



Career and college exploration. For all students. Together.

High School Activities

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Students learn college related trivia while playing the Wheel of Fortune.

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Students are able to learn about the college experience from near peers.

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Students will increase their vocabulary about college terms.

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Letter to Myself

TARGET GRADES

Middle School and High School

OBJECTIVE

Students will reflect on where they are currently at in their education journey, their goals and dreams, and what their future will look like.

MATERIALS

- Computer with internet access
 - Student email address
 - Access to website <http://www.futureme.org/>
- OR**
- Postcards/Paper to write letter
 - Envelopes
 - Stamps

Note: If students are writing the letters by hand, the letters will have to be stored and sent at a later date or students can keep them and not open them until the date chosen.

PREP TIME REQUIRED

5 minutes

PREP STEPS

If writing the letters online, check to see if <http://www.futureme.org/> can be access at school. If not, contact school or district IT department to unblock the website. If writing the letters by hand, get together all the materials for students to be able to use and write the letters to themselves.

ACTIVITY TIME REQUIRED

15 minutes

ACTIVITY INSTRUCTIONS

Students can choose when the email will be delivered, but recommended times include: beginning of senior year, end of senior year, first year of college, or college graduation.

When writing their letters, students should reflect on how they currently feel about their education, their hopes for their education and career, goals they have and would like to accomplish, challenges they may face, and advice for themselves.

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Who made it?

TARGET GRADES

Middle School and High School

OBJECTIVE

Students reflect on the many jobs that help create and support products they use in their everyday life. Students will brainstorm careers they may not have thought of before.

MATERIALS

N/A

PREP TIME REQUIRED

5 minutes

PREP STEPS

This activity involves facilitating a strong discussion. It's helpful to think through questions you might ask to help guide the conversation. In their brainstorming, students will be practicing many of the analytical skills they need for college.

ACTIVITY TIME REQUIRED

15+ minutes

ACTIVITY INSTRUCTIONS

The instructions provided here give guiding questions around Who makes smartphones, but similar conversations could be had regarding many other products. Some recommendations:

- Hold up a smartphone and ask students how many of them, their friends, or family have one?
- Related fun fact: In 2012, the number of smartphones in use globally crossed 1 billion for the first time. This use is expected to double by 2015. Bloomberg estimated that the smartphone market was valued at \$219 billion in 2011. Source: <http://www.bloomberg.com/news/2012-10-17/smartphones-in-use-surpass-1-billion-will-double-by-2015.html>
- **Ask students to start brainstorming all of the jobs that go into developing, manufacturing, and selling smartphones?**
- **If students are having difficulties, prompt them with follow-up questions**, such as: What materials go into smartphones, or how/where are they sourced? What software does the phone run on? Who makes all of the applications? (programs, designs the look and feel, writes the copy), How/where are the phones manufactured? How did they hear about the latest smartphone? (marketing, advertising) What kind of package did the phone come in? (design, material, legal contract language) How did it arrive at the store? (transportation) These

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questions should help develop a very long list of jobs that students may not have thought about related to phones.

- **Reflect on the list and what it means for career opportunities in the future.** Were they surprised at how many jobs they came up with? Do you they think people in past generations, like their parents, could have anticipated all of these potential jobs? You could even select a couple of the jobs on the list and ask what some of the employers are that hire for these types of jobs and what the education/skills required might be.

Variations: You can select another product or career that students are familiar with. Examples include:

- Ben and Jerry's Ice Cream: What jobs go into producing a pint of Ben and Jerry's Ice Cream? Food scientists, testers, farmers, veterinarians, graphic design, marketing, etc.
- Football Player: What jobs go into supporting an NFL football player like Russell Wilson? Announcers, doctors, trainers, stadium custodial staff, advertising buyers, camera and sound people, etc.
- Political Figure: What jobs go into supporting President Obama? Speech writer, election team made up of statisticians and strategists, people to arrange all travel, security detail, etc.

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Learning about Apprenticeships

TARGET GRADES

High School

OBJECTIVE

Students learn about specific apprenticeship [programs in our region.

MATERIALS

N/A

PREP TIME REQUIRED

Varies. Time needed to research apprenticeships and coordinate presentations.

