



**PLAN IT  
FLORIDA**

*Helping Students Plan for  
College and Career*

**FLORIDA**  
COLLEGE ACCESS NETWORK

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# Dear Reader,

## On behalf of Florida College Access Network (FCAN),

thank you for participating in Plan It Florida! The goal of Plan It Florida is to ensure that every Florida student graduates high school with a college or career plan.

Florida College Access Network uses the term “college” to refer to the attainment of high-quality postsecondary credentials, including technical certificates and academic degrees. By exposing students to various postsecondary options, schools can ensure that every graduating high school senior has a plan for their educational and career steps.

Throughout this guide are activities to urge students to start thinking about life after high school and preparing their course of action when the time comes. Use this guide to help students start planning their next steps early and to support them at every stage.

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# About Florida College Access Network

**Florida College Access Network (FCAN)** is Florida's first collaborative network committed to ensuring all Floridians have the opportunity to achieve an education beyond high school and prosper in Florida's dynamic economy.

**Our Mission:** To create and sustain a statewide network that catalyzes and supports communities to increase college and career preparation, access, and completion for all Florida students.

**Our Vision:** At least 60% of working-age Floridians will hold a high-quality postsecondary degree or credential by the year 2025.

## Our Guiding Values:

- **College is postsecondary education.** FCAN uses the term "college" to refer to the attainment of high-quality postsecondary credentials beyond high school, including technical certificates and academic degrees.
- **College readiness is career readiness.** All Florida students deserve to receive a high-quality PreK-12 education, which prepares them academically for success in college or a career.
- **College is for everyone.** All Florida students deserve the opportunity to pursue a high-quality postsecondary education that prepares them to effectively participate in the 21<sup>st</sup> century knowledge-based global economy.
- **College is a public good.** Postsecondary educational opportunity and attainment are critical to a just and equitable society, strong democracy, robust economy, and healthy communities.

**Plan It Florida is endorsed by**



**Please share your successful strategies with us!** Much of what makes this toolkit helpful are the many successful strategies shared with us from schools like yours around the state. Your story will help fellow coordinators host impactful programs at their schools. We may even feature your achievements throughout the campaign on our blog or social media!

Contact FCAN's Programs Coordinator, LaVerne Handfield, at (813) 974-8712 or at [lhandfield@floridacollegeaccess.org](mailto:lhandfield@floridacollegeaccess.org) with questions and suggestions.

# About Plan It Florida

There are many options for what students can do after high school, so making a decision can seem intimidating for students and daunting for counselors. By 2025, at least 60% of Florida jobs will require some form of postsecondary credential—such as a technical certificate, 2-year or 4-year degree—to meet the rapidly changing needs of Florida’s workforce. For Florida families to prosper, most Floridians will need an education beyond high school to achieve a rewarding career.

Plan It Florida ensures that all students engage in college and career preparation activities to graduate high school with a plan for what comes next, whether they enroll in postsecondary education, enlist in serving their community or our country, or seek employment.

## Milestones

**These are general guidelines/markers to guide conversations at different stages in age-appropriate ways. Make sure to emphasize to students that, over time, their interests and plans may change. In fact, part of the conversation each year should be looking back over previous answers and evaluating whether they still feel how they did a year earlier.**



**Students should identify 3 career clusters they would like to learn more about.**



**Students should identify 2-3 careers in the clusters that interest them and should research the necessary education requirements.**



**Students should identify 2-4 pathways they can take after high school based on their career interests.**



**Students should put their plan into action based on their chosen pathway: career/technical school, apprenticeship, college/university, military, service year organization, or employment.**

# Choose a Path!

Depending on the type of work they're interested in, there are different options for students continuing their education to help achieve their career goals:

## EDUCATION

**Career and technical education (CTE)** programs help students learn skills to prepare for a specific career, such as paramedic, aircraft mechanics, digital design, veterinary assisting, culinary arts, etc. Local state colleges or technical colleges offer certificates for these types of jobs.

Students can earn a **2-year associate's degree**, which can help build a body of knowledge that can prepare students for a career or further education. Associate's degrees in areas like healthcare or information technology/computer science can prepare students for work in specific fields.

In Florida, **state colleges have formal 2+2 agreements** with local universities. These relationships give students the option to complete the first two years of their bachelor's degree at a state college and the second two years at a university. This can help families save money on a four-year degree.

Students can complete a **4-year bachelor's degree** to prepare them for work in fields like business, education, or engineering. They can also continue on to **graduate school** for careers in medicine, law, or other fields. As part of earning a bachelor's degree, students will build a broader body of knowledge that can offer more flexibility to change careers over time.

## SERVICE

Many students enlist in the **military**, where they can receive on-going training in specific jobs that can translate to civilian work. They will also have the option to return to school later using GI Bill benefits.

Students may choose to do a **service program** that allows them to explore their interests. Organizations like AmeriCorps allow them to earn money for college through service. AmeriCorps members participate in service programs such as disaster cleanup, home building, and others.

## WORK

After high school, students have the option to start **working**. To increase their earning potential, they should consider exploring **apprenticeship programs**, which provide on-the-job training and education while earning a wage.

# What Do Students Need to be Successful?

Helping a student prepare for life after high school is not primarily about crafting a plan that will direct the rest of their life. Rather, it is about helping them develop the skills they will need to create and refine their own plans throughout life. College access professionals can help students do this by making sure that they have access to the following:

## GOALS

Helping students develop goals that matter to them will give them an internal motivation to succeed. As students begin to expect their future to include education beyond high school, they should set goals regarding opportunities that match their interests.

## GUIDANCE

There are many options available, which can be overwhelming for students. College access professionals should take care to expose students to many paths and to provide guidance as to which paths are most in line with their goals.

## GRIT

As we help students plan, it is important we help them understand they may face roadblocks and challenges along the way that may discourage them at times. College access professionals should encourage students to work hard and stick to their goals. This will help them develop courage, resilience, and endurance to achieve their long-term goals.

## GRADES

GPA is a top predictor of success in college. For the youngest students (6-8<sup>th</sup> grade), it is important to emphasize developing good study skills. Keep in mind, however, that many students struggle to succeed in school if they cannot appreciate the relevance of what they are learning. This is why it is important to help them develop personal goals, and give them opportunities to experience how the skills they are learning connect to jobs and careers.

## GREEN

For many students, paying for college is the primary concern. They may struggle to develop the expectation of attending college if they do not believe it is financially attainable for their family. Starting financial aid conversations early with parents and students can help them plan accordingly.

# Make a Plan!

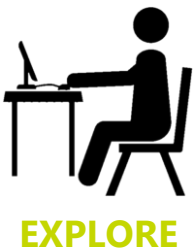
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It is important for students to start early to plan for life after high school. To support students in planning for their future, engage them in the 4 E's—EXPOSE, EXPLORE, EXPERIMENT, EXECUTE—to encourage them in exploring their interests and career options, and developing a plan to achieve their goals. The college and career preparation activities throughout this toolkit have been broken down into these four tracks:



**EXPOSE** students to a wide range of potential career and options available.

Activities can include a workplace visit or attending a college or career fair.



Help students **EXPLORE** careers and postsecondary options they're interested in and encourage them to learn more about them.

Activities can include interviewing someone who works in a career that interests students, volunteering with a particular group, or visiting a college campus.



Encourage students to **EXPERIMENT** with different skill sets and interests to discover what they like.

Activities can include shadowing someone at work, joining a career-focused club, or participating in an internship.



Help students **EXECUTE** the plan they have made.

Activities can include applying to college, filling out the FAFSA, creating a résumé, or applying for jobs.



# College and Career Preparation Activities

There are many ways schools and community partners can help students explore their college and career options. Here are some activities you can bring into your school to spark your students' interests. Descriptions of each activity can be found on the following pages.

Activity	Page	Grade	EXPOSE	EXPLORE	EXPERIMENT	EXECUTE
Career Chats	9	6-12	✓	✓		
Lunch & Learn	10	6-12	✓	✓		
Workplace Visit	10	6-12	✓	✓		
Alumni Visit	11	K-12	✓	✓		
How do I become a...?	11	4-12	✓	✓		
Career Term Bingo	12	6-12		✓		
Name That Job!	21	6-12		✓		
Career Taboo/"You Don't Say"	22	6-12		✓		
Career Interviewing/Shadowing	27	6-12		✓	✓	
Internships/Volunteering/Work	29	8-12		✓	✓	
Apprenticeship Program	30	11-12			✓	
Door Decorating Contest	31	K-12	✓			
Club/Extracurricular Fair	32	6-12	✓	✓		
College/Career Fair	33	6-12	✓	✓		
College/Career Interest Portfolio	35	8-12			✓	
MyCareerShines	38	6-12	✓	✓	✓	✓
Adopt-A-College	38	K-5	✓			
College Talk	39	K-12	✓			
Graduating Class	40	K-12	✓			
College Map	41	K-12	✓			
Graduation Walk	41	K-12	✓			
High School Fair	42	6-8		✓		
Family College Nights	42	6-12	✓			
Virtual College Tour	43	6-12	✓	✓		
Ask Me About It!	43	6-12	✓			
College Visit: Scavenger Hunt	45	6-12		✓	✓	
College Knowledge Slapsgiving	47	6-12	✓			
College T-Shirt Day	50	9-12	✓			
College Bingo	50	10-12	✓	✓		
College Lingo Balderdash	52	9-12	✓			
Apply Yourself Florida	55	12				✓
Florida FAFSA Challenge	55	12				✓
Financial Aid Night	56	11-12				✓
College Decision Day	56	12				✓
Celebration Display Wall	57	K-12				✓

## Career Chats

Appropriate for Grades: 6-12 | Cost: Low-Med

Categories:

EXPOSE

EXPLORE

### What Do You Need?

- Partnerships with local employers
- Time and space for a career chat
- Lunch (optional)

### Activity Description:

Inviting professionals to come to your school to talk to students can expose them to careers they might not otherwise have experience with. These career chats can take multiple forms:

#### Panel discussion:

Invite multiple professionals in a single sector or multiple sectors to come and talk about their jobs to an assembly of students or to a specific class related to the subject area.

**Pros: Efficient; reaches several students at once**

**Cons: Top-down; less engaging**

**Pros: More engagement; students get to ask specific questions**

**Cons: More planning required; money needed for lunch**

#### Luncheon:

Invite professionals to a luncheon, and seat students at tables with a professional seated at each table to talk with students. Professionals circulate throughout the lunch so students hear from multiple people.

