



**PRELIMINARY
BOOT CAMP
VERSION**



**Career &
College Clubs** SM

EMPOWERING STUDENTS TO SUCCEED

**Middle School Core Curriculum
Facilitator Guide**

Curated for

gear up kentucky

Welcome to the GEAR UP Kentucky Middle School Core Curriculum Facilitator Guide!

Welcome to the **Preliminary Boot Camp Version** of the *GEAR UP Kentucky Middle School Core Curriculum Facilitator Guide*! This version of the Facilitator Guide is designed to help get you started delivering curriculum to your 7th and 8th grade students.

This guide contains six core curricular activities for each grade. **The full, completed guide will be available by September 22, 2020.** In the meantime, if you complete the activities included in this guide before then, you may:

- Implement one of the required additional 10 activities (not core curricular activities) that may be found in the *7th and 8th Grade Full Curricula* materials *OR*
- Contact Missy at missy.ross@ky.gov to obtain additional core curricular activities not included in this version of the guide.

The final *GEAR UP Kentucky Middle School Core Curriculum Facilitator Guide*, along with the *GEAR UP Kentucky Middle School Core Curriculum – Paper* document will include all core curricular activities for 7th and 8th grade in four different formats: the original, face-to-face format; televideo (online synchronous) format, independent work (online asynchronous) format; and paper packet format. The final guide will include 15 activities for 7th grade and 23 activities for 8th grade.

For instructions on how to use this guide, see *How to Use This Guide* on the next page or watch this video: <https://youtu.be/ZoNbQGROXy8>

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How to Use This Guide

This guide consists of activities that have been identified as **core curricula** for delivery in GEAR UP Kentucky middle schools. **Please note that you should select an additional 10 activities for delivery in each grade.** (See *7th Grade and 8th Grade Full Curricula* materials for these additional lessons.)

Each activity in this guide features instructions for **three different delivery options**:

- 1) **Face-to-Face**;
- 2) **Televideo (online synchronous)**; and
- 3) **Independent Work – Virtual (online asynchronous)**.

You will note that at the end of each activity, that there is a note that lets you know that there is yet another delivery option; **each activity also has a customizable paper packet** available in the *GEAR UP Kentucky Middle School Core Curriculum – Paper* document. (This document is provided in Microsoft Word format so that you may easily update your contact information and due dates for each packet.)

Below each activity's header (which tells you the name of the activity), you will see a **learning objective**. By the end of the activity, the **student will be able to** do whatever the learning objective says. For example, by the end of *Activity 7.1, College & Career Clubs Introduction*, the student will be able to “understand the roles/responsibilities of mentor, lead mentor and coach; have an opportunity to share items for display to create a college/career themed board or room (in face-to-face delivery format).”

The first delivery method you will see below the Learning Objective is **Face-to-Face**. This is the originally intended method of delivery for each of these activities. You will use this method of delivery if/when you are able to meet with students in person.

The method of delivery you will see listed next is **Televideo**, which is also known as ‘online synchronous.’ This is the delivery method you will use if students are participating in virtual instruction and you are able to connect ‘live’ with them in a virtual environment, such as Google Meet or Zoom. The delivery instructions you will find under this method are usually pretty similar to those for Face-to-Face delivery, with alterations included as necessary to accommodate virtual delivery.

The final method of delivery you will see listed within each activity is **Independent Work – Virtual**, also known as ‘online asynchronous.’ This is the delivery method you will use if your students are participating in virtual instruction but you are not able to connect with them ‘live.’ In other words, they have computers and Internet connectivity, but you do not have access to meet with them in a virtual environment such as Google Meet or Zoom. The delivery instructions you will find under this method have been created to capture the spirit of the original, Face-to-Face activity as much as possible while addressing the requirements of an asynchronous learning environment.

After each two-page activity spread, any associated resources, such as student handouts, are included. You can tell which pages are **handouts** because they have **green headers**, while **activity headers** are **orange**.

While the platforms you employ during online instruction are not prescribed within activity delivery instructions, on page III of this guide, entitled **Creating an Online Classroom**, you will find a chart that offers recommendations for online platforms based upon what you are seeking to do within the activity. You are encouraged to explore these recommended platforms, all of which are free to use, to determine what fits your activity and student needs best. (This chart was created by Sheila Armstrong, former College & Career Coach and current District Program Manager, and she is happy to provide guidance to you.)

You are also encouraged to have a back-up plan to your back-up plan – especially during these uncertain times. It is hoped that the delivery options included within this guide and the paper packet document will help you navigate any obstacles that may arise. However, remember that you may always reach out to your DPM for help if you need it!

Creating an Online Classroom

	WHAT DOES IT LOOK LIKE?	WHAT ONLINE TOOLS COULD I USE?
ENGAGE	<p>Brainstorm</p> <ul style="list-style-type: none"> • What do you think? <p>Ask Questions</p> <ul style="list-style-type: none"> • What do you wonder? • What are you curious about? <p>Access Prior Knowledge</p> <ul style="list-style-type: none"> • What do you know? • How did you learn it? 	<p>Padlet</p> <p>Google Classroom Question</p> <p>Mentimeter</p>
EXPLORE	<p>Research</p> <p>Watch Videos</p> <p>Read Articles</p> <p>Offline Task</p> <p>Discuss</p> <p>Crowdsorce</p>	<p>Google Search</p> <p>YouTube</p> <p>Newsela, Smithsonian Tween Tribune</p> <p>InsertLearning</p> <p>Google Classroom Question</p> <p>Schoology Online Discussion</p> <p>Shared Google Slide Deck</p>
EXPLAIN	<p>Live Synchronous Sessions</p> <p>Video Lessons</p> <ul style="list-style-type: none"> • Instruction • Modeling • Scaffolding 	<p>Google Hangout or Zoom</p> <ul style="list-style-type: none"> • Use chat feature to ask questions and engage group <p>Screencastify (Chrome Extension)</p> <ul style="list-style-type: none"> • Share videos directly from Google Drive <p>QuickTime + YouTube</p> <ul style="list-style-type: none"> • Create online playlists <p>Edpuzzle</p> <ul style="list-style-type: none"> • Engage students around your video content with questions and monitor their progress <p>FlipGrid</p> <ul style="list-style-type: none"> • Allow students to teach each other concepts by recording videos
ELABORATE	<p>Make Connections</p> <ul style="list-style-type: none"> • Connect concepts - to life beyond the classroom; to art, literature, music <p>Apply Learning to New or Novel Situations</p> <ul style="list-style-type: none"> • Tackle real-world problems • Document your group's process <p>Explain How</p> <ul style="list-style-type: none"> • Articulate the process you'd use to solve a problem or approach a particular situation <p>Student-Created Study Materials and Resources</p> <ul style="list-style-type: none"> • Take the info and design a review resource 	<p>Quizizz</p> <p>Shared Google Docs, Slides, Drawings, Spreadsheets</p> <p>FlipGrid</p> <p>Quizlet</p> <p>Kahoot!</p>
EXPLORE	<p>Formative Assessments</p> <p>Quizzes</p> <p>Video Reflections</p> <p>Digital Exit Tickets</p>	<p>Quizizz</p> <p>Kahoot!</p> <p>Schoology Quiz</p> <p>Google Forms</p> <p>Socrative</p>

7th Grade Activities

Activity 7.0 | Orientation to GEAR UP Kentucky

Learning Objective(s): Understand what GEAR UP Kentucky is and how it works in their school, all the ways in which participation in GUK will help them, and what opportunities they will be able to participate in through GEAR UP Kentucky.

FACE-TO-FACE

OVERVIEW: During this first session, the College & Career Coach will: introduce him/herself to Mentors; will provide an overview of GEAR UP Kentucky; will define learning goals that will be enhanced by participation in GUK; will explain each of the opportunities GUK will be providing to Mentors throughout the year; and will share any contact information the students may need to stay connected to GUK in their school/district.

ROLE(S): Coach

MATERIALS: GEAR UP Kentucky Orientation PowerPoint and means to share (computer, projector, screen, etc.), paper, pens/pencils, markers, student access to computers/mobile devices or paper copies of survey

DIRECTIONS FOR COACH:

1. Introduce yourself to Mentors. Let them know what your role is and how you will be helping them this year.
2. Ask Mentors to turn their pieces of paper so that they are horizontal (wide, not tall) and write their names at the far left edge of their pieces of paper and hold it up and share their names as a means of introduction.
3. Have them write, at the far right edge of their pieces of paper, a future dream that they have - something they hope to do, accomplish, and/or have as an adult.
4. Ask for volunteers to share what they've written. Now facilitate a discussion that addresses the following:
 - This is you today (point at bottom of sheet). You want to be here (point at top of sheet) after you graduate high school and become an adult. What needs to happen beginning today to get you where you want to go? (Encourage them to jot down things between 'now' and 'then' that relate to their future goals.
5. Share that GUK is here to help them get from where they are today to where they want to be in the future.
6. Walk through GEAR UP Kentucky Orientation PowerPoint with students. Potential points of discussion:
 - When we say, "Every Student Prepared for Postsecondary Success," what do you think that means? Provide a definition of 'postsecondary' and help them understand that it can mean everything from a short-term certification/credential to a two-year associate degree to a four-year bachelor's degree – and beyond.
 - Which of these learning skills that I've described are you most interested in? Why?
 - If you could visit any college campus, which one would it be? Why?
7. Provide students the opportunity to ask questions - perhaps anonymously (either through submission of paper slips or via an online tool like Mentimeter).
8. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
9. Administer survey to Mentors - either via Survey Monkey or paper.
 - 7th grade survey link: <https://www.surveymonkey.com/r/GUK7Fall20>

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Link to videoconferencing platform that will allow you to see each other as well as share screen (Zoom, Google Hangouts, etc.); notify students ahead of time that they will need paper and writing utensil

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You (coach) will lead this session.

