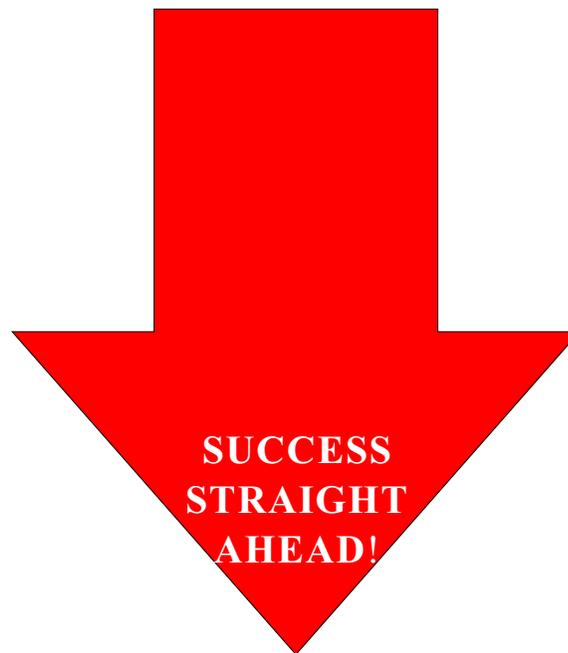




**A FACILITATOR'S GUIDE
TO COLLEGE ACCESS FOR STUDENTS**



**YOUR FUTURE!
A WAY FORWARD TO A SUCCESSFUL FUTURE!**

COLLEGE ACCESS

SEVENTH GRADE



FOREWORD

Dear Teachers:

We are living in an exciting age of change in technology, information exchange, and communications here in Palau and the region. We continue to see and experience changes in the way we work, the products we use, and the impact of technology in our daily lives. These changes have resulted in today's workforce needing increasingly advanced levels of knowledge.

Thirty years ago it may have been possible to find a good paying job with only a high school education, but now it's important to have some education past high school that results in a certificate, degree, or industry credential. A solid educational foundation can be the key to a successful future for our children. Workers with basic skills in reading, writing, and math along with skills to work in teams, make decisions, solve problems, analyze and interpret data, and effectively communicate are highly sought after by today's employers.

We have learned that the way forward for student success means preparation for this ever changing workplace! Figures vary from different islands or states but estimates are that some 75% of new jobs being created will require education and/or training beyond high school. Even existing jobs are being restructured and new jobs being created that rely on new technologies. With some postsecondary credential or college degree, our youth will have more jobs from which to choose.

Getting a college education requires a lot of time, effort and careful planning, but it provides knowledge and skills that one will use for the rest of their life to help them succeed in whatever they undertake.

As teachers and guidance leaders for our youth, we can help to make their educational experience a successful one. Entrance requirements for colleges have increased so it is important not only to earn a high school diploma but take challenging course work that will ensure they are college ready. Our youth must explore not only universities but community colleges and technical centers. Entrance requirements may vary among all postsecondary institutions.

Our youth must learn about their own interests and abilities and match those to occupations and begin to make some career and education decisions. The planning needs to start early so that each student meets all the requirements for high school graduation and entry into college. It is our tasks as educators to ensure they are guided in the right directions for reaching their goals.

This guide will help you to learn more about helping your students to make career decisions and to learn more about college requirements, financial aid, and the application process. It is our hope that you will benefit from this guide to help your students move forward to a successful, productive life.

Masa-Aki N. Emesiochl, Minister
Palau Ministry of Education

Table of Contents

Introduction	1
How to Help Your Students	2
Starting the Road to College Access for All Students.	3
Leading through the Guide.	4
Module 1.	7
Module 2.	14



YOUR FUTURE! A WAY FORWARD!

Leader Guide

INTRODUCTION

Over the past years, the importance of a high school diploma has grown in importance and today has become a requirement for workers in the age of technology. However, recent research has shown that nearly one in every three students who start high school in the ninth grade fails to complete the 12th grade within four years. ¹

Research also shows that when young people begin to miss school and eventually drop out of school, they are more likely to “drop into” the other systems such as the criminal justice and welfare systems. These dropouts are more likely to be “unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced and ultimately single parents with children who drop out from high school themselves.”²

TOP FIVE REASONS DROPOUTS IDENTIFY AS MAJOR FACTORS FOR LEAVING SCHOOL

Reason	Percentage
Classes were not interesting	47%
Missed too many days and could not catch up	43%
Spent time with people who were not interested in school	42%
Had too much freedom and not enough rules in my life (why didn't someone <u>make me follow the rules</u>)	38%
Was failing in school	35%

Source: *The Silent Epidemic*, Bridgeland, John, John Dilulio Jr., and Karen Burke Morrison, p.3.

The National Dropout Prevention Center/Network has identified 15 strategies that have the most positive impact on the dropout rate. These strategies include:

<ul style="list-style-type: none"> • systemic renewal* • safe learning environments • family engagement • early childhood education • early literacy development • mentoring/tutoring • service learning 	<ul style="list-style-type: none"> • alternative schooling • after-school opportunities • professional development • active learning • educational technology • individualized instruction • Career and Technology Education
---	---

*(continuous, critical inquiry into current practices, identifying innovations that might improve education, removing organizational barriers to that improvement, and providing a system structure that supports change" (Duttweiler, 2004, p. 56) example: whole school reform)

HOW TO HELP YOUR STUDENTS:

While most students who dropped out blamed themselves, some provided recommendations for practices that could have induced them to stay, including:

- ▶ Improve teaching and curricula to make school more relevant and engaging and enhance the connection between school and work. Eighty-one percent of the survey respondents said that if schools had provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved their chances of graduating from high school.
- ▶ Improve instruction and access to supports for struggling students. A large majority of the respondents, 81 percent, wanted better teachers, while three-fourths wanted smaller classes with more individualized instruction. Additionally, 55 percent said more should be done to help students who had difficulty learning.
- ▶ Build a school climate that fosters academics. The respondents said more supervision and discipline in school was necessary. In focus groups, the young adults said the many disruptions in class prevented them from doing homework or paying attention in class.
- ▶ Ensure strong adult-student relationships in the school. The respondents craved and appreciated attention from teachers, not just for school work but also for personal problems. Only a little over half said they could go to a staff person for school problems and less than half had someone in school to talk with about personal problems. Sixty-two percent of the respondents said their school needed to do more to help students with problems beyond school.
- ▶ Improve communication between parents and schools. Approximately 70 percent of those surveyed said better communication between school and parents and increased parental involvement in their child’s education are essential to keeping students in school.