**Pros: More engagement/specific attention**

**Cons: Less efficient; may need professionals to give same chat to multiple classrooms**

#### Small class discussions:

Invite professionals to present to individual classrooms.

## Spotlight

Every November, schools across the country invite community members to share about their career or a hobby during the Great American Teach-In. You can encourage presenters to be more interactive by sharing with students not only what it is they do for a living, but the journey they took to get there. What did they study? What did they think they wanted to do? What was their education experience like?



## Lunch & Learn

**Appropriate for Grades:** 6-12 | **Cost:** Low

**Categories:**

EXPOSE

EXPLORE

### What Do You Need?

- Space during lunchtime

### Activity Description:

Many schools make use of “Lunch & Learn” events they hold once a week or once a month during lunch. Students bring their lunches to a classroom where they can learn about different careers during lunch.

Some counselors use lunch & learn events for specific tasks like college essay writing, applications, FAFSA completion, Bright Futures application, etc. These settings can also be used for more informal activities.

Counselors can use this time to invite guest speakers (such as area employers). In middle school, counselors can bring guest speakers from different high schools to familiarize students with the options available for high school.

## Workplace Visit

**Appropriate for Grades:** 6-12 | **Cost:** Med-High

**Categories:**

EXPOSE

EXPLORE

### What Do You Need?

- Partnerships with local employers
- Transportation

### Activity Description:

Taking students to visit local employers can help them develop an idea of what jobs are available in the area and what kind of work people in different industries do.

This can be an especially effective strategy for building interest in high-demand jobs students might not be familiar with. For instance, Sarasota is a major manufacturing hub. To build interest in the opportunities in this field and in engineering, Sarasota’s local college access network helped organize field trips for elementary and middle school students to visit the Tervis factory.

## Alumni Visit

**Appropriate for Grades:** K-12 | **Cost:** None

**Categories:**

EXPOSE

EXPLORE

### What Do You Need?

- Relationships with school alumni

### Activity Description:

Invite school alumni to speak with students about what they've done since graduating, what they're studying in college, and what they hope to do next.

Consider inviting local alumni, especially those studying at the local state college, or inviting college students during their winter break (which tends to last longer than elementary or high school winter break). You can also invite students who continued on in other pathways, such as military, career/technical education, or an apprenticeship.

## How do I become a...?

**Appropriate for Grades:** 4-12 | **Cost:** Low

**Categories:**

EXPOSE

EXPLORE

### What Do You Need?

- Class time
- Computer access for research

### Activity Description:

This activity can help students plan ahead by thinking about what steps they will need to take for certain careers. For instance, if a student wants to be a nurse, they can research what types of programs exist, what they should study in high school, etc.

- 1) Students will identify the educational requirements for their careers of interest, including possible majors, and map the timelines for obtaining the educational credentials needed.
- 2) Students will research the rewards a particular career offers and average salaries to balance the cost of higher education.
- 3) Students can research the cost of higher education (cost of attendance) on college websites and be introduced to ways of funding their education (potential grants through FAFSA, scholarships, savings, loans).

Students can make a PowerPoint or create a poster showing what they learned about their chosen career. However, students should have all their research in one place to return to for reference (see [College/Career Interest Portfolio](#)). MyCareerShines (<https://mycareershines.kuder.com/>) and My Next Move (<https://www.mynextmove.org/>) can both be used to research careers.

# Career Term Bingo

Appropriate for Grades: 6-12 | Cost: None



Category: **EXPLORE**

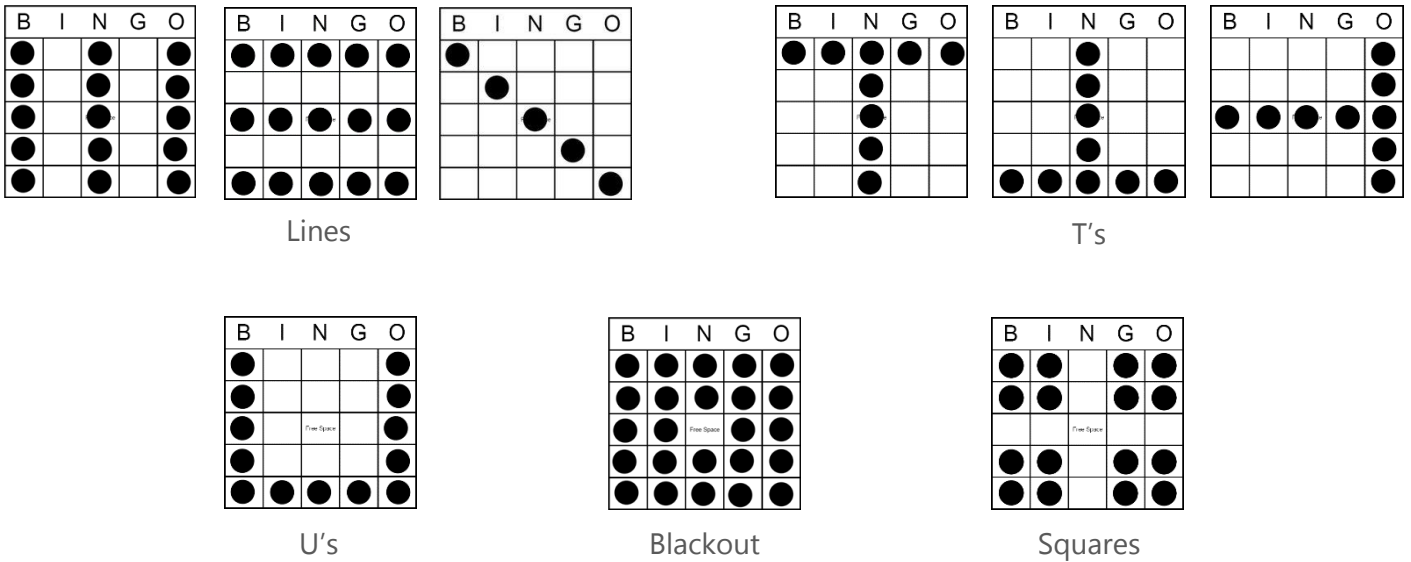
## What Do You Need?

- Buy-in from school administration and teachers
- A printer

## Activity Description:

Hand out blank bingo cards and display Career Terms. Have students fill in blank bingo cards with terms. Ask if there are any careers that are unfamiliar. If so, explain the term by reading the definition and discussing it.

Once participants have their cards filled in, decide on the type of bingo game to be played (see below): lines, T's, U's, Blackout, or Squares.



Begin the game by pulling a term from the bowl or bag. Do NOT read the career name aloud. Instead, read the definition of the career. Participants may guess the career and shout it out. Discuss this career with students and ask if any would be interested in this type of career; discussion could include the type of schooling/degree, salary, job outlook, etc. Students who have this term on their card should mark the box.

Once a participant obtains a "bingo", check answers and award a prize to the winner. After someone has obtained a "bingo," continue playing or start a new game.

Blank bingo cards and career terms can be found on the next page.

## Career Term Bingo

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### Materials Needed:

- Blank bingo cards
- Pens or pencils
- Space markers (highlighter, pennies, colored card stock dots, etc.)
- Career terms—printed & cut apart or written on ping pong balls
- A bowl or a bag
- A copy of Career Term Definitions
- Small prizes for winners

**Time Allowed:** 30-60 minutes

### Directions:

1. Hand out the blank bingo cards.
2. Display Career Terms.
3. Have students fill in the blank bingo cards with terms.
4. Ask if there are any careers that are unfamiliar. If so, explain the term by reading the definition and discussing it.
5. Once participants have their cards filled in, decide on the type of bingo game to be played: lines, T's, U's, Squares, or Blackout.
6. Begin the game by pulling out a term from the bowl or bag. Do NOT read the career name aloud. Instead, read the definition of the career.
7. Participants may guess the career and shout it out.
8. Discuss this career with students and ask if any would be interested in this type of career; discussion could include the type of schooling/degree, salary, job outlook, etc.
9. Students who have this term on their card should mark the box.
10. Once a participant obtains a "bingo", they should call out "BINGO".
11. Check answers and award prize to the winner.
12. Continue playing or start a new game.

# B I N G O

		Free Space		

## Sample Career Terms

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\*Feel free to add other terms as desired.

<b>ACTUARY</b>	<b>AEROSPACE ENGINEER</b>	<b>BROADCAST TECHNICIAN</b>	<b>APPRAISER</b>	<b>ATHLETIC TRAINER</b>
<b>AUDIOLOGIST</b>	<b>AUDITOR</b>	<b>BIOCHEMIST</b>	<b>ANESTHESIOLOGIST</b>	<b>CARTOONIST</b>
<b>GRADER/SORTER</b>	<b>CLAIMS ADJUSTER</b>	<b>COLLEGE TEACHER</b>	<b>COSMETOLOGIST</b>	<b>CURATOR</b>
<b>DENTAL HYGIENIST</b>	<b>EDUCATOR/INSTRUCTOR</b>	<b>ENGINEER</b>	<b>HUMAN RESOURCES (HR) /PERSONNEL</b>	<b>FITNESS TRAINER</b>
<b>FASHION DESIGNER</b>	<b>ZOOLOGIST</b>	<b>FALLER</b>	<b>HYDROLOGIST</b>	<b>OCEANOGRAPHER</b>
<b>LIBRARIAN</b>	<b>LOAN OFFICER</b>	<b>NUCLEAR MEDICINE TECHNOLOGIST</b>	<b>ONCOLOGIST</b>	<b>LAWYER</b>
<b>ROOFER</b>	<b>OUTDOOR GUIDE</b>	<b>OPHTHALMOLOGIST</b>	<b>PHOTOGRAPHER</b>	<b>PHYSICAL THERAPIST</b>
<b>PSYCHIATRIST</b>	<b>PARK RANGER</b>	<b>WELDER</b>	<b>VETERINARIAN</b>	<b>SALES/MARKETING PROFESSIONAL</b>
<b>SOCIAL SCIENTIST</b>	<b>TRANSLATOR /INTERPRETER</b>	<b>RADIOLOGIC TECHNOLOGIST</b>	<b>TOUR ESCORT</b>	<b>REGISTERED NURSE (RN)</b>
<b>CHEF</b>	<b>WEB DESIGNER</b>			



## Sample Career Term Bingo Definitions

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**Actuary:** Uses statistical data, including mortality, disability, and retirement rates, to forecast risk and liability for payment of future benefits. They are often employed by insurance companies, where they determine required premium rates and necessary cash reserves to guarantee future payments.

