



# College and Career Awareness Activities for Elementary and Middle School Students



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## Introduction

ACT's Center for Equity in Learning and the American College Application Campaign (ACAC) are committed to increasing college access and career readiness through the dissemination of ideas, development of practices, and technical assistance for program implementation that creates or enhances a college-going culture. Schools that invest in the creation of this type of educational environment intentionally seek to remove barriers that prevent **all** students from pursuing postsecondary education.

This *College and Career Awareness for Elementary and Middle School Students* augments the *Pre-College and Career Readiness Curriculum for Students and Their Families* (2017, 2019) which was designed primarily for high school students. Feedback from school counselors led to this development of materials for earlier grades.

The current version includes activities and lessons for pre-kindergarten, kindergarten, elementary and middle school students. The new materials were developed and shared by the College Foundation of West Virginia (CFWV) and GEAR UP Washington State.

This material is intended for school counselors and college access professionals who work with students to identify interests and lay the academic foundation for their careers and life. To provide feedback on the College and Career Awareness Activities for Elementary and Middle School Students, please use the following url: <http://bit.ly/2tgbS5m>

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# IMPLEMENTING PRE-COLLEGE AND CAREER AWARENESS ACTIVITIES

There are at least five major goals associated with increasing educational attainment beyond high school as it pertains to career development. According to MDRC's *Promoting College Match for Low-Income Students* report, these include:

- Sharing information and building awareness
- Providing individualized advising
- Assisting with application completion
- Engaging parents and community
- Making decisions and planning ahead

It is during the Elementary through Middle School years that the first goal - **sharing information and building awareness about higher education and career readiness opportunities** - is essential and easiest done. For many students, the idea of college is not discussed in the home. Providing younger students with an opportunity to build a foundation of awareness about postsecondary education is critical. Building enthusiasm for educational attainment and an individual's lifelong responsibility for career readiness can never start soon enough. The activities in this guide promote opportunities for younger students to dream big about their futures as you **share information and build awareness** about higher education and career readiness.

*Byndloss, D. Crystal and Reid, Chera, MDRC, [Promoting College Match for Low-Income Students: Lessons for Practitioners](#), Sept. 2013*

## TIMELINE FOR DELIVERY

- I. **Class time** throughout one or more school years could be utilized for these activities.
- II. Activities can be presented over **one or multiple years**.
- III. Your state's College Application or College Application and Career Exploration period in the fall is an excellent time to include younger students in activities that reinforce the work in which juniors and seniors are engaged.

## MODIFICATIONS TO THE ACTIVITIES

School counselors, teachers, and college access professionals are encouraged to adapt any of these ideas to better meet the needs of their students and their interests. These ideas have been shared through conferences, training workshops, publications, and conversations. Seldom is there an idea that cannot be introduced with more complexity for older students and less complexity for younger audiences. Make this work for your own students and be sure to share with all of your colleagues.

# ASCA's Mindsets and Behaviors Standards and College and Career Awareness Activities for Elementary and Middle School Students

This curriculum can be used in support of your overall school counseling curriculum. It reinforces several standards established by the American School Counselor Association and can enrich your efforts to ensure student success in high school and beyond.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Below is a table that illustrates the standard(s) addressed by each lesson. Each lesson has content outcomes (the information) and process outcomes (how students are engaged).

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>1. College Vocabulary</b></p> <p><b>Content Outcomes</b> Introduce teacher as a college and career resource. Introduce students to the educational framework of secondary and postsecondary levels in the United States.</p> <p><b>Process Outcomes</b> Reading, discussing and recalling information.</p>	<p><b>Mindset 3</b> Sense of belonging in the school environment</p> <p><b>Mindset 4</b> Understanding that postsecondary education and lifelong learning are necessary for long-term career success</p> <p><b>Behavior: Self-Management Skills 1</b> Demonstrate ability to assume responsibility</p> <p><b>Behavior: Self-Management 3</b> Demonstrate ability to work independently</p> <p><b>Behavior: Social Skills 1</b> Use effective oral, written communication skills and listening skills</p> <p><b>Behavior: Social Skills 3</b> Create relationships with adults that support success</p>

