

NOLA<sup>®</sup>  
I'M GOING  
TO COLLEGE<sup>SM</sup>

# TEACHER'S GUIDE



NOLA<sup>®</sup>



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# Introduction

In response to the small number of low-income, minority students enrolled in college, the I'm Going to College program was developed in 1990 to educate children and their parents about the benefits of higher education. By engaging children from low-income areas in college awareness activities, including a visit to a nearby college campus, I'm Going to College instills the idea that going to college is an attainable goal.

Understanding the importance of early outreach, Northwest Education Loan Association® (NELA®) is committed to expanding this program to college campuses and elementary schools throughout the Western states.

Each component of the I'm Going to College program encourages children to pursue higher education. As a teacher, you play a key role by incorporating the workbook and exercises into your curriculum. The campus visit gives students an experience similar to that of a college freshman. Including and educating children's families ensures the message of I'm Going to College thrives outside of your classroom as well.

This guide provides activities that correspond to the chapters in the student workbook. You will find the materials needed for each activity listed at the beginning of each activity.

Keep in mind that these lesson plans are only a guide. We encourage you to develop your own approach to the materials. The important thing is to help your students come away with a better understanding of what college is all about.

We urge you to begin these activities right away, starting with a College Corner. The College Corner activities will:

- Teach students that there are many different types of colleges throughout the United States.
- Show students that colleges are interested in them.
- Reinforce the importance of going to college.
- Provide materials needed for certain lessons in this project.

The College Corner should be an ongoing project, with all students involved. Each year, new students can add to and benefit from the materials in the College Corner.



# Establishing a College Corner

## OBJECTIVE

To set up (or add to) an area in the classroom devoted to displaying college information and items with college logos.

## MATERIALS AND RESOURCES

- Poster or bulletin board space
- Computer and Internet connection
- Envelopes and stamps

## INTRODUCTION

Explain to your students that they are going to gather information about various colleges and universities for the College Corner.

## SUGGESTIONS

Ask students to think of a college they might like to attend. It could be a college with a sports team they like, a college nearby or one of those listed in Chapter 2 of the student workbook. List the colleges they choose on the blackboard.

After all of the students have selected a college, explain that they are going to “adopt” that college and learn more about it over the next few weeks. They will be gathering information, such as the type of college it is, its location, its mission and

the types of majors and activities it offers. They should print out this information and post it in the College Corner.

Your students may also want to write to the admissions offices of the colleges to see if those colleges have any materials they could contribute to the College Corner. This is a good opportunity to help your students learn to write business letters. Write a model letter that can be used to solicit items from colleges.

As responses are received, make an announcement to the class and put the items on display in the College Corner area. If a student doesn't get a response from a college within a reasonable time period, have the student write to another college.

Display a large map of the U.S. where your students can easily see it. As each student gathers information about a college, place the name of the college where it is located on the map.



# CHAPTER 1: EXPLORING THE TERRITORY



## Activity: Key Questions

### OBJECTIVE

To help students voice what they know about colleges and universities, and to urge them to begin thinking about their preferences.

### MATERIALS AND RESOURCES

- Pen or pencil
- Workbook

### INTRODUCTION

Students will answer these questions and, through class discussion, come closer to understanding the types of colleges that resonate with them and the types of programs they might be interested in studying.

1. What type of college is most interesting to you — a two-year or a four-year college?
2. When you think about the enrollment size of the college, what do you think would best fit you? Do you like being in places with lots of people?
3. What majors or fields of study would a college have to offer for you to be interested in attending?
4. Are there any subjects that you think you want to learn more about?

5. Where did you grow up? Is this a rural, suburban or urban place? Do you want to go to college in a place just like where you grew up or someplace different? Why?
6. Do you like living where you can meet many different types of people? Or do you like living among smaller groups of people, where you have a good chance of knowing most everyone?

