I. Interest Approach:

*How are you going to gain the attention of the students?*

Students will look to you as they begin to consider college. Share your experiences: how and when you decided college was the right course of action for you, how you learned about opportunities and how you decided which college to attend. Share any insight you have and provide advice for students as they begin thinking about college. You may even want to invite the school counselor to join you and assist with answering basic questions. Encourage your students to ask questions about the college preparation process. Most importantly get them thinking about college or plans after high school.

Why should we identify the advantages of attending college? Why should we gain awareness of steps to take in preparing for college? Why should we gain awareness of the steps to follow when choosing a college? Why should we identify ways to pay for college?

II. Objectives to be Achieved:

*What are your goals for student learning in this lesson? That is, what do you intend students to learn? Have you checked for background knowledge? Where will you clearly state your objective to your class? Will you show a logical connection with previous and future learning at the beginning and end of your lesson? Why have you chosen these goals?*

Objectives-

The students will identify the advantages of attending college 100% participation.
The students will gain awareness of steps to take in preparing for college with 100% participation.
The students will gain awareness of the steps to follow when choosing a college with 100% participation.
The students will identify ways to pay for college with 100% participation.

The instructor will check for background knowledge by sharing his or her own experiences when they prepared for college. The instructor will engage the students in the conversation.

In the next unit, students will learn about business writing.
III. Questions to be Answered  
*What questions will the students answer so they can achieve the objectives that have been established?*

1. What are the advantages of going to college?  
2. How should you prepare for college?  
3. What should you consider when researching colleges and universities?  
4. What are some options when seeking financial aid?

IV. Problem Solution  
a. Student Grouping:  
*How will you group students for instruction?*

Students will be grouped as a whole for the lecture portion of instruction. Students will then work individually to complete the activities.

b. Materials:  
*What instructional materials will you use, if any? Why have you chosen these materials?*

**Lecture** – college preparation pre-test, white board, dry erase marker, projector, computer, college preparation PowerPoint, college preparation student note packet

**Activity One** – planning for college worksheet, computers (iPads)

Please follow with the college preparation post-test.

These materials reinforce the objectives intended to be covered in this lesson.
c. Teaching Methods:
What methods have you planned? Essentially, what are the students learning and how will they learn it?

Lesson Preparation – (Click on each document to open the actual file.)
- Print out the college preparation note packet key
- Make copies of:
  - College preparation pre-test
  - College preparation post-test
  - College preparation student note packet
  - Planning for college worksheet
- Review the college preparation PowerPoint and teacher notes included in the PowerPoint.
- Write the college preparation unit objectives on the white board.
- If applicable reserve the computer lab for activity one
- When opening the PowerPoint, make sure the macros are enabled. The PowerPoint has numerous layers and animations, editing may cause those animations to stop working.

Additional Activities
- Career planning tips handout
- Resume worksheet
- Cover letter example

Lecture - Begin the lecture with the college preparation pre-test. Students will look to you as they begin to consider college. For the interest approach, share your experiences: how and when you decided college was the right course of action for you, how you learned about opportunities and how you decided which college to attend. Share any insight you have and provide advice for students as they begin thinking about college. You may even want to invite the school counselor to join you and assist with answering basic questions.
Encourage your students to ask questions about the college preparation process. Most importantly get them thinking about college or plans after high school.
Why should we identify the advantages of attending college?
Why should we gain awareness of steps to take in preparing for college?
Why should we gain awareness of the steps to follow when choosing a college?
Why should we identify ways to pay for college?
**Activity One** – Review with the students what the advantages of going to college are and how you should prepare for the transition. Pass out the planning for college worksheet and instruct the students to research the colleges and universities they are interested in. When the students have finish the worksheet have them turn them in. Review what questions the students have about college and prompt a discussion over the topics.

**Optional:** Have students turn in their college preparation note packets. Use the college preparation note packet key to assign grades.

**Additional activity** – Provide students with a copy of the career planning tips handout from the additional activity folder. Go over the career planning steps with your students. Ask the students to answer the questions about strengths, weaknesses, and interests. Encourage them to begin talking with their parents, counselors, you and others about career opportunities.

**Additional activity** – Ask students to take five minutes and prepare a written response to the question: What is the purpose of a résumé and cover letter? Let students know they will be sharing their responses. Encourage them to prepare their compositions carefully. Guide responses to address the purpose of these two business communications. Provide students with a copy of the resume worksheet and cover letter example to assist them in outlining important content. Also, have the student’s research resume layouts. Have students create a résumé and cover letter for a position in which they are interested. Use online resources to locate job descriptions: AG Careers.com ([http://agcareers.com](http://agcareers.com)), National Agricultural Communicators of Tomorrow ([http://nactnow.org/opportunites/job-opportunities/](http://nactnow.org/opportunites/job-opportunities/)), and LinkedIn ([http://www.linkedin.com/](http://www.linkedin.com/)).

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day one:</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-test Lecture</td>
<td>45 minutes total</td>
</tr>
<tr>
<td>Lecture</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Lecture</td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>Day two:</strong></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>45 minutes total</td>
</tr>
<tr>
<td><strong>Day three:</strong></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>45 minutes total</td>
</tr>
</tbody>
</table>
Day four: Lecture
Day five: Lecture
Day six: Activity one
Day seven: Activity one
Day eight: Activity one Post-test

45 minutes total
45 minutes total
45 minutes total
45 minutes total
45 minutes total
40 minutes
5 minutes

Note: The time table is an estimate. The actual time to complete the unit may vary.

V. Testing Solutions through Application

How will the students apply what they have learned in the classroom?

The students will apply what they learned by completing the planning for college worksheet.

VI. Closure

Did you review and restate major points of today’s lesson? How will future learning connect to today’s learning?

Before each activity the concepts related to activity will be reviewed. All concepts will be reviewed once more before the college preparation post-test.

All aspects of agricultural communications work together to create quality informational pieces that educate the public. In future lessons students will learn aspects of other career opportunities in agricultural communication that incorporate elements of college preparation.
VII. Evaluation of Solutions

*How and when do you plan to evaluate student learning on the content of this lesson? Why have you chosen this approach?*

The students will be evaluated during the lecture and activities through active discussion. The students will be evaluated by comparing their college preparation pre- and post-test scores.