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>2. Career Bingo and Human Bingo</b></p> <p><b>Content Outcomes</b> Reinforce awareness of various jobs and careers. Introduce jobs and careers that require preparation beyond high school.</p> <p><b>Process Outcomes</b> Engagement with classmates and teacher.</p>	<p><b>Mindset 2</b> Self confidence in ability to succeed</p> <p><b>Mindset 3</b> Sense of belonging in the school environment</p> <p><b>Mindset 4</b> Understanding that postsecondary education and lifelong learning are necessary for long-term career success</p> <p><b>Mindset 6</b> Positive attitude to work and learning</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 4</b> Apply self-motivation and self-direction to learning</p> <p><b>Behavior: Learning Strategies 10</b> Participate in enrichment and extracurricular activities</p> <p><b>Behavior: Social Skills 1</b> Use effective oral, written communication skills and listening skills</p> <p><b>Behavior: Social Skills 3</b> Create relationships with adults that support success</p>

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>3. Match the Mascot to the College</b></p> <p><b>Content Outcomes</b> Associate colleges with mascots and other icons. Learn about various colleges within their state and the nation.</p> <p><b>Process Outcomes</b> Recognize colors and symbols associated with various institutions of postsecondary education. Learn about postsecondary institutions' heritage associated with mascots.</p>	<p><b>Mindset 3</b> Sense of belonging in the school environment</p> <p><b>Behavior: Learning Strategies 1</b> Demonstrate critical thinking skills to make informed decisions</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 10</b> Participate in enrichment and extracurricular activities</p> <p><b>Behavior: Self-Management Skills 3</b> Demonstrate ability to work independently</p> <p><b>Behavior: Social Skills 2</b> Create positive and supportive relationships with other students</p>



PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>4. Dress for Your Future</b></p> <p><b>Content Outcomes</b> Identify careers of interest. Visualize self as engaged in different careers or jobs.</p> <p><b>Process Outcomes</b> Create uniform or imagine clothing worn by someone in a specific job or career. Identify how that role is represented by what is worn.</p>	<p><b>Mindset 2</b> Self confidence in ability to succeed</p> <p><b>Mindset 3</b> Sense of belonging in the school environment</p> <p><b>Mindset 4</b> Understanding that postsecondary education and lifelong learning are necessary for long-term career success</p> <p><b>Mindset 6</b> Positive attitude to work and learning</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 6</b> Set high standards of quality</p> <p><b>Behavior: Learning Strategies 9</b> Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Behavior: Learning Strategies 10</b> Participate in enrichment and extracurricular activities</p> <p><b>Behavior: Self-Management Skills 1</b> Demonstrate ability to assume responsibility</p> <p><b>Behavior: Self-Management Skills 3</b> Demonstrate ability to work independently</p> <p><b>Behavior: Social Skills 1</b> Use effective oral and written communication skills and listening skills</p> <p><b>Behavior: Social Skills 2</b> Create positive and supportive relationships with other students</p> <p><b>Behavior: Social Skills 3</b> Create relationships with adults that support success</p> <p><b>Behavior: Social Skills 8</b></p>

	Demonstrate advocacy skills and ability to assert self, when necessary
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PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
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## **5. Starting a College Savings Account**

### **Content Outcomes**

Introduction to financial literacy. Learn difference between immediate reward and delayed gratification.

### **Process Outcomes**

Forced choice decision making activities. Develop language that supports the choice to save.

### **Mindset 2**

Self confidence in ability to succeed

### **Mindset 3**

Sense of belonging in the school environment

### **Mindset 4**

Understanding that postsecondary education and lifelong learning are necessary for long-term career success