**Aerospace Engineer:** Designs, develops, and tests aircraft, missiles, and space vehicles and oversees their production. They often specialize in one kind of vehicle, such as passenger planes, helicopters, or rockets. In some cases, they also work with earthbound vehicles, such as deep-diving vessels that are used to do research in the oceans and high-speed trains that float above their tracks.

**Anesthesiologist:** A physician who focuses on surgical patients and pain relief. They administer anesthetics, which are medicines to prevent patients from feeling pain and sensations; closely monitor patients' vital signs during surgery and adjust anesthetics accordingly; monitor patients through the first recovery stages after operation; and administer appropriate medications during recovery.

**Appraiser:** Assesses real property to determine its value for purchase, sales, mortgage, loan, or investment purposes.

**Athletic Trainer:** Helps athletes recover from or avoid injury. They evaluate, advise, and treat athletes, and help them maintain peak physical fitness.

**Audiologist:** Helps people who have a hearing, balance, and other related ear problems. Using various types of testing equipment, this person measures patients' ability to hear and distinguish between sounds. In addition, they use computers to evaluate and diagnose balance disorders.

**Auditor:** Primarily performs and reports on internal or external quality system audits.

**Biochemist:** Scientist who studies the chemistry of living things. Their work includes studying the complex chemical combinations and reactions involved in metabolism, reproduction, growth, and heredity.

**Broadcast Technician:** This person operates and maintains the electronic equipment that makes it possible to transmit radio and television shows. They also produce, direct and act in radio and television shows.

**Cartoonist:** An artist who communicates ideas through a combination of words and pictures. They use their work to tell stories, instruct and guide, and offer commentary on life and society. One of the most important qualities of this person is the ability to present an idea in just a few words and a drawing. The drawings usually feature exaggerated actions that somehow reveal human nature.

**Chef:** Directs the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies and keep records and accounts. May participate in cooking.

**Claims Adjuster:** Determines how much money people are entitled to receive on their insurance claims. Most work for property-liability insurance companies. Property-liability insurance covers such losses as fires, thefts, and accidents. People who buy this insurance protect themselves and their property against these events. This person goes to the scene of the accident or fire to see that the claim is valid and that it is settled as quickly as possible. This work requires a thorough knowledge of insurance policies and practices.

**College Teacher:** At colleges and universities, this person passes their knowledge and expertise on to the next generation of bankers, painters, chemists, and even teachers. They help their students to think critically as well as imaginatively; provide practical training; and shape their students' goals, careers, and lives. As experts in their subject fields, they also set standards for research—usually reflected in the articles and books they write—and expand the limits of scholarship and its importance in society.

**Cosmetologist:** Care for people's hair, skin, and nails. They are also called beauty operators, hairdressers, or beauticians. Most work in beauty salons, barbershops, department stores, hospitals, spas, resorts, hotels, or have their own businesses.

**Curator:** Responsible for choosing and obtaining the pieces of art to be shown in a museum. They also decide how the pieces should be displayed and the order in which they appear. They select works for permanent display as well as works for special temporary exhibitions. Sometimes they organize educational and public outreach programs such as tours, workshops, and lectures to publicize their collections.

**Dental Hygienist:** Cleans teeth and examines oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop X-rays, or apply fluoride or sealants.

**Educator/Instructor:** Primary responsibility is instructing or training others on quality-related topics, tools, and techniques. This person may be an employee of an organization or teach in a college or university setting.

**Engineer:** Skilled technical professional who acts as a link between design and implementation. They work to develop safe and economical solutions to practical difficulties. They use scientific and mathematical knowledge and create marketable, workable solutions in accordance with the demands of customers, users, and others who benefit from their work. They may be required to invent products or develop sophisticated features for existing ones. Depending on the field chosen, one might have to design and develop aircraft, ships, nuclear plants, automobiles, buildings, chemicals, computers, electrical equipment, and a variety of other machinery.

**Faller:** Uses axes or chainsaws to fell/chop trees using knowledge of tree characteristics and cutting techniques to control the direction of fall and minimize tree damage.

**Fitness Trainer:** This person may work for health or exercise clubs, sports training facilities, or gyms. Some work in the employee fitness center of a large company. Others are self-employed and may offer training at their clients' homes. Some activities they may instruct include aerobics, running, weight-lifting, and competitive sports.

**Fashion Designer:** This person examines trends in the kinds of clothing people wear, draws designs based on their ideas, chooses colors and fabrics, and supervises the production of their designs. They may have a specialty such as clothing design, footwear design, or accessory design.

**Graders/Sorter:** Grades, sorts, or classifies unprocessed food and other agricultural products by size, weight, color, or condition.

**Human Resources (HR)/Personnel:** Responsible for managing employee hiring, firing, and retention.

**Hydrologist:** Studies properties of bodies of water, including their circulation, distribution, and physical properties. They can specialize in either underground water or surface water.

**Lawyer:** Serves as both advocates and advisers. As advocates, they speak for their clients in court by presenting supportive evidence. As advisers, they counsel their clients on their legal rights and obligations. They can interpret laws, apply laws to specific situations, and draft new laws.

**Librarian:** Administers libraries and performs related library services. Works in a variety of settings, including public libraries, schools, colleges and universities, museums, corporations, government agencies, law firms, non-profit organizations, and healthcare providers. Tasks may include selecting, acquiring, cataloging, classifying, circulating, and maintaining library materials and furnishing reference, bibliographical, and readers' advisory services. May perform in-depth, strategic research, and synthesize, analyze, edit, and filter information. May set up or work with databases and information systems to catalog and access information.

**Loan Officer:** Works with businesses and individuals to help them acquire loans for personal or professional needs. More specifically, they evaluate loans, make necessary recommendations for clients, and authorize loans for real estate, commercial needs, or credit.

**Nuclear Medicine Technologist:** Prepares, administers and measures radioactive isotopes in therapeutic, diagnostic, and tracer studies utilizing a variety of radioisotope equipment. Prepares stock solutions of radioactive materials and calculate doses to be administered by radiologists. Subjects patients to radiation. Executes blood volume, red cell survival, and fat absorption studies following standard laboratory techniques.

**Occupational Therapist:** Evaluates, plans, organizes, and participates in rehabilitative programs that help restore vocational, homemaking, and daily living skills as well as general independence to disabled persons.

**Oncologist:** Physician who inspects, diagnoses, and treats cancer.

**Oceanographer:** Scientist who studies the sea. They may work on ships or in laboratories on land. Some work for private companies. Most work for research institutes or government agencies or hold teaching and research jobs in colleges and universities.

**Ophthalmologist:** Physician who diagnoses and treats diseases of the eye, including glaucoma and cataracts, vision problems such as nearsightedness, and eye injuries.

**Outdoor Guide:** Leads groups on recreational outing activities. They often specialize in their own areas of interest, organizing hunting and fishing expeditions or photographic and nature-study trips. Most are expert hunters and fishers, are familiar with the territory in which they work, and know the habits of the wildlife in that area.

**Park Ranger:** Teaches people to respect the delicate natural balance of our state and national parks and forests. They are employed by the National Park Service, which is an agency of the federal government, and by state agencies. They work throughout the country preserving the natural environment for future generations. They protect these areas by enforcing park rules and regulations, preventing forest fires, helping to maintain an ecological balance, and seeing that visitors plan campsites wisely. They are skilled campers with a great deal of knowledge about botany and wildlife. Perhaps the greatest danger to our parks is the danger of overuse: they watch and regulate the number of visitors to parks. They also provide information regarding park use and points of interest, issue fire permits, and collect fees.

**Party Planner:** Conceives, organizes, and executes special affairs such as corporate receptions, weddings, birthday parties, anniversaries, and bar and bat mitzvahs. They custom design an event to suit their customers' needs and budgets.

**Photographer:** Combines artistic talent and technical skills to produce professional photographs. To use their tools—cameras, lenses, and lights—they must be highly skilled technicians. To create meaningful photographs, they must be able to arrange whatever they are photographing so that it will stand out clearly in the finished picture.

**Physical Therapist:** Helps patients suffering from disease or injury improve mobility, relieve pain, increase strength, and decrease or prevent deformity. They assess, plan, organize, and participate in rehabilitative programs.

**Podiatrist:** Medical practitioner who specializes in the treatment of sore, badly shaped, diseased, or injured feet and ankles. They order X-rays and laboratory tests to diagnose patients' problems, which they treat by manipulation, massage, physical therapy, and surgery. Sometimes they provide patients with bandages, pads, braces, splints, or other supports. They may prescribe medicine, exercise, or special shoes. Because foot problems may be signs of general illnesses, such as diabetes or heart trouble, they may refer patients to physicians for treatment.

**Psychiatrist:** Physician who specializes in the prevention, diagnosis, and treatment of mental disorders. They treat patients with mild cases of anxiety as well as those with severe disorders that can cause dangerous and bizarre behavior. They often work with other mental health workers, such as psychologists, psychiatric nurses, and psychiatric social workers.

**Radiologic Technologist:** Also called radiographers; takes X-rays (radiographs), which are images of the inside of the human body. To take X-rays, they position the patient, position the X-ray machine and other equipment, set controls, position the X-ray film, and remove and develop the film after the X-ray has been taken.

**Registered Nurse (RN):** Works to promote good health and prevent illness. They educate patients and the public about various medical conditions; treat patients and help in their rehabilitation; and provide advice and emotional support to patients' families. They use considerable judgment in providing a wide variety of services.

**Roofer:** Installs and repairs roofs made of metal, slate, tile, and other materials. Some also waterproof surfaces, such as the insides of new swimming pools.

**Sales/Marketing Professional:** Responsible for selling products and services.

**Social Scientist:** Studies all aspects of society and of relationships to and in society; past events, human relationships, and human behavior among groups. Through their studies, they analyze societal structures and suggest solutions to problems related to social, business, government, and personal issues.

**Tour Escort:** Accompanies groups of people on organized trips called "package tours".

**Translator/Interpreter:** Converts one language into another. This service allows concepts and ideas to be exchanged between languages and cultures. This person is employed all over the world, helping people to communicate.

**Veterinarian:** A doctor who specializes in studying, treating, and controlling animal injuries and diseases. They immunize healthy animals against disease and inspect animals and meat products to be used as food. They also perform surgery, set broken bones, establish diet and exercise routines, and prescribe medicines for animals.

