

DISCOVER[®]



IV.
**Educational Planning
Activities**

ACT[®]



Educational Planning Activity 1: High School Course Planning

OVERVIEW

Purpose

To help students understand the connection between high school course planning and career/college planning.

Learning Objective

- Students will learn the importance of long-term planning and goal setting.

Time Required

30 minutes

Materials Needed

- Student worksheet: Educational Planning Activity 1: “High School Course Planning”

Setting

A classroom with computer workstations and Internet access

Curriculum Areas

All subjects

Grade Level

9

10

11

12

Activities**I. High School Course Planning**

- a. Have students select a career that they think they would like by going to the “Occupations” module in DISCOVER and choosing an occupation from the “Alpha List” and marking it as a Favorite. Then have them look up a college major by choosing Training. Then have them look at “Courses” to see what types of classes they would need to take in high school.
 - If your school has set up a course planner in DISCOVER, you should guide students to “My Courses” in their portfolio section and have them choose “My Course Plan” to create a tentative plan their next year in school that includes recommended courses for the major they might plan for. –OR–
 - Have students complete Educational Planning Activity 1: High School Course Planning. You will need to help them complete the first question with your school’s course requirements.



II. Discussion

- a. Planning for college is partly dependent on what you want to do for a career later and how prepared you are while you are in high school. This takes planning and having one or more goals. Making goals does not mean you can't change your mind, but it does mean having enough information to make good decisions.

Here are some possible questions you may want to ask the class:

- Why is it important to plan your courses ahead of time?
- What would happen if you changed your mind about what you might want to do for a career?
- Based on the career you explored, what surprised you about the kinds of classes you might need to take in high school?



Educational Planning Activity 1: High School Course Planning

FOR ADMINISTRATORS

1. Our school's requirements:

___ English Credits

___ Math Credits

___ Science Credits

___ Social Studies Credits

___ Foreign Language Credits

___ Other Credits

You will need to provide this information to your students.

2. The major I looked at for the occupation I'm researching:

Students will find this in the "Training" section of the occupation they research.

Occupation:

Major:

3. Courses I should take in high school to be prepared for this college major:

This information will be in the "Courses" section of the major they choose.

4. My course plan for next year

Courses I plan to take next year		How does this help me achieve my career goal
Courses	Credits	
<i>English II</i>	<i>1</i>	<i>Meets my high school requirement</i>



Educational Planning Activity 1: High School Course Planning

FOR STUDENTS

- Our school's requirements:

<input type="checkbox"/> English Credits	<input type="checkbox"/> Math Credits
<input type="checkbox"/> Science Credits	<input type="checkbox"/> Social Studies Credits
<input type="checkbox"/> Foreign Language Credits	<input type="checkbox"/> Other Credits

- The major I looked at for the occupation I'm researching:

Occupation:

Major:

- Courses I should take in high school to be prepared for this college major:

- My course plan for next year

Courses I plan to take next year		How does this help me achieve my career goal
Courses	Credits	



Educational Planning Activity 2: Searching for Colleges

OVERVIEW

Purpose

To help students understand the options regarding colleges.

Learning Objective

- Students will learn the importance and purpose of each of the search characteristics available in DISCOVER.
- They will learn how to prioritize those characteristics in preparation for using the “Schools Search by Characteristics” in DISCOVER.

Time Required

20 minutes

Materials Needed

- Student worksheet: Educational Planning Activity 2: “Searching for Colleges”

Setting

A classroom with computer workstations and Internet access

Curriculum Areas

All subjects

Grade Level

9

10

11

12

Activities

Have students complete Educational Planning Activity 2: Searching for Colleges (page IV.2–9). (15 minutes)

Discussion

For each topic, ask for a show of hands for each option. The topics are listed in order of their importance to students who are choosing a college. If time runs short, skip to the last step of the activity.

Here are some possible questions you may want to ask the class:

1. Majors: Who has chosen only one major? Who is considering two possible majors? Who is considering three possible majors? Who is undecided?

Then find out who has not raised his/her hand, and see how many others share that response. After the show of hands, discuss the pros and cons of using majors as a way of narrowing a list of colleges.



2. Types of Degrees: Who plans to earn a career-related certificate? Who plans to earn an Associate's degree? Who plans to earn a Bachelor's degree? Who plans to earn a Master's degree? Who plans to earn a Doctorate or Professional degree?

Be sure the class understands each type of degree. Discuss the appropriate response if the student plans to attend a 2-year school first, then earn a 4-year degree.