For the complete report, go to: www.civicenterprises.net.

WHAT YOU DO MATTERS IN THEIR LIFE PLAN!

Starting the Road to College Access for All Students

All students need a support factor that is more than just academics to motivate them to stay in school and to reach higher and further than they believe is possible.



Guess what? You are that life line for those students. They need a plan and a reason to stay in school and you can help them to find that reason and make that plan.

By the end of eighth grade, 9 out of 10 students say they want to go to some type of college. After all, a college degree can mean an extra \$1 million in lifetime earnings and a ticket out of the unemployment line. But about half of those students never reach their dreams because they fail to take the right steps along the way. Those steps begin in middle school. That's why you shouldn't assume that all is going well with these students in school.

Guidance in the later years of the middle school grades (6th, 7th, 8th) can put students on a successful path to a college education. It is important that teachers and counselors remember that their roles should include:

- ◆ Helping students to see themselves as college students as a major goal after high school
- ◆ Assisting students to determine their own interests, aptitudes, academic strengths, etc., as well as their productive and non-productive habits
- ◆ Encouraging students to have a basic understanding of what is required to go to college and the processes for enrolling and obtaining assistance in order to finance a college education
- ◆ Stressing the required courses and necessary curriculum for students enrolling in a college
- ◆ Challenging students to build a network of family, teachers, counselors and friends who can help them to reach their goals



Leading through the Guide

Your students have a booklet entitled, ***Your Future! A Way Forward!*** and this booklet for you is to help you to ensure that the students are getting the most out of their guides and out of their middle school years of schooling.

Your guide provides all that is in your students' guides in the back of this booklet and throughout your guide there are some activities and lessons that are brief enough to add to a daily lesson but strong enough to get each support lesson built into the future planning for the students. Student Handouts are in Appendix A. This guide can be used to do a one-day workshop with 7th grade students throughout all classes to get a "kick-start" on motivating them to get better prepared and to stay in school.

Page one of the Student Guide gets the student started by making them aware they have the power to choose what their future will be like. It also stress that each of them must make the **choices** that will determine their life's successes and failures. That THEY have the power! The Plan to use the **POWER** included:

1. **P**lan now for what you want your life to be!
2. **O**pen all the doors you can for your life!
3. **W**ant more than you believe is possible!
4. **E**arn your way to a better future!
5. **R**esearch now so you can be what you want to be!

These young people have had years of "others" making decisions and rules for them and now they need to understand as they take over and start to make their own **choices** it is important that they have the knowledge base for those decisions.

The main goal with this booklet is to provide guidance to students through experienced school personnel in cooperation with their parents.

Remember, contacting and working with parents of the students you are trying to encourage and guide will add to the strength of your work and to their successes. The parents of your students will be provided an opportunity to **attend a meeting** to encourage their support and assistance in keeping students in school and through college and to receive a Parent Guide to help them along the way. **You** may be a support factor in that meeting or even may be one of the presenters, but with that in mind, know that your students have a source of information going to their parents to assist in what you are trying to do.

PARENTS CAN BE THE POWER HELPING YOU TO HELP YOUR STUDENTS!

Working with the Students:

Begin by reviewing and discussing Student Guide pages 1 - 6 and having students complete the Module 1 activities. Remember, clean student Handouts are located in Appendix A after the complete Student Guide.

REMEMBER THE POWER!



You may be the making the plan, but know where you are going...

Suggestions to Follow:

1. Engage students in a discussion as to what helps them to be a better student and write the responses on the chalk board or flip chart. Ask does getting a good night's sleep make them do better in school as a starter. Then, solicit more ideas.
2. Pass out the handout "Starting Now" and have students check the areas on the handout sheet that they are planning to start improving or working harder to achieve. Allow time for them to complete and ask for volunteers to share their choices with the classes and "why" these choices will be a way to "start now" to open the doors to their life plan?
3. Pass out the Student's Guide: ***Your Future! A Way Forward!*** Ask for a student volunteer to start at the beginning and read out loud while the class follows in their own Guides. Have the volunteer to stand and start at the beginning and read through to page 3. Then, stop the reader and ask students if the courses and careers mentioned on page 3 were some they had thought about in terms of "academic classes" and the relationships to those classes.

When the time for the discussions is ending, have the students turn to page 4 and you explain the employment chart to them and make sure all understand the terms and significance of the information to their planning for life.

Continue with your explanation and discussions through the rest of pages 4 through 6. Ask if the students are beginning to see how their high school choices can open doors for them in their life plan? Allow for some discussion.

REMIND THEM THERE ARE NOT RIGHT OR WRONG ANSWERS!

5. Once each student has had time to complete the chart, ask for one to two volunteers to share their answers so all can benefit from the observations and questions that may arise with the exercise.

Module 1: If I have the Power, Who am I?

This Module and lessons will help students examine what they want when they graduate from high school, how their current interests can relate to future careers, and how they can learn more about particular careers. It is the beginning of the **POWER: *Plan now for what you want your life to be!***

Objectives: This lesson will provide students with the opportunity to:

1. Share thoughts and possible plans with classmates of the same age group and who have similar situations
2. Learned how their interests and current abilities are a starting place for career planning
3. Discovered resources and additional information to help them understand possible careers.

Activities and Handouts

Activity #1: How Friends Can Help

Handout #1: Bingo

Activity #2: What Are my Interests and How these help with Decisions

Handout #2: My Interests

Activity #3: Making it My Way!

Handout #3a: Career Information Sheet

Handout #3b: Career Interview

Activity #1: How Friends Can Help

Opening Discussion: Sometimes talking with others your own age about individual goals and plans or ideas about your future can help. Today's lesson gives you an opportunity to play and learn and share ideas all at the same time.

Activity/Handout: Bingo - Ice Breaker for getting discussions going on future and planning.