**Web Designer:** Responsible for creating the look and feel of World Wide Web pages for a client's Web site. This involves developing a graphic design that effectively communicates the ideas being promoted by the Web site. They may take part in the initial planning of a Web site, meeting with the client to discuss ideas for the layout and organization of the site, the types of colors or images to use (photos, illustrations, videos, etc.), and other matters concerning overall graphic design.

**Welder:** Uses the process of heating and melting metal parts to join them together permanently. It is used to construct and repair parts of cars, airplanes, ships, sheet-metal products, and to join beams when constructing bridges and buildings. Some work at steel mills, railroad shops, and highway departments. Others are cutters, using their tools to cut metal into pieces, as required by a blueprint or design, or to cut structures into pieces so they can be discarded.

**Zoologist:** A biological scientist who studies animals. They observe animals both in their natural habitats and in the laboratory in order to learn as much as possible about animal life. They study the origin and development of animal species; the habits and behavior of animals; and the interaction between animals and their environment. They also do research to learn how animal diseases develop and how traits are passed from generation to generation.

## Name That Job!

Appropriate for Grades: 6-12 | Cost: None

Category: **EXPLORE**

Credit to:



### What Do You Need?

- Paper
- Pencils/pens
- Small prizes/incentives (optional)

### Activity description:

#### Instructions:

- 1) Have students number a piece of paper from 1 to 30.
- 2) Tell students to quickly list as many job titles as possible in five minutes. Spelling is not important.
  - a. Variation: Have students work in pairs to complete the exercise and award a small prize for each pair that reaches 30.
- 3) At the end of five minutes, have students do the following:
  - a. Checkmark any jobs that they would be interested in learning more about.
  - b. Put a star by the jobs that are available in the community.
  - c. Circle the jobs that could be career-type jobs.
  - d. Underline a job that students think is not on everyone else's job list.
  - e. Put an "H" next to the jobs that only require a high school-level education.
  - f. Put a "C" or "V" next to jobs that require college or vocational training.

#### Class discussion questions:

- How many people/pairs were able to get 30 job titles?
- What was the next highest number?
- What is the difference between a "career job" and a "job-for-now?"
- Look at the jobs without the stars. Where can these jobs be found? Would relocation be an option to take one of these jobs?
- Name one job that is probably not on everyone else's list. Where is this job found? What type of education is required to do this work?
- How many jobs required high school only? What were they?
- How many jobs required college or vocational training? Name some.

# Career Taboo/“You Don’t Say”

Appropriate for Grades: 6-12 | Cost: None

Category: **EXPLORE**

Credit to:



## What Do You Need?

- “You Don’t Say” Game Cards (one set for each group of six students)
- “You Don’t Say” Game Rules (one copy for each team of three students)
- Timers or a clock with a second hand

## Activity Description:

### Directions:

- 1) Introduce the “You Don’t Say” career game. Divide your students into groups of six (or more). Within each group, divide the students into two teams. Then distribute one copy of the Game Rules to each team and review them together. You might want to ask one group to play a sample round as a demonstration. (5-10 minutes)
- 2) Play “You Don’t Say.” Distribute the Game Cards to each group and let the fun begin! See how students do at guessing the various careers. If there are careers they have difficulty guessing – or have never heard of before – you might want to start a list for future career exploration. Remind students how they can learn more about careers. For instance, they can search for career information at MyCareerShines at <https://mycareershines.kuder.com/>. (15-20 minutes)
- 3) Discuss career interests. Ask students what they learned that was new about a career while playing the game. What did they learn? How can they learn more? Remind them that they can check the federal Bureau of Labor Statistics’ *What Do You Like* website at <http://www.bls.gov/k12> for more information. (5-10 minutes)
- 4) Each student should have a chance to play.

The game cards and game rules can be found on the next page.

## Career Taboo/"You Don't Say" Game Rules

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CAN YOU GUESS THE MYSTERY CAREER WITHOUT SAYING?

### Preparing to Play

1. Assign all players into groups of six (or more). Make sure each group has a pack of cards and a timer (or access to a clock with a second hand).
2. Break each group into two teams: Team A and Team B.
3. Team A begins. One player from Team A should be the first Cluegiver. The Cluegiver sits facing their teammates so that the teammates cannot see the Cluegiver's card. Team B players can stand behind the Cluegiver so that they can see the card.

### Playing a Round

1. The Cluegiver draws from the top of the deck of cards. The word in all capital letters at the top of the card is the career (the Guess word) the Cluegiver is trying to get their teammates to name. The three words below the Guess word are the "Don't Say It" words that the Cluegiver CANNOT use when giving clues.
2. As soon as a card is drawn, the timer is started. The Cluegiver shouts out clues and their teammates shout out the names of possible careers based on those clues. Remember, the Cluegiver CANNOT use the "Don't Say It" words and cannot say the Guess word in any way!
3. The Cluegiver can use words or sentences for clues. However, no gestures, sound effects, noises, "sounds like," "rhymes with," or initials are allowed.

### Scoring Points

1. Take 1 minute for each round. If the team guesses the career before the end of the round, the Cluegiver should draw a new card and keep going until the minute is up.
2. Add 1 point to the team's score for each career correctly guessed.
3. At the end of 1 minute, switch teams: a player from Team B becomes Cluegiver, draws a card and begins.



<p><b>ELECTRICIAN</b></p> <p>Current Wiring Transmitter</p> <p>Installs and repairs electrical systems in houses and other buildings.</p>	<p><b>PHOTOJOURNALIST</b></p> <p>Picture Camera Story</p> <p>Photographs newsworthy people and places for newspapers, TV, blogs, etc.</p>	<p><b>EMERGENCY MEDICAL TECHNICIAN</b></p> <p>Ambulance Patients Paramedics</p> <p>Gives immediate care and transports sick or injured.</p>
<p><b>BARBER</b></p> <p>Hair Cut Clippers</p> <p>Cuts and styles people's hair.</p>	<p><b>SUBSTANCE ABUSE COUNSELOR</b></p> <p>Drugs Alcohol Group</p> <p>Helps people to deal with addiction and substance.</p>	<p><b>MEDICAL TRANSCRIPTIONIST</b></p> <p>Reports Records Types</p> <p>Listens to recordings by doctors dictating medical reports.</p>
<p><b>HOTEL MANAGER</b></p> <p>Motel Rooms Lodging</p> <p>A manager of a hotel is responsible for maintaining the entire business.</p>	<p><b>PLUMBER</b></p> <p>Pipes Water Sink</p> <p>Installs and repairs water, sewer, and gas lines in homes &amp; buildings.</p>	<p><b>BUILDING INSPECTOR</b></p> <p>Job sites Construction</p> <p>Examines the construction, alteration, or repair of buildings.</p>
<p><b>DENTAL ASSISTANT</b></p> <p>Teeth X-Ray Instruments</p> <p>Performs a variety of patient care and laboratory duties with dentists.</p>	<p><b>MUSICIAN</b></p> <p>Instrument Professional Band</p> <p>May play musical instruments, sing, compose, arrange, or conduct.</p>	<p><b>DANCE INSTRUCTOR</b></p> <p>Flexibility Steps Music</p> <p>Teaches a variety of dance forms including ballet, jazz, and modern.</p>
<p><b>METEOROLOGIST</b></p> <p>Weather TV News</p> <p>Forecasts the weather on TV, radio, or Internet.</p>	<p><b>TATTOO ARTIST</b></p> <p>Body Needle Ink</p> <p>Performs permanent body art.</p>	<p><b>X-RAY TECHNICIAN</b></p> <p>Film Pictures Body</p> <p>A person who takes X-rays for doctors.</p>
<p><b>COACH</b></p> <p>Athletics Sports Team</p> <p>A teacher/leader of a specific team sport or individual athlete.</p>	<p><b>BRICKLAYER</b></p> <p>Masonry Mortar Fireplace</p> <p>Builds walls, floors, fireplaces, and structures with brick, concrete, and other materials.</p>	<p><b>COMPUTER PROGRAMMER</b></p> <p>Program Software Function</p> <p>Writes, tests, and maintains software for computers or other devices.</p>

<p><b>FLORIST</b></p> <p>Flowers Bouquet Arrangement</p> <p>Cuts and arranges live or dried flowers for customers.</p>	<p><b>CARPET INSTALLER</b></p> <p>Tack Wall-to-wall Carpet</p> <p>Installs padding and carpeting in homes and other buildings.</p>	<p><b>PROBATION OFFICER</b></p> <p>Arrest Offenders Jail</p> <p>Police officer who is responsible for people released from jail.</p>
<p><b>APARTMENT MANAGER</b></p> <p>Rent Deposit Lease</p> <p>A person responsible for managing and maintenance of apartments.</p>	<p><b>FISH &amp; GAME WARDEN</b></p> <p>Badge Animals License</p> <p>Protects and controls the safety of the natural habitat.</p>	<p><b>JEWELER</b></p> <p>Stones Ring Necklace</p> <p>Designs, makes, and repairs rings, necklaces, and other jewelry.</p>
<p><b>FUNERAL DIRECTOR</b></p> <p>Mortician Death Embalming</p> <p>Plans memorial services and burial arrangements with the family.</p>	<p><b>ATHLETIC TRAINER</b></p> <p>Workout Equipment Sweat</p> <p>Provides athletes or teams with conditioning and therapy.</p>	<p><b>CHEF</b></p> <p>Kitchen Stove Baking</p> <p>Responsible for preparing meals.</p>
<p><b>LOAN OFFICER</b></p> <p>Bank Finance Credit</p> <p>A trained professional who arranges for mortgages, car loans, and other financing.</p>	<p><b>AIR TRAFFIC CONTROLLER</b></p> <p>Planes Tower Runway</p> <p>A person responsible for directing traffic in the sky.</p>	<p><b>CONTRACTOR</b></p> <p>Building Blueprints Boss</p> <p>A licensed professional who directs building or remodeling jobs.</p>
<p><b>GRAPHIC ARTIST</b></p> <p>Media Design Freelance</p> <p>Uses print, electronic, and film media to create art.</p>	<p><b>PARALEGAL</b></p> <p>Lawyer Documents Research</p> <p>Performs many of the same tasks as lawyer except those considered the practice of law.</p>	<p><b>BOOKKEEPER</b></p> <p>Money Paycheck Bills</p> <p>A person responsible for recording the financial transactions of a business.</p>
<p><b>CHILDCARE WORKER</b></p> <p>Toddler Naps Stories</p> <p>Provides basic care and activities with young children.</p>	<p><b>MAIL CARRIER</b></p> <p>Post Office Mail Envelopes</p> <p>Delivers mail on their routes on foot and/or in vehicles.</p>	<p><b>AUTOMOBILE MECHANIC</b></p> <p>Tools Cars Instruments</p> <p>Maintains, repairs, and inspects vehicles.</p>