Activity 7.0 | Orientation to GEAR UP Kentucky

DIRECTIONS:

1. Introduce yourself to Mentors. Let them know what your role is and how you will be helping them this year.
2. Ask Mentors to turn their pieces of paper so that they are horizontal (wide, not tall) and write their names at the far left edge of their pieces of paper and hold it up and share their names as a means of introduction.
3. Have them write, at the far right edge of their pieces of paper, a future dream that they have - something they hope to do, accomplish, and/or have as an adult.
4. Ask for volunteers to share what they've written. Now facilitate a discussion that addresses the following:
 - This is you today (point at left edge of sheet). You want to be here (point at right edge of sheet) after you graduate high school and become an adult. What needs to happen beginning today to get you where you want to go? (Encourage them to jot down things between 'now' and 'then' that relate to their future goals.)
5. Share that GUK is here to help them get from where they are today to where they want to be in the future.
6. Walk through GEAR UP Kentucky Orientation PowerPoint with students. Potential points of discussion:
 - When we say, "Every Student Prepared for Postsecondary Success," what do you think that means? Provide a definition of 'postsecondary' and help them understand that it can mean everything from a short-term certification/credential to a two-year associate degree to a four-year bachelor's degree – & beyond.
 - Which of these learning skills that I've described are you most interested in? Why?
 - If you could visit any college campus, which one would it be? Why?
7. Provide students the opportunity to ask questions - perhaps anonymously (via an online tool like Mentimeter).
8. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
9. Administer survey to Mentors via Survey Monkey: <https://www.surveymonkey.com/r/GUK7Fall20>

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Link to video, either through email or by posting on platform you are using (Google Classroom, Flipgrid, etc.); online discussion board; paper and writing utensil (for students).

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose a format through which to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You (Coach) will lead this session.

DIRECTIONS:

1. Introduce yourself via email and/or the platform you are using. Let them know what your role is and how you will be helping them this year. (It is recommended that you do this through video; if that is not possible, include a picture of yourself.) Share with students when/how you will be connecting with them over the next few weeks.
2. Instruct Mentors to watch this orientation video: <https://youtu.be/Hcx5qtXy85I>
3. Have students introduce themselves via the discussion board. Here are some potential discussion questions:
 - What do you want your life to look like when you're an adult? (What job? What kind of home? What kind of car? Do you want to get married? Have kids? Where do you want to live?)
 - What things do you need to do between now and then to have that kind of life? (They may say things like "make money," etc. Steer them toward how education can help them get to where they want to be.)
 - What's something that you heard in the video about what we're going to do in GEAR UP that interests you? (May want to provide a list of some of things mentioned.) Why does that interest you?
 - What questions do you have for me?
4. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
5. Administer survey to Mentors via Survey Monkey: <https://www.surveymonkey.com/r/GUK7Fall20>

Activity 7.1 | Career & College Clubs Introduction

Learning Objective(s): Understand the roles/responsibilities of mentor, lead mentor and coach; have an opportunity to share items for display to create a college/career themed board or room (in face-to-face delivery format).

FACE-TO-FACE

OVERVIEW: Mentors are introduced to Career & College Clubs, given an overview of their role as Mentors of a college-going culture, discuss their reasons for participating, and decide on Career & College Clubs, goals and code of conduct.

ROLE(S): Coach

MATERIALS: Sticky notes, pens/markers, curriculum map

DIRECTIONS FOR COACH:

1. Ask Mentors to write what they hope to learn from participating in Career & College Clubs on sticky notes.
2. Explain the following roles with Mentors:
 - **Mentor:** Every student in the room. You're called Mentors because you will be asked to be leaders and role models, providing support and guidance to your peers.
 - **Lead Mentor:** Lead Mentors are responsible for preparing for their respective meeting. Each week, the Lead Mentor will change so that every student has the opportunity to lead.
 - **Coach:** The Coach is the adult, or adults, who help lead the activities. They are there to assist and support mentors.
3. Using the Career & College Clubs curriculum map, ask Mentors to volunteer as Lead Mentors for each Activity. The goal is to make sure every Mentor has an opportunity to lead at least one activity, if not more. For some larger activities, it may be helpful to assign two or three Mentors as Lead Mentors.
4. Ask each Mentor to bring in at least one item to help create a fun, career and college-themed environment for the Club. Examples include college posters or banners, motivational quotes, images of their ideal workplace or career, etc. At the next meeting, decorate your meeting space with the items. If no defined or consistent meeting space, consider creating portable posters/displays or securing a hallway bulletin board for GEAR UP usage.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. Choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep & prop time]

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You will cover this clearly in the Lead Mentor Guidelines agenda [details of who's doing what]

DIRECTIONS:

1. Begin with introductions (do something fun and happy for yourself) and ask each Mentor to state one thing they hope to learn from being involved in GEAR UP.
2. Go over Lead Mentor Guidelines and your role as a Coach. Be sure to emphasize that C & C Clubs are to be fun and that it's all about THEM!
3. Go over The Pledge together and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C & C Clubs.

Activity 7.1 | Career & College Clubs Intro, continued

4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to bring to next session something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative.

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, Google Classroom posted, Flipgrid, etc...choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep time]

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: If you can accomplish this with even 1-3 different students over the course of the online instructions timeframe, consider that to be a success. Otherwise, in the Independent Work-Virtual (asynchronous) delivery format, you will be taking on this role.

DIRECTIONS:

1. Begin with introductions (do something fun and happy for yourself, consider recording a video of yourself and encourage students to send back the same) and ask each Mentor to state one thing they hope to learn from being involved in GEAR UP.
2. Go over Lead Mentor Guidelines and your role as a Coach. Be sure to emphasize that C & C Clubs are to be fun and that it's all about THEM! (Include this in your video or initial introduction.)
3. Email or post The Pledge and ask for feedback to be sure everyone is clear. Include some Do's and Don'ts for appropriate vs. inappropriate behaviors while involved in C & C Clubs.
4. Encourage students to sign up and take a turn being a Lead Mentor. If you can make this happen, you can utilize Advising time with each student to prepare for how this will look. List your delivery days ahead of time so if you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to share something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative!

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

Activity 7.2 | Musical Introductions

Learning Objective(s): Discuss how a selected song represents their personality and their view of the future.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors choose a theme song to represent themselves, musically conveying who they are, what they like, and their view of their future.

ROLE(S): Coach

MATERIALS: Internet access, paper, printer/copier

DIRECTIONS FOR COACH:

Mentors choose a theme song to represent themselves, musically conveying who they are, what they like, and their view of their future.

1. Introduce yourself to Mentors.
2. Explain that Mentors will choose an appropriate song (be mindful of lyrics, language, and content) representing their personality, who they are, what they're like, and their view of the future.
3. Coach will share his/her song and explain its relevance to their personality/view of the future.
4. Mentors can take turns playing or performing a portion of their song (30 seconds) to the group. They can:
 - Play a recording or video of the song.
 - Sing the song.
 - Distribute or project lyrics to the group.
 - Recruit other Mentors to perform the lyrics.
5. Each Mentor explains his or her reasons for choosing the song – the intended message he or she wanted to convey, how it represents his or her personality, leadership style, future goals.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed instructions, share screen, Flipgrid, etc. Choose one source to share 30 seconds of their song choice [may need to consider prep & prop time]

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time] *For this lesson, it is vital to send instructions to your students ahead of time so they can prepare and be ready for lesson day.

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Teams, etc.]

LEAD MENTOR/COACH ROLE: No Lead Mentor (LM) for this session.

DIRECTIONS:

1. Before the Club meeting, send an email to Mentors instructing them to choose an appropriate song (be mindful of lyrics, language, and content) representing their personality, who they are, what they're like, and their view of the future. They should be prepared to share a portion of their song with the group. (You may want to ask them to send a YouTube link to the song.)
2. Begin your live session with sharing your song and explain its relevance to your personality/view of the future.

Activity 7.2 | Musical Introductions, continued

- Mentors can take turns playing or performing a portion of their song (30 seconds) to the group. They can:
 - Play a recording or video of the song (or have you play the recording/video if they've sent ahead of time).
 - Sing the song.
 - Post the song lyrics in chat or on a discussion board.
- Each Mentor explains his or her reasons for choosing the song – the intended message he or she wanted to convey, how it represents his or her personality, leadership style, future goals.

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed documents, Google Classroom posted, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; discussion board.

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: No LM for this session.

DIRECTIONS:

- On your discussion board or Google Classroom (or whatever approved format you have been using), post a request for Mentors to choose an appropriate song (be mindful of lyrics, language, and content) representing their personality, who they are, what they're like, and their view of the future.
- Post your song and explain its relevance to your personality/view of the future. Share a link to your song on YouTube (or other safe site) or post lyrics to the song.
- Instruct the Mentors to follow your lead and post:
 - Name of song
 - An explanation of why they chose the song - the intended message they wanted to convey, how it represents their personality, leadership style, future goals.
 - A link to their song on YouTube (or other safe site) or the lyrics to the song
- Encourage Mentors to share their thoughts on others' song choices (and to be appropriate when doing so).

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

• **CUSTOMIZABLE, PRINTABLE PAPER PACKET in MIDDLE SCHOOL CURRICULUM – PAPER** •

Activity 7.3 | How to Be a Lead Mentor & the CCC Pledge

Learning Objective(s): State specific behaviors and actions that can be distracting to group discussions or projects.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors will review Lead Mentor guidelines. Mentors and Coach will discuss pledge to fulfill their roles as Mentor and Lead Mentor.

ROLE(S): Coach

MATERIALS: Internet access, paper, printer/copier

DIRECTIONS FOR COACH:

1. Distribute copies of Lead Mentor Guidelines and either read aloud or ask Mentors to take turns reading it out loud.
2. Ask Mentors to suggest behaviors that would and would not show appropriate Mentor and Lead Mentor behavior. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who raise their hands jot down these suggestions on sticky easel paper. (Extension activity available.)
3. Distribute the Career & College Clubs Pledge handout. Read it out loud. Ask Mentors if they have any changes or additions to the pledge.
4. Ask Mentors to sign the Pledge and display it in your meeting space.

GUK EXTENSION ACTIVITY

- A. Role Play. Ask 3-4 Mentors to role play or demonstrate appropriate and inappropriate Mentor behavior while a Lead Mentor reads "How to Make Slime."
- B. After role-playing, Lead Mentors can facilitate a discussion using these questions:
- What are some ways you can support your Lead Mentors?
 - What types of behaviors were most distracting?
 - What would you consider distracting while in the Lead Mentor role?
 - In the Mentor role, what are some ways in which you can actively participate in Club meetings, without being distracting?
 - What's the best way to remind ourselves, and each other, of our pledge?