PREP STEPS

- Identify areas of interest and associated apprenticeship programs. Examples include:
 - Seattle City Light apprenticeship program: <http://www.seattle.gov/light/apprentice/>
 - Aerospace apprenticeship program: <http://www.ajactraining.org/about/>
 - South Seattle Community College apprenticeship center: <http://georgetown.southseattle.edu/>
- Invite a faculty member to present a mini-college class during [DiscoverU](#) week
- If not available on those dates, possibly make arrangements for them to visit the school at another agreed upon date and time
- Arrange the location and time within your school building

ACTIVITY TIME REQUIRED

60 minutes

ACTIVITY INSTRUCTIONS

Apprenticeship presentation facilitated by faculty member.

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Real World Comparisons

TARGET GRADES

High School

OBJECTIVE

Students will see how college (T-2-4) can open doors and how decision they make affect them.

MATERIALS

- Research material

PREP TIME REQUIRED

Varies. Depends on how many options you want to create.

PREP STEPS

- Research jobs that require only high school diploma
- Research jobs that require some type of secondary education
- Cost of attendance approximation at different colleges (T-2-4)

ACTIVITY TIME REQUIRED

30 minutes

ACTIVITY INSTRUCTIONS

- Have students compare money made in each career in one year, five years, and ten-year mark
- Have a discussion about different pathways

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Collage about College Student Life

TARGET GRADES

High School

OBJECTIVE

Students discuss what a college student “looks like” and how they fit into that image. Provides students an opportunity to question stereotypes about college.

MATERIALS

- Paper
- Glue
- Magazines
- Scissors
- Paper or poster board
- Other, e.g. ribbon, crepe paper

PREP TIME REQUIRED

10+ minutes

PREP STEPS

- Collecting magazines and materials for activity. Set up stations for students to gather materials for their collage.

ACTIVITY TIME REQUIRED

35+ minutes

ACTIVITY INSTRUCTIONS

- Students will be creating a collage of their image of college student life. Prompting questions to guide their collage can include:
 - What do you think a college student looks like?
 - What traits does a college student have?
 - What does a college student do in their daily life?
 - Where do college students go in their daily life?
- Have a Socratic seminar that discusses whether there is a “type” of college student; how they fit in that “type.” Discuss stereotypes of college life or college students.

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Bingo Trivia

TARGET GRADES

Middle School and High School

OBJECTIVE

Students learn college-related vocabulary terms while playing bingo.

MATERIALS

- Download the “Bingo Trivia Cards” from the **SUPPORTING MATERIALS** section, which is located on the DiscoverU website under RESOURCES.
- Download the “Bingo Trivia Vocabulary” from the **SUPPORTING MATERIALS** section, which is located on the DiscoverU website under RESOURCES.

PREP TIME REQUIRED

10 minutes

PREP STEPS

Print out the bingo cards and trivia questions. You will need enough cards for each student in your class. Cut out and shuffle the bingo trivia questions.

Optional: You can create your own trivia questions and cards using a free online bingo card generator.

ACTIVITY TIME REQUIRED

20+ minutes

ACTIVITY INSTRUCTIONS

Pass out bingo cards and shuffle the bingo trivia vocabulary questions. Randomly pull bingo trivia/vocabulary terms and read the definitions aloud, one at a time. If a student has that matching term on their sheet, they cross it out. Keep playing until a student gets bingo. Check the student’s answers and confirm that they crossed out terms that have been read. Then, as a class, go back and review all of the terms that have been read aloud so students know the correct answers. DiscoverU spaces on the bingo cards are considered FREE spaces.

Variation: As you pull bingo trivia/vocabulary terms, have students take turns answering the question (you can provide a word bank if necessary). Students can then cross off the word that has been pulled.

For additional resources and to sign up for the DiscoverU newsletter, visit our website at www.discoveruwa.org



Family Feud Trivia

TARGET GRADES

Middle School and High School

OBJECTIVE

Students learn college related trivia while playing Family Feud.

MATERIALS

- Download the “Family Feud Trivia” PowerPoint from the **SUPPORTING MATERIALS** section, which is located on the DiscoverU website under RESOURCES.

PREP TIME REQUIRED

5 minutes

PREP STEPS

Load Family Feud PowerPoint before class and review questions. Have print-out of PowerPoint ready.

