

# Connect to College

## OBJECTIVES:

- Create an awareness about the importance of education after high school.
- Understand the value of higher education.
- Understand basic information about college.
- Create an awareness of financial assistance.
- Explain that college is possible for everyone.
- Explore the connection between college and careers.

## GROUP SIZE:

6–8 children per adult volunteer

## TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes. Each activity takes 5–15 minutes to complete.

## BACKGROUND:

The need for going to college is ever increasing during our changing economic times. Both federal and state programs are trying to find new ways to promote higher education. College is attainable by anyone, and there are many ways to receive financial assistance. By going through the Connect to College curriculum piece, Cloverbud children are able to learn about college as an option and realize they are able to attend.

### LIFE SKILL AREAS

- Fine-motor skills
- Social skills
- Oral communication skills
- Self-understanding skills
- Decision-making skills

### HELPS TO THE VOLUNTEER

*Try these suggestions:*

- Choose one or two activities from each of the five sections.
- Include props and songs to help the children associate Ohio colleges to their traditions and locations.
- Encourage participants to talk about their career interests and goals and how college can help them meet those goals.
- Let children know that not all people go to college. However, it is possible for them to pursue a college degree.



## LEARNING ACTIVITIES:

### 1. Getting Started

#### ACTIVITY “On Campus with Cornelius”

**Materials:** *On Campus with Cornelius*

Read the book *On Campus with Cornelius* aloud to the children as they sit in a group. By listening to this book, children get an introduction to college and an idea of what they can accomplish by setting long-term educational goals.

#### ACTIVITY “Cornelius Matching Games”

**Materials:** Markers or colored pencils, flashcards of college-related pictures including but not limited to these images: backpack, college dorm, cap and gown, alarm clock, school, and books (Each child should have his or her own set. We recommend copying the originals onto card stock.)

Color (if time permits) and cut apart the cards. With the group, review each card and its label, allowing for discussion and questions. Reinforce the association of each image to its label.

**Option 1: Matching.** Ask the children to pair up with their cards and play the memory game. With the cards face down, children takes turns selecting two to see if they match. If they don't match, it's the other child's turn. If they do match, in order to keep the pair the child must correctly identify the image by using the label printed below it.

**Option 2: Go Fish.** In pairs, children play this with their sets of cards combined face down in a stack. After drawing four cards each, one child asks the other for a card by its label. If the partner does not have the matching card, Go Fish (take a card). If the partner does have the matching card, the matched pair is set aside as a point. Play until all cards are part of a matching pair.

**Option 3: Relay.** The group leader has the list of cards in his/her hand. At the other end of the room, lay out three pairs of cards, or enough that each child can go three times. The leader calls out a term and the child at the front of the line runs down to the cards and picks up a card that matches the term.

### 2. Digging Deeper

#### ACTIVITY “What Is a College or University?”

**Materials:** Blank construction paper, pens/pencils, crayons/markers

**Note to the Volunteer:** Some children may not understand what a college campus is. Make sure to preface the activity with a definition. (As defined by Merriam Webster, a college campus is the grounds and buildings of a university, college, or school.)



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### ACTIVITY “Matching Maps”

**Materials:** Large map of Ohio (available from any Ohio State Highway Patrol post), string, highlighter

Show the children the map of Ohio. Help them draw an outline around the border of Ohio. After the state is outlined, use the marker to indicate the state capital (Columbus, in Franklin County). Also highlight your city or town and county.

Ask the children to take the string and create the outline of Ohio with their bodies and string in hand. When they have created the approximate shape of the state of Ohio, have them place the string on the ground and show you where they live.

**Application:** Ask the children to gather around the paper map. Ask the following questions and help them find the places on the map, marking them with the highlighter.

Where is our hometown?

Is our county/city in the northern or southern part of Ohio?

What is located to the east of Ohio? What is to the west?

Which direction is Columbus, Ohio’s capital, from our hometown?

### ACTIVITY “Construct the College”

**Materials:** Flashcards of college, university, and other buildings (Individual sets of these cards are not necessary. We recommend copying the originals onto card stock.)

Show the children the stack of flashcards, each containing university and non-university buildings. Explain to them that there are a lot of buildings on a college campus, much like the ones in a town. However, some buildings in town are not always part of a campus. Go through the flashcards of university and non-university buildings and help them determine which buildings are (dorm, stadium, class building) and are not (amusement park, family house, school) part of campus.

When helping them determine which buildings are university and non-university buildings, ask them to identify how they recognize the buildings. Ask the children to associate each of the buildings with something specific from their lives, such as a neighbor’s house, school, or amusement park they have visited.

**Application:** When finished with the flashcard activities, ask the children what their dorm rooms would look like (versus their rooms at home). Where would they study, versus where they study at home? By recognizing things they currently do and how they can still do them at college, they are able to associate their current lives with their future lives.



### 3. Looking Within

#### ACTIVITY “Career Jump Start”

**Materials:** Flashcards of professionals, two pieces of construction paper, marker

Start out by having the children sit down in a circle. Place the ten pictures of different professionals (firefighter, police officer, teacher, astronaut, veterinarian, doctor, cosmetologist, farmer, store clerk, and groundskeeper) out for the children to see. Take the two pieces of construction paper and label them: High School Diploma and Beyond High School Diploma.

Talk about the different careers and ask the children to place each one under the correct educational level (High School Diploma = store clerk, groundskeeper, and farmer. Beyond High School Diploma = firefighter, police officer, teacher, astronaut, veterinarian, doctor, and cosmetologist).

