7th Grade Pre-Campus Visit: What's Next? Exploring Your Options

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Time Frame 25–30 minutes

Essential Question(s)

What opportunities do I have after high school?

Summary

In this activity, students will rate their preferred learning style and explore typical vocabulary surrounding postsecondary educational opportunities. This vocabulary exposure will help students be prepared for the 7th-grade campus visit and discussion of possible future pathways.

Learning Goals

Recognize and understand key vocabulary terms related to educational paths after high school.

Attachments

- Activity Slides—What's Next.pptx
- Reflection—What's Next - Spanish.docx
- Reflection—What's Next - Spanish.pdf
- Reflection—What's Next.docx
- Reflection—What's Next.pdf
- What Is—What's Next - Spanish.pdf
- What Is—What's Next.pdf

Materials

- Activity Slides (attached)
- Reflection handout (attached; one half page per student)
- Student devices with internet access
- What Is infographic (optional; attached)

5 minutes

Introduction

Introduce the activity using the attached **Activity Slides**. Share the essential question on **slide 3** and the learning objectives from **slide 4**.

Instructor's Note: Guiding the Activity

The purpose of the following activity is to have students think about their preferences and create four groups of students based on those preferences. Students will be asked two questions, the first dividing the class into two groups, and then the second question dividing the class into four groups. The groups will likely not be equal in size, but that's okay—the goal is to spark conversation and help students reflect on their own values and perspectives.

Display **slide 5** and introduce the Walking Vote instructional strategy. Ask the class to individually choose whether they *love* or *like* learning new things. Direct students to indicate their preference by moving to the left or right side of the room, as shown on the slide.

Transition to **slide 6** and ask students how they prefer learning: classroom learning (books) or hands-on learning (tools). Have students share their preferences by staying on the same side of the room but moving toward the front or the back of the room, as shown on the slide.

Show **slide 7** and inform students that they should now be divided into four groups: Gold, Blue, Purple, or Green, according to their choices from the Walking Vote:

- **Gold:** loves learning new things (love it) and prefers classroom learning (books)
- **Blue:** loves learning new things (love it) and prefers hands-on learning (tools)
- **Purple:** likes learning new things (like it) and prefers classroom learning (books)
- **Green:** likes learning new things (like it) and prefers hands-on learning (tools)

Instruct students to sit with their group for the next part of the activity. Use the flow chart on the hidden **slide 8** for a different representation of how the groups were determined.

Digital Option

Alternatively, have students go to k20.ou.edu/ThisOrThat to complete the "This or That" activity. Here, students are given the same prompts, but digitally select their preferences.

If using this option, the final pathway (grouping) already directs students to the digital infographic in preparation for the next activity.

15 minutes

Knowledge Building

Once students are in a group, display **slide 9** and instruct students to visit k20.ou.edu/PSEpathways to access a digital infographic. Direct students to click on the sign that matches their group color:

- **Purple:** Community College
- **Blue:** Military
- **Gold:** University
- **Green:** Career Tech

Move to **slide 10** and explain to students that after they read about their topic, they are to discuss within their group the new vocabulary they learned and be ready to share. Let students know they have 2–3 minutes to read silently before beginning the discussion.

Once students are done reading, give groups about two minutes to discuss. Remind students that they need to elect a spokesperson to share for the group.

Display **slide 11** and have one student from each group summarize the vocabulary they learned and answer one of the prompts on the slide:

- What is a community college?
- What is the military?
- What is a university?
- What is a career tech?

Transition to **slide 12** and share with students that they have been learning about postsecondary education options. Use the slide to explain what *postsecondary education (PSE)* means.

Alternative Approach

If you would prefer a non-digital version, print the attached **What Is** infographic. The handout is four pages, one page for each topic, print enough pages so that each student within a group has one page. Keep in mind that group sizes will likely not be equal, since groups are determined based on students' preferences. If you have a class size of 20 students, consider printing 8 copies and anticipate a couple of students needing to share.

You might also consider making one copy of the Infographic handout to place at each group. These pages can be used to help communicate where the groups are to gather and can serve as a backup for a student whose device loses internet connection or power.

5 minutes

Wrap-Up

Have students return to their seats and display **slide 13**. Introduce the ABC Graffiti strategy to the class; give each student a copy of the attached **Reflection** handout. Direct students to think about what they have learned and write a word related to postsecondary education for each letter of the word "CAMPUS." If students struggle to recall a word for a certain letter, encourage them to revisit their infographics from Knowledge Building phase to use as a resource.

Display **slide 14** and have students write a question on their handout that they would like to ask during their next campus visit. Students should keep their handout in a safe place to bring on their next campus visit.

Research Rationale

Postsecondary education can be a life-altering experience for students, not just academically. 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 non-college graduates (Wolniak & Enberg, 2019). College graduation increases the 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, 2022). 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

- Bureau of Labor Statistics, U.S. Department of Labor. (2022, March 9). High school graduates with no college had unemployment rate of 4.5 percent in February 2022. The Economics Daily. https://www.bls.gov/opub/ted/2022/high-school-graduates-with-no-college-had-unemployment-rate-of-4-5-percent-in-february-2022.html
- K20 Center. (n.d.) ABC graffiti. Strategies. https://learn.k20center.ou.edu/strategy/96
- K20 Center. (n.d.) Walking vote. Strategies. https://learn.k20center.ou.edu/strategy/4126
- 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
- Wolniak, G.C., & Engberg, M.E. (2019). *Do "High-Impact" College Experiences Affect Early Career Outcomes? The Review of Higher Education 42*(3), 825-858. https://dx.doi.org/10.1353/rhe.2019.0021