

Oklahoma Project FAITH in Student Success **College prep leader's guide and tool kit for conducting workshops for students in grades 5-7**

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OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Faith Communities and American Indian Tribes Helping Students Succeed

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Notes to leaders

Congratulations! **You have agreed to participate in Oklahoma Project FAITH in Student Success.** This program is designed to help you teach students and parents of your group how to get ready for college and how to get help in paying for a college education.

This tool kit has been designed to walk you step-by-step through the process. All the materials you need to successfully conduct the training are included in this workbook or have been provided separately.

At least one week before your training date, make sure you have enough copies of the handout materials to provide for each participant. Additional copies can be ordered by contacting:

Edra Thrower
Project FAITH Coordinator
Phone: 405.225.9198
Fax: 405.225.9230
E-mail: ethrower@osrhe.edu

Tell her the name of the handout you need and the number of copies. Give yourself enough time to have them shipped to you. Most of the handout materials are also available on Oklahoma higher education's Web site:

www.okhighered.org

Conducting a student workshop

Working with young people can be a real challenge. You know that. It's probably part of the reason you are choosing to conduct this workshop for them. This workshop will help you channel some of that youthful energy into a focus on preparing for college. Also, you know that a college education will help your students get the future they want. This is why working with students on college prep is such an important endeavor. The following is a work list to follow to ensure you have a successful student workshop.

- Pick a time and place that is convenient for students to attend. Schedule a block of time that includes a time for students to visit socially.
- This workshop can be conducted by more than one person. If you are working with a team of presenters, hold a meeting prior to the workshop to discuss how to conduct the workshop.

How to get students to your workshop

There are many different ways to tell students about your workshop. These may include posting flyers on bulletin boards, sending letters or invitations, reminding students at every meeting your group sponsors, placing a notice in your organization's bulletin or having your organization's leader announce the workshop during worship. You may even think of other ways to spread the word, such as asking everyone to tell at least one other person.

We have provided a sample invitation, letter and announcement on the following pages. Use these samples as a guide to create the materials that will work best with members of your organization.

Sample announcement

This can be printed in your organization’s bulletins and newsletters or on individual flyers. Also, you can use this as your script for verbal announcements during meetings and worship.

Hey, all you 5th-7th grade students! **It’s never too early to plan for college!**

To get the job and future you want, you need a college degree! Right now, you’re probably thinking that college and a job is a long way off. You’re more concerned with your next math test than college. Well, your high school graduation will be here before you know it, and the earlier you start planning for the future you want, the more likely you are to get that future.

College may be a big mystery to you. You may be from a family where no one has ever attended college before and don’t know the steps to take to get into college. Well, someone has to be the first... so why not you? Getting into college doesn’t require perfect grades or an athletic scholarship. You just need a PLAN that includes taking the right courses, making the right grades and studying hard.

Come learn how to plan for college at the *[Insert your group’s name here]* **Project FAITH in Student Success workshop.**

WHEN: *[Insert date(s) and time(s) here]*

WHERE: *[Insert place here, including room number, if necessary. Be sure to include directions, if needed.]*

WHO: *[Insert name and title of workshop leader or leaders]*

Call *[insert phone number]* to sign up or for more information. *[You may want to include a place where they can sign up if they have no access to a telephone.]*

Sample invitation

The invitation can be printed on postcards and mailed out or handed out during meetings.

It's never too early to plan for college!

You are invited to attend a special workshop on how you can go to college.

Learn about **study habits, goal setting,** what **grades** you should make, what **classes** you should take and more at the *[Insert your group's name here]* **Project FAITH in Student Success** workshop.

Oklahoma Project FAITH in Student Success

Presented by *[Your group's name]*

[Date(s) and Time(s)]

[Place]

Call *[Phone number]* or see *[Name]* for more information and to sign up.

Sample letter

This should be printed on your organization's letterhead.

Your organization's letterhead

It's never too early to plan for college!

Date *(insert date)*

Dear Student:

Ever dream about what you want to be when you grow up? Chances are, whatever job you're dreaming of takes a college degree. Anyone can go to college! All it takes is making the right plans and taking the right steps.

You can go to college, and it's never too early to start planning!

[Your group's name] wants to help you learn the things you need to know to help you prepare for a college education. That is why we are offering the **Oklahoma Project FAITH in Student Success** workshop.

By attending this workshop you will learn differences in colleges, ways to get to college, why you should make good grades and take the right classes, how to pay for college and lots more.

The workshop will be held *[Date(s) and Time(s)]* at *[Place]*.
Leader(s) of the workshop will be *[Name(s)]*.

To sign up or get more information, call *[Phone number]* or see *[Name]* at *[Location]*.

