

UTAH COLLEGE APPLICATION WEEK

College Awareness Activities for K-9



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Introduction

The American College Application Campaign (ACAC) and ACT's Center for Equity in Learning along with the Utah System of Higher Education (USHE) are committed to increasing college access and career readiness through the dissemination of ideas, development of practices, and technical assistance for program implementation that creates or enhances a college-going culture. Schools that invest in the creation of this type of educational environment intentionally seek to remove barriers that prevent students from pursuing postsecondary education.

The current version of this manual includes activities and lessons for pre-kindergarten, kindergarten, elementary, and middle school students developed and shared by several state agencies. This manual is intended for school counselors and college access professionals who work with students to identify interests and lay the academic foundation for their careers and life.

IMPLEMENTING PRE-COLLEGE AND CAREER AWARENESS ACTIVITIES

There are at least four major goals associated with increasing educational attainment beyond high school as it pertains to career development. These include:

- Building awareness and postsecondary preparedness
- Providing individualized advising
- Engaging parents and community
- Making decisions and planning ahead

It is during elementary through middle school years that the first goal—**sharing information and building awareness about higher education and career readiness opportunities**—is essential and easiest to complete. For many students, the idea of college is not discussed in the home. Providing younger students with an opportunity to build a foundation of awareness about postsecondary education is critical. Building enthusiasm for educational attainment and an individual's lifelong responsibility for career readiness can never start soon enough. These activities promote opportunities for younger students to dream big about their futures as you **share information and build awareness** about higher education and career readiness.

TIMELINE FOR DELIVERY- October

- I. **Class time** throughout one or more school years could be utilized for these activities.
- II. Activities can be presented over **one or multiple years**.
- III. The month of October, in coordination with Utah College Awareness & Application Month, is an excellent time to include younger students in activities that reinforce the work in which juniors and seniors are engaged in.

MODIFICATIONS TO THE ACTIVITIES

School counselors, teachers, and college access professionals are encouraged to adapt any of these ideas to better meet the needs of their students and their interests. These ideas have been shared through conferences, training workshops, publications, and conversations. Seldom is there an idea that cannot be introduced with more complexity for older students and less complexity for younger audiences. Make these activities your own and be sure to share with all of your colleagues.

COLLEGE and CAREER AWARENESS ACTIVITY 1

Building a College Vocabulary

Knowledge begins with language. Assisting younger students to understand the concepts of “higher education,” “college,” “university,” “community college,” “technical school,” “public versus private institutions” needs to occur before high school. There are many simple activities that can start the ball rolling and reinforce the concepts throughout elementary and middle school grades.

Younger student activities

1. Each classroom teacher needs to complete the following sign with accompanying alma mater collateral to put outside their classroom door.

My Name is _____

I graduated from _____
(College or University Name)

ASK ME ABOUT IT!






Then, follow up with a question and answer session. You can start the conversation by having questions on note cards for students to ask such as:






- How far away from home was your school?
- How did you decide to attend this school?
- Were you nervous about going to college?
- Who helped you apply to college?
- What did your family think about you going to college?

- What did you do for fun in college? Did you play sports?
- Add other questions you can or are willing to answer.

2. Create a bulletin board with pictures of the various college concepts and cards with simple definitions, listed below. Review the information with the students over time, and then one day pull the definition away and have the students put them to the correct image. Consider discussing the difference between K-12 education and postsecondary education separately during the school year. It is important for students to learn about secondary education prior to being introduced to postsecondary education.

Explaining the K16 Educational Trajectory in the United States

Secondary Education	
	Primary School Education <p>This is the beginning stage of formal learning for children between ages 3 and 11 years old. Pre-kindergarten and kindergarten are the beginning steps. Grades 1–5 or 1–6 are the elementary school steps. Basic education regarding the alphabet, learning to read, counting, remembering information, and developing good habits are taught.</p>
	Middle School Education <p>This is the middle state of formal learning between primary school and high school education. Most often, students in grades 6-8 or 7-9 are in middle school. Language, math, and science are introduced at more sophisticated levels.</p>
	High School Education <p>This is the highest level of secondary education. Students in grades 9-12 or 10-12 are taught more complicated ideas in all subjects as well as moved to greater independence as learners.</p>
Postsecondary Education	


	<p>"College" is the most common term used to talk about where you get your education after you finish high school. There are other words used to describe specific types of educational experiences.</p>
	<p>Technical schools teach skills used by individuals in certain jobs such as a car mechanic, computer hardware repairman, restaurant chef, heat and air conditioning repairman, and others. Technical schools provide a hands-on environment that prepares you to work in these types of jobs. Military training is considered technical school training.</p>
	<p>Community colleges provide 2-year degrees in certain areas of study like technical schools. Many community colleges prepare you to transfer to a 4-year college or university for further study.</p>
	<p>A university is usually considered different from a college because of the many different levels of education that you can complete.</p>
	<p>Postsecondary education is made up of all educational opportunities after high school.</p>

Older student activities

1. Each classroom teacher needs to complete the following sign with accompanying alma mater collateral to put outside their classroom door.

