

Campus Visit: Career Collections

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Time Frame 30-45 minutes

Essential Question(s)

What are the obstacles to postsecondary education and how can they be overcome?

Summary

This campus visit lesson focuses on identifying and mitigating obstacles to postsecondary education. Student participants will have an opportunity to discuss why they should want to go to college and what could potentially prevent them from going. They will then explore some of the critical careers in Oklahoma and go on a campus scavenger hunt. This activity also includes optional modifications for distance learning. This activity is best suited for 7th grade, 8th grade, and 9th grade students.

Learning Goals

- Students will be able to recognize challenges that will prevent them from pursuing postsecondary education (PSE).
- Students will be able to identify solutions that will help them overcome obstacles to pursuing PSE.
- Students will be able to list required PSE, skills, and majors associated with different careers.

Attachments

- Career Card Sort Mat—Career Collections.pdf
- Career Cards—Career Collections.pdf
- Modification for Distance Learning—Career Collections Spanish.pdf
- Modification for Distance Learning—Career Collections.docx
- Modification for Distance Learning—Career Collections.pdf
- OK Promise Application English—Career Collections.pdf
- Presentation Slides—Career Collections.pptx

Materials

- Presentation Slides (attached)
- Career Card Sort Mat (attached; one per group)
- Career Cards (attached; one set per group)
- Modification for Distance Learning (attached; optional)
- OK Promise Application (English) (attached; optional)
- Two colors of paper or sticky notes for each table (one per color per student)
- Bucket or other receptacle (one per group)

Engage

Presenter's Note: Session Prep

Prepare all materials prior to the session. Students should be grouped and sitting at tables or groups of desks. Print a copy of the attached **Career Card Sort Mat** for each table, and a set of the **Career Cards** for each group. The career cards come in two sets, (A & B; both sets work on both sides of the mat) and an answer key has been included for each. Set A includes: Petroleum Engineer, Librarian, Chef, Aircraft Mechanic, Web Developer, and Physician Assistant. Set B includes Airline Pilot, Museum Curator, Wind Turbine Tech, Information Security Analyst, Physical Therapist, and Veterinarian. The Highway Patrol Officer card is included as an example. At each table, place a set of Career Cards and a Career Card Sort Mat, a few pieces of colored paper or sticky notes, and a few medium buckets or containers to hold responses to the Commit and Toss activity.

Optional Modification for Distance Learning

To make this activity accessible for distance learners, a document titled **Modification for Distance Learning** is included in both English and Spanish versions in the attachments. Students can engage in this activity from anywhere if they do not have to opportunity to attend a face-to-face Campus Visit. To do it this way, upload the Modification for Distance Learning to your learning management system, such as Google Classroom or Canvas.

Use the attached **Presentation Slides** to guide the presentation. Begin by welcoming students and letting them know that today presents an exciting opportunity to visit a college campus. This gives them the chance to gain valuable insights about various degrees and career goals and the type and level of postsecondary education required for these degrees and careers. Transition to **slide 3**, titled "Housekeeping: Norms" and go through the list of expectations for today's visit.

Transition to **slide 4**, and go over the student-friendly objectives for the day's visit.

Presenter's Note: Commit and Trash Prep

Before beginning the activity below, be sure each table has access to two different colors of paper. The paper colors referenced in the presentation slides are pink and green. Any color of paper or sticky note may be used, but you will want to update the presentation slides (**slides 5 and 8)** to reflect the colors chosen. Additionally, make sure each table has pens and a basket or other receptacle in the center. If facilitating a smaller class, you may also consider using a traditional Commit and Toss strategy, which asks students to toss their responses anywhere in the room and pick up any other student's response instead of trading buckets.

Go to **slide 5**. For this opening activity, introduce your students to the modified Commit and Toss instructional strategy, here called "Commit and Trash." Have each student use a colored sheet of paper (pink by default) to write down a response to the question, "What keeps people from going to college?" After students have written their answers, transition to slide 6. Invite students to crumple up their papers and toss them into the bucket in the center of the table. Have each group trade buckets with

Optional Modification for Distance Learning

To modify this activity for distance learning or social distancing, you may choose to replace the Commit and Toss activity with a poll using a site like Google Forms or Mentimeter. Pre-populate options for your students to select as the top reason that people don't go to college. Examples include money, bad grades, laziness/lack of motivation, not feeling smart enough, drugs, pregnancy, family/life situations, working, and fear. Feel free to modify these examples as you see fit.

Transition to **slide 7**, and have students select one of the responses from their groups to share with the whole class. Then, ask students to describe some resources or solutions that might help someone overcome the challenges given. After allowing a bit of time for brainstorming at their tables or with the whole class, ask for volunteers to share out some of the resources they noted.

Sample Student Responses

Depending on the responses given, you may highlight different ways to overcome the challenges to postsecondary education pursuit. You may want to highlight scholarships and the various ways to acquire them: academics, music, sport, or the Oklahoma's Promise scholarship (which will be discussed more in-depth later in the presentation). If family or personal reasons are mentioned, you may discuss the support structures in place at postsecondary institutions for working parents or the option of taking online courses.

Go to **slide 8**. On another sheet of colored paper (any color is fine, but a different color from the first one is recommended), have students respond to the question, "Why do you think people should go to college?" Go to slide 9. Repeat the procedure of having students write responses on a sheet of colored paper, put their responses in the bucket, trade buckets with another table, and share out a few responses with the group. Have students select one of the responses from their groups to share with the whole class.

Sample Student Responses

Responses will likely involve making more money or getting a better job. To tie this discussion back to challenges, you may discuss postsecondary education as an investment in yourself, that is, you pay for college upfront to make more money in the long run.