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc...choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep & prop time]

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Distribute copies of Lead Mentor Guidelines via email ahead of time

DIRECTIONS:

1. Begin with either reading aloud or asking Mentors to take turns reading the Lead Mentor Guidelines out loud.
2. Go over your role as a Coach.

Activity 7.3 | How to Be a Lead Mentor, continued

3. Go over The Pledge together and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C & C Clubs. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who volunteer jot down these suggestions on virtual easel paper or virtual white board for everyone to see.
4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to bring something to next session something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc, Encourage them to be creative!

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, Google Classroom posted, Flipgrid, etc. Choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep time]

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Communicate with your students ahead of time. Make a goal to get 3 different students over the course of the online instructions timeframe to be a Lead Mentor. Otherwise, in the Asynchronous delivery format, you will be taking on this role.

DIRECTIONS:

1. Begin with either reading aloud (in recorded Flipgrid video or any other format you choose) or (if emailed) asking Mentors to read the Lead Mentor Guidelines.
2. Go over your role as a Coach (again either in recorded video format or by emailing this information to each student).
3. Go over The Pledge together or via email and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C & C Clubs. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who volunteer jot down these suggestions on virtual easel paper or virtual white board and share for everyone to see. (A discussion board is a great tool for any of this!)
4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to share (whatever method you decide) something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative!

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

Lead Mentor Guidelines Handout

When it is your turn to lead:

BEFORE THE MEETING

- Meet with the other Lead Mentors, if there are any, to review the activity and decide who does what. Everyone should have the opportunity to speak and demonstrate their leadership skills.
- Practice the activity to make sure you fully understand it. If you have any questions, ask the other Lead Mentors or your Coach for help before the meeting. If the activity includes the class researching or exploring a topic, do the research yourself beforehand so you are prepared.
- Have all materials ready to go, including any supplies, copies, and access to technology that might be needed.
- Set up the room. For many activities, arranging the chairs or desks in a circle helps to generate discussion.

DURING THE MEETING

Set the tone. This is important work so be a good example for other Mentors by taking the activity seriously. You want to be friendly and focused. If some Mentors are not prepared to participate (for example, they won't stop talking), politely ask them to respect everyone's time. If they still won't stop, ask your Coach for assistance.

Don't wait for your Coach. When it is time for class, ask the Mentors to sit down and tell them the meeting is starting.

Make your presence known. Stand up straight in front of Mentors. Look everyone in the eye. Most importantly, SPEAK UP so everyone can hear you. Even if you are a little scared, shy, or just having a bad day – project confidence and enthusiasm for the activity.

Explain what you're doing. Before beginning, explain the activity and its purpose, then ask Mentors if they have any questions.

Help all Mentors to participate in the activity. If someone hasn't said anything in a while, ask them for their thoughts. Likewise, if someone is dominating the discussion, ask them to hold back so others can participate.

Keep track of time. If you are running long, you may have to adjust the activity.

Facilitate a discussion. When the activity is over, lead the Mentors in a discussion using the questions provided. Involve all Mentors in the discussion and thank them for their comments. Be even-handed and don't just focus on a few individuals.

HOW TO FACILITATE A CLUB DISCUSSION

As Lead Mentors, you will very likely be called to facilitate a discussion, which means you are responsible for keeping the discussion on track and productive.

Understand your role

Your role is to help the group explore a topic. You aren't teaching the material; you're helping them discuss and learn for themselves. It is important that you stay neutral; don't try to lead your class discussion to a particular outcome.

Lead Mentor Guidelines Handout, continued

Guide the discussion

- Ask a question, then allow Mentors to answer and respond to each other. If no Mentors want to answer, you may need to call on one or two to start the discussion by providing their opinion.
- Ask open-ended questions – how, what, why, tell me, describe, etc.
- If the discussion seems to be repeating itself, summarize the point and move to the next question.
- If the discussion is off-track, repeat the original question and ask Mentors to respond to it.
- If a Mentor is dominating the discussion, ask others, by name, for their opinion.
- If a Mentor is not participating, that's OK. Ask them if they have any thoughts on the question; if they say no, move on.

Make a visual record

As Mentors offer their opinions, write down their comments and responses on a whiteboard, flip chart, etc., so everyone can see. Be sure to record everyone's input, and use their own words as much as possible.

Encourage a productive discussion

- Be sure all Mentors have an opportunity to participate.
- When there is disagreement, help Mentors to focus on the facts instead of the people involved. Ensure all sides have their opinions heard. If agreement isn't possible, acknowledge that, and ask the group if it's OK to move on.
- Stay positive. Acknowledge in a positive way when a Mentor contributes.

Summarize the discussion

Before finishing, summarize the discussion and any specific decisions the class has made.

Career & College Clubs Pledge

We, the Mentors at _____, want to prepare ourselves and help prepare our peers for success after high school.

In order for Career & College Clubs to be a positive experience for everyone involved, we pledge to:

- **Respect our fellow Mentors and Coach.**
- **Prepare for our role as Lead Mentors.**
- **Participate fully and enthusiastically.**
- **Actively encourage our peers to prepare for college and career success.**
- **Make a positive difference in ourselves, our families, our school, and our community.**
- **Promote our work with Career & College Clubs to our school and community, including responsible use of social media.**
- **Lead by example.**
- **Work hard.**
- **Have fun.**

Signed:

GUK Extension: *How to Make Slime Role-Playing Script*

Lead Mentor: Please read this script while volunteer Mentors behave appropriately and inappropriately. You might want to show off how a Lead Mentor can behave appropriately and inappropriately (for example: use a goofy voice as you read the script).

Did you know you can make your own slime or “goop” in just 5 easy steps?

Step 1: In one bowl mix 1 oz. glue and $\frac{1}{4}$ cup water. If you want colored slime, add food coloring to the glue and water mixture. Lift some of the solution out of the container with the stir stick and note what happens.

Step 2: Add $\frac{1}{4}$ cup of (Borax) Solution to the glue and water mixture and stir slowly.

Step 3: The slime will begin to form immediately. Lift some of the solution with the stir stick and observe how the consistency has changed from Step 1.

Step 4: Stir as much as you can, then dig in and knead it with your hands until it gets less sticky. This is a messy experience but is necessary because it allows the two compounds to bond completely. Don't worry about any leftover water in the bowl; just pour it out.

Step 5: Store the slime in a plastic bag in the fridge to keep it from growing mold. And now you have slime!

Activity 7.4 | Degree or No Degree?

Learning Objective(s): Understand the variety of postsecondary options available after high school; express their preferences for the type of PSE institution, credential/degree, and career they would like to pursue

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors will learn about the different options available in higher education.

ROLE(S): Coach, Lead Mentor

MATERIALS: Copies of the Postsecondary Education Options and Degree or No Degree? handouts.

DIRECTIONS FOR COACH:

Prepare the Lead Mentors to facilitate small group activity. As Mentors learn about higher education, you should briefly share your college and professional experience (2-3 key points; 2-3 minutes total).

DIRECTIONS FOR LEAD MENTOR:

1. Ask Mentors the following questions and call on a few to provide answers to the Club:
 - What colleges and universities are close to your community? Which ones are in your state?
 - Do you have relatives and/or friends who have attended these colleges or universities? What degrees did they earn? What careers do they have?
2. Distribute copies of the Postsecondary Education Options Handout.
3. Call on Mentors to take turns reading the various options out loud to the Club.
4. Distribute copies of the Degree or No Degree Handout.
5. As a group, guess what kind of education is required to gain entry into that field.
6. Reveal the correct answers to the Club.
7. Facilitate a discussion using these questions:
 - What type of institution (college, university, technical college, community college) is right for you and your career goals? Why?
 - What type of degree do you hope to earn? Why?
 - What careers can this degree help you achieve?

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. – choose one source to utilize [may need to consider prep & prop time]; Postsecondary Education Options Handout/Information; Degree or No Degree? Handout (with chart)

TIME ALLOTMENT: 30-40 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE:

- You will briefly share your college and professional experience.
- Prepare Lead Mentor (if you have one) to facilitate a discussion using the questions below. Otherwise, CCC will take on the Lead Mentor and Coach roles.
- Prepare ahead of time to have researched some of the colleges/universities in your district's area and share with Mentors. Be sure to include ones that have a partnership with GEAR UP Kentucky.

DIRECTIONS:

1. Begin by briefly sharing your college and professional experience (2-3 key points).
2. Have the Lead Mentor to ask the following questions and facilitate a discussion:
 - What colleges and universities are close to your community? Which ones are in your state?
 - Do you have relatives and/or friends who have attended these colleges or universities? What degrees did they earn? What careers do they have?

Activity 7.4 | Degree or No Degree?, continued

3. Now ask Lead Mentor to have everyone refer to the Postsecondary Education Options Handout. Help Lead Mentor decide on how to go over this. *Ex:* Read aloud by taking turns. Respond to any questions or confusions.
4. Next, ask Lead Mentor to have everyone refer to the Degree or No Degree Handout/Chart. Help Lead Mentor ask Mentors to guess where Xs should go in each column and row. (You can decide to give the “key” to the Lead Mentor or not. Just be aware that at this age, the Lead Mentor may just be inclined to give the answers).
5. After everyone has made their final guess, ask the Lead Mentor (or you) to reveal the correct answers to the Club.
6. Now have the Lead Mentor ask the following questions and facilitate a discussion:
 - What type of institution (college, university, technical college, community college) might be right for you and your career goals? Why?
 - What type of degree do you hope to earn? Why?

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. – choose one source to utilize [may need to consider prep & prop time]; *Postsecondary Education Options* Handout/Information; *Degree or No Degree?* Handout (with chart)

TIME ALLOTMENT: 30-40 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE:

- You will briefly share your college and professional experience.
- Prepare Lead Mentor (if you have one) to facilitate a discussion using the questions below. Otherwise, CCC will take on the Lead Mentor and Coach roles.
- Prepare ahead of time to have researched some of the colleges/universities in your district’s area and share with Mentors. Be sure to include ones that have a partnership with GEAR UP Kentucky.

