

Thank you for purchasing college-prep materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students prepare for college. Although our materials can stand alone as a handout for students, the program guide will offer additional information and activities to share with students in a classroom or workshop setting.

The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website [www.dreamcatchercurriculum.com](http://www.dreamcatchercurriculum.com) for additional info, resources, and new curriculum topics.

➔ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the program guide along with the handout before meeting with students.

## **COLLEGE GOALS OBJECTIVE & INCLUDED TOPICS**

To provide students with information about setting goals, college types, and benefits of a college degree; *Long-Term Goals, Types of Colleges, How to Choose a College, Additional Aspects to Consider, College is Worth It, Steps to Take Now*

## **BEFORE THE WORKSHOP/SESSION**

This workshop is appropriate for middle school and high school students. Prepare to discuss your own experience with college preparation and attendance as a part of the workshop. Print or display images of different college campuses for students to view. Invite a student who is a part of a campus student organization to speak to students about their experience with what college is like in general.

## **STEP ONE TIME: 10-15 MINUTES**

Begin by stating that the session will be an introduction to college. Ask students to raise a hand if one of their goals is to attend and graduate from college. Tell them that the decision to go to college is a personal one, and talking with adults who graduated from college, as well as peers who are interested in college, can be helpful in their own planning.

Introduce the College Goals bingo-style game, distributing a GOALS game card to each student (ensure everyone has a pen or pencil to write with). Instruct participants to move around the workshop space to find other students who match the descriptions, writing their names in the corresponding square. A different name should be used in each square, if possible. The first student to fill a row will shout "GOALS!" to indicate they have won. Continue the game for a second round or go for a "blackout" or "X" round. When finished, discuss the various attributes and goals on the card, asking students to stand or raise their hand if those apply to them.

**DreamCatcher Extra:** Print the GOALS game cards (included in this guide), cutting each page in half to create 2 cards.

## **STEP TWO TIME: 10-15 MINUTES**

Distribute the *College Goals* handout and discuss how a college degree will help reach long-term goals. Ask students to think about their long-term goals and respond to the following prompts: *Write or doodle your goals or dreams (examples could be a career, an aspiration like traveling, or anything else you wish to achieve). What are the steps to achieving this goal? How will college help you reach your goal?*

Move to the orange box and discuss the different types of colleges (public 4-year, private 4-year, etc.). Consider discussing the type of college you attended and why, or have students name local colleges that fit into each category.

## **STEP THREE TIME: 20 MINUTES**

Instruct the group to open the handout. Briefly discuss why planning for college starts in middle school and why it's important to start thinking about what they want out of college and what aspects of college are the best fit for each individual. Ask students to read the checklist next to *What Will College Do for Me?* and check the boxes that apply. Mention that aspects could change over time, so revisiting these and other aspects is crucial to college planning. Move to the *Who Will Help Me Choose* checklist and check applicable boxes. Next, discuss the section titled *What Else Do I Need to Keep in Mind About College?* and discuss the topics of paying for college, campus life, graduation and retention rates, and diversity.

# COLLEGE GOALS Program Guide



## **STEP THREE (CONTINUED) TIME: 10-15 MINUTES**

Next, turn to *How Do I Choose?* Instruct students to check the boxes to reflect their responses in each section. Some may need guidance, so monitor students and give assistance as needed. Discuss the ways in which students might travel to college, whether near or very far away. Ask them to select the types of areas in which they would enjoy going to college. Discuss how college schedules will be different from middle school and high school and how to determine when classes start and on which days. Discuss student organizations and the size of college they might like. Last, discuss college majors, the definition, and the important role a major plays in selecting a college.

## **STEP FOUR TIME: 10 MINUTES**

Instruct students to get into pairs for the next activity. Ask pairs to pair, forming groups of 4. Distribute the Totally! and Nope! paddles to students and read the statements below, asking groups to determine if the statements are true by showing Totally! or false by showing the Nope! cards. Discuss the results.