My Name is _____

I graduated from _____
(College or University Name)



ASK ME ABOUT IT!

Then, follow up with a question and answer session. It is a good idea for an older age group to be encouraged to add their own questions that are randomly drawn out to be answered. You can kickstart the conversation by having questions on note cards for students to ask such as:

- How did you decide what to study in college?
- What did you learn during middle/high school that helped you in college?
- Did you have difficulty with any courses? What did you do when you had difficulty in your courses?
- Where did you live? On campus? At home? Off campus?
- How did you pay for college?
- How much did it cost?

2. Assign students the task of decorating the classroom door with information about colleges in your state. They can use pictures, but they must also include: a map which shows the distance from your town to the school, the cost of attendance, the number of students attending, a list of majors, and the types of degrees that can be earned. You can encourage them to research some of the people who graduated from each institution. Lastly, you can ask students to find pictures that show why they might want to attend college (for ex.: attending or participating in sports, working in science labs, performing in theatre productions, or meeting new people).

COLLEGE and CAREER AWARENESS ACTIVITY 2

Career Bingo and Human Bingo

Career Bingo reinforces awareness of various jobs and careers that students can pursue. Identifying work that is of interest early on motivates students to stay in school and to prepare for that opportunity. This is a two-part activity. The **first part** is to review the common list of jobs. Ask students which jobs they have heard of, and to provide a brief summary of the work involved. Then, ask students to create their own bingo cards with the names of 24 of the 30 jobs on the list; this increases the likelihood that all cards will be unique. The **second part** is to play bingo. Students use their own cards and you draw cards out of a bowl. Each job on the list should be in the bowl 5 times – one each with “B,” “I,” “N,” “G,” “O” assigned to it.

COMMON LIST OF JOBS that require some training beyond high school. You should feel free to modify this list based the needs of your state or local community. Ask students what they think is involved in these jobs and supplement their answers with the descriptions provided.

Tractor-Trailer Truck Drivers: a person who delivers goods from one location to another

Nurse: a person trained to care for sick people, esp. in a hospital

Chef: a professional cook, esp. in a restaurant or hotel

Real Estate Agent: a person who sells or rents out buildings and land

Pediatrician: a person who treats children and their diseases

Computer Games Developer: a person who makes games for the internet, mobile phones, PCs, and other electronic devices

Photographer: a person who takes photographs

Budget Analyst: a person who assists organizations use their money

Teacher: a person who helps others acquire knowledge

Auto Mechanic: a person familiar with cars and can make repairs

Landscape Architect: a person

familiar with plants, land, geographic location, and specific local, state, and national laws regarding each of these

Librarian: a person who works professionally in a library and helps people access information and resources

Medical Assistant: a person who works alongside physicians in medical facilities

Preschool Teacher: a person who provides resources for students to explore, as well as teaches basic ideas such as colors, shapes, letter recognition, numbers, basic hygiene, and social skills

Dentist: a person who diagnoses and treats problems related to teeth, gums, and the mouth

Dental Hygienist: a person who provides basic dental care tasks, mostly

focused on keeping teeth and gums clean

Dietitian: a person who advises others on food and nutritional needs

Fashion Designer: a person who designs and creates clothes, accessories, and shoes

Architect: a person who works in the construction industry designing new buildings, restoring and conserving old buildings, and creating new ways of using existing buildings

School Principal: a person who runs a school and is responsible to make sure the school runs smoothly, is safe, and supports learning for students

School Counselor: a person who works in a school to provide academic, career and college information, as well as social-emotional competencies to all students

Lawyer: a person who advises, counsels or advocates for others in the context of legal rights and expectations

Police Officer: a person who is charged with enforcing the law by arresting criminals and detecting and preventing crimes

Store Manager: a person responsible for the day-to-day operations of a store that sells items. All workers in that store report to the store manager

Purchasing Agent: a person who buys products and services for an organization to use or resell

