



THE ABC'S OF COLLEGE



This booklet was created by the La Crosse Promise Future Centers with hope to inspire all young people while familiarizing them with the language used with respect to higher education

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A is for Application

To be considered for entrance into a college or university, students are required to complete an **application** for admission. The **application** usually consists of academic records, personal essays, letters of recommendation, a list of extracurricular activities, and standardized test scores.

Ideas for Teachers

- Even though you will get to “C is for College” shortly, this may be a good opportunity to briefly touch on what college is and encourage all students they can go to college if they want to.
- Explain there are colleges and universities throughout the nation and even internationally.
- Inform students they will apply to college during the beginning of their senior year, but it’s never too soon to start thinking about their future.
- Discuss how students should pick the schools they apply to based on what the best fit is for them. This may mean they are looking for a school that is a certain size, location or price. They may also be looking for a specific academic program or athletic opportunities. Many factors can be considered to determine the best fit.
- Remind students that families, teachers, counselors, advisors and friends are available throughout the application process for help and advice.
- <https://bigfuture.collegeboard.org/get-in/applying>
 - 5 Things You Need to Know about College Admission
 - Quick Guide: The Anatomy of the College Application
 - Video: What Kind of Students do Colleges Want?
- Have students complete the application to “Promise University,” which is included in the appendix.

Activity: What Type of Students Do Colleges Want?

After your discussion, have students brainstorm different things colleges would like to see them doing inside the classroom (what types of classes) and outside the classroom (extracurricular activities). Have students share their ideas and write them on the board. There are a lot of possible responses to this activity, below are some ideas of what students could write.

Academics (Inside the classroom)	Extracurricular (Outside the classroom)
English	Community Activities
Foreign Language	Church Activities
Mathematics	Hobbies
Science	Clubs
Social Studies/History	Sports
Electives	Music/Arts

B is for Bachelor's Degree

A **Bachelor's Degree** is an undergraduate degree awarded by a college or university upon successful completion of a program of study, typically requiring at least four years of full-time study.

Ideas for Teachers

- Explain to students that besides a Bachelor's Degree, there are many other levels of schooling that students can achieve.
- Explain to them what each level of schooling means and how much time it would take them to earn that specific degree. Also explain that with more schooling, more career opportunities will open up, as well as the opportunity to make more money.
- Use these free resources to guide you in this discussion:
 - http://www.mygreatlakes.org/mglstatic/guaranty/forms/college_justificator.pdf - these can be ordered for your class, too!
 - <https://secure-media.collegeboard.org/digitalServices/swf/college-ed/middle-school-student-workbook/index.html> (pg. 32-33 explains each level of degree)

Activity: Match That!

After your discussion, have students complete the activity in their packet. After giving them sufficient time, reveal the correct answers to the students. If you order the Justificator from Great Lakes, the students can use that resource to help them with this activity. *salaries may vary

Salary	Level of Schooling	Occupation
\$10,000	High School Dropout	Fast Food Worker
\$25,100	High School Graduate	Customer Service Representative
\$28,200	Some College	Bank Teller
\$35,700	Associate's Degree	Veterinary Technician
\$51,900	Bachelor's Degree	Information Systems Specialist
\$68,400	Master's Degree	Social Worker
\$104,000	Professional Degree	Surgeon
\$118,500	Ph.D	Research Scientist

C is for College

College is an institution of higher learning that offers undergraduate programs, usually of four-year duration, that lead to Bachelor's Degrees. Students apply to **college** during their senior year of high school.

Ideas for Teachers

- Discuss your college experience – The college you attended, if you explored campuses prior to making a decision, what you majored in, how you were involved on campus, how much time was spent on school work, whether or not you had a job while in college, your first job after you graduated from college, etc.
- Create your own road map ahead of time – sharing major events and accomplishments in your life – including experiences, graduations, travel, recognitions, etc.
- Reiterate that all students in your class can go to college if they wish.
- Explain the difference between short-term and long-term goals – long term goals are made up of smaller goals. If the goal is to go to college, there are lots of smaller goals that you must accomplish before that ultimate goal.
 - <http://www.goodcharacter.com/BCBC/Goals.html>
- Have students take some time to do the activity in their packet. Then, have them share their goals and write ideas on the board. Encourage students to add to the list in their packet as you write on the board.
- Have students identify which items on the board are short term goals and which are long term goals.
- Read the books Look Out, Here I Come! By Gov. Michael Easley and I Know I Can by Wendy Rouillard (younger grades) or Judy Moody Goes to College by Megan McDonald (older grades) (available in the Future Center)

Activity: Visualizing the Road Ahead

Explain to the students that the road to their future is like a maze with many twists and turns. They will have to try their hardest in school, be involved in their community and make good decisions that will keep them on the right track. Ask them to think about their dream job. Then, on the signs, have them write 5 goals that will help them land their dream job.

Ideas for Goals:

Finish elementary/middle school	Get good grades	Research colleges
Start high school	Participate in class	Research careers
Take challenging classes	Take college entrance exams	Visit colleges
Take foreign language	Do job shadows	Work with counselors/advisors
Be involved in extracurricular activities	Get a job	Apply to colleges
Volunteer/Be involved in community	Save money	Graduate from high school
Study	Apply for scholarships	Complete internships

D is for Diploma

A **diploma** is an official document issued by a college stating a student earned a certain degree. Students receive their diplomas on the day they graduate.