Sincerely,

Your signature

How to present the program

Beginning the meeting

Welcome everyone

Welcome your students and thank them for taking an interest in their future.

Introduce yourself and any other presenters

Introduce yourself and tell them how a college education has made a difference in your life or in the life of someone you know.

Go over instructions for the day

The following rules should be observed by everyone attending the session:

- There is no such thing as a silly or stupid question.
- Always show respect to the person speaking.
- Stay on topic with questions and answers.
- Personal questions should wait until after the session.
- Have fun.

Tell them what they should expect to learn in the workshop

- The value of being the first to go to college
- Myth vs. reality of planning for college
- Words they will need to know
- Differences in colleges
- Ways to get to college
- How to work with teachers and counselors
- What financial aid is
- Ways to save for college
- A year-by-year planning guide from 5th to 12th grade

SECTION 1

The value of being the first in the family to go to college

Goal

To address concerns of students who have parents or family members who did not go to college.

A family who has never had anyone attend college faces many challenges. This section will identify those challenges and problems and help family members realize that being the first in the family to go to college is a good thing.

Materials needed

- Why I'm Going to College worksheet

Web site

- www.ed.gov/pubs

Discuss

As a student in a family where no one has attended college, your parents or others in your family may not like the idea of you wanting to go to college.

Do any of you know of reasons why some family members may not want you to go to college?

How would you explain your point of view to your parents?

Here are some reasons parents have had for not wanting their children to go to college. Some of the following may not apply to you, but it is good to know what others may be facing.

- Parent says, "My son has a job and without his income we can't make ends meet."

Why you should still go to college: It can be hard for families who depend on money from a child's job, but the long-term rewards of a college education will mean more for the family in the long run.

- Parent says, “My daughter will not be the same person if she goes to college.”

Why you should still go to college: Growth and change are natural and are not always bad things. Parents should understand that their child will be the same person but will be better equipped to succeed in the world. Most first-generation college students report that they want to go to college to gain respect, to bring honor to their family and to help their families financially.

- Parent says, “I’m afraid my son won’t fit in at college.”

Why you should still go to college: Many support groups are available to college students, such as associations made up of students with similar faith, ethnic and cultural backgrounds. Advisors and counselors are available to help students find these groups. Support from parents is very important to the success of a student in college. Don’t let fear hold you back.

- Parent says, “Our family has always made their living by working with their hands at a good trade. I want my son/daughter to come into the family business with me.”

Why you should still go to college: A college education can help a family business grow by finding different ways to make the business successful. Just because you want to go to college does not mean you will not join in the family business.

Here are some benefits to getting a college education:

- It will be easier to get a job. Most companies want workers who have college degrees.
- There are more jobs available for college graduates than for those without college degrees.
- People without college degrees are more likely to be unemployed at some point in their lives.
- A person who has a college degree will make \$1 million more over his or her lifetime than someone without a college education.
- People with a college education have been shown to live happier, healthier lives.

Student activity

Distribute Why I'm Going to College worksheet.

Go over the worksheet with students and have them write down their answers.

Why I'm going to college

What do you think is the most important reason for you to go to college? (Write your answer here.)

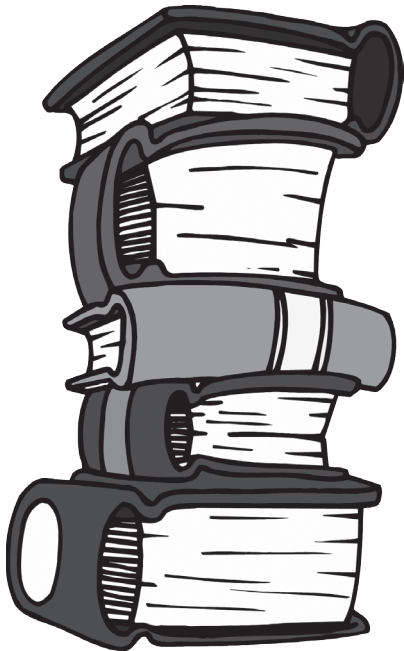
Being the first at anything is not easy. As the first in your family to go to college, you face new territory. It will take courage and determination to go forward with your plans. Here are some helpful activities to do:



- Try to find programs that provide tutoring, counseling and mentoring services to help you in your preparations for college. Find people who can help you get to where you want to be. Ask your school counselor or a trusted adult to help you look for programs that can help.
- Try to find a couple of trusted adults who were the first in their families to go to college. Ask them about their experiences.
- Ask your parents or family members for encouragement. Ask them to read the free booklet from the U.S. Department of Education on how to help children get ready for college. It is available on the Web at www.ed.gov/pubs.

