants when they drop off and pick up students
- Encourage educators to make personal calls inviting participants
- Provide incentives for participation, such as refreshments or child care

References and Resources

- De La Rosa, Mari Luna, and William G. Tierney. Breaking through the Barriers to College: Empowering Low-Income Communities, Schools, and Families for College Opportunity and Student Financial Aid. Los Angeles: Center for Higher Education Policy Analysis, University of Southern California, 2006.
- Herrold, Kathleen, and Kevin O'Donnell. Parent and Family Involvement in Education, 2006-07 School Year, from the National Household Education Surveys Program of 2007. Washington: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2008.
- Lippman, Laura, Lina Guzman, Julie Dombrowski, Keith Akemi Kinukawa, Rebecca Schwalb, and Peter Tice. Parent Expectations and Planning for College: Statistical Analysis Report. Washington: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2008.
- Perna, Laura. "Promoting College Enrollment through Early Intervention." Early Intervention: Expanding Access to Higher Education. Ed. Kevin Mitchell. Washington: Educational Resources Information Center, Office of Educational Research and Improvement, U.S. Department of Education, 2000.

H1. Looking Ahead – Expectations for Our Children’s Future



Introduction

This Community Conversations session moves away from the teacher-as-expert parent-meeting model by embracing parents’ thoughts and experiences as central to any conversation regarding their children’s futures.

Learning Outcomes

- Participants will explore their hopes and expectations for their children’s future.
- Participants will explore what it will take for their hopes to be realized.
- Participants will share their reasons for attending and identify the topics that they are interested in exploring.
- In small breakout groups, participants will consider the following questions:
 - What do you expect your children to do or achieve in order for them to reach future success?
 - What worries do you have about your child’s future?
 - What do you expect from educators, including teachers, counselors and administrators that will support your child’s future success?
 - What do you expect to do at home that will support your child’s future success?
 - Where and to whom can you turn for support in helping your children reach their potential?
- Participants will explore what they can do at home to support their children’s education and reinforce lessons taught at school.

Materials Needed

- Handouts: *Looking Ahead – Expectations for Our Children’s Future* and *Your Child’s Education Begins at Home*

Setup

The room should be set up so that parents easily can break into small groups while still providing the facilitator with a central spot to address the group and space to move around the room. The number and size of small groups will vary. For a workshop of 30 people, five groups of six people would be perfect.

Activities

PART 1: WELCOME AND INTRODUCTIONS (10 MINUTES)

1. Welcome and thank participants for attending this important gathering.
2. Explain to participants that this gathering, beyond providing insight on the topic, is intended to facilitate communication among family and community members connected to the school or organization that is sponsoring the event.
3. Tell participants that you hope that this dialogue enables them to build connections, share ideas, and work together in looking ahead and having high expectations for our children's future.
4. Explain to participants:
 - As their children's primary caretakers, they have a significant role in helping their children gain educational and career success.
 - Regardless of whether they know the ins and outs of getting in to college or preparing for a career, their participation, support and encouragement is crucial.
 - While teachers, counselors and schools play a major role, parents and families hold valuable knowledge and experiences.
 - Educators hold a lot of information and knowledge, but parents are the experts on their children.
5. Ask participants to introduce themselves and state the grade(s) or program(s) in which their children are enrolled.
6. Remind participants:
 - Similar to how we discuss sports, politics or TV shows with our family, friends and neighbors, this session will ask them to share their experiences and thoughts and to brainstorm regarding the topic.
 - Sharing and brainstorming will be done in small- and large-group discussions.
 - It is important to remember that we all have different experiences and views and that at times we may have opposing opinions.
 - We are all here because we support our children and because we each want to improve our ability to help them reach success.

7. It may be necessary to ask participants how they feel about this approach and if they are comfortable.
8. It may be necessary to state that, although the group will benefit from their participation and engagement, it is fine if they do not feel comfortable sharing or only feel comfortable sharing in their small groups.

PART 2: OPENING DISCUSSIONS (15 MINUTES)

First Discussion:

1. Explain to participants that you will ask them several questions regarding their children. After the questions are read, they should raise their hands only if their answer to the questions is yes. Clarify that this will be done in silence and make sure they understand the instructions. Move through questions slowly and make sure to look around to see who raised their hands and who didn't.

Questions:

- Do you have two children?
- Do you have more than three children?
- Is your child new to the school or district?
- Did you struggle with school as a child?
- Do you hope that your child will reach success by going to college or training for a great job?

Note to facilitator: Research shows that most parents — regardless of race, social/ economic status or educational experiences — are hopeful that their children will continue their education after high school.³ The expectation is that most parents will raise their hands.

- Now let me ask the question a little differently: Are you confident and do you realistically expect that upon enrolling in 12th grade, your child will have the information necessary to apply to college or enroll in a career training program?

³ See Lippman, et al., [Parent Expectations and Planning for College: Statistical Analysis Report](#).

Note to facilitator: Research shows that parents lacking a college education have less information regarding what it takes to help their children prepare for college.⁴ The expectation is that either fewer hands will be raised or that hands will be raised reluctantly.

2. If you notice a difference in numbers, enthusiasm or reluctance in how hands raise between the last two questions, facilitate a discussion as to why this occurred.

Starter questions:

- Did you notice a difference in how hands were raised when the two different questions were asked?
 - Why do you think this happened?
 - Why do you think that parents who are hopeful about their children’s educational future have difficulty considering that success a realistic possibility?
 - What would it take for your hopes to become a reality?
3. It is important to instill a sense of hope in the participants that together as families, students, teachers, counselors and more, we can make all of our hopes a reality.

Second Discussion:

1. Now let us shift gears and share a little about why you are here today and why you come to meetings regarding your child’s education.
 - Why is it important for you to be here?
 - What do you hope to gain?
 - How will your children or family benefit from your participation?
 - What type of information do you want to receive?

These questions make a great needs-assessment. If participants raise questions about topics not addressed in this curriculum, you will have a list of topics you can address at future meetings.

⁴ See Perna, “Promoting College Enrollment through Early Intervention” in [Early Intervention](#); also see De La Rosa and Tierney, [Breaking through the Barriers to College](#).

2. Validate participants' responses, encourage their participation, and let them know if topics raised will be addressed by the curriculum or if a session can be planned for the future.

PART 3: GROUP BREAKOUT (30 MINUTES)

1. Explain that the participants will break into small groups.
2. Provide everyone a *Looking Ahead – Expectations for Our Children's Future* handout.
3. Ask groups to select one member of their group to take notes during their discussion.
4. Encourage note-taker to document all areas of discussion and brainstorming ideas raised by the group. They do not all have to agree or come to a consensus.
5. As participants work in small groups, walk around the room to make sure that everyone understands the instructions and the questions.
6. Let participants know when they only have 5 minutes remaining.