3. Admission Selectivity: Who plans to attend a school that is: Highly Selective (top 10%)? Selective (top 25%)? Traditional (top 50%)? Liberal (some below 50%)? Open (no admission requirements)?

Discuss the pros and cons of a highly selective school versus a less selective school.

4. Geographic: Who plans to attend a school in this state? If you plan to go out of state, which state?

Discuss the pros and cons of in-state versus out-of-state, of far away versus nearby.

5. Public, private, religious affiliation: Who plans to attend a public school? A private school? Which religious affiliation?

Discuss the pros and cons of a public school versus a private school with religious affiliation.

6. Cost: Who is looking at in-state, tuition only? How much do you expect the tuition to cost? Who is looking at in-state, total cost? How much do you expect the total cost to be? Who is looking at out-of-state, tuition only? Who is looking at out-of-state, total cost?

Discuss the types of costs to factor into the total cost of attending college. Consider tuition, books, fees, room, board, transportation, visits home, and entertainment.

7. Enrollment: Who wants to attend a school of under 500? 500–1,000? 1,000–2,500? 2,500–5,000? 5,000–10,000? 10,000–20,000? Over 20,000?

Discuss the pros and cons of a small school versus a large school.

8. Type of students: Who has a preference about the type of students at the college? Who shares that preference?

Discuss the pros and cons of the categories mentioned by anyone in the class.

9. Size of Community: Who wants a college in a community of less than 2,000? 2,000–10,000? 10,000–50,000? 50,000–100,000? 100,000–250,000? 250,000–500,000? 500,000–1 million? Over 1 million?

For each size, think of a nearby town or city of that size. Discuss the pros and cons of a small versus a large community.



10. Special Programs: Who is looking for distance learning courses? A high percentage of eligible students who receive financial aid? English as a second language? Honors program? ROTC? Service Members Opportunity College? Study abroad program?
Discuss the importance of any of the items that are relevant to the students in the class.
11. Services for Students with Disabilities: Who is looking for assistance with a disability? What type of assistance will you need?
Discuss the value of assistance for special students.
12. Campus Activities: Does anyone have a campus activity that you care about? Why do you care about this? Who else wants a school that offers this activity?
Discuss the value of activities like band, drama, professional/career associations, wilderness/outdoor programs, etc.
13. Campus Facilities: Does anyone have a campus facility that you care about? Why do you care about this? Who else wants a school that offers this facility?
Discuss the value of facilities like health service, nature trails, a TV or radio station, etc.
14. Intercollegiate Sports: Does anyone have an intercollegiate sport that you care about? Why do you care about this? Who else wants a school that offers this sport?
Discuss what an intercollegiate sport is and who might benefit from it.
15. Other Characteristics: Does anyone have any other characteristic that you care about? Who else wants a school that offers this characteristic?
Discuss the value of any other characteristic the students may suggest, and where to find out about this characteristic.

Activities

Searching for Colleges

- a. Have the students prioritize their selections. It is very important for them to enter the most important characteristics first. Many people find that after entering 3 or 4 characteristics, their list of schools is very short.

Homework (optional)

At this point the students are ready to log on to (optional) DISCOVER and begin their search. This could be assigned as homework or completed in the next class period if you have access to a computer lab.



Educational Planning Activity 2: Searching for Colleges

FOR ADMINISTRATORS

Directions: In the Schools section of DISCOVER, the “Search by Characteristics” allows you to find schools that match several different characteristics. Each time you select another characteristic, the list of matching schools will be shortened. People who want a school to have many different characteristics sometime end up with no schools on their lists. Therefore, it is important to start with the most important characteristics. Read the information below and circle the ones that are important to you. After reading all of the descriptions, go back and number the ones you care about, starting with the number ‘1’ for the most important characteristic.

____ 1. Majors or Programs of Study

Which majors are you considering?

Many majors are quite similar to others. If you limit your consideration to schools that offer a specific major, schools that offer a similar major will be excluded. Be careful not to use majors as your primary factor in choosing a school unless you are very certain about your choice. If you are certain about your choice of major, or deciding between two majors, you may want to be sure schools you are considering offer them. If you are considering several majors or you have not chosen a major, you may want to skip this topic.

____ 2. Types of Degrees

Which type of degree are you seeking?

It may seem obvious that the school you attend should offer the degree you are seeking, but there are exceptions. For example, you might choose a two-year school even if you plan to earn a 4-year degree. In that case you would indicate that you want a 2-year degree. In this topic, if you select both a 2-year and a 4-year degree, only schools that offer both would be included on your list. To find schools that offer a degree in a specific major, look at the list of majors in the information about the school.