- Find and stick with people who believe in you and your future. Make friends with others your age who are the first people in their families who plan to go to college.

Can you think of other ways that can help you be successful?
List them here.



SECTION 2

Myth vs. reality of preparing and planning for college

Goal

To dispel some of the common myths about going to college.

Materials needed

None

Discuss

Share the following with the participants. After you read each Myth and Reality, ask the participants if they have any questions or comments. At the end, ask if they can add any myths to the list. Encourage other participants to answer the myths with the reality.

- **MYTH 1**

I am only in elementary or junior high school. I don't have to think about college until I am in high school.

- **REALITY 1**

It is never too early to prepare for college. For example, reading and study habits you develop while you are younger will make it much easier to be prepared to take the classes you need in high school to get ready for college. Also, you can qualify for some financial aid programs as early as the 8th grade (more about this later). Finally, you should start taking the classes recommended for college readiness as early as the 9th grade.

- **MYTH 2**

We don't have much money and my parents can't save enough to send me to college.

- **REALITY 2**

Saving even a few dollars a week when you are in elementary school can add up over time to help cover the cost of college. There are also many financial aid programs available to help families pay for college. [Tell them you will discuss this with them in more detail in another section.]

- **MYTH 3**

The papers to fill out to go to college are too hard to understand. I could never fill them out by myself.

- **REALITY 3**

Help in filling out paperwork is available from many areas. Check with your school counselor, the admissions office at the college you are interested in attending.

- **MYTH 4**

I am good at sports and will get an athletic scholarship to go to college.

- **REALITY 4**

Only a small number of athletic scholarships are available each year, and even if you are one of the talented few who get one, you are still going to need good grades to stay eligible to play and to be successful in college classes. **Do not depend on getting an athletic scholarship as the only way for you to go to college.**

SECTION 3

Vocabulary, financial aid and other useful college stuff

Goals

- To help 5th – 7th graders become familiar with some of the words and concepts associated with preparing for college.
- To make students aware of the different types of financial aid.

Materials

- VCR or DVD player and monitor
- GEAR UP program – *The Plan (for college)*
- GEAR UP Student Activity Booklet
- Oklahoma’s Promise 5th – 7th grade flyer
- Pens or pencils

Discuss

Most every young person says they are going to college ... but saying you are going to college is one thing. Making a plan and taking action to prepare for college is another.

Student activity

Like any job – medical, legal, etc. – education has certain terms it uses that you may not be familiar with. This program [hold up box] contains a lot of fun information about college-related vocabulary, financial aid (see, a new term already) and other useful college information. After the program, we’ll do the vocabulary exercises in the student activity booklet.

Show the GEAR UP program — *The Plan (for college)*.

Pass out student activity booklets and ask students to do the Word Up exercise.

Discuss

Ask students to recall the financial aid terms in the program. Go over the financial aid terms with the students. Make sure your students are aware that they can sign up for the Oklahoma's Promise [hold up flyer] as early as the 8th grade.

SECTION 4

Differences in colleges and degrees

Goal

To help 5th – 7th graders understand the differences in colleges and degrees.

Materials

- VCR or DVD player and monitor
- GEAR UP program — *The Plan (for college) part II*
- GEAR UP Student Activity Booklet
- Pens or pencils

DISCUSS

There are lots of different types of colleges. For example, some are on big campuses with lots of students. Some are smaller with fewer students. Some colleges focus on specific careers like health or technology – some offer broader programs of study. This is good! This means there is the perfect college (probably right here in Oklahoma) for you and your education goals.

In addition, different colleges offer different types of degrees. Remember, a college degree is what you need to get the job and the future you want!

This program [hold up box] explains it better.

Student activity

Show the GEAR UP program — *The Plan (for college) part II*.

Pass out the student activity booklets and ask the students to work the Word Up and Fill in the Blank sections only.

SECTION 5

Beginning career exploration

Goal

To help students understand that personal interests and abilities can be a useful tool in making career choices.

Materials

- VCR or DVD player and monitor
- GEAR UP program — *The Plan (for college)*
- GEAR UP program — *The Plan (for college) part II*
- Any GEAR UP student activity booklet

Web site

- www.okhighered.org/gearup
- www.okcollegestart.org/Career_Center

Discuss

Choosing “what you want to be when you grow up” can be confusing and kind of scary. The good thing is you don’t have to decide today. You just need to start thinking about it and exploring today. Now is the time to research and find out what kind of careers match best with your interests and abilities.

Student activity

Have students watch both GEAR UP programs (if you haven’t already).

Ask students to name some of the careers mentioned in the programs. [Some answers: starship captain, teacher, veterinarian, commercial banker, crime scene investigator, etc.]