**90% of teens want to attend college.**

**Totally!**

*However, not all students get the support or resources needed to prepare for college.*

**The best time to visit colleges is before you've been admitted.**

**Totally!**

*Visit the colleges you're interested in to get a "feel" for what you like most.*

**In college, you'll be able to do your work in class.**

**Nope!**

*About two-thirds of the work is done outside of the classroom, and professors expect you to be ready before class.*

**Everyone who teaches in college is a professor.**

**Nope!**

*Sometimes graduate students or teaching assistants will be teaching your class.*

**You need all As to be accepted into college.**

**Nope!**

*Some colleges accept students with a 2.5 GPA (B and C average). The most prestigious colleges require a higher GPA.*

**If you don't have good grades, you can't get scholarships.**

**Nope!**

*There are many scholarships that are merit-based, but there are also lots of need-based scholarships too.*

**Working while going to college could hurt your grades.**

**Nope!**

*Working a moderate schedule could help gain relevant experience. It could also help offset the cost of college.*

**Parents are the only people to talk to about college.**

**Nope!**

*If your parents didn't go to college, find an adult in your life who did. Who could you talk to about college?*

**DreamCatcher Extra:** Make *Totally!/Nope!* paddles by printing the included template onto cardstock paper, cutting out, and taping the cards together with a craft stick in between.

## **LAST STEP AND ASSESSMENT TIME REMAINING**

Move to the back of the handout to cover *College is Worth It*. Review the graph, explaining what **earnings** and **unemployment** mean in terms of education level. Discuss the other statistics about college grads, such as being healthier and volunteering more. Transition to the bottom of the page and discuss steps to take now to reach college goals. Mention that talking with parent(s)/guardian(s) about college plans is a crucial first step. Ask if anyone has already talked to their parents; ask how that conversation went and what concerns parent(s)/guardian(s) might have had. Mention that researching colleges now is important and it will be helpful when narrowing the college search in high school. Ask who they might talk with about careers and college; answers could include teachers, coaches, principals, advisors, mentors, and community leaders. Mention that job shadowing could be an important aspect of their college search.

Discuss the importance of standardized tests and that doing one's best on exams will help prepare for the ACT and SAT. If students are unfamiliar with the ACT/SAT, give a brief overview. Discuss advanced placement courses and ask if any are planning to take AP courses or if they know what "AP" means. Mention the advantages of taking pre-AP/AP courses (weighted GPA, opportunities for college credit) but remind students that those courses can be challenging and to be cautious about overloading their course schedules. Lastly, discuss the advantages of taking challenging high school courses and what courses colleges prefer on a transcript. Go through each class type and discuss how many years of each colleges expect. Remind students to research specific college requirements early so as not to miss out on being eligible for admission. Close the session by asking if there are any questions about college planning. Ask a few students to complete the College Goals program assessment and collect when complete.

## **LEARNING OUTCOME**

At session conclusion, students will be able to name another term used for "public 2-year college," identify "college major" from the provided definition, and name two benefits of going to college (other than higher salary and lower unemployment).

## **College Goals Program Assessment:**

What is a "public 2-year college" more commonly known as? \_\_\_\_\_

A group of classes composed of some general studies courses, with a heavy emphasis on one topic is known as a college \_\_\_\_\_.

Name 2 benefits of going to college, other than a higher salary and low unemployment:

\_\_\_\_\_

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# ★COLLEGE★

# GOALS

Reads for fun outside of class	Plays a musical instrument	Has researched scholarships or financial aid	Favorite subject is history	Wants to attend a local college
Favorite subject is math	Volunteers regularly	Participates in a college-prep program	Has job-shadowed someone in a career field of interest	Has been on the honor roll
Wants to attend a college far away	Favorite subject is art	Has not missed a day of school this year	Holds a leadership role in a club or sport	Favorite subject is English
Has talked with parents or guardians about college plans	Taking pre-AP or advanced classes	Speaks more than one language	Has already been to a college campus	Watches the news and keeps up with local & world events
Favorite subject is science	Knows what they would like to study in college	Plans to live in a residence hall in college	Involved in 2 or 3 meaningful co-curricular activities	Has started saving money for college

# ★COLLEGE★

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