Ideas for Teachers

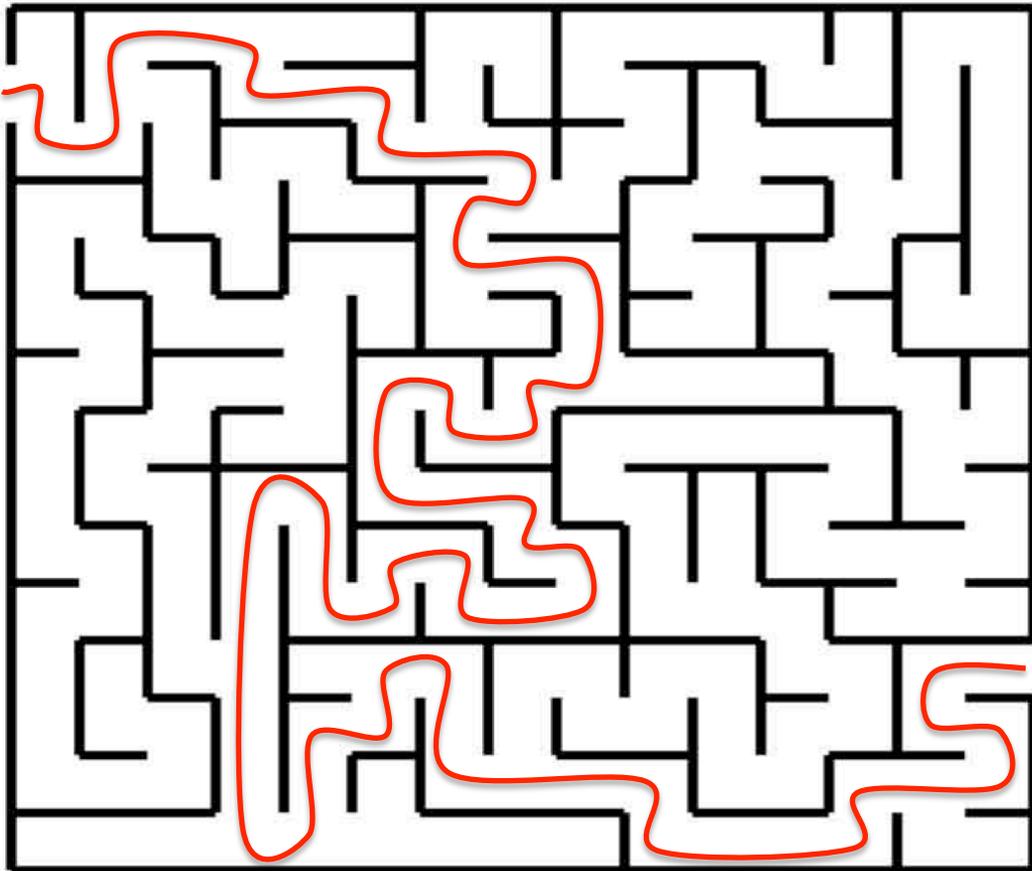
- Review what you talked about during the “B is for Bachelors Degree” and “C is for College” activities and connect that to “D is for Diploma.” Essentially, you go to college to earn a degree and upon completion of that degree, you will earn a diploma.
- Explain to the students they will receive a diploma when they graduate from both high school and college.
- Highlight what a graduation ceremony is like.
- If you know where your diploma(s) is/are, bring it in for the students to see.
- Encourage students to complete this packet as you go along because when they complete it, they will earn a diploma! Have a small ceremony at the completion of this packet and present the students with their diploma. A sample diploma is attached in the appendix.

Activity: Receiving a Diploma

After your discussion about diplomas and graduation, ask the students to complete the maze to get Karen to her graduation ceremony so she can receive her diploma!



www.mycutegraphics.com



E is for Extracurricular Activities

Activities that take place in your school and/or community are considered **extracurricular activities**. Some examples include: student clubs, performing arts, volunteering, service projects and sports teams. It is important to be involved in a variety of extracurricular activities so you can start to figure out what your true interests are!

Ideas for Teachers

- Discuss the benefits of participating in extracurricular activities such as meeting new people, building character, learning teamwork, confidence, self-esteem, cooperation, respect, etc. Talk about how the students' interests can help them figure out which extracurricular activities would be good for them to be involved in and, vice versa, exploring extracurricular activities can help students figure out what their interests are.
- Discuss the importance of being involved in extracurricular activities throughout middle school and high school, as colleges tend to admit well-rounded, involved students. Also, when planning for college, students should take a look at what extracurricular activities they are involved in to help them determine what their interests continue to be. It is important to incorporate who you are and what you love into your major and career.
 - <http://roadtripation.com/leader/kevin-carroll/kevin-carroll-highlight>
- Discuss opportunities for students to be involved in extracurricular activities at your school or in the community. (Art club, academic clubs, intramural sports, drama club, yearbook committee, music clubs, etc.).
- Ask students to take a few minutes to walk around the classroom using the “Discovering Your Classmates’ Interests” grid (in appendix) to find out what their classmates’ interests are. Give them a couple minutes to see if they can find classmates who are interested in the activities listed in the grid. Have them write their classmate’s name in the box that corresponds to their specific interest. It is possible that not all the interests will be accounted for. After completing this exercise, have students share their findings.

Activity: Using Extracurricular Activities to Explore Career Opportunities

After discussing extracurricular activities and career interests, have your students complete the activity. Their goal is to use the word bank and figure out what each student’s dream job is based on the student’s favorite extracurricular activity. For additional help, you may want to briefly describe each profession listed in the students’ word bank.

Student	Dream Job	Favorite Extracurricular Activity
Charlie	Engineer	Joined robotics at his school
Mai	Journalist	Writes for the school newspaper
Ger	Architect	Builds houses with Habitat for Humanity
Sara	Teacher	Tutors her peers
Tyrone	Actor	Participates in community theatre
Ben	Interpreter	Is the president of the Spanish Club
Whitney	Salesperson	Operates a her own jewelry making business

F is for First Generation Student

A college student is considered a **first generation student** if neither of his or her parents have completed a four year college degree.

Ideas for Teachers

- Some students who are first generation students have parents who support their plans for higher education and others don't (maybe their family wants them to work right after high school). Often times, first generation students don't know what their options are for higher education and may have fears or misleading thoughts about college.
- First generation students may have never been encouraged to assess their strengths and weaknesses with the idea of attending a post-secondary school. They are also likely to have little to no knowledge about requirements for college or certain professions.
- It is important to help first generation students understand how their interests and abilities can connect to a career and higher education options; therefore, you can tie this discussion into the discussion from "E is for Extracurricular Activities."
- Discuss the amount of opportunities available for first generation students, including but not limited to support systems on campus, groups such as Upward Bound, exclusive scholarship opportunities, and potential fee waivers so they can apply to colleges for free.
- Discuss the benefits of going to college.
 - http://www.mygreatlakes.org/mglstatic/guaranty/forms/college_justificator.pdf - These can be ordered for your class, too!

Activity: The Benefits of Higher Education

Have students bring this exercise home and work with a trusted parent, guardian, older sibling or someone else who understands the benefits of going to college. If the student doesn't have anyone at home they feel comfortable doing this activity with, suggest they work with a teacher at the school. Students should ask the person the questions below and write the answer in the spaces provided on their worksheet. Have students volunteer to share some of the advice they got from the adults they worked with.

1. If he or she went to college: How has going to college helped you in your life?
2. If he or she did not go to college: How do you think going to college would have helped you? Did not going to college make a difference in your life?
3. How do you think going to college will affect my life?
4. What is the most important benefit of going to college?

G is for Grades

Grades show how well you are doing in your classes. You will need good **grades** to get into college, so be sure you get in a habit of doing your homework and turning it in on time, studying for tests, doing well on tests and having a good attitude!

Ideas for Teachers

- Talk about the importance of grades both now and in the future.
- Explain or review what a Grade Point Average (GPA) is.
- Discuss what a cumulative GPA is and how every grade earned in high school goes toward each student's final GPA. Talk about how assignments and tests will be graded with an A, B, C, D or F and what that means.
- Also review "A is for Application" and remind the students that their GPA is something that colleges will take into consideration when they apply. This will come up again during the "Q is for Qualifications" activity.
- Highlight what a transcript is.