### **Mindset 6**

Positive attitude to work and learning

### **Behavior: Learning Strategies 7**

Identify long-and short-term academic, career, and social/emotional goals

### **Behavior: Learning Strategies 9**

Gather evidence and consider multiple perspectives to make informed decisions

### **Behavior: Self-Management Skills 1**

Demonstrate ability to assume responsibility

### **Behavior: Self-Management Skills 2**

Demonstrate self-discipline and self-control

### **Behavior: Self-Management Skills 4**

Demonstrate ability to delay immediate gratification for long-term rewards

### **Behavior: Self-Management Skills 5**

Demonstrate perseverance to achieve long- and short-term goals

### **Behavior: Social Skills 5**

Demonstrate ethical decision-making and social responsibility

### **Behavior: Social Skills 9**

Demonstrate social maturity and behaviors appropriate to and environment

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>6. School-based Career Fair</b></p> <p><b>Content Outcomes</b> Reinforce awareness of various jobs and careers. Introduce jobs and careers that require preparation beyond high school.</p> <p><b>Process Outcomes</b> Engagement with classmates and teacher. Become familiar with additional school personnel and see them as mentors.</p>	<p><b>Mindset 1</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>Mindset 2</b> Self confidence in ability to succeed</p> <p><b>Mindset 4</b> Understanding that postsecondary education and lifelong learning are necessary for long-term career success</p> <p><b>Mindset 6</b> Positive attitude to work and learning</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 3</b> Use time-management, organizational, and study skills</p> <p><b>Behavior: Learning Strategies 4</b> Apply self-motivation and self-direction to learning</p> <p><b>Behavior: Learning Strategies 8</b> Actively engage in challenging coursework</p> <p><b>Behavior: Self-Management Skills 2</b> Demonstrate self-discipline and self-control</p> <p><b>Behavior: Self-Management Skills 3</b> Demonstrate ability to work independently</p> <p><b>Behavior: Social Skills 6</b> Use effective collaboration and cooperation skills</p>

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>7. College Colors Day and College Colors map</b></p> <p><b>Content Outcomes</b> Reinforce awareness of postsecondary institutions. Recognize/identify where campuses are located in a state/region.</p> <p><b>Process Outcomes</b> Creation of a state map and national map. Locate postsecondary resources. Utilize appropriate postsecondary institution colors.</p>	<p><b>Mindset 2</b> Self-confidence in ability to succeed</p> <p><b>Mindset 3</b> Sense of belonging in the school environment</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 5</b> Apply media and technology skills</p> <p><b>Behavior: Learning Strategies 8</b> Actively engage in challenging coursework</p> <p><b>Behavior: Social Skills 1</b> Use effective oral and written communication skills and listening skills</p> <p><b>Behavior: Social Skills 2</b> Create positive and supportive relationships with other students</p> <p><b>Behavior: Social Skills 6</b> Use effective collaboration and cooperation skills</p> <p><b>Behavior: Social Skills 8</b> Demonstrate advocacy skills and ability to assert self, when necessary</p>

PRE-COLLEGE AND CAREER READINESS LESSON TITLE AND OUTCOMES	ASCA MINDSETS AND BEHAVIORS STANDARD(S) ADDRESSED
<p><b>8. My College and Career Collage</b></p> <p><b>Content Outcomes</b> Identify careers. Recognize how various careers are reflected in photographs and media.</p> <p><b>Process Outcomes</b> Review different forms of media. Create a collage reflecting desired careers and jobs.</p>	<p><b>Mindset 1</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>Mindset 2</b> Self confidence in ability to succeed</p> <p><b>Mindset 4</b> Understanding that postsecondary education and lifelong learning are necessary for long-term career success</p> <p><b>Mindset 5</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Mindset 6</b> Positive attitude to work and learning</p> <p><b>Behavior: Learning Strategies 1</b> Demonstrate critical thinking skills to make informed decisions</p> <p><b>Behavior: Learning Strategies 2</b> Demonstrate creativity</p> <p><b>Behavior: Learning Strategies 3</b> Use time-management, organizational, and study skills</p> <p><b>Behavior: Learning Strategies 4</b> Apply self-motivation and self-direction to learning</p> <p><b>Behavior: Learning Strategies 5</b> Apply media and technology skills</p> <p><b>Behavior: Learning Strategies 6</b> Positive attitude toward work and learning</p> <p><b>Behavior: Learning Strategies 7</b> Identify long-and short-term academic, career, and social/emotional goals</p> <p><b>Behavior: Learning Strategies 8</b></p>