The PowerPoint deck currently contains 5 questions and a template slide with animations set-up. If you want to create additional questions, you can copy or duplicate the template slide. Just replace the text that says “QUESTION” with the new question and place the answers in the appropriate “ANSWER #” box. If you delete a text box, it may change the animations that are already set-up

ACTIVITY TIME REQUIRED

10+ minutes

ACTIVITY INSTRUCTIONS

- Split the class into small groups.
- Read the question to the group. The first group to raise their hand gets to provide one answer.
- Then each group gets a chance to provide an answer until all the answers are revealed (or until 3 incorrect answers have been provided).

Alternatives instructions:

- Split the class up into small groups.
- Have one representative from each group come up to the front with their back facing the board (they should not be able to see the question).
- Display the question on the board so the entire class can see and read the question to the representatives. The first representative to raise their hand gets to provide an answer to the question. If their answer is one of the correct options, their team gets to try to provide the rest of the answers.

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- If they get 3 answers incorrect, the other teams get to provide answers. The first group to raise their hand after the 3rd incorrect answer gets to provide answers.

Navigating the PowerPoint:

- When the PowerPoint slide show is activated, each text box containing an answer will appear onscreen containing a number corresponding to the correct answer.
- If a student/group provides a correct answer, click on the number that corresponds to that answer. You will need either a print out of the slide or the notes to know which number corresponds to which answer. When you click on the box, the correct answer that the student provided will appear.
- If a student/group provides an incorrect answer, click on one of the question marks at the bottom. When you click on the question mark, a red X should appear indicating an incorrect answer. If you do not want to count incorrect answers, you can delete the question marks and the red X's.
- Transitions have been disabled on the PowerPoint. To switch to the next slide, click the right arrow in the bottom left corner of the slide.

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Jeopardy Trivia

TARGET GRADES

Middle School and High School

OBJECTIVE

Students learn college and career related trivia while participating in an exciting game.

MATERIALS

- Download the “Jeopardy Trivia” PowerPoint from the **SUPPORTING MATERIALS** section, which is located on the DiscoverU website under RESOURCES.
- Optional: Prizes

PREP TIME REQUIRED

5 minutes

PREP STEPS

Load the Jeopardy PowerPoint. Print out a copy, in order for you to have the trivia answers.

The PowerPoint deck currently has one game of Jeopardy (Note: the trivia is not in the typical Jeopardy format). You are able to alter any text boxes to change the trivia questions.

ACTIVITY TIME REQUIRED

25 minutes minimum. Time will vary based on time spent answering questions.

ACTIVITY INSTRUCTIONS

- Split the class into small groups.
- The first group (you decide who will go first) will choose a category and value. If they get the trivia question correct, they get the points. When a group gets a question correct, they get to keep playing until they answer incorrect or until the game is done.

Variation: Rather than letting one team guess until they get a question incorrect, you can also rotate between groups for each question. If they get an answer incorrect, they do not get the points and another

- If they answer incorrectly another group gets a chance at the question and the points.
- Play until all questions have been answered.
- You may want to identify a student to keep track of the team’s scores.

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Wheel of Fortune College Trivia

TARGET GRADES

Middle School and High School

OBJECTIVE

Students will learn college and career related trivia, while participating in an exciting game.

MATERIALS

- Download the “Wheel of Fortune Trivia” PowerPoint from the **SUPPORTING MATERIALS** section, which is located on the DiscoverU website under RESOURCES.

PREP TIME REQUIRED

5 minutes

PREP STEPS

Load the Wheel of Fortune PowerPoint. Print out trivia questions.

The PowerPoint deck currently contains 5 puzzle options and a template. If you would like to add another puzzle option, you can copy or duplicate the template. You can then use the blank squares and pre-animated letters to create the puzzle. Further instructions to create the puzzle are included in the notes section of the PowerPoint.

ACTIVITY TIME REQUIRED

15 minutes for one puzzle

ACTIVITY INSTRUCTIONS

- Split the class into small groups.
- Each group will take turns answering trivia questions.
- If a group gets a trivia question correct, then they can choose a letter or choose to solve the puzzle. That group gets to keep answering trivia questions until they get one incorrect or solve the puzzle.