### SUGGESTION

You may wish to have students answer these questions over a period of time. It is important for students to have read the section in the workbook that precedes this activity. This section describes the different types of colleges and universities and some of the important features of higher education. You may wish to reinforce those lessons through class discussions.

Have your students keep a journal in which they write their initial responses to these questions. Then, as students develop the College Corner, or as the year progresses, you may wish to have them re-address these questions to see if their answers have changed.

You may also wish to have the students share their responses with their parents as a way of starting the conversation about college at home.

# CHAPTER 2:

## COLLEGE EXPLORATION ONLINE

### *Activity: Online Research*

#### OBJECTIVES

To help students become comfortable with finding information about colleges and universities on the Internet.

#### MATERIALS AND RESOURCES

- Computer and printer
- Internet connection

#### INTRODUCTION

In the workbook there is a map and a list of several colleges and universities. Students will use this list as a starting point in their efforts to find information on the Internet.

The workbook asks students to look up schools on the Internet and determine the answers to five key questions:

1. Is it a two-year or a four-year college?
2. What is the enrollment size?
3. Does it offer any majors that interest you?
4. Is it in an urban, rural or suburban community?
5. Is it a public or private college?

Here's an interesting Web site that lists every four-year college and university in the United States:

**<http://www.utexas.edu/world/univ/state/>**.







#### SUGGESTIONS

You may want to do this activity over a period of time, encouraging students to look up different institutions each time they sit in front of the computer. Let students know that most colleges and universities categorize information similarly on their Web sites. For example, information about tuition and admissions is usually under Prospective Students. Students can print out the results of their search for the College Corner.

When possible, students should be encouraged to take virtual tours, look at campus photos and explore any information about the town or city where the college is located.

There are many other questions in addition to the five above that you may wish to have students answer. Encourage students to think of their own questions.

# CHAPTER 3:

## PERSON-ENVIRONMENT FIT

### *Activity: What Fits?*

#### OBJECTIVE

To help students appreciate the importance of finding a college or university that fits their own personalities, goals and preferences.

#### MATERIALS AND RESOURCES

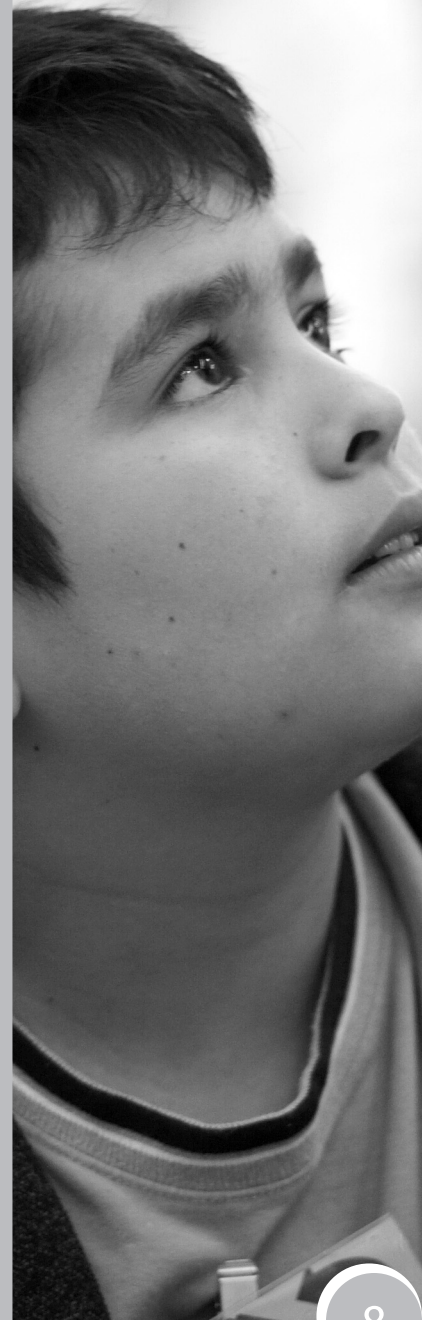
- Pen or pencil
- Workbook

#### INTRODUCTION

Sometimes people do best in an environment that is similar to what they are familiar with or that includes elements that make them comfortable. If an environment makes you comfortable, we would say it is a good fit for you. You also can be successful in a place that is very different from what you know or from what makes you comfortable. In fact, such an environment can lead to great learning and personal growth.