PART 4: REGROUP AND SHARE OUT (20 MINUTES)

If you want to capture responses, you can either have someone take notes on butcher paper as you facilitate discussion, or collect the note-taker's notes. You may be able to use this information to make a handout that your school or program can provide to participating families. It may be that, through the discussions, participants raise additional needs or other unaddressed information.

1. Inform participants that the whole group will be discussing each question and that they should feel free to share what was discussed in their group at any time. Everyone is free to share.
2. Begin to facilitate conversation by using questions as a guiding tool.
 - What is your child responsible for when it comes to preparing for their future?
 - What do you expect from educators, including teachers, counselors and administrators, that will support your child's future success?
 - What do you expect to do at home that will support your child's future success?
 - How do the lessons you teach at home reinforce the academic behaviors expected at school? (Examples may include: doing neat work, keeping an organized binder, arriving on time and being prepared.)

3. Read the first question aloud; ask participants to share what was discussed in their group.
4. As the facilitator, feel free to make connections to previous discussions or points made by participants and to ask for clarification or examples.

PART 5: DISTRIBUTION OF RESOURCES AND INFORMATION (10 MINUTES)

1. Thank participants for sharing their thoughts and recommendations.
2. Distribute the *Your Child's Education Begins at Home* handout and review it with participants.
3. Give parents a few moments to review the handout.
4. Ask them to identify specific examples for each suggestion.

Some examples:

- **Just ask:** “Yesterday, you told me you were beginning to study the solar system. Did you learn about a specific planet today?”
 - **Meet their teachers:** Ask your children’s teachers questions: Does my child come to school prepared? What could we do at home to support my child’s learning? What subject does my child need the most support with? What resources are available here at school?
 - **Praise your child every day:** Offer praise: “Wow, your project is not due until Friday and you are beginning one week in advance; that is great!”
5. Review examples and strategies in large-group discussion format.

PART 6: CLOSING (5 MINUTES)

1. If your school or program is conducting this session concurrently with the student curriculum, this might be a good place to inform participants of the topics students are covering in class and to encourage them to ask their children about what they are learning about in school.
2. Ask participants if they have any final thoughts.
3. Thank participants for their presence and participation.
4. Inform participants of the date and location of the next meeting.

References and Resources

- Thornton, Yvonne S. [The Ditchdigger's Daughters: A Black Family's Astonishing Success Story](#). New York: Birch Lane Press, 1995.
- http://www.cta.org/community/family/home/__Parents+and+the+Home+Overview.htm
- http://www.cta.org/community/family/school/__Parents+and+the+School+Overview.htm

Name: _____

Looking Ahead – Expectations for Our Children’s Future

- Select one person to take notes.
- Select another person to read the questions one at a time.
- Take turns discussing your thoughts.
- Brainstorm ideas and possible ways to answer the question.

1. What is your child responsible for when it comes to preparing for their future?

2. What do you expect from educators — teachers, counselors and administrators — that will support your child’s future success?

3. What do you expect to do at home that will support your child’s future success?

4. How do the lessons you teach at home reinforce the academic behaviors expected at school?

Your Child's Education Begins at Home

The California Teachers Association and the California state PTA have joined together to offer some tips for helping your children learn. Here are some ways you can give your children the best opportunities to succeed in school.

1. **Just ask.** Ask your children what they studied in class today — what they liked and what they learned. Asking questions shows that school is important.
2. **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
3. **Study quietly.** Choose or decide with your child on a place for home study. Make sure the room is quiet during that time and that it has a table. Creating a quiet place goes a long way toward helping your children learn.
4. **Establish a regular schedule.** Set up a certain time of day that is dedicated to homework. Follow up with your children to be sure their homework is complete and turned in on time.
5. **Help your child with time management.** Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
6. **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go quickly when fatigue begins to set in.
7. **Learn together.** If you want your children to read their assignments, give yourself an assignment too. When it's time for them to do homework, take a break and spend a few minutes reading a book, magazine or newspaper.
8. **Learn everywhere.** Increase your children's interest in homework by connecting school to everyday life. For instance, your children can learn fractions and measurements while you prepare favorite foods together.

9. **Meet their teachers.** Meet with your children's teachers to discuss their progress and find out what they are learning in school.
10. **Praise your child everyday.** Praise your children for successfully completing homework. Nothing encourages children more than praise from their parents.
11. **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him/her.
12. **Read together.** Pick a book to read together or read your books or magazines when your child is doing his/her required reading.

Additional Suggestions:

- Children should read as much as possible, including books, newspapers, magazines, directions, etc.
- Parents should check children's homework every night.
- Parents should provide children with regular opportunities to make decisions and solve problems at home and in the community.

H2. Why College? A Better Future for Our Children



Introduction

Participants will share why they feel higher education is important and consider what resources are needed to ensure that their children succeed in continuing their education after high school.

Learning Goals

- Participants will discuss their own educational journey and its importance.
- Participants will discuss the benefits of higher education.
- Participants will consider the following questions in a group discussion:
 - Why is college important for your child's future success?
 - Why is it important for you to educate yourself about the process involved in going to college?
 - What can your child's school do to support this process?
 - Where and to whom can you turn for support in helping you help your children through the college search and admissions process?

Materials Needed

- Video: Online videos introducing a variety of student experiences are available at www.firstinthefamily.org
- Handouts: *Educational Journey*, *Why College? A Better Future for Our Children* and *The Benefits of Higher Education*

Setup

For guidance with setup, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

Activities

PART 1: WELCOME AND INTRODUCTIONS (10 MINUTES)

For guidance with welcome and introductions, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

PART 2: OPENING DISCUSSIONS (20 MINUTES)**Group Discussion:**

1. Provide the *Educational Journey* handout to participants and walk them through the exercise. Have parents choose a partner — preferably someone they do not know well or at all rather than a spouse — and have them take 5 minutes to ask each other the following questions:
 - What messages did you receive, both positive and negative, about your ability and potential to go to college or further your education?
 - What high school preparation did you receive?
 - Did you or your family have any say in that preparation, including choosing schools, courses and teachers?
 - Who was or will be the first in your family to attend college?
2. Once participants have finished sharing in pairs, ask if any of them feel comfortable answering the following questions within the larger group:
 - Were there any surprises in your partner’s education journey?
 - What messages do you think your children are receiving at school, in the community and at home?

PART 3: VIDEO SCREENING (25 MINUTES)

1. Play one of the online videos detailing student experience at www.firstinthefamily.org, or select any video you can find covering the importance of higher education and how parents can support their children. If screening a video is not possible, have guest speakers come in to talk about their educational experiences. Potential guest speakers include community leaders, business leaders and college students.
2. Distribute the *Why College? A Better Future for Our Children* handout and have parents complete it.