____ **3. Admissions Selectivity (2-year and 4-year schools only)**

What level of selectivity do you prefer?

Two- and four-year colleges are grouped in five levels of selectivity, based on their admission requirements. These requirements include high school rank in class and admission tests. As you think about which level to choose, think about how much competition you want. You may want to compete with people who have higher grades and test scores than yours, or you may prefer equal or less competition, and thus perhaps less academic pressure.

____ **4. Geographic Location**

In which states would you like the school to be located?

If lower cost is important to you, be sure to look at public schools in your own state. Public schools in your state charge less tuition for in-state students, while private schools charge the same tuition for all students. Some states have reciprocity agreements, which means that the public schools have agreed to charge in-state tuition to each others' students.

Attending school in another state is a great way to explore a different part of the country, but being close to home offers more opportunities to stay connected with your family and the support they offer. In general, the cost of your education increases with the distance of the school from your home. Living at home and commuting to school is less expensive than driving to a school a few hours away, which is less expensive than flying to a school in another part of the country.

____ **5. Public, Private, or Religious Affiliation**

What type(s) of affiliation do you prefer?

Public schools generally have more diverse student bodies. Private schools may offer more individual attention. Many private schools have a religious affiliation. At some schools, the religious affiliation makes very little difference. At others, it defines the atmosphere and makes it more likely that students share common values.

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6. Cost

How much would you be willing to pay each year?

Before looking at actual costs, you must decide which type of costs are relevant for you (see Geographic Location). Choose “In-state” costs if you plan to attend a public school in your own state. Choose “Out-of-state” if you plan to go to school anywhere else or you plan to attend a private school. If you have not decided where you will go to school, you may want to complete two searches, one for schools in your state and another for schools in all other states.

Choose “Tuition only” if you plan to live at home, with relatives, or off-campus. Otherwise, choose “Total cost,” which includes the cost of room and board on campus. Don’t forget in your planning, however, to include the cost of living off-campus if you selected “Tuition only.” Remember to add about \$2,400 to the total for other expenses such as books, entertainment, and local transportation. Also add the cost of going home for holidays and summer vacation.

If you’re eligible for financial aid, you can reduce the cost of your education. However, loans are usually part of the financial aid package and have to be paid back.

7. Enrollment

What size of school would you prefer to attend?

The size of the school affects many aspects of your school experience. Small schools allow you to get to know most of your classmates and instructors, and you may feel at home sooner. Classes tend to be smaller and may be taught by professors rather than graduate students. At smaller schools, you may have more personal attention and this may make it easier for you to get through the first year. You may also have more opportunity to participate in sports and other competitive activities.

Large schools offer more choice—in courses, professors, extracurricular activities, and people you can get to know. A greater variety of courses and majors may make it easier to change majors or to start on graduate work sooner. Some people enjoy being part of something big. There may, however, be larger classes, more waiting in lines, and less of a sense that people know you.

Think about how outgoing and assertive you are and whether or not you would be able to do well without personal attention.



8. Type of Students

What types of students do you prefer?

Use this topic either to assure that you attend a school with people of your age, race, or gender, or that your school contains a variety of people. Some students like single sex or single race schools. They like the expanded opportunity to form friendships with others of the same gender or race. However, the ideas shared in class discussions may be more limited, and you may have fewer opportunities to get to know diverse types of people.

9. Size of Community

What size of community do you prefer?

In which size of community do you want to live while going to school? Schools in urban areas offer the excitement and variety of city life. It's also easier to find transportation home from a city. Unfortunately, crime and vandalism may be more common in urban areas. Schools in rural areas make it easier to get close to nature, have a slower pace of life, and may offer a stronger sense of community since there's less to do off-campus. Suburban schools usually offer a combination of both, being part way between a city and a rural area.

10. Special Programs

Which special programs are important to you?

These topics include distance learning courses, high percentage of eligible students receive financial aid, English as a second language, honors program, ROTC, Service Members Opportunity College, and study abroad program.

11. Services for Students with Disabilities

Which special services do you need?

Students with disabilities can use this topic to identify schools with relevant services. However, many services are tailored to individual students and do not show up in searches such as this. If you're interested in a school that does not appear to offer the service you need, contact that school to see if it can accommodate you.



____ 12. Campus Activities

Which activities are important to you?

Most colleges offer a wide variety of campus activities. Select only those activities that have special importance to you.