<p><b>ADMINISTRATIVE ASSISTANT</b></p> <p>Type File Paperwork</p> <p>A person responsible for maintaining office duties for businesses.</p>	<p><b>WELDER</b></p> <p>Torch Pipes Metal</p> <p>Permanently joins metal parts together.</p>	<p><b>POLICE OFFICER</b></p> <p>Gun Badge Criminal</p> <p>Responsible for the safety and wellbeing of communities.</p>
<p><b>DRAFTER</b></p> <p>Computer-Aided Design Drawing Blueprints</p> <p>Prepares technical drawings and plans for construction workers.</p>	<p><b>CABINET MAKER</b></p> <p>Wood Shelving Carpenter</p> <p>Operates machines to make doors, windows, and cabinets.</p>	<p><b>COSMETOLOGIST</b></p> <p>Hair Perm Manicure</p> <p>May style hair, give manicures, pedicures, and facial treatments.</p>
<p><b>SET DESIGNER</b></p> <p>TV Movie Stage</p> <p>Designs movie, TV, and theater sets.</p>	<p><b>PHOTOGRAPHER</b></p> <p>Camera Film Lens</p> <p>Produces pictures that record an event or tell a story.</p>	<p><b>BANK TELLER</b></p> <p>Money Transfer Deposit</p> <p>Handles a wide range of banking transactions for customers.</p>
<p><b>INTERIOR DESIGNER</b></p> <p>Plans Upholstery Color</p> <p>Plans the space and furnishes the interiors of homes and businesses.</p>	<p><b>FOREST RANGER</b></p> <p>Wildlife Trees Parks</p> <p>Manages forested land for a variety of purposes.</p>	<p><b>REAL ESTATE AGENT</b></p> <p>Housing Sales Closing</p> <p>A person who facilitates the purchase of land and buildings.</p>
<p><b>VETERINARY TECHNICIAN</b></p> <p>Animals Medicine Assists</p> <p>Helps veterinarians provide health care for animals.</p>	<p><b>FIREFIGHTER</b></p> <p>Siren Emergency Truck</p> <p>Responds to emergency situations in which life, property, and environment are at risk.</p>	<p><b>SPEECH PATHOLOGIST</b></p> <p>Language Sounds Mouth</p> <p>Works with people who have trouble with speech, sounds, and language.</p>
<p><b>TEACHER</b></p> <p>Student Grades Classes</p> <p>An educator who helps students learn.</p>	<p><b>POLITICIAN</b></p> <p>Election Vote Term</p> <p>A government official who has been elected to represent local citizens.</p>	<p><b>BARISTA</b></p> <p>Coffee Latte Steam</p> <p>Works in a coffee shop preparing espresso drinks.</p>

## Career Interviewing/Shadowing

Appropriate for Grades: 6-12 | Cost: None-Low

Categories:

EXPLORE

EXPERIMENT

### What Do You Need?

- Partnerships with local professionals (Chamber of commerce, trade associations, etc.)
- Transportation

### Activity Description:

Students can learn more about careers that interest them by interviewing or shadowing adults with those jobs. This project can make a good assignment in English, Social Studies, and financial literacy classes. See the next page for sample interview questions.

Keep in mind that first-generation and low-income students may lack a strong network of friends and family members with a wide variety of jobs to reach out to. Building relationships with employers who are willing to give their employees time to work with students can be a good way to help connect students with professionals.

Some employers offer their employees paid volunteer time. Consider reaching out to area employers to see if they have employees willing to participate at your school.

Some employers may be concerned about the liability of students visiting their workplace, so they may be more willing to come to the school and present.



## Sample Informal Interview Questions

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- What are your main responsibilities as a...?
- What is a typical day (or week) like for you?
- What do you like most about your work?
- What do you like least about your work? Is there something that surprised you about the role when you first started?
- What kinds of decisions do you make?
- What kinds of problems do you deal with?
- How does your position fit within the organization/career field/industry?
- How does your job affect your general lifestyle?
- What are some big projects you're working on now or that you've finished up in the last few months?
- How did you become interested in this field?
- How did you begin your career? What were some of your early roles in the field?
- How do most people get into this field? What are some common entry-level jobs?
- Do you think there's a personality type that's not well-suited for this kind of career?
- What skills, abilities, and personal attributes are essential to success in your job/this field?
- What kinds of accomplishments tend to be valued and rewarded in this field?
- What kind of education, training, or background does your job require?
- How relevant to your work is your undergraduate major?
- What are some common career paths in this field?
- What related fields do you think I should consider looking into?
- What steps would you recommend I take to prepare to enter this field?
- What are the most effective strategies for seeking a position in this field?
- I've read that the entry-level salary range for this field is usually in the range of \_\_\_\_\_. Does this fit with what you've seen? (Don't ask about the person's actual salary.)
- What current issues and trends in the field should I know about/be aware of?
- How do you see this job changing in the next 10 years?
- Can you recommend any trade journals, magazines or professional associations which would be helpful for my professional development?
- If you could do it all over again, would you choose the same path for yourself? If not, what would you change?
- What do you wish you'd known when you were starting out in this career/role?
- What advice would you give someone who is considering this type of job or field?
- Can you suggest anyone else I could contact for additional information? Do you have any recommendations for other people I should talk to or other resources I should explore?
- Are there any questions I'm not asking that I should be?
- Would it be alright for us to stay in touch?

## Internships/Volunteering/Work

Appropriate for Grades: 8-12 | Cost: Low

Categories:

EXPLORE

EXPERIMENT

### What Do You Need?

- Partnerships with local employers and organizations

### Activity Description:

Working part-time in a paid or unpaid setting can give students the opportunity to get hands-on experience in a particular field. This can help them determine if they are interested in pursuing this field and getting the necessary education.

High school students may be limited in the areas where they can intern. That said, there are many places that accept high school interns/volunteers that can help students begin experimenting.

Internship/Volunteer Opportunities:

- Animal shelter/ASPCA (for students interested in veterinary)
- Nursing home (for students interested in medicine)
- Local representative's office (for students interested in law or politics)
- 5K runs supporting local charitable causes
- Food drives
- Serving at a local shelter

Students can also consider part-time jobs based on their interests:

- Retail (for students interested in business/sales/management)
- Childcare or Camp Counselor (for students interested in education)
- Local employers (for students interested in IT and web design)

## Spotlight

The Greater Naples Chamber of Commerce encouraged local employers to offer internships to their youth through work-based learning opportunities. This helped enhance their community pipeline through increased employer engagement with rising talent. [Explore the toolkit](#) they created to equip employers with best practices, sample job descriptions and reports, and what to expect when hosting a student at their business. They also hosted a [webinar](#) with FCAN and [presented](#) at the 2019 FCAN Summit.



## Apprenticeship Program

**Appropriate for Grades:** 11-12 | **Cost:** Low

**Category:** EXPERIMENT

### What Do You Need?

- Partnerships with local employers and organizations

### Activity Description:

Apprenticeships provide on-the-job training while meeting the needs of businesses for a highly-skilled workforce. They connect education and work simultaneously by combining theoretical and hands-on learning. The U.S. Department of Labor describes the foundation of the apprenticeship model as the continual building of skills.

During their programs, apprentices attain stackable credentials to obtain higher levels of employment in an occupation or industry. They earn industry-recognized credentials and in many cases, they can receive college credits that may lead to an associate's or bachelor's degree. Help students assess their career goals to determine if an apprenticeship program is the right career pathway for them.

You can find a list of apprenticeship organizations and programs at the [Florida Department of Education's website](#).

## Door Decorating Contest

**Appropriate for Grades:** K-12 | **Cost:** None-Low

**Category:** EXPOSE

### What Do You Need?

- Computers
- Color printers
- Craft supplies (scissors, markers, colored pencils, construction paper)

### Activity Description:

To kick off the contest, assign every homeroom in a grade level a Florida college or university. Students in that homeroom must then conduct research on that institution and decorate their door in a way that reflects that school. Decorations can include school colors, school pennant (if your school has pennants or you find one online), where it's located, who the mascot is, stickers, pamphlets, etc. Prizes for the winning homeroom can range from something simple like candy or a homework pass to something more involved like a pizza party.

To expand the scope of this activity, assign some classrooms to decorate for career/technical schools or minority-serving institutions, like HBCUs. You can also do door decorating contests based around career clusters rather than schools.

A college door decorating contest is another great activity to incorporate into your school's spirit week or application week. It is also an especially good activity for the beginning of the year. This way, the college decorations can remain on the door throughout the year, contributing to the school's college-going culture.



*Image credit: Oak Ridge High School*



## Club/Extracurricular Fair

Appropriate for Grades: 6-12 | Cost: Low-Med

Category:

EXPOSE

EXPLORE

### What Do You Need?

- Time and space to host a fair

### Activity Description:

Club/extracurricular fairs expose students to learn more about activities they might enjoy doing and what they're good at. Consider taking time during a Lunch & Learn, or similar activity, to discuss what extracurricular activities are available, and which ones might be good for them based on their interests.

While club/extracurricular fairs expose students to these activities, participating in clubs/extracurricular activities gives students the opportunity to explore their interests more as it relates to their postsecondary pathway after high school.

#### *Science, Technology, Engineering, Math, Medicine (STEMM)*

- Science Fair
- FIRST Lego League/FIRST Tech Challenge/FIRST Robotics/Vex
- Math League
- 4H
- Hackathons

#### *Business, Law, and Communications*

- Future Business Leaders of America (FBLA)
- Debate
- Model UN
- School newspaper
- Yearbook
- Technical Student Association
- Student Government

#### *Arts*

- Creative writing
- Theatre
- Band/Orchestra
- Chorus

#### *Sports/Athletics*

Academic summer camps—particularly those on college campuses—on topics like science, computers, writing, etc. can also be a good opportunity for students to experiment with their interests.