PART 4: GROUP DISCUSSION ABOUT THE VIDEO (20 MINUTES)

1. Have participants share their thoughts and feelings about the video they just watched.
2. Have parents continue to fill out the *Why College? A Better Future for Our Children* handout and begin to facilitate conversation by using its questions as a guiding tool.
 - Why is college important for your child’s future success?
 - Why is it important for you to educate yourself about the process involved in going to college?
 - What can your child’s school do to support this process?
 - Where and to whom can you turn for support in helping your children through the college search and admissions process?
3. As the facilitator, feel free to make connections to previous discussions or points made by participants and ask for clarification or examples.

As you facilitate these discussions, you may wish to capture responses by having someone take notes on butcher paper or poster board or by collecting a note-taker’s personal notes. Later, you may be able to use this information to prepare a handout for your school or program to provide to participating families.

PART 5: DISTRIBUTION OF RESOURCES AND INFORMATION (10 MINUTES)

1. Thank participants for sharing their thoughts and recommendations.
2. Distribute *The Benefits of Higher Education* handout and review it with participants.
3. Give participants a few moments to review the handout on their own
4. Ask them to identify which of the points covered in the handout have already been raised in discussion.
5. Review points in the handout that have not been covered in discussion. You can do this by reading from the handout yourself or asking someone to read them for you.

PART 6: CLOSING (5 MINUTES)

1. If your school or program is conducting this session concurrently with the *Believing the College Dream* student curriculum, this may be a good time to inform participants of the topics students are covering in class and encourage them to ask their children about what they are learning in school.
2. Ask participants if they have any final thoughts.
3. Thank participants for their presence and participation.
4. Inform participants of the date and location of the next Community Conversations gathering.

References and Resources

- <http://www.ecmcfoundation.org/RTCD.html>
- http://collegetools.berkeley.edu/resources.php?cat_id=85
- <http://www.collegeboard.com/parents/>
- <http://www.californiacolleges.edu/resources/parents.asp>
- <http://www.ed.gov/parents/landing.jhtml>
- <http://www.firstinthefamily.org>

Name: _____

Educational Journey

- Break into groups of two people.
- Take 5 minutes each to ask each other the questions below.
- Be prepared to share your partner's educational journey with the group.

1. What messages did you receive, both positive and negative, about your ability and potential to go to college or further your education?

2. What high school preparation did you receive?

3. Did you or your family have any say in that preparation, including choosing schools, courses and teachers?

4. Who was or will be the first in your family to attend college?

5. Was there anything surprising about your partner's educational journey?

6. What messages do you think your children are receiving at school, in the community and at home?

Name: _____

Why College? A Better Future for Our Children

1. What do you think are the benefits of college?

2. How do you think going to college will affect your child's future?

3. How could continuing your own education affect your family's future?

4. Why is college important for your child's future success?

5. Why is it important for you to educate yourself about the process involved in going to college?

6. What can your child's school do to support this process?

7. Where and to whom can you turn for support in helping your children through the college search and admissions process?

The Benefits of Higher Education

The advantages of continuing education beyond high school have long been researched and established. Some of the advantages include:

Intellectual

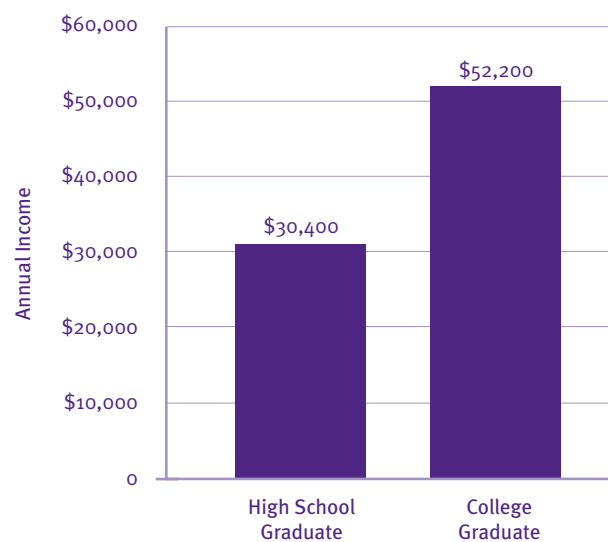
- Exposure to exciting new ideas and areas of study
- Increased skills in reading, writing, math and analysis
- Opportunities to work alongside professors doing cutting-edge research
- Ability to increase knowledge of the world, different cultures and your own, and career options

Developmental

- Increase in maturity and independence due to having total responsibility for an academic career
- Tolerance of differences due to being exposed to a vast array of cultures, philosophies and ways of life
- Experience with a wide variety of student activities, including the opportunity to tutor, mentor and study in another country
- Development of skills for successfully transitioning to adulthood and the world of work

Financial

- Exposure to career and life experiences through internships and fellowships
- Increase in earning capacity:
 - A four-year college graduate earns almost \$1 million more over his or her lifetime than a high school graduate.
 - The average annual income of a four-year college graduate is \$52,200, compared to the average annual income of \$30,400 for a high school graduate.
- Better working conditions, including longer job tenure, more on-the-job training opportunities and more responsibility and promotion opportunities



Extensions

You may wish to incorporate or present information from the “Getting Involved and Staying Involved” section of the *Realizing the College Dream* curriculum guide (Section C), which is a free download available at: <http://www.ecmcfoundation.org/RTCD.html>.

H3. Learning Outside of School — Utilizing Community Resources



Introduction

This Community Conversations session moves away from the teacher-as-expert parent-meeting model by embracing parents' thoughts and experiences as central to any conversation regarding their children's futures. Through facilitated discussion and small group brainstorming sessions, participants will discuss their role as the primary teachers for their children and where or to whom they can turn for support in helping their children reach success. In addition, participants will explore the types of community resources at their disposal, including family, neighbors, schools, libraries, institutions, clinics and community role models.

Learning Goals

- Participants will discuss the importance of their role as their children's first and primary educator.
- Participants will explore where and to whom they can turn for support in helping their children reach their potential.
- In small breakout groups, participants will consider the following questions:
 - Where can you take your children when they need help with their homework?
 - Where can you take your children when they need a physical examination in order to enroll in sports and you do not have medical insurance?
 - What activities can you enroll your children in during the summer?
 - Where can you take your children or what activities can you get them involved in when you feel like your children need more positive role models and peers?
- Participants will explore the types of community resources at their disposal, including family, neighbors, schools, libraries, institutions, clinics and community role models.