Activity: Test Taking Tips

After your discussion, have the students complete the puzzle in their packet. When the puzzle is complete, they will be presented with 7 test taking tips that they can use now and in the future. If time allows, have a final discussion about these test taking tips. The answers to the puzzle are below.

1. **STUDY** every night for several nights before the test.
2. Make up a practice **TEST** of what you think may be on the real test.
3. Be sure to get enough **SLEEP** the night before.
4. **EAT** a good breakfast.
5. Before you start the test, picture yourself doing **WELL**.
6. **READ** the directions carefully.
7. If you don't understand, ask the **TEACHER** to explain.

H is for Honor Roll

The **honor roll** is a list of students who achieved exceptional grades during a specific period of time.

Ideas for Teachers

- Ask the students to contribute ideas for how they can get on the honor roll.
- Talk about the importance of staying on track and not getting behind. You can review what you talked about in “G is for Grades” and review what a cumulative GPA is. Essentially, the grades students earn freshman year of high school are carried with them throughout their high school career. When students dig themselves into a hole, it is difficult to get out.
- Have the students brainstorm attitudes and characteristics required of a student to earn good grades and end up on the honor roll.
- Ask the students to reflect on the work they have done so far in the school year and assess whether or not they think they would earn a spot on the honor roll.

Activity: Getting Your Name on the Honor Roll

After your discussion, have the students complete the activity in their packet. Students should circle the activities that will help them get on the honor roll. It is likely the three activities they will circle came up in your conversation prior to them completing this activity, so this could be a review for them.



Participating in class



Studying and doing your homework



Sleeping in school



Getting bad grades



Using excuses



Getting good grades

I is for Internship

An **internship** is a short-term, temporary experience in which students work in a real-world setting that is closely related to their area of study. Students will gain a lot of experience and knowledge from an **internship**. Some **internships** are opportunities to get paid and others are not.

Ideas for Teachers

- Draw on your own experiences. Did you complete any internships? If not, talk about your student teaching experience. How did you feel at first? What did you learn? Are there any things you still use from that experience?
- Discuss the importance of gaining experience before committing to a career. There are many ways to gain experience (through jobs, volunteering, internships, field experiences, reading, etc.)
- Ask the students, based on their career interests, what kind of experiences they would want before they got a job in their field of interest.
- Have the students brainstorm what kinds of jobs require previous experience (doctor, teacher, etc.)

Activity: Completing an Internship

The students are provided with a chart that is partially filled out. Have them work in groups to fill in the missing information. They will have to come up with the title of careers, interests, and internship ideas. After everyone is finished, have the students share their answers with the class. The underlined words are suggestions for what the students could write.

Dream Career	Interests	Internship Idea
 Special Events	Enjoys organizing events, especially those involving athletics.	Local Sports Team (ex. La Crosse Loggers)
 <u>Journalist</u>	Has a passion for writing, mostly about what is happening in his community.	<u>Local Newspaper or Magazine</u> (ex. La Crosse Tribune)
 Fitness Coach	<u>Likes to workout, exercise, study fitness/nutrition, help others, eat healthy, stay fit, compete</u>	<u>Local Gym or Exercise Facility</u> (ex. YMCA)
 <u>Counselor</u>	Likes to work with students, particularly with career exploration and academic planning.	High School Counseling Department

J is for Job

A **Job** is a paid position of regular employment. Having a job in high school and college is a good way to earn money that can be saved in a bank account. Students can use the money they save to help pay for college.

Ideas for Teachers

- Ask students to think about what kinds of jobs they could have before they go to college. Have them think about places in the community where they see high school aged students working.
- Talk about the minimum age requirement for some jobs and alternative options such as mowing lawn, shoveling or babysitting.
- Explain another way to save money is by spending less money. Discuss the difference between needs and wants.
 - <http://pbskids.org/itsmylife/money/managing/article2.html>
- Discuss the importance of balancing school and work.
- Highlight what a savings account is.
 - <http://pbskids.org/itsmylife/money/managing/article8.html>
- Use this resource from Coulee Bank for additional information:
 - <https://couleebank.moneyisland.com/> - Interactive game that teaches kids about money. You could have the students play this individually or play it as a class.
- Forbes Article: Money Lessons For Your Kids: What They Should Know by Age 5, 10, 15
 - <http://www.forbes.com/sites/halahtouryalai/2013/03/19/money-lessons-for-your-kids-what-they-should-know-by-age-5-10-15/>

Activity: Saving For College

Ask the students to brainstorm ideas of ways to save money before college. They should think about both now and when they are in high school. Remind them they should continue to save once they are in college, too. Once the students have their ideas written down, have them share with the class. There are a lot of options for this activity, but ideas of ways to save include:

Jobs:	Other Ways:
Babysitting	Garage sales
Pet sitting	Recycling
Yard work	Using coupons
Camp Counselor	Shopping sales racks
Referee/Umpire	Finding free activities
Cashier/Bagger	Rent books instead of buying them
Fast Food	
House sitting	