## College/Career Fair

Appropriate for Grades: 6-12 | Cost: Med-High

Categories:

EXPOSE

EXPLORE

### What Do You Need?

- Time and space to host a fair
- Snacks/refreshments for students (optional)
- Transportation for students to college fair (optional)
- Career clusters and passport/bingo sheet (see [Career Term Bingo](#))
- College fair scavenger hunt (optional)

### Activity Description:

College and career fairs are a great resource for graduating seniors to explore their options. Inviting younger students to participate in these fairs can help expose them to their options early.

Middle and elementary schools may run into roadblocks when working to set up a college fair for their students. While they are excited about exposing their students to options, recruiters from area colleges/universities may have limited resources that make it difficult to participate in an event directed at younger students.

A good strategy is to host a college/career fair primarily for eleventh and twelfth graders and invite a smaller selection of younger students to participate as observers. To engage younger students in the college fair, give them an activity to complete, like a scavenger hunt or a “passport” to have stamped at different booths, that encourages them to ask questions (see [Sample Informal Interview Questions](#)). An alternative is to have a career fair for elementary and middle school students to learn about different careers. The “passport” activity can be applied during the career fair to encourage students to engage with careers in different career clusters.



*The college fair at SouthTech Academy in Boynton Beach featured representatives from local colleges and from the military.*

*At Oak Ridge High School, the college fair included representatives from the skilled trades.*

## Directions for Career Fair Passport/Bingo:

1. Before the career fair, inform representatives that students will be exploring their booths by playing a bingo game. You can organize the careers by career clusters. An easy way to do this is to provide colored markers/stamps to careers belonging to certain clusters (e.g. careers in the business cluster get blue markers, careers in the health sciences cluster get green markers, etc.).
2. Make a list of the careers that will be present at the career fair.
3. Hand out blank bingo cards and have students fill in the blank spaces with the careers.
4. Once students have their cards filled in, decide on the type of bingo game to be played: lines, T's, U's, Blackout, or Squares (see [Career Term Bingo](#) for types).
5. Students who have the career term on their card can get it signed by a representative after interacting with them. Encourage students to ask them questions about their careers and career paths.
6. Once students obtain a "bingo," award a prize to the winner and encourage students to continue participating in the career fair.

### List of Career Clusters:



Agriculture, Food, & Natural Resources



Architecture & Construction



Arts, A/V Technology, & Communication



Business Management & Administration



Education & Training



Finance



Government & Public Administration



Health Sciences



Information Technology



Law, Public Safety, Corrections & Security



Manufacturing



Marketing, Sales & Service



Hospitality & Tourism



Transportation, Distribution, & Logistics



Science, Technology, Engineering & Math (STEM)



Human Services

## College/Career Interest Portfolio

Appropriate for Grades: 8-12 | Cost: Low

Category: EXPERIMENT

### What Do You Need?

- Buy-in from teachers
- Time at the beginning and end of year

### Activity Description:

To help students begin making a plan, it can be helpful for them to keep a portfolio. Students can start this portfolio as early as sixth grade and take it with them throughout their middle and high school careers.

Students can use this portfolio to reflect on classwork they enjoyed (or didn't enjoy), and what those specific aspects were.

They can start thinking about how this relates to their interests and skills. Consider using MyCareerShines (<https://mycareershines.kuder.com/>) to encourage students to think about what they are aspiring to and how they can start experimenting in those areas.

Students can use the provided activities résumé (next page) to keep track of awards, recognitions, noteworthy assignments, team projects and accolades (including pictures, where appropriate).

## Spotlight

FloridaShines created the [College & Career Planner](#) to help students make informed decisions about their educational options and find the best options that fit their needs. It walks students through the many postsecondary options available and lays out the key information needed to make their college and career plan.

FloridaShines

## ACTIVITIES RÉSUMÉ

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

*School Activities (clubs, sports, etc.):*

Activity	Grade(s) in which you participated in the activity	# of hours per week	# of weeks per year
	_9 _10 _11 _12		
	_9 _10 _11 _12		
	_9 _10 _11 _12		
	_9 _10 _11 _12		

*Awards & Honors:*

Name of Award	Type of Award	Year(s) Awarded
	_Athletic _Academic	_9 _10 _11 _12
	_Athletic _Academic	_9 _10 _11 _12
	_Athletic _Academic	_9 _10 _11 _12

*Leadership Positions:*

Position	Grade(s)
	_9 _10 _11 _12
	_9 _10 _11 _12

*Community Service:*

Activity	Grade(s) in which you participated in the activity	# of hours per week	# of weeks per year
	_9 _10 _11 _12		
	_9 _10 _11 _12		
	_9 _10 _11 _12		
	_9 _10 _11 _12		

*Work Experience:*

Job	Dates

*Hobbies and Interests:*

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*Noteworthy Assignments:*

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*Other:*

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## MyCareerShines

**Appropriate for Grades:** 6-12 | **Cost:** Low

**Categories:**

EXPOSE

EXPLORE

EXPERIMENT

EXECUTE

### What Do You Need?

- Computer access

### Activity Description:

MyCareerShines (<https://mycareershines.kuder.com/>) is a career interest inventory available to all Florida students. Students can complete career inventories, explore career fields, and view profiles of colleges they might be interested in applying to. By completing these career inventories, students will receive guidance on potential careers or college majors that may interest them. They can also access their student records to determine if they are on the right track for college admission.

Students can take their results from MyCareerShines and use them to decide what subject/interest areas they might want to experiment with. Keep in mind that students will likely need assistance and guidance in interpreting these results.

## Adopt-A-College

**Appropriate for Grades:** K-5 | **Cost:** None-Low

**Category:**

EXPOSE

### What Do You Need?

- Buy-in from school administration and teachers to commit to using agreed-upon language
- Materials for creating signage around the school

### Activity Description:

Starting in kindergarten through 6<sup>th</sup> grade, each grade level or class adopts a college for that year. Students participate in decorating the classroom with information about that college, such as the mascot, school colors, athletic team, what the college is known for, where it's located, learning the college chant/alma mater and singing it at school assemblies, etc (see [Door Decorating Contest](#)). Students can develop presentations to hold a mini "college fair" for other students and parents. With this approach, students will have learned about 5-7 different colleges by the time they graduate elementary school.

## College Talk

Credit to: Dr. Rebecca Schumacher, FSCA



**Appropriate for Grades:** K-12 | **Cost:** None-Low

**Category:** EXPOSE

### What Do You Need?

- Buy-in from school administration and teachers to commit to using agreed-upon language
- Materials for creating signage around the school

### Activity Description:

One easy way to expose students to their options for education beyond high school is to change the way you talk so students can hear discussions about college and careers from an early age.

For instance, many schools divide up their building by “wings”. Rather than calling them “east wing” and “west wing,” these wings could be named for area colleges/universities, or their mascots (e.g. Gator Nation, Bulls Country, etc.).

Students may be divided into “A-Team” and “B-Team” based on what classes they attend each day. In lower grades, there may be 4-6 classrooms. Students on different teams or classrooms could also take on the names of colleges and universities.

Using area colleges and universities for these designations can add to your school’s college-going culture. Students can participate by voting on which school or mascot they want to be named for, or by decorating areas of the school based on the selected college.



## Graduating Class

**Appropriate for Grades:** K-12 | **Cost:** None-Low

**Category:** EXPOSE

### What Do You Need?

- Buy-in from school administration and teachers to commit to using agreed-upon language
- Materials for creating signage around the school

### Activity Description:

Dr. Rebecca Schumacher, Executive Director of the Florida School Counselors Association (FSCA), recommends a simple but powerful way to set the expectation that students will graduate high school: refer to them by their graduating class rather than their grade level.

“Whenever I do a presentation for parents of kindergarten students, I always start by asking the parents how old their child is,” Becky explains. “They all chime in, easily rattling off the answers. Then I ask them what their child’s graduating class is. Suddenly, the room goes silent and you can see them doing the math.”

Once the parents have determined their child’s graduating class, Dr. Schumacher asks them to identify what changed when she asked that question. The answer is always the same:

“I had to start thinking about my child’s future.”

Here are some examples of how to use graduating class at your school:

- Rather than referring to students by their grade level, refer to them by their graduating class. For instance, a 6<sup>th</sup> grader entering the 2019-20 school year is in the class of 2026.
- Encourage school faculty and staff, parents, and students to get in the habit of using the graduating class designation.
- Students can do activities incorporating their graduating class year. T-shirts made for grade-level graduations or field trips can include the graduating class year.



## College Map

**Appropriate for Grades:** K-12 | **Cost:** Low

**Category:** EXPOSE

### What Do You Need?

- A map and map pins
- Paper to display college logos
- A prominent place in the school to display the map

### Activity Description:

Display a college map throughout the year featuring pins and college logos to show where teachers, counselors, staff, etc. attended.

Depending on the size of your school, display a map of the United States and/or a large map of Florida. A large Florida map will give teachers more room to place their pins if most of the school faculty attended school in Florida. This also gives you the opportunity to familiarize students with the many public and private college and university options available to them beyond the institution closest to them.

At a high school, you can also use a college map to show what schools seniors have applied to, been accepted to, and are planning to attend.

## Graduation Walk

**Appropriate for Grades:** K-12 | **Cost:** Low

**Category:** EXPOSE

### What Do You Need?

- Partnerships and cooperation between high school and elementary/middle schools
- Transportation from high school to elementary/middle school

### Activity Description:

During a graduation walk, graduating seniors walk through the schools where they attended elementary/middle schools wearing their caps and gowns. Students may also be encouraged to walk in groups based on what colleges they are attending and can walk behind someone carrying a flag for that college.

This activity helps elementary/middle school students build the expectation of completing their high school education, and of continuing their education afterward. It also gives older students the opportunity to serve as an example, and to reconnect with teachers from elementary school to show their progress and maturity.



*Image Credit: Cypress Woods High School*

## High School Fair

**Appropriate for Grades:** 6-8 | **Cost:** Low-Med

**Category:** EXPLORE

### What Do You Need?

- Time and space to host a fair
- Transportation to and from schools

### Activity Description:

Students have more choices than ever to find the right high school for them, including magnet schools, charter schools, career academies, and both public and private college preparatory schools.

Research shows students who take advanced classes and who participate in college and career academies are more likely to graduate high school and to continue on to college. Making sure that middle schoolers are fully aware of the high school options available to them will give them the opportunity to explore different areas of interest while in high school. Students who attend career academies can often earn industry certifications while in high school, which can help them become more employable. Or, in college prep classes like dual enrollment or AP, students can earn college-level credit at no cost.