Logistics Analyst: a person who coordinates and figures out how to get items and services from one place to another

Computer Repair Technician: a person who figures out how to repair and maintain your computer

Train Conductor: a person who is responsible for safety and operation of a train but NOT the actual operation of the train

Firefighter: a person who serves as a rescuer trained in firefighting

Military Police: a person who serves as a law enforcement officer for both the military and civilian population

CAREER BINGO

B	I	N	G	O
		FREE SPACE		

College Experiences

Human Bingo

The purpose of Human Bingo is to demonstrate the variety of college experiences that adults in the school have and to reinforce that adults in their schools are “ready resources” for college information. The activity encourages and empowers students to feel comfortable asking adults about their jobs, careers and the educational training associated with. **This activity takes 1-2 weeks.** Provide time in class to have students talk about what they learned.



HUMAN BINGO

Find a teacher, administrator, or other adult in your school for whom the following statements about college experiences are true. Ask that person to sign the box that contains their true statement. Up to 5 people may sign your sheet twice. Five in a row wins – horizontal, vertical, or diagonal.

Never thought they would go to college	Went to a state public university	Had a job while in college	Lived in a dorm	Played a varsity sport while in college
Had an internship	Graduated in 4 years	Was the first in their family to go to college	Went to a private college	Took out loans to help pay for college
Studied on a Saturday night while they were in college	Changed their major at least one time	FREE SPACE	Received a scholarship to help pay for college	Went to a party during college
Belonged to a fraternity or sorority	Was a member of the student government association	Studied overseas while in college	Transferred from one college to another	Went more than 500 miles away from home
Lived at home during college	Went to a community college	Was in college for more than 4 years	Belonged to a student group	Did scientific research

COLLEGE and CAREER AWARENESS ACTIVITY 3

Match the mascot to the college

Utah has 19 colleges including 7 open enrollment public colleges and universities, 3 private schools, 1 research institution and 8 technical colleges. One fun way to learn about schools is through their mascots or logos. During sports events, mascots encourage the crowds to cheer.

And while not all colleges have sports, they can still choose a mascot or logo. It can be fun to learn the history of each school mascot. How many Utah colleges mascots/logos do you know?



Ogden Technical College

Westminster

University of Utah

Weber State University

Snow College

LDS Business College

Salt Lake Community College

Dixie State University

Brigham Young University

Davis Technical College

Utah Valley University

Southern Utah University

Mountainland Technical College

Utah State University

Bridgerland Technical College



COLLEGE and CAREER AWARENESS ACTIVITY 4

Dress for Your Future

Younger student activities

1. Use the week of Halloween as an opportunity to have younger students come to school dressed as the person/action figure/hero/she-ro/job they want to have when they grow up. Use this as a “show and tell” where each student has an opportunity to tell who/what their costume represents and why this inspires them.



2. Each student is requested to bring in a picture of someone performing a job that appeals to the student. The picture should be 5-8 inches tall and 3-4 inches in width) and be cut from a magazine, newspaper, or printed off a computer. The students are asked to work together and put figures doing similar work together in a group on a bulletin board. Each group should come up with words or phrases that describe the pictures in their group, telling why the work is similar.



COLLEGE and CAREER AWARENESS ACTIVITY 5

Starting a College Savings Account

The sooner this lesson is approached, the greater the impact. There are a variety of ways to influence students to save money for college, even as early as elementary school. One of the more visible ways is to ask students to always think about ANY money or talent they have as belonging to 1 of 3 pots:

1. To do something for someone else (ie. gifts for family or friends, a charity, etc.)
2. To do something for themselves (ie. buying a small reward now or saving towards a bigger one)
3. For their future (specifically college)

The goal is to have students start thinking about saving for college and their future. So, if a student receives an allowance, birthday or holiday money, payment for chores, shopping or candy funds, etc., they start thinking about how they can divide that money by three and put funds in appropriate jars/envelopes. **(Be sensitive to students who may not receive any funds.)**

At the end of one month, they can see exactly how their money in the three categories is growing or disappearing. A great question to ask students who agree to work on this is: If you put in a pot for now, do you remember what you bought with it? If you put in a pot for doing good for others, how much do you have and how much do you think will make a difference in the lives of others? Finally, if you put money in a pot for the future (college fund), how much do you think you can save in a year? This is an especially important lesson to share with all students around financial literacy. **It is important not to set this up as a competition but a personal commitment to understanding how they value money.**

For older students, this same activity can be an opportunity for deeper learning. Students can learn about the benefits of contributing to a My529 plan for future college costs.