DIRECTIONS:

1. Begin by briefly sharing your college and professional experience (2-3 key points) via pre-recorded video.
2. Have the Lead Mentor to ask the following questions and facilitate a discussion on the discussion board: (you will do this if no Lead Mentor)
 - What colleges and universities are close to your community? Which ones are in your state?
 - Do you have relatives and/or friends who have attended these colleges or universities? What degrees did they earn? What careers do they have?
3. Ask Lead Mentor to now refer to the *Postsecondary Education Options* Handout. Help Lead Mentor facilitate discussion on the discussion board based on the content of this handout. (you will do this if no Lead Mentor)
4. Ask Lead Mentor to have everyone now refer to the *Degree or No Degree* Handout/Chart. Help Lead Mentor ask Mentors to guess where Xs should go in each column and row. Help Lead Mentor facilitate discussion on the discussion board based on the content of this handout. (you will do this if no Lead Mentor)
5. After everyone has made their final guess, ask the Lead Mentor (or you) to reveal the correct answers to the Club.
6. Now have the Lead Mentor ask the following questions and facilitate a discussion on the discussion board: (You will do this if no Lead Mentor.)
 - What type of institution (college, university, technical college, community college) might be right for you and your career goals? Why?
 - What type of degree do you hope to earn? Why?
 - What careers can this degree help you achieve?

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Postsecondary Education Options

Now that you know the benefits of going to college, let's talk more about college. How long will it take to earn a college degree? What type of college should you attend? What kind of degree should you earn? These are all questions that you will consider in your future.

Today, you will learn about the different types of colleges and universities and the degrees that they offer. A wide variety of options are available to students for continuing education beyond high school. They fall into three general categories: Academic Programs, Vocational Programs, and the Military. Let's take a look at some of the different options available.

ACADEMIC PROGRAMS

When most people think of postsecondary education, they think of college. Students who go to college work towards completing a degree. A degree signifies that a student has met the requirements necessary to complete their program of study. Higher education degrees can be earned in one of two different types of institutions:

Community college (sometimes referred to as **junior college** or **technical college**) is a two-year postsecondary institution that offers academic programs suited to a particular community. They offer associate degree programs, as well as courses that can be transferred to a four-year college or university. They also frequently offer non-academic courses for personal growth and enrichment.

A **four-year college** or **university** is a postsecondary institution where students work towards earning a bachelor's degree. You'll see that some four-year schools are referred to as a 'college' and others are 'universities'. There isn't too much difference between the two terms. In general, colleges tend to be smaller than universities, and sometimes offer only bachelor's degrees. Universities tend to be larger and frequently offer master's and doctoral programs. Large universities may be broken down into smaller colleges — for example, the 'College of Engineering' and the 'College of Education.'

VOCATIONAL PROGRAMS

There are two types of vocational programs: **Vocational** or **trade schools** teach skills specific to a particular job or profession. They are not focused on general education. Sample careers include cosmetology, culinary arts, mechanics, and technology-related fields.

Apprenticeships allow individuals to train for technical careers by shadowing a professional. Apprentices earn lower wages while working "on the job" with skilled workers in a specific trade.

It takes approximately four years to complete an apprenticeship. Sample careers include electrician, plumber, and carpenter.

THE MILITARY PATH

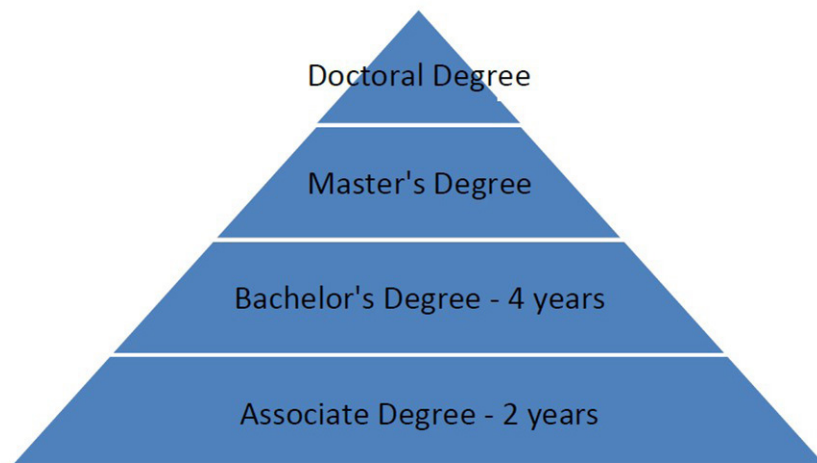
There are several ways that you can be involved in the military as a postsecondary option. They include:

- Military academies allow students to earn a bachelor's degree for little or no cost. Graduates must commit to serve in the respective military branch for a period of time after earning their degree.
- Enlisting in the military. You may enlist in the military directly after high school. If you choose to start your career with the military and continue your schooling later, you may be able to take classes and earn money toward future education pursuits during your time of service.

Postsecondary Education Options, continued

ACADEMIC DEGREES

Let's take a moment to discuss the different types of academic degrees that are available. Degrees are divided into different categories depending on the number of years of education you participate in and how in-depth you study a certain subject. The chart to the right details the hierarchy of academic degrees:



An **associate degree** is awarded after approximately two years of full-time study. It usually is equivalent to the first two years of a bachelor's degree program. You can earn an associate degree at a community college or at some four-year colleges. While some students end their postsecondary education with an associate degree, some use it to transfer to a four-year college.

A **bachelor's degree** is an undergraduate degree that takes approximately four years of full-time study to complete. It is required for some professions and for licensure in certain fields. It also is required for admission to advanced degree programs, including law and medicine. You may earn a bachelor's degree at a public or private school. Many students who intend to earn a bachelor's degree find that beginning their college career with an associate program at a community college is more cost effective. However, it is important to make it clear to your community college advisors that your goal is to continue your education beyond the associate program. They will help you ensure that your transfer to a four-year college or university goes smoothly.

A **master's degree** is awarded to students who continue their education beyond their bachelor's degree. It usually takes between one and three years to complete a master's degree. These degrees are more specialized and usually require doing research. Students in these programs typically focus on a specific topic in detail. Some doctoral programs require that applicants already have a master's degree in order to be considered for admission.

A **doctoral degree** is the most advanced degree. It usually takes between three and seven years to complete a doctoral degree. A bachelor's degree and often a master's degree are required of students who are interested in pursuing these degrees. Doctoral degrees are often referred to as "terminal" degrees — meaning, it is expected that if you have a doctoral degree in a particular subject, you are an expert on that subject. These degrees require quite a bit of research in the chosen field. Medical doctors, dentists, and lawyers all have doctoral degrees. Doctoral programs are also offered in academic fields. Most college professors have doctoral degrees in the subject they teach.

Degree or No Degree? Handout

(Put an X in the box if you think the job requires that type of training.)

	Vocational Certificate	Apprenticeship	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Accountant						
Chef						
Doctor						
Electrician						
Engineer						
Hairdresser						
Lawyer						
Nurse						
Scientist						
Lawyer						

Degree or No Degree? (KEY)

	Vocational Certificate	Apprenticeship	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Accountant				X	X	
Chef	X	X	X	X		
Doctor				X		X
Electrician		X				
Engineer				X	X	X
Hairdresser	X					
Lawyer		X	X	X		
Nurse			X	X	X	
Scientist				X	X	X
Lawyer				X	X	X

Activity 7.5 | Investing in Your Future

Learning Objective(s): Document the financial costs of postsecondary education, methods of payment, and impact on lifetime earnings.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors calculate and compare the average cost of a college degree vs. potential earnings over time to discover how investing in their education pays off.

ROLE(S): Coach, Lead Mentor

MATERIALS: Copies of the *Investing in Your Future Handout* and the *Paycheck It Out!* handout, Internet access, and devices (e.g., laptops, Chromebooks, or iPads)

DIRECTIONS FOR COACH:

Prepare the Lead Mentors to facilitate small group activity. Assist the Mentors in finding the salary for potential careers, determining the minimum wage for their state, and in making the calculations. Due to research involved in this activity, it might run longer than 20-25 minutes.

Before Mentors leave the room, either collect handouts from Mentors, have Mentors put handouts in the GEAR UP folders you collect, or digitally scan handouts for future reference if papers are lost.

DIRECTIONS FOR LEAD MENTOR:

1. Distribute copies of the *Investing in Your Future Handout*.
2. Ask Mentors to read the first page (or read it to them) and complete the second page.
3. Facilitate a discussion using these questions:
 - How much will your college education cost you over four years?
 - How much money will you earn in four years with a degree compared to a minimum wage job without a degree?
 - What conclusions can you make? Is a college education a worthy investment? Explain.
4. *GUK addition to address Financial Literacy Standard:* Distribute copies of *Paycheck It Out!* handout.
5. Help students identify net pay, gross pay, and total deductions on the sample check stub.
6. Facilitate a discussion using these questions:
 - What is the difference between gross pay and net pay (take-home pay)? What do you think about this difference?
 - Are you surprised by anything you learned on this handout? If so, what?

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. – choose one source to utilize [may need to consider prep & prop time]; *Investing in Your Future* and *Paycheck It Out!* handouts (send this multiple days in advance to go over and discuss on day of lesson OR assign that day and set due date to meet again and review everyone's findings)

TIME ALLOTMENT: 50 minutes/2-3 days [be sure to include questions and discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE:

Prepare your Lead Mentor(s) ahead of time to facilitate discussion regarding this activity. [Plan to do this yourself if no Lead Mentor (LM).]

DIRECTIONS:

1. You or your LM(s) ask the Club to have their *Investing in Your Future* and *Paycheck It Out!* handouts ready to share and discuss what they found. (You may want to share these documents on your screen as they are discussed.)

Activity 7.5 | Investing in Your Future, continued

2. Encourage your LM(s) (or you) to read the first page of the *Investing in Your Future* handout aloud to the Club.
3. Have your LM(s) (or you) facilitate a discussion using the following questions:
 - How much will your college education cost you over four years?
 - How much money will you earn in four years with a degree compared to a minimum wage job without a degree?
 - What conclusions can you make? Is a college education a worthy investment? Explain.
4. Now, have Mentors look at the *Paycheck It Out!* handout.
5. Help students identify net pay, gross pay, and total deductions on the sample check stub.
6. Facilitate a discussion using these questions:
 - What is the difference between gross pay and net pay (take-home pay)? What do you think about this difference?
 - Are you surprised by anything you learned on this handout? If so, what?

