



LA GEAR UP Explorers' Club Handbook

2017-2018



Overview

This manual provides information to understand, develop and successfully facilitate an Explorers' Club as part of the Louisiana GEAR UP program. Within this manual, you will find information about:

- Successful recruiting and formation of an Explorers' Club
- Hosting powerful meetings and delivering lessons
- Procedures for reporting to LA GEAR UP and using LOSFA's website
- Managing competitive events
- Identifying external resources to supplement Explorers' Club lessons

The Sponsor Manual is divided into eight sections:

Getting Started

- Strategic planning
- Gaining support
- Promotion and recruitment
- Hosting your first meeting
- Meeting locations
- Materials

Vision and Leadership

- Promoting elections
- Hosting an election
- Officer training
- Setting goals and expectations for officers and the Club
- State officers

Club Lessons

- Monthly overview
- Teaching guides
- Video tutorials
- LOSFA's 5 - Point Match usage (www.unlockmyfuture.org) in lessons

Club Management

- Meeting structure
- Meeting objectives
- Other meetings
- School improvement
- Community service



- College readiness
- Sponsor responsibilities
- Data tracking

Competitive Events

- Leadership events
- College access
- Club awards

Unlock My Future

- Using Unlock My Future (www.unlockmyfuture.org) in conjunction with your Explorers' Club lessons
- Training and materials for sponsor usage of LOSFA's 5-Point Match tool

Resources

- Supporting training, lesson, and informational materials provided

Planning

- Organize and document club meetings



Getting Started

Step One – Develop the Strategic Plan

The LA GEAR UP Explorers' Club mission is to:

'Encourage all LA GEAR UP students to develop positive behaviors and achieve academic success through the enhancement of various opportunities of exploration; nurturing their pursuit of lifelong learning and improvements to themselves, their schools, and their community.'

Create a clear written plan that defines how your Club will achieve this mission. As you develop a strategic plan please keep the following requirements in mind:

- Sponsors are required to facilitate *two lessons* per month
- Sponsors are required to ensure the Club *hosts one event* per semester
- Each Club will elect officers
- Sponsors are required to demonstrate that an average of 10% or more of the school's LA GEAR UP cohort participates in Club lessons
- Sponsors will submit sign-in sheets after each meeting, activity, or event
- Clubs are required to participate in competitive events internally or with other schools
- Members are required to create a profile and upload a copy into Egnyte
- Sponsors are required to submit a strategic plan to LA GEAR UP

Your written plan should describe how you intend to accomplish these requirements with measureable targets and deadlines. Each plan should also include a calendar with lesson plan (see below).

Step Two – Attend the Summer Institute

A head start in elevating an existing Explorers' Club or starting a new Explorers' Club for the fall semester is to attend the Summer Institute. If you are unable to attend, you will have the resources and support needed to run an excellent Club, however attendance is strongly recommended. At the Summer Institute you will:

- Develop a strategic plan for your Club
- Learn how to build support for your Club
- Share best practices with other Sponsors and stakeholders
- Learn how to use new Club lessons and video tutorials
- Learn how to use Egnyte to upload club documents and to download information



Calendar

Available time and task management are going to be your two biggest challenges as an Explorers' Club Sponsor. It is important to clearly map out important activities and events in your strategic plan. Here is a sample of how your year could look:

	Sponsor	Officer Team
August	<ul style="list-style-type: none"> - Develop action plans for recruitment, officer selection, and lesson delivery - Deliver required lessons - Submit Meeting Attendance Records - Gather nominations for local officers 	<ul style="list-style-type: none"> - Nomination process
September	<ul style="list-style-type: none"> - Recruitment of members - Deliver required lessons - Submit Meeting Attendance Records - Oversee officer elections or select team - Meet with local officers to review expectations and help team create Plan of Action 	<ul style="list-style-type: none"> - Complete election process - Meet with Sponsor - Creation of goals for Plan of Action
October	<ul style="list-style-type: none"> - Recruitment of members - Deliver required lessons - Submit Meeting Attendance Records and Project/Event Record - Nominate state officer candidate(s) 	<ul style="list-style-type: none"> - Help members use Egnyte - Plan and execute a Chapter Project and complete a Project/Event Record - Help state officer candidate(s) complete application process
November	<ul style="list-style-type: none"> - Recruitment of members - Deliver required lessons - Submit Meeting Attendance Records 	<ul style="list-style-type: none"> - Help members use Egnyte - Organize a competitive events practice
December	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records - Submit Membership Roster 	<ul style="list-style-type: none"> - Contact another school to organize an competitive events inter-school meet
January	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records - Review Plan of Action with officers 	<ul style="list-style-type: none"> - Review Plan of Action
February	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records and Project/Event Record 	<ul style="list-style-type: none"> - Plan and execute a Chapter Project and complete a Project/Event Record
March	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records and Project/Event Record 	<ul style="list-style-type: none"> - Organize a college visit field trip and complete a Project/Event Record
April	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records 	<ul style="list-style-type: none"> - Make plans to attend the Spring Leadership Conference
May	<ul style="list-style-type: none"> - Deliver required lessons - Submit Meeting Attendance Records and Project/Event Record 	<ul style="list-style-type: none"> - Plan an end of the year celebration and complete a Project Event Record



Lesson Plan

It is required that Sponsors deliver at least two lessons per month, but you will have up to four per month available to you. The lessons are designed to support activities that a student should be engaged in during certain times of the year. It is required that you create an Explorers' Club calendar and that the lessons are inserted. A sample month could look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
	Meeting with Club Officers	Lesson Meeting <ul style="list-style-type: none"> • Officer updates • 30 min activity • 30 min on Unlock My Future 		
		Club Meeting <ul style="list-style-type: none"> • Officer updates • Project team work • Competitive event practice 		Meeting with Principal
	Meeting with Club Officers	Lesson Meeting <ul style="list-style-type: none"> • Officer updates • 30 min activity • 30 min on Unlock My Future 		
		Club Meeting <ul style="list-style-type: none"> • Officer updates • Project team work • Competitive event practice 		Event (school improvement, college readiness, community service)

Explorers' Club Strategic Plan Template

(School Name)
(Year)

Mission:

Goals:

- 1.
- 2.
- 3.
- 4



PROGRAM COMPONENT:

OBJECTIVE	ACTION	TARGET DATE	PEOPLE INVOLVED	BUDGET	CURRICULUM CONNECTION

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Step Three - Build Support, Promote, Recruit

It is important for Sponsors to remember that they are not alone in the pursuit of student achievement. The LA GEAR UP staff, parents and coworkers are here to assist you with providing intentional and enriching experiences focused on preparing students for college and careers. Please feel free to use the Contact Information Sheet for any additional support you may need throughout the school year.

Here are some suggestions to help you build excitement and buy-in for your Club:

- Officers prepare and deliver a presentation to the school board about Club efforts
- Invite parents to a meeting when a lesson is being delivered
- Post pictures of an Explorers' Club event on Facebook or your school's website
- Send a press release to local media inviting them to cover your next event

One way to draw in potential members is to make daily or weekly announcements over the PA or television system in your school. These announcements should be upbeat, enthusiastic, and direct the students to additional information on what being an Explorer involves. These announcements should also provide information on when and where an informational meeting is going to be held, what details will be covered, and where information will be available.

Another way to bring in potential Explorers is to contact teachers and the advisors of student organizations within your school and ask them to suggest students to be recruited. These staff members have a unique perspective on the students they work with on an academic level, but also in relation to how the student interacts with others on a team. Once identified, these students can then be given an invitation to the information session.

Other approaches to promoting your Club include:

- Post flyers around the school highlighting the benefits of Club membership
- Get past members to encourage their friends to join (in person, on social media)
- Include Club flyers in a parent mailing



Step Four – Start Your Club

Below you will find the process for a establishing a Club at your school:

1. Identify administrators that understand and support the mission and operations of the Club. Involve them in what you do from the start. Be sure to check with your administrators on the process for starting student organizations at your school if you do not have a current Explorers' Club.
2. Gain the support of other educational professionals such as guidance counselors, teachers, teaching aids, custodians, etc.
3. Identify students eligible for membership.
4. Invite the eligible students and parents to an information session on the benefits of being part of the Explorers' Club. A minimum of six members (or 10% of the GEAR UP cohort, if lower) is required to establish a Club.
5. Once you have registered your organization with the school and recruited your first six members, complete the Explorers' Club Foundation Record and submit to LA GEAR UP.
6. All members must be listed on the Explorers' Club Membership Roster one after first club meeting.
7. All members must create a profile and upload into Egnyte one month after first club meeting.

Step Five – Hold Your First Meeting

The first meeting of the year is a chance to welcome back active members, orient new members to the Club activities, and get everyone excited for a great year! This meeting will be largely informational, so don't worry about incorporating a lesson or competitions this time. If possible, provide snacks and play music.

The first meeting agenda should include:

- Welcome all members with an opening energizer (see activity guide sample)
- Overview the purpose of the Explorers' Club
- Lead a brainstorm session about expectations (What do members want to achieve? What expectations should members live up to?)
- Explain the officer roles and procedures for nomination
- Define meeting times and dates
- Register new members



Interview

Description: This activity allows students to creatively learn more about one another and their Sponsor. It also helps with name recognition and making connections with others.

Time: 10-15 minutes

Materials: Hat or bucket for questions and paper

Introduction:

- Develop a list of fun interview questions on the chalkboard and throw all of your Explorers' names into a hat. Have each person draw out a name of another person to interview. The list of interview questions can be posted on the board or a flip chart at the front of the room, or can be typed up for each individual to use when interviewing.
- Invite teams to spread apart around the room to interview each other. After interviews, bring your Club back together in groups of no more than 10-12 (5 or 6 pairs in each circle).
- Give each member a few minutes to review their notes and then ask that all participants place their notes under their chairs.
- Members will now introduce their partners to the group and tell their team of 10-12 people about that individual.

Debriefing Objective:

This activity helps to familiarize Explorers with one another and allows for students to learn more about one another and their Sponsor.



Activity Guide: Kung Fu Introduction

Description: This activity helps students get to know one another's names and break out of their comfort zone.

Time: 10 minutes

Materials: None

Introduction/Activity:

- Form teams of 6-8 members.
- Explain that each members will be sharing three bits of information with the team:
 - Their name and year in school
 - A fun fact about themselves (what they like to do in their free time, a unique trick they can perform, something they are good at etc).
 - Their kung fu move. Explain that in order to come up with a kung fu move they must first think of how many syllables they have in their first name - provide an example. "Let's say my name is Megan. I would have a two syllable first name and would then need to come up with a two part move to introduce myself to my team". Members will yell out their name while demonstrating the move.
- Provide a few varied examples of different types of moves that might work with a demo name that is three parts and say each syllable as you demonstrate that part of the name (dance move, karate move, athletic move)
- Do a demonstration with a team up front. Introduce yourself first and then let the audience know that once someone has introduced him or herself, the entire group must then repeat back that person's name and move.
- Allow the next person to share their three facts and move. Then demonstrate how the team will now say that person's name and then repeat back around to the person who started. Count to three and demonstrate with a team.
- Remind them that every time a new team member is introduced, members must work their way back around the circle saying each person's name and doing their move until they get back to the first person.
- Let them know that there are three rules to keep in mind when doing Kung Fu Introductions:
 - Must be an original move, can't repeat the same moves of any of their teammates.
 - Must introduce themselves and repeat back loud and proud, let them know you are looking for the most energetic team out there.
 - Must be prepared with an introduction and a move when it comes to them.

Debrief:

- Ask members the value of this activity- why do we start with it?
- Hone in on enthusiasm, being prepared and coming together as a team as keys to success in Kung Fu Intros, and as it relates to being a successful Explorer.



Location

Secure a location in your school or off site to hold Explorers' Club meetings. Ideal space is open, allows for chairs to be moved, and allows Explorers to create work teams. It is also good to have access to computers for your teams to begin mapping and working on their projects. Depending on the size of your Explorers' Club you may need to use a school cafeteria, classroom, or even a gymnasium. Meetings should be lively, interactive, and informative. This is best achieved when Explorers can spread out.

Materials

Many of the lessons provided within this manual are enhanced through the use of additional materials. We encourage Sponsors to read over modules two weeks prior to implementation. This allows time to acquire any additional materials and prepare to teach effectively. Most modules will incorporate the use of internet, so access to computers is helpful. A projector or Smartboard will also be useful. Other commonly used materials are:

- Paper
- Markers
- Note cards
- Pens or pencils
- Handouts from the lessons



Leadership and Vision

Sponsors Responsibilities

Sponsors have several primary responsibilities to ensure the success of the Explorers' Club.

Sponsors should develop and follow an organized timeline of activities that will take place throughout the year. Understanding the year's events will allow for a Sponsor to prepare properly, establish expectations for officers and members, and facilitate the effective completion of planned activities.

Reporting to LA GEAR UP on activities is an important requirement for Explorers' Club sponsors. Sponsor stipends cannot be paid unless the following reporting requirements are met:

- Membership
 - o Submit a Membership Roster in Egnyte one month post Explorers' Club start-up
 - o Every member must create a profile in Egnyte following the first club meeting
- Meetings
 - o Submit Meeting Attendance Records and Meeting Achievement Form in Egnyte for each meeting (attendance averaging 10% of school's eligible LA GEAR UP cohort)
 - o Deliver two lessons per month at logged meetings
- Chapter project/events
 - o Submit a Chapter Project/Event Record (1 per semester)
- Egnyte profiles:
 - o 75% of members attain Bronze level CAP in Egnyte

Sponsors also select, train, and manage the Explorers' Club officer team. Sponsors should actively delegate responsibilities to officers throughout the year. Other examples of things a Sponsor can do to effectively lead an officer team are below.

- Officer training
 - o Set aside time for training leaders on officer roles and responsibilities and include time for goal-setting and getting to know your team
- Regular meetings
 - o Officers should be directed to set an agenda before meetings take place to ensure every meeting has clear purpose
- Systems for reporting
 - o Sponsors should establish the communication expectations of officers
 - o Questions must be answered such as:
 - How often do officers report back to the sponsor?
 - What details are necessary when an officer reports back?
 - How often will the team meet outside of regular meetings?



Electing Local Club Officers

Officer roles are a good way to recognize your top performers and give them an opportunity to support and lead their fellow Explorers.

It is important to develop a clear vision for how you would like to elect officers so that you can promote this process right when school is in session - potentially at your first Explorers' Club meeting. Utilize school announcements, host an information session, or have members nominated by staff and peers to fill these positions.

Promote this opportunity to serve as soon as school resumes. The sooner officers are in place and trained, the more time they will have to help take the program to the next level. When electing officers, we encourage you to do so by your third meeting.

Each Club should have five officers that will help ensure the success of the program. The titles of these officers may vary, however the following are recommended:

- **President** – Plan and preside over meetings with sponsor, lead the creation of team goals in the Plan of Action, serve as the primary student ambassador for the Explorers' Club, and motivate the entire team.
- **Vice President of Membership** – Recruit new members and ensure involvement of active members, coordinate and plan meetings and competitive events activities and involvement.
- **Vice President of Communications** – Lead the effort for all communications activity, update members on upcoming events and opportunities, track attendance and compile records forms, use social media and in-school methods to promote the Explorers' Clubs activities and successes.
- **Vice President of Community** – Connect the various stakeholders of service efforts, prepare, implement and track community service and school improvement efforts, serve as the liaison to the administration, school board and parents of members.
- **Vice President of College Readiness** – Prepare the plan for college visits and tours throughout the year, coordinate Unlock My Future time for members and connect members to other resources for this effort such as schools counselors, college prep advisors, guest speakers, etc.

We recommend that you elect five officers without specific titles in mind. This will become your officer team. Once the team has been identified you can select specific offices based on interest and skills. While each officer may focus on a particular area of effort, the team should work collaboratively to accomplish their goals. The primary responsibilities of the officer team are:

- Serve as a communication link between the sponsor and the club members
- Take work off the task lists of sponsors (requires proactive delegation)
- Represent the Explorers' Club positively and with pride
- Offer support to other Explorers in pursuit of committee goals
- Motivate and inspire Explorers' Club members to fulfill their mission



Expectations of Officers

Officers must be the example for other Explorers' Club members in behavior, academics, and leadership. Below are some suggested expectations for Explorers' Club officers. It is important to communicate expectations clearly from the start and hold officers accountable for their behavior.

- Attendance at all meetings is required for Explorers' Club officers
- Officers must set the behavioral example in school
- Officers must have a minimum GPA of 2.50
- A positive attitude is required as an Explorers' Club officer

Tasks for Officers

While roles and responsibilities will vary for officers, below are several examples of tasks officers can and should help complete.

- Helping complete Meeting Achievement Form and Meeting Attendance Records for all Club meetings
- Planning events or community service projects and completing Club Project / Event Records after each is completed
- Recruiting members to join Explorers' Club
- Helping members prepare for competitive events
- Promoting the accomplishments of Explorers' Club members
- Organizing competition meets between schools

Selection

Officer candidates can be nominated or can self-nominate at your first few meetings depending on how involved you would like the process to be. A more in-depth selection process may yield the best officers, but if you are forming a new club and want to make it easy for students to nominate themselves, that is also possible.

If you are planning to use nominations, teachers, administrators, or fellow Explorers can nominate potential officers for a leadership position. These nominations should be submitted by the second Explorers' Club meeting of the school year so that a ballot can be created and candidates can be screened if necessary.

Officers can be selected by the sponsor, or elections can be held in a meeting where all members would vote. Be sure to clearly define expectations and responsibilities during the selection process.



Officer Nomination Form

Full Name:

Title:

Name of Individual Being Nominated:

Relationship to Individual:

Why would this individual make a great officer in the Explorers' Club?

What characteristics does this individual possess that makes him/her a leader?

Signed:



Officer Training

Once your officer team is in place, we recommend that you select a work day (or two ½ days) to train your new leaders and help them develop a solid strategic plan for the year. In this training you can work with them to finalize the working calendar and goals, sub goals, and action plans for Explorers' Club. Investing in a great training experience for your officers will make your job as a Sponsor much easier as the year progresses.

Here is a sample agenda and activity guides that can be utilized for this officer training experience. Locate a spot in your school where this training day can occur and promote this date to officers as part of the election process so they are committed to be available before they run for office.

Facilitator's Agenda for Officer Training

8:30 AM – 8:45 AM **Welcome / Introductions**

- Play music as officers are greeted
- Welcome the officers and congratulate them on being selected
- Highlight the goals of this training and walk them through the agenda

8:45 AM – 9:15 AM **Meet Your Team**

- Go around the team and allow each officer to introduce themselves and share a few facts about who they are. Feel free to use the activity guide for Kung Fu Introductions or Interview (Getting Started section) to keep this phase interactive and fun.

9:15 AM – 10:00 AM **Human Machine**

- Let officers know that teaming, collaboration, and creative promotion will be important tools to use as a successful leadership team. This next activity will give you the opportunity to begin fine tuning some of those skills (see activity guide below).
- Play music during work time on this activity.

10:00 AM – 10:30 AM **Vision Introduction**

- Discuss the Vision Mountain and talk through the concept of purposes of the Explorers' Club (refer officers to Vision section of this guide).

Purpose / Mission

- Ask officers to find a partner and brainstorm with that partner on what they feel are some of the reasons/purposes for having an Explorers' Club.
- All partnerships should come up with a minimum of 4 ideas and write them in their journal / sheet of paper.
- The Sponsor should then lead a group discussion on the reasons identified by students.
- Next, define stakeholders as an individual or group(s) of people in and outside of the school that will be impacted by or could assist this program. Be sure to provide an example of a stakeholder (i.e. members, parents, principal).
- Have teams discuss who will be affected by or could assist the Explorers' Club.
- Each partnership should come up with a minimum of four stakeholders.
- Then lead of group discussion of stakeholders for the program.



10:30 AM – 10:45 AM

Break

10:45 AM – 11:45 AM

Mind Mapping

- Demonstrate the process of Mind Mapping (See activity guide)
- Teach the officers how to set SMART goals and create action plans (see activity guide) that tie into their strategic plans.

11:45 AM - 12:15 PM

Lunch

12:15 PM - 2:15 PM

Strategic Planning

- Have officers use their individual goals to create a collective strategic plan for Explorers' Club. This strategic plan should emphasize major goals of each officer, identify the stakeholders necessary to make those goals a reality, and detail a plan as to how and when this goal will be accomplished.

2:15 PM – 2:45 PM

Web of Connectivity

- Have officers get into a circle of chairs
- Explain Web of Connectivity (see activity guide)

2:45 PM – 3:00 PM

Wrap Up

- Wrap up the day by making sure that you have all officer contact information, and scheduled plans typed up for the year as well as a detailed plan for the next two Explorers' Club meetings and your first Club event.

Key Tasks:

- Explorers' agenda
- Calendar of activities
- Contact information
- Identify other resources to encourage success of officers
- Data tracking plan
- Budgeting



Officer Agenda

Goals of the program include:

- Preparing Explorer officers to effectively plan and execute team goals.
- Creating a supportive network between Explorer officers.
- Developing clear plans for the school year.
- Teaching officers how to be leaders amongst peers.

8:30 AM - 11:45 PM

Explorer Officer Training Session One

Welcome / Introductions
Meet Your Team
Human Machine
Vision Introduction
Purpose / Mission
Mind Mapping

11:45 AM - 12:15 PM

Lunch

12:15 PM - 3:00 PM

Explorer Officer Training Session Two

Goal Setting/Project Planning
Web of Connectivity
Wrap Up / Evaluations



Activity Guide – Kung Fu Introductions

Description: This activity helps students get to know one another's names and break out of their comfort zone.

Time: 10-15 minutes

Materials: None

Introduction/Activity:

- Bring the team of officers together in a circle.
- Explain that each officer will be sharing three bits of information about themselves.
 1. Their name and year in school
 2. A fun fact about themselves (what they like to do in their free time, a unique trick they can perform, something they are good at etc).
 3. A kung fu move. Explain that in order to come up with a kung fu move they must first think of how many syllables they have in their first name.
 - a. *Provide an example. "Let's say my name is Michaela. I would have a three syllable first name and would then need to come up with a three part move to introduce myself to my team".*
 - b. *Provide a few varied examples of different types of moves that might work with a demo name that is three parts and say each syllable as you demonstrate that part of the name (dance move, karate move, athletic move)*
- 4. Do a demonstration with your team up front. Introduce yourself first and then let the officers know that once someone has introduced him or herself, the entire group must then repeat back that person's name and move.
- 5. Allow the next person to share their three facts and move. Then demonstrate how the team will now say that person's name and then repeat back around to the person who started.
- 6. Count to three and demonstrate with a team.
- 7. Remind them that every time a new team member is introduced, members must work their way back around the circle saying each person's name and doing their move until they get back to the first person.
- 8. Let them know that there are three rules to keep in mind when doing Kung Fu Introductions.
 1. *Must be an original move, can't repeat the same moves of any of their teammates.*
 2. *Must introduce themselves and repeat back loud and proud, let them know you are looking to see who is the most energetic team out there.*
 3. *Must be prepared with an introduction and a move when it comes to them.*

Debrief:

- Ask officers the value of this activity- why do we start with it?
- Hone in on enthusiasm, being prepared and coming together as a team as keys to success in Kung Fu Intros, and as it relates to being a successful officer.



Activity Guide – Human Machine

Description: This activity focuses on teamwork, creativity and creating energy among your team of officers early on.

Time: 30-45 minutes

Materials: None

Introduction:

- There will be three rounds:
 1. *Brainstorming*
 2. *Production*
 3. *Promotion*
- The goal of this activity is to create an innovative product or machine that has value to students.
- The people will be the moving, noise-making components of the machine.
- Product cannot exist already (i.e. can't be a blender or a washing machine) but must be a completely new and creative product that would have some value to high school students
- The activity will take place in three phases. Explain how first their team will brainstorm and plan for a product to create.
- Next they will begin to produce their human machine, defining what each person's part will be. The machine must be animated with noise and sound.
- The final phase will be to create a fun commercial that includes a song or jingle and a demonstration of their product to the group.
- EVERYONE must be a part in the machine and must be in the commercial.
- Field any questions then provide a demonstration (Human Cleaning Machine)

Activity:

- Play music while teams are working.
- 5 minutes to plan and then submit ideas.
- 10 minutes to "build" their machine.
- 10 minutes to practice for commercials.
- It is important to roam the room while students are working on machines and to encourage them to make their commercials fun, and to be sure they have a fun song or jingle incorporated into them.
- Have the students demonstrate their human machine with the accompanying commercial.

Debrief:

- How does Human Machine relate to being part of a successful team?
- How will creativity be an essential tool to being a good officer?
- How was communication important in this activity?
- Highlight teamwork, coming to consensus and time management



Activity Guide – Mind Mapping

Description: This activity is designed to create large volumes of ideas for various questions and topics.

Time: 30 minutes

Materials: Flip chart paper (once piece per team), markers (5 per team), and music to play in the background

Introduction:

- Have the team divided into partnerships of two.
- Distribute one piece of flipchart paper and a few markers to each partnership

Activity:

- Explain the concept of mind mapping by walking through an example:
 - *Structured form of brainstorming.*
 - *Quantity, not quality of ideas is the desired result - no criticism of ideas yet. That comes later in the goal setting process.*
 - *For each idea/answer, draw a branch off of the central question.*
 - *To add more detail, draw a branch off of an idea (secondary branch).*
- Give each partnership a central question to discuss/brainstorm that you have developed in advance as it relates to the responsibilities of their committee.
 - *For example, if I am on the promotion committee, our question should read something along the lines of "How can we promote the Explorers' Club to more students and their parents?" another team that might map "How can we promote Explorers' Club throughout the school?" while another may be "How can we promote Explorers' Club in our community?"*
- Clarify that each person should add at least two branches to the map.
- Explain that only one person should add to the map at a time and that they should then put their marker down and the partnership should discuss their idea in some detail before the other person adds on to the map. Remind them that they should aim to have an in depth discussion about all ideas presented.
- Allow 15-30 minutes for mind mapping.
- After time expires, ask partnerships to have a representative to share their best idea and discuss it with the group.

Discussion

- What is the value of mind mapping?
- Why is it important for officers to be open to ideas and to learn to collaborate and piggyback off of one another?
- How can we now transfer some of these creative ideas into goals for Our Explorers' Club?
- Reference The Vision Pyramid
- Explain that these ideas will be used after lunch to assist in creating goals for them as individuals and the group and also forming a strategic plan for the officers.



Activity Guide – Explorer Goal Setting

Description: This activity is designed to guide participants in effective goal setting so that each officer has a variety of goals mapped out to begin working on them in preparation for the school year. The end result should be a typed up strategic plan consisting of all officers goals for the first day/and or year.

Time: 30 minutes-1 hour

Materials: Handout for SMARTER Goals

Introduction

- In this section, the focus is on developing skills that will help officers sets goals that are organized and easier to accomplish and track.
- Distribute the handouts and briefly explain each of the SMART acronym concepts.
- Provide an example of a committee goal and how to make it a SMART goal.

Activity

1. Begin a discussion around goal setting and the importance of goals.
2. Have students to write down at least five goals on a note card or sheet of paper.
3. After everyone has completed writing his or her goals, distribute the *Set SMART goals* handout and briefly explain the SMART acronym.
4. Ask each Explorer student to choose one of the goals they wrote down and break it out using the SMART goal method. Give them five minutes for this process.
5. After answering questions about the SMART goal concepts, share an example of a personal goal that you have set, as well as the process of achieving that goal and the results of accomplishing the goal. *Be sure to highlight how your goal was **Specific**, **Measureable**, **Attainable**, **Reaching**, and **Timely**.*
6. Once they have written a goal that they feel is Specific, Measurable, Attainable, Reaching, and Timely, have them turn to a partner and share that goal.
7. Encourage partners to talk about each aspect of their goal and also provide feedback.

Discussion

1. Why is it important that our goals be written down?
2. Why is it valuable to assign a deadline to our goals?
3. What are other strategies we can use to help us accomplish our goals?
4. What is one specific goal that you will accomplish in the next year? 4 years? 10 years?



Activity Guide – Web of Connectivity

Description: This activity encourages students to verbalize their learning with and to other officers of the club.

Time: 15-20 minutes

Materials: One small ball of yarn or string per team (about 40-50 feet each)

Introduction:

- Have the team to sit in a circle.
- Give one ball of string to each group.

Activity:

- The person holding the ball of yarn tells the team two things: One thing that they valued from today, and then (picking one person) why they think that person is a valuable part of the Explorers' Club program.
- Then they pass the ball to the person they picked, they should hang on to a part of the yarn.
- As the ball goes around the team, the yarn it leaves behind in their hands forms a web.
- After everyone has gone once, the web is complete.
- Have the teams keep their webs up in front of them until you debrief.

Debrief:

- Have teams look at the webs. They represent the network of bonds that hold the team together.
- Have one person on each team drop their part. What happens when one team member breaks the trust of the team? The web weakens.
- How does this relate to the Explorers' Club program?
- Highlight the importance of keeping everyone involved and connected and of supporting one another.



Setting Goals

Explorers' Club members will need to set goals for the development and success of the club. It is important to ensure these are SMARTER goals.

Specific – Goals should always be as precise as possible. Not only does this help make the goal measurable, but it also helps you understand what actions need to be taken for the goal to be reached. Including numbers is a great way to make a goal more specific (ex. Invite 5 people to a meeting).

Measurable – When setting goals, there should always be a time you can look back and know if you have achieved your goal or not. How will you measure the success or failure of your goal? If your goal is to have 20 club meetings, it will be easy to look back at the end of the year and know if you have achieved this goal; On the other side of this example, if your goal was to work really hard and try your best it will be much harder to know if this goal was achieved at the end of the year.

Attainable – Goals need to be realistic. This necessitates having a clear understanding of yourself, others, and your environment. It may be tempting to set an impressive goal, but it is much more impressive to achieve goals, even if that means setting a smaller goal initially.

Reaching – While goals should be attainable, the best goals are ones that will cause an individual or group to work hard to achieve them. Low expectations will cause individuals and teams to underachieve. It is important to set goals that individuals and teams will need to reach for, yet not so high that they are no longer attainable.

Time Horizon – There must always be a deadline. When setting a SMARTER goal, it is important to know for certain when the goal has been achieved. Adding a deadline allows you to make the goal more specific as well. An example of a good time-horizon would be “Introduce myself to 5 people on the first day of school.” With this example, the action is happening on the first day of school so one could easily look back after the first day of school and know if they have achieved the goal or not.

Empowers – Any goal should empower an individual or a team to achieve it. SMARTER goals should stick to a mission and motivate those involved to work toward achieving it.

Responsible – All SMARTER goals should determine who is responsible for which action items. This is where a team leader can help delegate or assign tasks to others to ensure the goal is completed.



Examples of Louisiana GEAR UP SMARTER Goals

1. Our chapter's goal is to recruit 30 members to be a part of the Explorers' Club by the end of the fall semester of each school year.
 - a. Sub-goal One: Design and put up posters throughout the school in September
 - b. Sub-goal Two: Make weekly announcements about Explorers' Clubs
 - c. Sub-goal Three: Implement the "Explorers' Expansion" program in October where every member must bring a friend to a meeting or lesson.
2. Our chapter's goal is to get 90 percent of all Explorers' Club members to complete the FAFSA by the end of each school calendar year.
 - a. Sub-goal One: Set up FASFA completion parties after school once per month in September, October, November and December.
 - i. Food
 - ii. Prizes
 - b. Sub-goal Two: Host a parent information session during the month of October
 - c. Sub-goal Three: Put up posters and make announcements during the month of November.



Create Your SMARTER Goals Here

<i>Goal</i>					
Sub-goal 1		Sub-goal 2		Sub goal-3	
	Action Plans		Action Plans		Action Plans



Goal					
Sub-goal 1		Sub-goal 2		Sub goal-3	
	Action Plans		Action Plans		Action Plans

Goal					
Sub-goal 1		Sub-goal 2		Sub goal-3	
	Action Plans		Action Plans		Action Plans



Vision

The ability to look forward and set a direction is essential in your journey as a leader. Your vision articulates a view of where you see your school or team in the future. Visions are statements of destination; they are future oriented and require action to become reality. What is your vision?

Example of a Vision:

"...achieving the goal, before the decade is out, of landing a man on the moon and returning him safely to earth."

-- President John F. Kennedy, 1961

The Vision Mountain™

RESULTS



Purpose

The first step you need to take in the organizational goal setting process is to define the **purpose** of your team. Why does the Explorers' Club program exist? What business are you in? If you are in the process of developing a mission statement and goals for a team within the organization, then you should ask yourself why your team exists and decide what your role is within the Explorers' Club program.

Developing a purpose statement is not as obvious as it may seem. It should be carefully considered and agreed upon by the team and/or the organization as a whole. The purpose statement will act as the foundation for the goal setting and achieving process. Just as the foundation of a new home must be solid in order for it to last, a good purpose statement will add strength to the rest of your goal setting efforts.

A purpose statement is the broadest definition of your team of officers. It is the most basic and defining statement you can make about the team. It does not include details. It is not specific to any member of the team or to any particular goal or project.

Most purpose statements are very short. A general rule of thumb is to make it one or two sentences long. You should be able to utter your purpose statement at any time to anyone and they should have a pretty good idea of what your team is about.

When developing your purpose statement, try asking the members of the team the following questions:

- Why does the Explorers' Club program exist? Why does your team exist?
- Who is affected by the existence of the team?
- If you lacked _____ your team would cease to exist.
- The best word that describes your team is _____.

Examples of a Purpose Statement:

LA GEAR UP staff

The purpose of our services is to increase the academic performance and preparation for postsecondary education for LFOS and LA GEAR UP students.

Leadership Team

Our purpose is to keep our members informed, motivated, and involved with all activities.



Purpose

Use the two columns below to help you think about the purposes of our team of officers and who the stakeholders are. On the left, list as many reasons for the existence of our team as you can. On the right, list as many stakeholder groups as you can think of that are impacted by the Explorers' Club.

Reasons Why Explorers' Clubs Exists	Stakeholders – Who is concerned?

List four examples of people you consider to be visionaries and why.

Person	Why they are or were a visionary



Communicating with your Officers

Once you have your officer team selected, it is important to get current contact information. Below is the information we suggest you collect. Feel free to customize this list to the things that are of most interest to your Explorers' Club program. Pass out a notecard to each student and ask them to list the following information on the card:

- Name (first and last)
- Email address
- Cell phone number
- Cell phone carrier (necessary for texting section below)
- T-shirt size
- Twitter handle

Sending a Text Message (SMS) Via Email

Many students communicate almost exclusively through text message. To send a text message via email, just substitute a 10-digit cell number for 'number' for each carrier below. This service is free for the sender and enables you to send reminders and updates directly to your officer's cell phones. Standard messaging rates will apply for the recipient of the message.

- AT&T: number@txt.att.net
- Qwest: number@qwestmp.com
- T-Mobile: number@tmomail.net
- Verizon: number@vtext.com
- Sprint: number@messaging.sprintpcs.com or number@pm.sprint.com
- Virgin Mobile: number@vmobl.com
- Nextel: number@messaging.nextel.com
- Alltel: number@message.alltel.com
- Metro PCS: number@mymetropcs.com
- Powertel: number@ptel.com
- Suncom: number@tms.suncom.com
- U.S. Cellular: number@email.uscc.net



Setting Big Goals

One of the most significant challenges you will face as an Explorers' Club is finding the time to accomplish everything you set out to achieve. Officers and Sponsors are busy and typically are involved with other clubs, activities, or sports. What should you do?

First, invest time early in the process into planning, and goal setting. Go beyond just brainstorming ideas. Set clear goals and budget your collective time to improve your chances of achieving all of your goals. Secondly, realize that even if all you do is give students an excellent experience and introduce them to some new college and career readiness options, you will have done more than most schools.

As you budget your time use the sample calendar below as a guide. You do not have to include all of these activities in your Explorers program but here is how it could work for you:

	Monday	Tuesday	Wednesday	Thursday	Friday	Evenings & Weekends
Week 1	Reminder of meeting		Explorer Lesson			
Week 2	Reminder of meeting		Officer Meeting	Sponsor Preparation		Social Event
Week 3	Reminder of Meeting		Explorer Lesson			
Week 4	Reminder of meeting		Officer Meeting	Sponsor Preparation		Community Service

- **Reminders of Meeting** – Depending on the week, use email or flyers to send out reminders about meetings or upcoming deadlines.
- **Officer Meeting** – Use the off weeks to hold officer meetings and prioritize goals for the remainder of the year. You could also hold officer meetings right before your full Club meetings.
- **Special Events** – We suggest one social and one community service per term. One event per semester is required.
- **Sponsor Preparation** – We also suggest that Sponsors take a day to prep for upcoming lessons. This time will give Sponsors an opportunity to invite guests and gather material for activities.



State Officers

Strong leaders from your Club have the opportunity to take on a leadership role at a higher level. State officers are tasked to encourage Explorers' Clubs across the state to collaborate, compete, and celebrate with one another. This officer team will take on additional responsibilities and time commitment outside of local club functions.

The Explorers' Club state officer team consists of:

- **State President** – Plan and preside over state officer team meetings and the Spring Leadership Conference, lead the creation of team goals in the Plan of Action.
- **Vice President of Membership** – Development and promotion of the state membership campaign.
- **Vice President of Club Development** – Updating clubs on upcoming events and opportunities, tracking projects and activities completed by clubs.
- **Vice President of Community Service** – Encouraging clubs to plan and complete community service projects in line with a state goal.
- **Vice President of Competitive Events** – Promotion of inter-school meets and tracking of results of competition for recognition at the State Conference and Leadership Summit.

While each officer may focus on a particular area of effort, the team will work collaboratively to accomplish the state Plan of Action. The primary responsibilities of the officer team are:

- Serve as a communication link between LA GEAR UP and club officers
- Grow Explorers' Club membership and participation in projects, competitive events, community service, and the State Conference and Leadership Summit
- Represent the Explorers' Club positively and with pride
- Motivate and inspire Explorers' Club members to fulfill their mission



Expectations of State Officers

State officers are held to the highest standards of behavior, academics, and leadership. Below are the expectations for Explorers' Club state officers. It is important to communicate expectations clearly to all applicants as violations of these expectations can be grounds for removal from the team.

- Attendance at all scheduled state officer team meetings (conference calls, web-based meetings, or live meetings)
- Regular communication with LA GEAR UP and State Officer Team Advisor
- Completion of goals and assignments as defined in Plan of Action
- Officers must set the behavioral example in school
- Officers must maintain a minimum GPA of 2.50
- A positive attitude is required as an Explorers' Club officer
- Appropriate dress is required at all Explorers' Club events

Application Process

Every Club is strongly encouraged to nominate a state officer candidate, but each Club is limited to three applicants in a school year. Students interested in becoming state officers should:

1. Familiarize themselves with the officer expectations and tasks described in the By-Laws section of the manual.
2. Gather one or more letters of recommendation from staff, faculty, or employers
3. Complete the Explorers' Club State Officer Application form and email stateofficerapp@la.gov by September 20, 2017.

Late applications will not be considered unless open positions are still available. Applicants will receive a confirmation that their application has been received. Announcement of selected officers will be made by date given prior to elections.

Election of State Officers

Each club will be allowed to submit up to two candidates for the state officer team. They must complete the application and submit a two-minute video or typed essay stating why they believe they should become a state officer. Sponsors are responsible for shooting and submitting the video on behalf of their candidate or for submitting the candidates typed essay.

Information about how and where to submit the video is on the State Officer Application

Suggestions for state officer candidate two-minute video (if applicable) :

- Prepare and practice before stepping in front of the camera
- Have a clear opening and closing statement, "I believe that I will be an excellent state officer for Explorers' Clubs because I..."
- List one or two goals that the candidate has for his/her term.
- Be enthusiastic, smile, and have fun.

After videos have been uploaded an invitation will go out to all sponsors and chapter officers to watch them. Clubs will be given one week to watch videos and cast their votes.



Each chapter will be allotted five votes. Votes will be anonymous and submitted electronically through a survey website.

The combination of chapter votes and selection committee votes will be tallied to complete the election process and select state officers.





Louisiana GEAR UP – Explorers' Club
STATE OFFICER APPLICATION
Year: 2017-2018

INSTRUCTIONS: Complete and e-mail applications, by **Sept 30, 2017** to:

Re: State Officer App /17-18
stateofficerapp@la.gov

GENERAL INFORMATION

Name of Applicant		Applicant's Phone Area Code/No.
Name of School	Name of Sponsor	Sponsor Email

TYPE OF APPLICATION

Choose in which format you will be submitting your application (application type will NOT influence decisions about a candidate)

- ☐ Essay Narrative—answering a—e from this form in a typed essay (use basic essay format)
☐ Video--Should address all 5 questions in no longer than two minutes (submit link with this form)

a. Tell us about any perspectives, life experiences, interests, or talents that you will bring to the Explorers' Club state officer team.

b. Explain your involvement in Explorers' Club throughout your high school career. Middle school students explain your involvement in any school or after school club or team.

c. State your academic goals and describe your future plans for after high school.

d. Tell us about a time when you were a great leader.

e. Express why you want to be on the state officer team.

Attach one letter of recommendation from an adult (other than a parent) Include a resume

Submit a typed narrative essay answering a-e from this form (include the form)
Submit a two-minute video clip if applicable) along with this form
We look forward to viewing your application!

When submitting a video provide a link in an email along with this form to Explorers' Club sponsor at the above e-mail address. When choosing to submit an essay the video is not needed.



NOTES



Club Constitution and By-Laws

ARTICLE I: NAME & PURPOSE

Section A: Name – The name of this club shall be the LOSFA Trailblazer Leadership Academy.

Section B: Purpose – The purpose of this club shall be to continue LOSFA’s mission of Promoting and Providing College Access through student engagement and outreach. LOSFA Trailblazers shall be responsible for providing assistance to the site coordinator with the planning and implementation of LOSFA services and events, characterized by leadership, discipline, and service to students.

1. LOSFA Trailblazers will promote and increase postsecondary education awareness within the school environment
 - a. **Objective:** Trailblazers will aid in fostering a college-going culture among students by participating in LOSFA-sponsored and school based events
 - i. **Strategies:**
 1. Develop and implement school-appropriate college access projects
 2. Participate in web-based hangouts, chats, and communication via mobile text
2. Promote and increase college application completion within the school
 - a. **Objective:** Trailblazers will play an important role in adding and/or maintaining college application completion status at their school during Louisiana College Application and Access Month
 - i. **Strategies:**
 1. Promote LCAAM with flyers and other promotional items during the month of October
 2. Gather postsecondary items and paraphernalia to promote various colleges
 3. Participate in web-based hangouts, chats, and communication via mobile text
3. Promote and increase FAFSA completion within the school and community
 - a. **Objective:** Trailblazers will play an important role in increasing financial aid awareness and access during Financial Aid Awareness Month
 - i. **Strategies:**
 1. Learn and understand the Free Application for Federal Student Aid (FAFSA)
 2. Become familiar with various options for financial aid (i.e. scholarships, grants, and loans)
 3. Participate in web-based hangouts, chats, and communication via mobile text.



ARTICLE II: MEMBERSHIP

Section A: Membership - Membership shall be open to all Louisiana middle and high school students as appropriately determined by LOSFA.

Section B: Eligibility - An active member must be able to meet the attendance requirements for club meetings, and to perform any committee or club assignments.

1. The academy charges members to make wise academic and behavioral decisions leading to success in postsecondary education.

Section C: Etiquette – An active member must maintain sound representation of the academy and his/her school.

1. Communication shall remain timely and frequent between LOSFA, Trailblazer Ambassadors, and Officers. A response window of 48 hours shall be given for feedback.
2. Members must be identified during all LOSFA-sponsored and school-based college access events by donning LOSFA paraphernalia and/or business casual attire as appropriate. Other school-based professional wear may be approved by LOSFA.

ARTICLE III: OFFICERS and AMBASSADORS

Section A: Officers – Club officers, where appropriate, shall be President, Vice-President of Membership, Vice-President of Communications, Vice-President of College Readiness, and Vice-President of Community Outreach.

1. State Officers, where appropriate, will be selected among collective chapters. State Officers shall be as follows
 - a. Governor
 - b. Lieutenant Governor
 - c. Secretary of State
 - d. Attorney General
 - e. Treasurer
 - f. Senate President
 - g. Speaker of the House



Section B: Ambassadors – Only in the spring semester of the Junior year of high school can a student apply to serve as a Trailblazer Ambassador.

1. Any member or school personnel can propose a qualified student for membership. Students must submit an application to LOSFA in the spring semester of the Junior year of high school. The committee shall review applications for selection. If accepted, he or she shall then be named a Trailblazer Ambassador.

Section C: Election – The officers shall be elected by ballot at the first meeting of the fall semester by a majority of the vote cast for office.

1. Only in the spring semester of the Junior year of high school can a student apply to serve as a Trailblazer Ambassador.

Section D: Term – The officers shall serve for one year and their term of office shall begin at the commencement of the fall semester.

Section E: Vacancy – Vacancies shall be filled by a special election.

ARTICLE IV: DUTIES OF OFFICERS

Section A: President – it shall be the duty of the President to:

- Preside at meetings
- Vote only in case of a tie
- Represent the club
- Appoint committee chairpersons subject to the approval of the Executive Committee
- Serve as an ex-officio member of all committees except the nominating committee
- Perform such other duties as ordinarily pertain to this office

Section B: Vice-President of Membership – It shall be the duty of the Vice-President of Membership to:

- Oversee active participation of all members
- Maintain a current roster of membership
- Recruit New Members
- Assist Guests

Section C: Vice-President of Communications – It shall be the duty of the Vice-President of Communication to:

- Record the minutes of all meetings
- Publicize the Club



- Issue notices of meetings and conduct the general correspondence of the club

Section D: Vice-President of College Readiness – It shall be the duty of the Vice-President of Education to:

- Research opportunities for projects and services
- Keep peers aware of updates and changes
- Ensure accountability of wise academic and behavioral decisions

Section E: Vice-President of Community Outreach – It shall be the duty of the Vice-President of Community Outreach to:

- Connect the various stakeholders of service efforts
- Prepare, implement, and track community service
- Serve as the liaison to administration, school board, and parents of members

Section F: Governor – It shall be the duty of the Governor to:

- Plan and preside over State Officer meetings and the Spring Leadership Conference
- Deliver an address to the General Assembly on the State of the Program

Section G: Lieutenant Governor – It shall be the duty of the Lieutenant Governor to:

- Serve as Governor in the event of vacancy or if the Governor is unable to act as Governor
- Updates clubs on upcoming events and opportunities

Section H: Secretary of State – It shall be the duty of the Secretary of State to:

- Prepare the update on Explorers' Club membership and student involvement status
- Oversees spring officer election process

Section I: Attorney General – It shall be the duty of the Attorney General to:

- Protect the rights and interests of LA GEAR UP students
- Grant advisory opinions on subject matters pertaining to the wellbeing of LA GEAR UP students

Section J: Treasurer – It shall be the duty of the Treasurer to:

- Oversee disbursement of Explorers' Club funds



- Provide updates on the condition of the program (LA GEAR UP) and its finances, and on approved LA GEAR UP expenditures

Section K: Senate President – It shall be the duty of the Senate President to:

- Control the flow of debate
- Decide questions of order during Officer meetings

Section L: Speaker of the House – It shall be the duty of the Speaker of the House to:

- Serve as chief negotiator
- Preserve order and decorum
- Rule on points of order during meetings and special sessions

ARTICLE V: MEETINGS

Section A: Meetings – Regular meetings shall be held monthly during the regular school year.

Section B: Special Meetings – Special meetings may be called by the President or Advisor with the approval of the Executive Committee.

Section C: Quorum – A quorum shall consist of two-thirds (2/3) of the membership.

ARTICLE VI: EXECUTIVE COMMITTEE

Section A: Responsibility – Management of this club shall be vested in an Executive Committee responsible to the entire membership to uphold these bylaws.

Section B: Membership – This committee shall consist of the state officers as listed in Article III:A:1 and the appointed LOSFA representative.

Section C: Meetings – This committee shall meet at least once between regular meetings of the club to organize and plan future activities.



ARTICLE VII: ADVISOR

Section A: Selection – There shall be a faculty/staff advisor who shall be selected each year.

Section B: Duties – The responsibilities of the faculty advisor shall be to:

- Maintain an awareness of the activities and programs sponsored by the student club.
- Meet on a regular basis with the leader of the student club to discuss upcoming meetings, long range plans, goals, and problems of the club.
- Attend regular meetings, executive board meetings as often as schedule allows.
- Assist in the orientation of new officers.
- Explain and clarify school and organization policy and procedures that apply to the club.
- Maintain contact with LOSFA.
- Provide direction in the area of parliamentary procedure, meeting facilitation, group-building, goal setting, and program planning.
- Inform club members of those factors that constitute unacceptable behavior on the part of the club members, and the possible consequence of said behaviors.

ARTICLE VIII: INITIATIVES

Section A: Mentoring Sessions with the Trailblazer Ambassador and LOSFA Staff – The College Mentoring Sessions allow 12th grade students to meet individually or in small groups with their school Trailblazer Ambassador and members of the LOSFA staff. Trailblazer Ambassadors are able to provide mentoring to their fellow peers while members of the LOSFA staff are able to mentor in a more traditional manner (adult to students). Students are able to connect with and be surrounded by adults and peers who build and support their college-going aspirations.

- Responsible for co-leading mentoring sessions with peers and LOSFA Staff by researching and suggesting topics and implementing discussions and/or activities as appropriate

Section B: Louisiana College Application and Access Month (LCAAM) –

The purpose of this effort is to assist 12th grade students with navigating the complex college admissions process and to ensure that they apply to at least one post secondary institution of interest. Schools have the opportunity to invite families to attend and to take advantage of completing and submitting college applications with their students.



- Assist OSSC with planning and implementing college application completion workshops
- Collect sign-in sheets and ensure completion of at least one college application by each student
- Promote event(s) via flyers, electronic communication, etc.

Section C: FAFSA Completion Workshop/College Goal Sunday – LOSFA will offer support to participating high schools in their efforts to attend College Goal Sunday through transportation assistance. OSSC's should promote the financial aid event and encourage all cohort families to sign-up and complete a Free Application for Federal Student Aid (FAFSA) application. LOSFA representatives can assist students and parents with registering for FSA IDs and FAFSA completion.

- Required to sign-up and attend at least one College Goal Sunday event
- Responsible for manning sign-in/registration, ensuring availability of informational material, and distributing and collecting surveys.

Section D: FLY Tour (Financial Literacy for You) – The FLY Tour is a theatrical presentation that will provide college access information and resources in an effort to increase financial awareness, academic performance and participation in college preparatory events. The FLY Tour is a two-week long event that will take place on various college campuses in the spring semester of the academic year.

- Promote FLY Tour beginning in the Spring semester via flyers, electronic communication, etc.
- Assist OSSC with securing students to attend FLY Tour at preferred location
- Gather sign-in sheets and/or permission slips for students attending event

Section E: Leadership Summit – The College Access Leadership Summit is an interactive one-day event where students are able to participate in leadership, college preparatory and team building activities. Leadership summits take place at postsecondary institutions across the state, which allow students to experience different college campuses.

- Assist OSSC with securing students to attend Leadership Summit at nearest or preferred location
- Manage registration and/or sign-in as appropriate prior to and during event
- Assist LOSFA Staff as needed with distribution of promotional and informational items to students

Section F: College Acceptance/Award Recognition Day – As a follow-up to Louisiana College Application and Access Month, students who have been accepted to a college will be formally recognized by LFOS in existing school award ceremonies.



- Assist OSSC with planning and implementation by leading advertising projects (i.e. via flyers, electronic communication, etc.), managing class participation, and ensuring completion through collection of deliverables

ARTICLE IX: AMENDMENTS

Section A: Selection – These bylaws may be amended by a two-thirds (2/3) majority vote of the chapter membership and/or by the Executive Committee.

Section B: Notice – All members shall receive advance notice of the proposed amendment at least five days before the meeting.



Explorers' Club Lessons

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Module One

Academic Success

Suggested Club Lessons:

- 1.1 Creative Thinking Challenges
- 1.2 Unlock the Code
- 1.3 3D Twister
- 1.4 Big Rocks, Small Rocks



Activity Guide: Creative Thinking Challenges

Learning Outcome

- Students will be able to locate important details from challenging passages, identify the core problem, and use critical thinking skills
- Students will be able to locate important details from challenging passages, identify the core problem, and use basic algebra to solve word problems.

Applicable Standards

ASCA National Competence: A: A1, A2, A3, B1, C: A2.1, A2.9, PS: A1, A2, B1

Estimated Time

45 minutes

Prep Material

1. CTC Handout (copies for each participant)
2. CTC Key
3. Writing utensils
4. List of 10 or more physical challenges teams can complete to earn hints (human pyramid, jumping jacks, sing a song, etc)

Supporting Resources

1. Creative Thinking Challenges (Video)
2. http://www.mindtools.com/pages/main/newMN_TMC.htm (free practice tools)

Facilitation

Sponsors should begin the session by highlighting the importance of critical thinking skills. The ability to analyze a problem, research solutions, evaluate and select a course of action will be essential to a student's success in college and life. Choose CTC Challenge #1 to focus on creative problem solving methods. Choose CTC Challenge #2 to focus on math skills.

Sponsors should:

- Encourage students to work individually first, and then in teams
- Discuss and provide tangible examples of how these skills are used in college
- Provide strategies for them to be successful based on the results of this activity

Activity

1. Form teams of 4-5 and distribute handouts.
2. Explain that the handout contains a series of puzzles that they will try to solve with their partner first, and then with the team. Answers must be complete.
3. Tell them that they will have opportunities to earn hints for some of the puzzles in exchange for completing "special challenges." Sponsor will move from team to team offering these special challenges (up to two per team, if time allows)
 - a. Hints can be earned by performing songs, dances, or exhibiting a special skill. Sponsors should gauge the hint requirement by the difficulty of the question. Examples of what can be asked may include:



- i. Sing two verses of 'Singing the rain'
 - ii. Say the ABC's backward
 - iii. Show me your talent in 30 seconds or less
4. They will work in teams, but must have only one completed handout per team.
5. Give students 15-30 min. to complete (based on your time)

Debrief

1. What skills were keys to success when you were solving these puzzles?
2. How did the opportunity to earn hints impact your team's results?
3. What examples can you think of when problem solving skills like these will be important in your future?
4. What support is available to you as you pursue your goals (like the hints in this challenge)?
5. Why is it important to have different creative perspectives when working in a team?

Key points

- *Problem solving is a set of skills that can be developed:*
 - *Identifying key information*
 - *Identifying the true problem*
 - *Researching solutions*
 - *Evaluating options*
- Working with a diverse team brings varied perspectives to bear on a problem, improving the likelihood of finding a solution.

Follow-up Actions

- *Bring a copy of this challenge home and give your friends and family a chance to try it out. Discuss the results and how you went about solving these problems.*
- *Discuss a current problem you are facing with a friend, teacher, or counselor. Use the problem solving steps you practiced in CTC to explore the problem.*



Handout: Creative Thinking Challenges #1

Each challenge is an equation which can be solved by substituting the appropriate words for the letters. Work together with your teammates to become the first team to finish this challenge.

Examples: **3F. = 1Y.** (3 Feet = 1 Yard)
 4L.C. = G.L. (4 Leaf Clover = Good Luck)

1. M.+ M.+ N.H.+ V.+ C.+ R.I. = N.E.
2. "1 B. in the H. = 2 in the B."
3. 8D. - 24H. = 1W.
4. 3P. = 6
5. H.H. & M.H. at 12 = N. or M.
6. 4J.+ 4Q.+ 4K. = All the F.C.
7. S. & M. & T. & W. & T. & F. & S. are D. of W.
8. A. + N.+ A.F.+ M.C.+ C.G. = A.F.
9. T. = L.S. State
10. 23Y. - 3Y. = 2D
11. E. - 8 = Z
12. Y.+ 2D. = T.
13. C.+ 6D = N.Y.E.
14. Y. - S. - S. - A. = W.
15. A. & E. were in the G. of E.
16. My F.L. and South P. are both M.C.
17. "N.N. = G.N."
18. N.+ P.+ S.M. = S. of C.
19. 1 + 6Z. = 1M.
20. "R. = R. = R."
21. A.L. & J.G. & W.M. & J.K. were all A.
22. N.+ V.+ P.+ A.+ A.+ C.+ P.+ I. = P. of S.
23. S. + H. of R. = U. S. C.



Handout: Creative Thinking Challenges #2

1. A woman proves in court that her husband was murdered by her sister, but the judge decides that the sister cannot be punished. Why?
2. Matt lived in Minnesota for most of his life. He lived in his first house for $\frac{1}{6}$ of his time in MN. He grew his first garden outside an apartment in the next $\frac{1}{12}$ of his time there. At the end of the following $\frac{1}{12}$ of his time in MN, Matt got married. Five years from then they got a cat, Jax. His cat lived exactly $\frac{1}{2}$ of Matt's time in the state. Matt left Minnesota 4 years after the death of his cat. How long was Matt in Minnesota?
3. One word in this sentence is misspelled. What word is it?
4. Three people check into the same hotel room. They pay \$30 to the manager and go to their room. The manager suddenly remembers that the room rate is \$25 and gives \$5 to the bellboy to return to the people. On the way to the room the bellboy reasons that \$5 would be difficult to share among three people so he pockets \$2 and gives \$1 to each person. Now each person paid \$10 and got back \$1. So they paid \$9 each, totaling \$27. The bellboy has \$2, totaling \$29. Where is the missing \$1?
5. If you are in a dark room with a candle, a wood stove and a gas lamp. You only have one match, so what do you light first?
6. Assume that penguins live with a density of 1,000 penguins per square mile and can run at an average speed of 4 miles per hour on land and swim at 20 miles per hour. Also assume that a polar bear has a territory of 10 square miles, can run at 25 miles per hour and swim at 10 miles per hour, how many penguins will an average polar bear eat in any given month, remembering that a polar bear could, as a maximum, only eat one penguin per hour and 17% of the land is next to the sea.
7. A farmer's wife drove to town to sell a basket of eggs. To her first customer she sold half her eggs plus half an egg. To her second customer, she sold half her remaining eggs plus half an egg. The third customer bought half her remaining eggs plus half an egg. After these transactions, three eggs were left. How many did she start with?
8. A woman lives on the 20th floor of an apartment building. Every morning she takes the elevator all the way down, and goes to work. In the evening, she gets into the elevator, and, if there is someone else in it she goes back to her floor directly. Otherwise, she goes to the 10th floor and walks up 10 flights of stairs to her apartment. Why?
9. Standing on a one way street, were two highway patrol officers, specifically looking for drivers who were in violation of local traffic laws. A taxi driver was going the wrong way down the street, however, the officers did nothing. What explanation can you offer?
10. A man was just doing his job when his suit was torn. Why did he die three minutes later?



Answer Key: Creative Thinking Challenges #1

1. M.+ M.+ N.H.+ V.+ C.+ R.I. = N.E. (Maine, Mass., New Hamp., Vermont, Connec., Rhode Island = New England)
2. "1 B. in the H. = 2 in the B." (1 bird in the hand = two in the bush)
3. 8D. - 24H. = 1W. (8 days - 24 hours = 1 week)
4. 3P. = 6 (3 pair = 6)
5. H.H. & M.H. at 12 = N. or M. (Hour hand and minute hand at 12 = noon or midnight)
6. 4J.+ 4Q.+ 4K. = All the F.C. (4 Jacks + 4 Queens + 4 Kings = All the Face Cards)
7. S. & M. & T. & W. & T. & F. & S. are D. of W. (Days of the week)
8. A. + N.+ A.F.+ M.C.+ C.G. = A.F. (Army, navy, air force, marine corps, coast guard = armed forces)
9. T. = L.S. State (Texas = Lone Star State)
10. 23Y. - 3Y. = 2D (23 years - 3 years = 2 decades)
11. E. - 8 = Z (8 - 8 = 0)
12. Y.+ 2D. = T. (Yesterday + 2 days = Tomorrow)
13. C.+ 6D = N.Y.E. (Christmas + 6 days = New Years Eve)
14. Y. - S. - S. - A. = W. (Year - Spring - Summer - Autumn = Winter)
15. A. & E. were in the G. of E. (Adam and Eve were in the Garden of Eden)
16. My F.L. and South P. are both M.C. (My Fair Lady and South Pacific are both Musical Comedies)
17. "N.N. = G.N." (No news = good news)
18. N.+ P.+ S.M. = S. of C. (Nina, Pinta, Santa Maria = Ships of Columbus)
19. 1 + 6Z. = 1M. (1 and 6 zeros = 1 million)
20. "R. = R. = R." (a rose is a rose is a rose)
21. A.L. & J.G. & W.M. & J.K. were all A. (Abe Lincoln, James Garfield, William McKinley, John Kennedy were all assassinated)
22. N.+ V.+ P.+ A.+ A.+ C.+ P.+ I. = P. of S. (Noun, verb, pronoun, adjective, adverb, conjunction, preposition, interjection = parts of speech)
23. S. + H. of R. = U. S. C. (Senate + House of Representatives = US Congress)



Answer Key: Creative Thinking Challenges #2

1. The sisters are conjoined twins.

2. $X = 1/6X + 1/12X + 1/12X + 5 + 1/2X + 4$

$$X = 2/12X + 1/12X + 1/12X + 5 + 6/12X + 4$$

$$X = 10/12X + 9$$

$$12X = 10X + 108$$

$$2X = 108$$

$$X = 54 \text{ years in MN}$$

3. Misspelled

4. Originally, they paid \$30, they each received back \$1, thus they now have only paid \$27. Of this \$27, \$25 went to the manager for the room and \$2 went to the bellboy.

5. The match!

6. None, polar bears live near the North Pole, and penguins live near the South Pole. They do not share territory.

7. $(3+0.5) \times 2 = 7$

$$(7+0.5) \times 2 = 15$$

$$(15+0.5) \times 2 = 31 \text{ eggs to begin}$$

8. The woman is very short. She can't reach the upper elevator buttons, but she can ask people to push them for her.

9. He was walking.

10. He was an astronaut on a spacewalk, doing repairs.



Activity Guide: Unlock the Code

Learning Outcome

Students will be able to interact and work cooperatively in teams to solve complex problems. They will evaluate results and use creative thinking skills to develop solutions for improvement.

Applicable Standards

ASCA National Competence: A: A2, A3, B1, C: A1.4-7, A2.9, PS: A1.8-9, A2.1-3, 6

Estimated Time

25 minutes

Prep Material

1. Masking tape or other means of marking the floor
2. 30 pieces of paper (note cards) marked with consecutive numbers 1-30 (or deck of cards)
3. Stopwatch or other means of recording time
4. Prepare a space ahead of time with enough room for your team to maneuver

Facilitation

Sponsors should use the tape to mark out a circle on the floor about 10 ft across. Place the numbered papers in the center of the circle in random order, number side up. Try to keep the papers toward the center of the circle – do not put them too close to the edge.

Sponsors should:

- Encourage students to find the best approach on their own
- Discuss and provide tangible examples of self-improvement
- Provide strategies for success, based on the lessons learned

Activity

- Instruct the students to stand along the perimeter of the circle. Be sure everyone is standing back from the tape – no one can touch the tape.
- Assign each student two numbers or cards (ie: “1 and 16” or “2 and 17”, “Jack of Spade and 2 of Hearts”).
- Explain to the participants that they are trying to “unlock a code.” In order to do so, each person must enter the circle and tap the number they are assigned with their foot, in numerical order.
- Only one person can be in the circle at a time (ie: number 2 cannot enter the circle until number 1 is completely out of the circle) and the person in the circle cannot touch any other numbers when inside the circle – they can only touch the number they are assigned.
- If any rules are broken (ie: someone enters the circle before the person prior to them has exited or someone hits the wrong number) the code resets and the team must start over.
- The goal of this activity is to “unlock the code” within 1 minute.
- *Facilitator note:* To make this activity more difficult, you can make it non-verbal.



- *Advanced level:* Try unlocking the code using only prime numbers, or create number cards featuring numbers in scientific notation, fractions, and exponents (e.g., 10^0 , $48/24$, $\sqrt{9}$, 2^2)

Debrief

1. What makes this activity challenging? How did your team overcome these challenges? Did your strategy for success change throughout the activity? How?
2. Why is it important, as you continue throughout the year, to keep an open mind to the possibility of changing your strategies for success?
3. How does this activity relate to team-based work you may do in group projects, student organizations, or sports teams?

Conversation Starters:

The most challenging thing about this activity was...

One strategy our team found successful was...

One way this activity relates to other team-based work I do is...

One reason it is important to adjust strategies is...

Key points

- *Continuous improvement is possible with:*
 - *A positive attitude*
 - *Practice to gain experience*
 - *Persistence through failure*
 - *Creative thinking*
- *Teams can often solve problems more effectively than individuals because they bring diverse perspectives*

Follow-up Actions

- *Choose one skill you want to develop or improve. List three specific things you can do in the next month to improve that skill. Share these goals with someone important to you.*
- *Interview a respected adult about how they tackle personal improvement. What do they do to continue learning and growing their skills?*



Activity Guide: 3D Twister

Learning Outcome

Students will understand the importance of getting all members of a team involved in problem solving. It is also a good opportunity to talk about the benefits of effective, specific communication.

Applicable Standards

ASCA National Competence: A: A2, A3, B1, C: A1.4-7, A2.9, PS: A1, A2.1-3,6-7, B1

Estimated Time

20 minutes

Prep Material

1. Stopwatch or other means of recording time
2. Prepare a space ahead of time with enough room for your team to maneuver

Supporting Resources

1. http://www.mindtools.com/pages/main/newMN_TMC.htm (free practice tools)

Facilitation

Sponsors should explain to students ahead of time that this challenge involves physical contact. Be sure that students are comfortable with this level of interaction before proceeding.

Sponsors should:

- Help students work through discovering the best approach on their own
- Discuss and provide tangible examples of problem solving in school and work
- Provide strategies for them to be successful based on the results of this activity

Activity

- Create small groups of approximately 8-10 people (for added challenge, use larger groups).
- Participants stand in a circle facing each other, shoulder-to-shoulder.
- Every member of the circle reaches their right hand into the center and grabs someone else's hand (if the group is unfamiliar, ask them to introduce themselves when they grab someone else's hand)
- Team members reach their left hand into the center and grab a *different* person's left hand, and introduce themselves.
- Once everyone's hands are connected, the group must work together to untangle the knot without letting go of either hand and ultimately stand back in a circle.
- If the group untangles quickly, add more people and try it again. If they cannot untangle, separate into smaller groups.
- Facilitation tip: Different variations on this exercise include appointing one student as the spokesperson, requiring all others remain silent. Or appoint one student as the spokesperson and have all other students close their eyes or blindfold them.
- You may want to go through several rounds of this activity with slightly altered rules.
- Time the team and see if they can improve their time each round.



Debrief

1. What allowed your team to successfully complete the challenge (communication, flexibility, and planning are common responses)?
2. Can you think of a time when communication allowed you and someone else to overcome a challenge? Can you draw a connection between this example and using communication to solve problems you may be faced with in high school?
3. Was there someone who played a significant leadership role in this exercise? If so, how did they do this? Were they effective? If so, why? If not, how could they have been more effective?
4. What role did creativity play in this exercise? How does creativity have an impact on your everyday life?

Key points

- *Teams can often solve problems more effectively than individuals because they bring diverse perspectives to bear*
- *Problem solving on a team requires specific and regular communication*
- *Sometimes a strong leader is necessary to coordinate a team effort effectively*

Follow-up Actions

- *Think about a conflict you have recently experienced with a friend, team member, family member, teacher, etc. Did a lack of communication play a role in starting or expanding the conflict? How can/did you use communication to resolve this conflict?*
- *Interview a respected adult about how communication issues arise. What problems have poor communication caused them? How have they used effective communication in their job or life?*



Activity Guide: Big Rocks, Small Rocks

Learning Outcome

Students will learn about prioritizing based on personal values and how to manage a schedule using these priorities.

Applicable Standards

ASCA National Competence: A: A2, C1, C: A1.3, 7, 10, A2.7-9, C:C2.1, PS: A1, A2.1, B1.2-3

Estimated Time

20 minutes

Prep Material

1. Watch the Big Rocks, Small Rocks video to prepare for this exercise.
2. Two small clear buckets (about 1 gal size) or two milk jugs with the top cut off
3. One large bag of pea gravel (or aquarium gravel) – enough to fill one bucket to the top
4. Four or more tennis balls
5. Masking tape
6. A permanent marker
7. Prepare a space where students can see the demonstration clearly

Supporting Resources

none

Facilitation

Sponsors should explain to students ahead of time that this demonstration is designed to help them think about how they spend and manage their time and responsibilities. Fill one bucket with gravel, leaving about an inch at the top. Be sure that you cannot add all four tennis balls without spilling gravel or allowing anything to rest above the edge of the bucket.

Sponsors should:

- Help students work through discovering the best approach on their own
- Discuss and provide tangible examples of problem solving in school and work
- Provide strategies for them to be successful based on the results of this activity

Activity

- Ask students to write down 3-4 things they value most (such as family, school, work, etc.). After individuals have completed their list, ask for volunteers to share.
- Keep track of the brainstorm on the board. Choose four values as a group and explain that each tennis ball represents one of these important life priorities. You may wish to then have a student label the tennis balls with tape and the marker.
- Explain the small rocks represent the day-to-day activities like watching TV, talking on the phone, hobbies, or playing video games.
- Explain to the students that the bucket represents 24 hours.
- Choose a volunteer from the audience to assist in the demonstration.
- First, show the students the bucket that is mostly filled with the small rocks. Tell the students that the tennis balls must be added to the bucket and that the bucket cannot overflow.



- Allow the volunteer to try and arrange the tennis balls into the bucket, being sure that at no time they are higher than the top rim of the bucket, or the ball must be removed.
- IMPORTANT: The bottle should be filled in such a way that no matter how cleverly they try, the student cannot fit all the balls into the top of the bucket without something sticking out of the top. This needs to be tested in advance of demonstration.
- Each time you remove an exposed ball, comment that this person doesn't have time for the priority that it represents, "Oh, I'm sorry but it appears you don't have time for a part time job, or to see your friends."
- Once the person is frustrated, or the point has been made, bring out the second bucket (empty), and ask them if they can accomplish the challenge with this "fresh perspective." They will probably place the balls in the bottom and then pour the small rocks over the top of the balls until the bucket is full. Be sure your bucket is measured correctly so that this will work without overflowing the bucket.

Debrief

- What are three activities you care about (sports, college search, etc.)? Which one is the most important to you? Which ones take the most time? Do the things that are the most important get the most time? Why/why not?
- What makes a priority over something else in your life? What factors do you consider when making this decision? (i.e. long-term impact on life, avoidance of pain, pleasure, core value, faith, habit, etc.)
- When have you felt overwhelmed? Why?
- How can a focus on the small things become problematic?

A good way to extend this activity is to incorporate the utilization of a planner and teaching students how to prioritize tasks both inside and outside of school. It is helpful to provide personal examples and bring in sample planners used by others.

Key points

- *Understanding your personal values is the first step in establishing priorities*
- *Using priorities to decide what activities and tasks will take up your time is an important time management skill*
- *Planning your top priorities into your day or week before anything else helps ensure that you invest your time in things that are most important to you*

Follow-up Actions

- *Make a list of 10 things you want/need to accomplish in the next week. Now put the list in order*
- *Ask your friends and family about ways that they organize their time and tasks. What tools can you use to help you get/stay organized?* _____



Module Two

Leadership and Goal Setting

Suggested Club Lesson:

- 2.1 Personal Goal Setting
- 2.2 Magic Carpet Ride
- 2.3 Tick Tock
- 2.4 Balloon Toss



Activity Guide: Personal Goal Setting

Learning Outcome

- Students will be able to understand how to set and articulate personal goals.

Applicable Standards

ASCA National Competence: C: A1.6, A1.7, A2.9, PS: A1.3

Estimated Time

30 minutes

Prep Material

1. Sheet of paper or note card
2. Set SMART Goals Handout
3. Writing Utensils

Facilitation

Before beginning this activity, Sponsors should read over the *Set SMART Goals handout* to gain a better understanding of the acronyms and information that will be used in this activity. Additionally, Sponsors should understand that different students may not understand how to clarify their goals. Sponsors should be prepared to provide one-on-one attention to students during this exercise and assist them in processing the information. Explain that the focus will be on developing goal-setting skills that will make it easier to stay organized and on track.

Activity

1. Begin a discussion around goal setting and the importance of goals.
2. Have students write down at least five goals on a note card or sheet of paper.
3. After everyone has completed writing their goals, distribute the *Set SMART goals* handout and briefly explain the SMART acronym.
4. Ask each Explorer student to choose one of the goals they wrote down and break it out using the SMART goal method. Give them five minutes for this process.
5. After answering questions about the SMART goal concepts, share an example of a personal goal that you have set, as well as the process of achieving that goal and the results of accomplishing the goal. *Be sure to highlight how your goal was Specific, Measureable, Attainable, Reaching, and Timely.*
6. Once they have written a goal that they feel is Specific, Measurable, Attainable, Reaching, and Timely, have them turn to a partner and share that goal.
7. Encourage partners to talk about each aspect of their goal and also provide feedback.

Debrief

1. Why is it important that our goals be written down?
2. Why is it valuable to assign a deadline to our goals?
3. What are other strategies we can use to help us accomplish our goals?
4. What is one specific goal that you will accomplish in the next year? 4 years? 10 years?



Key points

- *Setting short and long-term goals will help you attain your college and career goals faster.*
- *Goal setting helps to provide a mental 'road map' for your life.*
- *Being able to clarify your goals in life will make you more attractive to colleges and potential employers.*

Follow-up Actions

- *Upon completion of activity have students write SMART goals towards attaining a possible career. Upload into Egnyte.*



Handout: Set SMART Goals

The term SMART is an acronym for five characteristics of well-designed goals.

Specific - What exactly do you want to accomplish? Goals need to be clear and unambiguous. Using the examples above, by how much do you want to increase freshman GPAs? How many students in the freshman class do you want to be involved in a club or sport? When goals are specific there is no question as to what it is you are aiming for!

Measurable - How will you know when the goal is achieved? Goals need to have a component of measurability so you know when you succeed. If you want to increase attendance by 10%, you'll know once your school attendance report shows a 10% increase over the previous period. If your goal is to decrease suspensions, how will you know when you have met this goal?

Attainable - Can the goal actually be accomplished in the time frame that you have established? Can you reasonably increase GPAs by a full point in a semester? That's usually too ambitious of a goal. A more **attainable** goal may be 0.25 or 0.5. You want to make sure that the goals you set are ones that YOU can achieve in the time frame that YOU establish.

Reaching - It is easy to set and achieve goals that don't really stretch you or your Explorers' Club. Many times members do what has been done before because "That's the way we have always done it." The goals you set either for yourself or your team should stretch and test your abilities. They should seem just beyond your reach. By setting goals that are reaching, you improve yourself and your freshmen; you push the envelope. Setting **reaching** goals helps you and your Explorers' Club grow and progress.

We caution you on using the word 'realistic' in describing the goals you want to set. There are many examples of people who have set, so called 'unrealistic' goals, but accomplished them. Contemporary examples include Bill Gates of Microsoft; Sam Walton, the founder of Wal-Mart; and Henry Ford. These individuals set goals, which at one time seemed unrealistic. However, they really were not unrealistic, they were just reaching!

Timely - Does the goal have a target completion date? Goals without a deadline are only dreams. There needs to be a target completion date or the goal will just linger and never be accomplished.



Handout: Set SMART Goals, cont'd

Easy to Use Goal Format

Your Goal _____

To do what? Be sure to use an action verb.

By When? _____

Give the year, month, and date if known.

With _____

Who is involved? How many teammates/members will participate?

At What Cost? _____

What is the expected cost of implementation?

Goal					
Sub-goal 1		Sub-goal 2		Sub goal-3	
	Action Plans		Action Plans		Action Plans



Activity Guide: Magic Carpet Ride

Learning Outcome

- Students will understand the importance of individual roles when working in a team setting and the importance of effective communication.

Applicable Standards

ASCA National Competence: PS: A2.1, A2.3, A2.6, B1.4

Estimated Time

30 minutes

Prep Material

1. Tarps cut into 2.5' X 5' sections (Mark one side of each tarp with a large X)
2. 2-3 blindfolds for each team

Supporting Resources

1. Magic Carpet Ride (Video)

Facilitation

Sponsor should begin this activity by describing how we are going on an adventure of a lifetime on a magic carpet ride. But, in order for us to make the carpet work, we will need the help of every single member of the team. Full attention and cooperation is needed from all Explorers' Club members.

Activity

1. Divide students into teams of eight.
2. Distribute one tarp and 2-3 blindfolds to each team and have the X-side face down.
3. Explain to the team that their goal is to flip the tarp over so that the X is face up.
4. Here are some specific rules that must be adhered to:
 - a. Every team member needs to be standing on the carpet.
 - b. Remember that this is a 'magic carpet' ride and it is flying in mid-air, so no can step off onto the ground.
 - c. If anyone steps or falls off the carpet, the team must start over completely.
 - d. 2-3 team members must wear blindfolds during the challenge.
 - e. There can be no leaning on objects or placing hands on the ground.
5. When you have successfully flipped the carpet over and have the X facing up and everyone is still on the carpet, you have successfully completed your ride.
6. Allow students 10 minutes to attempt this activity.
7. Sponsors should go around to each tarp and monitor how each team is working to achieve the goal of this activity and also watch for anyone violating the rules.

Variation to Activity

- Have teams repeat the process but the second time pair teams up to work together. Keep the same starting positions.
- The teams will need to develop a strategy to get their carpets closer to one another and then work together to get both flipped over.
- Talk about the benefits of learning from one another and supporting one another.



Debrief

This session should stress the importance of effective communication, the importance of individuals on a team and the importance of asking for help.

Conversation Starters

- What was challenging about this activity?
- What specific strategies did you and your teammates use to accomplish the goal? How do these strategies apply to your life?
- When, in high school or college, do you think you will need to rely on others, or support others around you? How can you give or receive this support?
- Why do people avoid asking for help?
- How can we create greater systems of support for one another? How can we better support others in our community in need?

Key points

- *Working with others is an essential skill for the job market. Recognizing how to communicate and work together to achieve a common goal is essential.*
- *People who are able to develop solutions to problems are highly marketable in college and in careers. Remember that your ideas count, no matter how big or small.*
- *Asking for help when you need it is an important ability for success in your college and career life.*

Follow-up Actions

- *Have Explorers identify at least five possible careers based on the lessons learned today. Have the students record their career choices and why in a journal entry placed into Egnyte.*



Activity Guide: Tick Tock

Learning Outcome

- Students will understand how to recognize and manage distractions while attempting to complete their SMART goals.

Applicable Standards

ASCA National Competence: PS: B1.4, B1.6, B1.9, B1.11

Estimated Time

50 minutes

Prep Material

1. Analog clock
2. Standard size sheets of paper cut into quarters
3. Note cards
4. Writing utensils

Supporting Resources

1. Tick Tock (Video)

Facilitation

This exercise challenges students' ability to think 'on their feet' and use their knowledge and skill to identify a solution quickly. The Sponsor may want to begin by asking the question "How many of you consider yourselves able to think quickly on your feet?" After answering, the Sponsor should also ask students to share examples. During the activity, participants will be asked several questions about the clock and are to quickly glance at it and write down their answer. For the final question, they will not be allowed to look at the clock, so it's important that they pay attention during all of the other opportunities to look at it.

Activity

- Find a creative way to break students into teams of 4 – 5, making sure that all groups can see the clock or have an analog timepiece to look at during the activity.
- Have all participants sit at a table, desk, or on the floor.
- Distribute and have each student number their paper 1 through 6.
- Ask the following questions, instructing the participants to write down their answers on their sheet of paper:
 - Does the clock have a second hand?
 - What geometric shapes are on the face?
 - What words are printed on the face?
 - Does it have numbers or roman numerals?
 - Are there any special embellishments such as pictures, crystals or beads? What are they?
 - What colors are on the clock?
- After asking the previous questions, remove the clock from view of all participants. If they have watches, have them place the watches face down. Then tell students to answer the next



question without the use of any electronic devices or other watches:

- What time is it exactly?
- Have students write down their best guess, and then share the answers with the class.

Debrief

Sponsors should help students realize that the clock is like a goal in life and that sometimes when pursuing a goal, it is easy to become distracted by everything else in life that comes up. In this example, the hands, shapes, numbers, etc. were used as distractions from the basic purpose of a clock: to keep track of time.

Conversation Starters

- By a show of hands, how many of you correctly had the exact time?
- Even though you had the exact time in front of you for so long, why do you think that it was so difficult to remember what time it was?
- If you consider your clock as a representation of a goal that you've set, can you see how you could focus on everything else in your life (such as the words, numbers, and second hand) instead of on the big goal that's right in front of you?

A good way to extend this activity is to incorporate what they've already learned about creating SMART goals. They can use the information they just learned to understand goals and manage distractions. See the instructions below for the two parts of this activity.

- Have students write down a specific big goal that they would like to accomplish before completing high school.
- Read over the following rules for writing the goal:

Part 1

- *This goal should be something that they are excited and energized about achieving. It should excite them and make them want to start taking steps toward it.*
- *It can be something that they are nervous about trying.*
- *It could also be something that they are nervous about the possibility that they might not achieve it.*
- *Sponsors can share an example of a big goal they had when they were in high school. Why was it important to you and what distractions and roadblocks did you encounter after setting the goal?*

Part 2

- *After they have written a goal on the note card, have them briefly share with their small group:*
 - *What their goal is*
 - *Why this goal is important to them*
 - *What their deadline is for accomplishing their goal*
- *Next, have them list two possible distractions or roadblocks that could stop them from focusing on or accomplishing their goal.*
- *Finally, have them list two strategies for avoiding or overcoming each of those roadblocks.*



- *Have all participants share their roadblocks and strategies, adding additional strategies to their note card that they hear from other group members so that they are well-equipped with a lot of great ideas.*

Key points

- *Distractions will always exist and learning to manage them effectively will assist in achieving your goals.*
- *Sometimes writing your goals down can help to visualize them better. It is a good idea to write down your goals and place them in a visible place that can be accessed and reviewed quickly.*

Follow-up Actions

- *Have students submit a journal entry that identifies one of their big goals, possible distractions and how they will get past the distractions.*



Activity Guide: Balloon Toss

Learning Outcome

Students will further their understanding of how to recognize and manage distractions while attempting to complete their SMART goals.

Applicable Standards

ASCA National Competence: A: A3.2, B1.2, B2.5, C1.5

Estimated Time

50 minutes

Prep Material

1. One single color balloon for every two students (i.e. 10 students = 5 blue balloons)
2. Masking Tape
3. Markers
4. Prizes (Optional)
5. Fill the balloons with small amounts of sand (Optional)
6. Be sure to reserve or clear an open space for this activity (i.e. a gym, a classroom with desks moved to the sides of the room)
7. Stopwatch or other means of recording time

Variations

- Use different colors of construction paper to mark the balloons and then have participants write their goals directly on the paper
- Use plastic eggs instead of balloons

Supporting Resources

1. Balloon Toss (Video)

Facilitation

During this session, students will further understand the importance of setting goals and how to achieve them despite distractions. If students have participated in any of the previous goal setting sessions, have them discuss a few of their personal short-term goals. Otherwise, have them briefly discuss several goals that they have for this year. After having the opportunity to share some of these examples, follow the activity outline.

Activity

- Divide students into teams of 8 – 10. All groups must have an even number of people.
- Each team should get one balloon per two people (i.e. 8 people get 4 balloons). All balloons should be the same color.
- Have groups form a circle standing about 8 feet apart and directly facing a partner.
- Now tell the participants that this is a throwing and catching competition. On the count of 3, each set of partners will throw the balloon back and forth as fast as they can without dropping it or catching another partnership's balloon. Partners should keep track of how many times they can consecutively catch their balloon.
- If students drop the balloon or catch another partnership's balloon, they have to start over at zero.



- Sponsors should count down and then give students 30 – 45 seconds to complete this portion of the activity.
- After the time has expired, take an opportunity to discuss the complexity of this challenge. Use the following conversation starters to help guide the conversation:
 - Was it difficult to only focus on your partnership's balloon while you were in a circle with so many identical balloons being thrown back and forth?
 - When you realized the distraction, what did you do to stay on task?
 - What would have made this challenge easier?
- Have each partnership write a specific numerical goal on masking tape of how many consecutive catches they hope to complete.
- Assign a different color balloon for different partnerships and place the piece of tape with their goal number on the balloon.
- Remind partnerships to keep track of the consecutive numbers of catches they can complete, throwing as fast as they can without dropping their balloon or catching another partnership's balloon.
- Re-form original circles, countdown, and have partners begin throwing their balloons back and forth for 30-45 seconds.
- Next, discuss how they set their goal and why. Was it easier to set a smaller goal and know that they could achieve it, or did they set an especially big goal to motivate them to accomplish it?
- Re-form the original circles once more and explain that this time, the total score will be based on the entire circle adding their partnerships' scores together. Have the entire circle set a team goal.
- Give each partnership 30 seconds to strategize and then give them 30-45 seconds to throw and catch their balloons, again only throwing to and catching from their original partner.

Debrief

- How did your strategies change once you had written down your goal as a partnership?
- Why is it important that our goals be clearly defined?
- How did your strategies change once you needed to work towards an entire circle score instead of within your individual partnership?
- Why is it important for us to help others achieve their goals?
- What will happen to our goals if we allow ourselves to become distracted by all of the other "balloons" in our life? (School, family, jobs, sports, friends, etc.)
- What specific things can we do to remain focused on our goals?
- How can we focus on our goals and still remain committed to everything else in our lives?

Key points

- *Distractions will always happen and learning to manage them effectively will assist in achieving your goal quickly.*
- *Sometimes writing your goals down can help you to visualize them better. Write down your goals and place them in a visible place that you can access and review them often.*

Follow-up Actions

- Have students submit at least five-career choices, brief description of the jobs and why they chose them in a journal entry uploaded to Egnyte.



Module Three

College Campus Field Trip

Suggested Club Lessons:

- 3.1 Meet a College Ambassador
- 3.2 My Major
- 3.3 Getting In
- 3.4 Community Connections



Activity Guide: Meet a College Ambassador

Learning Outcome

- Students will understand the various components of higher education
- Student will also understand the opportunities available by graduating from a college university.

Applicable Standards

ASCA National Competence: A: B1.7, A C1.4, A: C1.6

Estimated Time

Half a day

Prep Material

1. *College Visit supplement*

Facilitation

This activity allows students to immerse themselves into the college culture. Sponsors should also take the opportunity to add in any additional valuable experiences they feel may enhance the college visit. When preparing to implement this lesson, Sponsors should remember to start early and communicate the details to parents, students and fellow co-workers often.

Follow-up Actions

- *Have students submit their thoughts about the college visit to you in a journal. Some questions that the students may answer include:*
 - *Did this college visit change your mind about going to college? If so, how?*
 - *What additional information do you wish to know about college?*
 - *What was the most important part of the college visit to you?*



Supplement: College Campus Visit

College Visits

The college visit is a crucial and influential factor in creating a college-going culture within your school. These visits give Explorers the opportunity to interact with postsecondary partners in understanding and experiencing campus life through activities and tours.

The following guide should be used to help create a day on campus that helps make the foreign idea of college a more familiar concept to Explorers.

Scheduling Your Visit

Coordinate with your postsecondary education partner to select a date and time that will be convenient for both of you. The following list includes some items to remember when planning your visit:

- *Plan your visit with the help of a college/university administrator.*
- *Aim to have your visit last about four hours.*
- *You should confirm the date and time of your visit with your college/university 6–8 weeks in advance.*
- *Visit when classes are in session. Check the school calendar and make sure that you are not planning to visit during vacations, reading days, an exam period, or days that the admissions office is closed.*

Planning Your Visit

- *Speak with your university contact about the purpose of your event. Be sure to set clear priorities and expectations on what you would like the students to see and do.*
- *Create a schedule that incorporates all the elements that you would like to include in your visit. Look at the “Sample College Visit Agenda” on the following page for a sample of a possible schedule.*
- *Inquire if you can have lunch or a snack in the student-dining hall. Many schools allow visitors to eat in the dining hall, and this will give your students a feel for what college life is really like.*
- *Determine what activities you would like to do with the students. See the “Supplemental Activities” sheet for a variety of activities to include in your college visit.*



College Visit Planning Checklist

Six to eight weeks prior to the event

- Select a date and time for the event.
- Discuss an agenda for your visit with your college/university.
- Request copies of prospective student materials from the college or university to share with students.
- Recruit parents and other volunteers to serve as chaperones. An ideal chaperone ratio is 1:15. However, any school or district rules should supersede this suggestion.
- Determine whether or not you will serve lunch or snacks during the visit.
- Schedule transportation to and from the college/university.
- Provide copies of permission forms to the students to take home.

Three to five weeks prior to the event

- Confirm the agenda with your college/university contact.
- Confirm chaperones.
- Discuss a plan for student security and safety for the trip with the college/university and teachers.
- If you are serving lunch or snacks, determine the location and menu. Make sure to accommodate for any allergies or special needs.

One to two weeks before the event

- Finalize your agenda.
- Assign students to groups with chaperones.
- Have a parent night (optional) event to go over items that will be covered on the visit and how they can support their students in making a decision.
- If possible, make connections with alumni from your school that attends the college you are visiting.
- Pre-College visit survey (*Required*).
- Collect permission slip forms from the students.

Day Before the Event

- Confirm transportation.
- Send your college/university contact and all other participants a copy of the finalized agenda.
- Confirm your lunch or snack order. Purchase snacks if you are supplying them.
- Have a list of important phone numbers (i.e. principal, university contact, campus security, emergency contact information for students).
- Check weather and notify students of appropriate attire to wear for the visit.



Ideas for Your College Visit

Be sure to ask your campus contact about incorporating some of these ideas into your campus visit schedule.

- Do a campus tour. At different stops on the tour, have someone from that office of the university talk about the location and the services provided there. For example, when visiting a library, have a professional librarian talk about the academic life of college students.
- Have college students show your students around the residence halls.
- Visit the dining hall and have a meal there.
- Visit the career center. Have a career center staff member show students what types of jobs college graduates have and how the college or university will help them find one.
- Attend a campus activity that may be occurring on the day of your visit.
- Attend a meeting of a student group of interest to your students. For example, if many of your students are African-American, arrange to meet the officers or members of African-American based organizations.
- Visit the recreation area or specialty areas of the college and /or university.

Preparing Explorers for the College Visit

Before visiting the college or university, prepare students for their trip by discussing the purpose of the college visit and expectations for behavior. Properly preparing students for the campus visit will enhance their learning experience.

Have students write five questions on a note card that they would like to ask. Have some students share their questions with the class. After sharing, have students take their note cards with them on the trip and see if they can have all of their questions answered. Have students submit their questions and answers through a journal entry uploaded into Egnyte.



College Visit Questions

In the space provided below, write five questions to ask on campus when you visit your local college or university.

1. _____

2. _____

3. _____

4. _____

5. _____



Sample Schedule

Date _____

9:30 AM **Arrive on Campus**

9:50 AM **Welcome to College!**

Presentation by the Admissions Office and University Students

10:00 AM **Campus Tour**

Residence Hall, Student Recreation, Student Activities, Library, Famous places on campus, Classrooms

11:30 AM **Small Group/Lectures (Optional and based on possible majors)**

Mario Brown, Ed.D. (Education)

Todd Goltra, Ph.D. (Engineering)

Matthew Muelners, M.B.A. (Business)

Anne Privolsky, Ph.D. (Biology)

Noon **Lunch in student union or 'hangout' spot for students on campus**

12:30 PM **Meet the Executive Board of the Student Government**

1:00 PM **Question and Answers / Return to bus for departure**



Supplemental Activities

College Knowledge Quiz

Correct answers underlined

1. What is the name for the degree a student can receive after completing four years of college?
 - a. Associate Degree
 - b. License
 - c. Bachelor's Degree
 - d. Certificate

2. While studying for their degree, undergraduates focus upon a specific subject. This is called a _____.
 - A. Major
 - B. License
 - C. Selection
 - D. Resume

3. What is the name given to students who have graduated from high school and are attending college?
 - A. Undergraduate
 - B. Professor
 - C. Graduate Student
 - D. Visitor

4. Which one of the following is NOT the name of a degree?
 - A. Associate Degree
 - B. Bachelor's Degree
 - C. Master's Degree
 - D. Certificate Degree

5. When professors say Ph.D., what type of degree is this?
 - A. Doctor of Phun
 - B. Doctor of Physics
 - C. Doctor of Physiology
 - D. Doctor of Philosophy



6. What is the proper way to address a college professor?

- A. Dr. or Professor
- B. Mr. or Mrs.
- C. Teacher
- D. Sir or Madam

7. What is a residence hall?

- A. A building where classes are held
- B. A building where college students live
- C. A building where college professors live
- D. A building that has pictures of everyone in the college/university.

8. Which of the following admissions tests do you have to take for college admissions?

- A. TOFEL
- B. MCAT
- C. SAT/ACT
- D. PSAT/PLAN

9. Which one of the following is not an official sport of a college / university?

- A. Basketball
- B. Lacrosse
- C. Quidditch
- D. Football

10. Why do people go to college?

- A. To further their education
- B. To earn more money
- C. To reach a career goal
- D. All of the above



Campus Scavenger Hunt

Summary

During the college visit, students will collect various items related to postsecondary education.

Materials

- Copies of the scavenger hunt checklist

Speak with your college/university partner to plan the tour to determine which offices and buildings students will be visiting during their campus tour. With their assistance, identify items located at each of these locations that the students could collect for free.

You should also include trivia questions that students can learn from the tour guide. Some examples of trivia questions include finding information that is publicly posted (for example: if there is a plaque posted next to a statue, asking the students to record who the statue is of and why they were honored in such a way), or certain facts or campus legends that tour guides plan on sharing as part of their tour (for example, "Legend has it that if you step on that emblem during finals week, you will fail all of your exams."). Be sure to coordinate the trivia items with your college/university partner so that all of the questions get addressed during the tour.

Create a Scavenger Hunt Checklist with all of these items listed on it. Bring enough copies for all participants in the campus tour, including students, chaperones, and campus tour guides. Send a copy to your college/university partner so that they can share it with tour guides ahead of time.

Before students begin their campus tour, provide each of them with a copy of the Scavenger Hunt Checklist. Explain that they must collect the items and information on the list throughout their visit. You may divide students into teams to work together and collect the information, or have students work individually.



Sample Scavenger Hunt Checklist

See if you can collect the following items while on your college tour.

Items to collect:

- ✓ Admissions Application
- ✓ Campus brochure
- ✓ Signature from a Resident Assistant
- ✓ Campus Map
- ✓ Financial Aid Information
- ✓ Social Media information for the school (i.e. twitter)
- ✓ Free giveaways the admissions office may have
- ✓ Have an administrator from each one of the following offices give you a business card:
 - Academic Services
 - Student Activities or Leadership
 - Athletics
 - Financial Aid
 - Scholarships
 - Residential Life



Activity Guide: My Major

Learning Outcome

- Explorers will identify at least three college major options based on their interest and skills.

Applicable Standards

ASCA National Competence: **A: A2.1, C:B2.1, C1.1, C1.3**

Estimated Time

30 minutes

Prep Material

1. *Note cards (1 for each participant)*
2. *College catalogs from various schools in and out of state (Large, small, public, private, two and four year). There should ideally be one per student. However, two students may also share a catalog in a group.*

Supporting Resources

1. My Life My Way site: <http://www.laworks.net/mylife/>

Facilitation

During this activity, students will use their critical thinking and problem solving skills to answer questions about themselves and their future career and college goals. Sponsors may need to adapt the instructions below if more than one student shares the catalogs. For example, instead of writing in the catalog, students may list all of their options on a sheet of paper and eliminate them from the sheet.

Activity

1. Distribute note cards to each participant.
2. Next, show the students the My Life My Way link, <http://www.laworks.net/mylife/> and let them explore career options thorough this Louisiana Workforce Commission website tool.
3. After identifying what they are passionate about, allow students to come and choose from the choices of college catalogs that are available.
4. Have students locate the portion of the catalog that lists the available majors at the university.
5. At first glance, have students very quickly go through the list and write the majors that they are definitely interested in, and those that they are not interested in.
6. After the first round, have students retake a look at their list and narrow the options down even more.
7. Students should end up with a list of three possible major choices.
8. Encourage the students to go out and explore more about the majors they selected today.
9. Students should complete a journal entry around the activity and submit into Egnye.

Key Points

- Assessment tests can only help gauge your interest and will not be able to determine your best fit.
- Always take an opportunity to re-evaluate your choice before implementing them.
- It is a good idea to think about your passion, long-term goals, skills and abilities when deciding.



Facilitator notes

- Sponsors should create a reflection entry submitted into Egnyte, and assign students to this college career experience. The goal of this assignment would be for students to go out into the community and gather information on their 'trial' major choices:
 - *What have I learned by participating in this skills activity?*
 - *What did I discover about my major choices?*
 - *Do I still want to pursue these majors or choose something different and why?*

Follow-up Actions

- *Have students to complete the major exercise and have the assignment due by the next Explorer's Club meeting. During the subsequent meeting, plan a few extra minutes to have a quick follow-up conversation regarding their research experiences.*



Activity Guide: Getting In

Learning Outcome

- Students will understand and articulate the skills necessary to write a college essay.

Applicable Standards

ASCA National Competence: **A: A2.1, C: B2.1, C1.1, C1.3**

Estimated Time

50 minutes

Supporting Resources

- College Board – Planning for college site: <https://bigfuture.collegeboard.org/get-in/essays>
- Use the following videos from the Planning for College site to illustrate important concepts related to college essays:
 - Where can you get ideas for the application essay?*
 - What do colleges look for in an application essay?*
 - How should you present yourself in an essay?*
 - Experts share tips on application essays*

Facilitation

This session focuses heavily on students being able to write creative essays that will adequately portray themselves and their interest towards college. This activity will be best implemented through the use of English teachers at the school that can assist with grading the quality of the student's essays. Sponsors should use the provided Powerpoint and videos to illuminate key points in creating great essays. The essays and videos are provided through the collegeboard website. Therefore, please be sure that you have the appropriate access to these sites before implementing the lesson.

Activity

- Begin the session by discussing the importance of the college essay in college admissions. Use the following video to begin the conversation: *What do colleges look for in an application essay?*
- Continue to follow the outline of the presentation covering the following topics:
 - What are college essays about?*
 - Qualities of good essays.*
 - Tips for writing a good essay.*
- On slide 10 of the PowerPoint students will have the opportunity to practice writing an essay for college.
- Allow students to choose from one of the three topics available.
- Give students 10 minutes to write an outline of ideas for their essay that includes the intro, body and conclusion. During this time, Sponsors should provide any additional assistance students may need in formulating ideas around their topic.
- After formulating their outline, give students another 15 minutes to flesh out the details of their essay.
- Be sure to provide students with a warning when five minutes are remaining for writing.
- When students have completed their essay, collect them and discuss the process of this activity through the debrief.



Debrief

The following conversation starters can assist in your debriefing of this activity:

- What did you consider to be the toughest part of writing the essay?
- After you got your ideas, was it still difficult to complete the remaining portion of the essay?
- What did you enjoy about writing the essay?
- What do you feel is necessary for you to write an even better essay?

Key Points

- Essays help to show your individuality and ability to college admissions counselors.
- Search the internet for draft samples of essays and use these as a basis for practicing. No plagiarism!
- Remember to get constant feedback for all of your essays.
- The essay is only one portion of the application process. After writing your essay, have others write great essays about you (Recommendation Letters) as well.

Follow-up Actions

- *After students have submitted their essays, have them graded by an English professional at your school. At the next Explorers' session return the graded essays with feedback on ways to improve them. Give students the opportunity to improve their essays, based on the feedback and submit them into Egnyte, in two weeks.*



Activity Guide: Community Connections

Learning Outcome

- Students will explore their strengths and opportunity areas and gain a sense of how to use these efficiently in their college and career goals.

Applicable Standards

ASCA National Competence: A: A2.3, B1.4, B1.7, PS: C1.6

Estimated Time

2 – 5 hours (Two 30 minutes sessions, plus 1 – 4 hours of service)

Prep Material

1. Large sheets of flipchart paper
2. Markers
3. Writing utensils
4. SMARTER goals handout from Module-Two

Supporting Resources

1 students individual smart goals from Module-Two

Facilitation

This particular activity extends beyond the Explorers' Club classroom. Today, Explorers will generate ideas on how to impact their community and then set goals to achieve that impact. Explain to your team that this is a three-step process. The first step is to generate ideas for a good community service project. The second step is to set goals, delegate responsibility, and prepare for the project. The third step is to execute the community service project.

Activity

Step One – Mind Mapping

1. Find a creative way to place students into groups of the same size.
2. Distribute one piece of flipchart paper and enough markers / writing utensils for each person in the group.
3. Have one student from each group draw a circle the size of a softball in the center of the paper and write the question, "What are creative ways that we can serve our community?"
4. Students should share, write, and verbalize their responses within the individual group.
5. Sponsors, remember students are mapping out the ideas as indicated on the facilitation video.
6. Allow approximately five minutes for students to process the question and ideas.
7. Then, have two volunteers from each group stand in the front of the room and share the best two or three ideas that were generated.
8. After everyone has shared, collect the mind maps to be used in the final decision making process.

Debrief Step One:

- Why is it important to get feedback from all members of the team when mind mapping or brainstorming?
- How did you feel when a comment was made about your idea?
- How could this process be used in other areas of your life?



Step Two – Goal Setting/Action Plans

1. Sponsors should consolidate ideas from each of the mind maps. Decide which idea or ideas will be implemented.
2. The next step is to create SMART goals within each team. Use the SMART goal form (found in Module 2).
3. Each member of the team should contribute to the creation of the goal. The goal and action plans should be specific to the Sponsors and team of Explorers. Everyone should walk away from this meeting understanding what has to be done, by when, and by whom.

Step Three – Execution

1. Use the ideas and goals to execute a successful community service project. Suggestions:
 - Make the effort competitive. Who can raise the most money? Who collected the most food, etc?
 - Make sure the event has a specific starting and ending point.
 - Invite the media, submit press releases, etc.
 - Celebrate your success. This will encourage more projects like this in the future.

Key points

- *Dreams help to define the lives of individuals.*
- *Do not let your dreams be deferred due to distractions or a change of situation.*
- *Always stay persistent towards goals you set for yourself.*

Follow-up Actions

- *Have the students work to create an entry on their service project and how they specifically helped to plan this event and carry it through to completion. Submit completed entry into Egnyte.*



Module Four

Social Media and Society

Suggested Club Lessons:

- 4.1 Cyber Defense
- 4.2 If I Woke Up Tomorrow
- 4.3 Friends, Fans and Followers



Activity Guide: Cyber Defense

Learning Outcome

- Students will understand and be able to articulate the signs of cyberbullying
- Students will understand the impact of cyberbullying
- Students will articulate strategies of defense against cyberbullying

Applicable Standards

ASCA National Competence: PS: A2.1, A2.3, C1.2, C1.6, C1.9, C1.11

Estimated Time

30 minutes

Prep Material

1. Make one set of signal cards for each student (1 Green & 1 Red)
2. Green and red highlighters

Supporting Resources

3. Cyber Defense (Handout)
4. Cyber Defense (Sponsor Handout)
5. Friday Night Lights video (<https://www.common sense media.org/videos/friday-night-lights-video-clips>)
6. Stand Up to Cyberbullying video (<http://www.onguardonline.gov/media/video-0005-stand-cyberbullying>)
7. The News of Cyberbullying http://www.pbs.org/newshour/thenews/thegov/story.php?id=17931&package_id=634
8. Who Do U Think U R? (To be shown at the conclusion of activity session) <http://youtu.be/ENBJnX6cEKE>

Facilitation

Use the supporting cyber video handout and video links to lead a discussion on cyberbullying. Show the video 'The News of Cyber bullying' and 'Stand Up to Cyber bullying video'. The goal of this presentation is to help Explorers understand the following:

- What is cyberbullying?
- What are clear signs of cyberbullying?
- How do I defend myself against cyberbullying?
- What resources are available to help with cyberbullying?

Activity

1. Use the presentation to lead a discussion around cyberbullying. The presentation includes videos from YouTube and pbs.org. Signal cards can be used during the presentation to allow students to answer questions (Green for yes, Red for no). Make sure that the videos are viewable from your location before presenting.
2. Before reviewing the *Friday Night Lights* video, be sure to distribute the Cyber Defense handout. Students will use the handout to identify different perspectives of cyberbullying.
3. When the presentation is complete, be sure to review the cyberbullying key points listed below.



- **Key Points**
- Cyberbullying is dangerous and in many states unlawful
- Although people have the freedom of speech, they do not have the freedom to defame or assert physical or mental power over anyone else.
- When encountering a cyberbullying situation, be proactive and notify a resource person for additional assistance.

Follow-up Actions

- Have students research what the laws are on cyberbullying in the state of Louisiana and submit a journal entry into Egnyte reflecting on *"If I were found guilty of cyberbullying, how would this law impact my life?"*



Handout: Cyber Defense

Directions

After watching the Friday Night Lights video clips, take the perspective of one of the characters. First, determine what role your character plays in the situation: target, offender, bystander, or upstander. Then use the character quotation and the questions as a guide to help you understand your character's perspective. For each question, write a paragraph response on the back of this sheet or on blank paper.

1. **Lyla:** "Let them say what they are going to say. And I'll just tough it out." **Role:** _____
 - What do you think motivates Lyla to visit the website? How do you think she feels when she sees the site? When she's taunted at school?
 - From Lyla's perspective, what are the possible consequences of the website?
2. **Brittany:** "Is it wrong that I'm enjoying this?" **Role:** _____
 - What do you think motivates Brittany to create the website? How do you think she felt when she created it?
 - From Brittany's perspective, what outcomes did she expect the website to have?
3. **Tim:** "Let 'em talk, Lyla. I don't care." **Role:** _____
 - What do you think motivates Tim to sit down with Lyla in the school cafeteria? How do you think he feels when she tells him he can't help?
 - From Tim's perspective, what is the impact of the website?
4. **Tami:** "What's the matter? Well, that's just bush league." **Role:** _____
 - What do you think motivates Tami to speak with Lyla? How do you think she felt when she found out about the situation?
 - From Tami's perspective, what are the possible consequences of the website?
- Ben:** "I felt like I owed you an apology in person.
Lyla doesn't deserve this, no matter what she did." **Role:** _____
 - What do you think motivates Ben to speak with Buddy about the website? How do you think Ben felt when he talked with Buddy?
 - From Ben's perspective, what are the possible consequences of the website?
6. **Buddy:** "Stuff on the Internet? What are you talking about?" **Role:** _____
 - What do you think motivates Buddy to visit the website? How do you think it made him feel when he saw it?
 - From Buddy's perspective, what are the possible consequences of the website?

Provided by Common Sense media @ www.Commonsensemedia.org



Sponsor Handout: Cyber Defense

Directions

After watching the Friday Night Lights video clips, take the perspective of one of the characters. First, determine what role your character plays in the situation: target, offender, bystander, or upstander. Then use the character quotation and the questions as a guide to help you understand your character's perspective. For each question, write a paragraph response on the back of this sheet or on blank paper.

1. **Lyla:** "Let them say what they are going to say. And I'll just tough it out." **Role: Target**

- **What do you think motivates Lyla to visit the website? How do you think she feels when she sees the site? When she's taunted at school?**

(We are not sure why Lyla visits the site, but she probably wanted to see what was being said about her. The site made Lyla upset, as she is seen crying in the clip. Being taunted at school upsets Lyla, as she is shown wanting to quit the cheerleading team and sitting alone at lunch.)

- **From Lyla's perspective, what are the possible consequences of the website?**

(Lyla appears humiliated and feels like her reputation is ruined. She may feel a lack of control about what's being said by everyone at school, and that she can't get away from it or stop it. She might feel ashamed because she doesn't tell her dad about it and avoids telling Tami until Tami confronts her.)

2. **Brittany:** "Is it wrong that I'm enjoying this?"

Role: Offender

- **What do you think motivates Brittany to create the website? How do you think she felt when she created it?**

(Although we aren't sure exactly what motivates Brittany to make the website, it might be because she is jealous of Lyla, or she wants to damage Lyla's reputation and social status. Or perhaps she likes Tim or Lyla's boyfriend. But we do know Brittany's intention is to hurt Lyla.

- **From Brittany's perspective, what outcomes did she expect the website to have?**

(By creating a hate website where anyone can "slam" Lyla, it seems Brittany is trying to hurt Lyla on a public scale and ruin her reputation.)

3. **Tim:** "Let 'em talk, Lyla. I don't care."

Role: Bystander

- **What do you think motivates Tim to sit down with Lyla in the school cafeteria? How do you think he feels when she tells him he can't help?**

(Although we aren't sure exactly what motivates Tim to sit down with Lyla, it might be because he is jealous of Lyla, or he wants to damage Lyla's reputation and social status. Or perhaps he likes Lyla or Lyla's boyfriend. But we do know Tim's intention is to hurt Lyla.)

- **From Tim's perspective, what is the impact of the website?**

(By creating a hate website where anyone can "slam" Lyla, it seems Tim is trying to hurt Lyla on a public scale and ruin her reputation.)

Provided by Common Sense media @ www.Commonsensemedia.org



4. **Tami:** "What's the matter? Well, that's just bush league."

Role: Upstander

- **What do you think motivates Tami to speak with Lyla? How do you think she felt when she found out about the situation?**
(As a guidance counselor, Tami is responsible for helping students with their problems and promoting the well-being of students. Tami was probably very concerned about the situation because it involves many students at school – and even parents – and affects the school's climate and community.)
- **From Tami's perspective, what are the possible consequences of the website?**
(Tami is likely concerned about the effects of the website on Lyla. Tami might also be worried about law enforcement getting involved, or negative publicity for the school.)

5. **Ben:** "I felt like I owed you an apology in person.

Role: Bystander

Lyla doesn't deserve this, no matter what she did."

- **What do you think motivates Ben to speak with Buddy about the website? How do you think Ben felt when he talked with Buddy?**
(Ben said that he was apologizing on behalf of his daughter, Brittany. Perhaps Ben is embarrassed at his daughter's behavior, and feels an obligation to tell Buddy before he finds out another way.)
- **From Ben's perspective, what are the possible consequences of the website?**
(Ben might be embarrassed at Brittany's actions and worried about the effect on Lyla, her family, and their reputation.)

6. **Buddy:** "Stuff on the Internet? What are you talking about?"

Role: Bystander

- **What do you think motivates Buddy to visit the website? How do you think it made him feel when he saw it?**
(Buddy was probably curious to know how bad the website was and to determine the possible effects on Lyla. From Buddy's reaction to the clip, he was upset about the online cruelty towards his daughter. But considering that he didn't approach Lyla about it, he may have felt powerless to help her, embarrassed to talk to her, or uncertain about what to do.)
- **From Buddy's perspective, what are the possible consequences of the website?**
(Buddy is likely concerned about the effect the site has on Lyla's emotional well-being, reputation, and potentially on his family's reputation, as he's a well-known car dealer in town.)

Provided by Common Sense media @ www.Commonsensemedia.org



Activity Guide: If I Woke Up Tomorrow

Learning Outcome

- Students will understand the influence of diversity on their thinking and on society.

Applicable Standards

ASCA National Competence: PS: A1.7, A1.8, A2.2, A2.3, A2.4

Estimated Time

30 minutes

Prep Material

- If I Woke Up Tomorrow handout
- Slips of paper that have a diversity category on each (i.e. religion, race, gender, etc.)

Supporting Resources

- If I Woke Up Tomorrow (Handout)

Facilitation

Help Explorers understand that this activity will encourage them to place themselves in another person's shoes. All participants must take this activity seriously and be sensitive to others in the team.

Activity

- Before beginning this activity, sponsors should begin the session by asking what diversity means to the group. The following prompter statements / questions may assist:
 - Complete the following statement. Diversity is _____.
 - Why is diversity important when part of a team?
 - Where will you encounter diversity?
- Form groups of two.
- Distribute one category slip of paper to each group.
- Instruct the students that they must choose a characteristic from the category on their slip of paper. For example, if a group of two receives a slip of paper with "disability" on it, they might choose to be blind. Now they must answer the questions on the worksheet from a blind person's perspective.
- Have the students fill out the worksheet and discuss with their partner why they chose the answers that they did.

Debrief

Sponsors, take the opportunity to have an open discussion about the worksheet. Be sure to go through the entire worksheet and have various groups offer their responses and why they choose those responses. Be sure to carefully moderate the discussion to avoid insensitive comments or arguments.

- What are the differences and similarities between the answers? Between groups? In the whole team?*
- What other advantages or disadvantages can you come up with?*
- What can we learn from this activity about perception and reality?*
- How does the diversity (or lack thereof) of our student population affect the school?*



environment from an academic and social standpoint?

- *What can you do to promote diversity appreciation among your friends?*

Key point

- The students should realize that they live in a very diverse world. Placing themselves in another's shoes will allow them to see that people are privileged and advantaged in different ways.

Follow-up Actions

- *Sponsors should assign students to a diversity experience. The goal of this assignment would be for students to go out into the community and make observations based on a diverse characteristic of their choice. The assignment should answer, at a minimum, the following questions:*
 - *What is the biggest difference I noticed between my identity and my assignment identity?*
 - *What are the advantages of the identity?*
 - *What are the disadvantages of this identity?*
 - *How can I work with this identity better in the future?*
- *Have students complete the diversity exercise and have the assignment due by the next club meeting. During the subsequent meeting, plan a few extra minutes to have a quick follow-up conversation regarding their diverse experiences. Submit the assignment into Egnyte.*

Activity Guide: If I Woke Up Tomorrow

How would your life be different if you woke up tomorrow and were a person of another gender, race, religion, had a disability, or didn't speak English as your first language? Pick one of these possibilities and consider your answer from educational, social, occupational, and other perspectives that come to mind.

If I woke up tomorrow and _____ my life would be different in the following ways . . .

	Negative	Positive	Changes/Actions
Educational			
Social			
Occupational			
Other			



Activity Guide: Friends, Fans, Followers

Learning Outcome

- Students will learn appropriate participation skills for social media.

Applicable Standards

ASCA National Competence: PS: A1.1, PS: A1.6 ,PS: A1.8, PS:C1

Estimated Time

30 - 40 minutes

Prep Material

1. Note cards
2. Writing Utensils
3. Friends, Fans and Followers Handouts

Supporting Resources

- Computer with sound
- Projector
- Friends, Fans, Followers (Handouts)

Facilitation

This activity will encourage students to explore the positive and negative effects of social media. The Friends, Fans, Followers Tips handout will provide an instructional basis for the lesson. The Friends, Fans, Followers handout chart should be used towards the conclusion of the presentation. This sheet will allow students to reflect on the information they have learned during the presentation.

Activity

1. Facilitate this lesson by using the accompanying Tips handout. Pay attention to students previous experiences shared during this session.
2. Distribute to students the Friends, Fans and Followers Handout chart.
3. Give students five minutes to complete the entire chart, the four sections are as follows:
 - a. Things that you should do and share on social media
 - b. Things that you should not do on social media
 - c. The pros of social media
 - d. The cons of social media
4. Conclude the presentation with reviewing the debrief points listed on handouts.

Debrief

The following conversation starters may be used to assist in the debrief of this presentation:

- Have you ever tried to delete something from social media, but then found it was too late because the 'damage was done'?
- What can you do to help prevent yourself from being in a bad social media light?
- How can you help your friends have a good social media image?
- How can bad social media possibly affect you in your college or career choices?

Key points



- *Social networking isn't good or bad. It's how you choose to use it.*
- *It's okay to be picky about your friends, fans and followers.*
- *Secure your social media sites as much as possible.*
- *Remember that it is very difficult to take back what you do in social media.*

Follow-up Actions

- *In one week, have students submit a paragraph into Egnyte that describes in four to five sentences personal examples they have seen of bad social media.*



Handout: Friends, Fans, and Followers
The Do's and Don'ts about Social Media and Networking

Do's	Don'ts
Pros	Cons



Handout: Friends, Fans, and Followers

Tips and Ways to use Social Media

Social media websites, such as Facebook®, LinkedIn®, and Twitter™ can all be used to network, reconnect with old friends, and follow your interests. In the professional world, social media tools such as these are becoming more and more common in the workplace. Professionals are using social media outlets for following up on meetings, maintaining business relationships, and even planning and inviting for meetings.

Staying Professional:

Who to add or follow:

- Friends and family members
 - Remember that the way you portray yourself to friends on Facebook or Twitter will be seen by family members and professional contacts like potential employers or co-workers.
- Add or follow only people you know
 - Aside from following your favorite celebrity on Twitter, avoid accepting friend requests from random strangers. Adding them will give them access to personal information.
- Add networking opportunities
 - Use these social media tools to enhance and diversify your list of professional contacts for future use.

Interests, photos, and status updates:

- Appropriate quotes, TV shows, movies, interests
 - The types of shows, music, and movies that you post as your interests will reflect who you are. Stay away from posting movie quotes with inappropriate or vulgar language.
- Photos: "If your parents saw them what would they think?"
 - Always ask yourself if the photos you post or are tagged in would compromise a future job or get you into trouble with your parents.
 - You never know, you may want to run for President someday and photos online never go away. Inappropriate photos can haunt you forever.
- Status updates
 - Updates are great when you use them to let people know what you're thinking, where you are, and about cool things you do.
 - Updates get annoying when they are about step-by-step everyday tasks or actions.
 - Don't use inappropriate language and don't let others update your status.

What to Share Online:

Make sure to set your privacy settings for certain social groups. Only let professional contacts view certain things, as well as your friends or family.

Share:

Birthday without the year
School Information (graduation year, etc.)
Professional e-mail
Work experience

Avoid:

Joining inappropriate groups
"Poking"
Phone numbers/addresses
School schedule
Big elaborations on politics/religion



Module Five *High school Students Only

ACT Preparation

Suggested Club Lessons:

5.1 Learning Styles and Success

5.2 The Write Way

5.3 Making Math Magnificent

5.4 Simply Scientific



Activity Guide: Learning Styles and Success

Learning Outcome

- Students will assess where they stand relative to their collegiate goals, discover new strategies for test taking, and explore resources to assist them in their preparation efforts.

Applicable Standards

ASCA National Competence: A: A2.4, PS: A1.10

Estimated Time

45 minutes

Prep Material

5. *Learning Styles Inventory Handout*
Writing utensils
Awareness of specific learning strategies or goals for students within your school.

Facilitation

It is crucial for students to clearly identify what their goals are after graduation in order to adequately prepare for the future. This session will serve two purposes: discovering their learning style and understanding strategies for success when taking a test.

Sponsors should:

- Help students work through discovering their own learning style through an engaging session using this resource guide
- Discuss and provide tangible examples of how this may affect their ability to be successful
- Provide strategies for them to be successful based on the results of this activity

Activity

1. Have students complete the *Learning Styles Inventory Handout*. Have students place an X in the box that they agree with the most.
2. Upon completion, have the students follow the self-scoring procedure located at the bottom of the form.
3. After scoring the inventory form, ask the students to complete the assessment form. Whereas the inventory form tracked preferences of learning, the assessment will provide additional feedback based on their experiences of learning.
4. Students should place a 3 (Often), 2 (Sometimes), 1 (Seldom/Never) beside each statement based on their previous experience. After completing each modality, the student should total their score and then answer the next section.
5. A score of 21 points or more in a modality indicates strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality that boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from recordings, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.



Debrief

The sponsor should take an opportunity to discuss the findings of each student. The following discussion prompts may assist in driving the conversation:

- Please share with the group your highest three scores from greatest to least.
- What did you find interesting about your results?
- Do you feel as if this activity has gauged your learning style and preference accurately? Why or why not?
 - If the student answers that it did not, the facilitator will need to clarify any misconceptions and assure the student has a clear understanding of this assessment.
- How can this information help you with studying and test taking in the future?

The sponsor should now transition the conversation towards successful test taking tips. The following prompts may be used to guide conversations:

- What do you believe are good tips for preparing for test?
- What are good tips for during the actual test?
- How long should you study for a subject each day?
- Tips for test taking:
 - Read and pay careful attention to all directions
 - Read each passage and accompanying questions slowly
 - Read all answers before selecting the best choice
 - Don't be afraid to re-read
 - Use an informed process of elimination to select the best answer
 - Always think positively

After reviewing successful strategies, the sponsor should wrap up this activity by providing a quick overview of key items learned.

Key points

- *Every learner has a different style of studying and learning. Remember to use what works for you.*
- *When taking a test, be sure to read all questions fully before answering.*
- *Use the process of elimination to help make the best choice.*

Follow-up Actions

- *Learning styles can be applied to all situations in life. Understanding your learning style will help you figure out how to navigate life challenges better. Use the Internet to discover more about your learning style and gain tips to help you be the best you can be.*
- *Discuss with your teachers the best way you have identified that you learn. Have teachers assist you in being more successful in your classes based on your individual learning style.*



Handout: Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below and then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a teacher that includes information, explanations and discussion .			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for review ..			
4. I prefer to use posters, models, or actual practice and other activities in class .			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands 7. or making things.			
8. I can tell if sounds match when presented with a pair of sounds.			
9. I can remember best by writing things down..			
10. I can easily understand and follow directions on a map..			
11. I do best in academic subjects by listening to lectures and podcasts.			
12. I play with coins or keys in my pocket..			
13. I learn to spell better by repeating words out loud than by writing the words on paper..			
14. I can understand a news article better by reading about it on the internet than by listening to a report about it on the radio.			
15. I chew gum or snack while studying.			
16. I think the best way to remember something is to picture it in your head..			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles			



and mazes.			
20. I grip objects in my hands during learning periods..			
21. I prefer listening to the news on the radio rather than reading the internet.			
22. I prefer obtaining information about an interesting subject by reading about it..			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow spoken directions better than written ones..			

Scoring Procedures: Learning Style Inventory

Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 points

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	



Handout: Learning Styles Assessment

Read each statement and select the appropriate number response as it applies to you.

OFTEN = 3 points

SOMETIMES = 2 points

SELDOM/NEVER = 1 points

Visual Modality

- _____ I react very strongly to colors.
- _____ I need a quiet place to get my work done.
- _____ I remember information better if I write it down.
- _____ Looking at the person helps keep me focused.
- _____ When I take a test, I can see the textbook page in my head.
- _____ I need to write down directions, not just take them verbally.
- _____ Music or background noise distracts my attention from the task at hand.
- _____ I doodle and draw pictures on the margins of my notebook pages.
- _____ I don't always get the meaning of a joke.
- _____ I have trouble following lectures.
- _____ **Total**

Auditory Modality

- _____ If I hear something, I will remember it.
- _____ My papers and notebooks always seem messy.
- _____ When I read, I need to use my index finger to track my place on the line.
- _____ I do not follow written directions well.
- _____ My eyes tire quickly, even though my vision check-up is always fine.
- _____ I'm not very good at interpreting an individual's body language
- _____ Writing has always been difficult for me.



- _____ I often misread words from the text-(i.e., "them" for "then").
- _____ I would rather listen and learn than read and learn.
- _____ Pages with small print or poor quality copies are difficult for me to read.
- _____ **Total**

Kinesthetic/Tactile Modality

- _____ I take frequent study breaks.
- _____ I have to rewrite or type my class notes to reinforce the material.
- _____ I start a project before reading the directions.
- _____ I hate to sit at a desk for long periods of time.
- _____ I prefer first to see something done and then to do it myself.
- _____ I like to read my textbook while riding an exercise bike.
- _____ I have a difficult time giving step-by-step instructions.
- _____ I use the trial and error approach to problem-solving.
- _____ I enjoy sports and do well at several different types of sports.
- _____ I use my hands when describing things.
- _____ **Total**

Total the score for each section. A score of 21 points or more in a modality indicates strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality that boosts the primary strength. For example, a score of 23 in visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.



Handout: Characteristics of Learning Styles

Three of your senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

Visual

- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in appearance
- Notices details

Auditory

- Talks to self out loud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

Kinesthetic

- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort



Handout: Hints for the Auditory Learner

General

1. Say aloud the information to be learned/have someone read the information to you/read it into a tape recorder and replay it.
2. Read your work out loud. Summarize what you have read on tape.
3. Say words inside your head silently.
4. Brainstorm ideas with others. Form study groups.
5. When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, guest lectures, and oral questions and answers.
6. Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
7. Tape class lectures (ask instructor for permission).
8. Meet with classmates before and/or after class to discuss material.

Writing

1. Plan each sentence you want to write by saying it out loud or silently in your head.
2. Say each sentence several times.
3. Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.

Spelling

1. Listen to the spelling of the word.
2. Say the word – then say each letter out loud
3. Close your eyes and spell the word out loud; check your spelling.
4. Close your eyes and spell the word out loud again; check your spelling.
5. Now write the word, trying to hear it in your mind.
6. Verbally review spelling words and lectures with a friend.

Mathematics

1. Learn math while saying the concept, fact, theorem, etc., aloud.
2. Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
3. Use a tape recorder and replay the information.



Handout: Hints for the Visual Learner

General

1. Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details.
2. Sit close to the teacher so that you can watch his /her face and gestures.
3. Take notes or make lists as you listen to directions.
4. Carefully check instructions written on the chalkboard and on handouts.
5. As the teacher lectures, pay attention to visual aids such as the following: -Drawing, maps, graphs, charts -transparencies, posters, films, books
6. Imagine pictures of the information you are supposed to remember.
7. Use color coding as cues to important information.
8. When possible, read assignments silently.
9. Maintain class notes and outlines of important information to study.
10. Try to read and study in well lit, quiet places.
11. Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.
12. Keep a note pad with you at all times. Write out everything for frequent and quick visual review.

Reading

1. Use sight words, flashcards, note cards and experience stories; don't try to sound words out, but try to determine if the new word or words has words you already know. For example, the "systematic" has the word "system", "stem" and "mat" within it.
2. You are a "look-and-say" learner. Look at a word carefully; then say it.

Writing

1. Jot down ideas as they form in your mind.
2. Outline your ideas.
3. Make a rough draft, skipping lines. Correct/revise your work.
4. Final copy
5. ESSAY TEST: Make quick outlines on scratch paper or in the margin of the test before writing your answer.

Spelling

1. See the word – close your eyes.
2. Make a picture – then read from your picture.
3. Write the word – match the picture.
4. Check your work immediately.

Mathematics

1. Visualize the problem.
2. Make pictures or tallies of the problem on scratch paper.
3. Write the problem.



Handout: Hints for the Tactile/Kinesthetic Learner

1. Keep your desk clear of distracting objects.
2. Cover the page you're not reading
3. If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning center to block out the noise. If you want sound, listen to soft music.
4. Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a walk around the block, listen to one song, etc.
5. Sit as close to the teacher as possible, or sit in the center of the room by quiet students.
6. When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.
7. Get plenty of sleep.
8. Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.
9. Study in a carrel or in an office where there is a desk for your text books and notebook.
10. Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
11. When possible draw what you are learning.
12. Trace spelling words as you practice them.
13. Record in writing information learned. Keep a supply of paper on hand.
14. When possible, role-play, type, take notes, or construct models to learn the information.



Activity Guide: The Write Way

Learning Outcome

- Students should be able to understand their opportunity areas in relation to the three major themed areas of the ACT English test: (1) Sentence structure, (2) Basic Grammar and Usage and (3) Punctuation.

Applicable Standards

ASCA National Competence: A: B1.2, C1.6, B1.5, C: B2.3

Estimated Time

60 minutes

Prep Material

1. Sample English Test
2. Writing utensils
3. Timer
4. Projector
5. Computer with sound
6. Copies of the sample English test for all Explorer's Club members.
7. English prep answer key
8. Read over The Write Way: ACT English Test Description

Supporting Resources

1. The Write Way ACT English Test Description
2. ACT provides a robust amount of material for teachers and administrators to use in creating a college and career ready environment. The following website may be used to discover tactical ways to integrate important ACT concepts into your classroom environment:
<http://www.act.org/standard/guides/act/index.html>
<http://www.act.org/newsroom/data/2012/states/louisiana.html>
3. Kaplan also provides a significant amount of short video clips. These clips may be used to quickly convey those points the sponsor finds significant for this portion of the test. Copy and paste, or click, the following link to review the available clips:
<http://www.youtube.com/user/KaplanSATACT/videos?query=english>

Facilitation

Sponsors should begin the session by welcoming the students to another prep session for the ACT. This session will help students enhance their skills on the English portion of the ACT by practicing sample questions within the three major themed areas. Before beginning the practice test, help students understand the structure of this portion by using The Write Way: ACT English Test Description. After providing the overview, be sure to answer any questions. Sponsors should also provide some tips for success in taking this portion of the test, which are listed in the test description document.

Activity

1. Take a moment to introduce the English portion of the test. Sponsors may use The Write Way: ACT English Test Description to introduce the test and also provide some test tips. Be sure to probe for questions.



Facilitator Note: Sponsors may also want to provide answers to frequent questions about testing like the following:

- Students are not penalized for guessing on the test.
 - Once you have completed one section of the test, you cannot go back.
 - Be sure to answer questions you are sure about first, and then go back to those that may be more difficult.
2. Distribute the practice test. Share with students that you will announce when timing for the test begins and will announce when they have 5 minutes remaining.
 3. Allow students 30 minutes to complete all three sections of the test.
 4. When the test has been completed, review the correct answers with them. This review process should constantly engage the students to share their responses and, at times, their rationale.

Facilitator Note: Sponsors should be mindful of the remaining time for this activity.

Debrief

The sponsor should take an opportunity to discuss the results of their test and assist them in generating a score for this subsection. Instructions for scoring are listed in the prep material answer key documents. After reviewing and discussing scores and strategies for success the sponsor should wrap-up this activity by providing a quick overview of key items learned.

Key points

- *Read carefully and thoroughly.*
- *Answer easier questions first.*
- *Answer all questions, you are not penalized for guessing.*
- *Pace yourself throughout the test.*
- *Dress comfortably.*

Follow-up Actions

- *If the average scores for the Explorer's Club is at or below Louisiana benchmark of 18, the following recommendations are suggested:*
 - *Sponsors should share the results of these tests with the appropriate English or Language Teachers and Administrators at the school.*
 - *Organize a practice session for students who are struggling. Invite teachers and other students to serve as coaches or tutors.*



The Write Way - ACT English Test Description

The ACT English test is a 75-question, 45-minute test that measures your understanding of the conventions of standard English (punctuation, usage, and sentence structure), production of writing (topic development, organization, unity, and cohesion), and knowledge of language (word choice, style, and tone).

The test consists of five essays, or passages, each accompanied by a sequence of multiple-choice test questions.

- Some questions refer to underlined portions of the passage and offer several alternatives to the underlined portion. You decide which choice is most appropriate in the context of the passage.
- Some questions ask about an underlined portion, a section of the passage, or the passage as a whole. You decide which choice best answers the question posed.
- Many questions offer “NO CHANGE” to the passage as one of the choices.

The questions are numbered consecutively. Each question number refers to a correspondingly numbered portion underlined in the passage or to a corresponding numeral in a box located at the appropriate point in the passage.

Different passage types are used to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect students’ interests and experiences. Spelling, vocabulary, and rote recall of grammar rules are not tested. Four scores are reported for the ACT English test: a total test score based on all 75 questions, and three reporting category scores based on specific knowledge and skills.

Content Covered by the ACT English Test:

Three reporting categories are addressed in the English test covering six elements of effective writing: topic development; organization, unity, and cohesion; knowledge of language; punctuation; usage; and sentence structure and formation. A brief description of the elements of effective writing and the approximate percentage of the test devoted to each reporting category are given below.

Production of Writing (29–32%)

The questions in this category require students to apply their understanding of the purpose and focus of a piece of writing.

- **Topic Development: Demonstrate an understanding of, and control over, the rhetorical aspects of texts. Identify the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text’s focus.**
- **Organization, Unity, and Cohesion: Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion.**



Knowledge of Language (13–19%)

Demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone

Conventions of Standard English (51–56%)

The questions in this category require students to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

- **Sentence Structure and Formation:** Apply understanding of sentence structure and formation in a text and to make revisions to improve the writing.
- **Punctuation:** Recognize common problems with standard English punctuation and to make revisions to improve the writing.
- **Usage:** Recognize common problems with standard English usage in a text and to make revisions to improve the writing.

Test Taking Tips:

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each test carefully.
- Read each question carefully.
- Pace yourself- don't spend too much time on a single passage or question.
- Pay attention to the announcement of five minutes remaining on each test.
- Use a soft-lead No.2 pencil with a good eraser. Do not use a mechanical pencil or ink pen; if you do, your answer document cannot be scored accurately.
- Answer the easy questions first, and then go back and answer the more difficult ones if you have time remaining on that test.
- On difficult questions, eliminate as many incorrect answers as you can, then make an educated guess among those remaining.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing.
- If you complete a test before time is called, recheck your work on that test.
- Mark your answers properly. Erase any mark completely and cleanly without smudging.
- Do not mark or alter any ovals on a test or continue writing the essay after time has been called. If you do, you will be dismissed and your answer document will not be scored.



Practice Test: The Write Way



ENGLISH TEST

45 Minutes—75 Questions

DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

Dragonfly

The nature trail is six feet wide and seven miles long. It slithers through the forest like a snake curving, and bending along the banks of the river.
1

The county cleared this path and paved it with packed
2

gravel, so they would have a peaceful place to hike and bike.
3

I ride this trail nearly every day—not on a bike,
4

but on "Luigi." That's the nickname I gave my motorized wheelchair. 5 Today, Luigi's battery

1. A. NO CHANGE
B. snake, curving and bending
C. snake curving and bending,
D. snake, curving, and bending,
2. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. path, paving
G. path and then paved
H. path before paving
J. path paved
3. A. NO CHANGE
B. knowing they
C. that they
D. people
4. F. NO CHANGE
G. day; not on a bike
H. day not on a bike
J. day, not on a bike;
5. If the writer were to delete the preceding sentence, the essay would primarily lose:
A. a reason why the narrator is in the forest.
B. a detail important for understanding the essay.
C. a contrast to the lighthearted tone of the essay.
D. nothing at all; this information is irrelevant to the essay.



1

1

is fully charged, I know I can go all the way to the end of the trail and back. But I always carry a cell phone on me just in case.

Luigi's motor moves slowly as we venture along the trail. I can hear the gravel quietly crunching beneath

Luigi's rubber wheels. I hear the songs of cardinals in the trees and the clamor of crickets in the grasses. I hear the

murmur of water slipping over time-smoothed rocks. It is September, and some of the trees are starting to blush red and orange at their tips. The wind ruffles my hair and chills my face as I bounce gently, along in my padded chair.

Bicyclists streak past in a blur of color and a cloud of

dust I don't understand their hurry. Luigi can go fast, but I like to ride slowly, to see like a hovering dragonfly. I want to see everything that has changed, grown, bloomed, or died since yesterday. Today I notice that a spider has woven a web between some honeysuckle bushes by the bridge. I see that the bank of vibrant yellow black-eyed Susans by the barbed wire fence is starting to dry and fade away. I spend an hour; looking and listening and learning.

6. F. NO CHANGE
G. charged, because of that,
H. charged, this means that
J. charged, so

7. Which choice would most logically and effectively emphasize the positive, friendly attitude the narrator has toward Luigi?

- A. NO CHANGE
B. travels safely
C. proceeds carefully
D. purrs softly

8. F. NO CHANGE
G. You can hear
H. One can even hear
J. While hearing

9. A. NO CHANGE
B. Due to the fact that it is
C. It turns into the month of
D. Because it has turned into

10. F. NO CHANGE
G. gentle, along
H. gently along
J. gentle along,

11. Which choice most effectively leads into the new subject of this paragraph?

- A. NO CHANGE
B. The sun begins to set
C. Nature always impresses me
D. Days can go by quickly

12. F. NO CHANGE
G. dust, however,
H. dust.
J. dust,

13. A. NO CHANGE
B. hour, looking,
C. hour looking;
D. hour looking





And now my ride is finished for today. I leave the trail and come out into the open, manicured park at the trails end. There, my older brother helps me out of my ¹⁴ chair and into his waiting van. He puts Luigi in the back, and I return to the world of pavement, streetlights, and traffic. But in my mind, I am still gliding through the forest. I am like the water, flowing over ancient stones. Inside, I am still a dragonfly.

14. F. NO CHANGE
G. trail's
H. trails'
J. trails's

Question 15 asks about the preceding passage as a whole.

15. Suppose the writer's goal had been to write an essay illustrating the pleasure that people can take in nature. Would this essay accomplish that goal?
- A. Yes, because it focuses on a variety of wildflowers that the narrator enjoys.
B. Yes, because it focuses on the narrator's joy at having access to nature.
C. No, because it describes the world of the city as being more important to the narrator.
D. No, because it focuses primarily on the functioning of the narrator's motorized wheelchair.

PASSAGE II

Beneath the Streets of New York

At 2 p.m., on October 27, 1904; thousands of ¹⁶ New York City residents poured into the streets of Manhattan. Their cheers competed with the blare of ferryboat horns and the whistle of power plants. The city was celebrating an incredible engineering feat; the ¹⁷ completion of the first section of the New York City Subway. ¹⁸

16. F. NO CHANGE
G. 2 p.m. on October 27, 1904, thousands
H. 2 p.m., on October 27, 1904; thousands,
J. 2 p.m. on October 27, 1904, thousands,
17. A. NO CHANGE
B. feat, over
C. feat:
D. feat
18. The writer is concerned about the level of detail in the preceding sentence and is considering deleting the phrase "the first section of" from it. If the writer were to make this deletion, the paragraph would primarily lose information that:
- F. reveals how expansive the New York City Subway would become.
G. clarifies that only part of the subway system had been completed by October 27, 1904.
H. makes clear that by October 27, 1904, construction of the second section of the subway was already underway.
J. provides evidence that New York City residents at this celebration believed the entire subway system was complete.





The original subway line was 9.1 miles long and had twenty-eight stations. [A] The first train took twenty-six minutes to complete the route, which ran from City Hall to West 145th Street in under a half an hour. Tens of thousands of New Yorkers could now avoid traffic jams

by traveling underneath the streets. [B]

As early as 1865, there had been proposals for a New York subway, but that took decades to resolve the many political, financial, and technical challenges. The engineer, William Barclay Parsons accepted responsibility for overseeing this project.

Parsons decided that most of the subway tunnel would be constructed using an innovation engineering method known as “cut and cover.” [C] First, workers used picks and shovels to remove roads and dig a deep trench. After installing wooden braces to hold back the earth, workers built a concrete floor. Tunnel walls were

created: with layers of brick, ceramic blocks, tar-soaked felt for waterproofing, and concrete. The roof was made from arch-shaped wooden molds also covered with concrete. Next, track beds were filled with crushed stone, and rails were secured to wooden ties. Finally, the roof was covered with tar-soaked felt, and the roads were rebuilt.

19. A. NO CHANGE
B. in the completion of its route.
C. in twenty-six minutes.
D. DELETE the underlined portion and end the sentence with a period.
20. Which choice would most effectively conclude the sentence by indicating clearly how the subway system could address the problem described in the first part of the sentence?
F. NO CHANGE
G. traveling more effectively.
H. trying something new.
J. using a system.
21. A. NO CHANGE
B. it
C. those
D. DELETE the underlined portion.
22. F. NO CHANGE
G. engineer—William Barclay Parsons
H. engineer William Barclay Parsons,
J. engineer William Barclay Parsons
23. A. NO CHANGE
B. innovate engineer
C. innovative engineering
D. innovate engineering
24. F. NO CHANGE
G. into the ground deeply under where the roads had previously been removed by them.
H. a trench far down below since it was necessary to shovel deep into the earth in this method known as “cut and cover.”
J. DELETE the underlined portion and end the sentence with a period.
25. A. NO CHANGE
B. created, with
C. created with
D. created with:





Brightly lit stations welcomed the public, many
of them were skeptical of traveling underground. [D] It

didn't take long for New Yorkers to adapt, however. The
day after the subway opened, one newspaper reported that
the riders were emerging from underground "having
finished what will be to them the daily routine of the
rest of their lives." [26]

26. F. NO CHANGE
G. of whom
H. of who
J. DELETE the underlined portion.
27. A. NO CHANGE
B. therefore.
C. for instance.
D. that is.

28. The writer wishes to add a sentence that describes the magnitude and expansiveness of the New York City Subway system today. Given that all the following statements are true, which one, if added here, would most clearly and effectively accomplish the writer's goal?
- F. Even today, for many New Yorkers that newspaper's account is right!
- G. Today, riding a portion of the New York City Subway's 656 miles of mainline track is a daily routine for more than 4 million people.
- H. Today, the New York City Transit Authority continuously maintains two separate fleets of subway cars.
- J. Now, a typical New York City Subway waiting platform ranges from 400 to 700 feet.

Question 29 asks about the preceding passage as a whole.

29. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:
- This technique, also known as "open excavation," became the standard for subway tunneling for nearly sixty years.
- If the writer were to add this sentence to the essay, the sentence would most logically be placed at Point:
- A. A.
B. B.
C. C.
D. D.



PASSAGE III

Diego Rivera: The People's Painter

In the 1920s, Mexican artist Diego Rivera (1886–1957) practiced the art of painting frescoes, large murals done on ³⁰fresh plaster. Rivera's frescoes appeared on the outside walls of buildings in Mexico City, in plain sight of any passerby. This brought art out of the elite galleries by catering ³¹to the upper class and literally to the public.

Rivera attracted for his belief controversy that the ³²working class should wield more political power. His ³²

dominant artistic subject in his art ³³was as expansive

than ³⁴his frescoes: the role played by laborers in the past,

present, and future of humanity. One ³⁵of his frescoes depict a progression through time and can be read as time lines from left to right. For example, on the left side of a fresco, there might be field workers hunched over in fatigue and surrounded by the tools of their trade. On the right side, after they have moved through history. ³⁶The same workers stand tall, radiating strength and confidence. Such

empowerment of the worker were to be the bright future ³⁷Rivera envisioned for all the workers of the world.

30. The writer wants to suggest that the art of the fresco had been in decline previous to Rivera. Which choice best accomplishes that goal?

- F. NO CHANGE
- G. engaged in
- H. influenced
- J. revived

31. A. NO CHANGE
B. that catered
C. while catering
D. and catered

32. F. NO CHANGE
G. Rivera should wield more political power for his belief that controversy attracted the working class.
H. Rivera for his controversy attracted belief that the working class should wield more political power.
J. Rivera attracted controversy for his belief that the working class should wield more political power.

33. A. NO CHANGE
B. that he was interested in
C. that he focused on
D. DELETE the underlined portion.

34. F. NO CHANGE
G. then
H. as
J. if

35. A. NO CHANGE
B. Many
C. Each
D. Any one

36. F. NO CHANGE
G. history; the
H. history, the
J. history—the

37. A. NO CHANGE
B. if it were
C. was
D. if it was



1



1

Rivera received various prestigious commissions³⁸ while he was in the United States. In the 1930s, he was commissioned by the Ford Motor Company to paint a twenty-seven-panel fresco³⁹ in the Detroit Institute of Arts. The fresco, *Detroit Industry*, portrays some of the varied groups that shaped American culture and constituted its workforce. The central panel on the north wall shows the

manufacture of a 1932 Ford V-8 engine, when the central⁴⁰ panel on the south wall shows the production of this same

car's exterior. Smaller panels depicting⁴¹ workers in a

variety of other Detroit industries. 42 The fresco is a

dynamic work because⁴³, by capturing the energy, humanity, and collective achievement of the Detroit workers,

celebrates all working men and women. However⁴⁴, Rivera considered it the greatest achievement of his career.

38. F. NO CHANGE
G. various, prestigious,
H. various, and prestigious
J. various and prestigious,

39. If the underlined phrase were deleted, the sentence would primarily lose a detail that:
A. repeats information found elsewhere in the sentence.
B. is necessary for the sentence to be grammatically complete.
C. provides new and relevant information to the sentence.
D. is ambiguous and unnecessary to the sentence.

40. F. NO CHANGE
G. since
H. thus
J. and

41. A. NO CHANGE
B. depict
C. depicting some
D. had depicted

42. The writer is thinking of adding the following phrase to the end of the preceding sentence (changing the period after *industries* to a comma):
such as medicine, pharmaceuticals, and chemicals.

Should the writer make this addition there?

- F. Yes, because it offers relevant examples that help to specify a broad term.
G. Yes, because it helps explain how the panels were physically constructed.
H. No, because it provides a sampling of industries rather than a full listing.
J. No, because it digresses from the main point of the sentence.
43. A. NO CHANGE
B. that,
C. while,
D. that was,
44. F. NO CHANGE
G. Despite this,
H. Regardless,
J. DELETE the underlined portion.



PASSAGE IV

After All These Years

[1]

[1] I met Joan, the person who would be my best friend for the next twenty years, the first morning I played outside my family's new California home. [2] I was five years old. [3] We became inseparable childhood friends, and we remained close, even though we attended different high schools and colleges.

[2]

Joan enjoyed jogging and painting cityscapes. I loved hiking trips and writing. We shared an appreciation of the outdoors and a passion for our creative work. More

importantly though we enjoyed being together. Through our history of shared experiences, we formed a rare understanding of each other.

[3]

[1] Last February, I had to travel to Fairbanks, Alaska, for my work. [2] Though we had rarely spoken to each other in fifteen years, when I called Joan to suggest a meeting, her voice sounded wonderfully familiar.

45. A. NO CHANGE
B. close, yet even
C. close; even
D. close. Even

46. Which of the following alternatives to the underlined portion would NOT be acceptable?
F. cityscapes, while I
G. cityscapes; I
H. cityscapes. I, on the other hand,
J. cityscapes I

47. A. NO CHANGE
B. important though
C. importantly, though,
D. important, though

48. Which choice would best express the narrator's positive reaction to speaking with Joan and the narrator's fondness for her friend?
F. NO CHANGE
G. she said that she would rearrange her schedule so that we could meet.
H. she told me that she immediately recognized my voice.
J. her quick words and the sound of her laugh surprised me.



1

1

[3] Through my parents, whom were still in touch with

49

Joan's father, I learned that Joan was currently living in

50

Fairbanks. 51

[4]

I parked my rental car in downtown Fairbanks,
and to keep the battery from freezing, I plugged the
engine into an electrical outlet in the parking lot
so the battery would stay warm. It was twenty below

52

zero that afternoon, and the sky shone with a pale gray

53

light. 54 I called Joan from a pay phone. She soon met
me on a street corner that was close to her art studio.

[5]

As we walked upstairs to her studio,
we slipped into our familiar habits, talking about
the people in our lives and our work. We talked just
as easily as we had in the past, when we would sit
in the field behind Joan's house atop the rabbit hutch
and discuss our friends and our hopes for the future.

56

49. A. NO CHANGE
B. who
C. whose
D. which

50. F. NO CHANGE
G. we
H. they
J. he

51. Which of the following sequences of sentences makes Paragraph 3 most logical?
A. NO CHANGE
B. 1, 3, 2
C. 2, 1, 3
D. 3, 2, 1

52. F. NO CHANGE
G. located in the downtown area of the city.
H. so the battery would continue to work properly despite the cold weather.
J. DELETE the underlined portion and end the sentence with a period.

53. Which of the following alternatives to the underlined portion would NOT be acceptable?
A. was glowing
B. glowed
C. shined
D. shoned

54. If the writer were to delete the preceding sentence, the essay would primarily lose:
F. an indication of the narrator's response to the weather conditions in Fairbanks.
G. a detailed analysis of why the narrator had to plug the car engine into an electrical outlet.
H. descriptive details that help set the scene of the narrator's meeting with Joan.
J. unnecessary details that repeat information given earlier in the paragraph.

55. A. NO CHANGE
B. fell upon
C. dropped by
D. returned with

56. F. NO CHANGE
G. in the field atop the rabbit hutch behind Joan's house
H. atop the rabbit hutch in the field behind Joan's house
J. behind Joan's house in the field atop the rabbit hutch





[6]

When I saw Joan's new paintings, I immediately remembered her distinct way of emphasizing shadows and light. I remembered everything about her: how she would get so absorbed in her work that she'd forget to eat, how

57

she disliked talking in the morning, how she was firm in

58

her decisions. The years of separation had not affected the
heart of our connection, our friendship.

59

57. Which of the following alternatives to the underlined portion would NOT be acceptable?

- A. engrossed in
- B. acquired by
- C. immersed in
- D. engaged in

58. Which of the following alternatives to the underlined portion would NOT be acceptable?

- F. with
- G. regarding
- H. along
- J. about

59. Given that all the choices are true, which one would best conclude this essay by effectively summarizing its main idea?

- A. NO CHANGE
- B. Sadly, I realized that although we might be able to meet once a year, Joan and I would probably never again live in the same city.
- C. Even though we had followed different interests, I was glad to know that both Joan and I had been able to devote time to our creative work.
- D. As a result of the time we spent together when we were very young, I'll always remember Joan.

Question 60 asks about the preceding passage as a whole.

60. Upon reviewing the essay and finding that some information has been left out, the writer composes the following sentence incorporating that information:

Yet, despite such strong ties, we moved far apart as adults and lost touch.

This sentence would most logically be placed:

- F. after Sentence 2 in Paragraph 1.
- G. at the end of Paragraph 2.
- H. at the end of Paragraph 4.
- J. after the first sentence in Paragraph 6.



PASSAGE V

Three Stars, Many Stories

Many thousands of years ago, people around the world began attaching different stories to the stars in the
61

night sky. The Sun sets gradually the images of a winged
62
horse, a drinking gourd, a heartbroken hero appear in
lights overhead. In some cases, a pattern of stars may
represent a simple object that has meaning in day-to-day
life. In other cases, the pattern, or constellation, may be
63

a figure with a different kind of meaning.
64

Three bright stars that I've read about have acquired
65

significance for many viewers around the globe. In some
66

agricultural parts of Japan, for instance, these three stars
67
are commonly referred to as *Karasuki* and represent a

three-pronged plow. It's awesome that in other parts of
68
Japan, the same three stars appear in a constellation

61. A. NO CHANGE
B. stories, which they connected to
C. stories, to which they related to
D. stories because of

62. F. NO CHANGE
G. sets, gradually,
H. sets, and gradually
J. setting gradually

63. A. NO CHANGE
B. pattern, or constellation
C. pattern or constellation,
D. pattern or constellation:

64. Given that all the choices are true, which one ends this paragraph with the clearest allusion to *Orion*, as the constellation is described later in the essay?

- F. NO CHANGE
G. that is interesting but hard to see without a telescope.
H. who plays a dramatic role in a myth that has been told and retold for centuries.
J. that is also represented in the night sky once the Sun has set and the stars emerge.

65. Given that all the choices are true, which one offers visual information about the stars as they appear in modern times?

- A. NO CHANGE
B. have different names in different cultures
C. formed long before any of us were born
D. together roughly form a straight line

66. Which of the following alternatives to the underlined portion would NOT be acceptable?

- F. observers
G. overseers
H. night-sky watchers
J. stargazers

67. Given that all the choices are true, which one provides a detail that has the most direct connection to the information that follows in this sentence?

- A. NO CHANGE
B. distant
C. populated
D. historic

68. F. NO CHANGE
G. You'll be amazed to learn that in
H. Consider, if you will, the notion that in
J. In





representing the floor-length sleeve of a woman's kimono.

In still other parts of Japan, this shining trio appears in the
⁶⁹
center of an hourglass-shaped drum, a *tsuzumi*.

On the other side of the world, the same
three stars ⁷⁰has traditionally represented three
zebras to the Namaqua people of South Africa. In

the mythology, of the Tswana people of South Africa,
⁷¹
these same stars represent three pigs.

[1] *Orion* is the name many Westerners use for a
constellation that contains these three stars. [2] In Greek
mythology, Orion is a mighty hunter. [3] In the night sky,
he carries a bow and arrow and is accompanied by his
loyal dogs, *Canis Major* and *Canis Minor*. [4] The three
stars form the brilliant belt around the hunter's waist.
[5] In the sky with Orion are the animals he used to hunt
on Earth—from a small rabbit to a huge bull. [6] The
scorpion that, according to myth, killed Orion inhabits
the sky as well, but at such a distance ⁷²because it can never
sting the hunter again. [7] Even in an age of big-screen

televisions, there is still no show on Earth ⁷³as big as the
night sky. [8] Stars up there play different roles around

the world, their ⁷⁴dazzling careers span thousands of

years. ⁷⁵

69. A. NO CHANGE
B. In Japan's imagination, this
C. In Japan, this
D. This

70. F. NO CHANGE
G. have
H. could of
J. has been

71. A. NO CHANGE
B. mythology of the Tswana people, of South Africa
C. mythology, of the Tswana people, of South Africa
D. mythology of the Tswana people of South Africa,

72. F. NO CHANGE
G. so when
H. this means
J. that

73. A. NO CHANGE
B. they're
C. there
D. but there

74. F. NO CHANGE
G. world, and their
H. world, with
J. world,

75. The writer wants to divide the preceding paragraph
into two to create a concluding paragraph that is free
of direct references to a specific culture's view of the
three stars. The best place to begin the new paragraph
would be at the beginning of Sentence:

- A. 4.
B. 5.
C. 6.
D. 7.

END OF TEST 1

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.



Score Sheet: The Write Way

Scoring Keys for the ACT Practice Tests

Use the scoring key for each test to score your answer document for the multiple-choice tests. Mark a "1" in the blank for each question you answered correctly. Add up the numbers in each subscore area and enter the total number correct for each subscore area in the blanks provided. Also enter the total number correct for each test in the blanks provided. The total number correct for each test is the sum of the number correct in each subscore area.

Test 1: English—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	UM	RH	Key	UM	RH	Key	UM	RH
1. B			26. G			51. B		
2. J			27. A			52. J		
3. D			28. G			53. D		
4. F			29. C			54. H		
5. B			30. J			55. A		
6. J			31. B			56. H		
7. D			32. J			57. B		
8. F			33. D			58. H		
9. A			34. H			59. A		
10. H			35. B			60. G		
11. A			36. H			61. A		
12. H			37. C			62. H		
13. D			38. F			63. A		
14. G			39. C			64. H		
15. B			40. J			65. D		
16. G			41. B			66. G		
17. C			42. F			67. A		
18. G			43. B			68. J		
19. D			44. J			69. A		
20. F			45. A			70. G		
21. B			46. J			71. D		
22. J			47. C			72. J		
23. C			48. F			73. C		
24. F			49. B			74. G		
25. C			50. F			75. D		

Number Correct (Raw Score) for:	
Usage/Mechanics (UM) Subscore Area	(40)
Rhetorical Skills (RH) Subscore Area	(35)
Total Number Correct for English Test (UM + RH)	(75)

*UM = Usage/Mechanics
RH = Rhetorical Skills

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The Write Way - Ideas for Progress: Range 1-12

To enhance their skills in each English-related strand, students who score in the 1–12 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• read and discuss the work of favorite writers• regularly write informal responses to literature (fiction and nonfiction) in their journals• identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences
Organization, Unity, and Coherence	<ul style="list-style-type: none">• write short texts, in a variety of genres, illustrating simple organization• use paragraphing as an organizational device
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• revise writing to clarify sentences containing too many phrases and clauses• check writing to make sure pronoun references are clear• revise writing to edit out empty words (e.g., <i>really</i>, <i>very</i>, <i>big</i>, <i>kind of</i>)
Sentence Structure and Formation	<ul style="list-style-type: none">• vary sentence length by combining simple sentences• check writing to make sure verb tenses are consistent
Conventions of Usage	<ul style="list-style-type: none">• make sure to use adjectives like <i>well</i>, <i>less</i>, and <i>worst</i> correctly
Conventions of Punctuation	<ul style="list-style-type: none">• learn to recognize when commas are overused



The Write Way - Ideas for Progress: Range 13–15

To enhance their skills in each English-related strand, students who score in the 13–15 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• read writers of various genres and imitate their work• revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out
Organization, Unity, and Coherence	<ul style="list-style-type: none">• write many simply organized short texts of various genres• revise writing to ensure that information is in the best order
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• identify and revise obviously wordy, redundant, or cluttered material
Sentence Structure and Formation	<ul style="list-style-type: none">• revise writing to correct glaring shifts in verb tense or voice
Conventions of Usage	<ul style="list-style-type: none">• revise writing to correct basic grammar and punctuation errors• practice and understand correct usage of common homonyms (e.g., <i>their/there</i>, <i>past/passed</i>)
Conventions of Punctuation	<ul style="list-style-type: none">• practice using punctuation correctly in simple sentences (e.g., “He ran, jumped, and swam.”)• check for and correct unnecessary commas



The Write Way - Ideas for Progress: Range 16–19

To enhance their skills in each English-related strand, students who score in the 16–19 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• continue reading writers of various genres and imitating their work• write longer and more complicated essays, stories, reviews, etc.• state the main theme of or summarize essays they have written• revise essays by eliminating sentences or ideas that violate the essay's focus
Organization, Unity, and Coherence	<ul style="list-style-type: none">• recognize and experiment with more sophisticated organizational structures (e.g., comparison-contrast, cause-effect)• revise writing to delete illogical conjunctive adverbs• discuss the most logical place to add specific information in a draft essay• discuss the purpose and the importance of the opening paragraph for directing the rest of the piece
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• revise writing to make it more concise and precise• discuss and model tone and style
Sentence Structure and Formation	<ul style="list-style-type: none">• experiment with writing more sophisticated sentences; check to ensure verbs agree with subjects and modifiers don't dangle
Conventions of Usage	<ul style="list-style-type: none">• revise sentences to ensure that each verb agrees with its subject when there is some text between the two
Conventions of Punctuation	<ul style="list-style-type: none">• use commas to set off parenthetical phrases



The Write Way - Ideas for Progress: Range 20–23

To enhance their skills in each English-related strand, students who score in the 20–23 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• continue reading the work of writers of various genres; begin experimenting with a variety of writing styles• revise fairly straightforward writing to sharpen focus and coherence of entire piece
Organization, Unity, and Coherence	<ul style="list-style-type: none">• experiment with using words and phrases that create clear transitions in writing• rearrange sentences in a paragraph in order to improve its coherence• write introductions that capture the reader's interest, write conclusions that provide a sense of closure, and describe the rhetorical effects that each creates
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• continue to edit sentences for empty language, wordiness, and redundancy• revise structurally complex sentences to correct vague or ambiguous pronoun references
Sentence Structure and Formation	<ul style="list-style-type: none">• revise writing to correct faulty coordination and subordination of clauses• revise sentences to correct inconsistencies in verb tense and pronoun person
Conventions of Usage	<ul style="list-style-type: none">• check to be sure pronouns agree with antecedents in increasingly complex sentences
Conventions of Punctuation	<ul style="list-style-type: none">• use punctuation to set off nonessential information in a sentence• recognize inappropriate uses of commas



The Write Way - Ideas for Progress: Range 24–27

To enhance their skills in each English-related strand, students who score in the 24–27 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• develop awareness of ways that form and content can be changed as the audience for the writing changes• learn how meaning can be expressed through connotation
Organization, Unity, and Coherence	<ul style="list-style-type: none">• experiment with more subtle organizational structures• revise writing by refining introductions, conclusions, and transitions in complex paragraphs
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• select and manipulate words, phrases, and clauses to convey shades of meaning and tone• avoid clutter and use vivid verbs and specific nouns
Sentence Structure and Formation	<ul style="list-style-type: none">• use sentence-combining techniques to create more sophisticated sentences; check to avoid fragments, comma splices, and run-ons
Conventions of Usage	<ul style="list-style-type: none">• recognize the difference between <i>its</i> and <i>it's</i>, <i>your</i> and <i>you're</i>, <i>who</i> and <i>whom</i>
Conventions of Punctuation	<ul style="list-style-type: none">• use commas to set off nonessential appositives or clauses• use semicolons to indicate relationships between independent clauses



The Write Way - Ideas for Progress: Range 28–32

To enhance their skills in each English-related strand, students who score in the 28–32 score range may benefit from activities that encourage them to do the following:

Topic Development in Terms of Purpose and Focus	<ul style="list-style-type: none">• write essays that indicate a heightened awareness of the audience for those essays• recognize the role that specific sentences play in terms of the essay as a whole
Organization, Unity, and Coherence	<ul style="list-style-type: none">• revise or add introductory sentences or transitions based on an understanding of the logic and rhetorical purpose of the paragraph and the essay as a whole
Word Choice in Terms of Style, Tone, Clarity, and Economy	<ul style="list-style-type: none">• revise writing to delete redundancies in terms of the paragraph as a whole
Sentence Structure and Formation	<ul style="list-style-type: none">• maintain parallel structure between phrases and clauses in a complex sentence• employ a variety of sentence structures in their writing
Conventions of Usage	<ul style="list-style-type: none">• revise sentences to ensure agreement between verb and subject when a phrase between the two suggests a different number for the verb
Conventions of Punctuation	<ul style="list-style-type: none">• use the colon to introduce an example or an elaboration



Activity Guide: Making Math Magnificent

Learning Outcome

- Students should be able to understand their strengths and weaknesses in relation to the three major themed areas of the ACT math test which are: (1) Pre / Elementary Algebra, (2) Intermediate Algebra / Coordinate Geometry and (3) Plane Geometry / Trigonometry.

Applicable Standards

ASCA National Competence: A: A1, B1.2, B2.7

Estimated Time

60 minutes

Prep Material

1. Sample Math Test
2. Writing utensils
3. Timer
4. Projector
5. Computer with sound
6. Copies of the sample test for all Explores' Club members.
7. Math prep answer key

Supporting Resources

- ACT provides a robust amount of material for teachers and administrators to use in creating a college and career ready environment. The following websites may be used to discover tactical ways to integrate important ACT concepts into your classroom environment:
 - <http://www.act.org/standard/guides/act/index.html>
 - <http://www.act.org/newsroom/data/2012/states/louisiana.html>
- Khan Academy is an organization on a mission. They are a not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone, anywhere. All of the site's resources are available to anyone. Khan Academy's materials and resources are available to you completely free of charge. Sponsors may use the videos to help with explaining mathematical concepts: <http://www.khanacademy.org/library>

Facilitation

Sponsors should begin the session by welcoming the students to another prep session for the ACT. This session will help students enhance their skills on the math portion of the ACT by practicing sample questions within the three major themed areas. Before beginning the practice test, help students understand the structure of this particular portion by reading the information provided about the structure of the test. After providing the overview, remember to answer any questions. Also, sponsors should revisit the test taking tips in The Write Way section of the manual.



Overview

The ACT Math test consists of 60 questions that must be answered within the 60-minute time limit. All of the math questions are five-choice, multiple-choice questions. These questions draw from six areas of math that most students have covered by the end of their 11th grade year; pre-algebra (20-25%), elementary algebra (15-20%), intermediate algebra (15-20%), coordinate geometry (15-20%), plane geometry (20-25%), and trigonometry (5-10%). *Facilitator Note:* Sponsors should be mindful of the remaining time for this activity and give a 5 minute warning.

Key points

- Read carefully and thoroughly
- Answer easier questions first
- Answer all questions, you are not penalized for guessing
- Pace yourself throughout the test.
- Dress comfortably.

1. Sponsors may also want to provide answers to frequent questions about testing, please see the following:

- Students are not penalized for guessing on the test.
- Once you have completed one section of the test, you cannot go back.
- Be sure to answer questions you are sure about first, and then go back to those that may be more difficult.

2. Issue the practice test. Share with students that you will announce when timing for the test begins and will announce when they have 5 minutes remaining.

3. Allow students 30 minutes to complete all three sections of the test.

4. When the test has been completed, review the correct answers with them. This review process should encourage the students to share their responses and, at times, their rationale.

Debrief

The Sponsor should take an opportunity to discuss the results of the test and assist students in generating a score for this subsection. Instructions for scoring are listed in the prep material answer key documents. After reviewing and discussing scores and strategies for success, the sponsor should wrap-up this activity by providing a quick overview of key items learned.

Follow-up Actions

- If the average scores for the Explorers' Club are at or below Louisiana benchmark of 22, the following recommendations are suggested:
 - Sponsors should share the results of these tests with the appropriate math teachers / administrators at the school.
- Use [khanacademy.com](https://www.khanacademy.com) to help students develop math skills.



Practice Test: Making Math Magnificent



MATHEMATICS TEST

60 Minutes—60 Questions

DIRECTIONS: Solve each problem, choose the correct answer, and then fill in the corresponding oval on your answer document.

Do not linger over problems that take too much time. Solve as many as you can; then return to the others in the time you have left for this test.

You are permitted to use a calculator on this test. You may use your calculator for any problems you choose,

but some of the problems may best be done without using a calculator.

Note: Unless otherwise stated, all of the following should be assumed.

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

1. The weekly fee for staying at the Pleasant Lake Campground is \$20 per vehicle and \$10 per person. Last year, weekly fees were paid for v vehicles and p persons. Which of the following expressions gives the total amount, in dollars, collected for weekly fees last year?
A. $20v + 10p$
B. $20p + 10v$
C. $10(v + p)$
D. $30(v + p)$
E. $10(v + p) + 20p$
2. If $r = 9$, $b = 5$, and $g = -6$, what does $(r + b - g)(b + g)$ equal?
F. -20
G. -8
H. 8
J. 19
K. 20
3. A copy machine makes 60 copies per minute. A second copy machine makes 80 copies per minute. The second machine starts making copies 2 minutes after the first machine starts. Both machines stop making copies 8 minutes after the first machine started. Together, the 2 machines made how many copies?
A. 480
B. 600
C. 680
D. 720
E. 960
4. Marlon is bowling in a tournament and has the highest average after 5 games, with scores of 210, 225, 254, 231, and 280. In order to maintain this exact average, what *must* be Marlon's score for his 6th game?
F. 200
G. 210
H. 231
J. 240
K. 245
5. Joelle earns her regular pay of \$7.50 per hour for up to 40 hours of work in a week. For each hour over 40 hours of work in a week, Joelle is paid $1\frac{1}{2}$ times her regular pay. How much does Joelle earn for a week in which she works 42 hours?
A. \$126.00
B. \$315.00
C. \$322.50
D. \$378.00
E. \$472.50
6. Which of the following mathematical expressions is equivalent to the verbal expression "A number, x , squared is 39 more than the product of 10 and x "?
F. $2x = 39 + 10x$
G. $2x = 39x + 10x$
H. $x^2 = 39 - 10x$
J. $x^2 = 39 + x^{10}$
K. $x^2 = 39 + 10x$
7. If $9(x - 9) = -11$, then $x =$?
A. $-\frac{92}{9}$
B. $-\frac{20}{9}$
C. $-\frac{11}{9}$
D. $-\frac{2}{9}$
E. $\frac{70}{9}$





8. Discount tickets to a basketball tournament sell for \$4.00 each. Enrico spent \$60.00 on discount tickets, \$37.50 less than if he had bought the tickets at the regular price. What was the regular ticket price?
- F. \$ 2.50
G. \$ 6.40
H. \$ 6.50
J. \$ 7.50
K. \$11.00
9. The expression $(3x - 4y^2)(3x + 4y^2)$ is equivalent to:
- A. $9x^2 - 16y^4$
B. $9x^2 - 8y^4$
C. $9x^2 + 16y^4$
D. $6x^2 - 16y^4$
E. $6x^2 - 8y^4$
10. A rectangle has an area of 32 square feet and a perimeter of 24 feet. What is the shortest of the side lengths, in feet, of the rectangle?
- F. 1
G. 2
H. 3
J. 4
K. 8
11. In $\triangle ABC$, the sum of the measures of $\angle A$ and $\angle B$ is 47° . What is the measure of $\angle C$?
- A. 47°
B. 86°
C. 94°
D. 133°
E. 143°
12. In the school cafeteria, students choose their lunch from 3 sandwiches, 3 soups, 4 salads, and 2 drinks. How many different lunches are possible for a student who chooses exactly 1 sandwich, 1 soup, 1 salad, and 1 drink?
- F. 2
G. 4
H. 12
J. 36
K. 72
13. For 2 consecutive integers, the result of adding the smaller integer and triple the larger integer is 79. What are the 2 integers?
- A. 18, 19
B. 19, 20
C. 20, 21
D. 26, 27
E. 39, 40
14. A function $f(x)$ is defined as $f(x) = -8x^2$. What is $f(-3)$?
- F. -72
G. 72
H. 192
J. -576
K. 576
15. If $3^x = 54$, then which of the following must be true?
- A. $1 < x < 2$
B. $2 < x < 3$
C. $3 < x < 4$
D. $4 < x < 5$
E. $5 < x$
16. What is the least common multiple of 70, 60, and 50?
- F. 60
G. 180
H. 210
J. 2,100
K. 210,000
17. Hot Shot Electronics is designing a packing box for its new line of Acoustical Odyssey speakers. The box is a rectangular prism of length 45 centimeters, width 30 centimeters, and volume 81,000 cubic centimeters. What is the height, in centimeters, of the box?
- A. 75
B. 60
C. 48
D. 27
E. 18
18. Four points, A , B , C , and D , lie on a circle having a circumference of 15 units. B is 2 units counterclockwise from A . C is 5 units clockwise from A . D is 7 units clockwise from A and 8 units counterclockwise from A . What is the order of the points, starting with A and going clockwise around the circle?
- F. A, B, C, D
G. A, B, D, C
H. A, C, B, D
J. A, C, D, B
K. A, D, C, B
19. A group of cells grows in number as described by the equation $y = 16(2)^t$, where t represents the number of days and y represents the number of cells. According to this formula, how many cells will be in the group at the end of the first 5 days?
- A. 80
B. 160
C. 400
D. 512
E. 1,280





20. The length of a rectangle is 3 times the length of a smaller rectangle. The 2 rectangles have the same width. The area of the smaller rectangle is A square units. The area of the larger rectangle is kA square units. Which of the following is the value of k ?

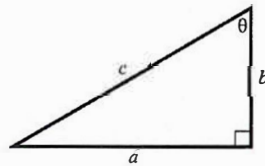
F. $\frac{1}{9}$
G. $\frac{1}{3}$
H. 1
J. 3
K. 9

21. $(a + 2b + 3c) - (4a + 6b - 5c)$ is equivalent to:

A. $-4a - 8b - 2c$
B. $-4a - 4b + 8c$
C. $-3a + 8b - 2c$
D. $-3a - 4b - 2c$
E. $-3a - 4b + 8c$

22. The dimensions of the right triangle shown below are given in feet. What is $\sin \theta$?

F. $\frac{a}{b}$
G. $\frac{a}{c}$
H. $\frac{b}{c}$
J. $\frac{b}{a}$
K. $\frac{c}{a}$



23. In a basketball passing drill, 5 basketball players stand evenly spaced around a circle. The player with the ball (the passer) passes it to another player (the receiver). The receiver cannot be the player to the passer's immediate right or left and cannot be the player who last passed the ball. A designated player begins the drill as the first passer. This player will be the receiver for the first time on which pass of the ball?

A. 4th
B. 5th
C. 6th
D. 10th
E. 24th

24. Lines p and n lie in the standard (x,y) coordinate plane. An equation for line p is $y = 0.12x + 3,000$. The slope of line n is 0.1 greater than the slope of line p . What is the slope of line n ?

F. 0.012
G. 0.02
H. 0.22
J. 1.2
K. 300

25. The expression $-8x^3(7x^6 - 3x^5)$ is equivalent to:

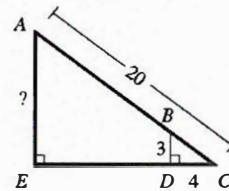
A. $-56x^9 + 24x^8$
B. $-56x^9 - 24x^8$
C. $-56x^{18} + 24x^{15}$
D. $-56x^{18} - 24x^{15}$
E. $-32x^4$

26. $-3|-6 + 8| = ?$

F. -42
G. -6
H. -1
J. 6
K. 42

27. In right triangle $\triangle ACE$ below, \overline{BD} is parallel to \overline{AE} , and \overline{BD} is perpendicular to \overline{EC} at D . The length of \overline{AC} is 20 feet, the length of \overline{BD} is 3 feet, and the length of \overline{CD} is 4 feet. What is the length, in feet, of \overline{AE} ?

A. 10
B. 12
C. 15
D. 16
E. 17



28. As part of a lesson on motion, students observed a cart rolling at a constant rate along a straight line. As shown in the chart below, they recorded the distance, y feet, of the cart from a reference point at 1-second intervals from $t = 0$ seconds to $t = 5$ seconds.

t	0	1	2	3	4	5
y	14	19	24	29	34	39

Which of the following equations represents this data?

F. $y = t + 14$
G. $y = 5t + 9$
H. $y = 5t + 14$
J. $y = 14t + 5$
K. $y = 19t$





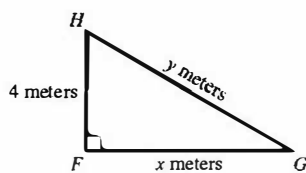
29. The inequality $6(x + 2) > 7(x - 5)$ is equivalent to which of the following inequalities?

A. $x < -23$
 B. $x < 7$
 C. $x < 17$
 D. $x < 37$
 E. $x < 47$

30. The sides of a square are 3 cm long. One vertex of the square is at $(2, 0)$ on a square coordinate grid marked in centimeter units. Which of the following points could also be a vertex of the square?

F. $(-4, 0)$
 G. $(0, 1)$
 H. $(1, -1)$
 J. $(4, 1)$
 K. $(5, 0)$

31. For $\triangle FGH$, shown below, which of the following is an expression for y in terms of x ?

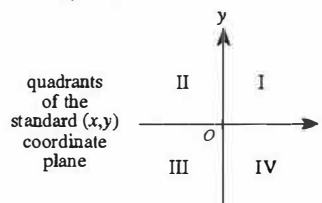


A. $x + 4$
 B. $\sqrt{x^2 + 4}$
 C. $\sqrt{x^2 + 8}$
 D. $\sqrt{x^2 - 16}$
 E. $\sqrt{x^2 + 16}$

32. A bag contains 12 red marbles, 5 yellow marbles, and 15 green marbles. How many additional red marbles must be added to the 32 marbles already in the bag so that the probability of randomly drawing a red marble is $\frac{3}{5}$?

F. 13
 G. 18
 H. 28
 J. 32
 K. 40

33. What are the quadrants of the standard (x, y) coordinate plane below that contain points on the graph of the equation $4x - 2y = 8$?



A. I and III only
 B. I, II, and III only
 C. I, II, and IV only
 D. I, III, and IV only
 E. II, III, and IV only

34. The graph of $y = -5x^2 + 9$ passes through $(1, 2a)$ in the standard (x, y) coordinate plane. What is the value of a ?

F. 2
 G. 4
 H. 7
 J. -1
 K. -8

35. Jerome, Kevin, and Seth shared a submarine sandwich. Jerome ate $\frac{1}{2}$ of the sandwich, Kevin ate $\frac{1}{3}$ of the sandwich, and Seth ate the rest. What is the ratio of Jerome's share to Kevin's share to Seth's share?

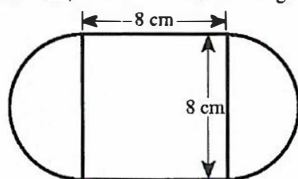
A. 2:3:6
 B. 2:6:3
 C. 3:1:2
 D. 3:2:1
 E. 6:3:2

36. A particular circle in the standard (x, y) coordinate plane has an equation of $(x - 5)^2 + y^2 = 38$. What are the radius of the circle, in coordinate units, and the coordinates of the center of the circle?

	radius	center
F.	$\sqrt{38}$	$(5, 0)$
G.	19	$(5, 0)$
H.	38	$(5, 0)$
J.	$\sqrt{38}$	$(-5, 0)$
K.	19	$(-5, 0)$

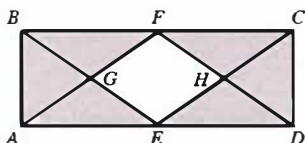


37. The figure below consists of a square and 2 semicircles, with dimensions as shown. What is the outside perimeter, in centimeters, of the figure?



- A. $8 + 8\pi$
B. $16 + 8\pi$
C. $16 + 16\pi$
D. $32 + 8\pi$
E. $32 + 16\pi$

38. In the figure below, points E and F are the midpoints of sides \overline{AD} and \overline{BC} of rectangle $ABCD$, point G is the intersection of \overline{AF} and \overline{BE} , and point H is the intersection of \overline{CE} and \overline{DF} . The interior of $ABCD$ except for the interior of $EGFH$ is shaded. What is the ratio of the area of $EGFH$ to the area of the shaded region?



- F. 1:2
G. 1:3
H. 1:4
J. 1:6
K. Cannot be determined from the given information

39. The coordinates of the endpoints of \overline{CD} , in the standard (x,y) coordinate plane, are $(-4,-2)$ and $(14,2)$. What is the x -coordinate of the midpoint of \overline{CD} ?

- A. 0
B. 2
C. 5
D. 9
E. 10

40. What is the surface area, in square inches, of an 8-inch cube?

- F. 512
G. 384
H. 320
J. 256
K. 192

41. The equations below are linear equations of a system where a , b , and c are positive integers.

$$ay + bx = c$$

$$ay - bx = c$$

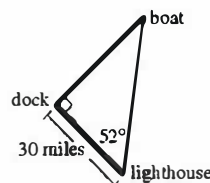
Which of the following describes the graph of at least 1 such system of equations in the standard (x,y) coordinate plane?

- I. 2 parallel lines
II. 2 intersecting lines
III. A single line

- A. I only
B. II only
C. III only
D. I or II only
E. I, II, or III

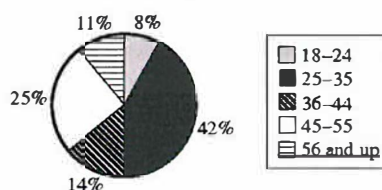
42. According to the measurements given in the figure below, which of the following expressions gives the distance, in miles, from the boat to the dock?

- F. $30 \tan 52^\circ$
G. $30 \cos 52^\circ$
H. $30 \sin 52^\circ$
J. $\frac{30}{\cos 52^\circ}$
K. $\frac{30}{\sin 52^\circ}$



43. The circle graph below shows the distribution of registered voters, by age, for a community. Registered voters are randomly selected from this distribution to be called for jury duty. What are the odds (in the age range: not in the age range) that the first person called for jury duty is in the age range of 25–35 years?

Distribution of Registered Voters by Age



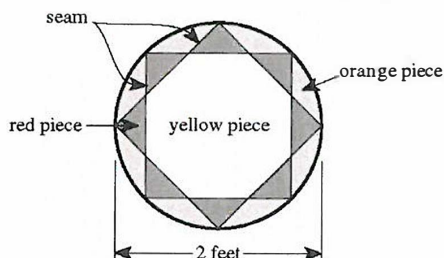
- A. 1:3
B. 7:8
C. 7:43
D. 21:29
E. 42:25



2

Use the following information to answer questions 44–46.

The figure below shows the design of a circular stained-glass panel on display at Hopewell's Antique Shop. Seams separate the pieces of the panel. All red triangular pieces shown are congruent and have a common vertex with each adjoining triangular piece. The 2 squares shown are inscribed in the circle. The diameter of the panel is 2 feet.



44. The design of the stained-glass panel has how many lines of symmetry in the plane of the panel?

F. 2
G. 4
H. 8
J. 16
K. Infinitely many

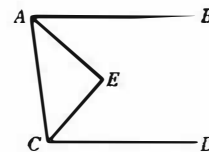
45. What is the area of the stained-glass panel, to the nearest 0.1 square foot?

A. 3.1
B. 4.0
C. 6.2
D. 8.0
E. 12.6

46. Kaya wants to install a new circular stained-glass window in her living room. The design of the window will be identical to that of the panel. The diameter of the new window will be 75% longer than the diameter of the panel. The new window will be how many feet in diameter?

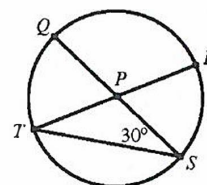
F. 1.50
G. 2.50
H. 2.75
J. 3.50
K. 4.00

47. In the figure below, $\overline{AB} \parallel \overline{CD}$, \overline{AE} bisects $\angle BAC$, and \overline{CE} bisects $\angle ACD$. If the measure of $\angle BAC$ is 82° , what is the measure of $\angle AEC$?



A. 86°
B. 88°
C. 90°
D. 92°
E. Cannot be determined from the given information

48. In the circle shown below, chords \overline{TR} and \overline{QS} intersect at P , which is the center of the circle, and the measure of $\angle PST$ is 30° . What is the degree measure of minor arc \widehat{RS} ?



F. 30°
G. 45°
H. 60°
J. 90°
K. Cannot be determined from the given information

49. For what value of a would the following system of equations have an infinite number of solutions?

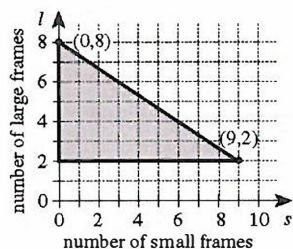
$$\begin{aligned} 2x - y &= 8 \\ 6x - 3y &= 4a \end{aligned}$$

A. 2
B. 6
C. 8
D. 24
E. 32



Use the following information to answer questions 50–52.

Marcia makes and sells handcrafted picture frames in 2 sizes: small and large. It takes her 2 hours to make a small frame and 3 hours to make a large frame. The shaded triangular region shown below is the graph of a system of inequalities representing weekly constraints Marcia has in making the frames. For making and selling s small frames and l large frames, Marcia makes a profit of $30s + 70l$ dollars. Marcia sells all the frames she makes.



50. The weekly constraint represented by the horizontal line segment containing $(9,2)$ means that each week Marcia makes a minimum of:

F. 2 large frames.
G. 9 large frames.
H. 2 small frames.
J. 9 small frames.
K. 11 small frames.

51. For every hour that Marcia spends making frames in the second week of December each year, she donates \$3 from that week's profit to a local charity. This year, Marcia made 4 large frames and 2 small frames in that week. Which of the following is closest to the percent of that week's profit Marcia donated to the charity?

A. 6%
B. 12%
C. 14%
D. 16%
E. 19%

52. What is the maximum profit Marcia can earn from the picture frames she makes in 1 week?

F. \$410
G. \$460
H. \$540
J. \$560
K. \$690

53. The *determinant* of a matrix $\begin{bmatrix} a & b \\ c & d \end{bmatrix}$ equals $ad - cb$.

What must be the value of x for the matrix $\begin{bmatrix} x & 8 \\ x & x \end{bmatrix}$ to have a determinant of -16 ?

A. -4
B. -2
C. $-\frac{8}{5}$
D. $\frac{8}{3}$
E. 4

54. A formula for finding the value, A dollars, of P dollars invested at $i\%$ interest compounded annually for n years is $A = P(1 + 0.01i)^n$. Which of the following is an expression for P in terms of i , n , and A ?

F. $A - 0.01i^n$
G. $A + 0.01i^n$
H. $\left(\frac{A}{1 + 0.01i}\right)^n$
J. $\frac{A}{(1 - 0.01i)^n}$
K. $\frac{A}{(1 + 0.01i)^n}$

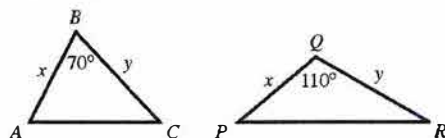
55. If x and y are real numbers such that $x > 1$ and $y < -1$, then which of the following inequalities *must* be true?

A. $\frac{x}{y} > 1$
B. $|x|^2 > |y|$
C. $\frac{x}{3} - 5 > \frac{y}{3} - 5$
D. $x^2 + 1 > y^2 + 1$
E. $x^{-2} > y^{-2}$



2 2

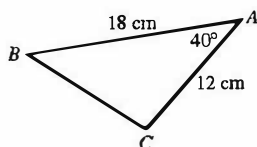
56. Triangles $\triangle ABC$ and $\triangle PQR$ are shown below. The given side lengths are in centimeters. The area of $\triangle ABC$ is 30 square centimeters. What is the area of $\triangle PQR$, in square centimeters?



- F. 15
G. 19
H. 25
J. 30
K. 33

57. Triangle $\triangle ABC$ is shown in the figure below. The measure of $\angle A$ is 40° , $AB = 18$ cm, and $AC = 12$ cm. Which of the following is the length, in centimeters, of \overline{BC} ?

(Note: For a triangle with sides of length a , b , and c opposite angles $\angle A$, $\angle B$, and $\angle C$, respectively, the law of sines states $\frac{\sin \angle A}{a} = \frac{\sin \angle B}{b} = \frac{\sin \angle C}{c}$ and the law of cosines states $c^2 = a^2 + b^2 - 2ab \cos \angle C$.)



- A. $12 \sin 40^\circ$
B. $18 \sin 40^\circ$
C. $\sqrt{18^2 - 12^2}$
D. $\sqrt{12^2 + 18^2}$
E. $\sqrt{12^2 + 18^2 - 2(12)(18) \cos 40^\circ}$

58. What is the sum of the first 4 terms of the arithmetic sequence in which the 6th term is 8 and the 10th term is 13?

- F. 10.5
G. 14.5
H. 18
J. 21.25
K. 39.5

59. In the equation $x^2 + mx + n = 0$, m and n are integers. The *only* possible value for x is -3 . What is the value of m ?

- A. 3
B. -3
C. 6
D. -6
E. 9

60. The solution set of which of the following equations is the set of real numbers that are 5 units from -3 ?

- F. $|x + 3| = 5$
G. $|x - 3| = 5$
H. $|x + 5| = 3$
J. $|x - 5| = 3$
K. $|x + 5| = -3$

END OF TEST 2

STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

DO NOT RETURN TO THE PREVIOUS TEST.



Score Sheet: Making Math Magnificent

Test 2: Mathematics—Scoring Key

Subscore Area*				Subscore Area*			
Key	EA	AG	GT	Key	EA	AG	GT
1. A				31. E			
2. F				32. G			
3. E				33. D			
4. J				34. F			
5. C				35. D			
6. K				36. F			
7. E				37. B			
8. H				38. G			
9. A				39. C			
10. J				40. G			
11. D				41. B			
12. K				42. F			
13. B				43. D			
14. F				44. H			
15. C				45. A			
16. J				46. J			
17. B				47. C			
18. J				48. H			
19. D				49. B			
20. J				50. F			
21. E				51. C			
22. G				52. J			
23. B				53. E			
24. H				54. K			
25. A				55. C			
26. G				56. J			
27. B				57. E			
28. H				58. G			
29. E				59. C			
30. K				60. F			

Number Correct (Raw Score) for:	
Pre-Alg./Elem. Alg. (EA) Subscore Area	(24)
Inter. Alg./Coord. Geo. (AG) Subscore Area	(18)
Plane Geo./Trig. (GT) Subscore Area	(18)
Total Number Correct for Math Test (EA + AG + GT)	(60)

*EA = Pre-Algebra/Elementary Algebra
 AG = Intermediate Algebra/Coordinate Geometry
 GT = Plane Geometry/Trigonometry

1267C



Making Math Magnificent: Ideas for Progress: Range 1-12

To enhance their skills in each mathematics-related strand, students who score in the 1–12 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none">• practice and apply estimation and computation using whole numbers and decimals• choose the appropriate method of computation to solve multistep problems (e.g., calculator, mental, or pencil and paper)• practice selecting appropriate units of measure (e.g., inches or feet, hours or minutes, centimeters or meters) and converting between units• model and connect physical, verbal, and symbolic representations of money
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none">• interpret data from a variety of displays and use it in computation (e.g., mean, median, mode, range)• organize, display, and analyze data in a variety of ways
Numbers: Concepts & Properties	<ul style="list-style-type: none">•
Expressions, Equations, & Inequalities	<ul style="list-style-type: none">• model a variety of problem situations with expressions and/or equations• use the inverse relationships for the basic operations of addition and subtraction to determine unknown quantities
Graphical Representations	<ul style="list-style-type: none">• locate and describe points in terms of their position on the number line
Properties of Plane Figures	<ul style="list-style-type: none">•
Measurement	<ul style="list-style-type: none">• identify line segments in geometric figures and estimate or calculate their measure
Functions	<ul style="list-style-type: none">•



Making Math Magnificent - Ideas for Progress: Range 13–15

To enhance their skills in each mathematics-related strand, students who score in the 13–15 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none">• investigate and build understanding of the concept of percentage as a comparison of a part to a whole• use multiple operations to solve multi-step arithmetic problems
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none">• solve real-world problems that involve measures of central tendency (e.g., mean, median, mode)• interpret data from a variety of displays (e.g., box-and-whisker plot) and use it along with additional information to solve real-world problems• conduct simple probability experiments and represent results using different formats
Numbers: Concepts & Properties	<ul style="list-style-type: none">• recognize and apply place value, rounding, and elementary number theory concepts
Expressions, Equations, & Inequalities	<ul style="list-style-type: none">• use mathematical symbols and variables to express a relationship between quantities (e.g., the number of 59¢ candy bars that you can buy for \$5 must satisfy $59n \leq 500$)• evaluate algebraic expressions and solve simple equations using integers
Graphical Representations	<ul style="list-style-type: none">• locate and describe objects in terms of their position on the number line and on a grid
Properties of Plane Figures	<ul style="list-style-type: none">• describe, compare, and contrast plane and solid figures using their attributes
Measurement	<ul style="list-style-type: none">• distinguish between area and perimeter, and find the area or perimeter when all relevant dimensions are given
Functions	<ul style="list-style-type: none">• recognize functions as mappings of an independent variable into a dependent variable



Making Math Magnificent - Ideas for Progress: Range 16–19

To enhance their skills in each mathematics-related strand, students who score in the 16–19 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none"> • solve routine arithmetic problems that involve rates, proportions, and percents • model and solve problems that contain verbal and symbolic representations of money • do multistep computations with rational numbers
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none"> • interpret data and use appropriate measures of central tendency to find unknown values • find the probability of a simple event in a variety of settings • gather, organize, display, and analyze data in a variety of ways to use in problem solving • conduct simple probability experiments, use a variety of counting techniques (e.g., Venn diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats
Numbers: Concepts & Properties	<ul style="list-style-type: none"> • apply elementary number concepts, including identifying patterns pictorially and numerically (e.g., triangular numbers, arithmetic and geometric sequences), ordering numbers, and factoring • recognize, identify, and apply field axioms (e.g., commutative)
Expressions, Equations, & Inequalities	<ul style="list-style-type: none"> • create expressions that model mathematical situations using combinations of symbols and numbers • evaluate algebraic expressions and solve multi-step first-degree equations
Graphical Representations	<ul style="list-style-type: none"> • sketch and identify line segments, midpoints, intersections, and vertical and horizontal lines
Properties of Plane Figures	<ul style="list-style-type: none"> • describe angles and triangles using mathematical terminology and apply their properties
Measurement	<ul style="list-style-type: none"> • find area and perimeter of a variety of polygons by substituting given values into standard geometric formulas
Functions	<ul style="list-style-type: none"> • evaluate polynomial functions that use function notation • distinguish between range and domain



Making Math Magnificent - Ideas for Progress: Range 20–23

To enhance their skills in each mathematics-related strand, students who score in the 20–23 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none"> • apply and use number properties to model and solve problems that involve reasoning with proportions • select and use appropriate units when solving problems that involve one or more units of measure
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none"> • construct and analyze Venn diagrams to help determine simple probabilities
Numbers: Concepts & Properties	<ul style="list-style-type: none"> • use the inverse relationships for the four basic operations, exponentiation, and root extractions to determine unknown quantities • perform basic operations with complex numbers
Expressions, Equations, & Inequalities	<ul style="list-style-type: none"> • identify, interpret, and generate symbolic representations that model the context of a problem • factor and perform the basic operations on polynomials • create and solve linear equations and inequalities that model real-world situations • solve literal equations for any variable
Graphical Representations	<ul style="list-style-type: none"> • represent and interpret relationships defined by equations and formulas; translate between representations as ordered pairs, graphs, and equations; and investigate symmetry and transformations (e.g., reflections, translations, rotations)
Properties of Plane Figures	<ul style="list-style-type: none"> • recognize what geometric properties and relationships for parallel lines to apply to find unknown angle measures • recognize when to apply geometric properties and relationships of triangles to find unknown angle measures
Measurement	<ul style="list-style-type: none"> • apply a variety of strategies to determine the circumference or perimeter and the area for circles, triangles, rectangles, and composite geometric figures
Functions	<ul style="list-style-type: none"> • identify the basic trigonometric ratios



Making Math Magnificent - Ideas for Progress: Range 24–27

To enhance their skills in each mathematics-related strand, students who score in the 24–27 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none"> model and solve real-world problems that involve a combination of rates, proportions, and/or percents
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none"> find the probability of simple events, disjoint events, compound events, and independent events in a variety of settings using a variety of counting techniques
Numbers: Concepts & Properties	<ul style="list-style-type: none"> apply and use elementary number concepts and number properties to model and solve non-routine problems that involve new ideas
Expressions, Equations, & Inequalities	<ul style="list-style-type: none"> create and use basic families of functions (which include linear, absolute value, and quadratic) to model and solve problems in common settings explore and use different methods to solve systems of equations manipulate radical expressions (e.g., rationalize denominators)
Graphical Representations	<ul style="list-style-type: none"> graph linear equations and inequalities, determine slopes of lines, identify parallel and perpendicular lines, and find distances identify characteristics of figures from a general equation
Properties of Plane Figures	<ul style="list-style-type: none"> apply special right-triangle properties and the Pythagorean theorem to solve congruent and similar shape problems
Measurement	<ul style="list-style-type: none"> apply a variety of strategies using relationships between perimeter, area, and volume to calculate desired measures
Functions	<ul style="list-style-type: none"> write an expression for and evaluate composite functions use basic trigonometric ratios to solve problems involving indirect measurement



Making Math Magnificent - Ideas for Progress: Range 28–32

To enhance their skills in each mathematics-related strand, students who score in the 28–32 score range may benefit from activities that encourage them to do the following:

Basic Operations & Applications	<ul style="list-style-type: none">• solve problems that require combining multiple concepts
Probability, Statistics, & Data Analysis	<ul style="list-style-type: none">• design and conduct probability investigations (e.g., how the margin of error is determined) and then determine, analyze, and communicate the results
Numbers: Concepts & Properties	<ul style="list-style-type: none">• explain, solve, and/or draw conclusions for complex problems using relationships and elementary number concepts
Expressions, Equations, & Inequalities	<ul style="list-style-type: none">• formulate expressions, equations, and inequalities that require planning to accurately model real-world problems (e.g., direct and inverse variation)
Graphical Representations	<ul style="list-style-type: none">• solve and graph quadratic inequalities
Properties of Plane Figures	<ul style="list-style-type: none">• make generalizations, arrive at conclusions based on conditional statements, and offer solutions for new situations that involve connecting mathematics with other content areas• investigate angle and arc relationships for circles
Measurement	<ul style="list-style-type: none">• examine and compare a variety of methods to find areas of composite figures and construct scale drawings
Functions	<ul style="list-style-type: none">• explore geometric models where unit circle trigonometry and basic identities can be used to solve problems



Activity Guide: Simply Scientific

Learning Outcome

- Students should be able to understand their opportunity areas in relation to the four major themed areas of the ACT science test which are: (1) Biology, (2) Chemistry, (3) Physics and (4) Natural Sciences.

Applicable Standards

ASCA National Competence: A: A1, B1.2, B2.7

Estimated Time

60 minutes

Prep Material

1. Sample Science Test
2. Writing utensils
3. Timer
4. Projector
5. Computer with Sound
6. Copies of the sample test for all Explorers' Club members.
7. Science prep answer key

Supporting Resources

- ACT provides a robust amount of material for teachers and administrators to use in creating a college and career ready environment. The following websites may be used to discover tactical ways to integrate important ACT concepts into your classroom environment:
 - <http://www.act.org/standard/guides/act/index.html>
 - <http://www.act.org/newsroom/data/2012/states/louisiana.html>
- Khan Academy is an organization on a mission. They are a not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone, anywhere. All of the site's resources are available to anyone. Khan Academy's materials and resources are available to you completely free of charge. Sponsors may use the videos to help with enhancing scientific concepts: <http://www.khanacademy.org/library>

Facilitation

Sponsors should begin the session by welcoming the students to another prep session for the ACT. This session will help students enhance their skills on the science portion of the ACT by practicing sample questions within the four major themed areas. Before beginning the practice test, help students understand the structure of this particular portion by reading the science test description. After providing the overview, remember to answer any questions. Also, Sponsors should provide some tips for success in taking this portion of the test, which are listed in The Write Way section of the manual.



Overview

The ACT Science test consists of 40 questions that must be answered within the 35-minute time limit. The test consists of several science passages, each of which focuses on one of the following subject areas: biology, chemistry, earth /space sciences, and physics. Each passage is presented in one of three different formats: Data Representation (30-40%), Research Summaries (45-55%), and Conflicting Viewpoints (15-20%). The passages focus on scientific topics but they do not require students to recall specific scientific facts. Instead, students are asked to understand, analyze, and evaluate information by using the various paragraphs, graphs, tables, charts, and diagrams that make up each passage.

Activity

1. Take a moment to introduce the science portion of the test.

Facilitator Note: Sponsors may also want to provide answers to frequent questions about testing, please see the following:

- Students are not penalized for guessing on the test.
 - Once you have completed one section of the test, you cannot go back.
 - Be sure to answer questions you are sure about first, and then go back to those that may be more difficult.
2. Issue the practice test. Share with students that you will announce when timing for the test begins and will announce when they have 5 minutes remaining.
 3. Allow students 30 minutes to complete all four sections of the test.
 4. When the test has been completed, review the correct answers with them. This review process should constantly engage the students to share their responses and, at times, their rationale.

Facilitator Note: Sponsors should be mindful of the remaining time for this activity

Debrief

The Sponsor should take an opportunity to discuss the results of the test and assist students in generating a score for this subsection. Instructions for scoring are listed in the prep material answer key documents. After reviewing and discussing scores and strategies for success, the sponsor should wrap-up this activity by providing a quick overview of key items learned.

Key points

- *Read carefully and thoroughly*
- *Answer easier questions first*
- *Answer all questions, you are not penalized for guessing*
- *Pace yourself throughout the test.*
- *Dress comfortably.*

Follow-up Actions

- If the average scores for the Explorers' Club is at or below Louisiana benchmark of 24 the following recommendations are suggested:
 - Sponsors should share the results of these tests with the appropriate science teachers / administrators at the school.



Practice Test: Simply Scientific

4 ○ ○ ○ ○ ○ ○ ○ ○ 4

SCIENCE TEST

35 Minutes—40 Questions

DIRECTIONS: There are several passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

You are NOT permitted to use a calculator on this test.

Passage 1

Finch beak depth (see Figure 1) is an *inherited* trait (it can be passed from parents to offspring).



Figure 1

Researchers studied the beak depth of 2 species of finches, *Geospiza fortis* and *Geospiza fuliginosa*. Both species live on Island A. *G. fortis* alone lives on Island B, and *G. fuliginosa* alone lives on Island C. For both species, the primary food is seeds. Birds with shallower beaks can efficiently crush and eat only small seeds. Birds with deeper beaks can crush and eat both large and small seeds, but they prefer small seeds.

Study 1

Researchers captured 100 *G. fortis* finches and 100 *G. fuliginosa* finches on Island A. They tagged each bird, measured its beak depth, and released it. Then they calculated the percent of birds having each of the beak depths that had been measured. The researchers followed the same procedures with 100 *G. fortis* finches from Island B and 100 *G. fuliginosa* finches from Island C. The results of this study are shown in Figure 2.

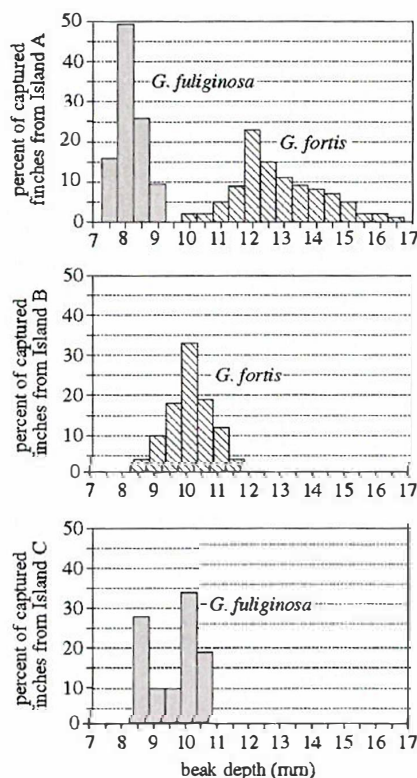


Figure 2

Study 2

After completing Study 1, the researchers returned to Island B each of the next 10 years, from 1976 to 1985. During each visit, the researchers captured at least 50 *G. fortis* finches and measured their beak depths. Then



they calculated the average *G. fortis* beak depth for each of the 10 years. The researchers noted that, during the 10-year period, 3 years were exceptionally dry, and 1 year was very wet (see Figure 3). Small seeds are abundant during wet years. During dry years, all seeds are less abundant, and the average size of the available seeds is larger.

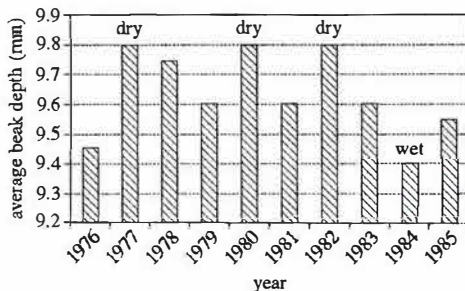


Figure 3

Figures adapted from Neil A. Campbell, Jane B. Reece, and Lawrence G. Mitchell, *Biology*, 5th ed. ©1999 by Benjamin Cummings.

1. Based on the results of Study 1, the highest percent of finches on Island B and Island C had a beak depth of:

	Island B	Island C
A.	8 mm	8 mm
B.	9 mm	12 mm
C.	10 mm	8 mm
D.	10 mm	10 mm

2. During which of the following years were small seeds likely most abundant on Island B?

- F. 1977
G. 1980
H. 1982
J. 1984

3. Study 1 differed from Study 2 in which of the following ways?

- A. *G. fortis* finches were captured during Study 1 but not during Study 2.
B. *G. fuliginosa* finches were captured during Study 1 but not during Study 2.
C. The beak depth of captured birds was measured during Study 1 but not during Study 2.
D. The beak depth of captured birds was measured during Study 2 but not during Study 1.

4. It is most likely that the researchers tagged the birds that they captured during Study 1 to:

- F. determine how beak depth was affected by rainfall on Island A.
G. determine the average age of each finch population.
H. ensure that the beak depth of each finch was measured multiple times during Study 1.
J. ensure that the beak depth of each finch was measured only once during Study 1.

5. Based on the results of Study 2, would a finch with a beak depth of 9.4 mm or a finch with a beak depth of 9.9 mm more likely have had a greater chance of survival during 1977?

- A. A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is larger during dry years.
B. A finch with a beak depth of 9.4 mm, because, on average, the size of available seeds is smaller during dry years.
C. A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is larger during dry years.
D. A finch with a beak depth of 9.9 mm, because, on average, the size of available seeds is smaller during dry years.

6. A researcher hypothesized that there would be more variation in the beak depths measured for the *G. fortis* finches when they were forced to compete with another finch species for seeds. Do the results of Study 1 support this hypothesis?

- F. Yes; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
G. Yes; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.
H. No; the range of beak depths measured for *G. fortis* finches was greater on Island A than on Island B.
J. No; the range of beak depths measured for *G. fortis* finches was greater on Island B than on Island A.



Passage II

Substances in the atmosphere, such as Cu^{2+} , Zn^{2+} , Cl^- , and SO_4^{2-} ions, are carried down to Earth's surface by precipitation. This process is known as *wet deposition*. Cu^{2+} and Zn^{2+} ions are put into the atmosphere by high-temperature combustion processes. The presence of Cl^- and SO_4^{2-} ions in the atmosphere can be attributed to road-salt dust and electrical power generation, respectively.

Study 1

A rain gauge, placed on the roof of a 1-story building, at a specific urban site was used to collect precipitation over a 12-month period. At the same time each evening, the amount of precipitation in the rain gauge was recorded, after which the collected precipitation was emptied from the gauge and stored. (Assume no measurable evaporation occurred during any day.) Figure 1 shows the measured monthly precipitation in centimeters.

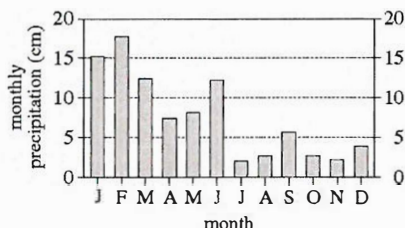


Figure 1

At the end of each month, all the samples collected during that month were mixed, and some of this combined sample was analyzed for the concentrations of Cu^{2+} and Zn^{2+} ions. Using these data, the monthly wet deposition of each substance, in micrograms (μg) per meter², was calculated (see Figure 2).

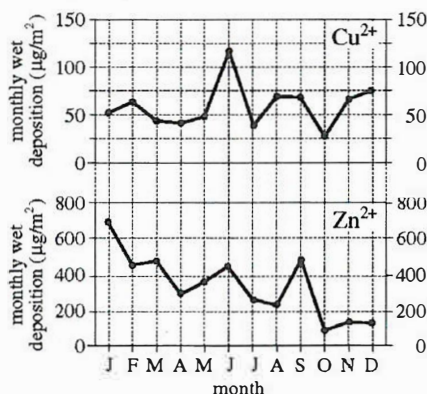


Figure 2

Study 2

Another portion of the combined sample for each month was analyzed for the concentrations of Cl^- and SO_4^{2-} ions. Using these data, the monthly wet deposition of each substance, in milliequivalents (meq) per m², was calculated (see Figure 3).

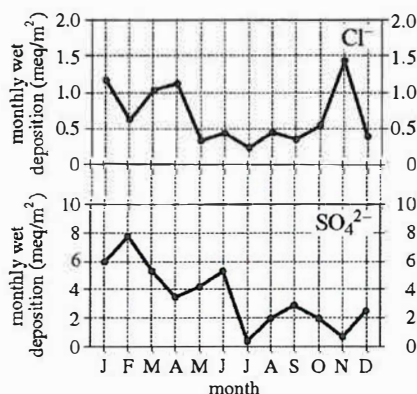


Figure 3

Study 3

The *annual* wet deposition of Cu^{2+} and of Zn^{2+} for the 12-month period, in $\mu\text{g}/\text{m}^2$, was calculated for the urban site (the source of the Cu^{2+} and Zn^{2+}) and also for Rural Sites 1 and 2, located 50 km and 100 km east, respectively, of the urban site (see Figure 4).

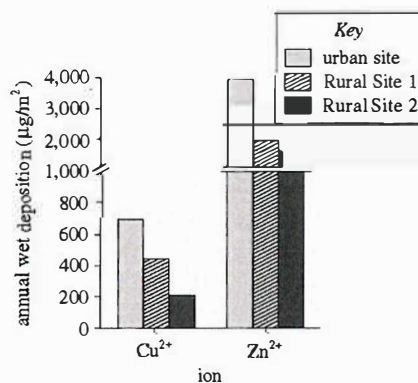


Figure 4

Figures adapted from Kathryn Conko et al., "Atmospheric Wet Deposition of Trace Elements to a Suburban Environment, Reston, Virginia, USA." ©2004 by Elsevier, Ltd.



7. According to Figure 1, over the 12-month period, the monthly precipitation at the urban site was maximum in February and minimum in July. According to Figures 2 and 3, the wet deposition of which ion was also maximum in February and minimum in July?
- A. Cu^{2+}
 - B. Zn^{2+}
 - C. Cl^-
 - D. SO_4^{2-}
8. Based on the results of Study 1, the average monthly wet deposition for Cu^{2+} over the 12-month period was:
- F. less than $50 \mu\text{g}/\text{m}^2$.
 - G. between $50 \mu\text{g}/\text{m}^2$ and $75 \mu\text{g}/\text{m}^2$.
 - H. between $75 \mu\text{g}/\text{m}^2$ and $100 \mu\text{g}/\text{m}^2$.
 - J. greater than $100 \mu\text{g}/\text{m}^2$.
9. Is the statement "The values for Cl^- wet deposition were greater during the winter and early spring when road salt is typically applied" supported by the results of Study 2?
- A. Yes, because Cl^- wet deposition values were, on average, greater from November to April than they were from May to October.
 - B. Yes, because Cl^- wet deposition values were, on average, less from November to April than they were from May to October.
 - C. No, because Cl^- wet deposition values were, on average, greater from November to April than they were from May to October.
 - D. No, because Cl^- wet deposition values were, on average, less from November to April than they were from May to October.
10. Suppose there had been no precipitation during 1 entire month of the 12-month period. Based on the information provided, during that month there would have been:
- F. significant wet deposition of all 4 substances.
 - G. significant wet deposition of Cu^{2+} and Zn^{2+} , but no wet deposition of Cl^- and SO_4^{2-} .
 - H. no wet deposition of any of the 4 substances.
 - J. no wet deposition of Cu^{2+} and Zn^{2+} , but significant wet deposition of Cl^- and SO_4^{2-} .
11. According to Study 3, as distance from the urban site increased, the annual wet deposition:
- A. increased for both Cu^{2+} and Zn^{2+} .
 - B. increased for Cu^{2+} but decreased for Zn^{2+} .
 - C. decreased for both Cu^{2+} and Zn^{2+} .
 - D. remained the same for both Cu^{2+} and Zn^{2+} .
12. Which of the following variables was kept constant in Study 2?
- F. Site
 - G. Monthly rainfall
 - H. Wet deposition of Zn^{2+}
 - J. Wet deposition of Cl^-



Passage III

Cloud cover is the percent of Earth's surface covered by clouds. Cloud cover may increase because of an increase in the *cosmic ray flux* (number of high-energy particles from space reaching Earth per m^2 per hour). Table 1 shows how Earth's cover of *low clouds* (0 km to 3.2 km altitude) varies with the cosmic ray flux. Figures 1–3 show the *relative cosmic ray flux*, RCRF (the percent below the flux measured on October 1, 1965), and the monthly average cover of *high clouds* (6.0 km to 16.0 km altitude), *middle clouds* (3.2 km to 6.0 km altitude), and low clouds, respectively, from January 1980 to January 1995.

Table 1	
Cosmic ray flux (particles/ m^2 /hr)	Cover of low clouds (%)
340,000	27.8
360,000	28.1
380,000	28.4
400,000	28.7
420,000	29.0

Table 1 adapted from E. Pallé Bagó and C. J. Butler, "The Influence of Cosmic Rays on Terrestrial Clouds and Global Warming." ©2000 by Institute of Physics Publications, Ltd.

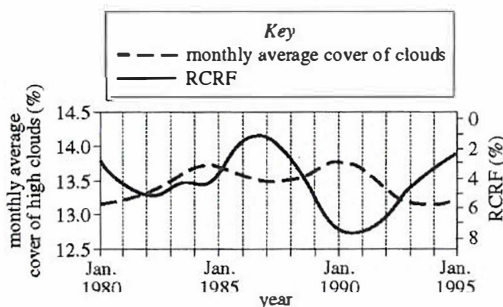


Figure 1

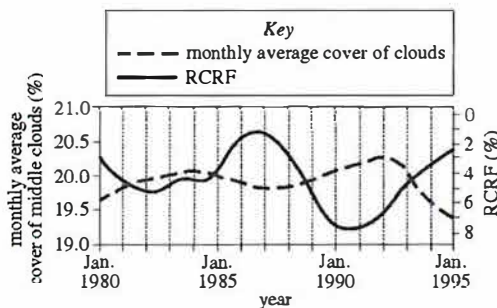


Figure 2

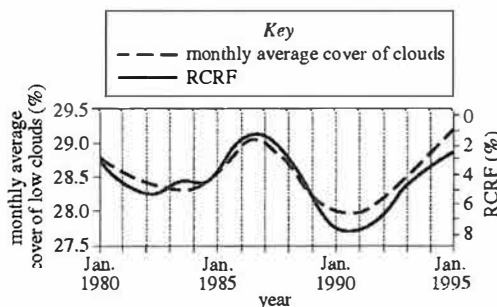


Figure 3

Figures adapted from Nigel Marsh and Henrik Svensmark, "Low Cloud Properties Influenced by Cosmic Rays." ©2000 by The American Physical Society.



13. The percent of Earth's surface covered by high clouds in January 1987 was closest to which of the following?

A. 13.0%
B. 13.5%
C. 14.0%
D. 14.5%

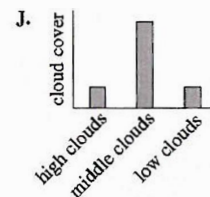
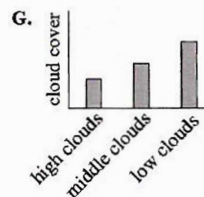
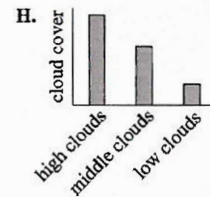
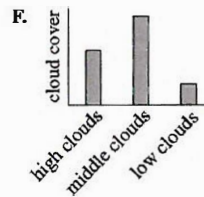
14. Based on Table 1, a cosmic ray flux of 440,000 particles/m²/hr would correspond to a cover of low clouds that is closest to which of the following?

F. 28.7%
G. 29.0%
H. 29.3%
J. 29.6%

15. Is the statement "The monthly average cover of low clouds is more directly correlated with cosmic ray flux than is the monthly average cover of high clouds" consistent with Figures 1 and 3?

A. Yes, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
B. Yes, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.
C. No, because the plot for the monthly average cover of low clouds more closely parallels the plot for RCRF.
D. No, because the plot for the monthly average cover of high clouds more closely parallels the plot for RCRF.

16. Which of the following figures best represents the monthly average cover of high, middle, and low clouds in January 1992?



17. High clouds are composed primarily of ice crystals, whereas low clouds are composed primarily of water droplets. This difference is most likely because the average air temperature at altitudes from:

A. 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is above 0°C.
B. 0 km to 3.2 km is at or below 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is above 0°C.
C. 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 3.2 km to 6.0 km is at or below 0°C.
D. 0 km to 3.2 km is above 0°C, whereas the average air temperature at altitudes from 6.0 km to 16.0 km is at or below 0°C.



Passage IV

Acid-base titration is a technique in which precise volumes of a *titrant* (an acid or base solution) are added incrementally to a known volume of a *sample solution* (a base or acid solution, respectively). This process can be monitored by adding an *acid-base indicator* (a substance that changes color over a certain pH range) to the sample solution or by measuring the sample solution's *conductivity*. Conductivity (measured in kilosiemens per centimeter, kS/cm) is a measure of a substance's ability to conduct electricity.

Two titration experiments were done at 25°C using a 0.10 M sodium hydroxide (NaOH) solution and either a 0.0010 M hydrochloric acid (HCl) solution or a 0.0010 M acetic acid solution (where M is moles of acid or base per liter of solution). All solutions were aqueous. An acid-base indicator solution of *nitrazine yellow* was also used. Nitrazine yellow is yellow if the pH is less than 6.0 or blue if the pH is greater than 7.0.

Experiment 2

Experiment 1 was repeated, except that the acetic acid solution was used instead of the HCl solution (see Figure 2).

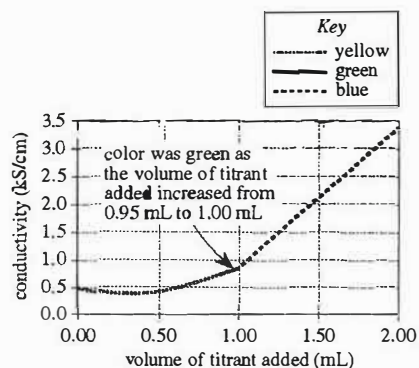


Figure 2

Figures adapted from J. West Loveland, "Conductance and Oscillometry," in Gary D. Christian and James E. O'Reilly, eds., *Instrumental Analysis*, 2nd ed. ©1986 by Allyn and Bacon, Inc.

Experiment 1

A drop of nitrazine yellow solution was added to a flask containing 100.0 mL of the HCl solution. A probe that measures conductivity was placed in the solution. The NaOH solution was slowly added to the HCl solution in small increments. After each addition, the HCl solution was stirred and then the solution's color and conductivity were recorded (see Figure 1).

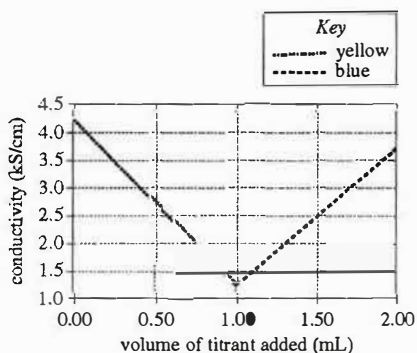


Figure 1

18. In Experiment 1, the sample solution was yellow at which of the following values for the volume of titrant added?
 - F. 0.80 mL
 - G. 1.20 mL
 - H. 1.60 mL
 - J. 2.00 mL
19. In Experiment 2, the sample solution was neutral at which of the following values for the volume of titrant added?
 - A. 0.50 mL
 - B. 1.00 mL
 - C. 1.50 mL
 - D. 2.00 mL



20. In Experiment 1, if 2.30 mL of titrant had been added to the sample solution, the conductivity would most likely have been:
- F. less than 0.80 kS/cm.
 - G. between 0.80 kS/cm and 2.30 kS/cm.
 - H. between 2.30 kS/cm and 3.80 kS/cm.
 - J. greater than 3.80 kS/cm.
21. In Experiment 2, which solution was the titrant and which solution was the sample solution?
- | <u>titrant</u> | <u>sample solution</u> |
|----------------|------------------------|
| A. acetic acid | NaOH |
| B. HCl | NaOH |
| C. NaOH | acetic acid |
| D. NaOH | HCl |
22. In Experiments 1 and 2, the probe that was placed in the sample solution most likely did which of the following?
- F. Cooled the solution to its freezing point
 - G. Heated the solution to its boiling point
 - H. Detected the concentration of nitrazine yellow in the solution
 - J. Passed an electrical current through a portion of the solution
23. A chemist claimed that in Experiment 2, the pH of the sample solution was greater at a value of 0.2 mL of titrant added than at a value of 1.8 mL of titrant added. Do the results of Experiment 2 support this claim?
- A. No; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
 - B. No; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.
 - C. Yes; at a value of 0.2 mL of titrant added, the sample solution was yellow, and at a value of 1.8 mL of titrant added, the sample solution was blue.
 - D. Yes; at a value of 0.2 mL of titrant added, the sample solution was blue, and at a value of 1.8 mL of titrant added, the sample solution was yellow.



Passage V

An astronomy class is given the following facts about stellar evolution.

1. A star's evolution can be divided into 3 stages: *pre-main sequence* (pre-MS), *main sequence* (MS), and *post-main sequence* (post-MS).
2. Gravity causes part of a cloud of gas and dust to collapse and heat up, creating a pre-MS star. The star's hot dust and gas emit its energy.
3. A pre-MS star becomes an MS star when the star produces the majority of its energy by fusing hydrogen nuclei (protons) at its center to make helium nuclei.
4. An MS star becomes a post-MS star when the star expands in volume and produces the majority of its energy by fusing hydrogen to make helium in a shell surrounding its center.
5. The more massive a star, the more rapidly the star passes through each of the 3 stages of its evolution.

Two students discuss the evolution of the *Algol system*—Algol A, a 3.6-solar-mass MS star; Algol B, a 0.8-solar-mass post-MS star; and Algol C, a 1.7-solar-mass MS star. (One solar mass = the Sun's mass.) The 3 stars orbit a mutual center of mass, with Algol A and Algol B much closer to each other and to the center of mass than to Algol C.

Student 1

The 3 stars of the Algol system formed at the same time from the same cloud of gas and dust. Algol B, originally the most massive of the 3 stars, became a post-MS star and expanded in volume while Algol A remained an MS star. Because the matter in the outer parts of Algol B was more strongly attracted to Algol A than to the matter in the inner parts of Algol B, this matter flowed from Algol B to Algol A, and, over time, Algol A became more massive than Algol B.

Student 2

Algol B was not part of the original Algol system (Algol A and Algol C). Algol B and the original Algol system formed in different clouds of gas and dust at different times and moved in 2 different but intersecting orbits around the center of the galaxy. During a particular orbit, Algol B encountered the original Algol system at the intersection of the 2 orbits and became part of the Algol system.

Algol B became a post-MS star while Algol A and Algol C remained MS stars. Algol B never lost mass to Algol A. Algol B was always less massive than Algol A.

24. Based on Student 2's discussion, Algol B is part of the present Algol system because of which of the following forces exerted on Algol B by the original Algol system?

F. Electric force
G. Magnetic force
H. Gravitational force
J. Nuclear force

25. Based on Student 1's discussion and Fact 4, while matter flowed between Algol A and Algol B, Algol B produced the majority of its energy by fusing:

A. hydrogen nuclei to make helium nuclei at its center.
B. hydrogen nuclei to make helium nuclei in a shell surrounding its center.
C. helium nuclei to make hydrogen nuclei at its center.
D. helium nuclei to make hydrogen nuclei in a shell surrounding its center.

26. Suppose that chemical composition is uniform among stars formed from the same cloud of gas and dust, but that chemical composition varies among stars formed from different clouds of gas and dust. Student 2 would most likely agree with which of the following statements comparing the chemical compositions of the stars in the present-day Algol system at the time they formed?

F. Algol A and Algol B had the most similar compositions.
G. Algol A and Algol C had the most similar compositions.
H. Algol B and Algol C had the most similar compositions.
J. Algol A, Algol B, and Algol C had the same composition.

27. If the mass of the Sun is 2.0×10^{30} kg, what is the mass of Algol C?

A. 1.6×10^{30} kg
B. 2.0×10^{30} kg
C. 3.4×10^{30} kg
D. 7.2×10^{30} kg

28. Which of the following statements best explains why the reaction described in Fact 3 requires a high temperature and pressure?

F. All protons are positively charged, and like charges attract each other.
G. All protons are positively charged, and like charges repel each other.
H. All electrons are negatively charged, and like charges attract each other.
J. All electrons are negatively charged, and like charges repel each other.





29. Based on Fact 5 and Student 1's discussion, which of the 3 stars in the Algol system, if any, was most likely the first to become an MS star?
- A. Algol A
 - B. Algol B
 - C. Algol C
 - D. The 3 stars became MS stars at the same time.
30. Based on Fact 5, would Student 2 agree that by the time Algol A stops being an MS star, Algol A will have spent as much time being an MS star as Algol B spent being an MS star?
- F. Yes, because according to Student 2, Algol A has always been more massive than Algol B.
 - G. Yes, because according to Student 2, Algol A has always been less massive than Algol B.
 - H. No, because according to Student 2, Algol A has always been more massive than Algol B.
 - J. No, because according to Student 2, Algol A has always been less massive than Algol B.



Passage VI

Three experiments were done using CO_2 , krypton (Kr), or O_2 . For each gas:

1. A 3 L steel vessel was fitted with a cap that contained a gas inlet valve and a pressure and temperature sensor.
2. Air was pumped out of the vessel until the pressure measured 0.00 torr.
3. The vessel was placed on a balance, and the balance was reset to 0.000 g.
4. Some of the gas was added to the vessel.
5. When the gas in the vessel reached room temperature (22°C), mass and pressure were recorded.
6. Steps 4 and 5 were repeated several times.

The experiments were then repeated, except that a 6 L vessel was used (see Figures 1 and 2).

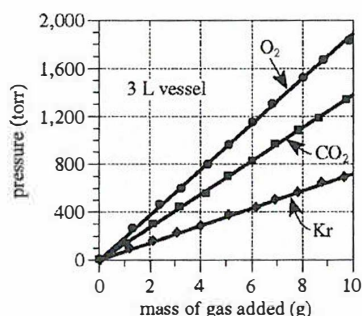


Figure 1

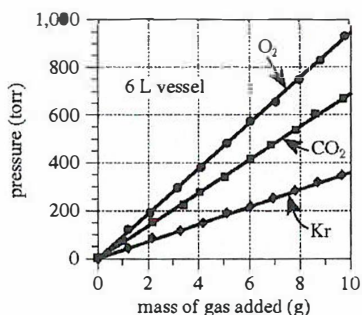


Figure 2

31. Based on Figure 2, if 13 g of Kr had been added to the 6 L vessel, the pressure would have been:
 - A. less than 200 torr.
 - B. between 200 torr and 400 torr.
 - C. between 400 torr and 600 torr.
 - D. greater than 600 torr.
32. Suppose the experiments had been repeated, except with a 5 L vessel. Based on Figures 1 and 2, the pressure exerted by 7 g of CO_2 would most likely have been:
 - F. less than 500 torr.
 - G. between 500 torr and 1,000 torr.
 - H. between 1,000 torr and 1,500 torr.
 - J. greater than 1,500 torr.
33. Based on Figures 1 and 2, for a given mass of O_2 at 22°C , how does the pressure exerted by the O_2 in a 6 L vessel compare to the pressure exerted by the O_2 in a 3 L vessel? In the 6 L vessel, the O_2 pressure will be:
 - A. $\frac{1}{2}$ as great as in the 3 L vessel.
 - B. the same as in the 3 L vessel.
 - C. 2 times as great as in the 3 L vessel.
 - D. 4 times as great as in the 3 L vessel.
34. Which of the following best explains why equal masses of O_2 and CO_2 at the same temperature and in the same-size vessel had different pressures? The pressure exerted by the O_2 was:
 - F. less, because there were fewer O_2 molecules per gram than there were CO_2 molecules per gram.
 - G. less, because there were more O_2 molecules per gram than there were CO_2 molecules per gram.
 - H. greater, because there were fewer O_2 molecules per gram than there were CO_2 molecules per gram.
 - J. greater, because there were more O_2 molecules per gram than there were CO_2 molecules per gram.
35. Suppose the experiment involving O_2 and the 6 L vessel had been repeated, except at a room temperature of 14°C . For a given mass of O_2 , compared to the pressure measured in the original experiment, the pressure measured at 14°C would have been:
 - A. less, because pressure is directly proportional to temperature.
 - B. less, because pressure is inversely proportional to temperature.
 - C. greater, because pressure is directly proportional to temperature.
 - D. greater, because pressure is inversely proportional to temperature.



Passage VII

The *human threshold of hearing* is the minimum intensity at each sound frequency required for a sound to be heard by humans. The *human threshold of pain* is the maximum intensity at each sound frequency that humans can tolerate without pain.

The figure below displays, for sounds in water and in air, the human thresholds of hearing and of pain. The figure also shows S , the percent increase in air density and water density that accompanies the compression of air and water by sound waves of given intensities. Sound intensities are given in decibels (db) and frequencies are given in hertz [(Hz); 1 Hz = 1 cycle/sec].

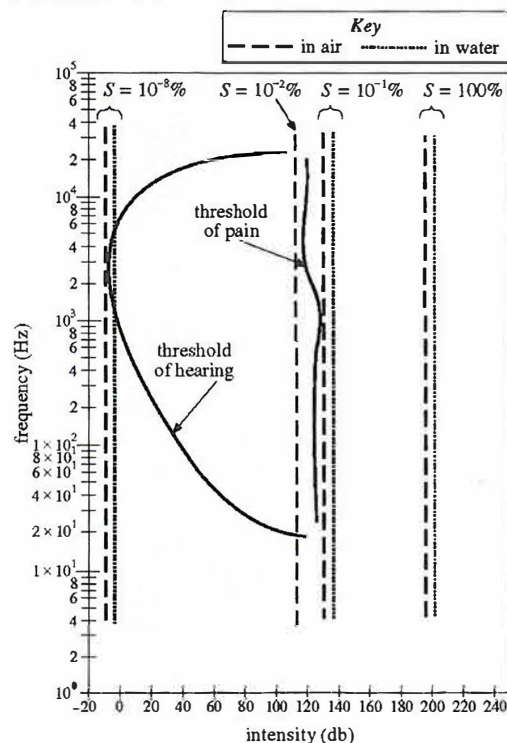
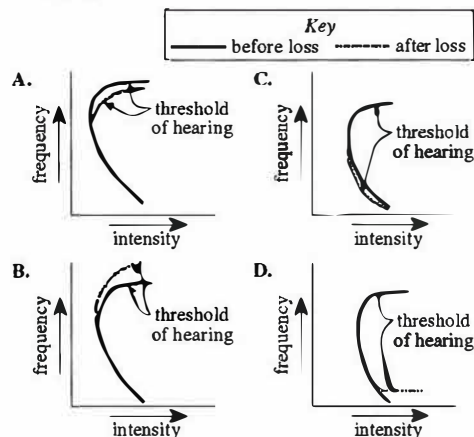


Figure adapted from Rita G. Lerner and George L. Trigg, eds., *Encyclopedia of Physics*, 2nd ed. ©1991 by VCH Publishers, Inc.

36. According to the figure, which of the following is closest to the lowest frequency that can be heard by a human being?
- F. 8 Hz
 - G. 20 Hz
 - H. 1,000 Hz
 - J. 20,000 Hz

37. As humans age, it is common for selective hearing loss to occur at high sound frequencies. Which of the following figures best illustrates this loss?



38. Based on the figure, a sound of a given frequency will have the highest intensity for which of the following sets of conditions?

Sound is passing through:		S
F.	water	100%
G.	water	$10^{-8}\%$
H.	air	100%
J.	air	$10^{-8}\%$

39. A student hypothesized that sounds of any intensity at a frequency of 10^5 Hz would be painful for humans to hear. Do the data in the figure support this hypothesis?
- A. Yes, because the threshold of pain is relatively constant with changes in frequency.
 - B. Yes, because as frequency increases above 10^5 Hz, the threshold of pain increases.
 - C. No, because humans cannot hear sounds at 10^5 Hz.
 - D. No, because the threshold of pain is relatively constant with changes in frequency.
40. Based on the figure, does S depend on the frequency of a sound wave of a given intensity?
- F. Yes, because as frequency increases, S increases.
 - G. Yes, because as frequency increases, S remains constant.
 - H. No, because as frequency increases, S increases.
 - J. No, because as frequency increases, S remains constant.

END OF TEST 4

STOP! DO NOT RETURN TO ANY OTHER TEST.

[See Note on page 54.]



Score Sheet: Simply Scientific

Test 3: Reading—Scoring Key

Subscore Area*			Subscore Area*			Subscore Area*		
Key	SS	AL	Key	SS	AL	Key	SS	AL
1. D			15. D			29. A		
2. H			16. H			30. F		
3. B			17. B			31. B		
4. G			18. J			32. H		
5. B			19. A			33. D		
6. F			20. F			34. J		
7. C			21. C			35. B		
8. F			22. J			36. G		
9. D			23. A			37. B		
10. H			24. J			38. F		
11. C			25. C			39. A		
12. F			26. F			40. F		
13. C			27. C					
14. G			28. J					

Number Correct (Raw Score) for:	
Social Studies/Sciences (SS) Subscore Area	_____ (20)
Arts/Literature (AL) Subscore Area	_____ (20)
Total Number Correct for Reading Test (SS + AL)	_____ (40)

*SS = Social Studies/Sciences
AL = Arts/Literature

Test 4: Science—Scoring Key

Key	Key	Key
1. D	15. A	29. B
2. J	16. G	30. H
3. B	17. D	31. C
4. J	18. F	32. G
5. C	19. B	33. A
6. F	20. J	34. J
7. D	21. C	35. A
8. G	22. J	36. G
9. A	23. A	37. A
10. H	24. H	38. F
11. C	25. B	39. C
12. F	26. G	40. J
13. B	27. C	
14. H	28. G	

Number Correct (Raw Score) for:	
Total Number Correct for Science Test	_____ (40)

1267C



Simply Scientific - Ideas for Progress: Range 1–12

To enhance their skills in each science-related strand, students who score in the 1–12 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">• locate data in simple tables and graphs• become familiar with different types of graphs (e.g., line graphs, pie charts, bar graphs)• become familiar with units of measurement commonly used in science
Scientific Investigation	<ul style="list-style-type: none">• observe experiments being performed and discuss what was done and why
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">• discuss what hypotheses and conclusions are and how they are different from each other

Simply Scientific - Ideas for Progress: Range 13–15

To enhance their skills in each science-related strand, students who score in the 13–15 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">• locate several data points in a simple table or graph and make comparisons between them• become familiar with common terms used in science (e.g., <i>star</i>, <i>force</i>, <i>mineral</i>)• create basic tables and graphs from sets of scientific data• read newspaper and magazine articles pertaining to science and technology and discuss main points with peers• describe trends and relationships in data displayed in simple tables and graphs
Scientific Investigation	<ul style="list-style-type: none">• determine an appropriate method for performing a simple experiment• perform simple laboratory activities designed to teach familiarity with a number of commonly used tools (e.g., thermometers, balances, glassware)
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">• read science articles of an appropriate level from newspapers and science newsmagazines and identify any hypotheses or conclusions made by the author(s)



Simply Scientific - Ideas for Progress: Range 16–19

To enhance their skills in each science-related strand, students who score in the 16–19 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">display data gathered in laboratory exercises in a variety of formats (e.g., line graphs, pie charts, bar graphs)
Scientific Investigation	<ul style="list-style-type: none">perform experiments that require more than one stepconduct a simple experiment that makes use of a control group
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">read descriptions of actual experiments (e.g., completed science fair research, simple experiments from science education journals) and discuss whether the conclusions that were made support or contradict the hypothesesformulate hypotheses, predictions, or conclusions based on the results of an experiment

Simply Scientific - Ideas for Progress: Range 20–23

To enhance their skills in each science-related strand, students who score in the 20–23 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">examine line graphs to determine if they show a direct or inverse relationship between variablesbecome familiar with scatterplotsdetermine a simple mathematical relationship between two variablesintegrate scientific information from popular sources (e.g., newspapers, magazines, the Internet) with that found in textbooks
Scientific Investigation	<ul style="list-style-type: none">perform several repetitions of an experiment to determine the reliability of results
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">evaluate whether the data produced by an experiment adequately support a given conclusioncompare and contrast two different models about a scientific phenomenon



Simply Scientific - Ideas for Progress: Range 24–27

To enhance their skills in each science-related strand, students who score in the 24–27 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">• relate scientific information contained in written text to numerical data• manipulate algebraic equations that represent data
Scientific Investigation	<ul style="list-style-type: none">• determine the hypothesis behind an experiment that requires more than one step• determine alternate methods of testing a hypothesis
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">• communicate findings of an experiment and compare conclusions with those of peers

Simply Scientific - Ideas for Progress: Range 28–32

To enhance their skills in each science-related strand, students who score in the 28–32 score range may benefit from activities that encourage them to do the following:

Interpretation of Data	<ul style="list-style-type: none">• examine two or more related sets of data and then combine those data in ways that are useful
Scientific Investigation	<ul style="list-style-type: none">• carry out scientific investigations in which the importance of accuracy and precision is stressed• consider how changing an experimental procedure will affect the results of their scientific investigations• design and carry out additional scientific inquiries to answer specific questions
Evaluation of Experiments, Models, and Assertions	<ul style="list-style-type: none">• formulate hypotheses, predictions, or conclusions by comparing and contrasting several different sets of data from different experiments• evaluate the merits of a conclusion based on the analysis of several sets of data• seek out new information that enhances or challenges their existing knowledge



Module Six

Applying to College / Financial Aid

Suggested Club Lessons:

- 6.1 FAFSA Training
- 6.2 Banking on Your Future
- 6.3 Swab the Deck
- 6.4 My Journey



Activity Guide: FAFSA Training

Learning Outcome

- Students will understand key terms and the deadlines regarding the FAFSA process.

Applicable Standards

ASCA National Competence: A: A2.1, A: B1.1, A: C1.6

Estimated Time

45 minutes

Prep Material

2. *Financial Aid Workshop (PowerPoint)*

Facilitation

The goal of this lesson is to deliver information regarding the FAFSA process. The presentation will give an overview of the FAFSA and explain importance of completing the FAFSA.



Debrief

generate question and answer sessions within the PowerPoint presentation

Key points

- The application process for financial aid opens on October 1
- The earlier you apply, the better your chance to receive additional funding
- Be sure to speak with your parents early about filing their taxes and that you will need them as soon as possible.
- Everyone should apply for FAFSA regardless of your family income.

Follow-up Actions

- *In December, sponsors should monitor how many people have created and visited the FAFSA website.*



Activity Guide: Banking on Your Future

Learning Outcome

- Students will understand important money management skills to increase their financial stability.

Applicable Standards

ASCA National Competence: PS:A1.3, A1.7, A1.8, B1.12

Estimated Time

30 minutes

Prep Material

3. Louisiana Workforce Commission My Life. My Way. (<http://www.laworks.net/mylife/>)

Supporting Resources

1. Budgeting Worksheet
2. Computers or computer lab

Facilitation

The goal of this activity is to provide students with information on being financially literate and how keeping good records and maintaining good credit will be beneficial in achieving their goals and obtaining a job. Sponsors should use the *My Life. My Way. journey at* (<http://www.laworks.net/mylife/>) as a guide for this presentation.

Activity

1. Facilitate lesson encouraging students to explore each journey in My Life. My Way (My life; My Money; My Career). Students can use the paper budgeting Worksheet as they go through their budget online.

Debrief

See questions under Follow-up

Key points

- Budgeting will help you to achieve your financial goals
- Be sure to keep track of your financial activity
- Choose the appropriate usage of credit for your needs and not your wants.

Follow-up Actions

- Use *Unlock My Future* (www.unlockmyfuture.org) to discover tuition cost for the colleges of their choice. Students may need to answer question such as:
 - What does this tuition cost cover?
 - Will there be additional expenses outside of this cost?
 - How will I be able to pay for this tuition each year?



Sample Budgeting Worksheet

CATEGORY	WEEKLY BUDGET	WEEKLY ACTUAL	MONTHLY BUDGET	MONTHLY ACTUAL
INCOME:				
From Jobs				
From Parents				
From Student Loans				
From Financial Aid				
INCOME SUBTOTAL				
EXPENSES:				
Rent or Room & Board				
Utilities				
Telephone				
Groceries				
Car /Transportation				
Insurance				
Entertainment				
Eating Out/Vending				
Tuition				
Books				
School Fees				
Computer Expense				
Miscellaneous Expense				
EXPENSES SUBTOTAL				
NET INCOME (INCOME LESS EXPENSES)				

Budgeting in College

Let's face it. It costs money to go to college. Learning the ropes of budgeting prior to starting college will give you a leg up on your fellow students. According to an advisor at a major university, more students drop out of college due to credit card debt than because of academic failure. The best way to prevent this is to adopt a spending plan early in your first semester, and stick to it. Like anybody else, college students are usually surprised at how much the little expenses add up. A cup of coffee at the local coffee shop before classes each morning can total \$46 a month, or nearly \$200 a semester. Smoking is one of the most costly habits. At \$7.00 a pack, a pack-a-day habit can total well over \$800 a semester.

It doesn't take much to reach thousands of dollars a semester simply on incidentals!



Activity Guide: Swab the Deck

Learning Outcome

- Students will understand and be able to articulate key resources in identifying financial aid opportunities.
- Students will understand and be able to articulate the essential skills in discovering financial aid opportunities.

Applicable Standards

ASCA National Competence: C:A1.1, B1.6, C1.3, C2.1

Estimated Time

30 minutes

Prep Material

Financial Aid paper application (<https://fafsa.ed.gov/fotw171B/pdf/PdfFafsa17-1B.pdf>)

Supporting Resources

Swab the Deck (Video)

Facilitation

This activity helps to illuminate the important concepts of using your skills to discover new opportunities. Sponsors must make sure that students are actively participating throughout the session and following rules precisely. It is important to ensure that students who are not 'go-getters' are pulled out of the activity at the appropriate time.

Activity

1. Gather participants in a tight group, clumped in front of you and position yourself where everyone can see and hear you.
2. Explain that you are the admiral of your own private navy and that you will be recruiting the top sailors from the group. Sailors will be tested in five different jobs.
3. Explain that for each job a specific and exact number of people are required.
4. Explain and demonstrate each job with a team of volunteers (select from audience):
 - **Swab the Deck:** ONE PERSON. Mime the action of mopping the floor with a wet mop. Make wet mop-swishing noises as you move around the room.
 - **Lighthouse:** TWO PEOPLE. Put your hands on your partner's shoulders and rotate slowly. Make a noise like a truck backing up "Beeeeeep. Beeeeeep."
 - **Man Overboard!:** THREE PEOPLE. Two people grab hands and form a circle with their arms. The third person stands between the arms, puts their hands in the air and calls out "Hello! Where are you?"
 - **Grub Time:** FOUR PEOPLE. All four people place their left hands in a stack in the center of the group as if holding a bowl. Use your right hand to shovel food into your mouth with your imaginary spoon. Make loud eating noises.
 - **Row the Boat:** FIVE PEOPLE. Stand in a single file line facing the same direction. Mime rowing with imaginary paddles. Call out "Stroke! Stroke!"
5. The facilitator will call out different commands from time to time and participants must connect



with the correct number of people to complete the action. If any person is unable to find the correct number of people, they are out of the challenge.

6. Continue calling commands until only two participants remain. These two are your winners!

Debrief

This activity gives students the opportunity to understand the nature of competitiveness. Use the following conversation starters to guide the financial aid discussion:

- What did you need to do to win this challenge?
- What happens to people who sit back and don't try hard early in the activity?
- How competitive do you think financial aid is? Some scholarships receive hundreds or even thousands of applications, so it is to your benefit to apply early and to as many as possible. Financial aid (i.e. grants) usually is allotted until the money runs out. Therefore, it is good to seek out those opportunities and apply as early as possible.
- What skills, grades, awards, or special experience do you have that might set you apart?
- Why do you think it is important to take personal initiative in your financial aid hunt?

Key points

- *Be sure to use as many resources (i.e. counselors, jobs, parents, scholarship websites) as possible to search for financial aid opportunities.*
- *You must apply early and apply often to maximize your potential of financial aid to pay for school.*
- *More scholarships are available than you may think. It is very important that you find opportunities based on your skills, abilities and academic achievement.*

Follow-up Actions

- *Have students search the web and use LOSFA's system (<https://www.osfa.la.gov/AwardSystem/>) (Louisiana Award System Tab) to search for potential scholarships based on their academic ability, skills and interests. Have students list the following in a journal entry submitted into Egnys:*
 - *Name at least three websites to search for financial aid.*
 - *Name at least three scholarships you are eligible for.*
 - *Name at least three resources besides websites for financial aid opportunities.*



Activity Guide: My Journey

Learning Outcome

- The students will understand the value of positive influencers within their life.

Applicable Standards

ASCA National Competence: PS: A1, A2

Estimated Time

40 minutes (This time can be reduced or divided over two explorer sessions.)

Prep Material

1. Marker (4 per person)
2. Flip chart sized paper (1 per person) (11x17 size paper can also be used)
3. Computers

Supporting Resources

1. Calming music
2. www.unlockmyfuture.org

Facilitation

To introduce this activity, sponsors should share an example of when a mentor made a difference in their life. The goal of this activity is to assist students in identifying those significant people and moments that have helped them on their journey thus far. Each student will get one large piece of paper and some markers. Emphasize that they will work independently to create their personal journey, but should share markers.

Activity. Distribute one sheet of paper and a few markers to each student.

2. Instruct participants to use the paper and markers to create a visual representation of their life timeline. They should highlight important moments, interesting memories, etc.
3. Each timeline should begin at their birth and continue up until today and may even go into the future. All timelines should include both pictures and words that tell the story of their journey. It should include at least 10 specific moments in their lives. (i.e: Birth of a sibling, started cheerleading, got my first job, etc.)
4. Tell your participants to be creative and design their lifeline any way they like.
5. Divide the group into working teams of 4-6 people. Each team should send a representative to the front to gather materials.
6. Give students about 10-15 minutes to create depending on your time frame. Play some music while they are working.
7. In their small groups, students should then share their journeys with each other.
8. Demonstrate how to share by sharing your own journey first. Try to limit yourself to 2 minutes at the most.



Debrief

Sponsors may use the following prompts to help guide discussion of this activity:

1. Of all of the moments on your lifeline, which is the most significant (aside from your birth)? Why? (Be sure to go around the circle)
2. What is something interesting that you learned about another member of your team? How will this information help to build a relationship with this person?
3. Who are some of the important people who appear on your timeline?
4. Meaningful connections are often a result of understanding – understanding of self, understanding of others, and understanding of your surroundings. Share an example of someone you are connected to in a significant way. What role does understanding play in your connection to this person?

Facilitator Notes

The facilitator should encourage a good discussion around the topic of life influencers and understand how these moments have shaped them. This can be most effectively achieved by using the student's responses to engage in deeper levels of conversations. For example, use one student's response and relate it to more general concepts, then have another student to give personal testimony or feedback to that concept.

Key points

- *No one goes through life alone and it is good to know who your supporters are.*
- *The experience of life helps to build a great foundation of purpose. This means that because of your experiences you can better understand and feel good about the positive choices you make.*

Follow-up Actions

- *Access Unlock My Future at (www.unlockmyfuture.org). Challenge students to use LOSFA's 5-Point match tool to discover colleges and careers that they are more interested in. After selecting these careers or colleges, students should see if there are support or mentoring groups available to connect them to the school. Specifically, have them locate at least two experiences from the schools of their choice and submit a journal in Egnyte on how these groups will support their college/ career goals.*



Module Seven

Teambuilding

Suggested Club Lessons:

7.1 Teamwork Tower

7.2 We Have the Skills

7.3 Everybody Up

7.4 Tar Pit

7.5 Walk the Walk



Activity Guide: Teamwork Tower

Learning Outcome

- Students will learn how to work more effectively in teams by understanding how to recognize dynamic group personalities.

Applicable Standards

ASCA National Competence: PS: A2.2, A2.3, A2.6, B1.12

Estimated Time

30 minutes (This time can be reduced or divided over two Explorers' Club meetings.)

Prep Material

1. Paper
2. Masking tape
3. Energetic music

Facilitation

Teams will participate in an interactive session centered on teambuilding.

Activity

1. Divide your students into teams of four.
2. Explain that there is no talking throughout this activity.
3. Each team will receive the same amount of paper (about 20 sheets) and tape (approximately one arm's length).
4. The goal of the activity is to build the tallest mobile tower you can as a team with only the supplies you are given. You must be able to pick up and move your tower.
5. Each team will be given 1 minute of strategic planning time before the time begins. You will be given 10 minutes to build your tower.
6. The towers must be self-standing. No taping to wall, floor, chairs, etc.
7. No other materials may be used.
8. After 5 minutes, stop everyone from working and ask them to each nominate the top leader from their team. After they have decided, have the team leaders move two teams to the left. Each team should now have a new member.
9. Once the team leaders have switched, have the teams finish working for the remainder of the time.
10. Remind them there is no talking.
11. When time has expired, have each team bring their towers to the front of the room.

Debrief

Sponsors may use the following prompters to help guide discussion on debriefing of this activity:

1. What different strategies did your teams use to build the tower?



2. Who was identified as a team leader?

- How did you react to your new team?
- Did you continue as a leader or did you work with the plan the team was already using?
- Which team did you feel more connected to: your original team or your second team?

3. What were the limited resources in this activity?

4. What limited resources do you deal with as a high school student?

5. What communication barriers exist in your life and how do you overcome these barriers?

Key points

- Teamwork makes the dream work.
- Everyone is different. However, when working on teams, everyone must learn how to get on the same page to get the job done.
- It's okay to have fun when working on teams.
- Leaders must be able to adapt to any situation they are presented with at any time.



Activity Guide: We Have the Skills

Learning Outcome

- Students will understand how their unique skills can contribute to collective team work.
- Students will understand how and when to apply their skills in different team situations.

Applicable Standards

ASCA National Competence: C: A1.4, A2.5, PS: A1.9, A2.7

Estimated Time

30 minutes

Prep Material

1. Note Cards
2. Pens and pencils

Facilitation

This activity encourages students to reflect on their personal abilities and use creative thinking to apply those skills in a group setting. It is important for the sponsor to be flexible and encouraging of the students when asked to reflect on their skills and when going through the group process of leveraging the skills with others in their group.

Activity

1. Give each participant a note card.
2. Instruct the participants to write their best skill on an index card. (ie: playing the piano, science, soccer, dance, etc.). Give them approximately 1 minute.
3. Divide the participants into groups of 3-4.
4. Explain that they must utilize all of the skills they wrote down on their note cards to create a new person that possesses all of the combined skills from the groups note cards (ie: a group with the skills of singing, math and football might create a football player who can calculate the exact moves of the opposing team and who can then sing the information to his / her teammates).
5. Give the groups 5-6 minutes to brainstorm and develop their new person. The new person must incorporate all of the individual skills of the group.
6. Once the new person is created, the group must present their new "super-person" to the entire group in a creative way. Every student in each group must participate in the presentations. Presentations should last about 30 seconds and feel a bit like a commercial "Wouldn't you love to have this exciting skill? Our new person has the ability to swim a marathon while simultaneously solving complex math equations!"



Debrief

The sponsor should take the opportunity to discuss the skills of each student and the 'super skill' of the newly created person. The following discussion prompts may assist in driving the conversation:

- What did you learn about your group members through this activity?
- How can you encourage others around you to use their talents?
- How can you visualize using your talents in a future career?

Key points

- *Individuality is always needed to make teams successful.*
- *Learning how and when to use your skills in a team setting will definitely make you a dynamic and key member of any team.*
- *Always practice making your skills better. Take every opportunity to learn from your experiences and create better opportunities for the next time around.*

Follow-up Actions

- Have students reflect on the activity and engage in the debrief questions listed above as a group. Students should write a two to three sentence reflection and submit into Egnyte.



Activity Guide: Everybody Up

Learning Outcome

- Students will learn how to form teams and increase group effectiveness based on mutual personality characteristics.

Applicable Standards

ASCA National Competence: PS: A1.1, A2.6, A2.8, B1.7

Estimated Time

20 minutes

Prep Material

1. None

Supporting Resources

1. *Energetic music*

Activity

1. Ask for two volunteers to demonstrate.
2. Have them sit on the ground facing each other, place their feet flat on the floor, feet together, and toes touching the other person's toes.
3. They should then connect to each other. Explain that they need to connect in such a way that electricity would be able to pass through their hands.
4. Explain that on the count of three they will attempt to pull each other up. (Allow for demonstration by volunteer group)
5. Tell teams to start in pairs, and then try groups of three, and add one person at a time until the whole team does it. Once the whole team accomplishes getting up, have the entire class try in a single large group.
6. Even as the group gets bigger, everyone's hands must be connected in such a way that electricity could pass through the whole group. Remember feet flat on the floor, feet together, and toes touching.
7. Safety is a concern. Therefore, remind people to be careful and support one another.
8. Watch for falling people and those behaving recklessly – ask them to refocus.

Debrief

Sponsors may use the following prompts to help guide discussion on the debrief of this activity:

1. Why are some tasks more difficult with more people involved?
2. What happens if one or more people in your group doesn't try or stumbles while getting up? How is the team affected?
3. Where might you see team goals like this in high school, in college, or in a future career?
4. How did your level of success change when you changed your approach? What does this say about making small changes in your life?

Key points

- *Teamwork requires coordination and trust.*
- *More people on a team can mean more achievement, but also requires more work to keep everyone on the same page.*
- *Teams succeed because individual team members support one another.*
- *It's okay to have fun when working on teams.*



Activity Guide: Tar Pit

Learning Outcome

- Students will use creative thinking and problem solving skills to find solutions to challenges.
- Students will learn the essentials of effective communication for working in teams.

Applicable Standards

ASCA National Competence: PS: A2.3, A2.6, A2.7, B1.1, B1.3, B1.6

Estimated Time

50 minutes

Prep Material

1. A room or area with open floor space
2. Tape off empty area of floor approximately 9 ft X 12 ft
3. Two small ropes (4 ft long)
4. Blindfolds
5. 15-20 small items (blocks, paper plates, toys, paper clips, cards, etc)
6. Ruler

Supporting Resources

None

Facilitation

Sponsors should make sure that 'aircraft' parts (ropes, small items, ruler, etc.) are placed in the middle of the taped off area before students enter the room. Two items should be within reach of the teams, a ruler and a jump rope. Place the ruler on one side of the taped off box in a location where teams will have slight difficulty reaching it. Place the jump rope on the other side of the group, where teams will have slight difficulty as well. All of the remaining items should be very difficult to reach. During this activity, students should figure out that teamwork will allow them to access the materials from the tar pit without violating the rules.

Activity

7. Gather participants in a tight group, clumped in front of you and position yourself where everyone can see and hear you.
8. Explain the following: "Explorers', you have just landed in the far off land of Jeju, and your aircraft split in half. During this split your supplies landed in a massive tar pit."
9. Unfortunately, the tar is only thick enough to keep the supplies afloat. If there is any extra weight, the pieces, and the person touching them, will sink in the tar.
10. You will be competing against the opposing team to see who can retrieve their materials the quickest.
11. Your objective is to devise a plan without violating the following rules:
 - You cannot touch the tar (floor) or put weight on an item
 - The only supplies you have are the ones currently floating in the tar pit
 - You cannot sacrifice the life of others to retrieve supplies
 - If any part of a team member's body part touches the tar, that body part can no longer



be used for the rest of the activity.

- Every member of your team must retrieve at least two supplies from the tar pit

Debrief

This activity gives students the opportunity to understand the nature of competitiveness. Use the following conversation starters to guide the teamwork discussion:

- What were your first thoughts when presented with the challenge and the rules?
- What creative ideas did you notice your team develop and implement to retrieve the items?
- Who do you believe was the leader of the group?
- What skills were needed to achieve this challenge?

Key points

- *Obstacles may seem very daunting at first. However, with a little creativity and problem solving skills, your obstacles can become accomplishments.*
- *Remember when to lead and when to follow. Great teams are made up of leaders who rise to occasion when their skills are necessary.*
- *Keeping an open mind to the ideas of others is a great asset and skill that will help you for the rest of your life.*



Activity Guide: Walk the Walk

Learning Outcome

- Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students. They will use effective communication skills and know that communication involves speaking, listening and nonverbal behavior.

Applicable Standards

ASCA National Competence: A:A1, A2, A3, PS: A1, A2

Estimated Time

10 – 20 minutes

Prep Material

1. Blindfolds
2. Stopwatch
3. A few random supplies for challenges (see below)

Facilitation

To setup this activity you will want to find a large open space. A gymnasium would work if you have to stay indoors; otherwise it is recommended that you take your team outside. You can be creative with the space as long as it is all on one level (no stairs). You will need half as many blindfolds as you have members of your team – so if you have 10 students that you are working with you will need five blindfolds. Once you have chosen your space, you will setup the 4-6 “challenge stations.” Each challenge station should be approximately 30 yards apart from one another. Pick a starting point and think about the challenges from a blind person’s perspective. Make sure that they are safe! Ideas for challenges are jump ropes, hopscotch, walking across a bench, spinning around a tree, etc.

Activity

1. Everybody finds a partner.
2. One person per partnership is blindfolded.
3. Take all members of the team to the starting point. Blindfolds should remain on as they walk to the starting point and during the instructions. Make sure that the non-blindfolded members of the team are safely guiding their teammates to the starting point.
4. Let everybody know that the non-blindfolded members of the team are going to guide the blindfolded members through a series of challenges. They are not allowed to touch their blindfolded partner and will only be able to guide their partner using their voice.
5. Demonstrate how the walk will work. Show the non-blindfolded members of the team where they go first, second, etc. Show them how each challenge station will work. If they have to spin around a tree three times and hold onto the tree with their right hand as they do it, you will have to show them this.
6. Each partnership is going to be timed. A new partnership will begin the walk every minute.
7. After all blindfolded participants finish the challenge course the roles will change so every person who was blindfolded will now lead someone who was not blindfolded for the second round.
8. Total the time of both teammates to determine which partnership had the best time.



9. Start partnership one and start the stopwatch. Start partnership two one minute later, partnership three one minute after that, until all partnerships have begun the trust walk.
10. Watch to be sure that people are being safe.
11. After all partnerships have finished, reverse roles, demonstrate for the new group (feel free to change up some of the challenges for round two). Repeat the process.
12. Ask your team to help you clean up the challenge stations.

Debriefing Questions

- What was critical to your success in this activity? (Trust, communication, teamwork)
- What would have happened if you didn't trust your teammate to guide you?
- What happens when you are able to trust your classmates in school? What happens if there is a lack of trust between individuals or groups of students in the school?
- What are ways that you can build relationships based on trust? What specifically can you do to build these strong relationships?
- How did competition affect your performance?
- Did you follow all of the rules? What is more important, winning at all costs or winning within certain parameters?
- Challenge your team to follow through with their responsibilities, to look out for one another and to help each other out. Talk about how every person brings something unique to a team and that these differences allow for a stronger, more effective team.

Conversation Starters

- *The key to our success in this activity was...*
- *If I trust people in my life, then...*
- *If there is a lack of trust between people, then...*
- *Competition affected this activity by...*
- *Describe your response to this: winning at all costs or winning within certain parameters...*
- *Remember to never judge a book by its cover until you have walked in their shoes.*



Module Eight

Effective Communication / Public Speaking

Suggested Club Lessons:

- 8.1 Connection Chain
- 8.2 Grid Walk
- 8.3 Speak Up
- 8.4 Swamp Crossing



Activity Guide: Connection Chain

Learning Outcome

- Students will understand and be able to articulate the importance of forming and maintaining connections.

Applicable Standards

ASCA National Competence: PS: A1, A2

Estimated Time

20 minutes

Prep Material

None

Supporting Resources

Energetic music

Facilitation

Introduce this as a demonstration of encouraging teamwork by finding connections with others. Stress the importance of building relationships by finding common experiences or interests with others in your group. As the facilitator, you will start this process by sharing connections that have been important to you and how they have created value in your life.

Activity

1. Begin by sharing your name and something about yourself.
Example: "My name is Jaylen, and I love to cross country ski."
2. Then ask if anyone in the group shares that hobby, trait, or experience. If so, they should then stand up.
3. From the group of people who share that trait with you, choose someone. This person should then come and link arms with you.
4. If no one stands, you share another hobby, trait or experience.
5. The new person then shares something new about themselves (no repeating) and links with another person and so on. Keep going until everyone is linked in a long chain.
6. Then, the last person has to try and find a connection to the person who started the chain so that the line can be linked into a team circle.
7. Depending on time, you may want to repeat this process a few times.
8. Another variation is to have every person stand and share with people around them. Once they have connected to a few people, the smaller segments of chain can link up to other segments in the room.

Debrief

Sponsors may use the following prompters to help guide discussion on the debrief of this activity:

- Who is one person that you are connected to outside of your family? How do they provide value to you? How do you provide value to them?



- Are you connected to an organization, club, or activity? How did you get connected? What value does it provide?
- What are five ways that one can build connections between him/herself and others? (ask the group to come up with five total)
- Building connections can benefit you in a variety of ways. Leaders understand that in many situations, "It's not what you know but who you know." Share an example of a time when a connection with someone benefited you (or them) in some way. (access to an event, a job interview, etc.)

Key points

- *Career building, in many situations, is about whom you know and not what you know.*
- *No matter how different our backgrounds may be, we can generally find a common thread of experience among us.*
- *Long connection chains will provide many benefits during your future careers. Therefore, you should work on building good relationships now and continue to use them in the future.*



Activity Guide: Grid Walk

Learning Outcome

- Students will be able to clearly articulate and utilize competencies learned from previous leadership activities within the Explorers' Club.

Applicable Standards

ASCA National Competence: C:A1, A2, PS:A2, B1, C1

Estimated Time

50 minutes

Prep Material

1. Grids (or taped out grids on floor 6 ft x 9 ft)(1 for every 15 participants)
2. Maps (3 different maps per grid)
3. Score sheet (1 blank per team)
4. Pens or pencils

Supporting Resources

1. Grid walk video

Facilitation

Sponsors should begin this activity by challenging students to use all of the leadership skills they learned thus far in Explorers' Club activities to get through this difficult challenge. Sponsors should have students call out a few of those learned lessons before beginning the activity. The debrief for this activity is incorporated after each round. An additional debrief should be used at the end of all three rounds to summarize the key concepts learned from rounds 1, 2, and 3.

Activity

1. Have two volunteers from around each grid to come up and follow you to an area away from the entire group. These students will serve as map masters and score keepers for their grid.
2. Have teams sit around their grid, introduce themselves and share one fun fact about them while you take the map masters and score keepers out into the hall.
3. Using a map as a visual aid, explain to the map masters how to read the map, locate the dead ends, and how to keep the map key out of the view of participants. At this time you will also show the scorekeepers the score sheet and show them how to tally scores for the team. After giving them these instructions, tell them that they will find out the rest of their job duties later. Be sure to ask if there are any questions on the information discussed before they return to their group.
4. After returning to the room, find a group close to where you are and notify them that they will serve as your example group for this activity.
5. Gather the attention of the entire room and begin explaining the instructions for this activity:
 - Be sure to state the following:
 - Each team's goal is "To find the one correct path across the grid"
 - Demonstrate on a grid using a demonstration team and volunteer(s)
 - Be sure to state: "Moving always forward and always to a connecting square"
 - Never side-ways



- Never off grid
 - Never skipping a square
6. If you make a correct move you will hear nothing from the map master. But, if you make a wrong move you will hear a buzz. Make a sample buzzing noise as an example.
 7. If you make a mistake, you must exit the grid in the same manner in which you entered. Show an example.
 8. You cannot take a second turn on the grid until everyone from your team goes once (rotate through team members)
 9. Explain the amount of earnings for the activity. The earnings are as follows:
 - Earning Money
 - Every level = \$20,000 (for a total of \$180,000)
 - Get all the way across = $9 \times \$20,000 + \$100,000$ BONUS (for a total of \$280,000)
 - Additional Bonus will be discovered later in the activity
 - Losing Money
 - Leave the grid incorrectly: every incorrect square = -\$10,000
 - Interference (only 1 person can be touching the grid) = -\$20,000
 - Walk off = -\$30,000
 - Speaking = -\$50,000
 10. **Be sure to share these final rules:**
 - THIS ACTIVITY IS COMPLETELY NON-VERBAL
 - No props, no recording/marketing the correct path in any way except memory
 - Remind them "Find the ONE CORRECT path across the grid"
 - "Always forward, always to a connecting square"
 11. Have everyone stand up with map masters and Score Keepers at one end; the team is gathered around the perimeter of the other 3 sides of the grid.
 12. Announce 6 minutes for round 1, count down from 10 to silence the room any noise thereafter is considered a verbal penalty.

After First Round:

- Choose a group that hit the dead end, ask them what happened
- Ask if they started blaming the map masters and score keepers
- Reveal that dead ends do exist in the activity and reveal the barrier bonus. Barrier bonus is an additional \$20,000 that a team can receive if any member of their team tries another route across the grid upon finding a dead end. This is a one only time bonus.
- When might we face dead ends in life? How do we handle them? Relate to dead ends in college choices and possible careers.
- Announce that teams have 1 minute to strategize for round 2
- Get teams in place, have map masters switch maps and countdown to round 2
- 5 minutes for this round

After Second Round:

- Mention specific communication, pointing as an option for nonverbal.
- Encourage the team to take one minute before beginning to develop a strategy or plan for their team for the last round. Let them know that this time, in order to earn the \$100,000 bonus *all* members of the team must make it across the correct path.
- Remind them that all of the same rules apply, no "conga lines" - only one person on the grid at a time, no taking notes, etc.



- Get teams in place, have map masters switch maps and countdown to round 3.
- 6 minutes for this round.

After Round Three:

- How does Grid Walk relate to us being effective members of a team?
- Talk about risk (what is the loss associated with hesitation before your choice?). What kind of risks will we need to take?
- Talk about strategizing, what are the benefits of planning? How does this relate to your college and career success?
- Why was it important to get everyone across? How will inclusion and unified success be important to getting through high school, college or on the job?

Key points

- Today's challenge can be tomorrow's accomplishment if you are able to leverage your resources.
- Effective communication must be adaptable to the group you are working with.
- Always remember when to lead and when to follow.
- Take risks to move ahead, but be smart about the risks you take.

Follow-up

- *Have students write a Journal entry about an obstacle or dead end they have overcome in the last few years. Submit entry into Egnyte.*



Handout: Grid Walk Score Sheet

Fines

Wrong Square = \$10,000 (only as they are retracing steps)
 Interference = \$20,000 (only one person touching the grid)
 Walk-off = \$30,000 (walk off without retracing steps)
 Verbal = \$50,000 (anybody who speaks a word)

Rewards

\$20,000 per Level
 \$100,000 Completion Bonus

Example

<u>Rewards</u>	<u>Wrong Square</u>	<u>Interference</u>	<u>Walk-off</u>	<u>Verbal</u>
20,000 x 9 = \$180,000 \$100,000 Completion	III III III 15 x 10,000 = \$150,000	III 5 x 20,000 = \$100,000	II 2 x 30,000 = \$60,000	II 2 x 50,000 = \$100,000

Total Earned: \$280,000 - \$410,000 (fines) = - \$130,000

Round One

<u>Rewards</u>	<u>Wrong Square</u>	<u>Interference</u>	<u>Walk-off</u>	<u>Verbal</u>

Total Earned: _____ - (fines) _____ = _____

Round Two

<u>Rewards</u>	<u>Wrong Square</u>	<u>Interference</u>	<u>Walk-off</u>	<u>Verbal</u>

Total Earned: _____ - (fines) _____ = _____

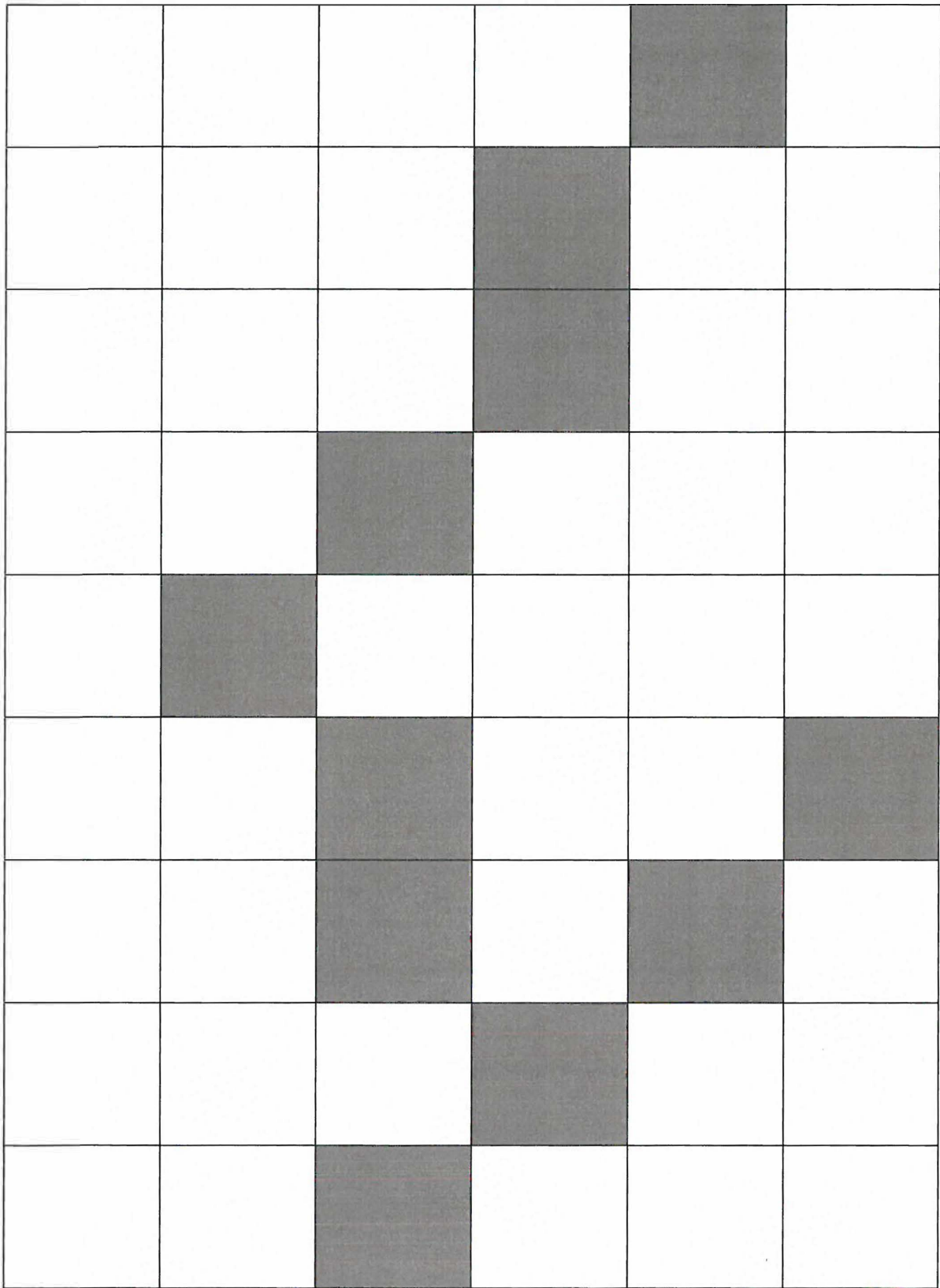
Round Three

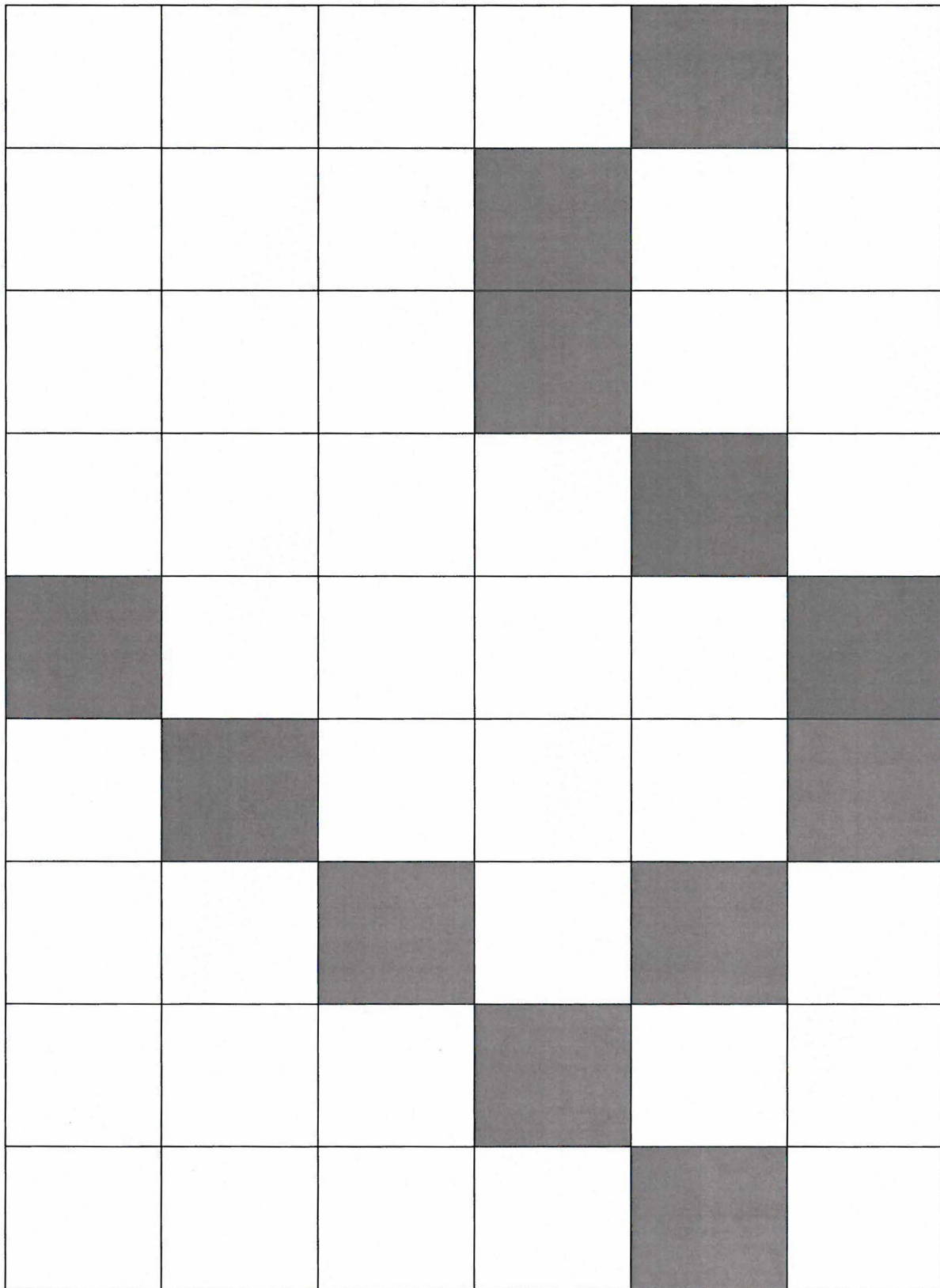
<u>Bonuses</u>	<u>Wrong Square</u>	<u>Interference</u>	<u>Walk-off</u>	<u>Verbal</u>

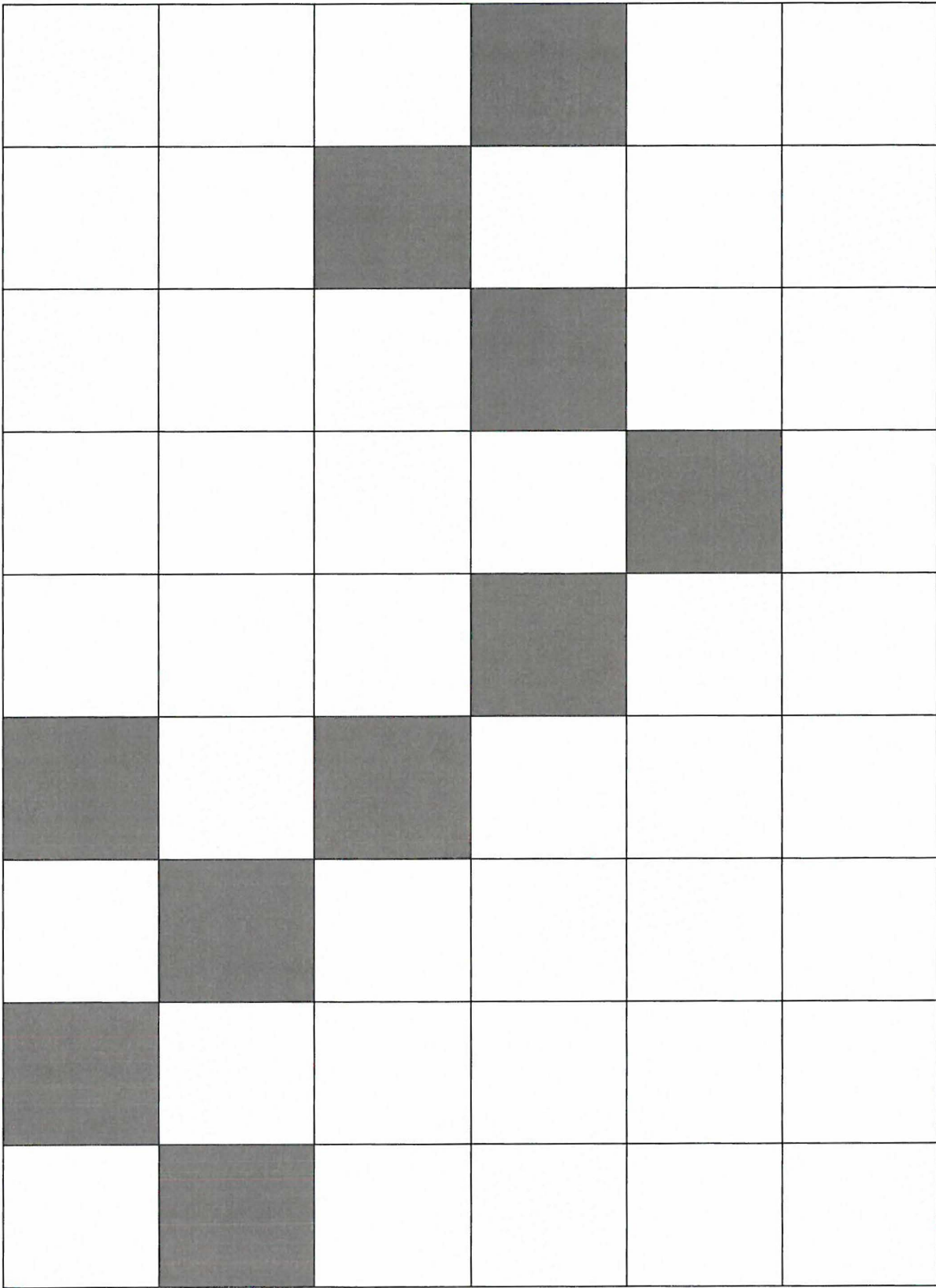
Total Earned: _____ - (fines) _____ = _____

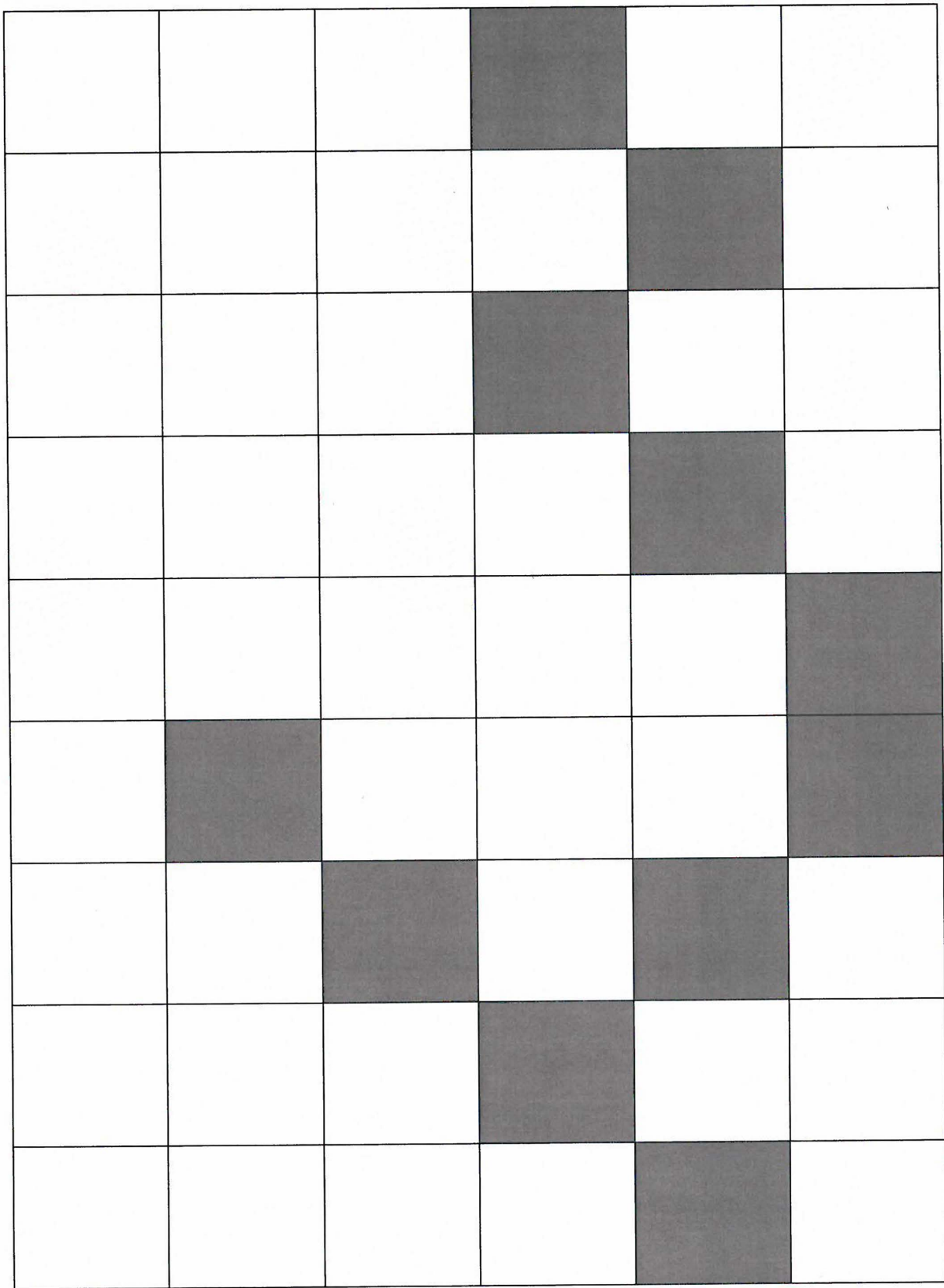
Total Score for all three rounds = _____

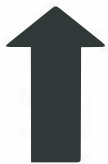
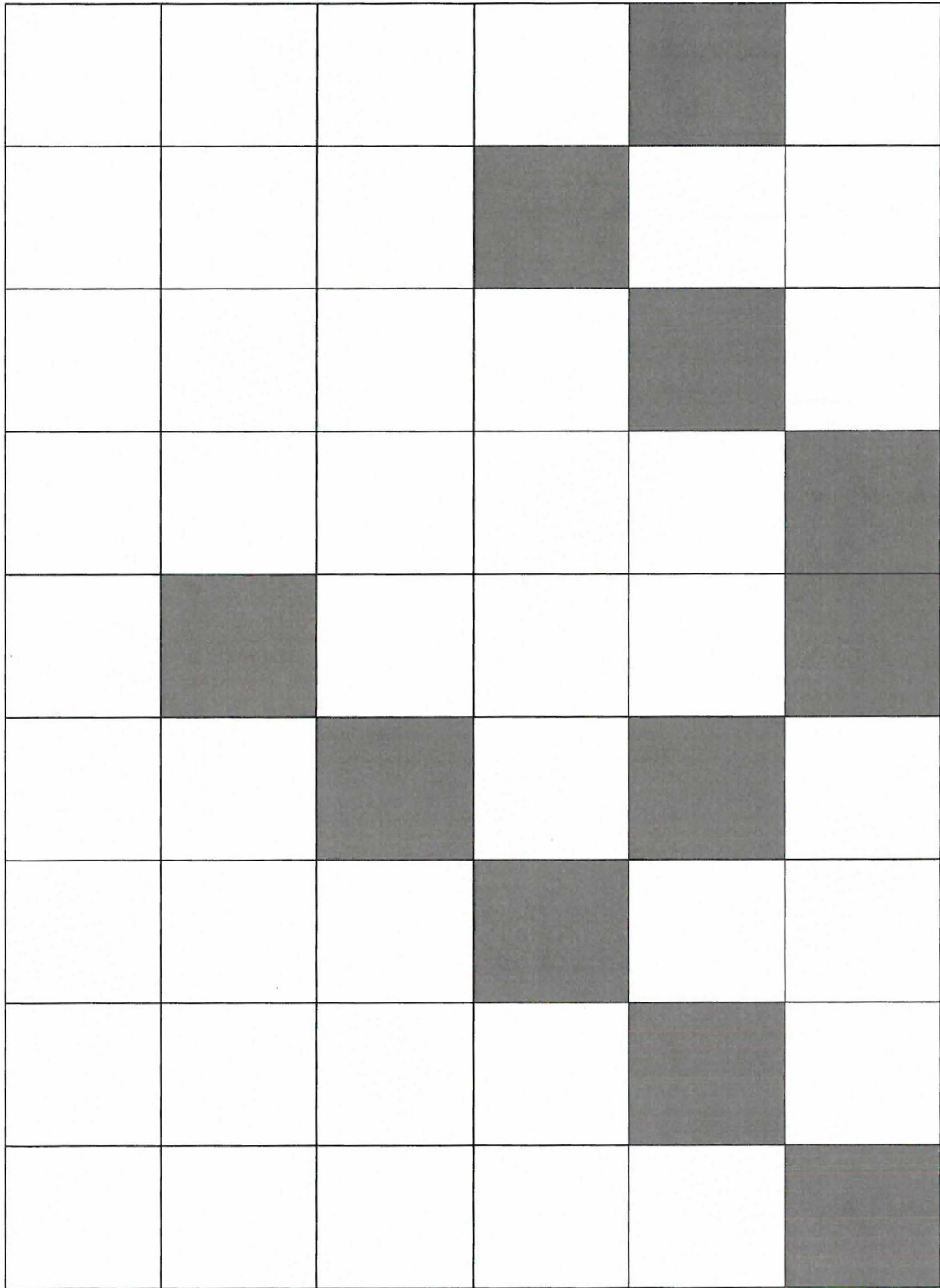


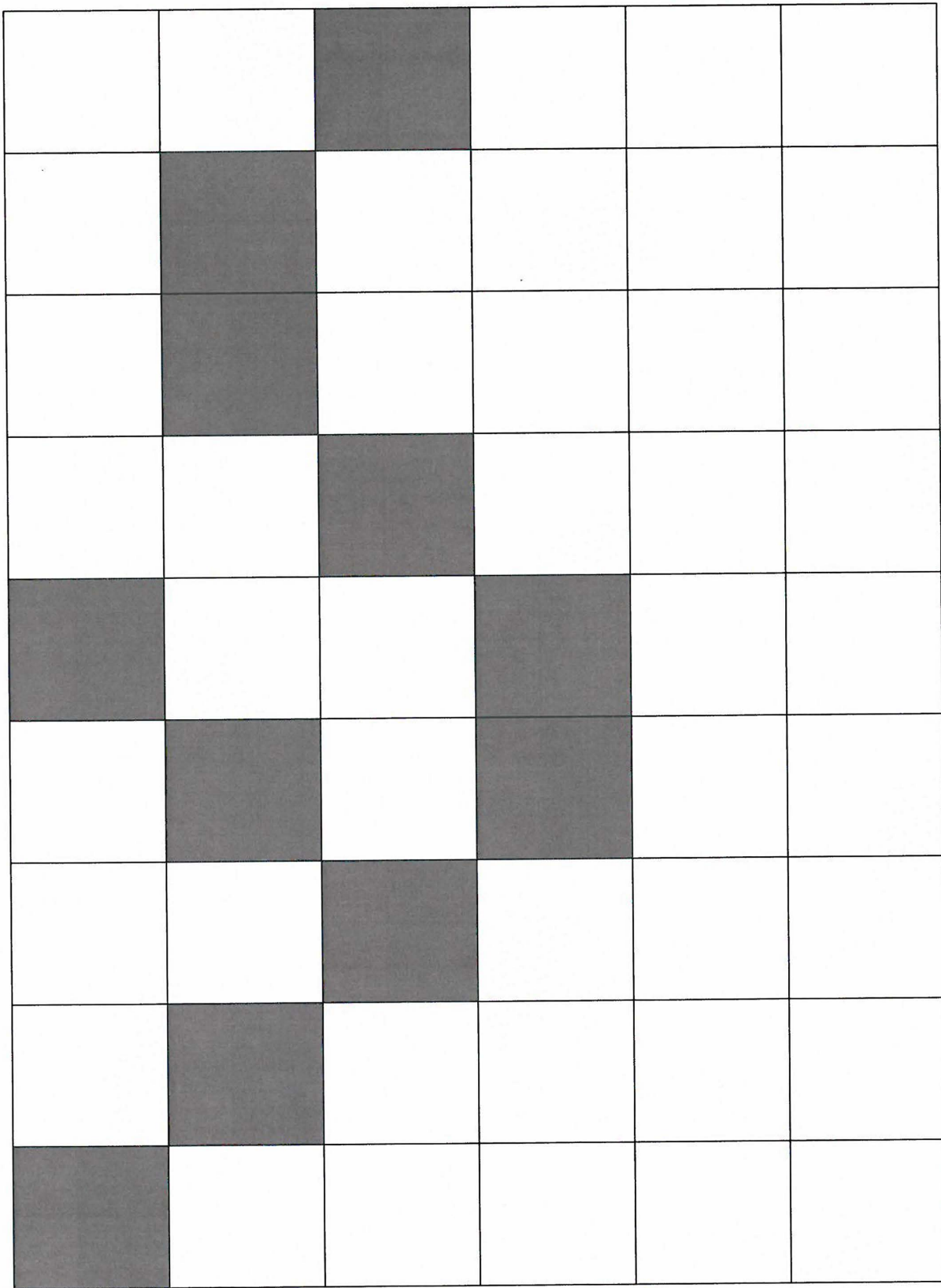












Activity Guide: Speak Up

Learning Outcome

- Students will learn key components for composing speeches.
- Students will understand and articulate the essential skills for great speech delivery.

Applicable Standards

ASCA National Competence: PS: A1.1, A1.5, A2.6, A2.7

Estimated Time

30 - 40 minutes

Prep Material

1. Note cards (1 per participant)
2. Writing Utensils
3. Speak Up Handout (1 per participant)
4. Projector
5. Computer with sound

Supporting Resources

- Speak Up Handout
- Videos (www.ted.com)

Facilitation

During this session, all Explorers' will prepare a short speech that they will deliver to the group. Start off the session by using some of the following conversation starters:

Pre-Activity Conversation Starters

- *How many of you are comfortable with giving public speeches?*
- *What makes you nervous about public speaking?*
- *What makes a great speech?*

Use the Speak Up handout to discuss the components of a good speech. The Speak Up PowerPoint includes slides on the "speech sandwich," preparing a speech and debriefing points of this activity.