K is for Knowledge

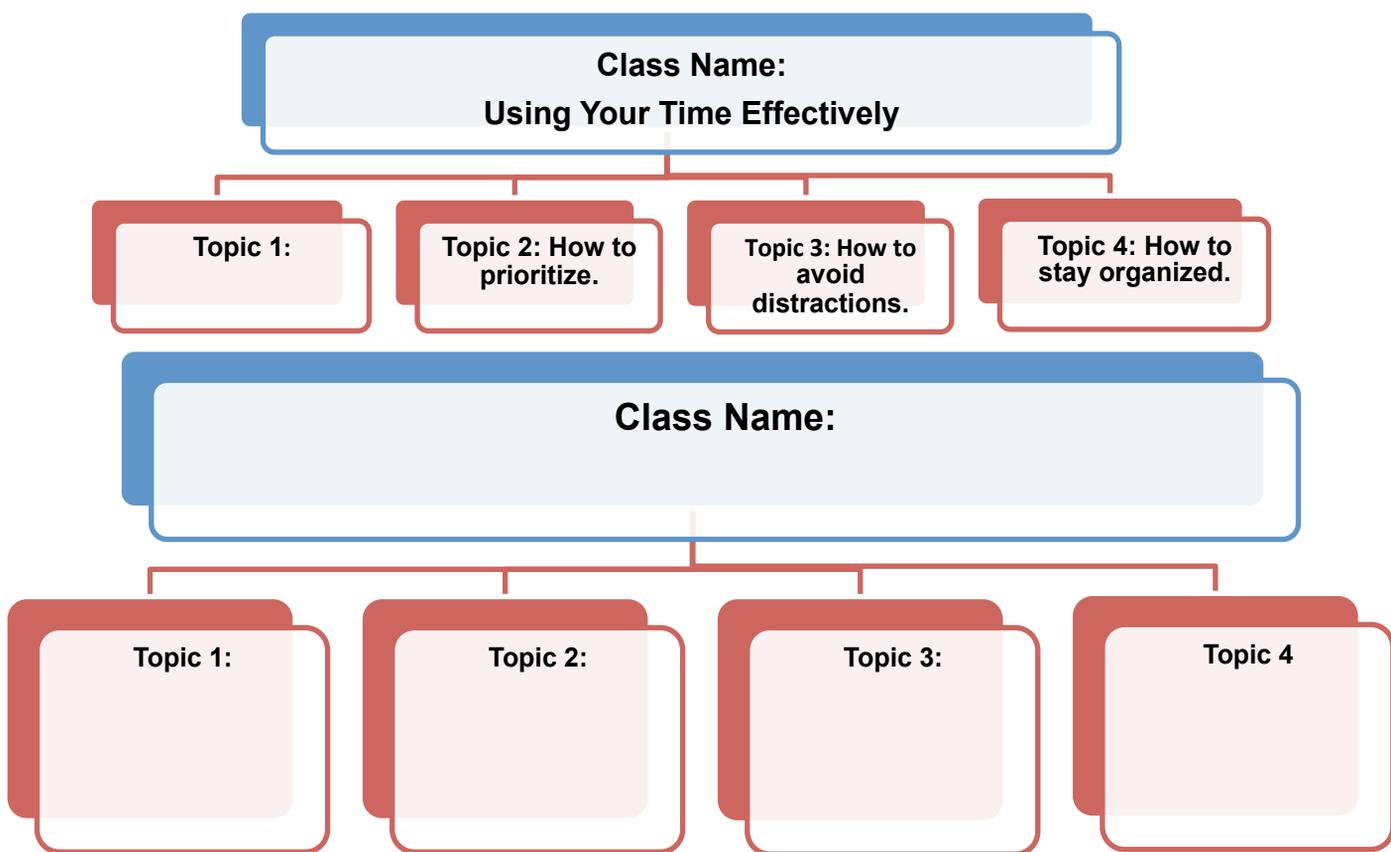
Knowledge is the familiarity, awareness, or understanding gained through experience and study.

Ideas for Teachers

- Explain to students that gaining knowledge is not limited to the classroom. Education is a process and they will continue to gain knowledge throughout their lives. Tell students ways you've continued to learn, both personally and professionally.
- Tell students the knowledge they can gain is endless; they can learn about anything they want to.
- Talk about formal and informal ways to gain knowledge (ex. Classes, continuing education required for jobs, books, webinars, how-to videos, social groups etc.).
- Brainstorm important traits needed to be a lifelong learner.
 - Seeks new challenges, curious, open-Minded, accesses information from a variety of sources, creative, uses a variety of thinking strategies, problem solver, etc.
 - <http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivate-lifelong-learning.html>

Activity: Building Your Knowledge

The students are asked to think about one thing they want to learn more about. They are then given the opportunity to create their own class they would take. They should come up with a name for their class and four topics they would learn about in that class. The students should be creative. Their classes can be about anything they are curious about (examples: learning about the galaxy, hitting techniques in baseball, types of monkeys, how to start their own small business, how to draw, and more!) Have the students share their creative classes with the rest of the students. By sharing their classes, they may spark curiosity in other students.



L is for Loan

A **loan** is money that a student can **BORROW** with an agreement to pay it back at a later time. Loans help students pay for college. There are a variety of **LOANS**, including **STAFFORD**, **PERKINS**, **PLUS** and **PRIVATE** loans. Loans can be **SUBSIDIZED** or **UNSUBSIDIZED**. Subsidized means the government pays the **INTEREST** that accumulates on the loan while the student is in school. Unsubsidized means the interest accumulated is added to the amount the student needs to repay. It is recommended that students do a lot of **RESEARCH** before taking out a loan.

Ideas for Teachers

- Explain to students what loans are, discuss what borrowing money means and highlight what interest rates are.
 - <https://bigfuture.collegeboard.org/pay-for-college/loans/college-loans-the-basics>
 - <https://bigfuture.collegeboard.org/pay-for-college/loans>
- Talk about where people can borrow money from.
- Ask students to think about what their parents may have loans for (house, car, school, etc).

Activity: Finding Words Associated with “Loans”

After your discussion, have the students complete this word find. The words they must find are in the word bank. The answers are below.

X	P	J	A	I	B	L	G	S	F	T	S	D	P
D	P	E	R	K	I	N	S	V	U	M	U	Q	R
F	E	E	R	Y	S	H	L	Z	F	L	C	T	I
Z	V	Z	X	C	J	Q	R	B	R	I	P	S	V
D	E	Z	I	D	I	S	B	U	S	N	U	E	A
P	L	I	V	D	B	N	D	U	J	M	W	R	T
O	H	R	M	O	I	R	S	Y	B	V	T	E	E
A	O	A	R	N	O	S	T	S	Q	P	W	T	J
X	X	R	M	F	B	S	B	Z	I	R	J	N	P
Q	O	B	F	F	E	M	N	U	Z	T	Y	I	G
W	L	A	V	H	P	L	Y	W	S	N	E	O	L
J	T	O	C	U	R	I	R	M	L	O	A	N	S
S	R	E	S	E	A	R	C	H	I	J	T	F	L

WORD BANK

- BORROW
- LOANS
- INTEREST
- PERKINS
- PLUS
- PRIVATE
- RESEARCH
- STAFFORD
- SUBSIDIZED
- UNSUBSIDIZED

M is for Major

A **major** is an area of study that a student specializes in. The student must dedicate a pre-determined amount of time to this area of study. Colleges often specify the number of credits needed to receive a diploma and the order of the classes. There are many majors, but some examples are: Accounting, Education, Engineering, Marketing, Music, Nursing, Religious Studies, Sociology, Theatre, Zoology and more!

Ideas for Teachers

- Talk about what majors and minors are.
- Have a discussion about strengths/hobbies and how, many times, a career choice reflects a strength or hobby one has.
- In fact, many students decide their majors based on their strengths or activities they enjoy. (Example: Math=Accounting/Finance, Learning=Educator, Design=Fashion, Game Development, Graphic Design, Talking=Communications)
- Discuss how the major a student chooses will align with the type of career they are interested in pursuing. (Examples: Accounting-Tax Preparer/Bank Manager)

Activity: Choosing A Major

- Students need to help Davion figure out what needs he think about before choosing a major and where he can get more information and specific majors.
 - Alternatives to this activity is having students do it about themselves.
- Have students write down their strengths and hobbies.
- Have the students share their ideas with the large group. Write ideas down on the board. Use this website <https://bigfuture.collegeboard.org/majors-careers> to look more specifically in to career clusters and what types of jobs fall under that cluster.
- Have the students split into career cluster groups and discuss their similar personality traits.