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. – choose one source to utilize [may need to consider prep & prop time]; *Investing in Your Future* and *Paycheck It Out!* handouts (send this multiple days in advance to go over and discuss on day of lesson OR assign that day and set due date to meet again and review everyone's findings); online discussion board

TIME ALLOTMENT: 50 minutes/2-3 days [be sure to include questions and discussion board time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE:

Prepare your Lead Mentor(s) ahead of time to facilitate discussion regarding this activity. [Plan to do this yourself if no Lead Mentor (LM).]

DIRECTIONS:

1. You or your LM(s) ask the Club to have their *Investing in Your Future* and *Paycheck It Out* handouts ready to share and discuss what they found via the discussion board.
2. Post the first page of the *Investing in Your Future* handout to the Club on your discussion board for reference and ask for any questions before you begin.
3. Have your LM(s) (or you) facilitate a discussion on the discussion board using the following questions:
 - How much will your college education cost you over four years?
 - How much money will you earn in four years with a degree compared to a minimum wage job without a degree?
 - What conclusions can you make? Is a college education a worthy investment? Explain.
4. Post the first page of the *Paycheck It Out!* handout to the Club on your discussion board for reference and ask for any questions before you begin.
5. You may want to post a brief video of yourself explaining the handout or you may want to post a short YouTube video like this that covers the information: <https://youtu.be/RnxGhIX8PVY>
6. Have your LM(s) (or you) facilitate a discussion on the discussion board using the following questions:
 - What is the difference between gross pay and net pay (take-home pay)? What do you think about this difference?
 - Are you surprised by anything you learned on this handout or in this video? If so, what?

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

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Investing In Your Future Handout

Even though the cost of college is significant, it pays off in the long run!

We all have wants and needs that require money and having a college degree will help you afford the future life you want to achieve. There are many benefits to pursuing a college education. If you earn a college degree, you have the potential to make more money than a person without a college degree! A college education can also prepare you for a fulfilling, rewarding career!

College is for YOU!

Are you worried that there may be financial barriers that can prevent you from going to college? Don't worry! There are resources that can help you pay for college!

FINANCIAL RESOURCES

Grants

If you need money to pay for college, both the federal government and state agencies provide eligible students with financial assistance in the form of grants – money that doesn't have to be repaid ... ever. Consider it a gift from the state or federal government.

Scholarships

Like grants, scholarships are “free” money that you don't have to repay. You may be eligible for a scholarship based on grades and test scores, your intended major, a special talent, athletic or leadership ability, family history or heritage, or community service.

Savings

It's never too soon to start saving for education beyond high school...every little bit helps. State programs can help families save for college. The federal work-study program can also help students earn money while they attend college.

Federal Student Loans

The federal government offers student loans to help cover the cost of college. A student loan may be the answer if you don't have enough money to cover all your college expenses. A student loan is often better than using credit cards or taking out a higher-interest personal loan. Unlike a grant or scholarship, a loan must be repaid.

KHEAA (www.kheaa.com)

The Kentucky Higher Education Assistance Authority uses Kentucky lottery money to create post-secondary savings accounts for Kentucky students based upon courses taken, grades earned, and test scores achieved.

Investing In Your Future Handout, continued

The cost of going to college for your chosen career may seem like a lot of money, but think of it as an investment in your future, paying off in the long run with much more money in return.

1. Fill in this chart, choosing the type of college you plan to attend (public or private) and then calculating the cost for four years of college to earn a Bachelor's degree.

- Public university in-state: \$18,400 per year
- Public university out-of-state: \$31,700 per year
- Private university: \$40,900 per year

Type of College	Year 1	Year 2	Year 3

Cost of college = _____

2. How much money will you earn with that college degree? Think of two careers that you are interested in. Conduct research online to determine the yearly salary for each career.

Career Choice 1: _____ **Avg. starting salary** _____

Career Choice 2: _____ **Avg. starting salary** _____

3. Now fill in this chart using those starting salaries, calculating how much you will earn. Keep in mind that you could be earning more with salary raises, bonuses, and promotions.

Career	Year 1	Year 2	Year 3
Choice 1			
<i>Choice 2</i>			

Earnings in Bachelor's degree career 1: _____ **Career 2:** _____

4. How much would you earn with a minimum wage job without a college degree? Research the minimum wage in your state and calculate annual earnings (minimum wage X 40 hours per week X 50 weeks per year).

Minimum Wage	Year 1	Year 2	Year 3

Earnings at minimum wage job = _____

Paycheck It Out!

A paycheck is the document that shows just how much an employee earned in a given time period. Knowing how to read your paycheck is a very important life skill because it can help you keep track of your funds.

Wages (also known as **gross wages**): usually a payment of money for labor or services provided. Wages are usually taxed so small portions of your check are taken out before you ever see your money.

Deductions: small portions of your wages that are taken out of each check you receive. The deductions are mandatory, and can include state taxes, health insurance, and federal taxes from the United States government.

Earnings (also known as **net pay** or **take-home pay**): the money left over after the mandatory deductions have been taken out of your wages.

FICA: Federal Insurance Contributions Act (money used for Medicare and social security)

Sample Company Name, Sample Company Address, 95220				EARNINGS STATEMENT		
EMPLOYEE NAME	SOCIAL SEC. ID	EMPLOYEE ID	CHECK No.	PAY PERIOD	PAY DATE	
James Robert	XXX-XX-6565	454545	259248	01/23/14-01/29/14	01/31/14	
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR-TO-DATE
GROSS WAGES			1,000.00	FICA MED TAX	14.50	72.50
				FICA SS TAX	62.00	310.00
				FED TAX	159.50	797.48
				CA ST TAX	44.26	221.31
				SDI	10.00	50.00
YTD GROSS	YTD DEDCTIONS	YTD NET PAY	TOTAL	DEDUCTIONS	NET PAY	
5,000.00	1,451.28	3,548.72	1,000.00	290.26	709.74	

8th Grade Activities

Activity 8.0 | Orientation to GEAR UP Kentucky

Learning Objective(s): Understand what GEAR UP Kentucky is and how it works in their school, all the ways in which participation in GUK will help them, and what opportunities they will be able to participate in through GEAR UP Kentucky.

FACE-TO-FACE

OVERVIEW: During this first session, the College & Career Coach will: introduce him/herself to Mentors; will provide an overview of GEAR UP Kentucky; will define learning goals that will be enhanced by participation in GUK; will explain each of the opportunities GUK will be providing to Mentors throughout the year; and will share any contact information the students may need to stay connected to GUK in their school/district.

ROLE(S): Coach

MATERIALS: GEAR UP Kentucky Orientation PowerPoint and means to share (computer, projector, screen, etc.), paper, pens/pencils, markers, student access to computers/mobile devices or paper copies of survey

DIRECTIONS FOR COACH:

1. Introduce yourself to Mentors. Let them know what your role is and how you will be helping them this year.
2. Ask Mentors to turn their pieces of paper so that they are horizontal (wide, not tall) and write their names at the far left edge of their pieces of paper and hold it up and share their names as a means of introduction.
3. Have them write, at the far right edge of their pieces of paper, a future dream that they have - something they hope to do, accomplish, and/or have as an adult.
4. Ask for volunteers to share what they've written. Now facilitate a discussion that addresses the following:
 - This is you today (point at bottom of sheet). You want to be here (point at top of sheet) after you graduate high school and become an adult. What needs to happen beginning today to get you where you want to go? (Encourage them to jot down things between 'now' and 'then' that relate to their future goals.
5. Share that GUK is here to help them get from where they are today to where they want to be in the future.
6. Walk through GEAR UP Kentucky Orientation PowerPoint with students. Potential points of discussion:
 - When we say, "Every Student Prepared for Postsecondary Success," what do you think that means? Provide a definition of 'postsecondary' and help them understand that it can mean everything from a short-term certification/credential to a two-year associate degree to a four-year bachelor's degree – and beyond.
 - Which of these learning skills that I've described are you most interested in? Why?
 - If you could visit any college campus, which one would it be? Why?
7. Provide students the opportunity to ask questions - perhaps anonymously (either through submission of paper slips or via an online tool like Mentimeter).
8. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
9. Administer survey to Mentors - either via Survey Monkey or paper.
 - 8th grade survey link: <https://www.surveymonkey.com/r/GUK8Fall20>

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Link to videoconferencing platform that will allow you to see each other as well as share screen (Zoom, Google Hangouts, etc.); notify students ahead of time that they will need paper and writing utensil.

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You (coach) will lead this session.

Activity 8.0 | Orientation to GEAR UP Kentucky

DIRECTIONS:

1. Introduce yourself to Mentors. Let them know what your role is and how you will be helping them this year.
2. Ask Mentors to turn their pieces of paper so that they are horizontal (wide, not tall) and write their names at the far left edge of their pieces of paper and hold it up and share their names as a means of introduction.
3. Have them write, at the far right edge of their pieces of paper, a future dream that they have - something they hope to do, accomplish, and/or have as an adult.
4. Ask for volunteers to share what they've written. Now facilitate a discussion that addresses the following:
 - This is you today (point at left edge of sheet). You want to be here (point at right edge of sheet) after you graduate high school and become an adult. What needs to happen beginning today to get you where you want to go? (Encourage them to jot down things between 'now' and 'then' that relate to their future goals.)
5. Share that GUK is here to help them get from where they are today to where they want to be in the future.
6. Walk through GEAR UP Kentucky Orientation PowerPoint with students. Potential points of discussion:
 - When we say, "Every Student Prepared for Postsecondary Success," what do you think that means? Provide a definition of 'postsecondary' and help them understand that it can mean everything from a short-term certification/credential to a two-year associate degree to a four-year bachelor's degree – & beyond.
 - Which of these learning skills that I've described are you most interested in? Why?
 - If you could visit any college campus, which one would it be? Why?
7. Provide students the opportunity to ask questions - perhaps anonymously (via an online tool like Mentimeter).
8. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
9. Administer survey to Mentors via Survey Monkey: <https://www.surveymonkey.com/r/GUK8Fall20>

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Link to video, either through email or by posting on platform you are using (Google Classroom, Flipgrid, etc.); online discussion board; paper and writing utensil (for students).

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose a format through which to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You (Coach) will lead this session.