The following questions are intended to help students explore this idea of person-environment fit.

1. If you were to ask my friends, they would say I am \_\_\_\_\_.  
(Write down five words or phrases that describe your personality.)
2. I like classroom environments that are \_\_\_\_\_.





3. I like teachers who are \_\_\_\_\_ .
4. The subjects in school I most like are \_\_\_\_\_ .
5. When I grow up, I want to be a(n) \_\_\_\_\_ .
6. What excites me most about going to college is \_\_\_\_\_ .
7. What scares me most about going to college is \_\_\_\_\_ .

#### SUGGESTIONS

It is important to help students explore these questions thoughtfully. You should encourage them to approach their answers without worrying about what the “right” answers are (there are none). Also, help students understand that their answers to these questions might change as they learn more about colleges and universities — this is fine.

There are other questions students might come up with, and you should encourage them to explore the idea of person-environment fit by thinking about others ways of determining that fit. You might want to ask students about other situations in which the concept of person-environment fit plays out.

What is most important is for you to help students draw a connection between their answers to these questions and the types of institutional environments that seem most comfortable to them, given their answers.

### *Activity: Design the Perfect College*

#### OBJECTIVE

To design a college or university that is ideal, thus integrating students' work answering the introspective questions in earlier activities with the research they have done online.

#### MATERIALS AND RESOURCES

- Art supplies

#### INTRODUCTION

If a student could design the perfect college for him or herself, what would it be like? Would it be large or small? Where would it be located? What would the student name it? What types of majors would it offer? What would be its mascot? What would be the school colors?

By having students design a college or university, they can come closer to appreciating the characteristics they most want in the college or university they ultimately might choose for themselves.

#### SUGGESTIONS

Have students draw a brochure for the college. Students could use their art supplies to develop the look of the college's Web site.

You might consider having students develop a script for a television or radio commercial that would describe their college — students could perform these scripts for one another.

Students could put on a fictional college fair, allowing others to see what their colleges look like. Parents could come to this fair, allowing your students to explain their colleges to the parents.





# CHAPTER 5:

BENEFITS OF A COLLEGE  
EDUCATION



## Activity: Benefits Brainstorm

### OBJECTIVE

To help students consider the various benefits of a college education.

### MATERIALS AND RESOURCES

- Pen or pencil
- Workbook

### INTRODUCTION

For many, college is where learning comes alive. Some students will explore areas of interest that can't be explored anywhere else. For others, college is the place where students learn to develop into the adults they want to be and start working toward their ultimate careers. So many things happen during the college years. It is a time many discover what it is like to live on their own, what it's like to make their own choices, how to manage their own money, and how to follow their own rules and schedules.

After considering the following, students are asked to consider what some other benefits of going to college might be:

- People who complete a college degree are more likely to be gainfully employed.
- Almost all of the fastest growing professions require a college degree.

- People who earn a college degree are less likely to be laid off from a job.
- People with a college degree have more career choices.
- People with a college degree typically earn more money.
- People with a college degree tend to have more options as they get older.
- College graduates enjoy better health and rate themselves as happier and more satisfied with life.
- College graduates have higher self-esteem and more self-direction.

### SUGGESTIONS

These are just a few benefits of earning a college degree. What other benefits can your students identify? Have them make a list and discuss them with one another.

Students could develop a survey to distribute to other students or teachers at the school. The goals of this survey might be to uncover what other students say about the benefits of college.

Another activity might involve students sending letters to influential college-educated people in the community to ask those people what they identify as the benefits of a college education.