	<p>Actively engage in challenging coursework</p> <p><b>Behavior: Learning Strategies 9</b> Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Behavior: Self-Management Skills 1</b> Demonstrate ability to assume responsibility</p> <p><b>Behavior: Self-Management Skills 8</b> Demonstrate the ability to balance school, home, and community activities</p> <p><b>Behavior: Social Skills 1</b> Use effective oral and written communication skills and listening skills</p> <p><b>Behavior: Social Skills 8</b> Demonstrate advocacy skills and ability to assert self, when necessary</p>
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# COLLEGE AND CAREER AWARENESS ACTIVITIES







# COLLEGE and CAREER AWARENESS ACTIVITY 1

## Building a College Vocabulary

Knowledge begins with language. Assisting younger students understand the concepts of “higher education,” “college,” “university,” “community college,” “technical school,” “public versus private institutions” needs to occur before high school. There are many simple activities that can start the ball rolling and reinforce the concepts throughout elementary and middle school grades.

### Younger Student Activities

1. Each classroom teacher needs to complete the “Ask Me About It” sign (found on the next page) to put outside their classroom door. Then, follow up with a question and answer session. You can seed the pot by having questions on note cards for students to ask such as:

How far away from home was your school?	How did you decide to attend this college?
Were you nervous about going to college?	Who helped you apply to college?
What did your family think about your going to college?	What did you do for fun in college?
Did you play sports?	

I graduated from







ASK ME ABOUT IT!



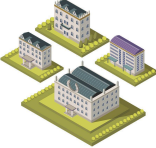



[www.equityinlearning.org/acac](http://www.equityinlearning.org/acac)

2. Create a bulletin board with pictures of the various concepts and cards with simple definitions. Review the information with the students over time, and then one day pull the definition away and have the students match them to the correct image. Consider discussing the two levels of education separately during the school year. It is important for students to learn about secondary education prior to being introduced to postsecondary education.

## Education in the United States

<b>Secondary Education: 12-14 years</b>	
	<b>Primary School Education</b> This is the beginning stage of formal learning for children between ages 3 and 11 years old. Pre-Kindergarten and Kindergarten are the beginning steps with grades 1 – 5 or 1 – 6 as the elementary school steps. Basic education regarding the alphabet, learning to read, counting, remembering information, and developing good habits are taught.
	<b>Middle School Education</b> This is the middle state of formal learning between Primary School and High School Education. Most often, students in grades 6-8 or 7-9 are in middle school. Language, math, and science are introduced at more sophisticated levels.
	<b>High School Education</b> This is the highest level of secondary education. Students in grades 9-12 or 10-12 are taught more complicated ideas in all subjects as well as moved to greater independence as learners.
<b>Postsecondary Education</b>	
	“College” is the most common term used to talk about where you get your education after you finish high school. There are other words used to describe specific types of educational experiences.

	<p>Technical school teaches skills used by individuals in certain jobs such as a car mechanic, computer hardware repairman, restaurant chef, heat and air conditioning repairman. Technical schools provide a hands-on environment that prepares you to work in these types of jobs. Military training is considered technical school training.</p>
	<p>Community college provides 2-year degrees in certain areas of study like technical schools. Many community colleges prepare you to transfer to a 4-year college or university for further study.</p>
	<p>A university is usually considered different from a college because of the many different levels of education that you can complete.</p>
	<p>Postsecondary education is made up of all of these opportunities.</p>

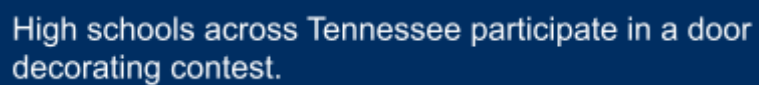
## Older Student Activities

1. Each classroom teacher needs to complete the “Ask Me About It” sign (found on page 16) to put outside their classroom door. Then, follow up with a question and answer session. It is a good idea for an older age group to be encouraged to add their own questions that are randomly drawn out to be answered. You can seed the pot by having questions on note cards for students to ask such as:

<p>How did you decide what to study in college?</p>	<p>What did you learn during middle/high school that helped you in college?</p>
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Did you have difficulty with any courses?	What did you do when you had difficulty in your courses?
Where did you live? On campus, at home, off campus?	How did you pay for college?
How much did college cost?	