Materials: Pencils, Bingo Cards and "prizes" for winners (make it simple but worth getting)

Instructions:

1. Print and copy a bingo card for each player.
2. Players circulate to find group members who "match" descriptions in the bingo squares.
3. When a match is found, the player writes the name of the individual student in the square. Different names must be used in each square.
4. When a player has filled a row with names, s/he says "Bingo!"
5. With the group, check the squares and identify the individuals described. If accurate, then the player who got the first "bingo" would get a prize.
6. Continue the game for a second round, with the new goal of filling the entire card. (Probably would need to set a 5- to 10- minute time-limit and then award the person who came closest.
7. Check the entire card, identifying group members matching each description.
8. Then, read through the card and have all participants stand when a category applies to them.

If time is left, discuss some of the identified results with students to get their views on what they learned.

B	I	N	G	O
Does volunteer Work	Would like to go off-island for college	Is a 7 th grader	Speaks more than one language	Has made all A's at school
Wants to be an artist	Is active in a church, temple or mosque	Wants to attend a small college	Wants to be a writer	Has parents or brothers/sisters who attended college
Wants to be a teacher	Was born in another country	FREE	Has visited a college campus in the last year	Participates in one extra school activity after school
Has lived in another country	Plays on a sports team	Wants to be a performer (music, drama or dance)	Wants to attend a large university	Plays a musical instrument
Studies (does homework) at least an hour a night	Wants to attend a community college	Wants to join the military	Wants to be a doctor or scientist	Wants to develop computer games

Activity # 2: What Are my Interests and How these help with Decisions

Opening Discussion: Thinking about careers and goals can be important, but before you get started, consider what your interests are and how those interests could connect to careers. Thinking about why you like certain classes and activities can help you make better choices in considering a career.

Activity/Handout: My Interest

Instructions:

1. Ask students to take about 10 minutes to fill in Part 1 of the “My Interests” form.
2. Talk with them about their responses.
3. Have them complete Part 2 of the form.
4. Ask them to share the responses to Part 2 with a partner. Students should be encouraged to give each other feedback (comments) about the career ideas.
5. Share with the whole group some of the jobs that were identified.

MY INTERESTS

Part 1: Directions - Look at the table below. On the left list the classes you like the BEST and tell why. On the right side, list the activities you enjoy most and tell why.

Classes I like Best and Why	Activities in classes that I like Best and Why

Part 2: Answer the following questions based on your responses to and discussions about Part 1.

1. How are the classes you like and the activities you like the same or different?
2. What classes and activities do you think you will want to continue in high school?
3. What classes and activities do you look forward to adding or doing in high school?
4. What jobs can you think of that could relate to or grow out of any of the classes or activities that you like?

Activity #3: Making it My Way!

Opening Discussion: You have had some time to think about what you like and your interests and how that could relate to a career choice. Now, please think about specific careers you would like to learn more about — careers where you could make it your way.

Activity/Handouts:

Handout #3a: Career Information Sheet

Handout #3b: Career Interview

Materials: Colored markers or crayons

Instructions:

1. Have students work in pairs— preferably with a “common interest friend” from the Bingo Game.
2. Each partner should “interview” the other using the questions on the Career Exploration Sheet.
3. Have each student design a business card based on the career s/he thinks would be most interesting. Note: You might want to show them an example of a business card during your instructions.

Once this part is completed by the pairs of students, ask for volunteers to read their “interview sheet” and explain their business card design. Then, for a followup activity:

4. Encourage students to think of a person they know who is working in a career field that interests them and ask them some important questions:
 - What did you dream about doing when you were in the 7th or 8th grade or even high school?
 - How did you decide on the career you have now?
 - How much education did you need for your career now?
 - What is the best thing about your career and what would you change?

CAREER EXPLORATION SHEET

1. I would like to know more about a career doing:
2. I think this could be a good career for me because:
3. To learn more about this career, I should talk to:
4. I can also learn more about this career from the following places:
5. This is what my business card would look like if I worked in this career:



Module 2: Open All the Doors and Keep My Options Open

Now that students have started understanding more about the **power** of planning, it is time to start opening the doors to gain the goals for their life plan. This Module will help students to understand the choices they will have and what **choices** to make for themselves individually during the 8th grade and in high school.

Objectives:

By the end of this session students will have:

- ▶ examined ways to make the 8th grade a beginning to their life plan
- ▶ developed an understanding of the choices in high school and the purposes for each of those choices
- ▶ developed a tentative individual education plan for high school

Activities and Handouts:

Activity #1: Opening the Doors to College and Your Future Life Starting Now

Handout #1: Starting Now to Make School Count for My Life Plan

Handout #2: Activities Questionnaire

Handout #3: Interests and Related Activities with List of Clubs and Organizations

Activity 1: Opening the Doors to College and Your Future Life Starting Now

Opening Discussion: Now that you have started to understand about the power of your choices and your life plan, this lesson is going to help you to look at the doors you can open to help with your plan starting with the 8th grade and planning for high school.

Activity/Handouts:

Student's Guide: Your Future! A Way Forward!

Handout #1: Starting Now

Handout #2: Activities Questionnaire

Handout #3: Interests and Related Activities

Handout #4: Should I Go to College?

Materials: Pencils

Instructions:

1. Have students open their guides to page 7 and begin discussion on what is required and offered at the high school levels.

Then, ask the students to complete Handout 1 from this Module. When time has been long enough that all students have finished. Ask for one or two volunteers to share what they have decided based on the Handout Choices with the class as a whole. They can read from their handout sheet what they decided to work on for this year and the 8th grade.

Ask students for any further discussions on this activity.

2. When discussion time from the first activity is finished, pass out Handout #2. Tell students to complete the form alone and then to find a partner and share their choices with the partner and have the partner share their's. Then, to discuss why their choices were what they were with each other.
3. When the discussions have started, pass out Handout #3 to the partnered groups. Tell students to continue with their partner and complete Handout #3 with some advice from their partners.
4. When all students have had time to complete Handout #3. Ask for volunteers to share with the class the choices they each made and why. Discuss the optional clubs and activities on the sheet and what being involved with such clubs and activities would mean to them in the future.
Remind them that these are current interests that might relate to school and community during high school getting involved ideas.
5. Before going ahead with other activities, ask students to turn to Page 8 and discuss the "helpers" they have and how that could benefit them. Encourage

students to discuss their plans with each group and why.

Continue by discussing the points on the bottom of Page 8:

Consider what your future career will be.

This type of discussion can relate to types of lifestyles one can expect to have based on the type of occupation they choose. HERE would be a good place to give an Interest Inventory obtained from the High School Counselors and have the students discover their interests at this time.