Optional Modification for Distance Learning

To modify this activity for distance learning or social distancing, you may choose to replace the Commit and Toss activity with a poll using a site like Google Forms or Mentimeter. Prepopulate options for your students to select as the top reason that people do go to college. Examples include more money, more education, better life, to get a career they want, be a role model for younger siblings/family/friends, prestige, meet new people, experience different things (cultures, communities, etc.), and more job opportunities. Feel free to modify these examples as you see fit.

Explore

Transition to **slide 10**, "Exploring Career Options." Then, move to **slide 11.** Take a moment to highlight the various components of the Career Cards that students have on their tables.

Presenter's Note: Career Cards

Using slide 11, show students that the front of each career card shows the name of the career and a related image. The back of each card lists the career cluster for this career, the level of education required, some suggested majors, the average salary in Oklahoma for the career, and a few skills and qualities that this career requires. (NOTE: Careers that do not require a degree have suggested programs, not majors.)

Transition to **slide 12**. Introduce students to the Card Sort strategy. This instructional strategy allows students to organize their prior knowledge and engage in argumentative communication by debating answers with the group. Invite students to use this strategy to sort their Career Card set onto the Card Sort Mat, matching the proper career to each section (one card per section). There are six cards and five slots on the mat, so students can put two cards in one space.

Once groups have finished discussing and sorting, move to **slide 13** to discuss possible answers.

Sample Student Responses

The proper solutions are detailed on slide 13 in the presentation. Some of the cards can fit in multiple spots; however, there are a few spots that only match with one card. It is easiest if students find those cards first. For example, only one card fits with the Information/Communication Technology career cluster.

Optional Modification for Distance Learning

If it's not feasible for students to share materials at the time you facilitate this activity, you will need a set of cards and a mat for each student. There is also the option to direct students to the bottom of page 2 of the attached **Modification for Distance Learning Career Collections** document to allow them to play the Guess That Career set of puzzles.

Explain

After students have had their Card Sort Mat checked, transition to **slide 14**, and ask students what careers they have questions about.

Are there any careers that were new to them? Do they wonder what someone in a particular job actually does? Were they surprised by anything they learned? Share with the students that this list of careers is based on growth rate and stats from critical careers in Oklahoma, so each should be a high need job in the state.

Encourage students to begin exploring on their own some of the careers that they did not get to read about. A possible follow-up lesson could also be given that allows students time to explore those other careers in a structured format and with help.

Sample Student Responses

If there aren't many responses, highlight a few careers like Museum Curator or Petroleum Engineer and have students tell you what that person does.

Extend

Transition to **slide 15** to present the next topic: "How do you pay for a career tech or college?"

Ask students if they are aware of the difference in tuition costs for in-state and out-of-state schools. Emphasize that they need to plan how to pay for postsecondary education. Go to **slide 16**, and introduce students to Oklahoma's Promise, a scholarship opportunity for Oklahoma students whose families meet the requirements.

Presenter's Note: Upcoming Changes

This activity was modified in the Summer of 2020 before the anticipated income change associated with the requirements for Oklahoma's Promise. Be sure to update this information if you are presenting at a later date.

Move to **slide 17**, and go over the requirements to be accepted to Oklahoma's Promise. Then, move to **slide 18**, and go over the details for how to apply.

Presenter's Note: Oklahoma's Promise Applications

A copy of the most recent **OK Promise Application** is included in the attachments for students' reference. Consider handing out copies of these applications for students to look at.

Presenter's Note: GPA

Depending on your students' ages and knowledge, you may want to explain what GPA is and how it is calculated. Additionally, emphasize that a 2.5 GPA qualifies for Oklahoma's Promise, but this GPA is not high enough for admission to the University of Oklahoma, for example—so students need to set their sights higher!

Evaluate

Go to **slide 19**. Ask students to reflect on their ideas about barriers to postsecondary education before the lesson and what they've learned today. Have their thoughts, opinions, or knowledge changed?

Research Rationale

College can be a life-altering experience for students, and not only academically. Here are just a few of the ways in which college can change students' lives for the better: Earning a bachelor's degree will allow students to earn, on average, $1 million more than high school graduates over the course of their careers (Abel & Deitz, 2014). College offers students an opportunity to build relationships with mentors and peers that will benefit them throughout their careers (Campbell, Smith, Dugan, & Komives, 2012). College graduates tend to have more job satisfaction, jobs that offer a greater sense of accomplishment, more independence and opportunities for creativity, and more social interactions in their jobs than noncollege graduates (Oreopoulos & Petronijevic, 2013). College graduates increase their chances of employment. Over the last 20 years, the unemployment rate for college graduates has been approximately half that of high school graduates (Bureau of Labor Statistics, 2018). College helps students develop skills that prepare them for careers in the tech-driven economy, including nonroutine, abstract skills that aid in problem-solving, multitasking, and creativity (Oreopoulos & Petronijevic, 2013).

Resources

- Abel, J. R., & Deitz, R. (2014). Do the benefits of college still outweigh the costs? Current Issues in Economics and Finance, 20(3).
- Bureau of Labor Statistics, (2018). Labor force statistics from the current population survey. https://www.bls.gov/cps/cpsaat07.htm
- Campbell, C. M., Smith, M., Dugan, J. P., & Komives, S. R. (2012). Mentors and college student leadership outcomes: The importance of position and process. The Review of Higher Education, 35(4), 595-625.
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.). Commit and toss. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505b3d0
- Oreopoulos, P. & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. The Future of Children, 23(1), 41–65).