2. Assign students the task of decorating the class door with information about colleges in your state. They can use pictures but they must also include: a map which shows the distance from your town to the school, the cost of attendance, the number of students attending, a list of majors, and the types of degrees that can be earned. You can encourage them to research some of the people who graduated from each institution. Lastly, you can ask students to find pictures that show why they might want to attend college (for ex.: attending or participating in sports, working in science labs, performing in theatre productions, or meeting new people).



# COLLEGE and CAREER AWARENESS ACTIVITY 2

## Career Bingo and Human Bingo

### Career Bingo

Career Bingo reinforces awareness of various jobs and careers that students can pursue. Identifying work that is of interest early on motivates students to stay in school and to prepare for that opportunity. This is a two part activity.

The **first part** is to review the common list of jobs. Ask students which jobs they have heard of, and to provide a brief summary of the work involved. Then, ask students to create their own Bingo cards with the names of 24 of the 30 jobs on the list; this increases the likelihood that all cards will be unique.

The **second part** is to play Bingo. Students use their own cards and you draw cards out of a bowl. Each job on the list should be in the bowl 5 times – once each with “B,” “I,” “N,” “G,” “O” assigned to it.

### COMMON LIST OF JOBS that require some training beyond high school

**You should feel free to modify this list based the needs of your state or local community. Ask students what they think is involved in these jobs and supplement their answers with the descriptions provided.**

**Architect** – a person who works in the construction industry designing new buildings, restoring old and conserving old buildings, and creating new ways of using existing buildings.

**Auto Mechanic** – a person familiar with cars and can make repairs.

**Budget Analyst** – a person who assists organizations use their money.

**Chef** – a professional cook, esp. in a restaurant or hotel.

**Computer Games Developer** – a person who makes games for the internet, mobile phones, PCs, and other electronic devices.

**Computer Repairman** – a person who figures out how to repair and maintain your computer.

**Dental Hygienist** – a person who provides basic dental care tasks, mostly focused on keeping teeth and gums cleaned.

**Dentist** – a person who diagnoses and treats problems related to teeth, gums, and the mouth.

**Dietician** – a person who advises others on food and nutritional needs.

**Fashion Designer** – create clothes, accessories, and shoes.



**Firefighter** – a person who serves as a rescuer trained in firefighting.

**Landscape Architect** – a person familiar with plants, land, geographic location, and specific local, state, and national laws regarding each of these items.

**Lawyer** - a person who advises, counsels or advocates for others in the context of legal rights and expectations.

**Librarian** – a person who works professionally in a library and gives access to information and resources.

**Logistics Analyst** – a person who coordinates and figures out how to get items and services from one place to another.

**Medical Assistant** – a person who works alongside physicians in medical facilities.

**Military Police** – a person who serves as a law enforcement officer for both the military and civilian population.

**Nurse** – a person trained to care for sick people, esp. in a hospital.

**Pediatrician** – a person who treats children and their diseases.

**Photographer** – a person who makes photographs.

**Policeman/Policewoman** – a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes.

**Preschool Teacher** – a person who provides resources for students to explore as well as teach basic ideas such as colors, shape, letter recognition, numbers, basic hygiene, and social skills.

**Purchasing Agent** – a person who buys products and services for an organization to use or resell.

**Real Estate Agent** - a person who sells or rents out buildings and land.

**School Counselor** - a person who works in a school to provide academic, career, college access/affordability/admission, and social-emotional competencies to all students through a school counseling program.

**School Principal** – a person who runs a school and is responsible for schools running smoothly, is safe, and supports learning for students.

**Store Manager** - a person responsible for the day-to-day operations of a store that sells items. All workers in that store report to the store manager.

**Teacher** – a person who helps others acquire knowledge.

**Tractor-Trailer Truck Drivers** – a person who delivers goods from one location to another.

**Train Conductor**- a person who is responsible for safety and operation of a train but NOT the actual operation of the train.

