CAREER AND COLLEGE DEVELOPMENT

LESSON 8-11 ▲ WHY DO I WANT TO GO TO “COLLEGE”?

**LEARNING GOALS/OUTCOMES**

* Introduce students to the concept that other first generation students want to and are going to college.
* Identify the reasons other first generation students want to go to college.
* Articulate some of the reasons they want to go to college.

**MATERIALS NEEDED**

* **Student Handouts:**
* Why Do I Want to Go to College? Worksheet
* Journal Page
* **Computer, projector and screen** for showing online video
* **Access to online video:** “Why Do I Want to Go?” (<https://www.youtube.com/watch?v=LQMF-Dg7q_A>, from First in the Family)

**CLASSROOM ACTIVITIES**

1. **Introduce the video, “Why Do I Want to Go to College*,”***by explaining to students that they are going to see a short (5 minute video) by students who graduated in 2012 about why they wanted to go college. Share with your students that the students in the video are all first generation, low-income students. Your students may be very interested to know that this is a student-directed video that won first prize in the Double the Numbers-DC Youth Media Competition. It is a true case of students talking to students
2. **Hand out the student worksheet and explain that students will be responsible for writing down the reasons they hear in the interviews for going to college.** The object is not to fill the boxes but to be attentive listeners and to develop a survey sheet the class will use to discuss and explore more reasons for going to college.
3. At the conclusion of the video, give students time to review their notes. Next, ask students to share what they heard in the video. Make a list on the board or chart paper of the student responses as they fill in the classroom survey tool.
4. Give students a chance to interview other students in the class to determine:
* How many students have the same reasons for going to college, and
* If there are any additional reasons not already identified.

One of the ways to do this quickly is to use a “wagon wheel” approach where students are divided into two concentric circles facing each other. Students have 60 seconds to share why they want to go to college and then as a group the students on the outside circle move one person to their left. The process is repeated until students have had a chance to talk to a number of other students.

Another way to do this portion of the lesson is to assign a set a number of interviews to be completed in a given time period and allow students to choose who they want to interview. The important part is that they are recording the number of responses to the reasons and or the differences in the reasons people identify for going to college. Detailed description of activity.*>>*

1. **Close the lesson by asking students to begin to tell their personal story**. Record the top two reasons they want to go to college.

**STUDENT PRODUCTS**

* **Completed *Why Do I Want to Go to College? Worksheet***
* **Completed *Journal Page***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILITATOR NOTES**

Research and practical experience tells us that first generation, underrepresented students want to go to college. Explain the “college” may mean a 4-year college or university, 2-year community or technical college, military training, certificate program, or apprenticeship opportunity. However, they often do not have opportunities within their families, peer groups, or school communities to talk about their dreams. This opening lesson gives students the chance to hear the personal stories of high school students who are just like them. The lesson also supports beginning dialogs in the advisory about college. It is absolutely critical that the overall environment makes it safe for students to share their dreams and hopes without a fear of rejection.

* **ENRICHMENT ACTIVITIES**

Hold a second class discussion using some of the following questions:

* What are the most popular reasons people in this class want to go to college?
* Were there new reasons that were not addressed in the video?
* What do you hear from your friends as to why they want to go to college?
* What do you hear from your family about why you should think about going to college?

Expand the idea that people go to college for different reasons. Encourage students to continue the interviews and to bring back results from other groups about why they want to go to college or why they wanted to go to college. Give students specific groups to interview that are easily accessible to them during the school day.

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LESSON 8-11 STUDENT HANDOUT

 WHY DO I WANT TO GO TO COLLEGE? WORKSHEET

**Directions:**

1. Your responsibility as you watch the short video, “Why Do I Want to Go to College”, is to listen for as many of the different reasons students share about why they are going to college. Record their answers in the boxes below (one reason for one box). See the example.
2. You are going also going to have a chance to interview other students in your class about their reasons for going to college. Record their answers in the remaining boxes. Keep track of how many people have the same answer. See the examples already recorded.

**Video and Classroom Reasons for Going to College**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***College helps you get a good paying job.*** ***III (3 people)*** |  |  |  |  |
|  |  |  |  |  |
|  |  |  | ***I want to make my parents proud.***  ***(ten people)***  |  |

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LESSON 8-11 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 8-11 | *WHY DO I WANT TO GO TO COLLEGE?***

***Q1:*** Reflect on all of the reasons you have heard from others about why students want to be the first in their family or community to go to college. What are your top two reasons?

**Q2:** What is meant by “college”?

***Answers:***