Pass out the student activity booklets (or have students return to the ones they are currently working on). Have students

complete the self-exploration activities on the back panel. After students have completed the assignment, ask them to look over their answers and think about what kind of jobs would match up best with their individual interests and abilities. Encourage your students to learn more about those jobs. Have them find out what kind of education they would need to get the job they want. Remind your students that newspapers, magazines and the Internet are all great resources for career exploration.

SECTION 6

Why you should make good grades and take the right classes

Goal

To help students understand entrance requirements and the importance of good study habits.

Materials needed

- VCR or DVD player and monitor
- GEAR UP program — *The Plan (for college) part II*
- Study Skills handouts

Web sites

- www.okhighered.org/student-center/jrhigh-highscl/courses.shtml
- www.okhighered.org/student-center/jrhigh-highscl/grades.shtml
- www.okcollegestart.org/Plan_for_College/_default.aspx
- www.collegeboard.com

Discuss

Colleges have certain things they want you to know or be good at before they will let you attend. These are called entrance requirements.

In Oklahoma, colleges measure what you know by looking over how well you did in high school. They look at:

- your grades (specifically your grade point average in “core courses”)
- where your grade point average ranks when compared to your classmates
- your score on the ACT exam

Studies have shown that students who take the recommended “core courses” in high school tend to score better on the ACT than students who do not take the “core courses.”

The recommended core courses are four units of English, two units of lab science, three units of math, one unit of American history, two units of history or citizenship skills and three units of computer science, foreign language or from any of the courses mentioned previously.

Study skills and good learning habits

It's not just taking or passing courses that prepares you for college. The key to student success is really learning the subject matter in those courses. Good study skills and learning habits are very important to be successful in school. What you learn today helps you be a better student tomorrow.

Student activity

Show the GEAR UP program, *The Plan (for college) part II* (if you haven't already).

Ask students how they are doing in school. See if they can identify behaviors that help them be successful in school.

[We have provided several handouts on study skills (see the following pages). Please copy and utilize any or all you feel appropriate.]

Spending study time wisely

- **Plan to study.** Make studying one of the most important things you do each day.
- **Use time available in class to study or begin an assignment.** By doing so, you can ask your teacher for help if you do not understand something.
- **Make a weekly schedule.** Schedule time for studying and homework, as well as for other activities such as school activities, chores and fun.
- **Find study times that work best for you.** Pick a time when you are alert. Remember, the more alert you are the better you will concentrate.
- **Plan short study sessions.** By doing so you will be motivated and alert.
- **Take study breaks.** Take a break when you find yourself losing concentration on your work. After a few minutes of relaxing by doing something like getting a drink or stretching, you can get back to your work feeling refreshed.
- **Have study times throughout the week.** Don't try to get everything done in one night. Try to study a little at a time each day. Learning is improved when you split a big job into smaller jobs. It will make studying for tests easier, and it will also give you time to ask your teacher questions if you don't understand something.



STUDY SKILLS HANDOUT

Positive study behaviors for 5th – 7th grade students

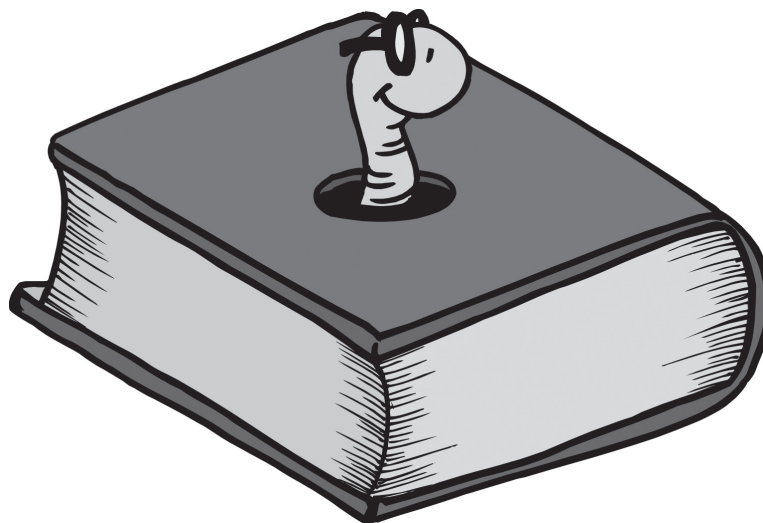
Setting and achieving goals requires positive study behaviors. Choose some positive study behaviors to follow from this list.

In class

- Listen carefully to the teacher and ask questions when you don't understand.
- Avoid talking to friends during class instruction.
- Write down assignments and due dates carefully.