DIRECTIONS:

1. Introduce yourself via email and/or the platform you are using. Let them know what your role is and how you will be helping them this year. (It is recommended that you do this through video; if that is not possible, include a picture of yourself.) Share with students when/how you will be connecting with them over the next few weeks.
2. Within this introductory message, instruct Mentors to have a piece of paper and pen handy (or an open Word document) and to then watch this video and complete the activities shared during the video: [LINK TO COME](#)
3. Have students introduce themselves via the discussion board. Here are some potential discussion questions:
 - What do you want your life to look like when you're an adult? (What job? What kind of home? What kind of car? Do you want to get married? Have kids? Where do you want to live?)
 - What things do you need to do between now and then to have that kind of life? (They may say things like "make money," etc. Steer them toward how education can help them get to where they want to be.)
 - What's something that you heard in the video about what we're going to do in GEAR UP that interests you? (May want to provide a list of some of things mentioned.) Why does that interest you?
 - What questions do you have for me?
4. Tell Mentors that in order for you to begin helping them meet their future goals, they will need to complete a survey.
5. Administer survey to Mentors via Survey Monkey: <https://www.surveymonkey.com/r/GUK8Fall20>

Activity 8.1 | College & Career Clubs Introduction

Learning Objective(s): Understand the roles/responsibilities of mentor, lead mentor and coach; have an opportunity to share items for display to create a college/career themed board or room (in face-to-face delivery format).

FACE-TO-FACE

OVERVIEW: Mentors are introduced to Career & College Clubs, given an overview of their role as Mentors of a college-going culture, discuss their reasons for participating, and decide on Career & College Clubs goals and code of conduct.

ROLE(S): Coach

MATERIALS: Sticky notes, pens/markers, curriculum map

DIRECTIONS FOR COACH:

1. Ask Mentors to write what they hope to learn from participating in Career & College Clubs on sticky notes.
2. Explain the following roles with Mentors:
 - **Mentor:** Every student in the room. You're called Mentors because you will be asked to be leaders and role models, providing support and guidance to your peers.
 - **Lead Mentor:** Lead Mentors are responsible for preparing for their respective meeting. Each week, the Lead Mentor will change so that every student has the opportunity to lead.
 - **Coach:** The Coach is the adult, or adults, who help lead the activities. They are there to assist and support mentors.
3. Using the Career & College Clubs curriculum map, ask Mentors to volunteer as Lead Mentors for each Activity. The goal is to make sure every Mentor has an opportunity to lead at least one activity, if not more. For some larger activities, it may be helpful to assign two or three Mentors as Lead Mentors.
4. Ask each Mentor to bring in at least one item to help create a fun, career and college-themed environment for the Club. Examples include college posters or banners, motivational quotes, images of their ideal workplace or career, etc. At the next meeting, decorate your meeting space with the items. If no defined or consistent meeting space, consider creating portable posters/displays or securing a hallway bulletin board for GEAR UP usage.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. Choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep & prep time]

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You will cover this clearly in the Lead Mentor Guidelines agenda [details of who's doing what]

DIRECTIONS:

1. Begin with introductions (do something fun and happy for yourself) and ask each Mentor to state one thing they hope to learn from being involved in GEAR UP.
2. Go over Lead Mentor Guidelines and your role as a Coach. Be sure to emphasize that C&C Clubs are to be fun and that it's all about THEM!
3. Go over The Pledge together and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C&C Clubs.

Activity 8.1 | College & Career Clubs Intro, continued

4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to bring to next session something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative.

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, Google Classroom posted, Flipgrid, etc...choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep time]

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: If you can accomplish this with even 1-3 different students over the course of the online instructions timeframe, consider that to be a success. Otherwise, in the Independent Work-Virtual (asynchronous) delivery format, you will be taking on this role.

DIRECTIONS:

1. Begin with introductions (do something fun and happy for yourself, consider recording a video of yourself and encourage students to send back the same) and ask each Mentor to state one thing they hope to learn from being involved in GEAR UP.
2. Go over Lead Mentor Guidelines and your role as a Coach. Be sure to emphasize that C&C Clubs are to be fun and that it's all about THEM! (Include this in your video or initial introduction.)
3. Email or post The Pledge and ask for feedback to be sure everyone is clear. Include some Do's and Don'ts for appropriate vs. inappropriate behaviors while involved in C&C Clubs.
4. Encourage students to sign up and take a turn being a Lead Mentor. If you can make this happen, you can utilize Advising time with each student to prepare for how this will look. List your delivery days ahead of time so if you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to share something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative!

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

Activity 8.2 | How to Be a Lead Mentor & the CCC Pledge

Learning Objective(s): State specific behaviors and actions that can be distracting to group discussions or projects.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors will review Lead Mentor guidelines. Mentors and Coach will discuss pledge to fulfill their roles as Mentor and Lead Mentor.

ROLE(S): Coach

MATERIALS: Internet access, paper, printer/copier

DIRECTIONS FOR COACH:

1. Distribute copies of Lead Mentor Guidelines and either read aloud or ask Mentors to take turns reading it out loud.
2. Ask Mentors to suggest behaviors that would and would not show appropriate Mentor and Lead Mentor behavior. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who raise their hands jot down these suggestions on sticky easel paper. (Extension activity available.)
3. Distribute the Career & College Clubs Pledge handout. Read it out loud. Ask Mentors if they have any changes or additions to the pledge.
4. Ask Mentors to sign the Pledge and display it in your meeting space.

GUK EXTENSION ACTIVITY

- A. Role Play. Ask 3-4 Mentors to role play or demonstrate appropriate and inappropriate Mentor behavior while a Lead Mentor reads "How to Make Slime."
- B. After role-playing, Lead Mentors can facilitate a discussion using these questions:
 - What are some ways you can support your Lead Mentors?
 - What types of behaviors were most distracting?
 - What would you consider distracting while in the Lead Mentor role?
 - In the Mentor role, what are some ways in which you can actively participate in Club meetings, without being distracting?
 - What's the best way to remind ourselves, and each other, of our pledge?

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc...choose one source to share sign-ups for Lead Mentor, to share Lead Mentor Guidelines, and the C&C Clubs Pledge [may need to consider prep & prop time]

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Distribute copies of Lead Mentor Guidelines via email ahead of time

DIRECTIONS:

1. Begin with either reading aloud or asking Mentors to take turns reading the Lead Mentor Guidelines out loud.
2. Go over your role as a Coach.

Activity 8.2 | How to Be a Lead Mentor, continued

3. Go over The Pledge together and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C& Clubs. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who volunteer jot down these suggestions on virtual easel paper or virtual white board for everyone to see.
4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to bring something to next session something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative!

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed documents, Google Classroom posted, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; discussion board

TIME ALLOTMENT: 20-25 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Go over the materials for this lesson ahead of time and instruct the Club to have them completed for the lesson day OR go over on lesson day and then schedule a date when they are due to share out to the Club. Prepare your LM to facilitate or if you do not have a LM, prepare to facilitate the completion of the assignment and discussion board time.

DIRECTIONS:

1. Begin with either reading aloud (in recorded Flipgrid video or any other format you choose) or (if emailed) asking Mentors to read the Lead Mentor Guidelines.
2. Go over your role as a Coach (again either in recorded video format or by emailing this information to each student).
3. Go over The Pledge together or via email and be sure everyone is clear. Discuss a bit of appropriate vs. inappropriate behaviors while involved in C&C Clubs. (For example, interrupting people while they're speaking or making a comment that something is "silly" would not be appropriate.) Jot down or have students who volunteer jot down these suggestions on virtual easel paper or virtual white board and share for everyone to see. (A discussion board is a great tool for any of this!)
4. Encourage students to sign up and take a turn being a Lead Mentor. List your delivery days ahead of time so as you have students sign up you will not double book anything. I recommend putting together an Excel spreadsheet Lesson Plan. [You MUST make this fun! Consider using Flipgrid or a fun Kahoot game to get them excited to sign up.]
5. Encourage them to share (whatever method you decide) something that makes them think about their future dreams. They can draw something and show it, create a video to share, show an object or poster, etc. Encourage them to be creative!

Activity 8.3 | Being a Star Student

Learning Objective(s): Identify and discuss the qualities of successful students.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors discuss the behaviors of successful students and explain the importance of doing well in school.

ROLE(S): Coach, Lead Mentor

MATERIALS: None

DIRECTIONS FOR COACH:

Provide materials to Lead Mentor; prepare them to facilitate small group discussion with Mentors.

DIRECTIONS FOR LEAD MENTOR:

Review this activity before facilitating your small group discussion. If you need guidance or have any questions, be sure to talk to your Coach.

1. Ask Mentors to form groups of three to four.
2. Read *Being a Star Student – Overview and Scenario* to the Mentors.
3. Each group should record their list of characteristics and behaviors.
4. Allow the Mentors 5 minutes to brainstorm. After 5 minutes, have the Mentors share their answers.
5. Facilitate a discussion using *Being a Star Student – Discussion Questions* as a guide.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time].

TIME ALLOTMENT: 30-40 minutes [be sure to include questions & discussion time]

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: You have a couple options here: Assign groups to “meet” ahead of time and LM to facilitate OR you can forgo ONLY having 1 LM and assign groups allowing 1 person to step up in each group to be a LM and facilitate.

DIRECTIONS:

1. Assign groups of three to four (in whatever method you decide).
2. Have the Lead Mentor(s) read *Being a Star Student – Overview and Scenario* to the Mentors.
3. Each group should record their list of characteristics and behaviors.
4. Allow the Mentors 5 minutes to brainstorm. After 5 minutes, have the Mentors share their answers. OR, if you’ve chosen to assign this ahead of time, you will have the groups share out the day of your activity.
5. Have the Lead Mentor(s) facilitate a discussion using *Being a Star Student – Discussion Questions* as a guide.

Activity 8.3 | Being a Star Student, continued

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed, share screen, Flipgrid, etc. Choose one source to share 30 seconds of their song choice [may need to consider prep & prop time].

TIME ALLOTMENT: 20-25 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: NO LM FOR THIS LESSON

DIRECTIONS:

1. Begin with introducing yourself (do something fun and happy for yourself). Share your video clip (or sing) and tell why you chose your song based on how it represents you. Now ask each Mentor to share their songs and follow the same/similar method.
2. Encourage some dialog back and forth through whatever platform you are using and cover the fact that GUK is all about each one of them. Emphasize how much fun you will all have and how many interesting and exciting things they will discover.