Materials Needed

- Handouts: *Utilizing Community Resources* (handouts 1 and 2)
- Information: Gather information about local community resources, including tutoring, health clinics, after school and summer child/youth enrichment and leadership programs, and school for adults

Setup

For guidance with setup, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

Activities

PART 1: WELCOME AND INTRODUCTIONS (10 MINUTES)

For guidance with welcome and introductions, see Community Conversations H1: *Looking Ahead — Expectations for Our Children’s Future*.

PART 2: OPENING DISCUSSIONS (15 MINUTES)

First Discussion:

1. Ask participants, “Who do you think are your children’s primary or main teachers?”
 - While some may say “teachers” (at school) some will say, “We are!”
2. Allow a few participants to answer the question. Once the notion is raised that parents or guardians are children’s first and perhaps main teachers, ask:
 - Why do you think this is?
 - What types of things do parents and guardians teach children that they may not learn somewhere else?
 - How do parents and guardians teach?

Second Discussion:

1. Ask participants: Why do you think teachers take their students on field trips? Possible answers include: have fun, learn outside the classroom, expose them to new things, including people, ideas and history.
2. Allow a few participants to respond.
3. Ask participants: What sorts of new things would you want to expose your children and family to? Allow participants to respond and record their answers on the board. Possible answers include:
 - Trip to library
 - Trip to local museum
 - Trip to local university, including a picnic
 - Attend sporting event at local university
 - Trip to local science or exploratory center
 - Trip to local nature center or reserve
 - Trip to local aquarium

Mention that some of these locations have free admission days.

PART 3: GROUP BREAKOUT (30 MINUTES)

1. Break participants into small groups.
2. Provide all participants with the first *Utilizing Community Resources* handout.
3. Ask groups to select one member of their group to take notes during their discussion.
4. Encourage notetakers to document all areas of discussion and ideas raised by the group during brainstorming. Let them know that group members do not all have to agree or reach a consensus.
5. As participants work in small groups, walk around the room to make sure that everyone understands the instructions and questions.
6. Let participants know when there are only 5 minutes remaining.

PART 4: REGROUP AND SHARE OUT (20 MINUTES)

1. Get participants' attention.
2. Inform participants that the whole group will discuss each question and they should feel free to share what was discussed in their group at any time. Everyone is free to share.
3. Begin to facilitate conversation and discussion with these questions as a guiding tool:
 - Where can you take your children when they need help with their homework?
 - Where can you take your children when they need a physical examination in order to enroll in sports and you do not have medical insurance?
 - What activities can you enroll your children in when they are bored at home during the summer?
 - Where can you take your children or what activities can you get them involved in when you feel like your children need more positive role models and peers?
4. Read the first question aloud; ask participants to share what was discussed in their group.

5. As the facilitator, feel free to make connections to previous discussions or points made by participants and ask for clarification or examples.

As you facilitate these discussions, you may wish to capture responses by having someone take notes on butcher paper or poster board or collecting a note-taker's personal notes. Later, you may be able to use this information to prepare a handout for your school or program to provide to participating families.

PART 5: DISTRIBUTION OF RESOURCES AND INFORMATION (10 MINUTES)

1. Thank participants for sharing their thoughts and recommendations.
2. Distribute the second *Utilizing Community Resources* handout and review it with participants.
3. Give participants a few moments to review it on their own.
4. Ask participants to identify which of the handout's resources already have been raised in discussion.

Review the resources and suggestions that were not covered in the discussion. You can do this by reading from the handout or asking someone to read them for you.

PART 6: CLOSING (5 MINUTES)

1. If your school or program is conducting this session concurrently with the *Believing the College Dream* student curriculum, this may be a good time to inform participants of the topics students are covering in class and to encourage them to ask their children what they are learning about at school.
2. Ask participants if they have any final thoughts.
3. Thank participants for their presence and participation.
4. Inform participants of the date and location of the next Community Conversations gathering.

Name: _____

Utilizing Community Resources

Handout 1

- Select one person to take notes.
- Select another person to read the questions one at a time.
- Take turns discussing your thoughts.
- Brainstorm ideas and possible ways to answer the question.

1. Where can you take your children when they need help with their homework?

2. Where can you take your children when they need a physical examination in order to enroll in sports and you do not have medical insurance?

3. What activities can you enroll your children in during the summer?

4. Where can you take your children or what activities can you get them involved in when you feel like your children need more positive role models and peers?

Utilizing Community Resources

Handout 2

Your community can be a great source of ideas, resources and support as you raise and educate your children. In your community, you can find everything from after-school care to immunizations to free entertainment for children. You can take advantage and enjoy the opportunities that participation in the community provides your family. The experiences you and your children share with your community will help your children in school and in life.

Families and Neighbors

Families and neighbors can help each other in everyday life situations.

- Take advantage of your family's rich traditions and cultural values. Consider your children's grandparents, aunts, uncles and other relatives as useful resources in your children's lives.
- Know your neighbors. They can help you and you can help them. For example, you can set up a playgroup with parents who have children of the same age or trade babysitting time with them.
- Use your neighbors for companionship and friendship. You can also help each other in case of emergencies.

Schools

Schools may provide a variety of resources to help you and your children.

- Talk to your children about interests they may have. Schools offer sports programs, clubs, music and other group activities during after-school hours.
- Participate in parents' groups, such as the PTA, or in parent training workshops, such as English classes, where you can meet other parents.
- Volunteer and help in your children's school or classroom. Ask the school office or your children's teacher about helping.

Libraries

Libraries have a lot of resources to help not only with your children's schooling, but also with their lives in the community. Ask the school office or your children's teacher where the nearest library is.

- Get a library card and borrow books for free. You can take books home for short periods of time. Ask the librarian about what books are appropriate for your children's ages.
- Find out what children's programs your library has. Most libraries have storytelling, puppet shows or music time.
- Find out about adult programs at your library. Ask the librarian about services for adults, such as immigration lawyers or tax accountants.
- Use the library to play games, listen to music or watch videos. Some libraries also let you borrow these resources.

Institutions

Community centers and religious organizations often provide numerous activities for children and adults.

- Check to see if your center runs a preschool or nursery school.
- Find out if the institution offers babysitting services.
- Learn what after-school programs are available for your children to participate in, such as Boys & Girls Clubs or other youth enrichment/leadership programs.
- Ask for guidance, counseling or support groups if you or your children need them.
- Look for announcements about special events that might help your family with clothing, food or health services, if necessary.

Clinics

Clinics in your community offer free or inexpensive medical services. Use them to take good care of your family's health.

- Ask about vaccinations for infants and children, and health checkups for the entire family. That way you will prevent some illnesses.
- Find out about pregnancy information and services.
- Ask for counseling services in times of stress and crisis. These services are available to adults, adolescents and children.

