

Campus Visit Scavenger Hunt: Be a Recruiter

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Essential Question(s)

- What is college life like?
- What do I need to know about a college before deciding to go there?

Summary

Students reflect on their plans after high school and explore various post-secondary education (PSE) options through a virtual campus scavenger hunt. Working in groups, they research assigned campuses, create presentations as “admissions recruiters,” and share their findings with the class. Finally, students evaluate which PSEs best align with their personal goals.

Learning Goals

- Analyze personal goals for life after high school
- Share important elements to consider about college life
- Reflect on and share what you are looking for in a college

Attachments

- Campus Gist—Campus Visit Scavenger Hunt - Spanish.docx
- Campus Gist—Campus Visit Scavenger Hunt - Spanish.pdf
- Campus Gist—Campus Visit Scavenger Hunt.docx
- Campus Gist—Campus Visit Scavenger Hunt.pdf
- Group Scavenger Hunt—Campus Visit Scavenger Hunt - Spanish.docx
- Group Scavenger Hunt—Campus Visit Scavenger Hunt - Spanish.pdf
- Group Scavenger Hunt—Campus Visit Scavenger Hunt.docx
- Group Scavenger Hunt—Campus Visit Scavenger Hunt.pdf
- Presentation Slides—Campus Visit Scavenger Hunt.pptx

Materials

- Presentation Slides (attached)
- Group Scavenger Hunt (attached; one per group)
- Campus Gist (attached; one per student)
- Blank paper (one per student)
- Three colors of sticky notes (one of each color per student)

20 minutes

Engage

Use the attached **Presentation Slides** to guide the activity. Introduce the lesson using **slides 1–4**. Move to **slide 5,** Distribute blank paper and invite students to draw what their life might look like after high school, adding as much detail as they can.

Give students time to work then pair them up to share. Display **slide 6**. Bring the class together and ask, “What are your plans after high school?” Encourage a few students to share highlights from their drawings. Ask if anyone saw something in their partner’s picture that they hadn’t thought of themselves.

40 minutes

Explore

Teacher's Note: Group Setup & Scavenger Hunt Instructions

For the following activity, consider generating a list of nearby colleges and universities or invite students to create the list together. Ensure that each group researches a different campus to maximize variety.

Place students in groups of 3–4 or allow them to select groups themselves. Assign either a Post-Secondary Education (PSE) campus to each group, or allow groups to pick from the list you generated. Distribute the **Group Scavenger Hunt** handout and review the expectations on **slide 7**.

Have groups use keywords to research information about their assigned campuses in order to complete their Group Scavenger Hunt handouts. Encourage students to rely on credible sources, focusing on *".edu"* and *".org"* websites. Invite them to go beyond the required questions and collect interesting facts they discover along the way.

Teacher's Note: Extending the Activity

Encourage students to go beyond the questions on the scavenger hunt. Have them collect interesting facts about the PSE they are researching to record at the end of their hunt handout. Students can use College Board for Students to research other items beyond the virtual tour videos by using sites like https://bigfuture.collegeboard.org/college-search to search for their assigned PSE.

60 minutes

Explain

Display **slide 8** to introduce the presentation expectations. Explain that students are now the classroom experts on their campus. At a campus, the person who knows a lot about the culture of the school and prepares to share that with others is called an “admissions recruiter.” This person needs to highlight all that is great about the school to make others want to attend.

Explain to students that they are now the admissions recruiter for their PSE and need to create a presentation to share essential information about their PSE with the rest of the class. Each group creates a presentation of up to **six slides** that highlights key information from their scavenger hunt, along with any additional facts that make their campus stand out. Encourage students to focus on persuasive and engaging content—the goal is to make their peers want to attend their campus.

At the end of this phase, students prepare to “pitch” their PSE to the class.

40 minutes

Extend

Display **slide 9** and distribute a copy of the **Campus Gist** handout to students. Tell students to use the Gist strategy to take notes on the PSE presentations to inform their final decisions on which they would most likely attend based on the presentations. Remind students to evaluate each campus based only on the information presented during class rather than relying on outside knowledge.

Groups present their assigned PSE presentation as if they are an admissions recruiter for their PSE. Give each group about 5-minutes to present, adjusting time as needed based on class size. After each presentation, students record their impressions and reactions on their Gist handouts.

Optional Additional Activity

This activity can be further extended by taking students on a visit to a local or regional postsecondary institution for a prospective student tour or activity. Consider providing students with a copy of the Group Scavenger Hunt handout to complete on their campus visit.

If students will be visiting a postsecondary campus, pause this activity after completing the Extend section. Then, complete the Evaluate section following the visit to a postsecondary campus.

10 minutes

Evaluate

Teacher's Note: Setting Up the Sticky Bars Activity

Prepare a Sticky Bar graph with each PSE labeled at the top of a column. Use *three colors of sticky notes* to represent student preferences. For example:

- Green = First Choice
- Blue = Second Choice
- Pink = Third Choice

After all presentations, have students vote on which PSE they would most like to attend as a student. Using the Sticky Bars strategy, give each student three separate colored sticky notes. Each color corresponds with either third, second, or first place. Students should place their individual sticky notes on their top three choices using the appropriate sticky note colors.

Ask students to share out what influenced their choices.

In their presentation small groups, have students reflect on if there were things they should have highlighted about their PSE that they left out from their presentation. Remind students that we may not learn everything about a school in one search or even one in-person visit so it is important to continue learning about a school and making sure it matches with the goals they drew for themselves earlier in the lesson.

Optional Modification

If students have previously participated in a campus visit, adjust the Sticky Bars graph to include only two options: the college they researched and the campus they toured. Give each student one sticky note for their preferred choice. Hide **slide 10** and un-hide **slide 11** to guide the activity.

After voting, lead a short discussion about why students chose one campus over the other. Encourage students to reflect on how in-person visits can shape perceptions, highlight unexpected factors, and influence decisions about which schools they may or may not want to attend.

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 allows 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 can 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 chance 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. Retrieved from: 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. https://dx.doi.org/10.1353/rhe.2012.0037.
- College Board. (2022). College search. Big Future. https://bigfuture.collegeboard.org/college-search
- K20 Center. (n.d.) Sticky bars. Strategies. https://learn.k20center.ou.edu/strategy/129
- K20 Center. (n.d.) Gist. Strategies. https://learn.k20center.ou.edu/strategy/3289
- Oreopoulos, P., & Petronijevic, U. (2013). *Making College Worth It: A Review of Research on the Returns to Higher Education* (No. w19053; p. w19053). National Bureau of Economic Research. https://doi.org/10.3386/w19053