GEAR UP

WASHINGTON STATE

College Knowledge Games & Activities

For Students & Families

Summer 2015

Table Of Contents

Career Term Bingo....2
Sample Career Terms....3
Sample Career Term Bingo Definitions....4
College Term Bingo Directions....12
Sample College Term Bingo* 13
Sample College Term Bingo Definitions 14
Know How 2 Go Campus Scavenger Hunt 17
Careers Scavenger Hunt Directions 21
Occupational Outlook Scavenger Hunt 23
ANSWER KEY....24
The College Admission Game....27
The College Admission Game....29
College Knowledge Slapsgiving....34
Sample College Knowledge Slapsgiving Terms 35
Draw Your Way to College 37
"Are Your Ducks in a Row?" 40
Scholarship/Financial Aid True or False Game 41
Fishing Game....44
GEAR UP Challenge Game 46
Mapping Your Future....50
Mapping Your Future....52
Name That Job 53
On the Bus Games for Campus Visits....54
Paddles Up!....56
S W A T ! ! College Readiness Game....57
The Path to College 59
X X....61
"You Don't Say" Career Game Directions 62
"You Don't Say" Career Game Rules....63
2-4-8 Shake 70
Channels....71
Clap on Go!....72
Hoop Pass/Circle within a Circle 73
Human Continuum 74
Lava Crossing....75
Paddles Up!....76

Up, Down, Stop, Go! 81
Warp Speed 81
Serving of Me 82
Great Balls of Fire 84

GEAR UP WASHINGTON STATE

G	E	A	R	UP
		Free Space		

Based on Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

Career Term Bingo

Materials Needed:

- Blank "GEARUP" bingo cards
- Pens or pencils
- Space markers (highlighter, pennies, colored card stock dots, etc.)
- Career terms- printed & cut apart or written on ping pong balls
- A bowl or a bag
- A copy of Career Term Definitions
- Small prizes for winners

Time Allowed: 30-60 minutes

Directions:

1. Hand out blank "GEARUP" bingo cards.
2. Display Career Terms.
3. Have students fill in blank bingo boards with terms.
4. Ask if there are any careers that are unfamiliar. If so, explain the term by reading the definition and discussing it.
5. Once participants have their cards filled in, decide on the type of bingo game to be played: lines, T's, U's, Squares, or Blackout.
6. Begin game by pulling out a term from the bowl or bag. Do NOT read the career piece aloud. Instead read the definition of the career.
7. Participants may guess the career and shout it out.
8. Discuss this career with student and ask if any would be interested in this type of career, discussion could include type of schooling/degree, salary, job outlook, etc.
9. Students, who have this term on their card, should mark the box.
10. Once a participant obtains a "bingo", he or she should call out "GEAR UP".
11. Check answers and award prize to the winner.
12. Continue playing or start a new game.

Sample Career Terms

*Feel free to add other terms as desired.

ACTUARIES	AEROSPACE ENGINEERS	BROADCAST TECHNICIANS	APPRAISERS	ATHLETIC TRAINERS
AUDIOLOGISTS	AUDITORS	BIOCHEMISTS	ANESTHESIOLOGISTS	CARTOONISTS
GRADERS	CLAIMS ADJUSTERS	COLLEGE TEACHERS	COSMETOLOGISTS	CURATORS
DENTAL HYGIENISTS	EDUCATOR/INSTRUCTOR	ENGINEERS	HUMAN RESOURCES (HR) /PERSONNEL	FITNESS TRAINERS
FASHION DESIGNERS	ZOOLOGISTS	FALLERS	HYDROLOGISTS	OCEANOGRAPHERS
LIBRARIANS	LOAN OFFICERS	NUCLEAR MEDICINE TECHNOLOGISTS	ONCOLOGISTS	LAWYERS
ROOFERS	OUTDOOR GUIDES	OPHTHALMOLOGISTS	PHOTOGRAPHERS	PHYSICAL THERAPISTS
PSYCHIATRISTS	PARK RANGERS	WELDERS	VETERINARIANS	SALES/ MARKETING PROFESSIONALS
SOCIAL SCIENTISTS	TRANSLATORS /INTERPRETERS	RADIOLOGIC TECHNOLOGISTS	TOUR ESCORTS	REGISTERED NURSES (RNS)
CHEFS	WEB DESIGNERS			

Based on Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

Sample Career Term Bingo Definitions

Actuaries: Use statistical data, including mortality, disability, and retirement rates, to forecast risk and liability for payment of future benefits. They are often employed by insurance companies, where they determine required premium rates and necessary cash reserves to guarantee future payments.

Aerospace Engineers: Design, develop, and test aircraft, missiles, and space vehicles and oversee their production. They often specialize in one kind of vehicle, such as passenger planes, helicopters, or rockets. In some cases, they also work with earthbound vehicles, such as deep- diving vessels that are used to do research in the oceans and high-speed trains that float above their tracks. Aerospace engineering includes aeronautical engineering, which is limited to aircraft, and astronautical engineering, which is limited to spacecraft.

Anesthesiologists: Physicians who focus on surgical patients and pain relief. They administer anesthetics, which are medicines to prevent patients from feeling pain and sensations; closely monitor patients' vital signs during surgery and adjust anesthetics accordingly; monitor patients through the first recovery stages after an operation; and administer appropriate medications during recovery. In addition to helping patients through surgery, anesthesiologists may also help treat patients with conditions causing chronic pain. Many specialize in specific types of problems, such as respiratory or neurological illness. More than ninety percent of the anesthetics used in health care are administered by or under the direct supervision of an anesthesiologist.

Appraisers: Appraise real property to determine its value for purchase, sales, investment, mortgage, or loan purposes.

Athletic Trainers: Help athletes recover from or avoid injury. They evaluate, advice, and treat athletes and help them maintain peak physical fitness.

Audiologists: Help people who have hearing, balance, and related ear problems. These problems may be a result of trauma at birth, viral infections, genetic disorders, exposure to loud noise, certain medications, or aging. Using various types of testing equipment, audiologists measure patients' ability to hear and distinguish between sounds. In addition, they use computers to evaluate and diagnose balance disorders. Audiologists analyze these test data along with educational, psychological, and other medical patient data to make a diagnosis and determine a course of treatment.

Auditor: Primarily performs and reports on internal or external quality system audits.
Biochemists: are scientists who study the chemistry of living things. Their work includes studying the complex chemical combinations and reactions involved in metabolism, reproduction, growth, and heredity.

Broadcast Technicians: Behind the headliners who produce, direct, and act in radio and television shows, there is a cast of skilled workers who put the shows on the air. Broadcast technicians operate and maintain the electronic equipment that makes it possible to transmit radio and television shows. This equipment transmits, or sends, signals through the air. When these signals are picked up by television sets and radios, they are turned into sound pictures.

Cartoonists: Unlike visual artists, cartoonists are artists who communicate ideas through a combination of words and pictures. They use their work to tell stories, instruct and guide, and offer commentary on life and society. Cartoons can be used to present important issues to millions of people in an easily understood form. One of the most important qualities of a good cartoonist is the ability to present an idea in just a few words and a drawing. The drawings usually feature exaggerated actions that somehow reveal human nature. Sometimes cartoonists dream up their ideas, but they often read and study the news to get fresh concepts for their work.

Chefs: Direct the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. May participate in cooking.

Claims Adjuster: Ascertain how much money people are entitled to receive on their insurance claims. Most claims adjusters work for property-liability insurance companies. Property-liability insurance covers such losses as fires, thefts,

and accidents. People who buy this insurance protect themselves and their property against these events. The claims adjuster goes to the scene of the accident or fire to see that the claim is valid and that it is settled as quickly as possible. This work requires a thorough knowledge of insurance policies and practices.

College Teachers: At colleges and universities, these people pass their knowledge and expertise on to the next generation of bankers, painters, chemists, and even teachers. They help their students to think critically as well as imaginatively; provide practical training; and shape their students' goals, careers, and lives. As experts in their subject fields, they also set standards for research—usually reflected in the articles and books they write—and expand the limits of scholarship and its importance in society.

Cosmetologists: Care for people's hair, skin, and nails. They are also called beauty operators, hairdressers, or beauticians. Most cosmetologists work in beauty salons, and many have their own businesses. Some work in unisex shops, barbershops, department stores, hospitals, spas, resorts, and hotels. Cosmetologists work with many types of beauty products and often sell them at their salons as well.

Curators: Are responsible for choosing and acquiring the pieces of art to be shown in a museum. They also decide how the pieces should be displayed and the order in which they appear.
Curators select works for permanent display as well as works for special temporary exhibitions. Sometimes they organize educational and public outreach programs such as tours, workshops, and lectures to publicize their collections.

Dental Hygienists: Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.
Educator/Instructor: Primary responsibility is instructing or training others on quality related topics, tools, and techniques. This person may be an employee of an organization or teach in a university or college setting.

Engineers: Are skilled technical professionals who act as a link between design and implementation. They work to develop safe and economical solutions to practical difficulties. Engineers use scientific and mathematical knowledge and create marketable, workable solutions in accordance with the demands of customers, users, and others who benefit from their work. Engineers may be required to invent products, or develop sophisticated features for existing ones. There are a staggering number of specialties for engineering professionals, and depending on the field one chooses, an engineer might have to design and develop aircraft, ships, nuclear plants, automobiles, buildings, chemicals, computers, electrical equipment, and a variety of other machinery.

Fallers: Use axes or chainsaws to fell trees using knowledge of tree characteristics and cutting techniques to control direction of fall and minimize tree damage.

Fitness Trainers: The growth in exercise programs in the United States has created a strong demand for instructors in recreational sports and fitness activities. Aerobics, running, weight lifting, body conditioning, and competitive sports are only some of the activities that have gained enormous popularity. Many people seek an expert to help them develop and maintain an exercise program. Fitness instructors may work for health or exercise clubs, sports training facilities, or gyms. Some work in the employee fitness center of a large company. Others are self-employed and may offer training at their clients' homes.

Fashion Designers: Every shoe, piece of clothing, and accessory on every hanger and shelf at every store has been designed by a fashion designer. Fashion designers examine trends in the kinds of clothing people are wearing, draw designs based on their ideas, choose colors and fabrics, and supervise the production of their designs. Fashion designers may have a specialty, such as clothing design, footwear design, or accessory design. Accessories are items like handbags, scarves, belts, and hats.

Graders/Sorters: Grade, sort, or classify unprocessed food and other agricultural products by size, weight, color, or condition.

Human Resources (HR) /Personnel: Are responsible for managing employee hiring, firing, and retention.

Hydrologist: Studies properties of bodies of water, including their circulation, distribution and physical properties. A hydrologist can specialize in either underground water or surface water.

Lawyers: Serve as both advocates and advisers. As advocates, they speak for their clients in court by presenting supportive evidence. As advisers, they counsel their clients on their legal rights and obligations. Lawyers—also called attorneys and counselors—can interpret laws, apply laws to specific situations, and draft new laws.

Librarians: Administer libraries and perform related library services. Work in a variety of settings, including public libraries, schools, colleges and universities, museums, corporations, government agencies, law firms, non-profit organizations, and healthcare providers. Tasks may include selecting, acquiring, cataloguing, classifying, circulating, and maintaining library materials and furnishing reference, bibliographical, and readers' advisory services. May perform in-depth, strategic research, and synthesize, analyze, edit, and filter information. May set up or work with databases and information systems to catalogue and access information.

Loan Officers: Work with businesses and individuals to help them acquire loans for personal or professional needs. More specifically, they evaluate loans, make necessary recommendations for clients, and authorize loans for real estate, commercial needs, or credit.

Nuclear Medicine Technologists: Prepare, administer, and measure radioactive isotopes in therapeutic, diagnostic, and tracer studies utilizing a variety of radioisotope equipment. Prepare stock solutions of radioactive materials and calculate doses to be administered by radiologists. Subject patients to radiation. Execute blood volume, red cell survival, and fat absorption studies following standard laboratory techniques.

Occupational therapists: Assess, plan, organize, and participate in rehabilitative programs that help restore vocational, homemaking, and daily living skills, as well as general independence, to disabled persons.

Oncologist: Physicians who inspect, diagnose, and treat cancer are known as oncologists.

Oceanographers: Are scientists who study the sea. Oceanography incorporates features of many sciences, including biology, chemistry, geology, and meteorology. For this reason, oceanographers have varied backgrounds and do many kinds of work. Oceanographers may work on ships or in laboratories on land. Some work for private companies. Most work for research institutes or government agencies, or hold teaching and research jobs in colleges and universities.

Ophthalmologists: Are physicians who diagnose and treat diseases of the eye, including glaucoma and cataracts; vision problems such as nearsightedness; and eye injuries.
Optometrists and family doctors often refer patients with serious eye conditions to ophthalmologists. Because of their extensive training, ophthalmologists can often link eye problems to other disorders. For example, they are sometimes the first to detect brain tumors, diabetes, or multiple sclerosis.

Outdoor Guides: Lead groups on recreational outing activities. They often specialize in their own areas of interest, organizing hunting and fishing expeditions or photographic and nature-study trips. Most guides work freelance and set their own prices. They attract customers by establishing a good reputation. The best guides are familiar with the territory in which they work and know the habits of the wildlife in that area. Most outdoor guides are expert hunters and fishers as well.

Park Rangers: Teach people to respect the delicate natural balance of our national and state parks and forests. They are employed by the National Park Service, which is an agency of the federal government, and by state agencies. Rangers work throughout the country preserving the natural environment for future generations. They protect these areas by enforcing park rules and regulations, preventing forest fires, helping to maintain an ecological balance, and seeing that visitors plan campsites wisely. Park rangers are skilled campers with a great deal of knowledge about botany and wildlife. Perhaps the greatest danger to our parks is the danger of overuse: rangers watch and regulate the number of visitors to parks. They also provide information regarding park use and points of interest, issue fire permits, and collect fees.

Party Planners: Conceive, organize, and execute special affairs such as corporate receptions, weddings, birthday parties, anniversaries, and bar and bat mitzvahs. They custom design an event to suit their customers' needs and budgets.

Photographers: Combine artistic talent and technical skill to produce professional photographs. To use their tools—cameras, lenses, and lights—they must be highly skilled technicians. To create meaningful photographs, they must

be able to arrange whatever they are photographing so that it will stand out clearly in the finished picture. Photographers work at many different kinds of jobs. One photographer might make a career of taking pictures at weddings. Another might work in a laboratory taking scientific pictures through a microscope.

Physical Therapists: Help patients suffering from disease or injury improve mobility, relieve pain, increase strength, and decrease or prevent deformity. They assess, plan, organize, and participate in rehabilitative programs.