Community Role Models

A role model is someone whom your children can look up to, someone who can set a good example for your children.

- Make sure your children are comfortable talking to anyone in a position of authority, including teachers, the school principal and police officers.
- Point out people who have jobs in areas in which your children have interest, such as doctors, nurses, architects or auto mechanics. Let them talk to your children about their jobs.
- Be informed about your community leaders. If you know them, let your children meet and talk with them.
- Check out books from the library to read about the lives of the influential people from your community. Ask the librarian about these resources.

Source: Center for Literacy, University of Illinois at Chicago

Utilizando los Recursos en Nuestra Comunidad

Folleto 2

En su comunidad hay mucha gente que proviene de diferentes sitios, de religiones distintas, y de razas y culturas diferentes. Usted y su familia pueden sacar provecho y disfrutar de la diversidad de su comunidad. Las experiencias que usted y sus hijos comparten con la comunidad ayudarán a sus hijos en la escuela.

La familia y los vecinos

Las familias y los vecinos pueden ayudarse los unos a los otros en situaciones de la vida diaria.

- Aproveche las ricas tradiciones y valores culturales de su familia. Considere a abuelos, tíos, tías y otros parientes de sus hijos como personas de importancia en la vida de sus hijos.
- Conozca a sus vecinos. Ellos le pueden ayudar y usted puede ayudarlos a ellos. Por ejemplo, usted puede organizar un grupo con madres que tienen niños de la misma edad para que jueguen juntos, o para turnarse el cuidado de los niños.
- Mire a sus vecinos como compañeros y amigos. Pueden ayudarse unos a otros en casos de emergencia.

La escuela

Las escuelas ofrecen una gran variedad de recursos que pueden ayudar a usted y a sus hijos.

- Hable con sus hijos sobre los intereses que ellos demuestran. Las escuelas ofrecen programas deportivos, clubes, música, y otras actividades de grupo que se reúnen después del horario escolar.
- Participe en grupos de padres (PTA) o en talleres de entrenamiento de padres (como clases de inglés, ESL). Usted puede conocer a otros padres.

- Ofrézcase como voluntario en la escuela o en el salón de sus hijos. Pregunte en la oficina o al maestro de su hijo si usted puede ayudar en algo.

La biblioteca

Las bibliotecas tienen muchos recursos para ayudar no sólo en la educación de sus hijos, sino también para mejorar su vida en la comunidad. Pregunte en la oficina o al maestro de su hijo/a donde está la biblioteca más cercana.

- Obtenga una tarjeta de la biblioteca; ésta le prestará libros sin cobrarle nada. Usted puede llevarse libros a la casa por un tiempo no muy largo. Pregunte al bibliotecario cual libros son los más apropiados para la edad de sus hijos.
- Entérese de los programas para niños que ofrece la biblioteca. La mayoría de las bibliotecas tienen horas de contar cuentos, espectáculos de marionetas, u horas de música.
- Entérese de los programas para adultos en la biblioteca. Pregunte al bibliotecario que programas ofrecen tales como clases de inglés (ESL), o como servicios para adultos tales como abogados de inmigración o contadores que les pueden ayudar con los impuestos.
- Utilice la biblioteca para jugar con juguetes, escuchar cassettes, o ver videos. Algunas bibliotecas, además, les prestarán estas cosas.

Las instituciones

Las iglesias y los centros comunitarios frecuentemente ofrecen actividades para niños y adultos.

- Averigüe si alguna institución ofrece unas clases pre-escolares o tiene un jardín de infancia.
- Pregunte si la iglesia o el centro comunitario ofrece servicios para cuidar niños.
- Averigüe cuales son los programas que la escuela ofrece, fuera del horario escolar, en las cuales pueden participar sus hijos.
- Pida orientación, consejo y apoyo si usted o sus hijos lo necesitan.
- Pregunte por eventos especiales que pueden ayudar a su familia con ropa, comida, o servicios médicos, si los necesita.

Las clínicas

Las clínicas en su comunidad ofrecen servicios médicos a precios módicos o gratuitos. Utilícelos para cuidar bien a su familia.

- Pregunte sobre vacunas para bebés y niños, y sobre exámenes médicos para toda la familia. De esta manera prevendrá enfermedades.
- Obtenga información sobre el embarazo y los servicios prenatales.
- Pregunte por servicios psicológicos, o de orientación en tiempos de crisis o tensión. Estos servicios son para adultos, adolescentes, y niños.

Las personas ejemplares en la comunidad

Una persona ejemplar es alguien que puede servir de modelo para sus hijos.

- Asegúrese de que sus hijos se encuentren cómodos hablándole a alguna persona en un puesto de autoridad, como por ejemplo, un maestro, el director de la escuela, un oficial de policía, y otros.
- Presente a sus hijos a personas que tengan trabajos en las carreras que les interesan. Por ejemplo, médicos, enfermeras, arquitectos, mecánicos, etc. Traten de que estas personas les hablen a sus hijos sobre sus trabajos.
- Infórmense sobre los líderes de su comunidad. Si usted los conoce, pídale que hablen con sus hijos.
- Pida prestado libros de la biblioteca para leer sobre las vidas de la gente influyente de su comunidad. Pregunte a la bibliotecaria sobre este tipo de libros.

Fuente: Centro para Alfabetismo, Universidad de Illinois en Chicago

H4. Changes — Making Successful Transitions



Introduction

Moving away from typical parent meetings in which the facilitator is the expert who provides parents with information on how to help their children succeed academically, this Community Conversations session places parents at the center of the conversation. Through facilitated discussion and small-group brainstorming sessions, participants will share what challenges and transitions they expect their children to experience. In addition, participants will consider what they can do to help support their children during these transitions.

Learning Goals

- Participants will explore the phases students go through today as they navigate the educational system.
- Participants will discuss the influences on their children's lives.
- Participants will discuss the possible challenges students may face as they make the transition from elementary to middle school, middle school to high school, and high school to college.
- In small breakout groups, participants will consider the following questions:
 - What challenges does your child currently face and what might he/she face in the future?
 - How is your child's life different from what you experienced when you were growing up?
 - How will these challenges and experiences manifest themselves throughout your child's educational transitions? From elementary to middle school? From middle school to high school? From high school to college?
 - How can you best support your child during these transitions?

Materials Needed

- Handouts: *Changes — What Transitions Will My Child Face?* and *Making Successful Transitions*

Setup

For guidance with setup, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

Activities

PART 1: WELCOME AND INTRODUCTIONS (10 MINUTES)

For guidance with welcome and introductions, see Community Conversations H1: *Looking Ahead — Expectations for Our Children’s Future*.