At home

- Set a "study time" separate from homework time.
- Study more frequently, for shorter time periods. (Four half-hour study sessions are much better than one two-hour session.)
- Study the most difficult subject first.
- Use "active" study techniques (recite, write, make study review cards, etc.).
- Get organized each night for the next day (file papers, check schedule, calendar and weekly goals).



Time management

- Begin to study at the same time every day.
- Study earlier in the day (before dinner) whenever possible.
- Use a calendar or planner for recording due dates and setting “weekly goals.”
- Break large assignments into smaller parts.

Study environment

- Study in a quiet place
- Have a study routine. Study the same subject in the same place at the same time each day.
- Organize desk, drawers and papers. (Use folders if you have them.)
- Remove items that might distract you from your study location.
- Provide good lighting. Straining will make you tired faster.
- Have everything needed for homework or study nearby (paper, ruler, tape, stapler, dictionary, etc.).
- Put up a bulletin board to post a calendar, schedule and other important information.



Time-tracking chart



Do you spend your time well? Time is expensive. If you use it all up on unimportant things, you are cheating yourself. It is a valuable ingredient of life. Learn to use your time wisely and make it count. For one day, keep a record of how you spend your time.

Write down each activity you did that day and how it helped you or someone else (see example).

| Time-Tracking Chart | | |
|---------------------|----------------|---|
| ACTIVITY | TIME | BENEFIT TO ME OR OTHERS |
| Read <i>The Cay</i> | 4:00-4:55 p.m. | I am ready for tomorrow's class discuss |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Wasting time is like stealing from yourself. How did you actually spend your time? What did you learn about yourself? Are you spending enough time on the things that are important to you?

Find a place and get organized

A good place to study

- Find a quiet place.
- Make sure the lighting is good.
- Use a table or desk.
- Find a chair that forces you to sit up straight.
- Use the same good location each time you study.
- Don't be afraid to ask a family member for help if you need it.

Get organized

- Choose a place to write down all assignments and the due dates.
- Write down test dates.
- Check off completed assignments.
- Write down special instructions.
- Ask questions if you do not understand.
- Don't wait until the last minute to begin an assignment or study for a test.



Reminder checklists

At home

- Pack all homework, books and notebooks in book bag or backpack.
- Bring lunch or lunch money.
- Place any signed papers in travel folder.
- Eat a good breakfast.
- Things that need to be done before school:

At school

- Before packing to leave, check homework assignment sheet.
- Bring home any textbooks, notebooks or other materials that I will need.
- Ask teacher about any upcoming test or projects (when it is due, what it covers).
- Put in my book bag any notices handed out to go home.

My reminder checklist

- _____
- _____
- _____

Weekly self-evaluation

.....

Name _____

Check if accomplished

This week, I:

- Studied in a quiet place.
- Used a study schedule (to plan several study sessions for an upcoming test).
- Made or used a weekly schedule (to plan/keep track of long-term assignments).
- Eliminated distractions while studying (turned off the radio or television).
- Recorded homework assignments on a pad or on one page in my notebook.
- Completed all homework assignments.
- Organized my schoolwork (using folders, cleaning out my book bag/desk/locker).
- Studied earlier in the day.
- Added additional "study time" after homework was finished.
- Used "active" study techniques (reciting, making flashcards, taking notes, listing and making up test questions).



Complete the following statements.

Something new that worked well for me this week was:

I tried hard to:

I have begun to see positive results in:

I feel good about:

I have put more effort into:

This week, my goal is to:

Report card evaluation

.....

Name _____ Date _____

This past semester, my grade for this class was: _____

I earned it because:

- I turned in all my assignments on time.
- I came to class prepared to learn.
- I participated actively and cooperatively during class discussions.
- I studied effectively for tests.
- I did not complete all assignments.
- I handed work in late.
- I frequently was unprepared.
- I did not contribute in a positive way to class discussions.
- I did not study effectively for tests.
- Other: _____

I would like to bring up my grade(s) to: _____

In order to improve my grades, I will:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



STUDY SKILLS HANDOUT

Nightly study log

Week of

"Active" study techniques include:

- Making lists of related information
- Making a study review card
- Making and using a set of flashcards
- Writing questions I think will be on the test
- Drawing a map, sketch, chart or other diagrams
- Reciting important information by explaining or describing in my own words

| Day | Subject/topic | Active techniques |
|-----|---------------|-------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

STUDY SKILLS HANDOUT

Daily checklist

.....