N is for Non-Credit Courses

Non-Credit Courses are classes or courses that do not meet the requirement for a certificate of a degree at an institution. **Non-Credit courses** are instead used as a way for students to gain additional knowledge, become educated about different fields of study, and increase one's life experiences.

Ideas for Teachers

- Discuss possible reasons why people would want to take a non-credit class.
- Draw a link between Professional/Career Development. (Examples: some careers require professional development as part of the job in which case someone might take a course like this, people considering a career switch may take a non-credit course to see if they enjoy the material and feel like that career would be a good fit for them.)
- Look up non-credit courses at various institutions and discuss them with your class.
- Think back to any non-credit courses you may have encountered throughout your career, and discuss how those experiences benefited you!

Activity: Choosing Your Courses

Ask the students to think back to the “E is for Extracurricular Activities” and “K is for Knowledge” activities you did in class. During those activities, they explored what their interests are. Based on their interests, have them write down as many different types of classes they would be interested in taking (either as for-credit or non-credit courses). Discuss how these courses could help with their future career. Below are ideas of non-credit courses available.

Example: Specialty Baking

1. Foreign Language (especially one that is not typically offered at a college)
2. Coaching a specific sport
3. Playing a specific instrument
4. Photography skills
5. Leadership skills and group management

O is for Orientation

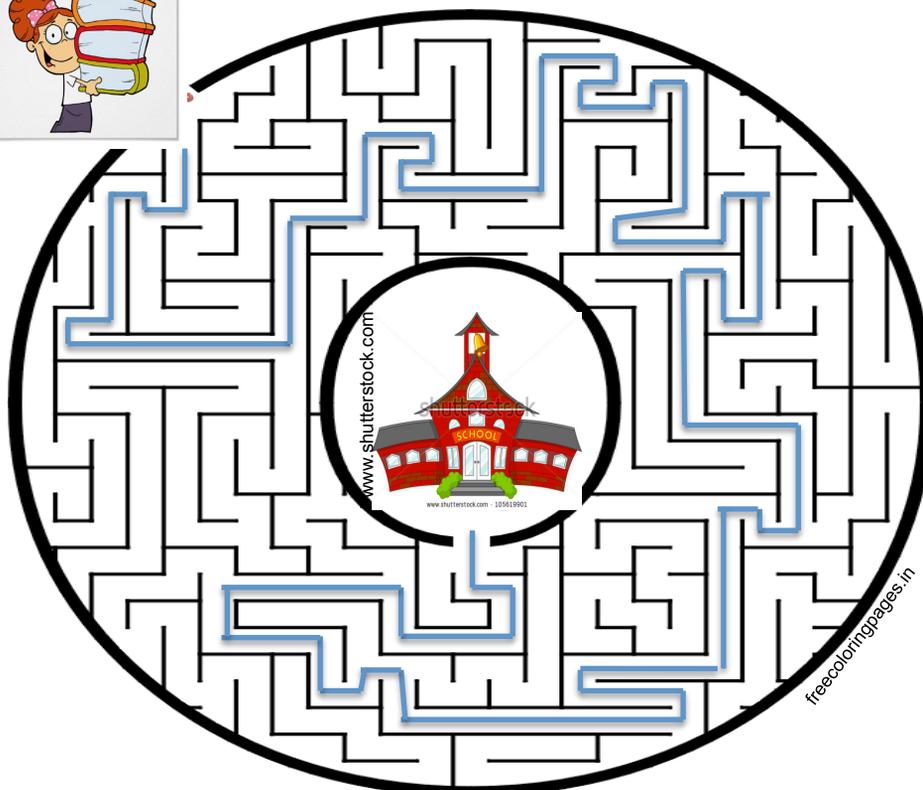
New students are invited to **orientation** before classes begin. **Orientation** is a time when students become familiar with campus buildings such as their classrooms, bookstore, residence hall, and dining hall. Students can also meet other students, participate in activities, and meet professors during this time.

Ideas for Teachers

- Discuss the layout of a college. You could hand out campus maps for examples (UW-La Crosse, Western Technical College and Viterbo).
- Explain that unlike elementary, middle and high school, college classes take place in multiple buildings. Inform students there are a number of buildings on campus ranging from academic buildings to residence halls and the cafeteria.
- Talk about how campus visits, touring campuses and freshman orientation can all give students a better understanding of the layout of a campus before they even attend that campus.
- Discuss how students get to pick their own schedules in college, based on what time their classes are offered. College is not like K-12 where there students go to class from 7:30am-3:30pm. You can also inform them as a student, they get to choose which professor they take each class with. In the near future, you will be talking about professors (P is for Professor) and schedules (W is for Work Study).

Activity: Navigating Around Campus

After your discussion, have the students complete the maze. The goal is to get Sally Student to her classroom on her first day of classes.



P is for Professor

A **professor** is the individual who teaches the class material. Some students may call him/her a teacher, faculty, or advisor. **Professors** have experience in the field of study, are available to answer questions, and help guide students on their educational journeys.

Ideas for Teachers

- Draw on your experiences and explain to the students what types of classes you took to get to your current position.
- Tell students about a favorite professor you had and what qualities they had that made them a good professor.
- Make comparisons to how a college professor might be similar or different to an elementary, middle and high school teacher.
- Talk about what kind of degrees and knowledge professors have.
- Show a movie or TV clip of an example of a professor. (Examples: The Nutty Professor, Boy Meets World: The College Years, Monsters University)

Activity: What Subjects Do Professors Teach?

After your discussion, have the students complete the activity in their workbook. The goal is for the students to match the correct occupation with the subject taught by a professor. Below is a chart with the correct answers.

Subject	Occupation
Human Biology	Doctor
Geography	Meteorologist
History	Archeologist
Animal Science	Zoo Keeper
Human Services	Social Worker
Communications/Journalism	News Broadcaster

Q is for Qualifications

There are certain **qualifications** needed to be accepted in to a college or university. These are different at each school. **Qualifications** can include grade point average (GPA), test scores, involvement in extracurricular activities such as athletics or community service, and personal statements (essays).

Ideas for Teachers

- Refer back to “A is for Application” when you told the students what types of information a college application asks for. Today, you can elaborate on those areas.
- Use qualifications from UW-La Crosse, Western Technical College and Viterbo to give the students and idea of what each of the schools are looking for. You can also explain the differences in qualifications due to the type of school each school is (4-year public, 4-year private, 2-year technical). Explain that every school will require slightly different qualifications.
- Have students work in groups and write down the qualifications they would require for students coming to their college or university. Have the students share their list with the class.

Activity: Finding Words Associated with “Qualifications”

After your discussion, have the students complete this word find. The words they must find are: **grades, qualifications, athletics, tests, extracurricular, service, essay**. The answers are below.