Variation: Rather than letting one team guess until they get a question incorrect, you can also rotate between groups for each question. If a group gets a trivia question correct, then they can choose a letter or solve the puzzle. Then the next group gets to answer a question and you keep rotating until the puzzle is solved.

- If a group gets a trivia question incorrect, they do not get to guess a letter and the next group gets to answer the question.
- Play until the puzzle is solved.

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Career Panel

TARGET GRADES

Middle School and High School

OBJECTIVE

Students are able to learn about different careers from people in the community.

MATERIALS

N/A

PREP TIME REQUIRED

Varies. Need time to contact and arrange career panel.

PREP STEPS

- Try to identify people who work in local schools, companies/businesses, or community based organizations that represent different careers in the region. These panelists could be alumni of the student's middle school or high school. This could have a greater impact on the students, because they would be able to connect with someone who had similar experiences as them.
- Determine who will moderate the panel, teacher, principal, student, etc.
- Develop list of questions for students to discuss. Possible questions include:
 - Please tell us about yourself, where you are from, what is your career?
 - Can you tell us how did you get to your current career and your educational pathway(s)?
 - Did you ever see yourself being where you are today?
 - How did you prepare to go to college? What were the challenges?
 - How did you prepare for your career and what are some of the skills you learned in middle school and high school that are helping you today?
 - What is your favorite part of your career? What is the worst?
 - What other jobs are in your school, company/business, or community based organization?
 - What should these students be thinking about in regards to their careers, so they can feel prepared when they're seeking these opportunities?
 - What would you do differently, knowing what you know now?
- Encourage family members of the middle school and high school students to attend.

ACTIVITY TIME REQUIRED

60 minutes

ACTIVITY INSTRUCTIONS

Facilitate student panel. You may use questions listed above, develop your own, or your students may create them.

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College Student Panel

TARGET GRADES

Middle School and High School

OBJECTIVE

Students are able to learn about the college experience from near peers.

MATERIALS

N/A

PREP TIME REQUIRED

Varies. Need time to contact and arrange student panel.

PREP STEPS

- Try to identify college students who are alumni of the student's middle school or high school. This could have a greater impact on the students, because they would be able to connect with someone who had similar experiences as them.
- If not able to contact some of the middle school's or high school's alumni, staff could also contact colleges to engage students in participating in a panel. Possible connections include:
 - University of Washington Seattle Office of Minority Affairs
 - Seattle Central College Student Services
 - Community based organizations: College Access Now and College Success Foundation
 - Invite 3-4 college students to participate in a student panel during DiscoverU. If not available, possibly make arrangements for them to attend later in the school year.
- Determine who will moderate the panel, teacher, principal, student, etc.
- Develop list of questions for students to discuss. Possible questions include:
 - Please tell us about yourself, where you are from, what do you hope to do after college?
 - Can you tell us what how did you prepare to go to college? What were the challenges?
 - What has been the best part of being a college student? The worst part?
 - How does college prepare you for what happens after?
 - What should these students be thinking about so that they can arrive feeling prepared?
 - What would you do differently, knowing what you know now?
- Encourage family members of the middle school and high school students to attend.

ACTIVITY TIME REQUIRED

60 minutes

ACTIVITY INSTRUCTIONS

Facilitate student panel. You may use questions listed above, develop your own, or your students may create them.

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Mini College Courses

TARGET GRADES

High School

OBJECTIVE

Students are able to experience a college course.

MATERIALS

N/A

PREP TIME REQUIRED

Varies. Time needed to contact and coordinate with the colleges.

PREP STEPS

- Identify departments of interest within colleges.
- Contact universities and colleges to engage faculty in presenting a mini-college course at your school. Examples include:
 - A Geology lesson from the University of Washington Department of Earth and Space Sciences
 - An apparel design class from Seattle Central College
 - A criminal justice course from Lake Washington Technical College
- Invite a faculty member to teach a mini-college class during the week of DiscoverU
- If not available that date, possibly make arrangements for another agreed upon date and time
- Arrange the location and time within your school building.

ACTIVITY TIME REQUIRED

60 minutes

ACTIVITY INSTRUCTIONS

Faculty member teaches mini-college course.

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