**CAREER BINGO CARD**

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
		<b>FREE SPACE</b>		

## Human Bingo

The purpose of Human Bingo is to demonstrate the variety of college experiences that adults in the school have and to reinforce that adults in their schools are “ready resources” for college information. This activity takes 1-2 weeks. Credit for this activity goes to Washington State’s GEAR UP Program. They have been a strong supporter and implementer of the American College Application Campaign as well as systemic efforts to increase college attainment.

Find a teacher, administrator, or other adult in your school for whom the following statements about college experiences are true. Ask that person to sign the box that contains their true statement. Up to 5 people may sign your sheet twice. Five in a row wins – horizontal, vertical, or diagonal.

### HUMAN BINGO CARD

Never thought they would go to college	Went to an state public university	Had a job while in college	Lived in a dorm	Played a varsity sport while in college
Had an internship	Graduated in 4 years	Was the first in their family to go to college	Went to a private college	Took out loans to help pay for college
Studied on a Saturday night while they were in college	Changed their major at least one time	FREE SPACE	Received a scholarship to help pay for college	Went to a party during college
Belonged to a fraternity or sorority	Was a member of the student government association	Studied overseas while in college	Transferred from one college to another	Went more than 500 miles away from home
Lived at home during college	Went to a community college	Was in college for more than 4 years	Belonged to a student group	Did scientific research

# COLLEGE and CAREER AWARENESS ACTIVITY 3

## Match the Mascot to the College

**Customize for your state:** The following is an example of the Match the Mascot to the College game using North Carolina. Please change out the North Carolina college information to recreate for your state!

Did you know that North Carolina has over 200 colleges that include 16 public institutions and 58 community colleges. One fun way to learn about schools is through their mascots. During sports events, these mascots encourage the crowds to cheer. And while all colleges do not have sports, they can still choose a mascot. It can be fun to learn the history of each school mascot. How many North Carolina public university mascots do you know?

	<b>Appalachian State University</b>	
	<b>East Carolina University</b>	
	<b>Elizabeth City State University</b>	
	<b>Fayetteville State University</b>	
	<b>North Carolina A&amp;T University</b>	
	<b>North Carolina Central University</b>	
	<b>North Carolina State University</b>	
	<b>Pembroke University</b>	
	<b>University of North Carolina - Asheville</b>	
	<b>University of North Carolina – Chapel Hill</b>	
	<b>University of North Carolina – Charlotte</b>	
	<b>University of North Carolina – Greensboro</b>	
	<b>University of North Carolina School of the Arts</b>	
	<b>University of North Carolina – Wilmington</b>	
	<b>Western Carolina University</b>	

## COLLEGE and CAREER AWARENESS ACTIVITY 4

### Dress For Your Future

#### Younger Student Activities

1. Use Halloween as an opportunity to have younger students come to school dressed as the person/action figure/hero/shero/job they want to have when they grow up. Use this as a “show and tell” where each student has an opportunity to tell who/what their costume represents and why this inspires them.



2. Each student is requested to bring in a picture of someone performing a job that appeals to the student. The picture should be 5-8 inches tall and 3-4 inches in width) and be cut from a magazine, newspaper, or printed off a computer. The students are asked to work together and put figures doing similar work together in a group on a bulletin board. Each grouping should come up with words or phrases that describe the pictures in their group, telling why the work is similar.





## COLLEGE and CAREER AWARENESS ACTIVITY 5

### Starting a College Savings Account

The sooner this lesson is approached, the greater the impact. There are a variety of ways to influence students to save money for college, even as early as elementary school. One of the more visible ways is to ask students to always think about ANY money or talent they have as belonging to one of three pots:

- 1 pot to do something for someone else (gifts for family and friends, supporting a charity, etc.);
- 1 pot to do something for themselves (buying a small reward now or saving towards a bigger one); and
- 1 pot for their future (specifically college).

The goal is to have students begin to see that they can influence their independence while doing good for others. If a student receives an allowance, it is something concrete they can divide by three (3) and put funds in appropriate jars/envelopes. In the case of students who do not receive a regular allowance, they should divide ANY money they receive (birthdays, holidays, chores, shopping, candy funds, etc.) into three jars/envelopes, etc. At the end of one month, they can see exactly how their money for now, for someone else, and for their future is growing or disappearing. A great question to ask students who agree to work on this is: If you put in a pot for now – do you remember what you bought with it? If you put in a pot for doing good for others – how much do you have and how much do you think will make a difference in the lives of others? Finally, if you put money in a pot for the future (college fund), how much do you think you can save in a year? This is an especially important lesson to share with all students and especially students from low-income families. It is important not to set this up as a competition but a personal commitment to understanding how they value money.