R	A	L	U	C	I	R	R	U	C	A	R	T	X	E
Q	U	A	L	I	F	I	C	A	T	I	O	N	S	R
A	L	N	G	U	P	S	A	B	P	S	Z	O	C	U
C	A	L	D	O	T	P	E	K	M	W	T	G	I	V
R	N	U	L	K	D	O	D	Y	D	Z	S	T	X	
E	F	H	Q	Q	L	D	U	Y	A	S	S	E	E	N
G	C	Q	X	A	X	Y	X	G	E	R	R	Y	L	T
X	N	I	R	U	G	N	R	X	A	K	G	Y	H	A
A	W	V	V	S	O	L	Y	L	K	V	C	Z	T	V
T	N	E	J	R	I	R	Q	A	K	Z	O	X	A	E
S	P	K	E	K	E	Y	G	P	P	E	K	K	Q	H
V	C	G	T	M	M	S	S	A	P	Q	W	L	Q	F
J	W	C	D	P	J	H	Z	V	T	N	M	T	Q	I

R is for Resident Assistants

If students live on-campus, they live in a residence hall. Each residence hall has a staff of **resident assistants (RA's)**. It is the RA's job to make sure the residence hall is a fun, safe, and friendly environment. The **resident assistants** host programs throughout the school year for students. Programs include things like study workshops, trips to the mall, late-night breakfasts, or movies.

Ideas for Teachers

- If you lived in the residence halls, recall the programs your resident assistant did. Discuss what things you liked about living in the residence hall and how you benefitted from the opportunities provided throughout the hall.
- You could pull up your campus on Google Maps or view the campus through the campus specific website and show students where you lived
- You could discuss benefits of meeting and living with a new person or if things did not work out between you and your roommate, how did your resident assistant help with problem-solving?

Activity: Planning Activities For Your Residence Hall

Ask the students to imagine they are freshmen in college. Have them work in groups and list activities they would like their resident assistant to organize for their residence hall. Encourage them to be creative and come up with activities that would draw the greatest number of people. Activities organized by the resident assistants provide safe and friendly opportunities for students as well as gives them an opportunity to spend time with others who live in the same quarters as them. Some examples are below.

Ex. Ice Cream Social	Bingo Night	Decorating for Holidays
Study workshops	Neighborhood Cleanup	Celebrate birthdays
Trips to the Mall	Toy Drive	Winter Barbecue
Late-Night Breakfasts	Bowling	Karaoke
Movie Nights	Cupcake Decorating Contest	Sporting Events on Big Screen TVs

S is for Scholarship

A **scholarship** is a type of financial assistance provided to students furthering their education. Also known as “free money,” **scholarships** are generally awarded to students who are leaders, demonstrate outstanding community service, and have good grades.

Ideas for Teachers

- Explain the process students need to take in order to be considered for a scholarship.
 - Complete an application which can include a transcript, letter of recommendation, essay, description of community involvement, etc.
- Talk about ways students can find out about scholarships (counselors, Future Center, websites, college or university they decide to go to)
- Scholarships are for students of all ages. Often times people think only seniors can apply for scholarships and that’s not true.
- Talk about the importance of taking time to apply for scholarships, since unlike loans, scholarship money is money students do not have to pay back.
- Discuss that scholarship money usually has restrictions on how it can be used (tuition, books)

Activity: Receiving a Scholarship

After your discussion, have students complete the activity. The goal is to circle the activities that could help students earn a scholarship and to put an X through the ones that would NOT help them get a scholarship. Have them work in groups so they can discuss what each picture represents.



T is for Tuition

Tuition is the amount of money paid for each class taken at a school. Not included in **tuition** is the cost of books, fees, or room and board. Many things factor in to how much one will pay for **tuition**. Examples include: if the student is a resident or non-resident, if they are attending public or private school, and how many classes the student is taking.

Ideas for Teachers

- Using UW-La Crosse's tuition information for an example, show students how much attending college can cost. Remind them there are options to receive assistance to help them such as grants, scholarships and loans (two of which you talked about earlier in this packet).
- Explain to students about the process of renting or buying textbooks.
- Explain terms such as resident, non-resident, public and private schools, room and board, and credits.
 - Resident:
 - Non-Resident:
 - Public School:
 - Private School:
 - Room and Board:
 - Credit: Each class is assigned a certain number of credits. For example, one semester of English could be 3 credits. You will need a certain number of credits for your major and a certain number of credits to graduate.
- Use this activity to incorporate subtraction, multiplication and/or division

Activity: Calculating the Cost of Credits

For this activity, have the students calculate the cost of credits at UW-Green Bay based on the information they are provided.

3 Credits: <u>\$956.04</u>	12 Credits: <u>\$3,824.16</u>
6 Credits: <u>\$1,912.08</u>	15 Credits: <u>\$4,780.20</u>
9 Credits: <u>\$2,868.12</u>	18 Credits: <u>\$5,736.24</u>

U is for University

Many students choose to further their education at a university. At the university, students obtain a bachelor's, master's, or professional degree.

Ideas for Teachers

- Review what you talked about during the “B is for Bachelor’s Degree” or “C is for College” activities.
- Explain to the students how the University of Wisconsin System works. There are 13 4-year universities in Wisconsin, located throughout the state and providing students with multiple opportunities ranging from academics to ways to get involved in the campus.
- Additionally, there are 13 UW freshman/sophomore campuses that help prepare students who feel they may not be ready for a 4-year university. www.uwhelp.wisconsin.edu is a great resource!
- Use this activity as a way to examine the state of Wisconsin and point out where each of the 13 schools are. Ask students if they have heard of the specific schools or cities they are located in.
- Have students share stories about older siblings or parents who have gone to different schools or if they have ever been to a campus to share their own experience about what it was like to be on campus.

Activity: Match the university with its location

Each star indicates a city that is home to a four-year UW university. Have students match each university with the star on the map.



UW-Eau Claire
 UW-Menomonie
 UW-River Falls
 UW-La Crosse
 UW-Superior
 UW-Platteville
 UW-Green Bay
 UW-Oshkosh
 UW-Milwaukee
 UW-Madison
 UW-Whitewater
 UW-Stevens Point

V is for Value

When you **value** something, it means it is important to you. For example, you may **value** honesty which means you feel it is important to be honest.

Each school has a list of core **value** words or phrases in which they strive to achieve within their student body. Some words used within the UW system include: respect, integrity, innovation, academic excellence, diversity and civil engagement.

Ideas for Teachers

- Review and discuss the value words of your school or the school district. Ask students to share examples about how they emulate these value words inside and outside of the classroom.
- Search the mission statements of universities to help explain to students how the school shows their core values.
- Ask students why they feel value words are important (what's the value in having value words?!).
- Allow the students to use the provided "value words" cards to come up with words they feel are important to them.
- Play a game where each student picks a random value card and then needs to describe, act out, or draw the word.
- Come up with a mission statement for your classroom describing the values that are upheld by students everyday!