THINGS TO CONSIDER: Always be sure to have a back up plan to your back up plan. There are a ton of scenarios that can happen. Reach out to your DPM to help you if needed.

ALTERNATIVES: You can always email, record a video, post in Google Classroom for any content that you missed, absent students, etc.

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FOR USE BY LEAD MENTORS

Being a Star Student – Overview and Scenario

Read the following to the Mentors:

Learning about colleges and planning our visit should make us excited about the future and all of the opportunities that are available to us! The goal of the Career & College Clubs program is to help get us ready for college and a successful career. Achieving that goal means doing well in school NOW! The knowledge and skills that we gain from our classes today will prepare us for college classes.

In this activity, we will work to identify and discuss the qualities of successful students. I will now read a scenario and we will discuss the qualities that make Deon a successful student.

“It is the end of the year and Deon and his parents are attending the end-of-school awards program. Deon is excited and his parents are beaming with pride as Deon will be receiving a perfect attendance award and a certificate for the A/B Honor Roll. Deon is committed to doing well in school and is proud that his grades in school reflect his hard work.”

In our small groups, we will brainstorm and answer the following question:

“Given Deon’s accomplishments, what characteristics and behaviors helped him achieve success as a star student?”

Being a Star Student – Discussion Questions

Facilitate a discussion using the following questions as a guide.

How do the following behaviors help star students succeed?

- Attending school regularly.
- Paying attention in class.
- Asking questions.
- Participating in class activities and discussion.
- Studying daily.
- Completing homework assignments.
- Submitting assignments and projects on time.
- Taking notes in class.

What other learning strategies can help you succeed in school?

Activity 8.4 | How to Learn Successfully

Learning Objective(s): Identify their own learning styles and preferences, as well as strategies that can meet their learning needs.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors complete a learning styles and preferences inventory and then discuss strategies that can meet their learning needs.

ROLE(S): Coach, Lead Mentor

MATERIALS: Copies of the *What Do I Need To Learn Successfully?* and *Learning Preferences and Styles* handouts.

DIRECTIONS FOR COACH:

Provide materials to Lead Mentor; ensure they are prepared to facilitate activity.

DIRECTIONS FOR LEAD MENTOR:

1. Review this activity before facilitating it. If you need guidance or have any questions, be sure to talk to your Coach.
2. Follow instructions as outlined on *Lead Mentor: How to Learn Successfully* document.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed documents, Google Classroom posted, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; *Lead Mentor: How to Learn Successfully* document; *What Do I Need To Learn Successfully?* and *Learning Preferences and Styles* handouts.

TIME ALLOTMENT: 40-50 minutes [be sure to include questions and discussion time]

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE:

Send out or post the documents for this lesson ahead of time and instruct the Club to have them completed for the lesson day. Prepare your LM to facilitate or if you do not have a LM, prepare to facilitate the completion of documents and discussion.

DIRECTIONS:

1. Use *Lead Mentor: How to Learn Successfully* document as a resource. Have your LM read the content listed under instruction number 1 from that document to Mentors. (You will read if no LM.)
2. Help your LM (or do this yourself) facilitate as many mentors sharing as possible.
3. Have your LM (or yourself) now refer to the *What Do I Need to Learn Successfully* handout.
4. Have your LM read the content listed under instruction number 3 on the *Lead Mentor: How to Learn Successfully* document.
5. Assist your LM in asking Mentors to take turns reading the Learning Preferences and Styles handout out loud. (Coach to do if no LM.)
6. Assist your LM in facilitating a discussion using the following questions:
 - *Think about what you learned about yourself in this activity. Had you ever thought about how you learn best?*
 - *How have you previously approached studying for your classes?*
 - *How will you use what you learned to do better in school?*

Activity 8.4 | How to Learn Successfully, continued

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed documents, Google Classroom posted, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; *Lead Mentor: How to Learn Successfully* document; *What Do I Need To Learn Successfully?* and *Learning Preferences and Styles* handouts.

TIME ALLOTMENT: 40-50 minutes [include timeframe to respond or send videos, documents, etc.]

DELIVERY FORMAT: Choose one format to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Send out or post the documents for this lesson ahead of time and instruct the Club to have them completed for the lesson day discussion. Prepare your LM to facilitate or if you do not have a LM, prepare to facilitate the completion of documents and discussion within the discussion board or approved format.

DIRECTIONS:

1. Have your LM post the following to the Mentors: (Coach does all the following if there is not a LM)

It is very important that we not only understand the behaviors that make students successful but are able to apply these strategies in our classes. To achieve this goal, we will begin by identifying our learning styles and preferences and learn about strategies that we can use to meet our learning needs.

You should have each completed the What Do I Need to Learn Successfully handout and we will now take turns sharing our answers on our discussion board.

2. Help your LM to facilitate as many mentors to share as possible.

3. Have your LM now refer to the *What Do I Need to Learn Successfully* handout and follow the previous instructions.

4. Have your LM post the following to the Mentors:

Take a look at your answers. “A” answers are visual ways of learning, “B” answers are auditory (hearing) ways of learning, and “C” answers are kinesthetic/tactile (touch) ways of learning.

Pay attention to what you have most of: “As,” “Bs” or “Cs.”

The second part of the worksheet relates to learning preferences that are not linked to a specific learning style. We should pay attention to our choices so we can study more effectively.

We will now turn our focus to the Learning Preferences and Styles handout. As we go over the information, underline or highlight the strategies that best meet your needs.

5. Assist your LM in asking Mentors to take turns reading the *Learning Preferences and Styles* handout out loud.

6. Assist your LM in facilitating a discussion using the following questions:

- *Think about what you learned about yourself in this activity. Had you ever thought about how you learn best?*
- *How have you previously approached studying for your classes?*
- *How will you use what you learned to do better in school?*

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Peer Mentor: How to Learn Successfully

1. Read the following to the Mentors:

It is very important that we not only understand the behaviors that make students successful but are able to apply these strategies in our classes. To achieve this goal, we will begin by identifying our learning styles and preferences and learn about strategies that we can use to meet our learning needs.

We will now individually complete the *What Do I Need to Learn Successfully* handout. Once completed, we will come back together and share our answers.

2. Distribute the *What Do I Need to Learn Successfully* handout and allow everyone to complete the handout.

3. Read the following to the Mentors:

Take a look at your answers. “A” answers are visual ways of learning, “B” answers are auditory (hearing) ways of learning, and “C” answers are kinesthetic/tactile (touch) ways of learning.

Raise your hand if you chose mostly “A.”

Raise your hand if you chose mostly “B.”

Raise your hand if you chose mostly “C.”

The second part of the worksheet relates to learning preferences that are not linked to a specific learning style. We should pay attention to our choices so we can study more effectively.

4. Pass out the *Learning Preferences and Styles* handout.

5. Read the following to the Mentors:

We will now read aloud the *Learning Preferences and Styles* handout. As we are reading the information, we should pay attention to how easy or challenging it is to learn the information in this format of reading aloud. Also, underline or highlight the strategies that best meet your needs.

6. Ask Mentors to take turns reading the *Learning Preferences and Styles* handout out loud.

7. Facilitate a discussion using the questions at the end of this activity as a guide.

What Do I Need to Learn Successfully? Handout

Choose the letter (A, B or C) that seems most like how you learn, and put that letter in the column on the right. You may choose more than one option if it fits you.

Learning Preferences – Sensory Input		A, B, or C
1	Do I learn best from: A) Watching a video? B) Reading or listening to someone talk? C) Actually doing something?	
2	When I see the word D-O-G, do I: A) Picture a dog in my mind? B) Say the word "dog" to myself? C) Imagine holding or petting a dog?	
3	Do I like to: A) Watch a demonstration on something? B) Have someone explain to me how to do something? C) Try doing whatever it is I'm trying to learn?	
4	When I'm reading, do I tend to: A) See pictures in my mind? B) Read quietly to myself / hear the words in my head? C) Follow the words on the page with my finger?	
5	When I am not sure how to spell a word, do I tend to: A) Write down / type out/ Google the word to see if it looks right? B) Spell it out loud to see if it sounds right? C) Trace the letters in the air?	

Learning Preferences – Focus and Organization		A or B
6	I prefer: A) a visually exciting study space B) a non-distracting study space	
7	I prefer: A) working alone B) working with others	
8	I prefer to: A) study for a long time and then take a long break B) study for short stretches with short breaks in between	
9	I prefer to: A) eat or drink while I study B) not eat or drink while I study	
10	I prefer to: A) study earlier in the day B) study later in the day	

What Do I Need to Learn Successfully? Handout, continued

Learning Preferences – Focus and Organization, continued		A or B
11	I prefer: A) to get some physical activity before I do homework B) to rest before I do homework	
12	I prefer: A) to have music playing B) quiet when I'm studying	
13	I prefer: A) to get my schoolwork organized before I go to bed B) to get organized in the morning	
14	I prefer: A) to keep my backpack and locker neat B) keep them messy	
15	I prefer to: A) study at home B) study at a library or at school	
16	I prefer to: A) follow a daily schedule to get my studying done B) let things happen without a schedule	
17	I prefer to: A) answer my phone while I'm studying B) turn my phone off	
18	I prefer to: A) participate in class to stay engaged B) listen to what others are saying to stay engaged	
19	I prefer to: A) do my homework right away when I get home B) do my homework after dinner	
20	I prefer to: A) do the most difficult tasks first B) put off the hard tasks for the end	

Learning Preferences and Styles Handout

Below are three common learning preferences (or "styles"). You may find that one of these styles defines your way of learning the best. Alternately, you may find that you fit into multiple categories. Please keep in mind that these learning styles exist in all of us, and having strength in one area does NOT mean that you cannot also learn through the other styles. Happy learning!

If you are a **VISUAL LEARNER**, your preference or tendency is to learn by seeing. In the classroom, you may find that pictures or diagrams help you to understand material better than simply listening to a lecture or reading a book. You may also find that you tend to picture things in your mind without thinking about it. For example, when someone asks you where a certain place is, you may have a tendency to picture that place in your mind or a map of the area where it is located.