**Application:** When children realize what kind of education is required for common career paths, they can begin to understand how pursuing a post-high school education will benefit their future plans.

#### ACTIVITY “Clothing Yourself in Careers”

**Materials:** Medical scrubs, khaki pants, plaid button-up shirt, beakers, compass (with pencil), lab jacket, construction hard hat

Lay out the different outfits (nurse, doctor, engineer, computer technician, architect). Ask the children to determine what career goes with each outfit. Talk about the kinds of classes and years beyond high school that each requires. Use this guide:

- **Nurses** can attend technical school (2 years), college or university (4 years), and beyond (6 years).<sup>1</sup> Classes focus on physical sciences, including biology, chemistry, and physics. A good understanding of math is also helpful.
- **Doctors** go to school for bachelor’s degrees (4 years), pass the MCAT (a standardized test), complete a doctor of medicine degree (4 years), complete residency (3–8 years depending on specialization), and obtain license and certification.<sup>2</sup> Course focus involves biology, chemistry, and physics.
- **Engineers** earn undergraduate degrees (4–5 years) and master’s degrees (2 years).<sup>3</sup> Professional continuing educational requirements are also available as specialties. Classes include those in physical sciences, including biology, chemistry, and physics. A good understanding of math is also helpful.
- **Computer technicians** with associate degrees (2 years) are common.<sup>4</sup> However, specific certification and more education is always encouraged. Courses focus on chemistry and physics, and advanced degrees require a higher level of math, such as algebra and calculus.
- **Architects** have undergraduate degrees (4 years), internships, and additional classes to gain certification.<sup>5</sup> Course work focuses on math and physics. Advanced math courses such as algebra and calculus are required.

1. Information about becoming a nurse is from [www.nursingdegreeguide.org](http://www.nursingdegreeguide.org). 2. Information about becoming a doctor is from [www.education-portal.com](http://www.education-portal.com). 3. Information about becoming an engineer is from [www.engineergirl.org](http://www.engineergirl.org). 4. Information about becoming a computer technician is from [www.education-portal.com](http://www.education-portal.com). 5. Information about becoming an architect is from [www.ncarb.org](http://www.ncarb.org).



### 4. Bringing Closure

#### ACTIVITY “Matching Mascots”\*

**Materials:** Coloring sheets of mascots, scissors, crayons/markers, tape, and map of Ohio (free at any Ohio State Highway Patrol post) with mascot cut-outs pasted over the city where the college is located

**Application:** Ask the children to sit down and color (if time permits) and cut out the mascots. As a group, go through the list of mascots to identify where the different mascots cheer for their colleges and universities. Using the Ohio map, identify the cities where those colleges and universities are located. Then, ask them to tape their mascots on the map near those cities, reinforcing the locations and names of the cities.

#### ACTIVITY “Marching with Mascots”\*

**Materials:** Recordings of fight songs and a way to play them, combs, wax paper, empty tissue boxes, plastic wrap, empty oatmeal container without a top, construction paper, tape/glue, rubber bands

**Application:** Ask the children to choose an instrument (drums, guitar, or kazoo). Then, break up into groups according to instruments. Help the children create their instruments:

- **Drum:** Take the oatmeal container and stretch the plastic wrap over the open top. Then, secure with a rubber band and tape. Have the child(ren) decorate their drum with construction paper however they like.
- **Guitar:** Take the empty tissue box and carefully cut the opening on the top of the box larger than its standard size. Have the child(ren) decorate the box for their guitar. Stretch the rubber bands across the opening and secure with tape.
- **Kazoo:** Take the combs and stretch a piece of wax paper over them. After you cut the wax paper to fit the comb, have the child(ren) decorate the wax paper as best as possible. Stretch the wax paper over the teeth of the comb and secure with a rubber band and tape.

After the instruments are created, play the recordings of different fight songs. Ask the students to march around like a real band would, playing their instruments with the music. Designate one of the children or yourself to march as each mascot.



\*Permissions and copyrights for mascots and alma maters obtained from each individual college/university. For more information about each institution's athletics, contact them directly.





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### ACTIVITY “Graduation Gala”

**Materials:** Coloring sheets of cap and gown, crayons/markers

**Application:** Ask the children to color the cap and gown pictures. Have them complete the sentence at the bottom of the page that reads, “I know I can be a [fill in the blank] if I continue my education.” Before they color and fill in the blank, give them some examples of career possibilities, e.g., doctor, lawyer, engineer, nurse, computer technician, etc.

Then, start with yourself. Instead of saying what is on the paper, you should say, “I am able to be a [fill in the blank], because I finished [whatever level of education you completed].” After you demonstrate, go around the room and have the children hold up their picture and say, “I know I can be a [fill in the blank] if I continue my education,” and share why they are interested in this field/career.

## 5. Going Beyond

### ACTIVITY “Who Went to College?”

**Materials:** “List of Questions” handout

**Application:** Pass out the list of questions to each of the children. Ask them take the handout home and interview a family member or adult friend. Have them bring back the handout and share with the group how the people in their lives have pursued college.

### ACTIVITY “Speaker”

Invite someone from a nearby college or university to speak about the importance of doing well in school to prepare for college and what college life is like there. Have them answer the children’s questions and present different exciting opportunities that await them in college.

### Reading Adventures

This listing of reading materials can be used as background information, for sharing before the group activity to set the stage for learning, or for sharing afterwards to reinforce the activity.

*On Campus with Cornelius*, by Becky Cropper

*I Know I Can*, by Wendy W. Roulliard

*Look Out College, Here I Come!*, by Gov. Michael F. Easley

*Judy Moody Goes to College*, by Megan McDonald