Part 2: Opening Discussions (15 minutes)

First Discussion:

1. Ask participants: “Do you believe you have the most influence over your children as they go through adolescence and into adulthood?”

Hopefully, they will say “yes.” Discuss with them how we all know that parents are not the only influence in their children’s lives, but they need to be the most important influence.

2. Allow parents to answer the question and write all of the answers on the board as they are responding. Ask parents the following questions:

- How do you influence or have an impact on your child?
- What are some important things you can do to keep the lines of communication open with your child during this period of transition and beyond?

Second Discussion:

1. Although parents are the most important influence, there are other influences in the lives of their children.
2. Have parents pair-share and encourage those who feel comfortable to share with the group once the following questions are discussed:
 - Besides yourself and your family, what other people and things influence your child?
 - How do you think you can positively affect the influences outside of your home?
 - How can you protect your child from negative outside influences?
3. Validate participants’ responses and encourage their participation.

PART 3: GROUP BREAKOUT (30 MINUTES)

1. Break participants into small groups.
2. Provide a *Changes — What Transitions Will My Child Face?* handout to all participants.
3. Ask groups to select one member of their group to take notes during their discussion.
4. Encourage the notetaker to document all areas of discussion and ideas raised by the group during brainstorming. All group members do not have to agree or come to a consensus.
5. As participants work in small groups, walk around the room to make sure that everyone understands the instructions and the questions.
6. Let participants know when they only have 5 minutes remaining.

PART 4: REGROUP AND SHARE OUT (20 MINUTES)

1. Get participants' attention.
2. Inform participants that the whole group will be discussing each question and that they should feel free to share what was discussed in their group at any time. Everyone is free to share.
3. Begin to facilitate conversation and discussion by using questions as a guiding tool:
 - What challenges does your child currently face and what might they face in the future?
 - How is your child's life different from what you experienced when you were growing up?
 - How will these challenges and experiences manifest themselves throughout your child's educational transitions? From elementary to middle school? From middle school to high school? From high school to college?
 - How can you best support your child during these transitions?
4. Read the first question aloud and ask participants to share what was discussed in their group.

5. As the facilitator, feel free to make connections to previous discussions or points made by participants, and to ask for clarification or examples.

As you facilitate these discussions, you may wish to capture responses by having someone take notes on butcher paper or poster board or collecting a note-taker's personal notes. Later, you may be able to use this information to prepare a handout for your school or program to provide to participating families.

PART 5: DISTRIBUTION OF RESOURCES AND INFORMATION (10 MINUTES)

1. Thank participants for sharing their thoughts and recommendations.
2. Distribute the *Making Successful Transitions* handout and review it with participants.
3. Give participants a few moments to review it on their own.
4. Ask them to identify which of the handout's suggestions have already been covered in the discussion.
5. Review the items that were not covered in the discussion. You can do this by reading the items from the handout yourself or asking someone to read them for you.

PART 6: CLOSING (5 MINUTES)

1. If your school or program is conducting this session concurrently with the *Believing the College Dream* student curriculum, this may be a good place to inform participants of the topics students are covering in class and to encourage them to ask their children what they are learning about at school.
2. Ask participants if they have any final thoughts.
3. Thank participants for their presence and participation.
4. Inform participants of the date and location of the next Community Conversations gathering.

References and Resources

- <http://www.36ofinancialliteracy.org/Life+Stages/College/Articles/Preparing+for+college/Helping+your+child+make+the+transition+from+high+school+to+college.htm>
- <http://www.greatschools.net/cgi-bin/showarticle/3108>
- <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1520&TopicRelationID=1516>
- <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1520&TopicRelationID=1520>
- http://www.selfgrowth.com/articles/Helping_Your_Child_with_Transitions.html

Name: _____

Changes — What Transitions Will My Child Face?

- Select one person to take notes.
 - Select another person to read the questions one at a time.
 - Take turns discussing your thoughts.
 - Brainstorm ideas and possible ways to answer the question.
1. What challenges do your children currently face and what might they face in the future?

Currently

Future

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. How is what your child is experiencing different from what you experienced when you were growing up?

3. How will these challenges and experiences manifest themselves throughout your child’s educational transitions? From elementary to middle school? From middle school to high school? From high school to college?

4. How can you best support your child during these transitions?

Making Successful Transitions

Students will develop academically, socially and emotionally with each major transition from one educational institution to the next, and will need many new skills with each coming academic year. The following are some things to keep in mind as we accompany our children on this journey!

From Elementary to Middle School:

- Read, read, read! Read with your children and encourage them to read on their own. Students have to learn an average of 3,000 words each academic year in order to be successful as they go on to the next grade. Reading is the best way to acquire vocabulary and language, and reading often and in progressively larger quantities will prepare students for how difficult school will be in the future.
- Help students strengthen their study skills. Students need to know how to organize information effectively, including knowing how to do outlines, take notes, and structure and assemble information.
- Students will need to fulfill the expectations of six or more different teachers.
- Students will need to be more self-motivated to make personal choices and good decisions.

From Middle School to High School:

- Students need to consume large amounts of information in an efficient manner.
- Students need to learn to adapt to working with more teachers and will have to acquire information through listening to lectures, often without much interaction during the class period.
- Students will need to seek out academic counseling services and understand how to make use of support services.
- Students will need to complete homework assignments and attend classes with minimal prodding from school staff.
- Students may need to adjust to a more depersonalized setting if they attend a large, comprehensive high school. In such an environment, many teachers and staff will not know your child's name.

From High School to College:

- **Academics:** Students will have the opportunity to choose courses in subjects they enjoy. Encourage your children to know the graduation requirements for both their major and general education. Encourage them to find out how many units they need to be considered full-time students. Suggest they take a minimum course load during their first year. This will give them time to adjust to all the changes of college life while not being overwhelmed by their studies. Encourage students to speak to professors and teacher's assistants during office hours, particularly if they are having trouble with a class. Encourage them not to fall behind on their coursework, which can lead to low grades, course incompletes, academic probation and eventually expulsion from school.
- **Academic Support:** Make sure you and your child make a thorough assessment of all of the academic support resources available on campus. Encourage your child to be proactive and know what is available so that he or she will know exactly what to do when he or she needs help and support.
- **Credit:** College students are bombarded with credit card offers from the moment they step foot on campus, so it is important to talk to your child about managing their credit and finances. Make sure to talk to your child about the importance of having good credit and that how he or she manages these issues in college will have a profound effect on his or her abilities to do things he or she will want to do later in life, including buying a car or a house.
- **Financial Aid:** Make sure to make copies of all correspondence that is sent to your child by the financial aid office. Remember, the financial aid office is there to serve your child so no matter how frustrating it may become at times, be persistent and make sure to get all the aid your family needs in order for your child to continue his or her education. Encourage your child to get to know at least one financial aid officer on a first-name basis so he or she has a specific person to go to when he or she has a problem with financial aid. Undocumented students may not have access to financial aid and laws vary greatly from state to state. For example, in California, undocumented students cannot apply for financial aid; but under AB540, they can be considered California residents for tuition purposes and, if they qualify, are exempt from paying out-of-state tuition. Please check the laws and requirements in your own state.
- **Scholarships:** Beware of companies guaranteeing scholarships in return for a fee. You can get all of the information you need about scholarships at <http://www.fastweb.com>, including where to find them and applications. There are also many scholarships that do not require U.S. permanent residency or citizenship. For more information on scholarships for undocumented students, you can go to <http://www.maldef.org/pdf/Scholarships.pdf>.