Below are some tips for learning well in the classroom:

- Sit near the front of the classroom.
 - Use flashcards to learn new words.
 - Try to visualize things that you hear or things that are read to you.
 - Write down key words, ideas, or instructions.
 - Draw pictures to help explain new concepts, and then explain the pictures.
 - Color code things.
 - Avoid distractions during study times.
-

If you are an **AUDITORY LEARNER**, you learn by hearing and listening. Hearing information helps you to remember and learn it. You often learn by reading out loud because you have to hear it or speak it in order to know it.

Below are some classroom tips:

- Be sure you sit where you can hear the teacher.
 - Use flashcards to learn new words, but read them out loud to yourself.
 - Read stories, assignments, or directions out loud or to yourself.
 - Audiotape yourself practicing spelling words, and then listen to the tape.
 - Have test questions read to you aloud.
 - Study new material by reading it aloud.
-

If you are a **KINESTHETIC/TACTILE LEARNER**, you learn by touching and doing. Physical movement helps you to understand and remember things. People describe you as a "hands-on" learner who tends to touch, move, build, or draw what you learn. You may have difficulty sitting still, especially for extended periods of time.

Classroom tips include:

- Participate in activities that involve touching, building, moving, or drawing.
- Use lots of hands-on activities, such as art projects, taking walks, or acting out stories.
- Walk around, chew gum, or rock in a chair while reading or studying at home.
- Use flashcards, and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take short frequent breaks during reading or studying periods in order to move around.
- Taking notes on a computer can be effective because of the tactile feel of typing.

Use these tips in class and when you're studying at home. Share your learning style(s) with your parents and teachers. Remember, knowing how you learn will make it easier for you to learn and remember new information.

Activity 8.5 | Learning Strategies

Learning Objective(s): Identify their own learning styles and preferences, as well as strategies that can meet their learning needs.

FACE-TO-FACE DELIVERY

OVERVIEW: Mentors apply a learning strategy to help them learn something new.

ROLE(S): Coach, Lead Mentor

MATERIALS: Copies of the *Mitosis Exercise* handout. Copies of the *Learning Preferences and Styles* handout from the *How to Learn Successfully* activity.

DIRECTIONS FOR COACH:

Provide materials to Lead Mentor; ensure they are prepared to facilitate activity.

DIRECTIONS FOR LEAD MENTOR:

Review this activity before facilitating it. If you need guidance or have any questions, be sure to talk to your Coach.

1. Ask Mentors to break into groups based on their preferred learning style (visual, auditory, kinesthetic/tactile) identified in the *How to Learn Successfully* activity.
2. The groups should work together to develop a strategy for learning about mitosis using their preferred learning style. The groups will need to memorize the three scientific terms and the six mitosis steps.
3. Distribute the *Mitosis Exercise* handout and ask group to review it.
4. Groups can create a short song (auditory), draw a poster (visual), or create a skit (kinesthetic). Be creative and come up with your own unique strategies.
5. Use the *Learning Preferences and Styles* handout from the previous activity to get some ideas.
6. After 10 minutes, ask groups to share their strategy with the Club.
7. Facilitate a discussion using the *Learning Strategies Discussion Questions* document as a guide.

TELEVIDEO (Online Synchronous)

MATERIALS NEEDED: Previously emailed documents, share screen, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; *Mitosis Exercise* handout; *Learning Preferences and Styles* handout (from previous exercise).

TIME ALLOTMENT: 40-50 minutes (time to allow each group to share what they came up with & be sure to include questions and discussion time)

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Google Hangouts, etc.].

LEAD MENTOR/COACH ROLE: Go over the materials for this lesson ahead of time and instruct the Club to have them completed for the lesson day OR go over on lesson day and then schedule a date when they are due to share out to the Club. Prepare your LM to facilitate or, if you do not have a LM, prepare to facilitate the completion of the assignment and discussion.

DIRECTIONS:

1. Have your LM (or you) tell the Mentors that they will be broken into groups based on their preferred learning style (visual, auditory, kinesthetic/tactile) identified in the *How to Learn Successfully* activity.
2. The groups should work together to develop a strategy for learning about mitosis using their preferred learning style. The groups will need to memorize the three scientific terms and the six mitosis steps.

Activity 8.5 | Learning Strategies, continued

3. Your LM (or you) should go over the *Mitosis Exercise* handout, ask group if everyone understands it & answer any questions.
4. Tell the groups that they can create a short song (auditory), draw a poster (visual), or create a skit (kinesthetic). Encourage the groups to be creative and come up with their own unique strategies.
5. Use the *Learning Preferences and Styles* handout from the previous activity to get some ideas.
6. Assign a due date and explain to the groups that on the due date day you will all meet in your typical virtual format to share their strategy with the Club.
7. On the due day, your LM (or you) should facilitate a discussion using the following questions:
 - Were you surprised by how many different ways Mentors learned the information? What does this tell you about how people learn?
 - Which learning strategies or learning preferences in the list were new ideas for you?
 - How can your teachers find out about your learning preferences?
 - How can you let your family know what you need as a learner?

INDEPENDENT WORK – VIRTUAL (Online Asynchronous)

MATERIALS NEEDED: Previously emailed documents, Google Classroom posted, Flipgrid, etc. Choose one source to utilize [may need to consider prep & prop time]; *Mitosis Exercise* handout; *Learning Preferences and Styles* handout (from previous exercise); discussion board.

TIME ALLOTMENT: Over a 2-3 session period (time to allow each group to share what they came up with and be sure to include questions and discussion board time)

DELIVERY FORMAT: Choose one or two formats to deliver the lesson; familiarize yourself ahead of time with exactly how to work any format you are utilizing [video, Flipgrid, Kahoot, Mentimeter, Google Hangouts, etc.]

LEAD MENTOR/COACH ROLE: Go over the materials for this lesson ahead of time and instruct the Club to have them completed for the lesson day OR go over on lesson day and then schedule a date when they are due to share out to the Club. Prepare your LM to facilitate or if you do not have a LM, prepare to facilitate the completion of the assignment and discussion board time.

DIRECTIONS:

1. Have your LM (or you) post on your discussion board, Google Classroom or whatever approved format you have been using, that the mentors will be broken into groups based on their preferred learning style (visual, auditory, kinesthetic/tactile) identified in the *How to Learn Successfully* activity.
2. The groups should work together (back and forth on discussion board, sharing video clips back and forth or whatever other approved method you have decided) to develop a strategy for learning about mitosis using their preferred learning style. The groups will need to memorize the three scientific terms and the six mitosis steps.
3. Your LM (or you) should refer to the *Mitosis Exercise* handout, ask group if everyone understands it, and answer questions.
4. Tell the groups that they can create a short song (auditory), draw a poster (visual), or create a skit (kinesthetic). Encourage the groups to be creative and come up with their own unique strategies.
5. Use the Learning Preferences and Styles handout from the previous activity to get some ideas.
6. Assign a due date and explain to the groups that on the due day each group will need to have posted to share their strategy that they came up with in your typical virtual format.
7. On the due day, your LM (or you) should facilitate a discussion on your discussion board or whatever approved format you have been using, asking the following questions:
 - Were you surprised by how many different ways Mentors learned the information? What does this tell you about how people learn?
 - Which learning strategies or learning preferences in the list were new ideas for you?
 - How can your teachers find out about your learning preferences?
 - How can you let your family know what you need as a learner?

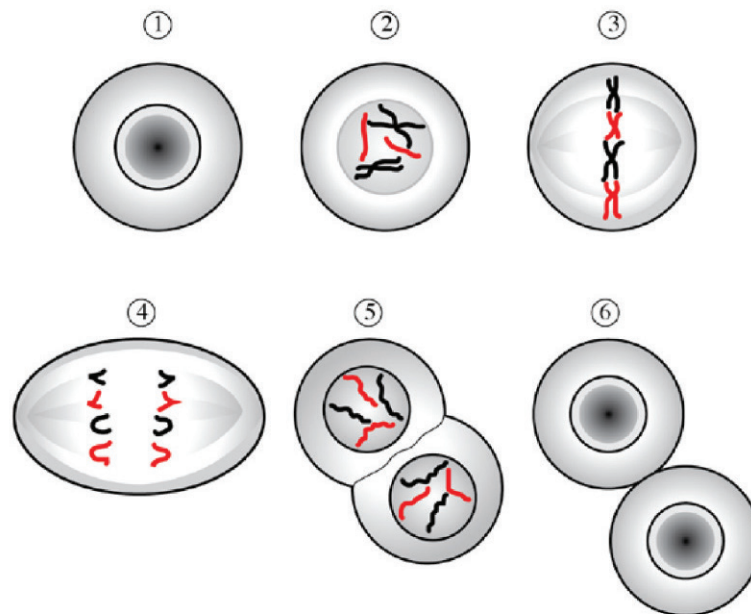
Mitosis Exercise Handout

Use your group's preferred learning style (visual, auditory, or kinesthetic/tactile) to memorize the three scientific terms and the six mitosis steps. Be ready to present your strategy to the Club. The possible strategies for this exercise are endless.

To help get you started, look over these suggestions:

AUDITORY	KINESTHETIC/TACTILE	VISUAL
debates songs or raps poems rhymes digital recordings musical performance verbal games	role plays scrapbooks dances acting out the process/ drama games puzzles dioramas demonstrations	diagrams pictures graphs posters collages videos writing cartoons

MITOSIS



- 1. Interphase:** Parent cell (46 chromosomes)
- 2. Prophase:** Chromatin condenses into chromosomes. Nuclear envelope disappears.
- 3. Metaphase:** Chromosomes align at the equatorial plate (middle of cell).
- 4. Anaphase:** Sister chromatids separate. Centromeres divide.
- 5. Telophase:** Chromatin expands. Microtubels disappear and cell division begins.
- 6. Cytokinesis:** Two daughter cells formed with 46 chromosomes

Learning Strategies Discussion Questions

Lead Mentors, facilitate a discussion using the following questions as a guide.

Were you surprised by how many different ways Mentors learned the information? What does this tell you about how people learn?

Which learning strategies or learning preferences in the list were new ideas for you?

How can your teachers find out about your learning preferences?

How can you let your family know what you need as a learner?

How did it feel to work in a group? Was it difficult for those of you who prefer to work alone?