____ 13. Campus Facilities

Which facilities are important to you?

Most colleges offer a wide variety of campus facilities. Select only those facilities that have special importance to you.

____ 14. Intercollegiate Sports

Which intercollegiate sports are important to you?

This option only relates to intercollegiate sports, which means that top athletes compete with teams from other colleges. Most colleges offer intramural or club sports as well as intercollegiate sports. In intramural sports, both teams are from your school and any student can participate.

Playing on an intercollegiate team can be a lot of fun, help you learn teamwork, and provide an opportunity to visit other campuses, but it may take as much as 20 to 30 hours per week.

____ 15. Other Characteristics

Which other characteristics are important to you?

Are there other characteristics that are important to you in a college? Information about other characteristics may be found in the descriptions of the schools or on the website for the college. List other characteristics here so you can be sure to search the information for these characteristics.



Educational Planning Activity 2: Searching for Colleges

FOR STUDENTS

Directions: In the Schools section of DISCOVER, the “Search by Characteristics” allows you to find schools that match several different characteristics. Each time you select another characteristic, the list of matching schools will be shortened. People who want a school to have many different characteristics sometime end up with no schools on their lists. Therefore, it is important to start with the most important characteristics. Read the information below and circle the ones that are important to you. After reading all of the descriptions, go back and number the ones you care about, starting with the number ‘1’ for the most important characteristic.

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____ 6. Cost

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Which intercollegiate sports are important to you?

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____ **15. Other Characteristics**

Which other characteristics are important to you?

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Educational Planning Activity 3: Comparing Colleges

OVERVIEW

Purpose

To help students consider colleges of interest to them and how they may differ.

Learning Objective

- Students will explore college information and compare and contrast colleges that they may be interested in attending.

Time Required

30 minutes

Materials Needed

- Student worksheet: Educational Planning Activity 3: “Comparing Colleges”
- Logon instructions with tokens for each student

Setting

Logon instructions with tokens for each student

Curriculum Areas

All subjects

Grade Level

9

10

11

12

Activity

Guide students to DISCOVER’s School section. Give them 15 minutes to explore colleges that are of interest to your students. If students don’t have a particular interest in a college, you might suggest a nearby community college or university. Have students complete Comparing Colleges (page IV.3–3) and discuss.

Discussion

What kinds of things did you explore when looking at colleges?

Why are those things important to you?

Did any of the colleges you looked at seem out of reach to you? Why?



Educational Planning Activity 3: Comparing Colleges

FOR ADMINISTRATORS

1. Which characteristics are most important to you in a school? List all of these characteristics in the left column. Be sure to include personal preferences, like “feels right.” Then rate how important it is to you to have: 3 = most important, 2 = very important, 1 = somewhat important
2. Write the names of schools you are considering in each of the other columns. Then, for each school, place an X in its column if it has the characteristic you wrote on the left. Finally, total the points at the bottom.

		Names of Schools I'm Interested In				
		School 1	School 2	School 3	School 4	School 5
Important Characteristics	How Important	<i>Harvard</i>	<i>Yale</i>	<i>Princeton</i>	<i>UCLA</i>	<i>Penn State</i>
<i>Offer the major I want</i>	<i>2</i>	X		X	X	X
<i>I can afford to go there</i>	<i>3</i>				X	X
<i>Is not too far from home</i>	<i>1</i>	X	X	X		X
<i>Has sports</i>	<i>1</i>	X	X	X	X	X
<i>My friends will probably go there</i>	<i>1</i>					
<i>My ACT and SAT scores are good enough to be admitted</i>	<i>2</i>	X	X	X	X	X
Total Points =	<i>10</i>	<i>6</i>	<i>4</i>	<i>6</i>	<i>8</i>	<i>10</i>



Educational Planning Activity 3: Comparing Colleges

FOR STUDENTS

1. Which characteristics are most important to you in a school? List all of these characteristics in the left column. Be sure to include personal preferences, like “feels right.” Then rate how important it is to you to have: 3 = most important, 2 = very important, 1 = somewhat important
2. Write the names of schools you are considering in each of the other columns. Then, for each school, place an X in its column if it has the characteristic you wrote on the left. Finally, total the points at the bottom.

		Names of Schools I'm Interested In				
		School 1	School 2	School 3	School 4	School 5
Important Characteristics	How Important					
Total Points =						



Educational Planning Activity 4: Affording College

OVERVIEW

Purpose

To help students understand the costs associated with going to college.

Learning Objective

- Students will learn how to prepare a one-year budget for college.