- **Housing:** Make sure your child is honest with himself or herself about what kind of living situation he or she wants. If your child is going to live in the dorms, he or she will probably be given a questionnaire about roommate preferences. Your child should think not just about what he or she wants, but also about the person who will be living with them. (Students who mark that they want to stay up late may find that they don't really want a roommate who is up until 3 a.m. on a regular basis.) If your child looks for an apartment, make sure to look early because off-campus housing can be difficult to find, especially in large, urban areas.

- **Safety:** Safety is extremely important on all college campuses, not just the ones located in urban areas. Make sure your child knows where the police department is located on campus. Encourage him or her to utilize any services that may be available to them such as the escort service, which walks them to their dorm or apartment late at night from campus, and self-defense classes. Encourage both male and female students not to walk around alone at night. It is always wise to use the buddy system, even in college.

- **Social Life:** College is a wonderful opportunity to grow and experience life as a young adult. Regardless, one needs to be careful when engaging in social activities. Every campus offers a variety of social events, but using good judgment is crucial regardless of where your child goes to school, and whether he or she stays home or goes away to college. There may be opportunities to continue to participate in activities he or she did in high school or he or she might decide to try something entirely new. No matter what your child is interested in, you want to encourage him or her to participate in activities he or she feels passionate about and that will contribute to continued success in the journey!

H5. Roots and Wings — Roots to the Community, Wings to the World



Introduction

Moving away from typical parent meetings in which the facilitator is the expert who provides parents with information on how to help their children succeed academically, this Community Conversations session places parents at the center of the conversation. Through facilitated discussion and small-group brainstorming sessions, participants will share what they have experienced and anticipate experiencing in the future as they watch their children grow. In addition, participants will consider how they can prepare themselves for their own transitions.

Learning Goals

- Participants will identify and explore transitions in the lives of their children.
- Participants will discuss how they have reacted and adjusted to these transitions.
- Participants will discuss where they can find support and resources as they experience their own transitions.
- In small groups, participants will consider the following questions:
 - What have been some of your feelings about what your child has gone through in his or her schooling, including positive, negative or life-changing experiences?
 - How have you adjusted to and handled these experiences?
 - How can you have a constructive conversation with your child about your feelings during these transitions?
 - What resources do you have or can you utilize to help you through your own transitions?

Materials Needed

- Handout: *Roots to the Community, Wings to the World*

Setup

For guidance with setup, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

PART 1: WELCOME AND INTRODUCTIONS (10 MINUTES)

For guidance with welcome and introductions, see Community Conversations H1: *Looking Ahead — Expectations for Our Children's Future*.

PART 2: OPENING DISCUSSIONS (15 MINUTES)**First Discussion:**

1. Read the following Chinese proverb to the group out loud: “Give your children two things — roots and wings.”
2. Ask participants the following questions:
 - What does this proverb mean to you?
 - What are some ways we give our children roots?
 - What are some ways we give our children wings?

Second Discussion:

1. Discuss with participants the following questions:
 - What is your role in the lives of your children?
 - How does it make you feel each time your children have an experience that allows them to become more independent?
 - How does that relate to the transitions we must make as our children grow older?
2. You might want to use the poem “Children” in the *The Prophet* by Khalil Gibran (easily available on the Web) to help guide the conversation. The idea behind using this poem is to have parents explore the fears and anxieties they have experienced or anticipate they will experience. Parents need to tune into their own feelings as their children grow, as well as help support their children. We want parents to walk away knowing the importance of analyzing their fears so that their fears do not negatively affect their child’s academic future. We want parents to be able to talk openly and honestly about their fears and anxieties in regards to their children moving on and possibly moving away to go to college, and to discuss why we would not want those fears to hinder their child’s progress.
3. Validate participants’ responses and encourage their participation.

PART 3: GROUP BREAKOUT (30 MINUTES)

1. Break participants into small groups.
2. Provide a *Roots to the Community, Wings to the World* handout to each participant.
3. Ask groups to select one member of their group to take notes during their discussion.
4. Encourage the note-taker to document all areas of discussion and ideas raised by the group during brainstorming. They do not all have to agree or come to a consensus.
5. As participants work in small groups, walk around the room to make sure that everyone understands the instructions and questions.
6. Let participants know when they only have 5 minutes remaining.

PART 4: REGROUP AND SHARE OUT (20 MINUTES)

1. Get participants' attention.
2. Inform participants that the whole group will be discussing each question and that they should feel free to share what was discussed in their group at any time. Everyone is free to share.
3. Begin to facilitate conversation and discussion by using the questions below as a guiding tool; make sure to touch upon the key points below each question.
 - What have been some of your feelings about what your child has gone through in his or her schooling, including positive, negative or life-changing experiences?
 - Give parents an example, such as: Your child is accepted to a weeklong summer academic program at a prestigious university across the country. He or she will have to travel alone by plane and stay in the residential dorms as part of the program. Do you allow him or her to attend a program that is so far away but is an amazing opportunity, or do you have them go to the local program in order to have him or her closer to home because it makes you feel better?
 - How have you adjusted to and handled these experiences?
 - Encourage parents to project how they anticipate they will handle transitions they will face in the future.

- How can you have a constructive conversation with your child about your feelings during these transitions?

- Talk to parents about the importance of having conversations with children about transitions before they happen. For example: When your child is getting ready to go off to college, it will be important to negotiate compromises that are important to you, like how often you will agree to call each other, or having access to your child's grades in college — which you cannot have without your child's permission.

- What resources do you have or can you utilize to help you through your own transitions?

- Suggest that they seek out families who have already gone through a particular transition and talk to them about their experience. Encourage them to seek mental health resources at school or in the community if they feel they need professional help.

4. Read the first question aloud, and then ask participants to share what was discussed in their group.

5. As the facilitator, feel free to make connections to previous discussions or points made by participants and to ask for clarification or examples.

