



Empowering Students: Pre-Campus and Campus Visit Activities



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Essential Question(s)

- What knowledge, skills, and experiences best prepare students for success in college and careers?
- How can educators use student pre-campus and campus visit activities to engage students in intentional postsecondary planning?

Summary

In this professional development session, participants explore how pre-campus visit and campus visit activities can prepare students for postsecondary opportunities. Participants learn how these activities, designed for high school students, align with the K20 Center's College and Career Preparation Student Standards. This session highlights how these activities guide students to plan for college and career pathways.

Learning Goals

Attachments

- [Note Catcher—Empowering Students.docx](#)
- [Note Catcher—Empowering Students.pdf](#)
- [Presentation Slides—Empowering Students.pptx](#)
- [Selected CCP Student Standards—Empowering Students.pdf](#)

Materials

- Presentation Slides (attached)
- Selected CCP Student Standards handout (attached; one per participant)
- Note Catcher handout (attached; one per participant)
- Markers
- Chart paper

10 minutes

Engage

Use the attached **Presentation Slides** to facilitate the session with participants. Use **slide 2** to introduce the title and topic of the session. Display **slide 3** and have participants navigate to the Mentimeter survey you prepared using either the link or QR code on the slide. Allow participants time to engage with the survey about students' readiness for postsecondary pathways.

Transition through **slides 4–5** to share the essential questions and learning objectives with participants.

10 minutes

Explore

Pass out one copy of the attached **Selected CCP Student Standards** handout and one copy of the attached **Note Catcher** handout to each participant.

Show **slide 6** and introduce the [Exclaim and Question](#) instructional strategy. Share with participants that they should read the Selected CCP Student Standards with the others at their table. Have them take notes about things they find interesting in the “Exclaim” column of their Note Catchers, and have them write questions they have in the “Question” column of their Note Catchers.

When participants are finished taking notes, ask them to share out what they recorded in the “Exclaim” and “Question” columns. Facilitate a discussion about the standards.

15 minutes

Explain

Transition to **slide 7** and introduce the [jigsaw](#) instructional strategy. Give each group one sheet of chart paper and markers.

Have each group of participants navigate to one of the following educator resources:

- [9th Grade Pre-Campus Visit: Investing in You](#)
- [9th Grade Campus Visit: What's Holding You Back?](#)
- [10th Grade Pre-Campus Visit: Funding Your Future](#)

Explain that participants should read their given lesson with others at their tables. As they read, they should use the chart paper and markers to summarize the activity in the lesson, determine the purpose of the lesson, and identify the skills or concepts being taught. Have them also connect one or two of the Selected CCP Student Standards to the lesson and add them to the chart paper.

Display **slide 8** and invite one speaker from each group to share out what they wrote about the lesson with the whole group. After each group has shared, facilitate a discussion using the questions on the slide.

45 minutes

Extend

Display **slide 9** and introduce the [Roots and Routes](#) instructional strategy. Have participants navigate to k20.ou.edu/hh to read the remaining CCP Student Standards and determine which standards would be most beneficial to their schools.

Display **slide 10** and draw participants' attention to the "Roots and Routes" section of their Note Catcher handouts. Explain to participants what they should write in the different sections of the handout.

Move to **slide 11** and instruct participants to record skills or standards they would like to implement in their schools in the roots of the flower on the second page of the handout. Ask participants to use resources such as LEARN and their school curriculums to brainstorm action steps, or "routes," toward implementing the skills or standards with others at their tables. Have them record these action steps in the leaves of the flower diagram on the second page of the Note Catcher handout.

5 minutes

Evaluate

Display **slide 12** and ask participants to reflect on what they learned during the session. Facilitate a discussion about how the K20 Center can support the implementation of postsecondary readiness preparation and skills.

Resources

- K20 Center. (n.d.). Exclaim and question. Strategies. <https://learn.k20center.ou.edu/strategy/94>
- K20 Center. (n.d.). Jigsaw. Strategies. <https://learn.k20center.ou.edu/strategy/179>
- K20 Center. (n.d.). Mentimeter. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/645>
- K20 Center. (n.d.). 9th grade campus visit: What's holding you back?. Educator Resources. <https://learn.k20center.ou.edu/educator-resource/4976>
- K20 Center. (n.d.). 9th grade pre-campus visit: Investing in you. Educator Resources. <https://learn.k20center.ou.edu/educator-resource/4975>
- K20 Center. (n.d.). Roots and routes. Strategies. <https://learn.k20center.ou.edu/strategy/3743>
- K20 Center. (n.d.). 10th grade pre-campus visit: Funding your future. Educator Resources. <https://learn.k20center.ou.edu/educator-resource/5509>