For older students, this same activity can be an opportunity for deeper learning. Students can be supported in creating a savings account or contributing to a 529 Plan that officially supports their college savings.



## COLLEGE and CAREER AWARENESS ACTIVITY 6

### School-Based Career Fair

Ask students to write down a list of all of the grownups who work in their school. In small groups of 3-5 students encourage them to share their lists and see if they can combine answers to make a longer list. They should include all workers – housekeepers, grounds crew, cafeteria workers, administrative assistants, nurses, bus drivers, teachers, administrators, school counselors, safety officers, coaches, and others who contribute to making the school a healthy and safe learning environment.

Then, invite these individuals to attend the class (one or two at the time) and speak for 3-5 minutes about the type of work they do every day in their job. Allow students to then ask questions such as: How did you find your job? What education requirements are needed? What do you like least about your job? What do you like best about it?

Students can create a bulletin board with pictures of each person, their job at the school, and any other information they want to remember. You can refer to the bulletin board when focusing on career awareness.

# How Do I Become.....????

NURSE  
COACH  
TEACHER  
PRINCIPAL  
BUS DRIVER  
GROUNDS KEEPER  
FINANCE MANAGER  
ASSISTANT PRINCIPAL  
SCHOOL COUNSELOR



# COLLEGE and CAREER AWARENESS ACTIVITY 7

## Host A College Colors Day



### Younger and Older Student Activity

In celebration of College Application Week/Month in your state, host a “College Colors Day!” This is a free event and provides a visual reminder of the diversity of colleges.

Students are encouraged to wear the **colors** of their favorite college or university or of an institution of an older sibling, parent, or relative.

For additional fun, host a contest for the most creative college-themed outfit. Students who participate should plan to wear their outfit all day — so make sure it is comfortable and will not distract from their learning.



## Create a College Colors Map for Your State

### Older Student Activity

College colors can energize fans and reinforce awareness of the existence of college resources. Consider a research project for middle school students: one team can research the colors of community colleges in your state, a second team can research the colors of public state colleges and universities, and a third team can research the colors of private colleges and universities. Have each team create a state map with the appropriate colors in the the correct geographical locations. Sometimes a town has to sponsor multiple sets of team colors – let your students figure out how to represent this situation.





# COLLEGE and CAREER AWARENESS ACTIVITY 8

## My Career and College Dreams Collage

This is one of the easiest activities to implement. Ask your students to create a personal collage of their possible dream jobs/careers. Suggest that they identify the first step (entry level) job for work they find interesting. They should find corresponding photos in magazines, on the computer, or create a drawing for that position. Then, they should look for pictures (or draw one) of someone in the middle of their career in this field. Finally, they should be encouraged to look for images of someone who is a master or at the top of their career. For younger students, it is useful to encourage students to connect specific jobs to “career clusters” while older students can connect career clusters, educational expectations, and salaries.

## ACT CAREER CLUSTERS AND CAREER AREAS (A–Z)

Source:

<https://www.act.org/content/dam/act/unsecured/documents/EOS-CareerClusters.pdf>

### ADMINISTRATION & SALES CAREER CLUSTER

#### Employment-Related Services

Managers (Human Resources, Training/Education, Employee Benefits, etc.); Recruiter; Interviewer; Job Analyst

#### Marketing & Sales

Agents (Insurance, Real Estate, Travel, etc.); Buyer; Sales/Manufacturers’ Representatives; Retail Sales worker; Telemarketer

#### Management

Executive; Executive Secretary; Purchaser; General Managers (Financial, Office, Property, etc.); Specialty Managers (Retail Store, Hotel/Motel, Food Service, etc.). Other managers are in Career Areas related to their work. For example, see Career Area X.