COLLEGE and CAREER AWARENESS ACTIVITY 6

Observational Career Awareness Activity

Ask students to write down a list of all the adults who help them during a week. They should start with the adults in their household—do their parents work outside the home or in the home? Who else are they in contact with? Example: relatives, neighbors, community workers such as fire fighters, police, doctors, nurses, bankers, bus drivers, taxi drivers, fast food workers, store cashiers, and school personnel like teachers, lunchroom servers, housekeepers, administrators, school counselors. At the end of the week, ask students to name the different jobs.

This work can lead to discussion and research around such questions as: How do people find these jobs? What education requirements are needed to obtain these jobs? What does this person do daily?

Students can create posters or presentations with their answers.

How Do I Become a(n)????

NURSE

TEACHER

FIREMAN

POLICEMAN

REAL ESTATE BROKER

CONSTRUCTION WORKER

AUTOMOTIVE MECHANIC

PILOT

COLLEGE and CAREER AWARENESS ACTIVITY 7

Host A College Colors Day



This activity can be used with younger and older students.

In celebration of Utah College Awareness & Application Month, host a “College Colors Day!” This is a free event and provides a visual reminder of the diversity of colleges.

Students are encouraged to wear the **colors** of their favorite college or university or of the institution of an older sibling, parent, or relative.

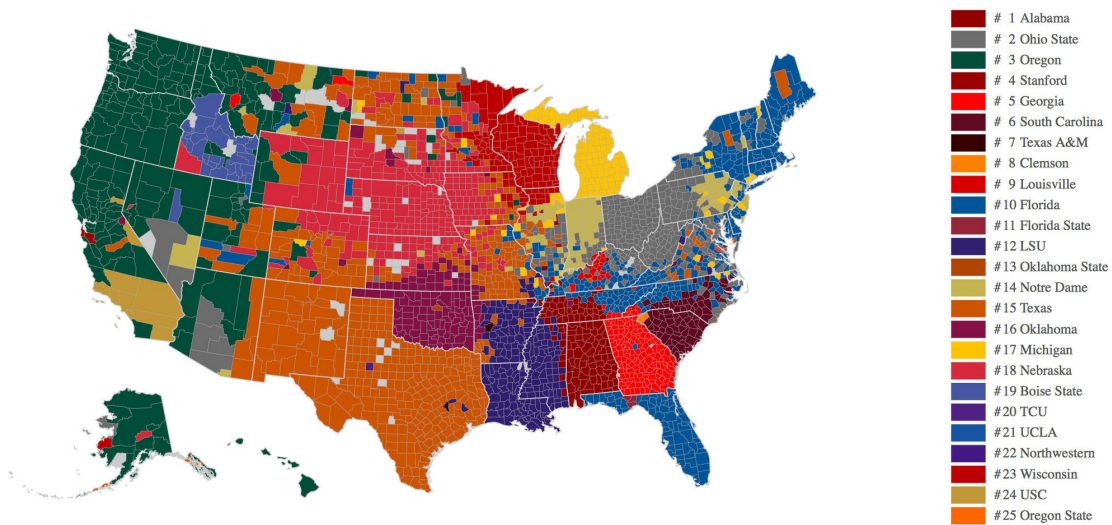
For additional fun, host a contest for the most creative college-themed outfit. Students who participate should plan to wear their outfit all day, so make sure it is comfortable and will not distract from their learning.



Create a College Colors Map for Your State

For older students

College colors can energize fans and create a community. Consider a research project for middle school students: one team can research the colors of community colleges in your state, a second team can research the colors of public state colleges and universities, and a third team can research the colors of private colleges and universities. Have each team create a state map with the appropriate colors in the correct geographical locations. Sometimes a town has to sponsor multiple sets of team colors. Let your students figure out how to represent that.



COLLEGE and CAREER AWARENESS ACTIVITY 8

My Career and College Dreams Collage

This is one of the easiest activities to implement. Ask your students to create a personal collage of their possible dream jobs/careers. Suggest that they identify the first step (entry-level) job for work they find interesting.

They should find corresponding photos in magazines, on the computer, or create a drawing for that position. Then, they should look for pictures, or draw one, of someone in the middle of their career in this field. Finally, they should be encouraged to look for images of someone who is a master or at the top of their career. For younger students, it is useful to encourage students to connect specific jobs to “career clusters” while older students can connect career clusters, educational expectations, and salaries.

