

Materials:

Importance of College Education student activity on page 4 in this workbook (page 2 in the student workbook)

School Dynamics student activity on page 5 in this workbook (page 3 in the student workbook)

Successful People cards

Goals:

Students will learn the importance of a college education and how to respond appropriately to certain situations they may encounter.

Time:

60 minutes

Instructions:

Worksheet: The Importance of College and Successful People cards

1. Successful people: Tell the students that you want them to see the following pictures. Ask them to raise their hands if they know the name of the individual or in what fields they work.
2. Now display the pictures of the famous people.
3. After having shown all of the pictures, ask the students:
 - What do all these people have in common? (College is the answer we are looking for.) Let students guess until a student gives the correct answer or after a few guesses give them a few hints and then provide the correct answer. Then proceed to ask whether the student knows what college/university any of these famous people attended. After having a couple of students try to guess the colleges/universities make the statement "Did you know that..." and give facts of those famous people that the students related to the most.
For example, "Did you know that...Adam Sandler attended New York University and graduated with a bachelor's of fine arts in drama; Barry Bonds attended Arizona State University and graduated with a bachelor of arts in criminal justice?"
4. Students may state that there are some famous people that did not finish college and are successful. (In case students do not mention this, then you should.) You can use Ashton Kutcher as an example. Ashton attended the University of Iowa, where he majored in biochemical engineering. He left the university when he had a contract with a prestigious modeling company in New York. Sean John Combs (aka P. Diddy) is another example of a person who became successful after attending college. Combs attended Howard University and did not leave until he successfully created his own music label. Nevertheless, these two individuals have stated that they have been able to apply the skills they learned in college in their careers.
5. Point out that every famous person whose picture you have shown to the class made going to college their plan "A" and their music, acting, athletic, (blank) career their plan "B" or vice versa. In addition, you can emphasize that many famous individuals use what they learned in college to support their acting, athletic, or singing careers or as a backup in case they get injured and they can no longer play their professional sport. Ask students to share how mathematics would be helpful to a rapper. How would English be helpful to an athlete? Why would an actor want to know history? The emphasis is that all famous people need to be proficient in English and mathematics so they can know what their contract specifies, how much money they are going to get paid, and for how long before they sign it. Tell students, "Do what successful people do, make college your plan "A" and (fill in various careers students have stated) as plan "B." Emphasize the importance of being able to rely on something else so that if your other goal does not become a reality or you are no longer able to do that goal you at least have a college degree to help you

through that rough time.

6. Have students turn to page 2 in their workbooks and have them answer the following questions:
 - What would they like to become when they grow up?
 - How will they accomplish this goal?
 - What college would they like to attend?
 - What would they like to study when they go to college?

Worksheet: School Dynamics (30 minutes)

1. Tell students, “So, now you know what you have to do to get ready for college. You’re taking the right classes, you’re studying hard, turning in your homework. Suddenly, someone who isn’t doing as well gets jealous. They try to get you off track.” Ask, “How do you stay on track when someone is trying to get you off track? The numbers tell us that four out of every ten in this class will get off track by ninth grade. Today, we’re going to come up with some ways to respond to those who might try to get us off track from being the successful people we can be.” Have the students turn to the “School Dynamics” activity on page 2 of their workbooks. Divide the students into groups. Have the groups write down in their booklets how they would respond/react to the following detractors:
 - A) **Gang-banger** - You are hanging around with your friends. All of a sudden some individuals come and tell your friend to join their gang or else they will beat him/her up. What would you advise your friend to tell them that would be an appropriate way to say “No”?
 - B) **Bully** - You are at recess/break and people are making fun of your friend because he/she is too heavy or maybe too skinny. What would be an appropriate way for your friend to tell them to stop? In case they do not stop, who would be an appropriate person your friend can tell?
 - C) **Slouch** - Your friend is turning in his/her homework to the teacher and a student makes fun of him/her for doing it and calls him/her a nerd. What can your friend tell that student who is making fun of him/her?
 - D) **Goof-off** - You are in your English class and another student does not let your friend pay attention to the teacher with his/her constant talking. What appropriate advice would you give your friend?

As you go over the scenarios, ask students if there is a better nickname for this kind of detractor. If appropriate, change the nickname. Have students report their responses back to the class. Write responses on the board. After having all the responses written on the board, the class will select the best responses. Now it is time to practice responding.

2. **Group response** - Now you (the teacher) will play one of these characters. Say, “I’m a gang-banger” and act out the scenario. Point to a team or section of the class. That team or section has to respond with the best response the class has chosen. This will give them a chance to practice yelling it out together.
3. **Around the world** - Next, tell the class that they are going to play a game called “Around the world.” Have all the students sit down. Select one student to stand up behind the person sitting to the side of him. You then ask a question from one of the four scenarios given earlier to the students and the first student to answer correctly will move on to the next person. The person who did not answer quickly and correctly will have to take a seat. The winner moves on to stand behind the next student and the scenario continues.

This is another activity that you can use as a “sponge” activity to soak up time as students are getting ready for recess or cleaning up after projects throughout the year.

1) What would you like to become when you grow up?
(Movie star, famous singer, athlete, chef, designer, business owner,
lawyer, doctor, mechanic, beautician, etc...)

2) How will you accomplish this goal?

3) What college would you like to attend?

4) What would you like to study when you go to college?



Write down how you would respond/react to the following scenarios:

A) You are hanging around with your friends. All of a sudden, some individuals come and tell your friend to join their gang or else they will beat him/her up. What would you advise your friend to tell them that would be an appropriate way to say "No"?

B) You are at recess/break and people are making fun of your friend because he/she is too heavy or maybe too skinny. What would be an appropriate way for your friend to tell them to stop? In case they do not stop, who would be an appropriate person your friend can tell?

C) Your friend is turning in his/her homework to the teacher and a student makes fun of him/her for doing it and calls him/her a nerd. What can your friend tell that student who is making fun of him/her?

D) You are in your English class and another student does not let your friend pay attention to the teacher with his/her constant talking. What appropriate advice would you give your friend?