#### Regulation & Protection

Inspectors (Customs, Food/Drug, etc.); Police Officer; Detective; Park Ranger; Security Manager; Guard

### BUSINESS OPERATIONS CAREER CLUSTER

#### Communications & Records

Receptionist; Secretary (including Legal and Medical); Court Reporter; Clerks (Order, Billing, Hotel, etc.)

#### Financial Transactions

Accountant/Auditor; Cashier; Bank Teller; Budget/Credit Analysts; Tax Preparer; Ticket Agent

#### Distribution & Dispatching

Shipping/Receiving Clerks; Warehouse Supervisor; Mail Carrier; Dispatchers (Flight, Cab, etc.); Air Traffic Controller

## **TECHNICAL CAREER CLUSTER**

### **Transport Operation & Related**

Truck/Bus/Cab Drivers; Locomotive Engineer; Ship Captain; Aircraft Pilot; Sailor; Chauffeur

### **Agriculture, Forestry & Related**

Farmer; Nursery Manager; Pest Controller; Forester; Logger; Groundskeeper; Animal Caretaker

### **Computer & Information Specialties**

Programmer; Systems Analyst; Information Systems Manager; Computer Repairer; Desktop Publisher; Actuary

### **Construction & Maintenance**

Carpenter; Electrician; Bricklayer; Tile Setter; Painter; Plumber; Roofer; Firefighter; Custodian

### **Crafts & Related**

Cabinetmaker; Tailor; Chef/Cook; Baker; Butcher; Jeweler; Silversmith; Hand Crafter

### **Manufacturing & Processing**

Tool & Die Maker; Machinist; Welder; Bookbinder; Printing Press Operator; Photo Process Worker; Dry Cleaner

### **Mechanical & Electrical Specialties**

Mechanics/Technicians (Auto, Aircraft, Heating & Air Conditioning, Electronics, Dental Lab, etc.); Repairers (Office Machine, Appliance, TV/VCR, CD Player, etc.)

## **SCIENCE & TECHNOLOGY CAREER CLUSTER**

### **Engineering & Technologies**

Engineers (Aerospace, Agriculture, Nuclear, Civil, Computer, etc.); Technicians (Electronics, Mechanical, Laser, etc.); Surveyor; Drafter; Architect; Technical Illustrator

### **Natural Science & Technologies**

Physicist; Astronomer; Biologist; Statistician; Soil Conservationist; Food Technologist; Crime Lab Analyst

### **Medical Technologies (Also see Area W)**

Pharmacist; Optician; Prosthetist; Technologists (Surgical, Medical Lab, EEG, etc.); Dietitian

### **Medical Diagnosis & Treatment (Also see Area W)**

Physician; Psychiatrist; Pathologist; Dentist; Optometrist; Veterinarian; Physical Therapist; Audiologist; Physician's Assistant

### **Social Science**

Sociologist; Experimental Psychologist; Political Scientist; Economist; Criminologist; Urban Planner

## **ARTS CAREER CLUSTER**

### **Applied Arts (Visual)**

Artist; Graphic Artist; Photographer; Illustrator; Floral/Fashion/

Interior Designers; Merchandise Displayer

**Creative & Performing Arts**

Writer/Author; Musician; Singer; Dancer; Music Composer; Movie/TV Directors; Fashion Model

**Applied Arts (Written & Spoken)**

Reporter; Columnist; Editor; Advertising Copywriter; Public Relations Specialist; TV Announcer; Librarian; Interpreter

**SOCIAL SERVICE CAREER CLUSTER**

**Health Care (Also see Areas Q and R)**

Administrator; Nurse; Occupational Therapist; Psychiatric Technician; Dental Hygienist/Assistant; Geriatric Aide

**Education**

Administrator; Teachers & Aides (Preschool, Elementary & Secondary, Special Education, PE, etc.). Other teachers are in Career Areas related to their specialty. For example, Physics Teacher is in Career Area P.

**Community Services**

Social Service Director; Social Worker; Lawyer; Paralegal; Home Economist; Career Counselor; Clergy

**Personal Services**

Waiter/Waitress; Barber; Cosmetologist; Flight Attendant; Household Worker; Home Health Aide; Travel Guide