Activity: Creating University Values

Have students work in small groups to create their own University. Give the students an opportunity to come up with a creative name and mascot for their university as well as time to come up with value words for their schools. Ask the students to come up as small groups to share their favorite value word and why/how they chose that word.

Value	Words
Leadership Integrity Knowledge	Empowerment Diversity Unity
Caring Accomplishment Acceptance	Dignity Success Experience

W is for Work Study

One type of financial aid offered is called **Work Study**. This type of aid allows students to find part-time jobs on campus and use the money they make to help pay for school. **Work Study** jobs can vary but one example is an assistant job in an office or department on campus. Supervisors will work around students' school schedules so their jobs do not interfere with their classes.

Ideas for Teachers

- Talk about time management and priorities. Highlight how much time students should put into each class they take at the college level.
- Ask students how they balance their homework, studying and activities.
- Ask students how they determine what their priorities are.
- Discuss the benefits of working on-campus versus off-campus (Examples: Your job can be directly related to your major (i.e. a Biology major working in a Biology lab or an English major working in the Writing Center), it is a good way to connect and network with people on campus, you most likely will not need a vehicle, your schedule is accommodating, there is a good chance you will be off of work during long breaks like winter and spring break, and more).
- Remind students that in college, they will be able to create their own class schedule to a certain extent. Their schedules will be very different from those they will have in middle and high school.

Activity: Time Management Skills

Have the students complete Pa Houa's schedule. In addition to going to class and work study, Pa Houa has a busy week. Your students need to figure out when Pa Houa can do the following things throughout the week: **Study (8 hours), write 2 papers (2 hours), go grocery shopping (1 hour), hang out with her friends (3 hours), watch her favorite TV show (1 hour) and exercise (2 hours)**. Below is an example of a completed schedule.

Time	Mon	Tues	Wed	Thurs	Fri
8-9A	CHEMISTRY		CHEMISTRY		CHEMISTRY
9-10A	<u>Study</u>	ENGLISH	<u>Study</u>	ENGLISH	
10-11A		ENGLISH		ENGLISH	
11A-12P		<u>Study</u>		<u>Study</u>	
12-1P	SPEECH	<u>Study</u>	SPEECH	<u>Study</u>	SPEECH
1-2P	PHOTOGRAPHY	<u>Study</u>	PHOTOGRAPHY	<u>Study</u>	PHOTOGRAPHY
2-3P	WORK STUDY	<u>Exercise</u>	WORK STUDY		
3-4P	WORK STUDY		WORK STUDY		
4-5P	WORK STUDY		WORK STUDY		
5-6P	<u>Groceries</u>	PSYCHOLOGY	<u>Write Paper</u>	PSYCHOLOGY	
6-7P	<u>Exercise</u>	PSYCHOLOGY	<u>Watch TV</u>	PSYCHOLOGY	<u>Friends</u>
7-8P		<u>Write Paper</u>			<u>Friends</u>
8-9P					<u>Friends</u>

X is for Xenagogue

A **xenagogue** is someone who is a “guide; someone who conducts strangers.” A better known term for a xenagogue is a “tour guide.” All campuses have tour guides. They are generally current students who show groups of visitors around campus and give them information about a variety of aspects including school history, the buildings, and activities that take place at the school.

Ideas for Teachers

- Share with students your experience about touring your university campus.
- Ask students to share stories if they have gone with anyone to visit a campus.
- Have a discussion about why a tour of a campus might be helpful to students.
- Have a guest tour guide speaker come in to talk to a class about what they do in their job and what they enjoy about the job.
- If you have the opportunity, visit a local campus! They will happily have someone show your students around and this would expose your students to a campus environment! Invite the Future Center along or have us coordinate the tour for you!
- If you cannot physically visit a campus, virtually tour a campus! Go to Google maps and use the street view to see the buildings. Choose a campus that is in Wisconsin or try one of the Ivy League Schools like Harvard or Brown!

Activity: Creating Your Own Campus

- Give students large pieces of paper and let them spread out. Have an abundance of crafting materials available. If you have magazines, let students cut out pictures of buildings to put on their campuses. Encourage them to get as creative as they would like! This is their school!!
- Have the students share in front of the class or get together in partners to share their campus maps with.

Y is for Youth Options

Wisconsin has a **youth options** program, which means “public high school juniors and seniors who meet certain requirements” can take classes at postsecondary facilities. Some of the courses approved in this program count as credits toward high school graduation as well as college credit.

Ideas for Teachers

- Discuss with the class the importance of taking college-level courses in high school. What is the benefit of doing so?
- Ask students how they think this class might be the same or different from a class they take in high school.
- Discuss the benefits of earning college credit while still in high school. For example, discuss how the low cost of these credits will benefit them now and in the future when they are college students.

Activity

Give students the opportunity to discuss the benefits of Youth Options programs. Through the introduction and explanation of the program, they should be able to think of a few ideas about how Youth Options can be a positive influence for students.

Example: A student can get an idea of how much time they will need to dedicate to each college class in order to do well and be successful.

1.

2.

3.

Z is for Zeta

Zeta is the sixth letter of the Greek alphabet. Various letters of the Greek alphabet are used as the names of Fraternities and Sororities on college campuses!

Ideas for teachers

- Ask students to think of hobbies or activities that they are passionate about. Through the list each student makes, bring to their attention that there are clubs and organizations on every college campus that they can join that allows them to continue these hobbies in college!
- Give examples of volunteer projects that you have personally been involved in, or that the students have also taken part in. Some of these may be food drives, the Giving Tree, etc. This will help connect to a conversation about volunteerism, and how all Greek Life groups support a charitable organization each year.
- Connect to “V is for Values.” Ask students to research different Greek Life organizations and learn how the values of these groups match their own personal values!

Activity

- Help guide the students’ activity by talking about volunteer efforts that are important to the community. Promote various groups or organizations that do good in our community, such as homeless shelters, soup kitchens, or the animal shelter.
- Promote volunteering in the community and discuss how these efforts can be beneficial to students in the future.

Personal Information

Name:

Last

First

MI

Permanent Address:

Number

Street

Apt #

City

State

Phone Number:

(###-###-####)

Birth Date:

(DD/MM/YYYY)

Gender:

Male Female

(Circle One)

Admissions Information

I wish to attend:

I plan to enroll starting: Fall Spring **Year:** _____

Program/Major choice:

Do you plan to apply for financial assistance? Yes No

Educational History

Name of high school:

Did you graduate? Yes No

High school dates of attendance:

to

(month/year)

(month/year)

Involvement Activity

Volunteer Experiences:

Extracurricular Activities:

Personal Statement

Please explain why you want to go to further your education, what do you want to learn and how do you plan to achieve your goals.