Many districts already offer special nights to explore school options. If yours does not, connect with the district or high school leaders to bring this option together for students to explore.

## Family College Nights

**Appropriate for Grades:** 6-12 | **Cost:** Low

**Category:** EXPOSE EXPLORE

### What Do You Need?

- Time and space to host a college/career workshop
- Higher education professionals in admissions and financial aid to speak (including career/technical)
- Near-peer ambassadors (optional)

### Activity Description:

College Night isn't just for seniors! It is important to expose both students and their parents to post-high school options starting at an early age. Family College Nights can be a good way to accomplish this.

For parents of the younger students, it is important to introduce them to options for paying for college early, including Florida Prepaid, Bright Futures, and FAFSA. Familiarizing parents with these resources can increase their confidence that college is attainable for them and can help parents start planning early. This can increase the student's motivation to perform well.



*Encouraging parents to bring younger siblings to a college night can help build aspiration for higher education.*

## Virtual College Tour

Appropriate for Grades: 6-12 | Cost: Low-Med

Categories:

EXPOSE

EXPLORE

### What Do You Need?

- Computer
- Internet connection
- VR headset (optional)

### Activity Description:

If funds are not available to visit a local college or university in person, a virtual college tour can be a good alternative.

<https://www.youvisit.com/collegesearch> provides hundreds of free virtual college tours that students can experience either with a regular computer or by using a VR headset.

[Getschooled.org](http://Getschooled.org) offers free Snapchat college tours led by students.

### FloridaShines Activity!

Join FloridaShines for their annual **Virtual College Week!** Attend sessions and connect with experts to learn more about college admissions, financial aid, etc.

## Ask Me About It!

Appropriate for Grades: K-12 | Cost: None

Category:

EXPOSE

### What Do You Need?

- Buy-in from school administration and teachers
- A printer

### Activity Description:

Using "Ask Me About It!" fliers, instruct school administration and teachers to post a sign on their office and classroom doors saying where they attended college and encouraging students to ask them about it.

On a set day (possibly during spirit week or college application week), teachers should set aside 10-15 minutes at the beginning of class to talk about their college experience and to encourage students to ask them about it. Encourage teachers to wear their college shirt to work that day.

Topics include:

- How did they know what college they wanted to attend?
- How did they figure out what career they wanted to pursue?
- What was the biggest adjustment in going to college?
- What was the best part about attending college?
- What clubs/activities did they participate in?

**I WENT TO COLLEGE.  
ASK ME ABOUT IT!**



**Name:** \_\_\_\_\_

**College:** \_\_\_\_\_

**Degree:** \_\_\_\_\_

**COLLEGE IS FOR EVERYONE!**

## College Visit: Scavenger Hunt

Appropriate for Grades: 6-12 | Cost: Med-High

Categories:

EXPLORE

EXPERIMENT

Credit to:



### What Do You Need?

- Transportation for students to and from colleges
- Chaperones
- Prizes for scavenger hunt (optional)

### Activity Description:

Campus visits are shown to have a significant impact on building aspiration for young students to attend college, particularly when they see students like themselves on campus.

To help students get the most out of a campus visit, reach out to the admissions office to schedule a tour. Let them know what type of students you serve so they can plan for students like them to host the tour.

You can also use the college scavenger hunt on the next page to engage students.

Campus visits don't have to be at a university. Taking students to a local state college, community college, or technical college can help reinforce these options.

Instructions:

- 1) Identify a campus that will allow you to host the event. Then, reach out to the school's admissions office to ask permission and to ask if they will host a tour.
- 2) Finalize the scavenger hunt list using the sample list of campus locations/actions provided (on the next page). The list should include locations on the campus of choice that students can prove they've visited through photos or other tangible evidence.
- 3) Ask about any security access issues (for example, if buildings cannot be entered without student ID cards), campus rules, etc.
- 4) Split students up into teams, depending on age/grade level, and assign chaperones to each team.
- 5) At the end of the time period, compare findings and debrief activity with students.

## Spotlight

Remember that a college visit is an opportunity for students to learn all about the college experience, not just the academic aspects. For example, the AVID program at Armwood High School arranged for students to have the opportunity to sit in the student section at a USF football game.



## College Visit: Scavenger Hunt Sample List of Campus Locations/Actions

The list you provide to students will depend on the campus. If the students/chaperones have smartphones, entries can be made by picture. (Award one point per item unless otherwise noted.) Use this list as a guide as you're planning your event:

- Find out how many foreign language courses are offered.
- Find out the name of the university's mascot/take a picture of the mascot.
- Find out where first-year students live.
- Find the gymnasium and write down their hours of operation for the day.
- Find the name of the campus radio or TV station.
- Find three faculty offices. Write down the professors' names and office hours.
- Go to a fraternity or sorority house and ask for the name of its president. Earn an extra point for taking a picture with him or her.
- Go to an arts building and take a picture in front of a student display.
- Go to the English department and find the name of the chair.
- Grab a pamphlet about a student organization.
- Jot down the names of two campus cafeterias or food stands.
- Learn the name of a cultural organization or association on campus.
- Locate the public bus stop nearest to campus. Write down the cross streets.
- Pick up a copy of a free campus newspaper.
- Pick up a pamphlet from the health center.
- Pick up an informational brochure from a career center.
- Take a picture in a computer lab.
- Take a picture in a science lab.
- Take a picture in or around the football stadium.
- Take a picture in the university bookstore.
- Take a picture of college students studying.
- Take a picture with a student wearing a university sweatshirt or T-shirt.
- Take pictures on a bench that's been dedicated to an alumnus.
- Talk to five students—write down their names, majors, and hometowns. Each conversation is worth one point.
- Visit a campus library and ask the librarian how many volumes they have.
- Visit the admissions office and pick up an application. Earn an extra point for finding out the school's minimum SAT and ACT score.
- Visit the financial aid office and collect a FAFSA form or pamphlet. Earn an extra point if you find information about a scholarship.
- Visit the student center and write down at least 3 student organization names and what they do.
- Visit the student government office.
- Visit the honors college office and pick up a brochure

# College Knowledge Slapsgiving

Appropriate for Grades: 6-12 | Cost: None

Category: **EXPOSE**



## What Do You Need?

- 3 Poster-sized sheets of paper
- 3 Fly swatters

## Activity Description:

### Directions:

1. Colorfully write each of the terms listed, in random order, on 3 poster-sized sheets of paper (do not make posters identical). You can also write them directly on a chalkboard/whiteboard.
2. Grab a "Vanna White" volunteer to keep score and watch for each round's winner.
3. Tape posters in 3 areas of the chalkboard/whiteboard. Be sure to space them far enough away that teams will be somewhat separated.
4. Separate students into 2 teams.
5. Explain that the person at the front of the line will rotate each round. The slapper is the person in the front of the line.
6. The slapper turns toward their teammates until the clue is completely read aloud.
7. The clues are read in random order by the game show host.
8. Slapper turns quickly, and teammates can help by shouting out answers and where to find it on the board.
9. The first team to slap the CORRECT clue gets a point.
10. This is the end of the first round.
11. The slapper goes to the end of the line on their team, and the new slapper is the next in line.
12. Repeat until either the attention span wanes or you've gone through the terms.
13. The team with the most correct answers WINS!



## College Knowledge Slapsgiving

### College Knowledge Slapsgiving Terms

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1. ACT/SAT	13. Vocational/Technical/Trade School
2. BA/BS Bachelor's	14. Community College
3. Master's	15. University
4. Ph.D. Doctorate	16. Personal Essay
5. AA/AS Associate's	17. Letter of Recommendation
6. Certificate	18. Rigorous Coursework
7. Residence hall	19. Major
8. Semesters	20. Campus
9. GPA	21. Dual Enrollment
10. Tuition	22. Tutoring
11. FAFSA	23. Full-time
12. Student Loans	24. Scholarship

## College Knowledge Slapsgiving Clues

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1. This is an exam used by admissions offices at universities all over the country, taken generally during junior or senior year.
2. This is a four-year degree usually earned from a university.
3. This is a graduate degree earned after a bachelor's degree.
4. This is a graduate degree earned after a master's degree.
5. This two-year degree is usually earned at a community college.
6. This degree is earned at a vocational, technical, or trade school.
7. This is a place where students live on campus, also known as a dorm.
8. This is how a college year is usually divided.
9. This is the average of a student's semester or end-of-term grades, starting with your freshman year.
10. This is the money paid to attend college.
11. This is a government form that must be completed to be eligible for grants, loans, and scholarships.
12. This is money students can borrow to go to college.
13. This is a kind of non-traditional college where you can learn to be a mechanic, welder, cosmetologist, pharmacy technician, and many other careers.
14. This is a two-year college.
15. This is a four-year college.
16. This is a paper you write when applying for scholarships.
17. This is something you ask professionals, teachers, community members, and school administrators for when applying for college and scholarships.
18. This is the kind of classes that will prepare you academically for readiness in college.
19. This is what you call the area of interest or program you will choose to earn your degree and start your career.
20. This is the land a college or university is built on.
21. This is an opportunity to take classes that count toward both high school and college.
22. This is available NOW to help you before and after school in classes you might be struggling with. There are also programs for this available in college.
23. This is the status of a college student with a minimum of 12 credits per semester.
24. This kind of financial assistance is considered FREE MONEY. Although free, most have requirements that must be maintained in order to receive or keep it.

## College T-Shirt Day

**Appropriate for Grades:** 9-12 | **Cost:** None-Low

**Category:** **EXPOSE**

### What Do You Need?

- Buy-in from school administration and teachers
- College T-shirts for staff and/or to give away to students

### Activity Description:

Most schools participate in a “Spirit Week” at least once a year. Including a college T-shirt day is a great way to encourage college talk and contribute to your school’s college-going culture. Other schools may opt to do a weekly or monthly college T-shirt day. On the designated day, encourage students to wear a T-shirt with the college they would like to attend.

Keep in mind that some lower-income or first-generation college students may not own college apparel. Giving away college apparel as prizes or incentives can be an effective way to engage these students. Alternatively, have students decorate a plain T-shirt with colleges of interest.