As you facilitate these discussions, you may wish to capture responses by having someone take notes on butcher paper or poster board or by collecting a notetaker's personal notes. Later, you may be able to use this information to prepare a handout for your school or program to provide to participating families.

PART 5: DISTRIBUTION OF RESOURCES AND INFORMATION (10 MINUTES)

1. Thank participants for sharing their thoughts and recommendations.
2. Ask them to identify which of the ideas in the handout have already been raised in discussion.
3. Review the items that were not covered in the discussion.

PART 6: CLOSING (5 MINUTES)

1. A closing discussion and question could be: As your children grow, they will still need your support, but they will need it in different ways. It is important that parents are ready and willing to make these adjustments. What are some ways that you can maintain a close relationship with your children while respecting their independence and individuality?

2. If your school or program is conducting this session concurrently with the *Believing the College Dream* student curriculum, this may be a good place to inform participants of the topics students are covering in class and encourage them to ask their children about what they are learning in school.
3. Ask participants if they have any final thoughts.
4. Thank participants for their presence and participation.
5. Inform participants of the date and location of the next Community Conversations gathering.

References and Resources

- Gibran, Kahlil. The Prophet. New York: A. A. Knopf, 1970.
- http://www.aboutourkids.org/articles/transition_college_separation_change_parents_students
- <http://atlanticpub.wordpress.com/2008/05/30/what-to-expect-when-your-child-leaves-for-college-a-complete-guide-for-parents-only>

Name: _____

Roots to the Community, Wings to the World

“Give your children two things – roots and wings.” —*Chinese Proverb*

- Select one person to take notes.
- Select another person to read the questions one at a time.
- Take turns discussing your thoughts.
- Brainstorm ideas and possible ways to answer the questions.

1. What have been some of your feelings about what your child has gone through in his or her schooling, including positive, negative or life-changing experiences?

2. How have you adjusted to and handled these experiences?

3. How can you have a constructive conversation with your child about your feelings during these transitions?

4. What resources do you have or can you utilize to help you through your own transitions?

1. Implementation

Specific Implementation Options

- Implementing the curriculum within traditional, contained classroom:
 - Six-week grading period
 - Monthly
 - Emergency lesson plan
 - Advisory class

- Implementing the curriculum outside of the traditional contained classroom:
 - Weekly after-school program
 - Monthly after-school club
 - Morning breakfast club
 - Summer program
 - College academic preparation programs
 - Saturday or Sunday school

Ideas for Enhancing the Curriculum's Impact

- Culminating event to showcase student work:
 - End-of-year celebration
 - Parent night

- Near-Peer Mentoring: Having older students who have participated in the curriculum share their experiences with younger students:
 - Classroom visits
 - After-school activities
 - School nights

- Peer Mentoring: Opportunities for students to share their knowledge with one another on lessons learned:
 - Classroom presentations
 - Student newspaper articles
 - *Believing the College Dream* newsletter
 - Student assembly
- Creating college and career corners in classrooms and/or the library
- *Believing the College Dream* student bulletin board
- Word Wall with vocabulary that students learn and use from the curriculum
- *Believing the College Dream* school poster campaign and contest:
 - “I believe” messages
 - I’m making positive choices
 - Me and my copilot
- Culminating activity:
 - College day
 - Visit to a college campus
 - Career day
 - College student panel
 - Career panel

Things to Consider

The curriculum asks students and their families to explore potential personal, academic and social challenges that they may face. Educators should strongly consider working with school social workers and counselors to prepare for any concerns or issues that might arise and should identify specific school and community resources available to students and families. Such resources include: academic support programs, individual or family counseling, mentoring programs, academic enrichment programs, summer programs and community agencies.

12. Additional Resources

Educators may wish to become familiar with the following resources to assist in augmenting lessons with knowledge about college:

Realizing the College Dream

Realizing the College Dream is a curriculum guide that supports educators, counselors and community-based organizations in their work to raise expectations of attending college by low-income, first-generation college students and their families. The lessons and workshops provide students with an opportunity to think of themselves as future college students and debunk the myth that they can't afford college.

The guide includes eight student lessons and two workshops that can be used in a variety of settings, including classrooms, after-school or Saturday programs and informal educational settings, and are geared toward students as well as parents, family members, community college students and other adult learners. Instructional strategies are hands-on and interactive, and lessons are aligned with national curriculum standards in writing, mathematics, social studies and technology.

For more information, visit <http://www.ecmcfoundation.org>.

College Tools for Schools

College Tools for Schools is an online resource for schools eager to prepare more students for college and careers. Although this resource was created specifically for California schools, many of the topics covered are helpful to schools across the country. The resource includes information on the following topics:

- **Advancing College-Going Culture:** How to show students and their families the importance of college, barriers to college attendance and steps to overcome them; how educators and counselors can build a college-going culture
- **Transcript Evaluation:** How to analyze transcripts to see whether students are on a path to meet college requirements
- **Small-Learning Communities and Career Academies:** How Smaller Learning Communities (SLCs) and career academies can strengthen college-going culture and increase college readiness; examples of promising practices in SLCs (organized by theme or grade level).

For more information, visit <http://collegetools.berkeley.edu>.

Know How 2 Go

Know How 2 Go is a fun, interactive Web site that presents higher education in an exciting, accessible light. Students are encouraged to turn their college dreams into action-oriented goals by working hard in school and saving for college, with the ultimate goal of entering a career that matches their interests. An interactive quiz helps debunk common myths about college and the financial aid process. Success stories show students that it is possible to live their dreams.

For more information, visit <http://www.knowhow2go.org>.

My Future My Way

This workbook provides information for middle and junior high school students about what it takes to pursue higher education. Through a series of questions – including “Why think about college now?” “What can a college education do for me?” and “How will I pay for college?” – students are guided to think about their education beyond high school. Charts, checklists and other activities help students understand the steps they need to take to gain admission to and pay for college.

For more information, visit <http://www.fsapubs.org/>.

13. Curriculum and Skill Standards

Standards for the English/Language Arts

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) AND THE INTERNATIONAL READING ASSOCIATION

<http://www.ncte.org/standards>

Standard 3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 9

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 11

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Standards for Social Studies Teachers

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

<http://www.socialstudies.org/standards>

Culture

The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Time, Continuity and Change

Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

People, Places and Environments

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Individual Development and Identity

Personal identity is shaped by one’s culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Individuals, Groups and Institutions

Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people’s lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

National Educational Technology Standards for Students

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

www.iste.org/standards

Standard 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- Plan strategies to guide inquiry;
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media;
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks;
- Process data and report results.

Principles and Standards for School Mathematics

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

<http://standards.nctm.org/>

Grades 3-5 Expectations:

- Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers

Grades 6-8 Expectations:

- Develop meaning for integers and represent and compare quantities with them