Student Signature

Date

Discovering Your Classmates' Interests

Walk around your classroom and ask your classmates what their interests are. When you talk to a classmate who has an interest in one of the those listed in the grid, write their name inside the appropriate box. In the boxes that are blank, write the interest of a classmate that is not already listed in the grid! It is okay if you do not fill in all the boxes, but fill in as many as possible!

Math	Sports	Music	Writing
Movies		Travel	Television
	Reading	Swimming	Dance
Technology	Food	Music	
Environment	Foreign Language	Drama	Art

<p>LIFE</p> <p>An appreciation and respect for all living things</p>	<p>COMPASSION</p> <p>Understanding the suffering of others and wanting to do something about it</p>
<p>FREEDOM</p> <p>The power to act, speak or think without externally imposed restraints</p>	<p>DEDICATION</p> <p>The act of binding yourself (intellectually or emotionally) to a course of action</p>
<p>CREATIVITY</p> <p>A high degree of innovation and originality</p>	<p>ACCOUNTABILITY</p> <p>Being obliged to answer for one's own actions</p>
<p>WORK</p> <p>Deriving great value from your job</p>	<p>RELIGION</p> <p>Belonging to an organized religion</p>

<p>HUMOR</p> <p>The ability to laugh at oneself and find humor in all things</p>	<p>COOPERATION</p> <p>Working together for a common purpose</p>
<p>TRUSTWORTHINESS</p> <p>Dependability, deserving of confidence</p>	<p>ADVANCEMENT</p> <p>Personal and professional growth</p>
<p>LOYALTY</p> <p>Faithfulness to another person or group</p>	<p>WEALTH</p> <p>Desire for substantial monetary income</p>
<p>SECURITY</p> <p>Having the essentials you need to live and be safe</p>	<p>RECOGNITION</p> <p>To receive special attention, to feel important</p>

<p>BEAUTY</p> <p>An appreciation for and seeing the beauty in all things</p>	<p>PROFESSIONALISM</p> <p>Commitment to quality; pride in your work</p>
<p>MORALITY</p> <p>Desire for high ethical standards; a strong sense of right and wrong</p>	<p>PATIENCE</p> <p>The capacity for enduring hardship or inconvenience</p>
<p>SPIRITUALITY</p> <p>A way of living that emphasizes a constant awareness of the spiritual dimension of nature</p>	<p>SUCCESS</p> <p>Attainment of professional position, favor or eminence; achieving your goals</p>
<p>RESPONSIBILITY</p> <p>Being answerable to someone for something or being responsible for one's own conduct</p>	<p>POWER</p> <p>Ability to lead, direct, persuade, control</p>

<p>RESPECT</p> <p>Unbiased consideration and regard for the rights, values, beliefs and property of all people</p>	<p>HONESTY</p> <p>A high regard for fairness, straightforwardness, sincerity, truthfulness</p>
<p>EMPATHY</p> <p>Feeling concern for and understanding another's situation or feelings</p>	<p>INTEGRITY</p> <p>The quality or state of being of sound moral principle; uprightness, honesty, sincerity</p>
<p>JUSTICE</p> <p>Fairness, balance, equality</p>	<p>HEALTH</p> <p>Physical and mental well-being</p>
<p>LOVE</p> <p>Strong personal feelings of caring and affection</p>	<p>FAITH</p> <p>A strong belief in a supernatural power or powers that control human destiny</p>

<p>HELPFULNESS</p> <p>Sense of concern for and outreach to the needs of others</p>	<p>KNOWLEDGE</p> <p>Seeking and learning new information and insights</p>
<p>WISDOM</p> <p>The ability to apply knowledge, experience, understanding, common sense and insight</p>	<p>INDEPENDENCE</p> <p>Freedom from control or influence of another or others, self sufficient</p>

LIFE	COMPASSION
FREEDOM	DEDICATION
CREATIVITY	ACCOUNTABILITY
WORK	RELIGION

BEAUTY	PROFESSIONALISM
MORALITY	PATIENCE
SPIRITUALITY	SUCCESS
RESPONSIBILITY	POWER

RESPECT	HONESTY
EMPATHY	INTEGRITY
JUSTICE	HEALTH
LOVE	FAITH

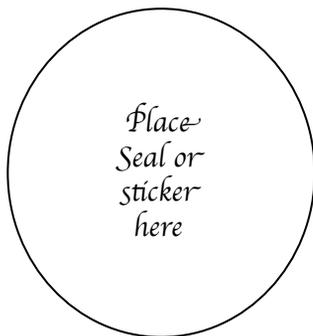
HELPFULNESS	KNOWLEDGE
WISDOM	INDEPENDENCE

Promise University

Upon the recommendation of the Faculty and Staff that

Has been admitted to the Degree of

*on this _____ day of _____ in the
year of _____*



*And is entitled to all rights and honors
thereto appertaining. Witness the Seal of the
Promise University and the signatures of the
authorities.*

La Crosse, Wisconsin

Teacher

Principal

Resources

Used in packet:

- http://collegetools.berkeley.edu/resources.php?cat_id=75
- http://collegetools.berkeley.edu/resources.php?cat_id=13
- http://collegetools.berkeley.edu/documents/cat_113-126/Section_E2.pdf
- http://collegetools.berkeley.edu/documents/cat_113-126/Section_B2.pdf
- http://collegetools.berkeley.edu/documents/cat_113-126/Section_D1.pdf
- http://www.pheaa.org/partner-access/k12-counselors/pdf/publications/exercise_mind.pdf
- http://www.helpguide.org/life/improving_memory.htm
- <http://www.scholarships.com/resources/college-prep/choosing-a-major/10-things-to-consider-before-choosing-your-major/>
- <http://professionals.collegeboard.com/guidance/prepare/first-generation>
- <https://bigfuture.collegeboard.org/get-started/educator-resource-center/collegeed-college-planning-program>
- <http://phrontistery.info/x.htmlon>
- youthoptions.dpi.wi.gov
- www.dictionary.reference.com

Alcocer, S., Davenport, R., Dickey, N., Drees, B., Evans, B., Farley, B., Fiorentino, M., Gonzalez, E., Griswold, R., Hani, M., Hayes, D., Hendrix, C., Hyatt, A., Kraft, S., Latham, R., Manning, I., Martin, J., Martinez, D., Mason, M., Meier, M., Mlynarczyk, R., Mundell, R., O'Dell, M., Oetker-Kast, T., Padgett, E., Padgett, Jessica., Reiter, P., Schmidt, A., Selfridge, J., Silewicz, S., Stein, J., Turner, K., Weil, D., Weiss, M., Wiessler, N., & Williams, C. (n.d.). Icarevalues. Retrieved June 6, 2014 from , Web site: <http://www.icarevalues.org/index.htm>

- Please visit our website www.lacrossepromise.org for other helpful resources