Week of

| My daily checklist | M | T | W | TH | F |
|---|----------|----------|----------|-----------|----------|
| I carefully copied down my homework assignments. | | | | | |
| I brought home everything I needed to do my assignments. | | | | | |
| I started my homework at _____ time. | | | | | |
| I put 100% effort into completing my homework carefully and neatly. | | | | | |
| I placed my finished homework in my school bag. | | | | | |

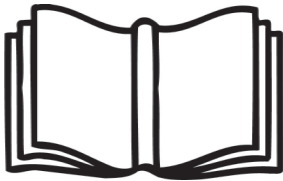
Week of

| My daily checklist | M | T | W | TH | F |
|---|----------|----------|----------|-----------|----------|
| I carefully copied down my homework assignments. | | | | | |
| I brought home everything I needed to do my assignments. | | | | | |
| I started my homework at _____ time. | | | | | |
| I put 100% effort into completing my homework carefully and neatly. | | | | | |
| I placed my finished homework in my school bag. | | | | | |

Get the most from reading assignments



Give a brief explanation of the reading:



Main idea/key concepts in the reading:

1. _____
2. _____
3. _____
4. _____

Important terms to be familiar with:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Questions to consider:

1. _____
2. _____
3. _____
4. _____
5. _____

STUDY SKILLS HANDOUT

Are you ready for the test?

.....

Topic of test _____

Five main ideas about the topic (important concepts, key ideas, causes, results, important events or people):

1. _____
2. _____
3. _____
4. _____
5. _____

Important terms or vocabulary words related to the topic:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

On a piece of paper, write at least 10 questions you think will be asked on the test.

Ask your teacher about the test and check off which of the following you should include in your review.

- | | | |
|---|---|--|
| <input type="checkbox"/> Class notes | <input type="checkbox"/> Past quizzes and tests | <input type="checkbox"/> Text readings |
| <input type="checkbox"/> Teacher review | <input type="checkbox"/> Handouts/worksheets | <input type="checkbox"/> Other |

What is the format of the test?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> True - False | <input type="checkbox"/> Labeling |
| <input type="checkbox"/> Essay | <input type="checkbox"/> Short answer (multiple choice, fill-in-the-blank, matching) |

How many study sessions do you plan to have? _____

Which days do you plan to study? _____

What study strategies do you plan to use in preparation for the test?

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Test-taking tips

- Look over the entire test before you begin.
- Make note of anything you don't want to forget.
- Follow all directions.
- Answer all questions.
- Use your time wisely.
- Read questions carefully.
- Answer the easiest questions first.
- Ask questions if you are confused.
- Double check your work once you are done.

STUDY SKILLS HANDOUT

Active study strategies you can use

- Reciting important information
- Making study review cards
- Using study review cards
- Drawing maps, sketches or other diagrams that can be useful
- Making a list of related information
- Using a timeline



Improving your study skills

Below are some methods you can use to help improve your study skills. Try them out and find some that work best for you.

- **Write down important information on index cards.** For example: definitions and words, ideas, descriptions, math equations or computation, and things that have a particular sequence.
- **Outline material** that is covered in class or will be used in the next class.
- **Use the study guide** if one is provided. Use a highlighter to mark important items covered in class.
- **Rewrite the chapter summary** at the end of each chapter covered.
- **When studying for a test, alternate studying your notes from the front to back and then back to front.** Your brain tends to remember the first thing you read and forget the last.
- **Don't wait until the last minute.** Waiting until the last minute usually causes you to make errors. Budget your time so you don't have to panic.
- **Get organized.** Buy a calendar or planner to mark important assignment due dates and school activities. If you write it down and check it daily you won't forget!
- **Divide and conquer.**
If you have a big workload, don't try to do it all at once, divide it into smaller assignments.



SECTION 7

Saving for college

Goal

To help students understand the need and benefit of saving money for a college education.

Materials needed

- Oklahoma College Savings Plan brochure

Web sites

- www.ok4saving.org
- www.okpromise.org
- www.okcollegestart.org/Financial_Aid/_default.aspx

Note to leader(s)

We realize saving for college is a sacrifice for any family, but especially for low income. Please use your discretion as to whether this section is appropriate to discuss with children from your organization.

Discuss

WHEN TO START SAVING

The time to start saving is now, if you can. Talk to your parents/guardians about setting aside money for college.

If you and your family can save \$10 a week at 4 percent interest for 17 years, you'll save \$12,663.44. That's a good start! Another good way to save for college is by opening an account with the Oklahoma College Savings Plan. You can start saving with as little as \$100. **[Hold up College Savings Plan brochure and ask if they would like to take one home to their parents.]**

SECTION 8

Planning for college – A year-by-year guide

Goal

To present a calendar of steps to be taken from 5th grade to senior year to prepare for college.

Materials needed

- Planning for College – A Year-By-Year Guide handout

Web site

- www.okhighered.org/student-center
- www.okcollegestart.org/Plan_for_College/_default.aspx

Discuss

Certain steps must be taken from 5th grade on to help students prepare themselves to enter college. **[Distribute the Planning for College – A Year-By-Year Guide handout to your students.]**

[Go over the steps for 5th – 7th grade students.]