ACT CAREER CLUSTERS AND CAREER AREAS (A–Z)

ADMINISTRATION & SALES CAREER CLUSTER

Employment-Related Services

Managers (Human Resources, Training/Education, Employee Benefits, etc.); Recruiter; Interviewer; Job Analyst

Marketing & Sales

Agents (Insurance, Real Estate, Travel, etc.); Buyer; Sales/ Manufacturers’ Representatives; Retail Sales worker; Telemarketer

Management

Executive; Executive Secretary; Purchaser; General Managers (Financial, Office, Property, etc.); Specialty Managers (Retail Store, Hotel/Motel, Food Service, etc.)

Regulation & Protection

Inspectors (Customs, Food/Drug, etc.); Police Officer; Detective; Park Ranger; Security Manager; Guard

BUSINESS OPERATIONS CAREER CLUSTER

Communications & Records

Receptionist; Secretary (including Legal and Medical); Court Reporter; Clerks (Order, Billing, Hotel, etc.)

Financial Transactions

Accountant/Auditor; Cashier; Bank Teller; Budget/Credit Analysts; Tax Preparer; Ticket Agent

Distribution & Dispatching

Shipping/Receiving Clerks; Warehouse Supervisor; Mail Carrier; Dispatchers (Flight, Cab, etc.); Air Traffic Controller

TECHNICAL CAREER CLUSTER

Transport Operation & Related

Truck/Bus/Cab Drivers; Locomotive Engineer; Ship Captain; Aircraft Pilot;
Sailor; Chauffeur

Agriculture, Forestry & Related

Farmer; Nursery Manager; Pest Controller; Forester; Logger;
Groundskeeper; Animal Caretaker

Computer & Information Specialties

Programmer; Systems Analyst; Information Systems Manager;
Computer Repairer; Desktop Publisher; Actuary

Construction & Maintenance

Carpenter; Electrician; Bricklayer; Tile Setter; Painter; Plumber; Roofer;
Firefighter; Custodian

Crafts & Related

Cabinetmaker; Tailor; Chef/Cook; Baker; Butcher; Jeweler;
Silversmith; Hand Crafter

Manufacturing & Processing

Tool & Die Maker; Machinist; Welder; Bookbinder; Printing Press Operator;
Photo Process Worker; Dry Cleaner

Mechanical & Electrical Specialties

Mechanics/Technicians (Auto, Aircraft, Heating & Air Conditioning, Electronics,
Dental Lab, etc.); Repairers (Office Machine, Appliance, TV/VCR, CD Player, etc.)

SCIENCE & TECHNOLOGY CAREER CLUSTER

Engineering & Technologies

Engineers (Aerospace, Agriculture, Nuclear, Civil, Computer, etc.); Technicians
(Electronics, Mechanical, Laser, etc.); Surveyor; Drafter; Architect; Technical
Illustrator

Natural Science & Technologies

Physicist; Astronomer; Biologist; Statistician; Soil Conservationist; Food
Technologist; Crime Lab Analyst

Medical Technologies

Pharmacist; Optician; Prosthetist; Technologists (Surgical, Medical Lab, EEG,
etc.); Dietitian

Medical Diagnosis & Treatment

Physician; Psychiatrist; Pathologist; Dentist; Optometrist; Veterinarian;
Physical Therapist; Audiologist; Physician's Assistant

Social Science

Sociologist; Experimental Psychologist; Political Scientist
Economist; Criminologist; Urban Planner

ARTS CAREER CLUSTER

Applied Arts (Visual)

Artist; Graphic Artist; Photographer; Illustrator; Floral/Fashion/Interior Designers; Merchandise Displayer

Creative & Performing Arts

Writer/Author; Musician; Singer; Dancer; Music Composer; Movie/TV Directors; Fashion Model

Applied Arts (Written & Spoken)

Reporter; Columnist; Editor; Advertising Copywriter; Public Relations Specialist; TV Announcer; Librarian; Interpreter

SOCIAL SERVICE CAREER CLUSTER

Health Care

Administrator; Nurse; Occupational Therapist; Psychiatric Technician; Dental Hygienist/Assistant; Geriatric Aide

Education

Administrator; Teachers & Aides (Preschool, Elementary & Secondary, Special Education, PE, etc.) Teacher is in Career Area P.

Community Services

Social Service Director; Social Worker; Lawyer; Paralegal; Home Economist; Career Counselor; Clergy

Personal Services

Waiter/Waitress; Barber; Cosmetologist; Flight Attendant; Household Worker; Home Health Aide; Travel Guide