Time Required

30 minutes

Materials Needed

- Student worksheet: Educational Planning Activity 4: “Affording College”

Setting

A classroom with access to computer workstations with Internet access.

Curriculum Areas

Career Education/Life Skills, Math

Grade Level

9

10

11

12

Activity**I. Affording College**

- a. Using DISCOVER, have students choose one college to plan a two- or four-year budget. Have them look-up tuition, room, board and complete Affording College (page IV.4–3).

II. Discussion

- a. What did you learn about budgeting for college that you didn't already know?
- b. How much time would it take you to save up for a year of college if you had a job that paid \$6.50 an hour?
- c. What expenses could you avoid and how?



Educational Planning Activity 4: Affording College

FOR ADMINISTRATORS

COLLEGE I PLAN TO GO TO		Sources to help me afford to go to this college
Expenses	Amount	
Tuition: Tuition costs can be obtained from DISCOVER or the college		Funds from parents, jobs, scholarships, loans, and grants. See the "Scholarships/Aid" section of the Schools module of DISCOVER
Fees: Fees are college dependent, this list can be obtained directly from the college. Fees include activity fees, parking decal fees, etc. Check the college website for this.		
Books: Books for college are expensive. On the average each book for a class cost \$60. If you aren't certain then use the \$60 per book and multiply it times the number of classes. A good estimate is \$500 per semester.		
Supplies: Supplies can include but, are not limited to the following: book bags, notebooks, pens, pencils, paper, folders, stapler, desk organizing system (trays, pen holder,etc), computer paper, etc.		
Housing: On-campus housing costs can be obtained from the university. Off-campus prices for an apartment can range from \$300 per month plus, depending on the location.		
Food: Some colleges have meal plans and their cost varies by school. However, also budget snacks and other items to keep in your room.		
Car/Transportation: If you have a car, plan for gas, monthly payments, insurance, maintenance, etc.		
Insurance: Many colleges offer insurance, but you may already be covered by your parents' insurance.		
Medical: Many colleges offer insurance, but you may already be covered by your parents' insurance. Don't forget about prescriptions and other medicines you require.		
Entertainment: Plan to spend money each month for entertainment such as: movies, concerts, sporting events,etc.		
Special Equipment/Dorm Supplies: Special equipment can include but, is not limited to the following: computer, printer, tape recorder, reading lamps, microwave, refrigerator, etc.		
Telephone: cell phones can add \$100-\$200 a month		
Clothing: Your clothing will depend on the climate and your taste.		
Other Expenses: Any incidental expenses not previously recorded		
Total Expenses =		



Educational Planning Activity 4: Affording College

FOR STUDENTS

COLLEGE I PLAN TO GO TO		Sources to help me afford to go to this college
Expenses	Amount	
Tuition: Tuition costs can be obtained from DISCOVER or the college		Funds from parents, jobs, scholarships, loans, and grants. See the "Scholarships/Aid" section of the Schools module of DISCOVER
Fees: Fees are college dependent, this list can be obtained directly from the college. Fees include activity fees, parking decal fees, etc. Check the college website for this.		
Books: Books for college are expensive. On the average each book for a class cost \$60. If you aren't certain then use the \$60 per book and multiply it times the number of classes. A good estimate is \$500 per semester.		
Supplies: Supplies can include but, are not limited to the following: book bags, notebooks, pens, pencils, paper, folders, stapler, desk organizing system (trays, pen holder,etc), computer paper, etc.		
Housing: On-campus housing costs can be obtained from the university. Off-campus prices for an apartment can range from \$300 per month plus, depending on the location.		
Food: Some colleges have meal plans and their cost varies by school. However, also budget snacks and other items to keep in your room.		
Car/Transportation: If you have a car, plan for gas, monthly payments, insurance, maintenance, etc.		
Insurance: Many colleges offer insurance, but you may already be covered by your parents' insurance.		
Medical: Many colleges offer insurance, but you may already be covered by your parents' insurance. Don't forget about prescriptions and other medicines you require.		
Entertainment: Plan to spend money each month for entertainment such as: movies, concerts, sporting events,etc.		
Special Equipment/Dorm Supplies: Special equipment can include but, is not limited to the following: computer, printer, tape recorder, reading lamps, microwave, refrigerator, etc.		
Telephone: cell phones can add \$100-\$200 a month		
Clothing: Your clothing will depend on the climate and your taste.		
Other Expenses: Any incidental expenses not previously recorded		
Total Expenses =		