Planning for college – A year-by-year guide

5TH GRADE

- Develop good study habits and study hard.
- Start saving for college.
- Watch the GEAR UP programs, *The Plan (for college) parts I and II*.
- Read and work the GEAR UP Student Activity Booklets.

6TH GRADE

- Continue studying hard.
- Continue saving for college.
- Talk with someone who has gone to college.
- Watch the GEAR UP programs, *The Plan (for college) parts I and II*.
- Read and work the GEAR UP Student Activity Booklets.

7TH GRADE

- Keep studying hard.
- Continue saving money.
- Start thinking about different jobs that interest you.
- Watch the GEAR UP programs, *The Plan (for college) parts I and II*.
- Read and work the GEAR UP Student Activity Booklets.

8TH GRADE

- Keep studying.
- Keep saving money.
- Watch the *GEARING UP for College* DVD.
- Enroll in Oklahoma’s Promise if your parents earn \$50,000 or less per year.
- Take the Educational Planning and Assessment System’s (EPAS) EXPLORE test to evaluate your skills in English, math, reading and science reasoning and to help you begin the process of career and educational exploration.
- Decide which high school or Advanced Placement (AP) courses will better prepare you for college. AP courses allow you to take college-level courses while in high school. Once you complete the course, you must pass an AP exam to receive college credit.

9TH GRADE

- Study on.
- Save on.
- Sign up for Oklahoma’s Promise if you did not apply during the 8th grade. Find out about college entrance requirements.
- Start a plan for college by taking courses that prepare you for college-level course work. Meet with your counselor if needed.
- Get involved in extracurricular activities that help develop teamwork, leadership and commitment.

10TH GRADE

- Study, study, study.
- Save, save, save.
- Last opportunity to enroll in Oklahoma’s Promise. The deadline is June 30.
- Take core courses required for college entry.
- Take the EPAS PLAN test to evaluate your skills in English, math, reading and science reasoning and to help you review your progress toward educational and career goals.
- Investigate your options of taking AP courses as well as participating in concurrent enrollment, which allows juniors and seniors to enroll in college courses if they meet certain requirements.
- Sign up for a practice exam to prepare for the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which will determine your eligibility for a National Merit Scholarship.
- Make a list of reasons why you like different colleges and universities – compare degree programs, location, cost, etc.

11TH GRADE

- More studying.
- More saving.
- Take core courses required for college entry.
- Explore opportunities to earn college credit while in high school.
- Take the PSAT/NMSQT and the ACT or SAT exams.
- Research financial aid options and deadlines for applying.
- Attend a college day/night event in your area.
- Narrow your choice of colleges and universities you would like to attend and visit the campuses.

12TH GRADE

- Have we mentioned studying?
- Have we mentioned saving?
- Take core courses required for college entry.
- Explore opportunities to earn college credit while in high school.
- Take the ACT or SAT several times to improve your score. Colleges use these scores to make admissions, guidance and placement decisions.
- Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after Jan. 1.
- Attend a college day/night event in your area.
- Research financial aid options and deadlines for applying.
- Decide which college you would like to attend and submit admission and financial aid applications.

SECTION 9

Goal setting

Goal

To help students learn how to set and achieve goals.

Materials

- How to Set Goals worksheet
- Seeing My Future handout
- Colored markers and/or pencils
- Paper (to write out ideas and thoughts)

Discuss

Goal-setting activities are a great way for you to learn. The learning process is continuous for everyone. Goal setting helps you focus on what is good and important to learn for leading a happy and productive life.

Learning how to live a goal-directed life will involve lessons in planning ahead, seeking to achieve, outlining thoughts in detail, self-discipline, character and motivation.

GOAL SETTING FOR YOUNG PEOPLE

- A goal is “reasonable” when you can see the whole process needed to achieve it.
- You will experience progress when you set measurements of your goal. It is also a way to monitor your forward movement toward your goal and will keep you motivated.
- Goals can provide strong motivation and direction. When goals are carefully thought out, understandable, with reasonable objectives, you will maintain a sense of realism and the hope of attaining the goal.
- People with dreams are likely to attain them.
- A dream can only become a goal if you **write it down** and develop a plan of action.
- When a goal is exciting to you, you are energized. You are excited at the prospect of achieving it because it is meaningful to you.

- When you set impossible goals, you will become frustrated and discouraged. Keep your goals challenging, motivating and attainable!
- If your goals are your own, you will have the desire and commitment to achieve them.
- Achieving the goal is not as important as who you become in the process.
- Every step you take in attaining your goal is as important as the last.
- The difference between a wish and a goal is that a wish will probably never happen.