# CHAPTER 6: COLLEGE COSTS

## *Activity: Calculating College Tuition Costs*

### OBJECTIVE

To introduce students to the different costs of going to college and the types of financial aid available. Students will begin to understand how to calculate the costs of higher education. Students should understand that colleges with higher costs could be as affordable as those with lower costs, once they factor in financial aid.

### MATERIALS AND RESOURCES

- Pen or pencil
- Workbook
- Computer with Internet connection

### INTRODUCTION

The student workbook contains a simple exercise that helps students tackle how to calculate college tuition costs. The exercise looks like this:

Let's say you are in college, working on a bachelor's degree that will require you to take 180 credits. Your college charges \$150 per credit for tuition.

1. How much would tuition cost you?  
\$ \_\_\_\_\_
2. How much is that tuition per year, assuming it took you four years to finish?  
\$ \_\_\_\_\_
3. Besides tuition, what are the other costs of attending college?
4. Make up a story about someone who goes to a public college and another person who goes to a private college. Tell how they end up paying the same amount.
5. What would your story sound like? Write it here.

## SUGGESTIONS

Have students look up the costs of schools as they do their online research for the earlier activities. Have them create a chart to compare costs for different types of schools.

Have students create an imaginary budget that includes living costs as well as education costs. Develop an activity that helps them spend their resources wisely over a specific time period. Send them imaginary bills, and teach them how to plan out the use of their resources.

Can students define the different categories of financial aid? Encourage students to tell stories that reflect the idea that a more expensive private school can be as affordable as a low-cost public school because of financial aid. Have students share their stories.

Have students look up different kinds of schools online and determine what the costs of those schools are. Then have students contact those schools to see if they could get information from the financial aid office that shows how financial aid works at that school.

Contact NELA for more information about how financial aid can assist students who cannot afford higher education. NELA can provide resources and information that helps students understand the ways in which financial aid assists many students.





# CHAPTER 7: YOU AS THE ADVISOR





# Activity: Help Them Get to College

## OBJECTIVE

To help students solidify their comfort in communicating the concepts learned throughout the workbook.

## MATERIALS AND RESOURCES

- Pen or pencil
- Workbook

## INTRODUCTION

The student workbook provides the following vignettes and asks students to consider how they would advise the characters.

1. Rosa is a high school junior who is thinking about going to college. She is worried because her family does not have a lot of money. Rosa has decided it is probably best not to apply to college at all. How might you help Rosa see her situation differently? Who should she talk to for specific help with financial aid?
2. Tyrone has studied hard in high school and has good grades. He has been active in high school sports, clubs and activities. His high school is small, and he likes that. He wants to go to a college that is also small, but the colleges close to his hometown are all very large. How would

you help him find other colleges that he might consider applying to? If Tyrone decides to go out of state for college, how will he be able to afford it?

3. Think about your best friend. How would you help him or her develop a plan for choosing, and ultimately apply to, college? What steps would you tell your friend to take?

## SUGGESTIONS

Have your students come up with other stories and the ways they would advise the students they've described in those stories.

Students could create a television commercial or public service announcement in which they describe a solution to a given financial aid challenge.

# CHAPTER 8:

CAREER  
EXPLORATION

## *Activity: What Do You Want to Be?*

### OBJECTIVE

To get students thinking about career options and the connection between those options and a college education.

### MATERIALS AND RESOURCES

- Pen or pencil
- Workbook

### INTRODUCTION

Students can choose from a variety of careers. Some careers have been around for a long time, while others are new or changing quickly as technology advances.

Have students answer the following questions, which are posed in their workbooks:

1. Identify things you like to do, things you are good at and what interests you.
2. Explore some of the career options that exist, and try to talk with people who are in that career.
3. Conduct research into what it takes to get into different types of careers. Do some of these careers require a college education? If yes, do you need a particular college major?
4. What are the average salaries for people in different careers that interest you? Do these salaries differ depending on the level of education required by the career?

### SUGGESTIONS

In answering these questions, students may wish to use the Internet. They can search for careers, salaries and the education required for those careers.

Can students come up with other career questions?