Podiatrists: Are medical practitioners who specialize in the treatment of sore, badly shaped, diseased, or injured feet and ankles. Podiatrists were formerly called chiropodists. They order X- rays and laboratory tests to diagnose patients' problems, which they treat by manipulation, massage, physical therapy, and surgery. Sometimes they provide patients with bandages, pads, braces, splints, or other supports. They may prescribe drugs, exercise, or special shoes. Because foot problems may be signs of general illnesses, such as diabetes or heart trouble, podiatrists may refer patients to physicians for treatment.

Psychiatrists: Are physicians who specialize in the prevention, diagnosis, and treatment of mental disorders. They treat patients with mild cases of anxiety as well as those with severe disorders that can cause dangerous and bizarre behavior. Psychiatrists may also diagnose mental retardation and treat alcoholism. They often work with other mental health workers, such as psychologists, psychiatric nurses, and psychiatric social workers.

Radiologic Technologists: Also called radiographers; take X-rays (radiographs), which are images of the inside of the human body. To take X-rays, radiographers position the patient, position the X-ray machine and other equipment, set controls, position the X-ray film, and remove and develop the film after the X-ray has been taken. Experienced radiographers may perform more complex imaging procedures, such as computed tomography (CT) or magnetic resonance imaging (MRI) scans. In addition, radiologic technologists are usually responsible for writing reports and maintaining their equipment.

Registered Nurses (RNs): Work to promote good health and prevent illness. They educate patients and the public about various medical conditions; treat patients and help in their rehabilitation; and provide advice and emotional support to patients' families. RNs use considerable judgment in providing a wide variety of services.

Roofers: Install and repair roofs made of metal, slate, tile, and other materials. Some roofers also waterproof surfaces, such as the insides of new swimming pools.

Sales/ Marketing Professionals: Are responsible for selling products and services.

Social Scientists: Study all aspects of society & of relationships to & in society; past events, human relationships, and human behavior among groups. Through their studies, social scientists analyze societal structure and suggest solutions to problems related to social, business, government and personal issues.

Tour Escorts: Accompany groups of people on organized trips called "package tours." Most people who take escorted tours want the security and convenience of having transportation, accommodations, and sightseeing arranged for them. However, not all group tours are the same. There are tours for every budget, taste, and age group. Religious tours, cultural tours, reunion tours for veterans, and tours for professional and interest groups are just several examples of outings that require the services of a tour escort.

Translators/Interpreters: Convert one language into another. This service allows concepts and ideas to be exchanged between languages and cultures. Translators and interpreters are employed all over the world, helping people to communicate.

Veterinarians: A doctor who specializing in studying, treating, and controlling animal injuries and diseases. They immunize healthy animals against disease and inspect animals and meat products to be used as food. Veterinarians also perform surgery, set broken bones, establish diet and exercise routines, and prescribe medicines for animals

Web Designers: Are responsible for creating the look and feel of World Wide Web pages for a client's Web site. This involves developing a graphic design that effectively communicates the ideas being promoted by the Web site. A web designer may take part in the initial planning of a Web site, meeting with the client to discuss ideas for the layout and organization of the site, the types of colors or images to use (photos, illustrations, videos, etc.), and

other matters concerning overall graphic design. Sometimes a web producer has already developed a basic concept for the web page. In this case it is the web designer's task to create a design that matches the producer's ideas.

Welders: Use the process of heating and melting metal parts to join them together permanently. It is used to construct and repair parts of cars, airplanes, ships, and sheet-metal products.
Welding is also used to join beams when constructing bridges and buildings. Some welders work at steel mills, railroad shops, and highway departments. Other welders are cutters, using their tools to cut metal into pieces, as required by a blueprint or design, or to cut structures into pieces so they can be discarded.

Zoologists: Are biological scientists who study animals. They observe animals both in their natural habitats and in the laboratory in order to learn as much as possible about animal life. Zoologists study the origin and development of animal species, the habits and behavior of animals, and the interaction between animals and their environment. They also do research to learn how animal diseases develop and how traits are passed from generation to generation.

College Checklist Bingo

Attended ACT Prep	Taken ACT	Searched for scholarships on TheWashboard.org	Wrote scholarship essays	Essays proofed by someone else
Applied to 3 or more colleges	Kept copies of all applications	Earned a minimum of 3.0 GPA by end of 11th grade	Requested pin number for FAFSA	Completed FAFSA by April 1st
Filed acceptance letters in college folder	Conducted research on 3-5 postsecondary programs	FREE SPACE	Have a post-secondary plan	Meet graduation requirements
Sign up for free dual credit classes	Volunteer work documented	Completed college and career research and inventory	Met standards on HSPE	Search for financial aid
Visit College Campuses	Completed ACT's PLAN	Be able to balance a check book	Complete FASFA Forecaster	Meet CADRs

Adapted from Materials by Wyoming GEAR UP, Laramie County Community College

College Checklist Bingo

Fill in each square with a different item you think colleges will require when you apply. Cross off any items we discuss and call out "BINGO!" when you have 5 in a row.

Sample Terms: Attended ACT Prep, Taken ACT, Searched for scholarships on TheWashboard.org, Wrote scholarship essays, Essays proofed by someone else, Applied to 3 or more colleges, Kept copies of all applications, Earned a minimum of 3.0 GPA by end of 11th grade, Requested pin number for FAFSA, Completed FAFSA by April 1st, Filed acceptance letters in college folder, Conducted research on 3-5 postsecondary programs, Have a postsecondary plan, Will meet graduation requirements, Signed up for free dual credit classes, Volunteer work documented, Completed college/career research inventory, Met standards on HSPE, Searched for financial aid, Visited college campuses, Completed ACT's ASPIRE, Able to balance a check book, Completed FASFA Forecaster, Will meet Minimum College Admission Standards, etc.

		FREE SPACE		

Adapted from Materials by Wyoming GEAR UP, Laramie County Community College

College Term Bingo Directions

Materials Needed:

- Blank "GEARUP" bingo cards
- Pens or pencils
- Space markers (highlighter, pennies, colored card stock dots, etc.)
- College terms- printed & cut apart or written on ping pong balls
- A bowl or bag
- A copy of *College Term Definitions*
- Small prizes for winners

Time Allowed: 30-60 minutes

Directions:

1. Hand out blank "GEARUP" bingo cards.
2. Display *College Terms*.
3. Have students fill in blank bingo boards with terms.
4. Ask if there are any college terms that are unfamiliar. If so, explain the term by reading the definition and discussing it.
5. Once participants have their cards filled in, decide on the type of bingo game to be played: lines, T's, U's, Squares, or Blackout.
6. Begin game by pulling out a term from the bowl or bag. Do NOT read the college term piece aloud. Instead read the definition of the college term.
7. Participants may guess the term and shout it out.
8. Discuss this term with students.
9. Students, who have this term on their card, should mark the box.
10. Once a participant obtains a "bingo", he or she should call out "GEAR UP".
11. Check answers and award prize to the winner.
12. Continue playing or start a new game.

Sample College Term Bingo*

*Feel free to add Washington-specific trivia and other terms as desired.

ACT/SAT	ADJUNCT PROFESSOR	ADVISOR	ALUMNI	APPLICATION
AUDIT	ASSOCIATE'S	BACHELOR'S	BOARD OF TRUSTEES	CAMPUS
CERTIFICATE	COMMENCEMENT	COMMUNITY COLLEGE	DEAN	DIPLOMA
DORMS	FAFSA	FEES	FINANCIAL AID	FRESHMAN
GRADE POINT AVERAGE	GRANT	JUNIOR	LECTURES	LOAN
MAJOR	MASTER'S	MINOR	NCAA	OFFICE HOURS
ONE	PERSONAL ESSAY	PhD	PREREQUISITE	PROFESSOR
QUARTERS	REGISTER	RESIDENCE HALLS	RESIDENT ADVISOR/ASSISTANT	ROOM AND BOARD
SCHOLARSHIP	SEMESTERS	SENIOR	SIXTY-SEVEN PERCENT	SOPHOMORE
STUDENT UNION	TRANSCRIPT	TUITION	TUTOR	TWELVE
UNIVERSITY	VOC/TRADE SCHOOL	WORK STUDY		

Based on Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

Sample College Term Bingo Definitions

ACT/SAT: A college entrance test that determines college readiness.

Adjunct Professor: A professor who is usually part-time or not on campus with a long-term contract (and, consequently, not eligible for tenure).

Advisor: Faculty assigned to assist and advise students on academic matters.

Alumni: Male graduates or both male and female graduates.

Application: A written request admission to a college.

Audit: Attendance in a classroom without registration for credit. Associate's: An undergraduate degree usually two years in length. Bachelor's: An academic degree usually earned in four years.

Board of Trustees: Governing body of the college.

Campus: Location of the college.

Certificate: This is awarded upon completion of courses in a concentrated skill area of study. (Primarily occupational in nature.)

Commencement: Usually another name for graduation.

Community College: A type of higher educational institution, usually small in size.

Dean: A Dean is someone traditionally in charge of a major area of a college. For example, there may be a Dean of Students, a Dean of the Faculty, and a Dean of Arts & Sciences.

Diploma: A certificate awarded by an educational institution for completion of required courses or for a specific degree.

Dorms: A housing option on a college campus.

FAFSA: Free Application for Federal Student Aid; A federal form that determines financial aid for college classes.

Fees: Additional costs associated with taking college courses. (Activity, Technology, Course, Specialized, etc.)

Financial aid: Anything related to the way you are paying for school. Loans, scholarships, grants, work awards, and any other resource you use are all considered part of your financial aid.

Freshmen: First year of college.

GPA: Grade Point Average

Grant: "Free" money given to attend college. Normally one must meet certain qualifications financially to receive a grant.

Junior: Third year of college.

Lectures: An oral presentation intended to teach or inform someone of specific information.

Loan: Borrowed money used to pay for college courses which must be paid back.

Major: A subject or field of study chosen by a college student.

Master's: A type of graduate degree normally consisting of six years of college.

Minor: A secondary course of study in college.

NCAA: Governing body for collegiate athletics

Office Hours: Professors are usually required to hold office hours on a regular basis throughout the semester, which is when students are able to drop in or make an appointment to meet with them. Often, if you can't make it to a professor's office hours, you can work with them to schedule a different time that works for both of you. If you can take advantage of office hours, you should! It can be a great opportunity to get feedback on your papers or other assignments, and a great chance to get to know your professors a little bit better.

Personal Essay: An essay written about oneself normally includes background information as well as personal goals.

PhD: Also referred to as a Doctorate Degree. Normally consists of eight or more years of college.

Prerequisite: Something required as a prior condition for something else to happen. (A lower level class must be taken to take higher level class….example: Biology 1 before Biology 2)

Professor: Most students come from high schools where their teachers were called . . . teachers. In college, most of your "teachers" are called professors. This indicates that you are 1) in a college environment, and, more often than not, 2) being taught by someone with a PhD. Drop the "teacher" reference the moment you start unpacking!

Quarters: Some colleges divide the school year into 4 equal parts instead of semesters.

Register: To sign up for specific college courses for a specific college term.

Residence Halls: Another name for college dorms/dormitories.

Resident Advisor/Assistant: These are most often fellow students who have been hired to "work" in the residence halls to help build community, provide resources, and handle emergencies. Most schools require RAs to be upperclassmen.

Room and board: The cost of having a place to sleep (room) and food to eat (board) while at school. If you choose to live on-campus, this is usually a preset fee. If you choose to live off-campus, this may be an estimate. This may also change a bit, depending on which meal plan you select.

Scholarship: Money being given to you for your studies. You usually do *not* need to pay scholarship monies back. Scholarships can come from your school, an organization, or a contest.

Semesters: A college year divided into the following: fall, spring, and summer terms.

Senior: Final or fourth year of college.

Sixty-Seven Percent: Completion rate of the cumulative/attempted credit hours to maintain financial aid.

Sophomore: Second year of college.

Student Union: A location on a college campus where students go for recreation, socialization, or governmental student activities.

Transcript: An official report given by a college/school which contains official records of an individual student. It will list time attended, subjects studied, grades received, and special awards/recognition.

Tuition: The cost of your classes. Some schools charge tuition based on how many units you are taking, while others charge a base rate per semester as long as you stay within a certain range of units.

Tutor: A person with exceptional knowledge of a certain subject whom one can go to for extra help.

Twelve: The number of college level credits one must take to be considered a full-time student.

University: An institution of learning of the highest level which is authorized to award both undergraduate and graduate degrees.

Vocational/Trade School: A secondary school teaching a skilled trade.

Work Study: This is basically a "job" that you will have as part of your financial aid package. (Note, however, that you still need to go out and find a job yourself; this just provides funding for it.) Most students work on campus but some work study jobs can be set up off-campus. You are usually not allowed to make more money in your work study job than has been allocated in your financial aid package.

Know How 2 Go Campus Scavenger Hunt

What: The KnowHow2GO Scavenger Hunt is a fun and interactive way to get students to tour a local university and become comfortable and familiar with a campus environment. The event requires students to form teams and find locations on a list provided to them within a set amount of time. The team that proves they've visited the most locations wins a prize.

Why: College campuses can be a daunting place for pre-college students, especially those who've never visited. The Scavenger Hunt is an entertaining way to introduce students to a college campus — and let them explore it on their own. Students can prepare for or re-create this experience at KnowHow2GO-U, an interactive virtual campus, at www.KnowHow2GO.org.

Who: The Scavenger Hunt is targeted at students in grades 8 – 10. However, the game is suitable for most middle and high school students, provided there is adult supervision.

Others Items Needed:

- Campus maps for participants
- Copies of the scavenger hunt list
- Pens/pencils for each student/team
- Camera phone or camera phone for each team leader
- Prize(s)

Basic Instructions:

1. Identify a campus that will allow you to host the event. Then, reach out to the schools' admissions director to ask permission.
2. Once you secure a campus and a date, ask for a guided tour and suggestions for locations to include on your Scavenger Hunt list.
3. Finalize the scavenger hunt list using the *Sample List of Campus Locations/Actions* provided. The list should include locations on the campus of choice that students can prove they've visited through photos or other tangible evidence.
4. Ask about any security access issues (if buildings cannot be entered without student ID cards, etc.)
5. Require student teams to sign up in advance of the event and set standards, such as: teams must have four students in grades 8 – 10. Each team should elect a team leader and finish the Scavenger Hunt within an agreed-upon time.
6. At the end of the time period, compare finds and debrief activity with students.

Sample List of Campus Locations/Actions

The list you provide to students will depend on the campus. Remember to ask about your campus contact about any possible security issues, rules, or guidance. They may have their own prepared list. Use this list as a guide as you're planning your event:

- Earn one point per item, unless otherwise noted.
- Find out how many foreign language courses are offered.
- Find out the name of the university's mascot.
- Find out where first-year students live.
- Find the gymnasium and write down their hours of operation for the day.

From KnowHow2Go.org

- Find the name of the campus radio or TV station. Earn a bonus point for taking a picture at either location.
- Find three faculty offices. Write down the professors' names and office hours. Earn a point for each pair.
- Go to a fraternity or sorority house, and ask for the name of its president. Earn an extra point for taking a picture with him or her.
- Go to an arts building and take a picture in front of a student display.
- Go to the English department and find the name of the chair.
- Grab a pamphlet about a student organization.
- Jot down the names of two campus cafeterias or food stands.
- Learn the name of a cultural organization or association on campus.
- Locate the public bus stop nearest to campus. Write down the cross streets.
- Pick up a copy of a free campus newspaper.
- Pick up a pamphlet from the health center.
- Pick up an informational brochure from a career center.
- Sketch a picture of a statue on campus.
- Take a picture in a computer lab.
- Take a picture in a science lab.
- Take a picture in or around the football stadium. Earn an extra point for a picture taken on the football field.
- Take a picture in the university bookstore. Earn an extra point if everyone in your group is wearing something with university colors.
- Take a picture of college students studying.
- Take a picture with a student wearing a university sweatshirt or t-shirt.
- Take pictures on a bench that's been dedicated to an alumnus.
- Talk to five students—write down their names, majors and hometowns. Each conversation is worth one point.
- Visit a campus library and ask the librarian how many volumes they have.
- Visit the admission office and pick up an application. Earn an extra point for finding out the school's minimum ACT score.
- Visit the financial aid office and collect a FAFSA form. Earn an extra point if you find information about a scholarship.

From KnowHow2Go.org

Careers Scavenger Hunt Directions

Materials Needed:

- **Occupational Outlook Scavenger Hunt Handout** and **Answer Key** *(included)*
- **2004-2014 Occupational Outlook for Washington** *(printout is in this lesson plan or online at: www.workforceexplorer.com/admin/uploadedPublications/7759_WAOccOut lookFlyer06.pdf)*

Time Allowed: 30-60 minutes

Directions:

1. **Introduce the idea of an occupational outlook.** Ask students if they would rather find a job in an occupation that is growing or in an occupation that is shrinking. Why? Then explain that you will spend your lesson today exploring high-growth occupations in Washington State. Ask students to brainstorm what they think those occupations might be. Start a list that you can check later. (5-10 minutes)
2. **Review the format of the Occupational Outlook.** Distribute a printout of the 2004-2014 Occupational Outlook to each student or student group, or project it onscreen, or have student groups find it online. Explain that this document summarizes the jobs throughout the state of Washington that are expected to grow through the year 2014. Tell them that there are also more detailed occupational outlooks for each region within the state (you can review your region's Occupational Outlook later, if you wish – see link below). Review each section of the statewide Occupational Outlook to ensure that students understand what information they can find there. Ask them why jobs that require more educational preparation pay higher salaries. What do they think? (5-10 minutes)
3. **Complete the Occupational Outlook Scavenger Hunt.** Distribute the **Occupational Outlook Scavenger Hunt Handout** and ask students to work individually or in small groups to complete it. Focus in particular on the differences in educational preparation and what that means in terms of salary. (15-20 minutes)

* Each student should complete a handout.

Additional Resources:

If you wish, explore the 2004-2014 Occupational Outlook for your region of the state with your students. You may even with to repeat the scavenger hunt for your own region of the state. Links to Regional Occupational Outlooks can be found at: www.workforceexplorer.com/article.asp?ARTICLEID=7760

The 2004-2014 Occupational Outlook provides a great deal of information in a very useful format for students. However, it does not provide detailed information on career opportunities, and will be out of date before your students enter the job market. To help students explore more detailed and somewhat longer-range occupational projections, you may wish to refer them to the following sources of information:

Washington State Occupation Explorer: A database operated by the Washington State Employment Security Department (same source as the 2004-2014 Occupational Outlook), this database features detailed job descriptions and projections through 2018:
www.workforceexplorer.com/cgi/databrowsing/occExplorerQSSelection.asp?me nuChoice=occExplorer

Department of Labor America's Career InfoNet: This database provides national projections for careers:
www.careerinfonet.org

Occupational Outlook Scavenger Hunt

WHAT CAN YOU LEARN ABOUT THE JOBS OF THE FUTURE?

Complete the chart below using the State of Washington 2004-2014 Occupational Outlook.

	Education Needed	Average Annual Earnings	Occupation With Most Positions, 2004	Occupation With Highest Growth Rate	Highest Paid Occupation
Little Preparation					
Short Preparation					
Middle-level Preparation					
Long Preparation					

Find a job that sounds interesting. Write its name, level of preparation, average annual earnings, and why you think it sounds interesting:_____

_____

From Sparking the Future by OSPI with funding provided by College Spark Washington.

www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

ANSWER KEY

Occupational Outlook Scavenger Hunt

WHAT CAN YOU LEARN ABOUT THE JOBS OF THE FUTURE?

Complete the chart below using the State of Washington 2004-2014 Occupational Outlook.

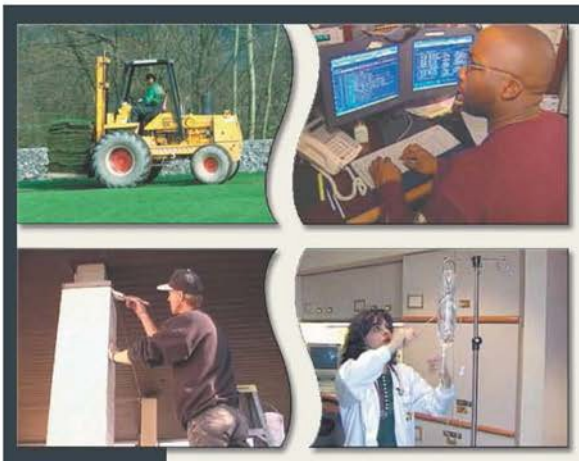
	Education Needed	Average Annual Earnings	Occupation with most positions, 2004	Occupation with most job openings	Highest paid Occupation
Little Preparation	Less than 1 month	$24,657	Office Clerks, General	Food Prep and Serving Workers	Bill and Account Collectors
Short Preparation	1-12 months	$37,113	Customer Service Reps	Customer Service Reps	Sales Reps
Middle-level Preparation	1-4 years	$48,022	Registered Nurses	Registered Nurses	Computer Specialists
Long Preparation	4 years or more	$68,986	Computer Software Engineers	Computer Software Engineers	Computer & Info Systems Managers

Find a job that sounds interesting. Write its name, level of preparation, average annual earnings, and why you think it sounds interesting:

_____

From Sparking the Future by OSPI with funding provided by College Spark Washington.

www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

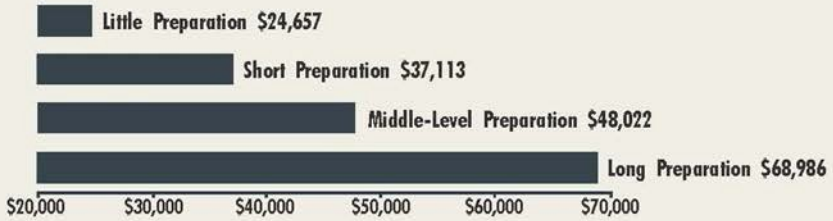


OCCUPATIONAL OUTLOOK 2004–2014

AVERAGE ANNUAL WAGES BASED ON EDUCATION LEVEL

Between 2004 and 2014, Washington state is expected to have a total of 1,267,870 job openings. This occupational update is a short extract from occupational projections developed by the Labor Market and Economic Analysis Branch of the Washington State Employment Security Department. Detailed projections for 2, 5, and 10 years can be found at www.workforceexplorer.com. You can also contact us for labor market information and our products at (800) 215-1617.

The largest of the four groups, "Little Preparation" is also the lowest paid on average. While making up about 36 percent of the workforce, they only average $24,657 annually. About 22 percent of Washington employees have jobs requiring a bachelor's degree or higher. Average annual wage jumps by 51 percent from Little to Short Preparation.



DEFINITION OF TERMS

Occupations

Occupational projections produce numbers on approximately 750 occupations. This publication, however, lists only 15 occupations in higher expected demand for each preparation level. The occupations are ranked based on the average of three criteria: average annual growth rate, number of job openings due to growth, and total number of job openings due to growth and replacement.

Openings

The number of openings listed for an occupation represents the total openings due to growth and net replacement needs. It does not include openings that result when workers change jobs but stay in the same occupation.

Preparation

The preparation categories for specific occupations are an aggregated version of education clusters from the Occupational Outlook Handbook, Bureau of Labor Statistics. They are estimates of typical preparation levels required of those currently working in the occupation.

Wages

Wages are not based on employment projections. The attached wages come from the Occupational Employment Statistics (OES) survey and are subject to restrictions and limitations of the survey. Agricultural employment is excluded except for agricultural services. Self-employment and private households are not included in the survey. All wage estimations are adjusted as of June 2006. Wages are attached to specific workforce areas based on survey wages from the most closely related metropolitan areas. For more information regarding OES programs, go to **http://www.bls.gov/oes/oes_data.htm.**

Washington State Employment Security Department
Labor Market and Economic Analysis Branch
P.O. Box 9046, Mail Stop: 46000
Olympia, Washington 98507-9046
Telephone: (360) 438-4800
FAX: (360) 438-4846

Workforce EXPLORER
www.workforceexplorer.com

Employment Security Department
WASHINGTON STATE

WASHINGTON STATE

This publication can be downloaded at www.workforceexplorer.com under the Publications and Reports Tab.

Little Preparation: Less than one month of training, usually on the job.

Short Preparation: One to twelve months of training on the job, through an employer or institutional instruction, or a combination.

Middle-Level Preparation: One to four years of training on the job, through an employer or institutional instruction, or a combination, to include apprenticeships, certificates, diplomas or associate degrees.

Long Preparation: Four years or more of academic work, bachelor's degree or higher; may require additional work experience.

Employment Security is an equal-opportunity employer and provider of programs and services. Auxiliary aids and services are available upon request to people with disabilities.

OCCUPATIONAL TITLES

LITTLE PREPARATION	ESTIMATED EMPLOYMENT 2004	AVERAGE ANNUAL GROWTH RATE	AVERAGE ANNUAL TOTAL OPENINGS	ESTIMATED AVERAGE WAGE JUNE 2006
Landscaping and Groundskeeping Workers	22,025	2.2%	1,064	$25,595
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	44,924	2.0%	1,912	$24,544
Security Guards	15,298	2.2%	737	$26,958
Personal and Home Care Aides	21,297	1.9%	832	$20,074
Bill and Account Collectors	8,190	2.3%	380	$31,261
Laborers and Freight, Stock, and Material Movers, Hand	42,654	1.8%	2,321	$24,401
Interviewers, Except Eligibility and Loan	5,778	2.4%	325	$26,035
Receptionists and Information Clerks	20,628	1.8%	966	$24,016
Telemarketers	9,127	2.1%	379	$26,097
Office Clerks, General	61,450	1.7%	2,581	$27,318
Helpers Carpenters	3,474	2.2%	249	$27,143
Teacher Assistants	33,054	1.6%	1,250	$24,956
Crossing Guards	2,453	2.7%	166	$31,058
Home Health Aides	8,759	1.8%	299	$20,835
Combined Food Prep. and Serving Workers, Incl. Fast Food	60,245	1.5%	3,718	$18,634
SHORT PREPARATION				
Painters, Construction and Maintenance	15,388	2.0%	608	$36,132
Roofers	5,875	2.4%	315	$40,344
Drywall and Ceiling Tile Installers	5,473	2.3%	279	$50,183
Dental Assistants	9,662	1.9%	501	$34,087
Demonstrators and Product Promoters	3,794	2.6%	210	$21,310
Construction Laborers	22,728	1.8%	765	$33,289
Data Entry Keyers	4,323	2.4%	231	$26,862
Customer Service Representatives	37,249	1.6%	1,259	$33,202
Medical Assistants	9,690	1.9%	393	$29,990
Tapers	3,643	2.4%	187	$44,939
Executive Secretaries and Administrative Assistants	17,705	1.7%	692	$42,558
Social and Human Service Assistants	5,522	2.0%	229	$23,852
Billing and Posting Clerks and Machine Operators	13,920	1.6%	505	$30,898
Sales Reps, Wholesale and Manuf., Tech. and Scientific Products	9,180	1.7%	435	$70,637
Secretaries, Except Legal, Medical, and Executive	26,365	1.5%	984	$31,867
MIDDLE-LEVEL PREPARATION				
Computer Support Specialists	14,615	2.5%	611	$48,629
Gaming Dealers	5,274	2.5%	332	$19,974
Registered Nurses	48,077	1.7%	2,006	$62,217
Medical Secretaries	13,740	1.9%	575	$31,783
Carpenters	42,277	1.7%	1,550	$44,303
Computer Specialists, All Other	5,353	2.5%	217	$69,015
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	5,222	2.2%	301	$53,370
Travel Agents	3,532	2.5%	191	$35,102
Aircraft Mechanics and Service Technicians	4,795	2.0%	237	$53,587
Nursing Aides, Orderlies, and Attendants	23,639	1.6%	745	$23,863
Supervisors/Managers of Construction Trades and Extraction Workers	19,957	1.6%	705	$63,983
Electricians	15,997	1.6%	615	$51,817
Preschool Teachers, Except Special Education	6,209	1.8%	204	$25,102
Cost Estimators	5,365	1.8%	239	$60,199
Licensed Practical and Licensed Vocational Nurses	9,861	1.6%	407	$39,881
LONG PREPARATION				
Computer Software Engineers, Applications	21,272	3.0%	983	$82,425
Computer Programmers	12,440	2.9%	758	$83,589
Computer Software Engineers, Systems Software	12,604	3.2%	610	$87,715
Market Research Analysts	8,140	2.5%	461	$77,424
Aerospace Engineers	9,816	2.3%	539	$81,330
Civil Engineers	14,006	2.0%	556	$70,459
Multimedia Artists and Animators	4,023	2.7%	224	$51,811
Management Analysts	13,266	1.9%	477	$71,859
Employment, Recruitment, and Placement Specialists	4,017	2.5%	185	$51,244
Network Systems and Data Communications Analysts	6,745	2.0%	236	$68,844
Technical Writers	2,440	2.9%	163	$69,841
Network and Computer Systems Administrators	9,422	1.8%	302	$66,183
Architects, Except Landscape and Naval	3,152	2.7%	137	$64,667
Medical Scientists, Except Epidemiologists	3,741	2.3%	169	$69,580
Computer and Information Systems Managers	5,153	2.0%	216	$108,502

Occupations are ranked based on the average of three criteria: average annual growth rate, number of job openings due to growth, and total number of job openings due to growth and replacement.

From Sparking the Future by OSPI with funding provided by College Spark Washington.

www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

The College Admission Game

Materials:

- Profile cards, see template
- Small prizes/incentives (optional)

Time Allowed: 10-15 minutes; however, with discussion could last 30-45 minutes

Objective: Demonstrates to students specific characteristics that give one applicant an advantage over another in the college admission process.

Instructions:

1. Ask for 8 volunteers to be play. Hand each player a "student profile card" and have them line up in order of GPA from highest to lowest. They should hold up the card with the GPA side facing the audience.
2. Ask audience and players to make predictions about which students would seem the most desirable to college admissions based on what they see (GPA only).
3. Then, read the following instructions:
    - If you have taken an exceptionally strong academic program, move up two spaces.
    - If you served in student government, move up one space.
    - If you clearly stated that this college is your first choice by making an early decision application and commitment, move up two spaces.
    - If you have job shadowed someone in your desired career field or intended major, move up one space.
    - If you haven't done any college and career research, move back one space.
    - If you do not know any of your teachers well enough to feel comfortable asking for a recommendation, move back two spaces.
    - If, when you typed your college essay, you forgot to change the name of the college you were applying to, move back three spaces.
    - If you did not write the optional college essay, move back one space.
    - If the topic of your college essay was sports as a metaphor for life, move back one space.
    - If you wrote the "Essay of the Year," the one that was passed around the admissions office, move up two spaces.
    - If you plagiarized an American history paper and got caught, sit down—you're out of the competition entirely.
    - If you will be the first in your family to attend college, move up two spaces.
    - If you attended an enriching summer program between your junior and senior years, move up two spaces.
    - If you have participated in NO extracurricular activities, move back three spaces.
    - If you have participated in a significant community service project, move up one space.
    - If you belong to an organization like Junior Achievement, Scouts, Honor Society, etc, move up two spaces.
    - If you are a varsity athlete, move up one space. If you're all-region in a sport, move up another space.
    - If you got a "D" in an academic course at the end of your junior year, move back three spaces.
    - If you wrote a letter to the college admission officer and explained the extenuating circumstances surrounding a grade of "D," move up one space.
    - If you decided to protect your GPA by not taking AP classes offered at your school, move back two spaces.

Adapted from *Preparing for College: Teacher Guide* by Nancy Caine and Sharon Neumann

- If you come from a single-parent household and must work part-time to help with expenses, move up two spaces.
- If your last name is Kennedy, and the name on the college library is Kennedy, and it's not a coincidence, move all the way to the front of the line and stay there.

At the end of the game, discuss why some attributes advanced students forward and why some moved backwards. What does this mean for students and college admissions? How can students create the strongest application?

The College Admission Game

Student Profiles: Select 8 players and hand each one a player profile card.

4.1 GPA	You took a strong academic program. You forgot to change the name of the college when typing the essay that was sent to several different schools.
4.0 GPA	You attended an enriching summer program between you junior and senior years. You decided not to take AP classes (even though your school offered them) because you wanted to protect your GPA.
3.7 GPA	The topic of your essay was sports (as a metaphor for life). You are a Scout. You are all-region in basketball.
3.5 GPA	If you have job shadowed someone in your desired career field or intended major, move up one space You participated in NO extracurricular activities. You attended an enriching summer program between 11th and 12th grade.
3.5 GPA	You applied for early decision to your first-choice college. If you haven't done any college and career research, move back one space. You plagiarized an American history paper and got caught.
3.1 GPA	Your intended major is psychology or pre-med. You wrote an essay that was passed around the office because it was so good. You're the first in your family to attend college. You are a varsity athlete. You made a "D" in your junior year but wrote to the college to explain extenuating circumstances. You've taken a strong academic program.
2.9 GPA	You served in student government. You are quiet and don't know your teachers well enough to ask for a recommendation. You've participated in community service. You've taken a strong academic program. You are from a single-parent household and must work to help with expenses.
2.8 GPA	You did not write the optional essay for your college application. You've participated in some community service. Your last name is Kennedy and the college library is named after your grandfather.

Student Profile Cards:

Print out these pages. Cut and fold cards so that the front side of paper displays the GPA and student profile is on the back.

4.1 GPA	• You took a strong academic program. • You forgot to change the name of the college when typing the essay that was sent to several different schools.
4.0 GPA	• You attended an enriching summer program between you junior and senior years. • You decided not to take AP classes (even though your school offered them) because you wanted to protect your GPA.
3.7 GPA	• The topic of your essay was sports (as a metaphor for life). • You are a Scout. • You are all-region in basketball.

3.5 GPA	• Your intended major is Greek. • You participated in NO extracurricular activities. • You attended an enriching summer program between 11th and 12th grade.
3.3 GPA	• You applied for early decision to your first-choice college. • Your intended major is psychology. • You plagiarized an American history paper and got caught.
3.1 GPA	• Your intended major is psychology or pre-med. • You wrote an essay that was passed around the office because it was so good. • You're the first in your family to attend college. • You are a varsity athlete. • You made a "D" in your junior year but wrote to the college to explain extenuating circumstances. • You've taken a strong academic program.

2.9 GPA	• You served in student government. • You are quiet and don't know your teachers well enough to ask for a recommendation. • You've participated in community service. • You've taken a strong academic program. • You are from a single-parent household and must work to help with expenses.
2.8 GPA	• You are a legacy at the college to which you are applying. • You did not write the optional essay for your college application. • You've participated in some community service. • Your last name is Kennedy and the college library is named after your grandfather.

Answer Key

4.1 GPA	You took a strong academic program. (+2) You forgot to change the name of the college when typing the essay that was sent to several different schools. (-3)
4.0 GPA	You attended an enriching summer program between you junior and senior years. (+2) You decided not to take AP classes (even though your school offered them) because you wanted to protect your GPA. (-2)
3.7 GPA	The topic of your essay was sports (as a metaphor for life). (-1) You are a Scout. (+2) You are all-region in basketball. (+1)
3.5 GPA	Your intended major is Greek. (+1) You participated in NO extracurricular activities. (-3) You attended an enriching summer program between 11th and 12th grade. (+2)
3.3 GPA	You applied for early decision to your first-choice college. (+2) Your intended major is psychology. (-1) You plagiarized an American history paper and got caught. **(Disqualifies students)**
3.1 GPA	Your intended major is psychology or pre-med. (-1) You wrote an essay that was passed around the office because it was so good. (+2) You're the first in your family to attend college. (+2) You are a varsity athlete. (+1) You made a "D" in your junior year but wrote to the college to explain extenuating circumstances. (+1) You've taken a strong academic program. (+2)
2.9 GPA	You served in student government. (+1) You are quiet and don't know your teachers well enough to ask for a recommendation. (-2) You've participated in community service. (+1) You've taken a strong academic program. (+2) You are from a single-parent household and must work to help with expenses. (+2)
2.8 GPA	You are a legacy at the college to which you are applying. (+2) You did not write the optional essay for your college application. (-1) You've participated in some community service. (+1) Your last name is Kennedy and the college library is named after your grandfather. **(Moves to the top).**

Original Ranking Based on GPA: 4.1, 4.0, 3.7, 3.5, 3.3, 3.1, 2.9, 2.8

Final Ranking Based on Inclusive Profile: 2.8, 3.1, 2.9, 3.7, 4.0, 3.5, 4.1, 3.3

College Knowledge Slapsgiving

Materials Needed:

- 3 Poster-sized sheets of paper
- 3 Fly swatters

Time Allowed: 30 minutes

Directions:

1. Colorfully write each of the terms listed in random order on 3 poster-sized sheets of paper (do not make posters identical).
2. Grab a Vanna White volunteer to keep score and watch for each rounds winner.
3. Tape posters in 3 areas of the chalk/white board. Be sure to space them far enough away that teams will be somewhat separated.
4. Separate students into 3 teams.
5. Explain that the person at the front of the line will rotate with the clues. The slapper is the person in the front of the line.
6. The slapper turns toward their team mates until the clue is completely read out loud.
7. The clues are read in random order by Game show host (ME!)
8. Slapper turns quickly, and team mates shout out help with answers and where on the board to help.
9. The first team to slap the CORRECT clue gets a point.
10. This is the end of the first round.
11. The slapper goes to the end of the line on his team, and the new slapper is the next in line.
12. Repeat until either the attention span wanes, or you've gone through the terms.
13. The team with the most correct answers WINS! (give out 1st Diploma of Slapsgiving Graduation).

Sample College Knowledge Slapsgiving Terms

1. World Class Scholars
2. ACT/SAT
3. BA/BS Bachelors
4. Masters
5. College Bound Scholarship
6. PhD Doctorate
7. AA/AS Associates
8. Certificate
9. FAFSA
10. Semesters
11. GPA
12. Tuition
13. Dorm
14. Student Loans
15. Vocational/Technical/Trade School
16. Community College
17. University
18. Personal Essay
19. Letter of Reference
20. Rigorous Course work
21. Major
22. Campus
23. Running Start/Dual Credit Enrollment
24. Tutoring
25. Full time student
26. Scholarship

College Knowledge Slapsgiving Clues

1. This is a scholarship given to Pacific County & Grays Harbor County graduates with at least a 3.0 GPA.
2. This is an exam used by Admissions at Universities all over the country, taken generally during Jr. or Sr. years.
3. This is a four year degree usually earned from a University.
4. This is a graduate degree earned after a Bachelor's degree.
5. This is a WA State needs grant scholarship opportunity that must be applied for by June of your 8th grade year.
6. This is a graduate degree earned after a Masters Degree.
7. This 2 year degree is usually earned at a community college.
8. This degree is earned at a vocational/technical/or trade school.
9. This is a government form that must be completed to be eligible for grants, loans, and scholarships.
10. This is how a college year is usually divided.
11. This is the average of a student's semester or end of term grades, starting with your freshman year.
12. This is the money paid to attend college.
13. This is a place where students live on campus.
14. This is money students can borrow to go to college.
15. This is a kind of non-traditional college where you can learn to be a mechanic, welder, hair stylist, pharmacy technician and many other careers
16. This is a two-year college.
17. This is a four-year college.
18. This is a paper you write when applying for scholarships.
19. This is something you ask professionals, teachers, community members, and school administrators for when applying for college and scholarships.
20. This is the kind of classes that will prepare you academically for readiness in College.
21. This is what you call the area of interest or program you will choose to earn your degree and start your career.
22. This is the land a college or university is built on.
23. This is an opportunity to take classes that count toward both HS and College.
24. This is available NOW to help you before and after school in classes you might be struggling with. In college there are programs for this also.
25. This is a college student with a minimum of 12 credits per semester.
26. This kind of financial assistance is considered FREE MONEY. Although free, most have requirements that must be maintained in order to receive or keep it.

Draw Your Way to College

Materials:

- White board, dry-erase markers & eraser OR flip chart & markers.
- Pre-cut "Draw Your Way to College" clues (On 2 pages)
- A timer
- Prizes or incentives

Time Allowed:

Decide on a time limit based on number of players and time constraints.

Objective:

The object of the game is to have students become familiar with college terminology to better understand how to navigate the path to college graduation.

Instructions:

1. Divide students into two teams.
2. Teams should designate one person to draw per round. Each team member should have the opportunity to draw at least once throughout the game.
3. The designated "artist" picks a clue/term from the moderator (GEAR UP staff).
4. The artist should draw that clue for his/her team without speaking or hand gestures.
5. Decide on a time limit per turn (e.g., 1 minute).
6. The teams who are not drawing are not allowed to guess and should refrain from yelling out hints.
7. If the drawing team successfully guesses the clue within the time limit, they get a point.
8. Briefly discuss the term afterwards to ensure students understand the meaning and relevance of that term as it relates to college.
9. Play continues with the next team and the same format is followed.
10. At the end of the game, the team with the most points, wins!

Adapted from Materials by Northern Wyoming Community College District, Sheridan, WY

“Draw Your Way to College” Game Clues

Financial Aid Office	Dorm	Scholarship	Text Books
Bookstore	Registration	Admissions	Professor
Add/Drop	Full-time student	Clubs	GPA
Meal Plan	FAFSA	ACT	Roommate
Transcript	Student I.D.	Lecture	Application

Adapted from Materials by Northern Wyoming Community College District, Sheridan, WY

"Draw Your Way to College" Game Clues

Tutor	Intramurals	Advisor	Work Study
Major	Loan	Alumni	Prerequisite
Registrar	Syllabus	Transcript	Tutor
Credit	Pass/Fail	Undergraduate	Associate Degree
Bachelor's Degree	Internship	Grant	Commencement
Add	Your	Own	Clues!

Adapted from Materials by Northern Wyoming Community College District, Sheridan, WY

"Are Your Ducks in a Row?"

Materials:

- Graduation rubber ducks (numbered on the bottom)
- Paper duck pond or bowl of water
- "Questions by Category" list (see separate handout)

Time Allowed: 30 minutes

Objective: The object of the game is to get your "ducks in a row" to graduate.

Instructions:

1. Number the bottom of the ducks.
2. The number reflects the question that will be asked from the "Questions by Category" list.
3. Scatter the ducks around the pond.
4. Ask a student to come up and pick a duck.
5. Ask the corresponding question. If the question is answered correctly, place the duck on the shore to begin your row. If student can't answer, return the duck to the pond.
6. Repeat with a new player until all ducks are on shore in a row.

Note: This is a great game to use for recruiting events.

Based on materials from Central Wyoming College GEAR UP Wyoming, Riverton, WY

Scholarship/Financial Aid True or False Game

Materials Needed:

- Attached TRUE/FALSE statement cards
- Fun Shape to attach to statements

Time Allowed: 20-30 minutes

Directions:

1. Print out below true & false statements (one set for each group you anticipate plus one page for leader to use as answer key). The left column are the true statements, the right column are the false statements.
2. Cut statements apart and tape statements to a fun shape or cut-out (ex. Foam or heavy card stock die cuts of dollar signs, graduation hats, play money, peace signs, etc.)
3. Split participants into small groups of 3-5.
4. Lay shapes with statements face down in front of group, with instructions to not start until leader says "Go".
5. Groups will have 5 minutes to decide if the statements are true or false. Groups place each statement into a "true" or a "false" pile in front of them.
6. Give a one minute warning. When five minutes is up, go over each statement as one large group and give the correct answer. If necessary, assign a neutral person to monitor correct and incorrect answers of small groups.
7. Count up correct and incorrect answers. Subtract number incorrect from number correct. The small group with the highest number wins the game. A small prize or piece of candy could be given to the winning group.

Note: Look over the statements and change/remove any that may not be relevant to your GEAR UP program. GEAR UP Scholarships may not be part of all GEAR UP programs.

Based on materials from the University of Wyoming GEAR UP Wyoming, Laramie, WY

GEAR UP WASHINGTON STATE

TRUE	FALSE
Loans are considered part of your financial aid package, even though you have to pay them back.	The priority deadline for FAFSA submission according to the Federal guidelines is April 1.
Students may sign up in the 7th or 8th grade, and need only apply once. The deadline for all applicants is by June 30 at the end of their 8th grade year.	Personal copies of tax returns can be submitted for FAFSA tax verification.
Parents of dependent students will need to apply for a PIN.	Students are considered independent if they exclusively pay for their college expenses.
Students or parents can request a Tax Transcript by phone, mail or online.	You have to have a 4.0 to sign up for thewashboard.org

Based on materials from the University of Wyoming GEAR UP Wyoming, Laramie, WY

The IRS Data Retrieval process will autocomplete adjusted gross income (AGI) and taxes paid data in the FAFSA application.	At any point in college, students can qualify for the Pell Grant as long as they are pursuing a degree and have good SAP standing (and are income eligible).
Students who complete the FAFSA by the priority deadline are less likely to be selected for verification.	Students can spend financial aid money on any expenses while they are in college.
30% of Pell-eligible students are selected for tax verification after submitting the FAFSA.	Students who apply early decision must have their application done prior to the beginning of the school year.
TRUE	**FALSE**

Based on materials from the University of Wyoming GEAR UP Wyoming, Laramie, WY

Fishing Game

Materials Needed:

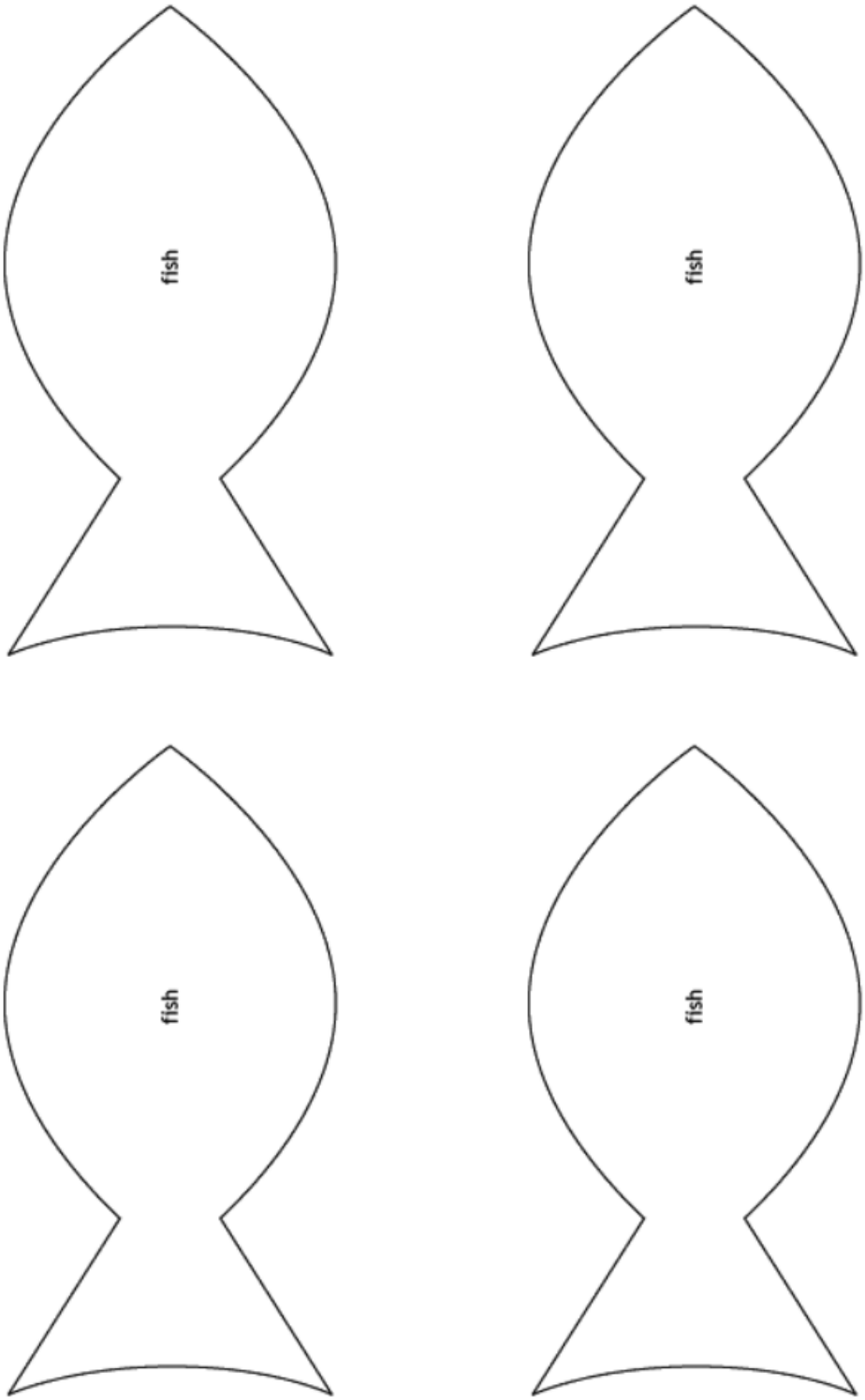
- Fish (Use Fish document or your own fish clip art)– Print on colored paper, laminate & put magnets on
- Magnets
- Markers
- Fishing Pole w/string & metal washer
- "Questions by Category" List

Time Allowed: 30 minutes

Directions:

1. Label the back of the fish with a question from the "Questions by Category" list.
2. Participants "fish" for a question.
3. Once they 'land' a fish, ask them to read the question aloud and give the best answer.

Note: This is a great game to use for recruiting events.



From Casper College GEAR UP Wyoming, Casper WY and Central Wyoming College GEAR UP Wyoming, Riverton, WY

GEAR UP Challenge Game

Materials:

- Blindfold x 2
- Bells /whistles/etc. x 2 (anything they can shake or press to make a noise)
- Apple
- Orange
- Lemon
- Lime
- 4 Similar kinds of Soda
- Dry erase markers (2)
- Dry erase board eraser
- Mp3 player or CD player and music
- Prizes for winning team ($100,000 candy bars, Smarties, etc…)

Objective: Divide players into two teams, the team that scores the most points wins.

Instructions:

1. Divide students into two teams. Teams should:
2. sit together so they can talk without the other teams hearing them;
3. decide on a team name; and
4. designate a bell ringer.
5. The bell ringer will be allowed to ring the bell when someone on their team knows the answer to the question.
6. Team member may not shout out the answer without their "bell ringer" first ringing the bell. Failure to do so means the point goes to the other team.
7. Points are kept track of on the whiteboard in the classroom, below team names.
8. Point values to questions (100, 250, 500, 1000) are written in large font on plain paper. They are then taped to whiteboard in room, with question categories listed across the top (see categories below), and point values going vertical in descending point order below the topic.
9. Once a student picks a questions (I'll take "Team Play" for 500, please), the sheet is pulled down off the board, so it won't be asked again. Then the "host" reads off the corresponding question for the teams to answer.
10. The "host" of the game will ask one of the teams to go first, and that team will select a topic and an amount below the topic (100, 250, 500, 1000).
11. The question will be uncovered and read aloud to the group.
12. The first team to ring in AND answer the question correct, wins the points. If they get it wrong, the other team may try to answer and win the points.
13. After all questions are read, game ends, and the team with the most points has the HIGHEST GEAR UP I.Q.!!!

Four categories:

1. ON MY WAY (College preparedness questions)
2. G.U. I. Q. (GEAR UP specific questions)
3. ANYTHING GOES (Blindfold Time, Current Culture, Brain Strain)
4. TEAM PLAY

Sample questions are listed lowest (250) to highest (1000) points)

Based on materials from Western Wyoming Community College GEAR UP Wyoming, Rock Springs, WY

ON MY WAY questions:

- Name one thing you can do now to start preparing for college?
- What is something you can do now or when you are in high school to help you find a career that suits you?
- What is the ACT and when should you take it?
- Name one person you know personally who has been to college or is going to college that could be your mentor?
- What is the College Bound Scholarship?

GEAR UP I.Q. questions:

- GEAR UP is an acronym that stands for what?
- Correctly name each staff member in 30 seconds or less.
- As a GEAR UP student you can participate in many activities to help you – what week-long activity is held at the UW campus every other year?
- How long has the GEAR UP program been in WA and how many students does it serve?? (closest guess to the number is winner)
- What is a goal of the GEAR UP grant and what are two services offered from your GEAR UP program?

ANYTHING GOES questions:

- Feel the fruit (Have a player blindfolded and reach into a bag to feel four similar fruits. They will need to pull the fruit out of the bag, and name each fruit. – Apple, Orange, Lemon, Lime)
- Current Culture – Movie Trivia:
    - Stephanie Meyer, the author of the original books, can be seen in this now famous movie next to a laptop ordering a vegetarian sandwich in the diner at the beginning of the scene where Charlie asks Bella if she likes the boys in town. The movie is…
- Brain Strain: State the ABC's Backwards
- Z, Y, X, W, V, U, T, S, R, Q, P, O, N, M, L, K, J, I, H, G, F, E, D, C, B,
- USE YOUR SODA SENSE: Blindfold the student and have them correctly smell and name four sodas.
- Current Culture: Play a few seconds of a popular song – and have them guess the Artist and song title.

TEAM PLAY questions:

- Word scramble – Write on the board for each team to unscramble: (GIHH OLSCOH UNAGRTIDOA) – Answer: High School Graduation
- Name Race – Which team can be the first to alphabetically line up?
- Pictionary/Blind folded – Have a person from their team draw while blindfolded (examples to draw: homework, graduation, scholarship).
- Orange Race: have the teams stand in a line and have them pass the orange as quickly as possible without using their hands.

** For the ON MY WAY and GU IQ questions, after they are answered, try and give additional information on each question…maybe something they need to be reminded of (ACT test dates coming up) or need clarification on (College Bound Scholarship requirements). You can also throw in bonus points to teams that answer additional GU questions.

Based on materials from Western Wyoming Community College GEAR UP Wyoming, Rock Springs, WY

This is what your whiteboard should look like:

ON MY WAY	GEAR UP I.Q.	ANYTHING GOES	TEAM PLAY
100	100	100	100
250	250	250	250
500	500	500	500
1000	1000	1000	1000

Based on materials from Western Wyoming Community College GEAR UP Wyoming, Rock Springs, WY

Mapping Your Future

- **Materials:**
- Markers
- Dry erase board or flip chart
- Pens
- Paper
- Computers with internet access
- A copy of the ACT's "World Of Work Map" if available

Time Allowed: 30-60 minutes

Objective: MASH can be played as one large group or in pairs to show how "NOT" to plan one's future.

Variation: After playing MASH, have students look at the ACT's World-of-Work Map to determine which career fields are of interest to them. Next, have students complete the worksheet on page three.

Instructions: MASH is a game, intended to predict one's future. M.A.S.H. stands for mansion, apartment, shack or house.

GEAR UP's version of this game will revolve around four categories: the house, the college, the vehicle, and the career. A number will be selected to be used to eliminate all but one word from each of the four categories.

See first example below to set up your MASH board, then:

1. Write the letters M A S H across the top of the whiteboard/paper.
2. Draw four lines on the left, four lines on the bottom, and four lines on the right, leaving the middle open to be used to select your number for eliminating options to one for each category.
3. Student will select four choices for each category.
4. Once all categories are filled, you will need to draw a dot in the center of the game. Start drawing a circle around the dot until students say "Stop".
5. Now count across each line of circle drawing, including the dot.
6. Use this number to eliminate options to one for each category. Start with the "M" and count clockwise around game board to eliminate options. Begin by counting to nine and eliminate the ninth item.
7. Start counting to nine again and eliminate the next ninth item. Repeat until only one option is left per category. Once only one option per category is left, circle it. This is the "winner" for that category.
8. You will now have the player's future from each category: type of house, the college attended, the vehicle owned, and the career. In the second example below, I placed a line across the choices that would be eliminated in this game and circled the winner.

Note: A few silly options for each category can make for a hilarious prediction.

M A S H

(Career)

(College)

(Vehicle)

Counting Starts w/ "M"

~~M~~ ~~A~~ ~~S~~ H

(Career)

(College)

9

(Vehicle)

Based on Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

Mapping Your Future

NAME: _____

Go to the following website: http://www.act.org/world/world.html and research at least three careers that interest you. Complete the worksheet below with information from your research.

Career 1: Career Area: Occupation:

Work Tasks (list at least one):

Salary, Size, or growth (list at least one): Entry Requirements:

Career 2: Career Area: Occupation:

Work Tasks (list at least one):

Salary, Size, or growth (list at least one): Entry Requirements:

Career 3: Career Area: Occupation:

Work Tasks (list at least one):

Salary, Size, or growth (list at least one): Entry Requirements:

Based on Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

Name That Job

Materials:

- Paper
- Pencils/pens
- Small prizes/incentives (optional)

Time Allowed: 10-15 minutes; however, with discussion could last 30-45 minutes

Objective: Encourages youth to think about a variety of jobs that may or may not be available in their communities. Helps youth evaluate jobs by distinguishing between jobs for now and career-type jobs.

Instructions:

1. Have students number a piece of paper from 1 to 30.
2. Tell students to quickly list as many jobs titles as possible in five minutes. Spelling is not important.
3. *Variation:* Have youth work in pairs to complete the exercise and award a small prize for each pair that reaches 30.
4. At the end of five minutes, have students do the following:
5. Checkmark any jobs that they would be interested in finding more about.
6. Put a star by the jobs that are available in the community.
7. Circle the jobs that could be career-type jobs.
8. Underline a job that students think is not on everybody else's job list.
9. Put an "H" next to the jobs that only require a high school-level education.
10. Put a "C" or "V" next to jobs that require college or vocational training.

Process questions:

- How many people/pairs were able to get 30 job titles?
- What was the next highest number?
- What is the difference between a "career job" and a "job-for-now?"
- Look at the jobs without the stars. Where can these jobs be found? Would relocation be an option to take one of these jobs?
- Name one job that is probably not on everyone else's list? Where is this job found? What type of education is required to do this work?
- How many jobs required high school only? What were they?
- How many jobs required vocational training or college? Name some?

Adapted from Dorothy I. Ansell, Creative Life Skills Activities and from Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY

On the Bus Games for Campus Visits

Purpose: Use these games during the bus ride over or as a fun pre-visit activity.

Family Feud

In this game, the two sides of the bus would compete against each other as "families". The coordinator or teacher would serve as the game host.

1. To start the game, one person from each time is paired against each other for a speed question. For example, the host could ask: Name one of the fastest growing occupations in the United States; "Name one university in Washington and its mascot" or "Name one of Washington's private colleges." Base your questions on whatever pre-visit materials you have covered with your students.
2. The first person to hit the buzzer (make a sound, clap, etc) answers the question. If he or she is correct, the question goes to his or her team. If he or she gets the answer wrong, the other team gets a shot. Then, each person on the team provides an answer for the question. As each answer is given, the host says "survey says…" If the answer is correct, the team is awarded points (10 point per answer) and play continues. If the answer is incorrect, the team gets a strike. After 3 strikes, play is passed to the other team.
3. The team continues play with this question until all answers are given or a certain time has elapsed. At that point, the host reveals all the answers and tallies the points for that question.
4. Play resumes with another speed question. Repeat steps.

Washington State College Taboo

This game is modeled after the game "Taboo" and is also similar to the $25,000 Pyramid TV game show.

1. The bus is split into two teams. The object of the game is to get through the most cards in one minute.
2. Each card has an answer at the top and 3-5 facts about the answer on the card.
3. One person from the team is required to give clues for the answer without saying any of the fact words on the bottom of the card. For example, a card might look like this:
   - UNIVERSITY OF WASHINGTON
   - Huskies Seattle
   - Purple and Gold
4. In this case, the answer is UW and the words that cannot be said are listed below it. The person giving clues must come up with other facts about UW that can be used to guess the answer.
5. Once the team correctly guesses the answer, the clue giver moves on to the next card. The object is to get through as many cards as possible.
6. Each correctly answered cards equals one point. Points can be awarded to the other team if one of the following occurs:

- The clue giver passes on the clue (either he or she can't think of anything or he or she has given all their clues and their team still hasn't guessed.)
- If clue giver slips and accidentally says one of the "taboo" words on the bottom of the card.

20 Questions

1. The coordinator picks a college or university in Washington.
2. The students take turns asking questions about the school. They have up to twenty questions. For example:
   - Is it a 4-year college?
   - Does it have housing?
   - Is it located in Eastern Washington?

3. The coordinator can answer either only 'yes' or 'no' to each question.
4. When a student thinks he or she has the answer, he or she can write it on a piece of paper and show it to the coordinator.
5. If the student is correct, he or she becomes the leader and picks the next institution and the game restarts. If the answer is incorrect, play resumes.

Where Am I?

1. The coordinator picks a college and states 3 things about the school (i.e., I am living on campus, in Ellensburg, studying education).
2. Students write down their guesses.
3. Repeat 3-5 times using different colleges.
4. Determine the winner based on who had the most correct responses. Reward with a small prize. The winner picks the next college to use and asks the questions. Repeat.

Paddles Up!

Materials Needed:

- Mini Dry Erase Paddle Boards
- Dry Erase markers
- "Questions by Category" List

Time Allowed: 30-60 minutes

Directions:

1. Divide the students into 2 teams, spacing teams so there is distance between them. Give each team member a dry erase paddle and dry erase marker. Place a chair in front of each team, turned away from their team. Have the team pick one member to sit in the chair in front of their team (facing opposite direction of the team).
2. Tell the students you will be asking questions during this game where all of them are to answer. Instruct the students not in front to write their answers on the paddle boards after the question is asked and turn the paddles over on their laps. Instruct the students in front to write their answer as quickly as they can and lift their "paddles up" when they are finished writing. Do not allow front team players to look toward team while answering the questions.
3. The first student in front to lift their paddle with the correct answer wins their team 2 points. If the first student's answer is not correct the other team member in
4. front gets a chance to answer to gain points for her/his team. If neither answer is correct, the student who lifted the paddle first can use one of 3 chances to ask her/his team to give them a "team paddles up". If they choose to use their "team paddles up", and someone from their team has the correct answer written on their board, the team gets 1 point. If no one on their team has written the correct answer on their paddle boards, the other team can choose to use their "team paddles up" to gain 1 point if someone has the correct answer.
5. Have a second team member sit in front and repeat the process.

Remember: Only 3 "team paddles up" can be used per game

Note: Team members can cheer on their single player to use or not use their "team paddles up"

Questions: Use "Questions by Category" list or your own questions

Variations of paddle answers:

- Complete answers
- Yes or No
- True or false

Based on materials from Central Wyoming College GEAR UP Wyoming, Riverton, WY

S W A T ! ! College Readiness Game

Materials:

- Whiteboard & dry erase markers OR a roll of poster paper & markers
- 2 fly swatters (1 for each team)
- Masking tape
- Small prizes/incentives (optional)
- List of college terms and questions

Time Allowed: 30-45 minutes

Objective: Introduce or reinforce college terminology

Instructions:

1. Split group into two teams.
2. Divide the whiteboard or poster paper into two equal sections.
3. Assign each team a section of the board or paper.
4. Write college terms randomly on each side of the whiteboard (poster paper). *Both teams should have the same words, but in different locations.*
5. Teams should choose a team name and pick one player to start as the "swatter".
6. Put a piece of masking tape on the floor several feet away from the board/paper.
7. All team members except the "swatter" must stay behind the tape line.
8. Give a fly swatter to each team's starting player.
9. Read the first question. The first person to swat the correct answer wins a point.
10. Discuss the question and answer with the group to enforce the understanding of the term.
11. Teams choose a new "swatter" and repeat play. Continue on until all questions have been answered.
12. The team with the most points at the end of the time period wins small prize.

Based on materials from Central Wyoming College GEAR UP Wyoming, Riverton, WY

Sample Questions:

1. What is a college entrance exam that students generally take during their junior and/or senior year?
2. What is a four-year degree that is usually earned from a university?
3. What is a graduate degree that is earned after a Bachelor's degree?
4. What is a graduate degree that is earned after a Master's degree?
5. What is a 2-year degree earned at a community college?
6. What is a degree is earned at a vocational or trade school?
7. What is the government form that must be completed in order to be eligible for grants, loans and scholarships?
8. How the college year is usually divided?
9. What is the average of a student's semester or end of term grades, starting with their freshman year?
10. What is the money paid to attend college called?
11. Where students live on campus?
12. What is money students can borrow to go to college?
13. What kind of college is where you can learn to be a mechanic, welder, or hair stylist?
14. What is a 2-year college?
15. What is a 4-year college?
16. What type of paper do you write when applying for scholarships?
17. What is a document that shows your grades and GPA?
18. What is the ACT test maximum score?
19. What is a college program you take to earn your degree and start your career?
20. What is the land on which a college is built?
21. What is a high school student taking classes that count toward both HS and College credits?
22. What is a student who is taking a minimum of 12 credit hours per semester?
23. What is a service that is offered to students who would like extra help with schoolwork or study skills?
24. What type of Federal Financial Aid is based on student need and provides students with part- time, on-campus employment?
25. What type of financial assistance is considered "FREE MONEY", although free, most have requirements that must be maintained in order to keep it?

Sample SWAT College Terms:

1. ACT/SAT
2. Bachelor's
3. Masters
4. PhD
5. Associates
6. Certificate
7. FAFSA
8. Semester or Quarters
9. GPA
10. Tuition
11. Dorm
12. Student Loan
13. Vocational/Trade School
14. Community College
15. University
16. Personal Essay
17. Transcript
18. 36
19. Major
20. Campus
21. Dual Credit/Concurrent Enrollment
22. Full Time Student
23. Tutoring Service
24. Work Study
25. Scholarship

Based on materials from Central Wyoming College GEAR UP Wyoming, Riverton, WY

The Path to College

Materials:

- 1 roll of masking tape for each grid
- 1 grid map for each maze (use heavy paper or have a clipboard so that the paper can't be seen from the other side)

Time Allowed: 45 minutes to 1 hour

Objective: By the end of this activity, students will be able to work together as a team. They will realize how others can help or distract them from the tasks at hand. This reflection will serve as the basis for a discussion on college preparation and how students use the resources available to them.

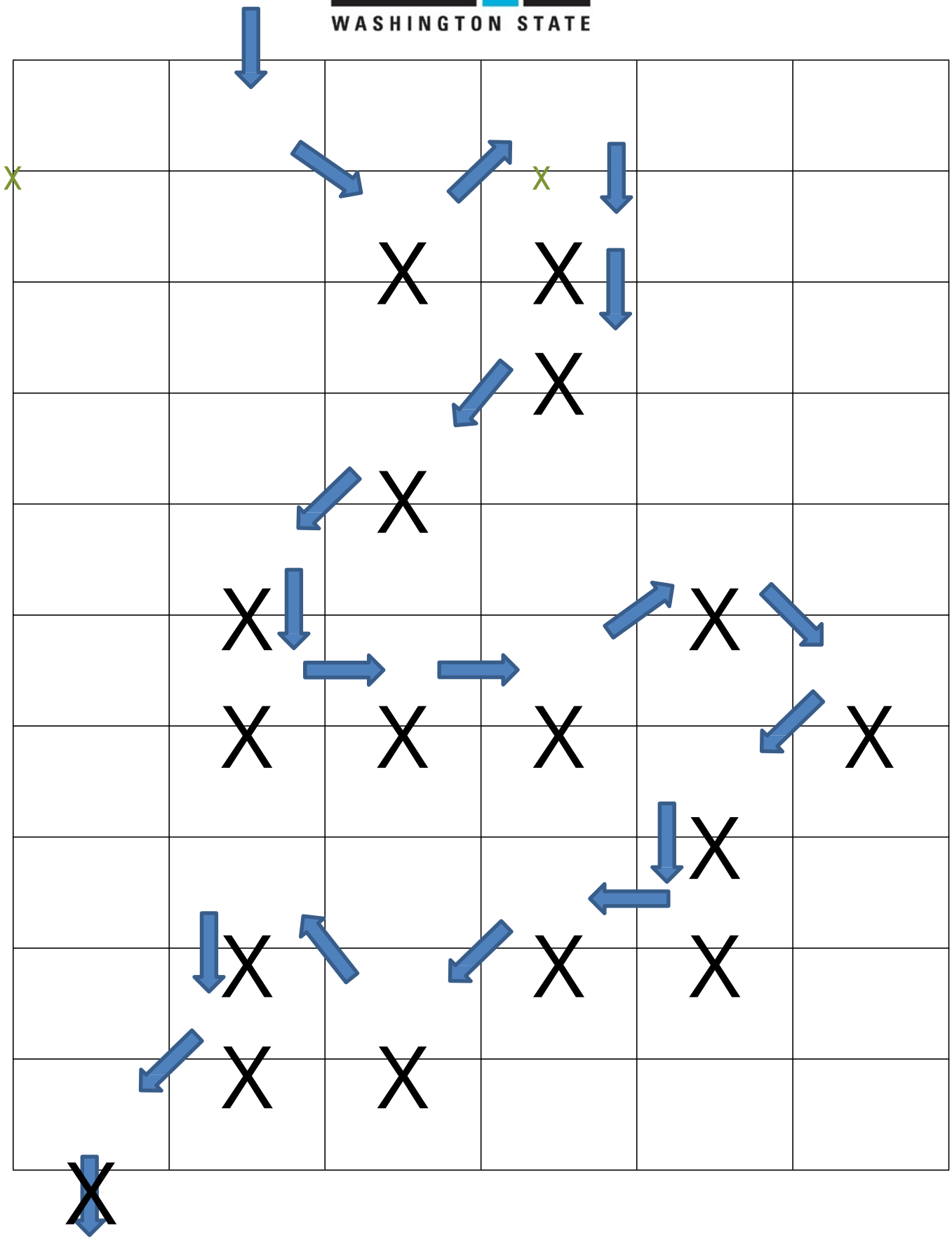
Set-up: Mark out a 5x8 grid on the floor using masking tape. Need 1 grid for every 6-10 students. The size of the grid can be adjusted depending on group size and desired level of difficulty. The attached example is 6x10 and could take a long time.

Instructions:

1. Before splitting into groups give the following directions-
    - You will be participating in a group activity that requires total silence.
    - We will break you into groups. You will work with your group to navigate the maze below.
    - Your goal is to find the correct path through the maze.
    - You will know if you've taken a wrong step as each group will have a maze master who will make a beep noise when you step off of the path.
    - Once again, if you step off of the correct path, your maze master will make a beep noise and you must exit the maze.
    - If your team caused a beep, you must leave the maze via the same route you entered, backtracking along your path.
    - You may go forward, backwards, side to side, or diagonally, but you <u>may not</u> step over a square.
    - If there is any talking, you will hear a beep and whoever is in the maze must exit.
    - If anybody in your group gets behind the maze master you'll hear a beep and whoever is in the maze must exit.
    - Each member of your group must navigate the maze correctly.
    - You can only have one person on the grid at a time.
    - Once you have completed the maze, you cannot enter it again.
    - Are there any questions?
    - You could also tell students that the activity is a race and the first team to get all people through the maze wins.
2. Break into groups so that each grid has between 6-10 people at it. Assign one person either from the group or from the staff to be the maze master. The maze master will get a map of the maze for their grid. The maze master cannot talk or point, but can only beep when the group is doing something wrong. The maze master will beep when the group has someone step onto a square that is not on their map, when students in the group are talking, if more than one student is on the grid, or if a member of the group gets behind the maze master.
3. Remind students that this is a silent activity and have the students begin. Observe the groups to be sure that the maze master is beeping when needed and that students are following directions. Take note of

what is causing the students to fail as well as succeed. As groups finish at different times, you may want to have more maze maps available, or create new ones to keep the students occupied until the last group is done.

4. Debrief (allow 10 minutes for debrief):
    - What team completed this the fastest? Why? What were they doing that made them successful?
    - What team took the longest time to complete their maze? Why? What were they doing that made it hard for them to finish?
    - What similarities are there in navigating the maze and navigating the route to college?
    - What are some of the impediments you face in getting to college? Do you have people telling you that you can't make it, that it's too hard? Do you have people distracting you with things that could get you in trouble with the law? Do you have people you know who just aren't motivated to complete the tasks they're given? What are the parallels between this game and the path to college?
    - What can we do to make it through to college? How do we get support? From whom? How should we utilize our support?



Based on Materials from Laramie County Community College GEAR UP Wyoming, Laramie, WY

"You Don't Say" Career Game Directions

Materials Needed:

- "You Don't Say" Game Cards (one set for each group of six students)
- "You Don't Say" Game Rules (one copy for each team of three students)
- Timers or a clock with a second hand

Time Allowed: 30-60 minutes

Directions:

1. **Introduce the "You Don't Say" career game.** Divide your students into groups of six (or more). Within each group, divide the students into two teams. Then distribute one copy of the **Game Rules** to each team and review them together. You might want to ask one group to play a sample round as a demonstration. *(5- 10 minutes)*
2. **Play "You Don't Say."** Distribute the **Game Cards** to each group and let the fun begin! See how students do at guessing the various careers. If there are careers they have difficulty guessing – or have never heard of before – you might want to start a list for future career exploration. Remind students how they can learn more about careers. For instance, they can search for career information at Career Ship® at:
3. www.mappingyourfuture.org/planyourcareer/careership/. *(15-20 minutes)*
4. **Discuss career interests.** Ask students if they learned anything new about a career while playing the game. What did they learn? How can they learn more? Remind them that they can check the federal Bureau of Labor Statistics' **What Do You Like** web site at www.bls.gov/k12 for more information. *(5-10 minutes)*
5. *Each student should have a chance to play.

Additional Resources:

The following resources are helpful for middle school and early high school students to share with their families, to learn more about postsecondary and career options.

What Do You Like? What Do You Like?: www.bls.gov/k12

Education Planner: www.educationplanner.org

Mapping your Future: www.mappingyourfuture.org

Career Ship®: www.mappingyourfuture.org/planyourcareer/careership/

"You Don't Say" Career Game Rules

CAN YOU GUESS THE MYSTERY CAREER WITHOUT SAYING?

Preparing to Play

1. Assign all players into groups of six (or more). Make sure each group has a pack of cards and a timer (or access to a clock with a second hand).
2. Break each group into two teams: Team A and Team B.
3. Team A begins. One player from Team A should be the first Cluegiver. The Cluegiver sits facing his or her teammates, so that the teammates cannot see the Cluegiver's card. Team B players can stand behind the Cluegiver so that they can see the card.

Playing a Round

1. The Cluegiver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Cluegiver is trying to get the teammates to name. The three words below the Guess word are the "Don't Say It" words that the Cluegiver CANNOT use when giving clues.
2. As soon as a card is drawn, the timer is started. The Cluegiver shouts out clues and his or her teammates shout out the names of possible careers based on those clues. Remember, the Cluegiver CANNOT use the "Don't Say It" words and cannot say the Guess word in any way!
3. The Cluegiver can use words or sentences for clues. However, no gestures, sound effects, noises, "sounds like," "rhymes with," or initials are allowed.

Scoring Points

1. Take 1 minute for each round. If the team guesses the career before the end of the round, the Cluegiver should draw a new card and keep going.
2. Add 1 point to the team's score for each career correctly guessed.
3. At the end of 1 minute, switch teams: a player from Team B becomes Cluegiver, draws a card, and begins.

From Sparking the Future by OSPI with funding provided by College Spark Washington.
www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

GEAR UP WASHINGTON STATE

ELECTRICIAN Current Wiring Transmitter Installs and repairs electrical systems in houses and other buildings.	**PHOTOJOURNALIST** Picture Camera Story Photographs newsworthy people and places for newspapers, TV, blogs…	**EMERGENCY MEDICAL TECHNICIAN** Ambulance Patients Paramedics Gives immediate care and transports sick or injured.
BARBER Hair Cut Clippers Cuts and styles people's hair.	**SUBSTANCE ABUSE COUNSELOR** Drugs Alcohol Group Helps people deal with addiction and substance abuse.	**MEDICAL TRANSCRIPTIONIST** Reports Records Types Listens to recordings by doctors dictating medical reports.
HOTEL MANAGER Motel Rooms Lodging A manager of a hotel is responsible for maintaining the entire business.	**PLUMBER** Pipes Water Sink Installs and repairs water, sewer, and gas lines in homes & buildings.	**BUILDING INSPECTOR** Job sites Examines Construction Examines the construction, alteration, or repair of buildings.
DENTAL ASSISTANT Teeth X-Ray Instruments Performs a variety of patient care and laboratory duties with dentists.	**MUSICIAN** Instrument Professional Band May play musical instruments, sing, compose, arrange, or conduct.	**DANCE INSTRUCTOR** Flexibility Steps Music Teaches a variety of dance forms including ballet, jazz, and modern.
METEOROLOGIST Weather TV News Forecasts the weather on TV, radio, or Internet	**TATTOO ARTIST** Body Needle Ink Performs permanent body art.	**X-RAY TECHNICIAN** Film Pictures Body A person who takes x-rays for doctors.
COACH Athletics Sports Team A teacher/leader of a specific team sport or individual athlete.	**BRICKLAYER** Masonry Mortar Fireplace Builds walls, floors, fireplaces, and structures with brick, concrete, and other materials.	**COMPUTER PROGRAMMER** Program Software Function Writes, tests, and maintains software for computers or other devices.

From Sparking the Future by OSPI with funding provided by College Spark Washington.

GEAR UP WASHINGTON STATE

FLORIST Flowers Bouquet Arrangement Cuts and arranges live or dried flowers for customers.	**CARPET INSTALLER** Tack Wall-to-wall Carpet Installs padding and carpeting in homes and other buildings.	**PROBATION OFFICER** Arrest Offenders Jail Police officer who is responsible for people released from jail.
APARTMENT MANAGER Rent Deposit Lease A person responsible for managing and maintenance of apartments.	**FISH & GAME WARDEN** Badge Animals License Protects and controls the safety of the natural habitat.	**JEWELER** Stones Ring Necklace Designs, makes, and repairs rings, necklaces, and other jewelry.
FUNERAL DIRECTOR Mortician Death Enbalming Plans memorial services and burial arrangements with the family.	**ATHLETIC TRAINER** Workout Equipment Sweat Provides athletes or teams with conditioning and therapy.	**CHEF** Kitchen Stove Baking Responsible for preparing meals.
LOAN OFFICER Bank Finance Credit A trained professional who arranges for mortgages, car loans, and other financing.	**AIR TRAFFIC CONTROLLER** Planes Tower Runway A person responsible for directing traffic in the sky.	**CONTRACTOR** Building Blue prints Boss A licensed professional who directs building or remodeling jobs.
GRAPHIC ARTIST Media Design Freelance Uses print, electronic, and film media to create art.	**PARALEGAL** Lawyer Documents Research Performs many of the same tasks as lawyer except those considered the practice of law.	**BOOKKEEPER** Money Paycheck Bills A person responsible for recording the financial transactions of a business.
CHILDCARE WORKER Toddler Naps Stories Provides basic care and activities with young children.	**MAIL CARRIER** Post Office Mail Envelopes Delivers mail on their routes on foot and/or in vehicles.	**AUTOMOBILE MECHANIC** Tools Cars Instruments Maintains, repairs, and inspects vehicles.

From Sparking the Future by OSPI with funding provided by College Spark Washington.

www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

GEAR UP WASHINGTON STATE

ADMINISTRATIVE ASSISTANT Type File Paperwork A person responsible for maintaining office duties for businesses.	**WELDER** Torch Pipes Metal Permanently joins metal parts together.	**POLICE OFFICER** Gun Badge Criminal Responsible for the safety and wellbeing of communities.
DRAFTER Computer-Aided Design Drawing Blueprints Prepares technical drawings and plans for construction workers.	**CABINETMAKER** Wood Shelving Carpenter Operates machines to make doors, windows, and cabinets.	**COSMETOLOGIST** Hair Perm Manicure May style hair, give manicures, pedicures, and facial treatments.
SET DESIGNER TV Movie Stage Designs movie, TV, and theater sets.	**PHOTOGRAPHER** Camera Film Lens Produces pictures that record an event or tell a story.	**BANK TELLER** Money Transfer Deposit Handles a wide range of banking transactions for customers.
INTERIOR DESIGNER Plans Upholstery Color Plans the space and furnishes the interiors of homes and businesses.	**FOREST RANGER** Wildlife Trees Parks Manages forested land for a variety of purposes.	**REAL ESTATE AGENT** Housing Sales Closing A person who facilitates the purchase of land and buildings.
VETERINARY TECHNICIAN Animals Medicine Assists Helps veterinarians provide health care for animals.	**FIRE FIGHTER** Siren Emergency Truck Responds to emergency situations in which life, property, and environment are at risk.	**SPEECH PATHOLOGIST** Language Sounds Mouth Works with people who have trouble with speech, sounds, and language.
TEACHER Student Grades Classes An educator who helps students learn.	**POLITICIAN** Election Vote Term A government official who has been elected to represent local citizens.	**BARISTA** Coffee Latte Steam Works in a coffee shop preparing espresso drinks.

From Sparking the Future by OSPI with funding provided by College Spark Washington.
www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness

QUESTIONS BY CATEGORY

VOCABULARY

1. What does GPA stand for? Grade Point Average
2. What is TUITION? The money you pay to attend college.
3. What is the ACT? A college entrance exam, standardized test, usually taken during your junior and/or senior year.
4. What is the College Bound Scholarship? A scholarship program that promises tuition (at public institution rates) and a small book allowance for income-eligible students who sign up in the 7th or 8th grade, work hard in school, stay out of
5. legal trouble, and successfully apply to a higher education institution when they graduate.
6. What is the FAFSA FORM? A government form that must be completed in order to be eligible for grants, loans and scholarships.
7. What is a PREREQUISITE in college? A class/classes you must have taken before you can register for certain classes (EX: Biology I is a prerequisite for Biology II)
8. What are DORMS? Places where students live on campus during college.
9. What is a TRANSCRIPT? A record of all the classes you have taken, when you took them and the grades you received for them.
10. What is a CAMPUS? The land the college and all its buildings are located on.
11. What are GRANTS? Money given based on financial need (low income) to help students attend college that does not have to be paid back.
12. What are SCHOLARSHIPS? Money given based on exceptional performances (such as academics, athletics, skills, etc.) to help students attend college that does not have to be paid back.
13. What are LOANS? Money borrowed by students to help pay for college that must be repaid.
14. What is WORK STUDY? Money earned by the student to help pay for college by working a part-time job on campus.
15. What is a college MAJOR? The college program you take to earn your degree and start your career.

DEGREES

1. What is the degree called that requires about 4 years of college and is usually earned from an University? Bachelor's Degree
2. What is the graduate degree that usually follows the bachelor's degree? Master's Degree
3. Which degree is usually earned at a vocational or trade school? Applied Science Degree
4. Which degree is usually earned at a community college? Associate's Degree
5. What is the graduate degree that usually follows the master's degree? Doctorate Degree

6. What is the college program you take to earn your degree and start your career? Major

COLLEGE LIFE

1. Name a public university in Washington. University of Washington, University of Washington Bothell, University of Washington Tacoma, Washington State University, Washington State University Tri-Cities, Washington State University Vancouver, Washington State University Spokane Campus, Central Washington University, Eastern Washington University, Western Washington University, The Evergreen State College
2. What is the land the college and all its building sit on called? Campus
3. What is it called to sign up for specific college classes? Register for classes
4. What is meant by intramural sports? Sports competed in by the general student body and/or faculty.
5. What are the Washington State University's school colors? Crimson and Gray
6. Colleges usually divide the school year into these. Semesters or quarters
7. What is the place called where students live on campus? Dorms or dormitories
8. What is the mascot of The Evergreen State College? The Geoduck
9. What is a prerequisite at college? A class (or classes) you need to have completed before you can register for certain courses (EX. Biology I is a prerequisite for Biology II).
10. What is the college program you take to earn your degree and start your career? Major
11. What is a place on campus where students can hang out, play games and get something to eat? Student Union

HIGH SCHOOL

1. What is a student in the 9th grade called? Freshman
2. What is a student in the 10th grade called? Sophomore
3. What is a student in the 11th grade called? Junior
4. What is a student in the 12th grade called? Senior
5. When do high school students usually take the ACT? During their Junior and Senior years
6. What is the Washboard? A free, web-based scholarship matching clearinghouse for Washington residents and students attending college in Washington.
7. What is the ACT? A college entrance exam, standardized test, usually taken during your junior and/or senior year.
8. When should you start planning for college? 6th or 7th Grade

FINANCIAL AID

1. What is the government form that must be completed in order to be eligible for grants, loans and scholarships? FAFSA FORM
2. How are grants and scholarships different? Grants are given based on financial need (low income level) and scholarships are based on exceptional performances (academics, athletics, skills, etc.).
3. How are grants and scholarships different than loans? A loan is borrowed money that must be repaid, scholarships and grants do not have to be repaid.
4. What is WORK STUDY? The student earns money to pay for college by working a part-time job on campus.
5. What is the money you pay to attend college called? Tuition
6. This is a type of Federal Financial Aid which is based on student need and provides students with part-time, on-campus employment. Work Study
7. This type of financial assistance is considered "FREE MONEY", although free, most have requirements that must be maintained in order to keep it. Scholarship
8. What is the priority deadline for submitting the FAFSA? March 1st
9. This is money students can borrow to go to college. Student Loan
10. What is Cost of Attendance (COA)? All costs associated with attending college….Tuition/Fees, Housing/Food, Books, Transportation, Personal Expenses; Each college has their own COA.
11. What is Expected Family Contribution (EFC)? The amount of money a family can reasonably be expected to contribute to a student's cost of attending college. This is figured when you complete the FAFSA form.
12. Who is the best person to contact regarding your Financial Aid package? The Financial Aid Officer at your college of choice.

2-4-8 Shake

Materials Needed: Open Space

Time Allowed: Varies.

Directions:

1. This activity is another "wake me up" activity. Explain that you are going to shake out your body.
2. Model 1 round of shakes starting with your left arm, shake your right arm, shake your left foot, shake your right foot.
3. Now, tell them: "We will start with 8 shakes and go through the routine (the sequence keeps gaining speed) counting down to 1 with a jump at the end and yelling GEAR UP."
4. Start with 8 (arm, arm, foot, foot) then 7 shakes arm-arm-foot-foot, and 6 shakes....then to 2 and finally to 1.
5. Jump up at the end and clap it out-GEAR UP!

Channels

Materials Needed:

- Channels. (PVC piping cut in half. You can get this at your local "Home depot" or "Lowes")
- Marble or ball (Depends on the size of your channels)
- Small Cup or Bucket (which serves as marble destination)

Time Allowed: Varies.