Student activities

Pass out the How to Set Goals handout. Go over it with your students.

SEEING MY FUTURE

In this exercise, you will help students set realistic and reasonable goals for school and home. Once students finish the activity, tell them to take home their goal sheet, share it with their family and post it somewhere they can see it every day (until the goal is accomplished).

Tell students to think about two goals they want to achieve by the end of the year: one for home and another for school. Have them write down the steps needed to accomplish the goals. Give the students an example of each type of goal. For example:

- My goal is to keep my school work organized or improve my spelling skills.
- My goal is to keep my room clean or not tease my brother.

Pass out the Seeing My Future handout. Have each student write the goals he or she has decided to work toward in the space provided. Once goals are written, students may decorate the sheet.

How to set goals

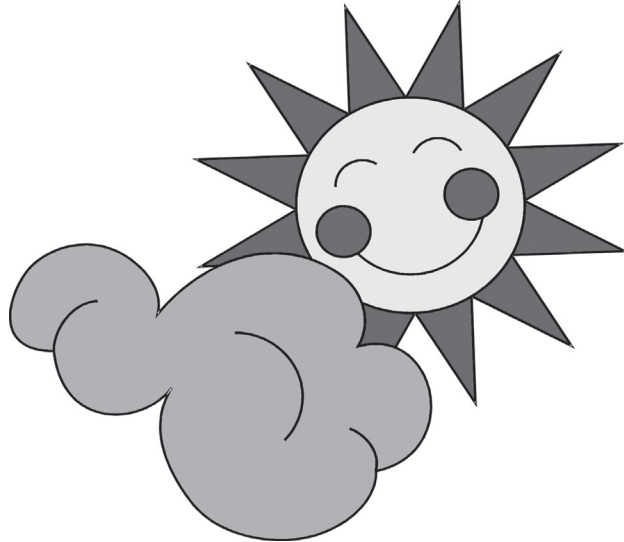
Goals can help you to change or improve something about yourself. Use the following ideas to help set goals for yourself.

- Clearly state your goals and have a plan of action.
- Make sure your goals are realistic and reasonable. A goal is something that is possible for you to achieve.
- Choose goals that can be divided into smaller steps.
- Choose goals that can be measured so you see results and feel a sense of accomplishment along the way.
- Make sure your goals are something YOU really want.
- Share your goals with someone else. Friends and family can provide you with extra motivation.
- Keep track of your progress and success.

WHY ARE GOALS IMPORTANT

- Goals give us direction and purpose.
- Goals eliminate or reduce setbacks.
- Goals provide great motivation and drive.
- Goal setters are less likely to put off doing things. They are action oriented.
- Goal setters deal more effectively with setbacks.

Seeing my future



My goal for school

(Once this is complete, hang it up where you can see it everyday.)

1. **Define the goal.**

My goal is:

2. **Decide the steps needed to accomplish it.**

The actions I will take to achieve my goal are:

3. **What are the possible obstacles and how will you handle them?**

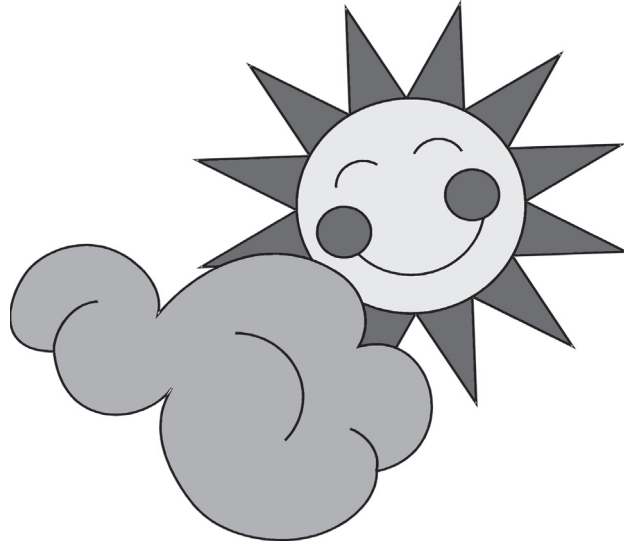
The obstacles to achieving my goal are:

4. **Give yourself a time limit.**

I will have accomplished my goal by:

GOAL-SETTING ACTIVITY

Seeing my future



My goal for home

(Once this is complete, hang it up where you can see it everyday.)

1. Define the goal.

My goal is:

2. Decide the steps needed to accomplish it.

The actions I will take to achieve my goal are:

3. What are the possible obstacles and how will you handle them?

The obstacles to achieving my goal are:

4. Give yourself a time limit.

I will have accomplished my goal by:

