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| THE PROMISEA COLLEGE AND CAREER READINESS INITIATIVE wcplogo.png  **Teacher Toolkit** |

**Welcome to the Teacher Toolkit!**

We are very excited that you are joining us as we help youth to dream for their futures! Here in the toolkit you will find a variety of activities you can use to build context and excitement for the Promise and “Walk Into My Future” event.

Just think, YOU are the first champion for so many of your students, helping them to start their educational journey and path to college and career. We hope you will feel free to modify any of the toolkit for best use in your classroom. These activities are unrestricted and can be edited in Microsoft Word.[[1]](#footnote-1)

**What is the purpose of this tool kit?**

Students are likely to achieve academic or career success if they can visualize the path to their future. Believing they are on a path is a fundamental shift in consciousness that is essential for students to gain motivation and take the steps necessary to achieve their highest potential.

Throughout these activities, students will think about what they want to be when they grow up, identify champions in their life who can help them on the path to their future, and build excitement about visiting a college campus. Each activity can be modified or extended to best fit the abilities of the students in your classroom and the time available.

**What is a college-going culture?**

College-going culture refers to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education.

Three necessary elements are:

1. Students learn about options for their future, careers and the education they require, as early as elementary school, with a specific focus beginning in middle school.
2. Schools convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education.
3. Schools, families, and communities give students the same message of high expectations for their future.

In addition to college-going, the broad goal is for students to believe they can have a great future, and that they can plan and prepare for many options leading to a creative and productive life after high school. Students may think they know what they want, but we know their interests and career aspirations may and most likely will change, and they need to be prepared. Students need to know that there are many paths they can take to have a successful life journey.

**How do attitudes of teachers and counselors affect college-going?**

We know that students respond to the level of expectations held of them by the adults in their lives. In one recent story, a principal asked his kindergarten teachers to tell him who in their class was “college material.” Indeed, teachers responded with the names of specific children they had already decided were going to college. Even at five years-old, some children were already getting the message in school that they could not go as far as their peers.

When information about college does not get through, the students who need that information the most—because their family members do not have personal knowledge or experiences that they can share—are the ones who can be left behind. This situation particularly hurts students whose parents did not attend college, as their families often lack the knowledge that is needed about what courses to take and how to prepare for college admission, and often believe that college is too expensive for their family to afford.

Low expectations can heavily influence the life trajectory for student success. When educators begin to hold all students to high expectations for achievement and success, it can make a profound difference in students' lives.

**Are the activities in this toolkit aligned to Indiana Learning Standards?**

Yes; here are several Indiana Learning Standards that are connected to activities in this toolkit:

Foundations of Government

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us. Example: Parents, teachers, school principal, bus drivers and policemen (this standard can apply to the “Champions” and who they might be in our children’s lives.)

Environment and Society

K.4.1 Explain that people work to earn money to buy the things they want and need.

K.4.2 Identify and describe different kinds of jobs people do and the tools or equipment used in these jobs. Example: Use picture books, stories and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

K.4.3 Explain why people in a community choose different jobs. Example: People may have

different types of jobs because they like doing different things or because they are better at

doing one particular type of job

Economics

1.4.3 Compare and contrast different jobs people do to earn income.

1.4.4 Describe how people in the school and community are both producers (people who use

resources to provide goods or services) and consumers (people who use goods or services).

2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources). **Human resources** (**labor**): describe the human work effort, both physical and mental, expended in production.

2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.

2.4.7 Define specialization and identify specialized jobs in the school and community. Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs. Specialization: the performance of specific tasks or jobs

2.4.9 Explain the concept of savings and why this is important for individuals.

3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each. Example: Home “piggy bank,” savings accounts, etc.

1. Adapted from *Believing the College Dream Curriculum.* College Tools for Schools (2011). http://collegetools.berkeley.edu/about.php [↑](#footnote-ref-1)