These points can lend to explanations and discussing each component in detail and making students aware of each term and point being used.

6. Continue with Student Guide Pages 9 and 10 and the points on going to college. Ask the students if any of them were surprised by the answers to the True or False pages in their guides. If so, why or why not? Be sure to discuss each item for more detail and understanding.
7. Then, follow on to Student Guide Page 12 and have students volunteer which of the categories were of interest to them. Remember, they have not been given the list of “NOT going to College” items that are included in your form. If some of the “reasons not to go to college” come up in the discussions, be sure to relate the positive or reasons that off set the Not’s with the Do’s.
8. When these discussions are finished, stress the last page in the student guide and how they need to have the notebooks added to as they complete the rest of the 7th grade and 8th grade and then the notebooks would go to the counselors at the high school to be kept in the Career and Guidance Center for them to continue to work with and for Counselors to advise with as they enter high school.

Handout #1: Starting Now to Make School Count for My Life Plan

No matter at what stage you are in school, you can always use some pointers on becoming a better student. Here are some ideas on becoming a better student. Which ones do you choose to work on for the rest of this year and in the 8th grade? The chart below give you the pointers, you choose 5 that you will work on now by marking "7th" in the box, then mark "8th" in the box that you will continue to work on in the 8th grade and the new ones you will start in the 8th grade.

Pointers	7 th	8 th
1. Always be prepared for class. This not only means doing your homework, but bringing to class newspaper or magazine articles of topics that are being discussed. Also if you know someone with expertise on the subject being discussed in class, talk to this person to see if they want to be a special guest at the classroom.		
2. Write clearly. There is nothing worse than having to correct many papers or assignments at a time that have poor penmanship. Make your work easy to read by typing it whenever possible.		
3. Dress neatly and act like you are going to work. You job is that of a student and you have a job description to be as good a student as you can be. Report to work like it matters. Teachers can read your attitude.		
4. Treat your teachers and others with respect. Remember you are on the job and employers or co-workers expect to be treated with respect.		
5. Be on time for work (all classes) and be on the job (at school) unless you are ill or there is a very good reason (family health) why you have to be late or absent.		
6. Pay attention. Not all subjects will be your favorite, but it is important to show interest in what is being discussed in class just as you would be paying attention on a job to someone training you.		
7. Get organized. It's hard to do well in school when you don't know where anything is and you are constantly losing things. Parents on the job must keep up with their work and tools and remember you too are on the job.		
8. Get a notepad or notebook with paper and take notes on class discussions and assignments. Use it daily!		
9. Set a certain time to do homework and review after school every day.		
10. Whenever you don't understand something, ask for extra help. If you don't clarify your doubts in the beginning, you will fall behind in class.		

Handout 2: Activities Questionnaire

1. What activities do you enjoy outside of daily routine of school? Why?
2. In what sports or games do you participate? With whom?
3. In what school activities have you participated and why did you choose to participate?
4. Have you been a leader in any team, religious group, or school sponsored activities? What were those?
5. What summer experiences have been most important to you? Church activities, family activities, games, etc.?
6. What kind of music do you like? Do you play an instrument? Sing? Would you like to? Do you have family or friends who are sometimes involved with music?
7. Have you done any work voluntarily in your village or church? Why did you do that and what did you learn from doing it?

Adapted from Cabral, Joshua. Addressing the Needs of First-Generation, College-Bound Students: A Comprehensive 5th - 12th Grade Approach, South Boston Harbor Academy Charter School. 2004.

Handout 3: Interests and Related Activities

The following table will help you focus your interests and abilities and to determine how you might be able to develop them more in high school. Don't be afraid to put down interests that you may not have tried but think you might want to. The future to your life is made from your **choices** made from experiences.

Interests and Talents	Current Related Activities	Possible Related High School Activity
<i>Example: acting</i>	<i>watching movies</i>	<i>joining a drama club or play</i>

Handout 4: Should I Go to College

Now that you have had the opportunities to learn more about yourself, high school and careers you can now look further towards your life plan in college. This handout will help you start thinking about why you want to go to college and prepare you for the next guide to help you with college planning and paying for college.

Write as many more answers in the table as you can think of and then discuss with your parents, counselor or favorite teacher. It will help.

Reasons Why I Want to go to College	Reasons I Don't Want to go to College
To learn	Too much work
To find out about other cultures	Study
Get a Degree	Read
Get a Job	Write
Get paid more	Scared
No parents	Rooms
Buy a car	Classes
Buy what I want	Homework
So I can do what I want	Teachers
Go to parties all of the time	Principal
Go out to Eat	Paying for it
Go to Clubs	Classes too long
Fun	Get lost?
Go to parties	Miss family
Play football-go pro?	Parents
To be smart	
To go to parties	
To kill time	
Maybe to learn	
To pursue a job	
To get time away from parents	

For your closing, stress the final page of the Student Guide and refer to these activities during regular lessons where they may fit. Remind students that they are preparing their life plan on a daily basis.

As you begin to make your **choices** and to learn about all you options, keep adding to the sections with information you want to keep or may want to review as you go along. Add pages of what you

KEEP THIS NOTEBOOK AND KEEP PLANNING!

do and activities you get involved in and remember how important portfolios can be.

Share your ideas and information with your **family** and talk to you teachers and counselors!

Use the computer for searching and learning for your **life**, but remember the **three R's are not reload, replay and rewind!**

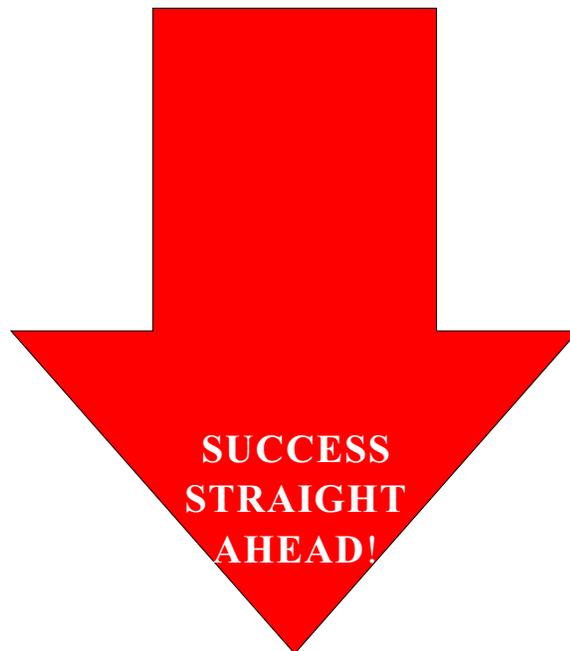
Take part in all the activities related to going to college offered at your school and your high school because you are keeping your options open!



THE STUDENT GUIDE



YOUR FUTURE!
A WAY
FORWARD!



College Access!
Seventh Grade



YOUR FUTURE?

Believe it or not, you have the POWER!

It is a reality that no one can make the choices but you!

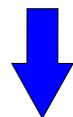
Plan to use the **POWER!**

1. **P**lan now for what you want your life to be!
2. **O**pen all the doors you can for your life!
3. **W**ant more than you believe is possible!
4. **E**arn your way to a better future!
5. **R**esearch now so you can be what you want to be!

Pathway to the future..

Start where you are right now!

You are in the 7th grade so start planning for high school and beyond! During the 8th grade you have time to prepare!



PLANNING FOR THE FUTURE!

WHAT DO YOU WANT?



OK, you know what you want to future to be like in terms of living and possessions, but you do not know what you want to do as for an occupation!

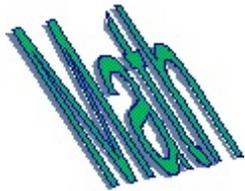
START WITH A PLAN FOR HIGH SCHOOL...

HIGH SCHOOL?

High school can be some of your greatest years for excitement and important decisions. You cannot avoid it so make it something that matters for your life!

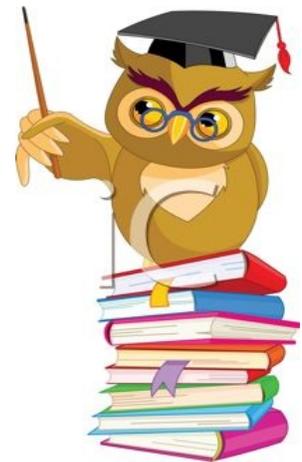
You have lots of *choices* as to what to you study and these *choices* are the first steps in your life plan! What to take in the 9th, 10th, 11th 12th and beyond?

Science



History

English



Plan now....

Here are some choices that can add to your life plan with a career!

English: law, journalism, public relations, teaching, writing

Mathematics: accounting, financial planning computers, aeronautics, insurance

Science & Health: medicine, pharmacology, meteorology, chemical engineer, medical research

Technical: manufacturing, construction, mechanics, electrical engineer, transportation technology



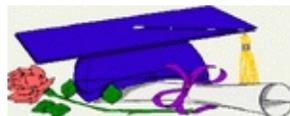
REMEMBER THE
POWER!

You may be the making
the plan, but know where
you are going...

Remember everyone in every job needs to be able to write and speak correctly, listen, understand what is written and spoken and to use math effectively!

KEEP THE OPTIONS OPEN BY YOUR CHOICES!

- Know what the required courses and the graduation requirements.
- Take one English or literature class every year of high school to strengthen your reading, writing and speaking skills.
- Mathematics courses prepare you for almost all careers and for life in general so taking several math courses like algebra and geometry will help prepare you for your **choices**.
- Science will prepare you for not only a career but to understand the technological world you live in.
- Health will prepare you to understand your own health issues and those of your family.
- Computers are more than just games and you will need to be intelligent about these as they will be changing your future.
- Elective courses are those that you may choose but keep in mind that a couple of years of a foreign language may be an option you do not want to miss out in taking.
- Technical education courses allow you to try out what skills apply to certain future careers so now will be your chance to see what you do like and *can* do.



WORDS TO KNOW....

The following terms are important to know when planning for high school!

- **Class Rank:** A rating which compares your cumulative (total increasing or decreasing) grade point average to other members of your class. Class rank is often used as a basis for college admission and scholarship determination.
- **Elective:** A course that is not required but which you may choose
- **Graduation Requirements:** Established by your local school
- **Prerequisite:** A course which must be taken before you enroll in another related course (Example: English 1 is a prerequisite for English 2.)
- **Required Elective:** A course you may select to meet a graduation requirement (Example: You may choose to enroll in College Prep English or Business English to meet an English requirement.)
- **Unit of Credit:** Given upon successful completion of a 36-week (2-semester) course, which meets at least 7,830 minutes a year. Half- and quarter-units of credit may be earned for courses meeting the right amount of fewer minutes.

OPTIONS.....

To keep the options open, keep this in mind. The Council on Post-secondary (college) Education recommends the following pre-college curriculum:

Subject	Pre-College
Language Arts	4 credits: English I, II, III, IV
Mathematics	3 credits: Algebra I, Algebra II & Geometry
Science	3 credits: life science, physical science, and space/earth science with laboratory portions.
Social Studies	3 credits: U.S. History, World History, economics and government; with geography as required or elective
Health	½ credit
Physical Education	½ credit or sports or technical education work program
Foreign Language	2 credits or take a test to show passing ability in one other language
Visual and Performing Arts	1 credit
Electives	7 credits: should be in career pathway choices & home and family living

Choices in high school:



- ▶ Choose to sit in the front of the room!
 - ▶ Choose to join in all class discussions!
 - ▶ Choose to ask questions!
 - ▶ Choose to do all your assignments on time!
 - ▶ Choose to proofread, correct and rewrite everything!
-
- ▶ Choose to practice everything!
 - ▶ Choose to ask for help!
 - ▶ Choose to study!
 - ▶ Choose good habits to succeed like getting a good night's rest!

Plan for success in high school by remembering ***that it is more than good grades*** and it all helps to learn life skills, time management, teamwork, scheduling one's time, and more.

The extracurricular (extra/not required) activities you **choose** will make a difference to colleges, future employers and your own life. However, join only those that are of interest to you and plan to be really involved - not just a member!

School Organizations	Volunteer Services
Academic Teams Honor Societies Student Council Class Officer Year Book Band Choir	Community Services Community Cleanup Day Donations of Food/Clothing Student Hospital Volunteer Church Activities Student Assistant at School
Sports	Clubs
Basketball Baseball Cheerleading Football Hockey Golf Gymnastics Soccer Tennis Swimming	Speech Drama Future Business Leaders Future Farmers Future Homemakers Future Teachers

Remember! You have others who can help with your **choices**:

- ★ **Parents** can give advice and help with examples and know you well enough to guide your choices.
- ★ **Teachers** can give you ideas and reasons for some of your choices.
- ★ **Counselors** can offer you information about additional schooling and courses to add to your choices.
- ★ **Students** already in high school can offer some of their experiences to help with your choices.

YOUR plan for life is starting now and it is not too early to begin thinking about what your **long term future will be!**

✓ **Consider what your future career will be.**

- Learn what skills and abilities you already have.
- Learn about your own interests and learning styles.
- Learn what colleges and universities offer relating to careers you might be interested in.
- Learn as much as you can about different types of work.
- Learn what the requirements are for many different jobs.
- Learn about the job/career related activities offered at your high school.
- Learn about all career pathways and the occupations in each one.
- Learn about how people can pay for college and advanced training.
- Learn about occupational and job related skills for reaching your goal like completing applications for college and employment, writing resumes, where jobs are



located, who the employers are and what they expect from those they hire.

PLAN FOR COLLEGE ...

It is not too early to plan for college! Here is a way to add to the **power** by **w**anting more than you had thought about before and beginning to **r**esearch how to obtain what you want.

The following quiz will get you another step:

True or False:

1. _____ If no one in your family has gone to college, you can't go either.
2. _____ Only rich people can afford to go to college.
3. _____ Anything that is taught in college you can learn on the job.
4. _____ If you don't know what you want to study, you shouldn't go to college.
5. _____ If your grades aren't very good, you can't get into college.
6. _____ You don't need to go to college to get a good job.
7. _____ If you don't know how to apply to college, you can't go.

Answers:

1. False. Many students become the “first” in the family to complete college. Ask around, there are more than you think.
2. False. College can be expensive, but that doesn’t mean you can’t afford to go. *There are ways to pay and you will get help with that every year through high school.*
3. False. Most jobs require some on-the-job training. However, for many jobs, you must have a certain level of technical or analytical skill before being hired and that may require you to obtain more education after high school.
4. False. College is one place where you can continue to explore areas more fully during your freshman year and then decide what you really want to do.
5. False. Different colleges have different requirements for admitting students. They look at more than just grades and have programs and tutoring offered at different levels of classes.
6. True and False. If a “good job” means a job your really like, you don’t necessarily have to go to college—but you will have more career options available with a college degree. If a “good job” means a job that pays well, the more education you have the more money you earn.
7. False. If you don’t know how to apply to college, there are many opportunities and programs during high school to find help and your guidance counselor will help. Then, you will learn of many other places and options to learn once you decide to do the research.

PAYING FOR COLLEGE OPTIONS?

■ Student loans	■ Scholarships
■ Financial aide	■ Work-Study Options

Check out the Palau Ministry of Education’s website for more tips on reaching your goal: <http://www.palaumoe.net/cacg>

ADD TO THIS: Should I Go to College

Now that you have had the opportunities to learn more about yourself, high school and careers you can now look further towards your life plan in college. **This chart will help you start thinking about why you want to go to college**

Write as many more answers in the table as you can think of and then discuss with your parents, counselor or favorite teacher. It will help.

Reasons Why I Want to go to College
To learn
To find out about other cultures
Get a Degree
Get a Job
Get paid more
No parents
Buy a car
Buy what I want
So I can do what I want
Go to parties all of the time
Go out to Eat
Go to Clubs
Fun
Go to parties
Play football-go pro?
To be smart
To go to parties
To kill time
Maybe to learn
To pursue a job
To get time away from parents

TIME IS NOW!



MAKE YOUR PLANS!

KEEP THIS NOTEBOOK AND KEEP PLANNING!

As you begin to make your **choices** and to learn about all you options, keep adding to the sections with information you want to keep or may want to review as you go along. Add pages of what you do and activities you get involved in and remember how important portfolios can be.

Share your ideas and information with your **family** and talk to you teachers and counselors!

Use the computer for searching and learning for your **life**, but remember the **three R's are not reload, replay and rewind!**

Take part in all the activities related to going to college offered at your school and your high school because you are keeping your options open!



**This Guide has been made available through a
COLLEGE ACCESS CHALLENGE GRANT
United States Department of Education**



Masa-Aki N. Emesiochl, Minister
Palau Ministry of Education

P. O. Box 189

Koror, Palau 96940

Tel. (680) 488-1906

Fax. (680) 488-8465

Email: memesiochl@palaumoe.net

Email: emesiochl@gmail.com

APPENDIX A

Module 1: If I have the Power, Who am I?

This Module and lessons will help students examine what they want when they graduate from high school, how their current interests can relate to future careers, and how they can learn more about particular careers. It is the beginning of the **POWER: *Plan now for what you want your life to be!***

Objectives: This lesson will provide students with the opportunity to:

1. Share thoughts and possible plans with classmates of the same age group and who have similar situations
2. Learned how their interests and current abilities are a starting place for career planning
3. Discovered resources and additional information to help them understand possible careers.

Activities and Handouts

Activity #1: How Friends Can Help

Handout #1: Bingo

Activity #2: What Are my Interests and How these help with Decisions

Handout #2: My Interests

Activity #3: Making it My Way!

Handout #3a: Career Information Sheet

Handout #3b: Career Interview

Module 1 Activity #1: How Friends Can Help

Opening Discussion: Sometimes talking with others your own age about individual goals and plans or ideas about your future can help. Today's lesson gives you an opportunity to play and learn and share ideas all at the same time.

Activity/Handout: Bingo - Ice Breaker for getting discussions going on future and planning.

Materials: Pencils, Bingo Cards and "prizes" for winners (make it simple but worth getting)

Instructions:

1. Print and copy a bingo card for each player.
2. Players circulate to find group members who "match" descriptions in the bingo squares.
3. When a match is found, the player writes the name of the individual student in the square. Different names must be used in each square.
4. When a player has filled a row with names, s/he says "Bingo!"
5. With the group, check the squares and identify the individuals described. If accurate, then the player who got the first "bingo" would get a prize.
6. Continue the game for a second round, with the new goal of filling the entire card. (Probably would need to set a 5- to 10- minute time-limit and then award the person who came closest.
7. Check the entire card, identifying group members matching each description.
8. Then, read through the card and have all participants stand when a category applies to them.

If time is left, discuss some of the identified results with students to get their views on what they learned.

B	I	N	G	O
Does volunteer Work	Would like to go off-island for college	Is a 7 th grader	Speaks more than one language	Has made all A's at school
Wants to be an artist	Is active in a church, temple or mosque	Wants to attend a small college	Wants to be a writer	Has parents or brothers/sisters who attended college
Wants to be a teacher	Was born in another country	FREE	Has visited a college campus in the last year	Participates in one extra school activity after school
Has lived in another country	Plays on a sports team	Wants to be a performer (music, drama or dance)	Wants to attend a large university	Plays a musical instrument
Studies (does home-work) at least an hour a night	Wants to attend a community college	Wants to join the military	Wants to be a doctor or scientist	Wants to develop computer games

Module 1 Activity # 2: What Are my Interests and How these help with Decisions

Opening Discussion: Thinking about careers and goals can be important, but before you get started, consider what your interests are and how those interests could connect to careers. Thinking about why you like certain classes and activities can help you make better choices in considering a career.

Activity/Handout: My Interest

Instructions:

1. Ask students to take about 10 minutes to fill in Part 1 of the “My Interests” form.
2. Talk with them about their responses.
3. Have them complete Part 2 of the form.
4. Ask them to share the responses to Part 2 with a partner. Students should be encouraged to give each other feedback (comments) about the career ideas.
5. Share with the whole group some of the jobs that were identified.

MY INTERESTS

Part 1: Directions - Look at the table below. On the left list the classes you like the BEST and tell why. On the right side, list the activities you enjoy most and tell why.

Classes I like Best and Why	Activities in classes that I like Best and Why

Part 2: Answer the following questions based on your responses to and discussions about Part 1.

1. How are the classes you like and the activities you like the same or different?
2. What classes and activities do you think you will want to continue in high school?
3. What classes and activities do you look forward to adding or doing in high school?
4. What jobs can you think of that could relate to or grow out of any of the classes or activities that you like?

Module 1 Activity #3: Making it My Way!

Opening Discussion: You have had some time to think about what you like and your interests and how that could relate to a career choice. Now, please think about specific careers you would like to learn more about — careers where you could make it your way.

Activity/Handouts:

Handout #3a: Career Information Sheet

Handout #3b: Career Interview

Materials: Colored markers or crayons

Instructions:

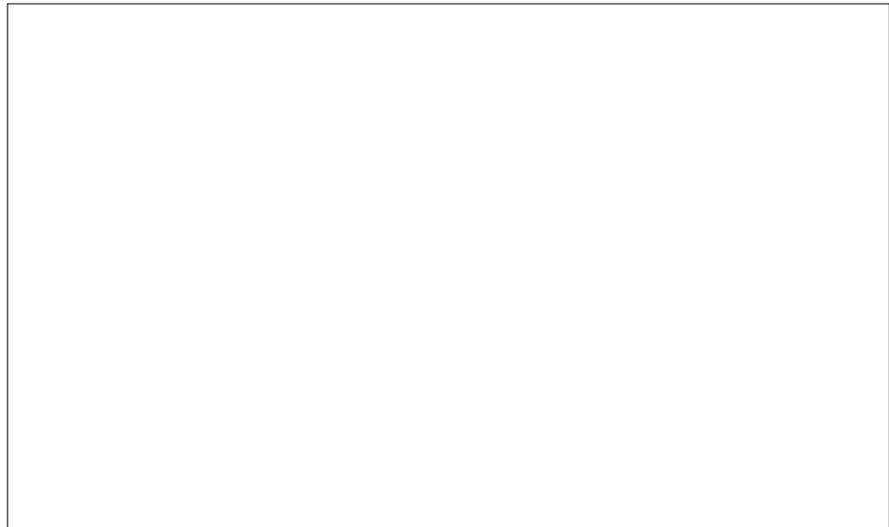
1. Have students work in pairs— preferably with a “common interest friend” from the Bingo Game.
2. Each partner should “interview” the other using the questions on the Career Exploration Sheet.
3. Have each student design a business card based on the career s/he thinks would be most interesting. Note: You might want to show them an example of a business card during your instructions.

Once this part is completed by the pairs of students, ask for volunteers to read their “interview sheet” and explain their business card design. Then, for a followup activity:

4. Encourage students to think of a person they know who is working in a career field that interests them and ask them some important questions:
 - What did you dream about doing when you were in the 7th or 8th grade or even high school?
 - How did you decide on the career you have now?
 - How much education did you need for your career now?
 - What is the best thing about your career and what would you change?

CAREER EXPLORATION SHEET

1. I would like to know more about a career doing:
2. I think this could be a good career for me because:
3. To learn more about this career, I should talk to:
4. I can also learn more about this career from the following places:
5. This is what my business card would look like if I worked in this career:

A large, empty rectangular box with a thin black border, intended for drawing a business card. It is positioned below the fifth question of the career exploration sheet.

Module 2: Open All the Doors and Keep My Options Open

Now that students have started understanding more about the **power** of planning, it is time to start opening the doors to gain the goals for their life plan. This Module will help students to understand the choices they will have and what **choices** to make for themselves individually during the 8th grade and in high school.

Objectives:

By the end of this session students will have:

- ▶ examined ways to make the 8th grade a beginning to their life plan
- ▶ developed an understanding of the choices in high school and the purposes for each of those choices
- ▶ developed a tentative individual education plan for high school

Activities and Handouts:

Activity #1: Opening the Doors to College and Your Future Life Starting Now

Handout #1: Starting Now to Make School Count for My Life Plan

Handout #2: Activities Questionnaire

Handout #3: Interests and Related Activities with List of Clubs and Organizations

Module 2 Activity 1: Opening the Doors to College and Your Future Life Starting Now

Opening Discussion: Now that you have started to understand about the power of your choices and your life plan, this lesson is going to help you to look at the doors you can open to help with your plan starting with the 8th grade and planning for high school.

Activity/Handouts:

Student's Guide: Keeping Your Options Open! Your Future! College Access!

Handout #1: Starting Now

Handout #2: Activities Questionnaire

Handout #3: Interests and Related Activities

Handout #4: Should I Go to College?

Materials: Pencils

Instructions:

1. Have students open their guides to page 7 and begin discussion on what is required and offered at the high school levels.

Then, ask the students to complete Handout 1 from this Module. When time has been long enough that all students have finished. Ask for one or two volunteers to share what they have decided based on the Handout Choices with the class as a whole. They can read from their handout sheet what they decided to work on for this year and the 8th grade.

Ask students for any further discussions on this activity.

2. When discussion time from the first activity is finished, pass out Handout #2. Tell students to complete the form alone and then to find a partner and share their choices with the partner and have the partner share their's. Then, to discuss why their choices were what they were with each other.
3. When the discussions have started, pass out Handout #3 to the partnered groups. Tell students to continue with their partner and complete Handout #3 with some advice from their partners.
4. When all students have had time to complete Handout #3. Ask for volunteers to share with the class the choices they each made and why. Discuss the optional clubs and activities on the sheet and what being involved with such clubs and activities would mean to them in the future.

Remind them that these are current interests that might relate to school and community during high school getting involved ideas.

5. Before going ahead with other activities, ask students to turn to Page 8 and discuss the “helpers” they have and how that could benefit them. Encourage students to discuss their plans with each group and why.

Continue by discussing the points on the bottom of Page 8:

Consider what your future career will be.

This type of discussion can relate to types of lifestyles one can expect to have based on the type of occupation they choose. HERE would be a good place to give an Interest Inventory obtained from the High School Counselors and have the students discover their interests at this time.

These points can lend to explanations and discussing each component in detail and making students aware of each term and point being used.

6. Continue with Student Guide Pages 9 and 10 and the points on going to college. Ask the students if any of them were surprised by the answers to the True or False pages in their guides. If so, why or why not? Be sure to discuss each item for more detail and understanding.
7. Then, follow on to Student Guide Page 12 and have students volunteer which of the categories were of interest to them. Remember, they have not been given the list of “NOT going to College” items that are included in your form. If some of the “reasons not to go to college” come up in the discussions, be sure to relate the positive or reasons that off set the Not’s with the Do’s.
8. When these discussions are finished, stress the last page in the student guide and how they need to have the notebooks added to as they complete the rest of the 7th grade and 8th grade and then the notebooks would go to the counselors at the high school to be kept in the Career and Guidance Center for them to continue to work with and for Counselors to advise with as they enter high school.

Module 2 Handout #1: Starting Now to Make School Count for My Life Plan

No matter at what stage you are in school, you can always use some pointers on becoming a better student. Here are some ideas on becoming a better student. Which ones do you choose to work on for the rest of this year and in the 8th grade?

The chart below give you the pointers, you choose 5 that you will work on now by marking "7th" in the box, then mark "8th" in the box that you will continue to work on in the 8th grade and the new ones you will start in the 8th grade.

Pointers	7 th	8 th
1. Always be prepared for class. This not only means doing your homework, but bringing to class newspaper or magazine articles of topics that are being discussed. Also if you know someone with expertise on the subject being discussed in class, talk to this person to see if they want to be a special guest at the classroom.		
2. Write clearly. There is nothing worse than having to correct many papers or assignments at a time that have poor penmanship. Make your work easy to read by typing it whenever possible.		
3. Dress neatly and act like you are going to work. You job is that of a student and you have a job description to be as good a student as you can be. Report to work like it matters. Teachers can read your attitude.		
4. Treat your teachers and others with respect. Remember you are on the job and employers or co-workers expect to be treated with respect.		
5. Be on time for work (all classes) and be on the job (at school) unless you are ill or there is a very good reason (family health) why you have to be late or absent.		
6. Pay attention. Not all subjects will be your favorite, but it is important to show interest in what is being discussed in class just as you would be paying attention on a job to someone training you.		
7. Get organized. It's hard to do well in school when you don't know where anything is and you are constantly losing things. Parents on the job must keep up with their work and tools and remember you too are on the job.		
8. Get a notepad or notebook with paper and take notes on class discussions and assignments. Use it daily!		
9. Set a certain time to do homework and review after school every day.		
10. Whenever you don't understand something, ask for extra help. If you don't clarify your doubts in the beginning, you will fall behind in class.		

Module 2: Handout 2: Activities Questionnaire

1. What activities do you enjoy outside of daily routine of school? Why?
2. In what sports or games do you participate? With whom?
3. In what school activities have you participated and why did you choose to participate?
4. Have you been a leader in any team, religious group, or school sponsored activities? What were those?
5. What summer experiences have been most important to you? Church activities, family activities, games, etc.?
6. What kind of music do you like? Do you play an instrument? Sing? Would you lie to? Do you have family or friends who are sometimes involved with music?
7. Have you done any work voluntarily in your village or church? Why did you do that and what did you learn from doing it?

Module 2 : Should I Go to College (In Student Guide)

Now that you have had the opportunities to learn more about yourself, high school and careers you can now look further towards your life plan in college. This handout will help you start thinking about why you want to go to college and prepare you for the next guide to help you with college planning and paying for college.

Write as many more answers in the table as you can think of and then discuss with your parents, counselor or favorite teacher. It will help.

Reasons Why I Want to go to College	Reasons I Don't Want to go to College
To learn	Too much work
To find out about other cultures	Study
Get a Degree	Read
Get a Job	Write
Get paid more	Scared
No parents	Rooms
Buy a car	Classes
Buy what I want	Homework
So I can do what I want	Teachers
Go to parties all of the time	Principal
Go out to Eat	Paying for it
Go to Clubs	Classes too long
Fun	Get lost?
Go to parties	Miss family
Play football-go pro?	Parents
To be smart	
To go to parties	
To kill time	
Maybe to learn	
To pursue a job	
To get time away from parents	

Endnotes:

1. Green, Jay, and Marcus Winters, *Public High School Graduation and College-Readiness Rates: 1991-2001* (Center for Civic Innovation at the Manhattan Institute, February 2005). Education working Paper No. 8.
2. Bridgeland, John, John Dilulio Jr., and Karen Burke Morrison, *The Silent Epidemic* (Washington, DC: Civic Enterprises, LLC 2006).2.

**This Guide has been made available through a
COLLEGE ACCESS CHALLENGE GRANT
United States Department of Education**



Masa-Aki N. Emesiochl, Minister
Palau Ministry of Education

P. O. Box 189

Koror, Palau 96940

Tel. (680) 488-1906

Fax. (680) 488-8465

Email: memesiochl@palaumoe.net

Email: emesiochl@gmail.com