*College T-Shirt Day at Wesley Chapel High School*

## College Bingo

**Appropriate for Grades:** 6-12 | **Cost:** None

**Categories:** **EXPOSE** **EXPLORE**

### What Do You Need?

- Buy-in from school administration and teachers
- Bingo sheet (see [Career Term Bingo](#))

### Activity Description:

Print out the blank bingo cards for students (see [Career Term Bingo](#)). Give students time either during a specific school period or throughout the school day. Instruct students to fill their bingo cards with the college experience terms (see next page) and find teachers/staff to sign off on the statements on the bingo card that corresponds to them and/or their college experience. Instruct students to only get one individual to sign each space. The first student(s) to complete the bingo card win(s) a prize. You can also provide prizes to all students who complete the bingo card.

## College Bingo

### College Experience Terms

- Attended a 4-year college
- Lived at home while attending college
- Worked full-time while attending college
- Is still close friends with their college roommate
- Studied abroad while in college
- Attended a college in Florida
- Went to college on a scholarship
- Changed majors 2 or more times
- Attended a 2-year college
- Majored in math
- Majored in science
- Attended an out-of-state college
- Worked for the school newspaper, TV station, or radio in college
- Met their spouse in college
- Lived on campus
- Is currently enrolled in a college program or course
- Had a mentor or other close advisor in college
- Was president or leader of a school club
- Has completed graduate school
- Attended 2 or more colleges
- Joined a fraternity or sorority
- Ate ramen noodles several times a week while in college
- Played sports in college
- Took out student loans to pay for college

# College Lingo Balderdash

Credit to: Anthony Cook, School District of Osceola County



**Appropriate for Grades:** 9-12 | **Cost:** Low

**Category:** **EXPOSE**

## What Do You Need?

- Whiteboard
- Dry erase markers
- Balderdash vocabulary and definitions resource (next page)
- Sticky notes/Index cards
- Bowl or bag
- Pencil/pen

## Activity Description:

### Activity:

1. Explain to students that they are going to play a game that will increase their awareness of college “lingo” — vocabulary that is associated with applying and going to college. Emphasize that they can succeed at the game even if they don’t know all the vocabulary because the game is called “College Lingo Balderdash.” Explain that “balderdash” means “nonsense,” so if they don’t know the real answer, they can come up with a “nonsense” answer that is so convincing, it will fool the other team into believing it is true.
2. Repeat that “lingo” refers to words associated with a specific topic — in this case, words related to applying and going to college. Emphasize that the more familiar students are with college lingo, the less intimidating the process will be when the time comes for them to apply.
3. Divide the students into pairs or triads.
4. Distribute and explain the rules of the game.
5. Play the role of scorekeeper. This means you will regulate play, gather the student-written definitions to read aloud and record all answers.

### Game Rules:

1. The game begins with an explanation to the players that the object is to supply the correct definition of a word, phrase or acronym read aloud by the scorekeeper. Teams get points for correct answers.
2. The scorekeeper selects a “definition card” and reads aloud to the entire group the word, phrase or acronym on the card (BUT NOT THE DEFINITION).
3. The teams then have one minute to decide on a definition of the word, phrase or acronym, write it down and submit it to the scorekeeper, along with their team names. If a team is not sure what the word means, the team should try to come up with a definition that will fool the other teams into thinking it is the correct answer.
4. When all the teams’ responses have been turned in, the scorekeeper reads aloud all the answers, asking each group to identify what it thinks is the correct answer, if any (from the other teams’ answers). The scorekeeper records which answer the groups choose.
5. The scorekeeper then reveals the correct definition on the definition card.

6. Two points are awarded for every team with a correct answer, and one point is awarded for any team that fooled other teams into believing their answer was the correct one. In some cases, if an answer is close to but does not exactly match the correct answer, the scorekeeper may need to decide whether points are awarded.
7. The team that accumulates the most points wins the game.

## College Lingo Balderdash Vocabulary List

- **2 + 2:** No, the answer is not 4! 2 + 2 refers to a partnership between two colleges in which a student completes their first two years of study at one school and is automatically admitted to the partner school for the final two years. Example: starting at a community college that is partnered with a 4-year college.
- **ACT:** American College Test; a college admission test given at test centers in the United States and other countries on specific dates. (Visit the American College Test website for further information.)
- **AP Program:** Advanced Placement; a program in which students take college-level courses in high school and can earn credits toward college.
- **Associate Degree:** a degree granted after completing two years of study at a college or university.
- **Common Application:** a standard application used by many colleges. Students need to fill it out only once and they can send it to any number of participating colleges.
- **Double Major:** a program in which the student completes the requirements of two majors.
- **Early Action:** a program in which a student can receive an admissions decision earlier than the standard date, but is not required to accept the offer.
- **Early Decision:** students who apply to a school under this condition make a binding commitment to attend that school if admitted. You may apply to only one college under this condition and, if admitted, you must withdraw applications from all other colleges.
- **EFC:** Expected Family Contribution; this is what a student's family is expected to contribute toward the cost of attending the college.
- **FAFSA:** Free Application for Federal Student Aid; this is a form that must be completed to be eligible for grants, loans, and scholarships.
- **General Education Requirements:** required courses at all colleges that give students a background in math, science, social studies, and English.
- **Grant:** money given to a student to pay tuition that does not have to be paid back.
- **HBCU:** Historically Black College or University. (Have students list HBCUs located in Florida.)
- **Major:** the subject or field in which a student specializes.
- **Minor:** a secondary, less extensive subject or field that a student may study in addition to their major.
- **Reply Date:** the date by which accepted students must accept or decline an offer of admission (usually May 1).
- **Residence Hall:** an on-campus living facility, also known as a dorm.
- **SAT:** this is a trick question! The SAT used to stand for Scholastic Aptitude Test; however, it no longer stands for anything. It is now simply the SAT.
- **Study Abroad:** a program in which a student completes part of their college program studying in another country.
- **Tuition:** the cost of taking courses at a college or university.
- **Undergraduate:** a student in the freshman, sophomore, junior or senior year of college who has not yet received their bachelor's degree.
- **Wait-list:** a list of students who meet the admissions requirements for a school but will be offered a place only if space becomes available (if other students decline their offers of admission).
- **Work-study:** a program in which a college offers a student an on-campus job as a means of helping to pay for tuition.

## Apply Yourself Florida

Appropriate for Grades: 12 | Cost: Low-Med

Category: **EXECUTE**

### What Do You Need?

- Buy-in from school administration and teachers
- Incentives for students (optional)

### Activity Description:

Apply Yourself Florida is part of the American College Application Campaign (ACAC), a national effort to help more low-income and first-generation students apply to college. Schools participating in Apply Yourself Florida provide their students time and space during the school day to complete their applications.

There are a variety of ways to plan Apply Yourself Florida events:

- As a single-day event
- As a week-long series of college-related events and activities
- As a weekly opportunity for students to work on their applications

[Click here to download FCAN's Apply Yourself Florida toolkit for more ideas for your event!](#)



*Promotional sign at East Bay High School*

## Florida FAFSA Challenge

Appropriate for Grades: 12 | Cost: Low

Category: **EXECUTE**

### What Do You Need?

- Buy-in from school administration and teachers
- Community support

### Activity Description:

Florida College Access Network created the Florida FAFSA Challenge during the 2014-2015 school year with the purpose of encouraging schools and communities to improve their FAFSA completion rates by at least 5% over the previous year.

Taking on the Challenge can be an effective way to get your school excited about FAFSA completion.

[Click here to download FCAN's Florida FAFSA Challenge toolkit for ideas on driving FAFSA completion at your school](#)



*Trophies presented to winners of the 2018-2019 Florida FAFSA Challenge.*



## Financial Aid Night

Appropriate for Grades: 11-12 | Cost: Low

Category: **EXECUTE**

### What Do You Need?

- Time and space to host a workshop/lab
- Representatives from local colleges/universities

### Activity Description:

Navigating the financial aid process can be daunting for students and parents. Hosting a financial aid night where families can hear from representatives of local colleges can help them prepare for the steps ahead.

Financial aid nights can take different forms:

- Presentation by an expert followed by a question and answer session
- FAFSA lab where parents and students can work on their financial aid application with the help of volunteers
- Hybrid including both features

If you host a Financial Aid Night before the FAFSA opens, or if you do not have time to go through the entire form, you can still take time to walk attendees through making their FSA ID. This will make it easier for them to start the FAFSA completion process. The Florida Department of Education Office of Student Financial Assistance (OSFA)'s Speakers Bureau can connect your school with a financial aid expert for your Financial Aid Night. Contact Pete Hernandez at [pedro.hernandez@fldoe.org](mailto:pedro.hernandez@fldoe.org) for more information.



*Mr. Milian at Jose Marti MAST 6-12 dons his signature money suit to get students talking about financial aid.*

## Florida College Decision Day

Appropriate for Grades: 12 | Cost: Low-Med

Category: **EXECUTE**

### What Do You Need?

- Buy-in from school administration and teachers
- Incentives for students (optional)

### Activity Description:

Florida College Decision Day is an initiative to recognize and celebrate students' plans for life after high school. It is inspired by NCAA's National Signing Day event to reinforce the value that academic achievements should be just as celebrated as athletic ones and adapted from former First Lady Michelle Obama's Reach Higher initiative, aimed at increasing postsecondary access for low-income and first-generation students.

**Click here to download  
FCAN's Florida College  
Decision Day toolkit for  
more ideas for your event!**

## Celebration Display Wall

Appropriate for Grades: K-12 | Cost: None-Low

Category: **EXECUTE**

### What Do You Need?

- A wall in a central location in the school that you have permission to decorate
- Construction paper, butcher paper, photographs, maps, pennants, etc.

### Activity Description:

One way to get students excited about executing a plan for life after high school is by celebrating students who have done just that. Displaying these plans prominently on a wall in the school can be a great way to recognize their plans, and to encourage other students to make plans.

Your wall can take on many forms. Options include:

- A piece of butcher paper that students sign on College Decision Day with their names and where they plan to attend
- A map where students place pins indicating where they have been accepted
- A bulletin board where students post their acceptance letters
- A picture of the student and a brief description of their plan



*Students can sign a banner with their names and where they are going after high school. At Bloomingdale High School, students do this as part of College Decision Day.*

## Spotlight

As part of their College Bound initiative, Hillsborough Community College created "The Wall" in Middleton High School's cafeteria to celebrate students with plans. To get their picture on The Wall, a student needed to complete their FAFSA and be accepted to college.

"It was a really effective way to get students and parents excited," explained Warren Smith, who piloted the initiative. "Parents would come in and say, 'Hey, why isn't my kid up on that wall?'"



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