## *Notes*

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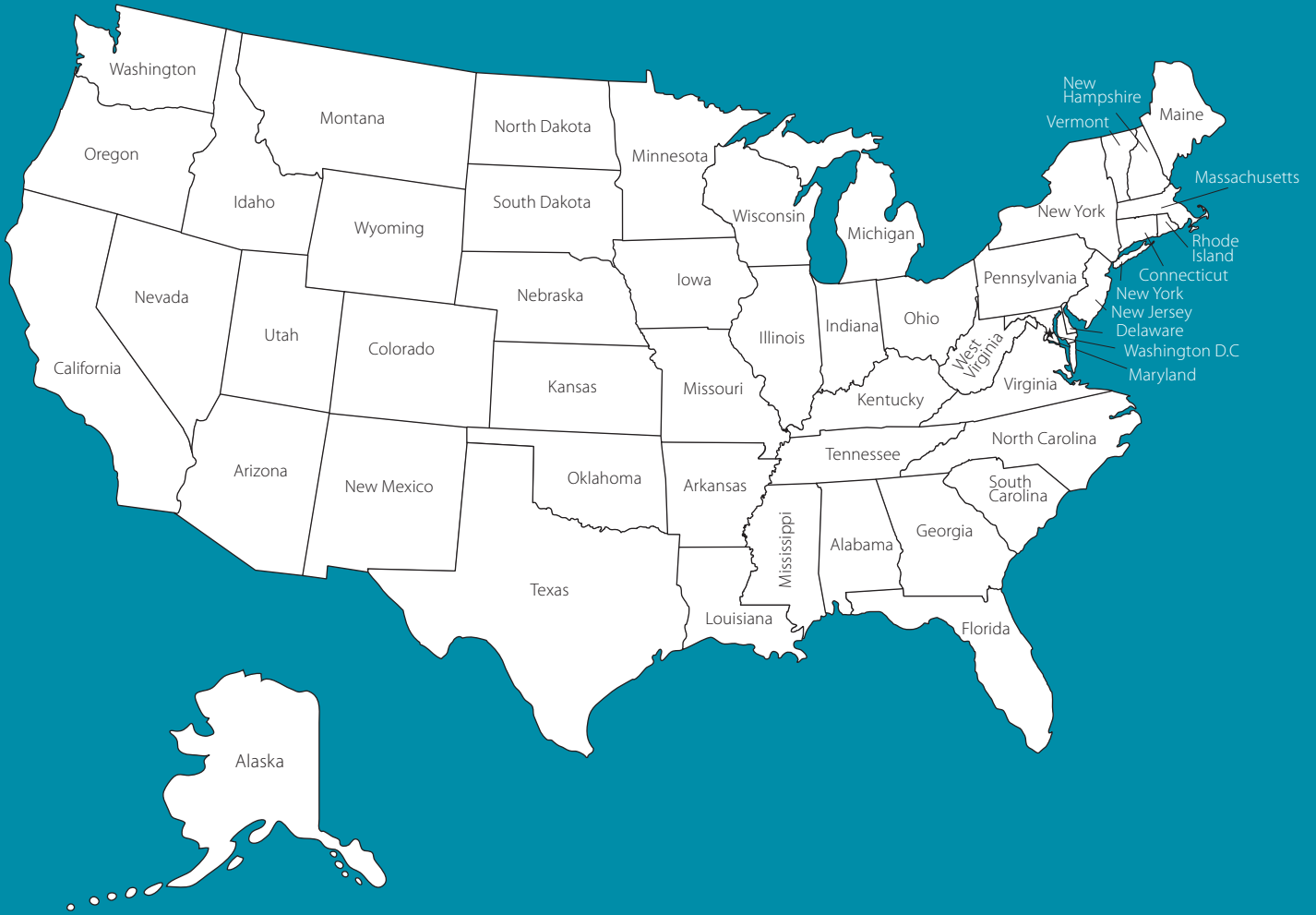
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