Directions:

1. Introduce activity and rules: The goal of this activity is to get the marble from point A to point B by moving it through the channels of all the members of the group. Each member of the group will have a channel. Group members will move the marble through their channels without touching or walking with it. The marble must move to its destination by passing through all the channels of the group. If the marble hits the ground, touches a finger, thumb, or other body part, the group must begin again.
2. Organize the students: Depending on the nature and size of the group, the room, and the time allotment, participants can a) stay in one large group or b) work in two groups. The size of the group depends on the level of team focus.
3. Review the rules again.

Variations: Consider variations such as a) blindfolding some or all of the students, b) doing the activity in silence, c) not allowing the channels to touch.

Processing Questions:

This step enhances the activity so that it is more than just recreational. You can do this orally by simply asking some lead questions:

- Who or what could the marble represent?
- Who or what could the channels represent?
- Who or what are you a channel for?
- What did you think about this activity?
- Reactions?
- Responses?
- What does this experience teach us about success?
- What does this experience remind you of in terms of school?

Clap on Go!

Materials Needed: Open Space

Time Allowed: Varies.

Directions:

1. This is a "listening activity". Have the group stand in a circle, this way everyone can see you and your moments (very important).
2. Have the group place their hands horizontally in front of their chest palms facing each other.
3. Tell the group to clap once every time you say "GO" and only "GO" (Demonstrate just to make sure they got it).
4. Then you say aloud "GO" a couple times then quickly switch to another word, but you the facilitator still clap on the "Not so magical word".
5. Pay attention to see who claps with you.
6. Remind the group of the "magic word".
7. Once the group is in-sync with their claps, then switch the magic word.
8. Once you have obtained laughter and the full attention of the group, GREAT! (Move on to next activity, if you play this activity too long you can lose people attention very quickly).

Hoop Pass/Circle within a Circle

Materials Needed: Hula hoop, bike inner-tube or rope/webbing circle

Time Allowed: Varies.

Directions:

1. Begin with the whole team in a circle, holding hands.
2. Insert the hula hoop into the circle and reconnect the hands through the middle of the hoop. The group must pass the hula hoop from one person to another without letting go of hands.
3. Have the whole team pass through the hula hoop one individual at a time, then try going through it 2 people at a time, then 3.

Variation #1: Speed Pass: Have two hoops start at the same end of the circle but move in opposite directions around the circle. Encourage the crowd to cheer the hoops on and make the game more intense.

Variation #2: Using a stop watch, time the group on the initial trial. Challenge group to beat the initial time. (Can be repeated 2-3 times MAX groups eventually lose interest after that)

(Remember all activities have different variations to them. Add your own variation and make it yours)

Processing Questions:

- What made this activity challenging?
- How were you feeling as the hoop was getting closer to you?
- As the clock ticked on, were you stressed?
- What strategies did you consider to be more successful?
- To move faster?

Human Continuum

Materials Needed: One long line of tape on the floor, or rope

Time Allowed: Varies.

Directions:

1. Designate a straight line (a continuum) through the room.
2. Designate the center and the two ends of the line.
3. Facilitator shares the following: I am going to read two opposite statements.
4. Decide which statement best describes you. Take your place on the line. As you read each set of opposite statements, designate an opposing end of the line to represent each statement. For example, "I've planned my course," and "I'm exploring my options" are two opposite statements.
5. Designate one end of the line for "I've planned my course" and designate the opposite end of the line for "I'm exploring my options."
6. If "I've planned my course" describes you, stand on THIS end of the line. If "I'm exploring my options" describe you, stand on THIS (the opposite) end of the line. If your response falls somewhere in the middle, put yourself on the middle of the line. If you are somewhere in the middle but closer to one statement than the other, then put yourself there on the line.
7. Read about five or six opposite statements (or as many as time will allow).

[This activity can be geared towards whatever direction/topic you, the facilitator, choose for the particular group.]

Processing Questions:

- In between statements, at the end of the game, or anywhere that you sense is a good place to encourage students to think about what's happening, ask questions.
- Encourage students to tell short instances, stories, in response to your questions.
- Ask: Where do you find yourself on the continuum? Why? Notice where someone else is standing…any surprises? Why? Tell an instance, or tell about one time when you had an experience, overcame an obstacle, solved a problem, observed, or acted in such a way that would explain why you are standing in this spot on the continuum.

Lava Crossing

Materials Needed: One spot per person, red paper

Time Allowed: Varies.

Directions:

1. Start by telling the class that they are being transported to a volcanic mountain. They are surrounded by hot situations/lava and only the spots in their hands and their classmates keep them safe.
2. Explain to the students that they are going to be challenged with the task of crossing the hot lava.
3. Hand out paper plates or spots to each member of your group.
4. Have students write down a conflict reducer on one side of the plate.
5. Put conflict triggers around the room.
6. Establish a start and a finish line (point A, point B).The group must cross to the other side via the "lava" river.
7. They must use the paper plates to safely move across the lava. Students must have physical contact with the paper plate at all times or the plate is taken away by the facilitator. All students must journey to the other side and back by stepping on the paper plates, no sliding. Every student must cross over and back.
8. Once they have all crossed, then come back or if time runs out move to discuss the following questions.

Variation: Individuals can win back lost mats by answering questions posed by facilitator.

Processing Questions:

- What were the challenges in getting across the river and back?
- Who stepped up to lead?
- Was anytime taken to get a plan together?
- What skills/talents did you use to assist the group effort?
- Did your actions take away from the group goal?
- What conflict did you experience?
- How did you handle it?
- How can you take lessons learned from the past into future experiences?
- What have you learned in elementary/middle school that will help you in high school?
- What do you think high school will be like?
- Do you feel prepared for high school?

Paddles Up!

Materials Needed:

- Mini Dry Erase Paddle Boards
- Dry Erase markers
- "Questions by Category" List

Time Allowed: 30-60 minutes

Directions:

1. Divide the students into 2 teams, spacing teams so there is distance between them. Give each team member a dry erase paddle and dry erase marker. Place a chair in front of each team, turned away from their team. Have the team pick one member to sit in the chair in front of their team (facing opposite direction of the team).
2. Tell the students you will be asking questions during this game where all of them are to answer. Instruct the students not in front to write their answers on the paddle boards after the question is asked and turn the paddles over on their laps. Instruct the students in front to write their answer as quickly as they can and lift their "paddles up" when they are finished writing. Do not allow front team players to look toward team while answering the questions.
3. The first student in front to lift their paddle with the correct answer wins their team 2 points. If the first student's answer is not correct the other team member in
4. front gets a chance to answer to gain points for her/his team. If neither answer is correct, the student who lifted the paddle first can use one of 3 chances to ask her/his team to give them a "team paddles up". If they choose to use their "team paddles up", and someone from their team has the correct answer written on their board, the team gets 1 point. If no one on their team has written the correct answer on their paddle boards, the other team can choose to use their "team paddles up" to gain 1 point if someone has the correct answer.
5. Have a second team member sit in front and repeat the process.

Remember: Only 3 "team paddles up" can be used per game

Note: Team members can cheer on their single player to use or not use their "team paddles up"

Questions: Use "Questions by Category" list or your own questions

Variations of paddle answers: Complete answers, Yes or No, True or false

Based on materials from Central Wyoming College GEAR UP Wyoming, Riverton, WY

Up, Down, Stop, Go!

Materials Needed: Open Space

Time Allowed: Varies.

Directions:

1. This is a "wake me up" activity, to get the blood-flowing, ears listening and brain activated. Give and show the group these actions:
2. UP: Hold arms up in the air and stretch towards the sky.
3. DOWN: Bend over and reach for toes.
4. STOP: Hold arms out in front with palms facing away.
5. GO: Jog in-place.
6. After reviewing actions, the facilitator should say the actions randomly, while ensuring the groups keeps up while performing the actions.
7. After about 1-2 minutes, then the fun begins. Now all actions are backwards; when facilitator says "Up", the group should go down and vice versa. When facilitator says "stop", the group should "go" and vice versa.

Variation: If you want to add a little competition; make game an elimination activity. Any person not performing the correct action at the correct moment must sit out until a winner is declared.

Processing Questions:

- Was there a point where your mind and body were disconnected?
- How did that feel?
- Is your mind activated and ready to go?

From the Chicago GEAR UP Alliance, and Chicago Teachers' Center/Northeastern Illinois University

Warp Speed

Materials Needed: Small to medium-sized throwable object and stopwatch

Time Allowed: Varies.

Directions:

1. Begin with the whole team in a circle.
2. Give the group the rules and objective of the game. State it plainly, do not emphasize on any part of the instructions. Tell the group "Everyone needs to touch the object and say their own individual name; the objective is to see how fast it can be done".
3. Once the group has gone around the first time have them try to beat their last time. After maybe 1 or 2 more tries, give them time to think about a fastest way to reach the objective. This allows the group to strategize and come up with a plan. At some point they should realize that they don't actually have to pass the object around the circle, someone can hold the object and they all touch it while saying their name, which is the fastest time.

Processing Questions:

- What made this activity challenging?
- Where is your attention during this activity?
- Were the directions clear?
- How do you think this Warp Speed activity relates to taking tests?

When asked questions about the objective or strategies ONLY repeat the objective. Do not make it easier for them. Allow the group the time to process mentally. Which makes obtaining the objective for them that much more exciting and memorable.

From the Chicago GEAR UP Alliance, and Chicago Teachers' Center/Northeastern Illinois University

Serving of Me

Learning Outcome: Students will understand the influence of perceptions on behavior. This activity is designed to help students develop stronger sense of self.

Description: Students will draw symbols to share how they believe they are perceived and how they view their true self.

Time: 30 minutes

Materials: White paper (paper plates also work well), markers and magazines

Facilitation:

1. Advisors should begin this session by asking students a few questions.
2. What are stereotypes?
3. Are they good or bad?
4. Where do they come from?
5. Students will have the opportunity to discuss perceptions that directly affect them. This activity will challenge them to reflect on their behaviors and environment and express their thoughts in a creative way.

Activity:

1. Begin by telling students that this activity should be done alone and quietly.
2. Distribute one sheet of paper or paper plate and a marker to each student.
3. Tell students that they will be visually representing their personality style and important values with the given materials. In other words, they should use only pictures, to visually tell a story of themselves.
4. Students should use the front and back of the paper or plate.
5. On side 1: Use drawings to show how they believe they are perceived by others. (Ex: stereotypes, nicknames, preconceived notions).
6. On side 2: Use drawings to represent their true self. (Ex: hobbies, values, morals, beliefs, motivators in life). They can write the one word that best describes them.
7. After the students have completed their sheets, divide into groups of three to four.
8. Give the students 5 minutes to share the front and back of their sheets within their groups.

Debriefing:

1. Advisors may use the following prompters to help guide discussion on the debrief of this activity:
2. Are you ever frustrated by the stereotypes people place on you?
3. Did you see a clear difference between the front and back of the sheets? In what way?
4. What similarities did your group's sheets share?

Facilitator Note: To modify this as an individual discussion, consider introducing this as an assignment and having students present it in individual meetings. To encourage discussion and sharing, it may be helpful for the facilitator to also complete Serving of Me to promote sharing personal details.

The facilitator should encourage a good discussion around the topic of stereotypes and perceptions. This can be most effectively achieved by using the student's responses to engage in deeper levels of conversation. For example, use one student's response and relate it to more general concepts, then have another student give personal testimony or feedback to that concept.

Key Points:

- Negative stereotypes should not be perpetuated from false assumptions.
- Students should always be aware of the negative stereotypes they may unknowingly be encouraging.
- Students should always go through a reflection process. This process will allow them to have personal time to evaluate the perception that others have of them and weigh the pros and cons.
- Most importantly, perceptions that others have of you will definitely affect you in college and in your careers. Always be aware of how to handle others' perceptions of yourself wisely.

Follow-up Activity: Challenge students to use their current research to re-evaluate their college choices / careers based on their experience through this exercise. Students may wish to re-take their values survey and / or explore different careers based on the information they have received today.

From FOCUS Training, Teaching Guides for Educators: Engaging Activities for Students

Great Balls of Fire

Learning Outcome: Students will use continuous improvement practices to complete a challenge faster each time. This activity encourages students to challenge standard practices and to think on their feet.

Description: This activity is a challenge of your team's efficiency, innovation, and attitude. Get that ball moving as fast as you can!

Time: 15-20 minutes

Materials: Tennis ball and Stopwatch

Facilitation:

1. Gather students in a circle. Suggested is a maximum of 75 and a minimum of 10 participants.
2. Place the tennis ball in one person's hands.
3. After introducing the activity, start and keep time each round.

Activity:

1. Gather students in a circle (if you have multiple teams in the room, combine them all together). Maximum number of participants is 75; minimum is 10.
2. Give the ball to one person and tell them to pass it to anyone in the circle they wish.
3. Instruct them to remember the order:
4. Who threw the ball to you
5. To whom you threw the ball
6. The next person should pass it again, and the team will continue passing until every member has made contact with the ball only once.
7. When the last person has the ball, have them pass it back to the first person. At that time, tell them how long it took them to complete the task of having everyone touch the ball.
8. Ask the team, "Following the same order of people as your first attempt, can you do it faster?" Remind them that they must go in same order, each person can only touch ball once.
9. Continue to challenge them to go faster after each round. Encourage your team after each round to think about new ways to improve their process.
10. (Hint: there are various ways to improve the results such as changing the order in which students stand in the circle, having the first person run around the circle, and switching from a circle to a line.)
11. Based on your time, end after several rounds are complete and congratulate them on their improvement. Share their time results.

Debriefing:

1. In this activity, what did we need to do to ensure continuous improvement each round?
2. How did our attitudes come into play in the challenge? How do our attitudes affect our results in school and other areas in our life?
3. Why is it valuable to regularly ask yourself can it be done better?
4. If you were told from the beginning that the goal was to complete this challenge in under 5 seconds, would you have believed that was possible? Would this have been an incentive for you to work harder or to give up? How does this relate to continuous improvement in an educational setting?

Conversation Starters:

- In order to ensure continuous improvement each round, we needed to…

- My attitude affected this challenge by…
- An example of how my attitude affects my life is…
- One thing that improves my academic attitude is…

Follow-up Activity: Encourage students to do a self-audit of their current academic performance and identify patterns of current success. Using the SMART goal format, complete a goal setting exercise that challenges students to adopt successful strategies in opportunity areas.

From FOCUS Training, Teaching Guides for Educators: Engaging Activities for Students