Activity

1. Pass the note cards and handouts out to each student.
2. Go over the Speak Up handout with the Explorers.
3. Tell students that they should work alone in this activity. They will have 10 minutes to complete the Speak Up worksheet and create a speech that is only 1 minute long. Offer three or four possible speech topics (e.g. Why college matters, etc.) as options, or encourage students to choose their own topic.
4. After the 10 minutes are complete, have the students form partnerships and deliver their speech to each other.



Debrief

- Was this activity challenging for you? What made it difficult?
- Would the activity have been easier if you had more time to prepare? What does this tell us about the value of practice, preparation, and time management?
- What are situations in high school where you will need to be able to think quickly and develop solutions? Are there ways that we can prepare for situations like this?

Key Points

- *Effective communicators will remember to make eye contact and engage their audience.*
- *The best way to deliver a speech is to format your message like a sandwich. The best way to remember it is IBC: Intro, Body, and Conclusion.*
- *You will only become better at this essential skill if you constantly practice. Practice at home, school, and with your family often on topics that you are interested in.*

Follow up

Have students visit www.ted.com. On the site, there are hundreds of long and short videos centered on several themes. Have the students choose a video based on their interest and submit a journal with the following information:

- Link to video
- What made this speaker great? Name at least 3 reasons why.
- What did you learn from the video?



Handout: Speak Up

1. Ask Questions <ul style="list-style-type: none"> • Who is my audience? • How much time will I have? • Do I have an assigned topic? If not, select an appropriate topic • How many people will there be in the audience? • How will the room be set? • What is the agenda? 	2. Become an expert on your topic! <ul style="list-style-type: none"> • Research • Ask questions • Quote other experts • Find facts • Use personal experience
3. Organize Information & Write Speech <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> - Tell them what you're going to tell them - Upbeat and energetic • Body <ul style="list-style-type: none"> - Tell them - Factual information - Stories, etc. • Conclusion <ul style="list-style-type: none"> - Tell them what you told them - Rhetorical questions - Challenges - Thought provoking 	4. Practice, Practice, Practice! <ul style="list-style-type: none"> • Highlight key words or phrases in the speech • Write reminders to yourself in the margin of your paper • Time yourself • Use a mirror or video camera to work on eye contact • Give the speech to others. Make changes based on the critique • Refine speech by practicing specific motions, dramatic pauses, etc.

The Communication Relationship

Responsibilities of the Sender	Responsibilities of the Receiver



Handout: Speak Up, cont'd

Title or topic _____

Who is my audience? _____

How much time do I have? _____

How many people will attend? _____

How will the room be set? _____

Introduction – Introduce topic and tell us what you are going to tell us.

Body – Share factual information and personal stories. Tell us what you are going to tell us.

Conclusion – Summarize. Tell us what you told us.



Activity Guide: Swamp Crossing

Learning Outcome

- Students will be able to identify challenges that impact team efficiency and articulate qualities that can make them successful.

Applicable Standards

ASCA National Competence: PS: A2.2, B1.1, B1.3, B1.10

Estimated Time

50 minutes

Prep Material

1. Chalk or Rope (to make two lines approximately 15 ft apart)
2. Paper plates
3. Paper
4. Masking tape

Supporting Resources

1. Energetic music

Activity

1. The scenario for Explorers in this challenge is that a group of scientists and adventurers are traveling through the jungle.
2. They have encountered a swamp (the space between the lines).
3. They are left one pair of "Hover Shoes" (paper plates), but they need to get everyone across the swamp to meet their departing ship.
4. Once a person has put the shoes on they can walk one time across the swamp.
5. The shoes can only contain one foot at a time and you have to wear both shoes (so no three legged races).
6. The group cannot "throw" the shoes.
7. They cannot walk around the swamp because they have to meet their ship and the swamp is too long.
8. They cannot jump across the swamp because it is too far.
9. A penalty for starting over: there is "swamp dust" that can render a person blind or mute (facilitator decides who this person is)
10. For safety concerns make sure you spot those going across, and don't allow people to climb up on shoulders.

Debrief

Sponsors may use the following prompts to help guide discussion on the debrief of this activity:

- What role did planning have in your success? What are some specific plans you have for high school? Beyond high school?
- Our team had a goal – cross the swamp. What is a goal that you have for the next year? The next five years?



- What role did trust play in your team's success? How can trust have an impact on your high school experience?
- What happens to a team that lacks trust? (This is the time to talk about delegation and empowerment and how they can play a role in the success of a team)

Key points

- *Remember the key points of our previous activities of teambuilding:*
 - *Teamwork makes the dream work.*
 - *Leaders must be able to adapt to any situation they are presented with at any time.*
- *Keep in mind that today's challenge can always turn into tomorrow's accomplishments through recognizing effective teamwork strategies.*



Module Nine

Professionalism

Suggested Club Lessons:

9.1 Etiquette Experts

9.2 Serving of Me

9.3 A Brand Called You



Activity Guide: Etiquette Experts

Learning Outcome

- Explorers will become better acquainted with etiquette skills in regards to dining, behavior and fashion.

Applicable Standards

ASCA National Competence: PS: A1.6, A1.7, A1.8, A2.6

Estimated Time

50 minutes

Prep Material

1. Etiquette handout
2. Clock timer
3. Board or flipchart paper

Supporting Resources

Stream Take Your Manners Public video through Teacher Tube website

Facilitation

This activity is broken into four different sections. The first section provides a general overview of etiquette. The subsequent sections describe activities to emphasize the three main focus areas (a) behavior, (b) dress and (c) dining.

Activity

Stage One: Overview of Etiquette

I. Introduction

- a. This lesson will give students the opportunity to discover concepts of etiquette.
- b. When you think of etiquette, what comes to mind?
 - Manners and how to carry yourself.
 - Set of guidelines for social interactions.
 - Set of rules that are consistent and make it easier to relax and connect with other people

Basics of Etiquette

- Respect
 - How do you show it to others?
 - Why is it important? (Even if you're a totally selfish person, you should still be compelled to show respect to others since in your own self-interest, you would want them to reciprocate and be nice to you.)
- Awareness
 - Everyone around you counts, not just the "important" people
 - Example – letting a door slam on an old lady with groceries
 - Show it to people outside your own circle since people are watching you
- Tangible benefits
 - Professionally = promotions, raises, etc.
 - Socially/personally = friendships and popularity



- Sincerity
- Etiquette is not about ulterior motives

Stage Two: Behavior

a. Behavior (aka “Networking”)

- What is networking? (Making connections with people where you’re pursuing a relationship for mutual benefit. This differs from socializing because the purpose is professional, not social or personal.)
- How to build professional networks?

b. Activity on Etiquette Behavior

- This quick activity will give students the opportunity to share their knowledge of the rules of etiquette.
- Tell students that they will have 60 seconds to think of a list of rules when it comes to appropriate social behavior and networking.
- Give the students 60 seconds.
- Next, have students share and record their comments on flipchart paper or the board.
- Sponsors may use the following examples to help carry the conversation:

○ **Examples of DO’s**

- *Introduce self in professional way*
- *Eye contact*
- *Smile*
- *Handshake*
 - *Moisture (clean and dry)*
 - *Pressure (web to web – firm, but not overbearing)*
 - *Timing/duration (2-3 seconds)*
- *Introduce with full name*
- *Ask them a question to get the conversation started*
- *Follow up after the conversation*
- *Extend the relationship beyond your initial conversation. (Facebook, email, phone, etc.)*

○ **Examples of DON’Ts**

- *Use vulgarity (watch language)*
- *Talk about controversial/uncomfortable topics*
- *Have a bad attitude (cocky, conceited, grumpy, overbearing, etc)*

○ **(Optional) Networking Activity Options**

- Have students form two circles of even numbers.
- Rotate circles until I say stop
- Introduce self, shake hands, 30 sec. conversation
- Conversation starters
 - Coke vs. Pepsi
 - Title of autobiography
 - \$1 million. What to do with it?
 - Embarrassing moment
 - Point of pride
- Introductions
 - Move around the room
 - Meet 5 people you don’t know and introduce self, shake hands, brief



conversation

Stage Three: Professional Dress

Your appearance includes the following

1. Clothes
2. Grooming
3. How you carry yourself

People automatically judge you on appearance (can be a good thing, or a bad thing, but you have a lot of control over it)

Brainstorming Activity on Appearance and Grooming

- *This quick activity will give students the opportunity to share their knowledge of the rules of etiquette.*
- *Tell students that they will have 60 seconds to think of a list of rules when it comes to appropriate social behavior.*
- *Give the students 60 seconds*
- *Next, have students share and record their comments on flipchart paper or the board.*

Examples of DO's

- Iron and take care of your clothes (learn to iron or take to cleaners)
- Dress for the occasion (call and ask or guess and go a little more formal)
 - *Be conservative*
 - *Modesty! (Hide the 3 B's – belly, booty, chest)*
 - *Match (fabrics and belt/shoes)*
 - *Moderation (jewelry, makeup and perfume/cologne)*
 - *Grooming (nails, hair)*

Examples of DON'Ts

- *Piercings (hide them – and not on face)*
- *Tattoos (hide them/cover them)*
- *Bright colors/edgy style (especially if working with older people)*
- *Skin/bare legs*
- *Open toed shoes*
- *Sagging pants*

(Optional) Professional Dress and Appearance Activity – What's Different

1. Memorize appearance of partner, face to face
2. Turn back to back and change one thing (1,2,3 = turn back around)
3. Try to determine what changed
4. Take-away: Focus on small things, Look yourself over before you leave the house or your room

Stage Four: Dining Etiquette

- *This quick activity will give students the opportunity to share their knowledge of the rules of etiquette in regards to dining.*
- *Tell students that they will have 60 seconds to think of a list of rules when it comes to appropriate social behavior.*



- Give the students 60 seconds
- Next, have students share and record their comments on flipchart paper or the board.

Examples of DO's

- Napkin on lap (not in neck)
- Silverware = work outside in and when done, place parallel on plate, tines down and blade facing in
- Excuse self from table if you need to do so (bathroom, call, ill)
- Wait until everyone is served to eat, unless they tell you to go ahead. Or, if hosted dinner, wait until host starts (if 2, hostess rules)
- Communal dish = offer left, offer right, pass right
- Salt and pepper are "married", so always pass together

Examples of DON'Ts

- Use your cell phone (to call or text)
- Burp
- Talk with a full mouth

Key Points

- Purpose of dining together is NOT just to eat, but to talk to people and network. So, eat, but talk to people and ask questions.
- Benefits of Using Etiquette
 - People want to spend more time with you
 - Advance career
 - Become more confident in your interactions with others
 - You can share your knowledge with others
- There is more to learn, so take the initiative to learn and read more about etiquette.



Activity Guide: Serving of Me

Learning Outcome

- Students will understand the influence of perceptions on behavior.

Applicable Standards

ASCA National Competence: A: C1.4, PS : A1.4, A1.5, A1.10

Estimated Time

30 minutes

Prep Material

1. *White or light colored paper (paper plates also work well)*
2. *Markers*
3. *Magazines*

Supporting Resources

1. Background music

Facilitation

Sponsors should begin this session by asking students a few questions.

- What are stereotypes?
- Are they good or bad?
- Where do they come from?

Students will have the opportunity to discuss perceptions that directly affect them. This activity will challenge them to reflect on their behaviors and environment and express their thoughts in a creative way.

Activity

1. Begin by telling students that this activity should be done alone and quietly.
2. Distribute one sheet of paper or paper plate and marker to each student.
3. Tell students that they will be visually representing their personality style and important values with the given materials. In other words, they should use only pictures, to visually tell a story of themselves.
 - a. Students should use the front and back of the paper or plate.
 - On side 1: Use drawings to show how they believe they are perceived by others. (Ex: stereotypes, nicknames, preconceived notions).
 - On side 2: Use drawings to represent their true self. (Ex: hobbies, values, morals, beliefs, motivators in life). They can write the one word that best describes them.
4. After the students have completed their sheets, divide them up into groups of three to four.
5. Then, give the students about 5 minutes to share the front and back of their sheets within their groups.



Debrief

Sponsors may use the following prompts to help guide discussion on the debrief of this activity:

- Are you ever frustrated by the stereotypes people place on you?
- Did you see a clear difference between the front and back of the sheets? In what way?
- What similarities did your group's sheets share?

Facilitator Note

The facilitator should encourage a good discussion around the topic of stereotypes and perceptions. This can be most effectively achieved by using the student's responses to engage in deeper levels of conversation. For example, use one student's response and relate it to more general concepts, then have another student give personal testimony or feedback to that concept.

Key points

- *Negative stereotypes should not be perpetuated from false assumptions.*
- *Students should always be aware of the negative stereotypes they may unknowingly be encouraging.*
- *Students should always go through a reflection process. This process will allow them to have personal time to evaluate the perception that others have of them and weigh the pros and cons.*
- *Most importantly, perceptions that others have of you will definitely affect you in college and in your careers. Always be aware of how to handle others' perceptions of yourself wisely.*

Follow-up Actions

- *Students should write a short journal entry answering the Debrief questions and submit into Egnite.*



Activity Guide: A Brand Called You

Learning Outcome

- Students will identify values, attitudes and beliefs that contribute to their personal brand
- Students will create a brand statement that articulates their espoused ideals

Applicable Standards

ASCA National Competence: PS: A1.2, A1.4, A1.10, A2.6, B1.12

Estimated Time

60 minutes

Prep Material

1. Projector
2. Computer with sound

Supporting Resources

- A Brand Called You (Video)
- A Brand Called You (Handout)

Facilitation

During this lesson, sponsors should encourage students to think more about the relationships they have and continue to form with others. Facilitators should use the 'A Brand Called You' handout to allow students the opportunity to reflect and clarify their own personal brand.

Activity

1. Use the video and handout to facilitate discussion around brands and personal brand.
2. Lead a discussion about these facts:
 - a. A brand is the sum of how other people perceive you. It includes all the thoughts, emotions, and images others associate with you.
 - b. Brands can be positive or negative – and they are subjective so people will not always agree.
 - c. Each individual has a brand and it is important to protect and develop yours because people will respond to you differently based on how they perceive your brand (college admissions, employers, friends, etc.)
3. After presenting the material, review the following key points.

Key points

- Your brand is your trademark, protect it!
- Always think about the way you wish people to perceive you. This will guide you in maintaining your brand.
- Take the opportunity to re-polish your brand as you learn new skills.



Follow-up Actions

- *Have students search the web, school or community for people who you believe have a great personal brand.*

Provide the following information in a journal entry uploaded into Egnyte:

- *Name of the person*
- *Occupation*
- *Why do you believe they have a great personal brand?*



Handout: A Brand Called You

What are three adjectives that define your personal brand?

What are other concepts/imagery do you associate with your personal brand?

How do other stakeholders (friends, co-workers, parents, significant others, etc) perceive your brand?

What makes your brand unique?



Attitude / Actions
Image
Social Media
Associations / Relationships

In each category please delineate a plan to polish your personal brand.

Attitude and Actions

Image/Look

Social Media

Associations/Acquaintances

How will clarity of your brand help you to excel in jobs, obtain internships, and help you find success in university life?



Club Management

Meeting Objectives

Explorers' Club meetings are designed as an opportunity for:

- Sponsors to deliver lessons and track participation
- Officers to engage with members and plan projects
- Members to plan projects and events
- Members to practice and compete

You may wish to schedule different meetings with specifically designed purposes. For example, a Club holding weekly meetings after school on Wednesdays could structure the month like this:

Week 1 – Officer reports, Lesson delivery, Getting familiar with Egnyte

Week 2 – Officer reports, Project team work, Competitive events practice

Week 3 – Officer reports, Lesson delivery, Egnyte entries

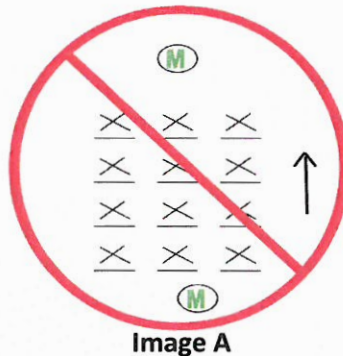
Week 4 – Officer reports, Project team work, Competitive events practice

A monthly officer team meeting overseen by the Sponsor is strongly recommended to keep your leaders on track.

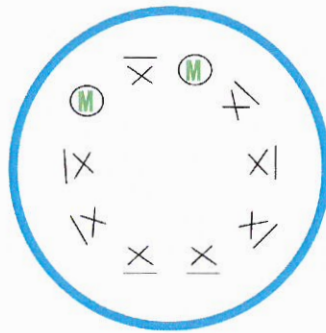


Meeting Setup

When a Club meeting is facilitated in a traditional classroom setting (see Image A), the desks are in rows and the Sponsor naturally takes their place at the front of the classroom to begin facilitating the activity. What we see happen time and time again is that the other adults in the room (if there are any) naturally find their way to the back of the classroom and watch the Sponsor facilitate the activity. This makes the meeting feel like another class and the students tend to become disengaged. "M" in the diagram is the Sponsor or meeting moderator.



To alleviate this situation, we suggest creating an intimate group feeling each time a Club lesson is facilitated. This can be as simple as having all the students pull their chairs into a circle or sit on the floor in a circle (see Image B). This set-up immediately promotes a casual, conversation-inducing atmosphere. Plus, all members and adults can be a part of the circle allowing for them to each naturally lend their abilities to facilitating the activity, rather than have one person shoulder the responsibility. Another variation would be to take the meeting outdoors or to a different location in the school.



Meeting Facilitation Success Concepts

Structured Group Facilitation

The benefits of using structured facilitation techniques to organize a meeting include:

- Efficiency – generating, organizing and prioritizing many ideas in a short period of time
- Minimizing the opportunity for any group member to influence heavily the thinking of others because of his or her position within the organization
- Ensuring that everyone participates and that no one person dominates the discussion
- Multiple ideas from the outset do not allow a group to fixate on one or a few ideas too early in the discussion
- Participants can see that their contributions are valued

Practice/Preparation

- Start the meeting on time; state the purpose, objectives, and desired outcomes and review the agenda
- Hold a practice session where a facilitator or team demonstrates the activity and distributes materials, followed by all the teams practicing and offering feedback

Breaking the group into smaller teams

- Key to create an intimate feeling between group participants
- Use different groups each time
- Create a system for dividing members into mixed teams to promote greater diversity, different perspectives, and to build camaraderie overall
- Think about the size of groups in relation to your timing and objectives

Tips for setup

- Start with a general overview of the discussion, but not every detail of what will happen
- Use outline as a reference, not a crutch
- Recognize that your primary role is to facilitate the group discussion
- Aim to balance group participation evenly – be cognizant of over-talkers, under-talkers and tangent-starters
- Incorporate visual aids and materials to accommodate a variety of learning styles
- Remember that everyone learns differently (visual, auditory, kinesthetic)
- Use an audience member for note-taking at the front when brainstorming

Tips for debrief

- Have two or three specific points for each discussion that you know you will cover
- Allow audience to feel as if they discovered the “answer” – leading questions
- Relate the discussion to the participants, and take it beyond as well – the future, etc.
- Encourage quiet people to share by asking them directly (use names)
- Try asking a question where everyone will answer (go around the team)



Sample Officer Meeting Agenda

- 3:00 PM Review previous month, goals, and action plans
Review "big goals" and mark progress
(i.e. How many members have completed their FASFA?)
Review meeting attendance and reporting
- 3:15 PM Discuss upcoming meeting agendas
Review budget
Preview officer updates
- 3:30 PM Time activate actions for the upcoming two week period i.e. Derrick will design posters
for our upcoming community service project by Friday 10/15.
- 3:45 PM Adjourn



Sample Club Meeting Agendas

Week 1

- 3:30 PM Officer updates
Students complete Meeting Attendance Record
- 3:40 PM Sponsor delivers lesson
- 4:10 PM Students complete follow up activities and upload into Egnyte; Officers and Sponsor assist
- 4:25 PM Reminders about upcoming events and next meeting
- 4:30 PM Adjourn

Week 2

- 3:30 PM Officer updates
Students complete Meeting Attendance Record
- 3:40 PM Students divide into project teams and work on planned tasks
Students practice, write, or work on competitive events
Officers and Sponsor assist
- 4:25 PM Reminders about upcoming events and next meeting
- 4:30 PM Adjourn

Running Effective Meetings

With a little advance preparation, your Club meetings will be productive and efficient.

- Work with officers to prepare a meeting agenda in advance and post it ahead of time
- Prepare lesson materials and test presentation equipment prior to meetings
- An officer (usually the President) should preside over the meeting and help everyone keep pace with the agenda
- An officer should take notes on what happens throughout the meeting and any important decisions that are made
- During project team work and competition practice time, officers and Sponsor should try to spend time with every group, offering advice and encouragement



Other Meetings

Beyond the basic Explorers' Club meetings that feature lesson delivery, project work, or competition, Sponsors may wish to schedule some of these meetings throughout the year:

- Principal update – Sit down with your principal and share the latest accomplishments of your Club. Discuss ways that Explorers can help support the school through project work and share any resource needs your Club is facing.
- Parent update – Invite parents of your Explorers to an information session about what the Club has been doing. Ask officers and other members to present briefly about the projects, events, and lessons completed.
- Staff meeting – Keep your colleagues up to date on your Club's efforts. Ask for feedback and support.

These additional meetings are an investment of time. By building buy-in from administration, staff, and parents, you will more easily get support for your Club activities. You will also surround your students with the consistent messages that are necessary for a college-bound identity.

Communication

As a Sponsor you will become the communication hub of your Explorers' Club. Keep in mind that the communication relationship you have with stakeholders will directly affect the outcome of your Club. Sponsors are responsible for communicating with:

- Club members (students)
- School administration
- Parents
- The community at large
- LA GEAR UP School Coordinators
- LOSFA Field Outreach Services

Below you will find some tools that will help you succeed in these efforts.



Sending a Text Message (SMS) Via Email

To send a text message via email, just substitute a 10-digit cell number for 'number' for each carrier below. This service is free for the sender and enables you to send reminders and updates directly to your students' cell phones. Standard messaging rates will apply for the recipient of the message.

- AT&T: number@txt.att.net
- Qwest: number@qwestmp.com
- T-Mobile: number@tmomail.net
- Verizon: number@vtext.com
- Sprint: number@messaging.sprintpcs.com or number@pm.sprint.com
- Virgin Mobile: number@vmobl.com
- Nextel: number@messaging.nextel.com
- Alltel: number@message.alltel.com
- Metro PCS: number@mymetropcs.com
- Powertel: number@ptel.com
- Suncom: number@tms.suncom.com
- U.S. Cellular: number@email.uscc.net



Club Projects

A successful Explorers' Club will provide members with a variety of opportunities to get involved in addition to lessons and competitive events. Students can form project teams to plan and execute projects like:

- *School improvement* –take on a challenge to improve your school environment in a significant way. Ask students, staff, and administration for ideas. A project in this category might include planning a tutoring night before exams, cleaning up a graffiti-covered stairwell, or creating an anti-bullying campaign. Anything that improves the experience of students attending your school is fair game
- *Community service* –giving back is an important element of the Explorers' Club. Consider what needs people in your community have –even those within your school. Remember that community service is about more than just raising money. Volunteering time or gathering material donations can also be extremely valuable.
- *College readiness* –the core mission of the Explorers' Club is to help prepare students to become college educated. Plan a project or event that informs and inspires members to pursue college.
 - College campus visit and tour
 - College fair hosted at your school
 - Application night –host an evening gathering for Explorers and/or parents to learn tips for college and scholarship applications. Build in time for them to actually complete applications during the event and get feedback
 - Guest speakers (college admissions officers, college readiness trainers, local college-educated professionals, etc.)



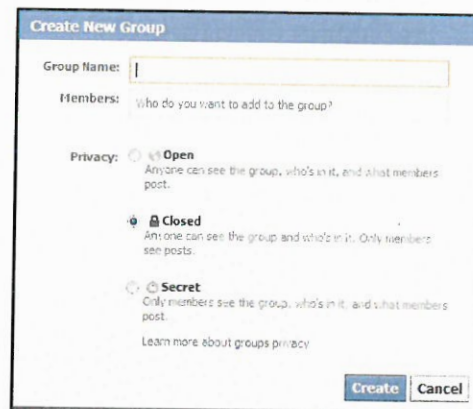
Promotion

When you think about promotion of your Explorers' Club, social media outlets are probably at the top of your mind, and for good reason! Social media is an easy, fast and FREE way to get the word out to your students, parents, school and community about your Club.

Two of our favorites:



Facebook: Chances are, most of the students (and staff members) within your school have a Facebook account. And while it may be a struggle to keep them off their pages during the school day, this is actually a really good thing! By creating a page (public: anyone can find it through a search) or a group (can be made private so only group members can see or participate in postings) for your Explorers' Club, you can post information that is pertinent to your program in one place and know that the students will see it.



To create a group, all you have to do is click the "Create a Group" link on your navigation panel on the left side of your screen. You will be prompted to name the group and indicate whether you would like the group to be private or public. You can also begin adding group members by typing in their names in the "members" text box. You can also add members later after the group is created. Once the group is created, it is very easy to use. The page for your group can be customized with photos of your GEAR UP team or pictures and videos from recent events. You can also poll your group members to get their input on upcoming events or activities. And best yet: any updates, photos, polls that you post in this group will automatically show up in the group members newsfeeds eliminating the need from them to look in multiple places for information.



Twitter: Twitter provides a great platform to get quick, short messages out to your followers. If your Explorers' Club were to start a Twitter account, your followers would ideally be students, parents, your school, and community organizations that could potentially support your Club.

How do I get followers? That's easy! Follow people. Often times, when you follow someone (or an organization) they return the favor by following you. Also, spread the word to your students and ask them to follow you. Follow us on Twitter (@ExplorersClubsLA) and we'll follow you back!

Why are the messages so short? 140 characters per tweet – that's all you get. Twitter is designed to function more as an ongoing conversation so less is more (per message) but more messages means it is more likely your message will get read. So keep them short, but keep them coming...often!

What is a hashtag? A hashtag is simply a way for people with similar interests to follow along to particular topics. For example, if you include #superbowl in a tweet, anyone searching for the term #superbowl will see your tweet. You'll see that Twitter makes a list of the most popular hashtags each day but you can always feel free to make up your own. We do! #lagearuprocks



Promoting Explorers' Club in your Community

One key to your Club's success is promoting the program effectively within your school and community. Getting the staff and students excited and involved is essential to beginning and maintaining the energy and success of Explorers' Clubs.

INFORMING PARENTS

Supportive parents are powerful tools for impacting your Explorers. Parents want to be informed and involved with their children's education. Consider:

- Sending a letter of explanation and welcome to new student parents.
- Having a parents' night before schools start with a fun and informational session. This is a good time to showcase the work you have done at the institute and share your presentation.
- Hosting a BBQ for parents only where information is distributed and they can meet and network with other parents.

INFORMING YOUR SCHOOL COMMUNITY

Making connections with school board, administration, and other community organizations is important to making Explorers' Clubs a transformational experience in your school. Consider:

- Sending teams of well-prepared students to present at local school board meeting following the completion of each semester highlighting the program's success
- Having students stop in regularly to staff meetings to present to all teachers on happenings and progress of the program
- Sharing your team's mission statement and goals with the administration
- Writing an informational memo to all teachers and putting it in their mail boxes the first week of class with the Plan of Action for Explorers' Club and what to expect
- Holding a welcome assembly the first month of school with welcome posters and banners highlighting creative ways to promote a college going culture

INFORMING YOUR COMMUNITY

The Explorers' Club is a great public relations opportunity for your school. Show your community that you are committed to progressive education and a college going school culture. Consider:

- Writing a press release and sending it to all local media before an Explorers' Club event and inviting them to film and report on the program (local human interest piece, "good news" story)
- Writing a follow up article and send it, along with photographs of the program to local media
- Presenting at local organizations such as: the Rotary, community board and organizations, other professional organizations

CONNECTING TO FOCUS TRAINING

We are committed to the success of your Explorers' Club. Remember to utilize our leadership specialists as resources throughout the year!



Spark Awareness in your Community

A press release is a request for media attention, and is often in sample story format. Journalists or editors use the press release as a lead for their own stories, and might just make a few small changes to the original. By being published in local media, you will be generating possible relationships with businesses and organizations, and building a positive image for your high school.

Follow these steps to start creating your own press release.

Collection of Data/Quotes

1. Who is your school?
 - a. Demographics – Characteristics of your school's population
 - i. Ethnicity/Race Percentages
 - ii. How many students? Per class?
 - iii. How many teachers?
 - b. What kind of after-school programs do you have?
 - c. How many students are involved in student organizations/clubs?
 - d. How many students go on to postsecondary education?
2. What is an Explorers' Club?
 - a. LA GEAR UP program that provides students access to lessons, and resources that will improve their chances of getting into a college of their choice
 - b. Focuses on college readiness
 - c. Teaches critical leadership skills
3. The Explorers' Club Experience
 - a. Ask your principal...
 - i. Why do we need a program like Explorers' Club?
 - ii. What makes the Explorers' Club stand out from other organizations?
 - iii. What are your future goals for program?
 - b. Ask a student...
 - i. How has your Club experience impacted your high school experience?
 - ii. How has it helped you prepare for college?
 - iii. Has the Club helped you feel more confident and comfortable at school? How?
 - c. Ask a counselor/sponsor...
 - i. How has the Explorers' Club impacted the school culture?
 - ii. How does it compare to other school-based programs?
 - iii. What are your future goals for program?



Building your Press Release

1. Use the “inverted pyramid” writing style.
 - a. Start with a concise but catchy headline.
 - i. Sometimes all an editor reads is the headline, if yours is not interesting your story may be passed over.
 - ii. Use action words.
 - b. Leading paragraph should answer: Who? What? Where? When? Why? How?
 - i. The lead sentence establishes the theme of your story.
 - ii. Should consist of one or two persuasive sentences.
 - c. Supporting paragraphs give information in descending importance. (Most to least important)
 - i. Start with information about your school.
 - ii. Transition to what an Explorers’ Club is and how it will help your school’s success.
 - iii. End by discussing future goals for your school’s Explorers’ Club program.
2. Using Quotes
 - a. Extremely important to obtain quotes in your data collection.
 - b. Substantiate your claims, so no reader has to ask how you found a piece of information.
 - c. Use quotes throughout release to break up long quotes.
3. Write as if you were telling a story.
 - a. Newspapers are for general public’s enjoyment.
 - b. Write at a level that maintains professionalism but will be understood by everyone.
4. Follow standard Associated Press format.
 - a. Print your release on letterhead.
 - b. Provide contact information, should the media need to clarify facts.
 - c. Mark “For Immediate Release” or provide a release date (For Release on xx,xx,20xx)
 - d. End release with “###” which denotes that your document is complete.



Sending your Press Release

1. Most releases today are sent through email.
2. Follow instructions for "Contacting your local paper" for contact information
3. Write a pitch letter (email format) to introduce your story idea
 - a. This is extremely important as the pitch letter determines if editor will pursue your story
 - b. Offer enough information to entice reader
7. Writing your pitch letter
 - a. Three keys to writing a good letter
 - i. Research your newspaper (what kinds of stories do they tend to cover)
 - ii. Customize your letter with findings about the paper's tendencies
 - iii. Prepare/send letter and follow up
 - b. Keep it short (but full of the right details) and catchy
 - c. The lead sentence should be attention grabbing

Contacting your local paper

1. Google search for local newspapers
2. Search newspapers' website for contact information
 - a. Look for editors, journalists assigned to your area, journalists assigned to education/special topics, etc.
 - b. If you can't find this information call the general number to find out
 - c. Send pitch letters via email or letters
3. Follow up
 - a. When you connect with the right person, be sure to ask what kind of follow up is appropriate.
 - i. Should I call back to confirm publication?
 - ii. When can I expect to see this in the paper?
 - iii. Do you need further information for me?
4. Will it be published?
 - a. There is no guarantee that your press release will be published.
 - b. The hope is to generate interest in your school's Explorers' Club and possibly have a journalist cover the story.
 - c. You are building your own resume and portfolio with this release.



Data Tracking

Data will help Sponsors to make decisions about how to best spend their time. This data will allow you to make adjustments to the strategic plan and help the Club stay focused on the big goals set early in the year. Sponsors will be required to track:

- Participation in Explorers' Club activities
 - Meeting attendance
 - Lesson participation
 - Group project/event completion
 - Competitive event participation
- Use of Egnyte

In addition, it would be valuable for Sponsors to gather the following data:

- Academic data
- School attendance data
- High school graduation
- College acceptance

Required reporting procedures in each month are as follows:

1. Complete a Meeting Sign-in Form during each meeting
2. Complete the Meeting Achievement Form after each meeting
3. Complete a Project / Event Record upon completion of any Club project
4. Complete Journal Entries and upload into Egnyte on meetings and projects identifying which students participated and providing explanations. For help and more information on what you should include in your Journal Entries, work with your On-Site School Coordinator.
5. Complete an Income/Expense Sheet (if necessary)
6. Complete a Monthly Sponsor Report
7. Return all forms for the month to the LA GEAR UP office by the 5th of the following month .
Choose one of the following options:
 - a. Scan and email to Timene Thomas at (timenee.thomas@la.gov)
 - b. Fax to 225-208-1597 (under 10 pages only)
 - c. Call LA GEAR UP at 225-219-9409 or 225-219-0921 with questions





Monthly Sponsor Report

Date: _____

School Name: _____

Sponsor Name: _____

Forms Included	# of Pages
Meeting Attendance Records	
Chapter Project / Event Record	
Income / Expense Form	
Meeting Achievement Form	
The Explorers' Club Foundation Record (new Clubs only)	
Goal Form/Plan of Action	
Membership Roster Form	
<u>Total pages (including cover)</u>	

Since your last report, please describe the following:

1) Strengths of your Club:

2) Opportunities for your Club to improve:

3) Discoveries you have made as a Sponsor about your Club, your members, or your role:





Explorers' Club Membership Roster

Due one month post first meeting

School Name: _____

Sponsor Name: _____

Student Name	Current Grade	Date Joined





Date: _____

Meeting Attendance Record

School Name: _____

Sponsor Name: _____

Lesson delivered (if applicable): _____

Name	Initials





Project / Event Record

Project / Event Name: _____

Description of Project / Event (1-3 sentences):

Project Completion Date: _____

Type of Project (Check the box):

☐ Community Service

☐ School Improvement

☐ College Readiness

Project Leader: _____

Number of Explorers participating: _____

Describe the outcome:

What worked well?

What could be changed to improve in the future?





Meeting Achievement Form

Date: _____

What was the agenda for the meeting? (lesson delivered, projects developed, etc.)

What were the outcomes (strengths and weaknesses) of the meeting?

If a lesson was delivered, how many Explorers completed the assigned follow up action? _____

__ (Keep a record of this follow up in Egnyte or in hard copy for auditing purposes)





The Explorers' Club Foundation Record

Date: _____

School Name: _____

Sponsor Name: _____

Mailing Address: _____

Phone Number: _____

E-mail Address: _____

Founding Member List

Student Name

Statement: I agree to abide by the guidelines set forth in the Explorers' Club Handbook.

Signature: _____

Date: _____



Notes



Competitive Events

To help motivate your Explorers actively build the skills they need to be successful, we have created a series of competitive events in which individuals or entire clubs can participate. The goal of these events is to add energy and excitement to the learning process, help students identify areas for improvement, and recognize them for their achievements. Each event has a description, guidelines, rubric, and judges instructions (when appropriate).

Achievements will be recognized at the Spring Conference and Leadership Summit.

Written events include the creation of a written project report evaluated by a Sponsor or judge.

Presentation events include a live presentation to a Sponsor or judge on a prepared topic.

Experiential events include a role play interaction with a Sponsor or judge.

CAP events include tracking and reporting accomplishments through Egnyte or written forms.

There are three categories of LA GEAR UP competitive events:

Leadership events— events to test students' individual leadership skills

- Prepared public speaking (presentation)
- Explorers' Club project (written)
- College Access Points (CAP) award – points system

College access events - events to test students' ability to be accepted to the college of their choice

- College Pride Project (presentation)
- Admissions interview (experiential)
- Financial aid knowledge (written)

Club award events – achievements tracked by sponsors and the use of Egnyte (All CAP events)

- 100% Club – every member of the Explorers' Club has a profile uploaded into Egnyte
- Top 3 Membership – largest Explorers' Club rosters
- Top 3 GPA – highest average club GPA in clubs
- Platinum Club Award – club with high participation, academic success, and Egnyte submissions



How to use the LA GEAR UP Competitive Events

1. Internal practice:
 - a. Dedicate some time in a club meeting to talk through the events with your students. Help them identify which events they may be interested in trying.
 - b. Distribute guidelines and rubrics to students for their chosen event and answer questions.
 - c. As a group, choose a date for your first practice and help students set goals for preparation. Explain that by this date you will expect to see rough drafts of papers, presentations, portfolios, etc.
 - d. Make time in upcoming meetings to work with students on their events. For example, if students are interested in the Admissions Interview event, share examples of possible questions/answers and tips for proper dress.
 - e. When students are ready, set up a time when you or another adult can serve as judge. A club meeting dedicated to this “mock competition” can be a good way to build excitement. If many students are competing, you will want to recruit more judges to help.
 - f. Make a schedule of which students will compete when. Students waiting to compete should practice. Written competitors can submit their event ahead of time.
 - g. After competition, make time for judges to provide verbal and written feedback to all competitors. If possible, give awards to those who did well.
 - h. Be sure to log your practice through journal entries uploaded into Egnyte.
2. Regional Meets
 - a. Officers or Sponsors reach out to Explorers’ Clubs near your school to invite them to compete with your members. Try to find a date and location that is easy for all participating.
 - b. Each school should complete at least one round of internal practice (as above).
 - c. Recruit judges who can remain impartial between schools.
 - d. Make a schedule of which students will compete when. Students waiting to compete should practice. Written competitors can submit their event ahead of time.
 - e. After competition, make time for judges to provide verbal and written feedback to all competitors. If possible, give awards to those who did well.
 - f. Be sure to upload meet logs into Egnyte.



Prepared Public Speaking

The Prepared Public Speaking (PPS) event is a presentation event wherein an Explorer will write, practice, and give a speech on an assigned topic. The focus of this event is on the ability of students to organize information, form effective presentation structure, and deliver verbal information effectively.

Participants can choose one of four speech topics:

- The value of a college education
- How college aligns with my dreams
- Overcoming obstacles in pursuit of success
- Advice to younger students

Guidelines

- Participants must select a speech topic upon registration for competition.
- Speeches must be between 3-5 minutes in length. All speeches will be timed and competitors who do not meet time requirements are not eligible for awards. Time begins with the first word spoken by a competitor (not including sharing their name).
- Speaking notes must be written or typed on 3x5 note cards, notebook paper, or similar materials.
- One visual aid is allowed (not required). Visual aids may not utilize technology like tablets, laptops, projectors, etc. A small posterboard, handout, or prop is appropriate.
- Competitors will stand while speaking (unless physically restricted).

Judge's Instructions

- Set up a competition area where competitors cannot be seen by other students. If multiple events are occurring in the same room, allow enough space that participants will not be distracted.
- Review the rubric sheet carefully before the first competitor arrives.
- When each competitor arrives, greet them and record their name on the rubric sheet.
- Remind the competitor that time starts when they speak and invite them to begin when ready. Use a stopwatch or other timepiece to record the time. Tell the competitor that you will raise your hand when only 30 seconds remain.
- Take notes on the competitor's performance throughout – but make an effort to stay focused on the presentation (good eye contact, active listening).
- If time reaches 5 minutes before the competitor finishes, inform them that their time is up and if they continue they will not be eligible for awards.
- When the competitor has finished, applause or words of encouragement are appropriate. Thank them for their efforts. They are now dismissed.
- Take a short time to review your notes and complete the rubric. Honest feedback notes are very beneficial to students, so take a moment to explain your scoring.



Prepared Public Speaking – Rubric Sheet

Competitor Name: _____

Topic: _____

	Content	Little value	Below Expectations	Meets Expectations	Above Expectations
1.	<ul style="list-style-type: none"> Content was appropriate to the chosen topic Speech was delivered with an introduction, body and conclusion 	1	2	3	4
2.	<ul style="list-style-type: none"> Strong introduction grabs attention and sets up topic 	1	2	3	4
3.	<ul style="list-style-type: none"> Strong conclusion summarizes topic well 	1	2	3	4
4.	<ul style="list-style-type: none"> Main points clearly stated Main points supported with details, examples, data 	1	2	3	4
	Delivery				
5.	<ul style="list-style-type: none"> Proper language Pronunciation, diction Pace, tone, volume 	1	2	3	4
6.	<ul style="list-style-type: none"> Eye contact, body language Comfortable, confident 	1	2	3	4
	<ul style="list-style-type: none"> Overall impression 	1	2-3	4-5	6
Presentation Total Points (maximum 30 points):					

Total presentation time: _____

Strengths:

Areas for improvement:



Explorers' Club Project

The Explorers' Club Project (ECP) event is a written event wherein an individual Explorer or team of up to five Explorers will plan and execute a club project and write a short paper about the experience. The focus of this event is on the ability of students to plan effectively, analyze a project, and write well.

Projects can be of any type, but must fall into one of the following categories:

- Community service
- Club development (recruitment, celebration, etc.)

Papers should include the following sections:

- Cover page – include names of all competitors, school, date and title of project
- Executive summary – overview of most important information from paper
- Purpose of project – why did you choose this project, what did you hope to accomplish?
- Detailed project plan (created prior to execution) – timeline of project, goals/sub-goals, resources needed, who was assigned each task?
- Results of project – how closely did you follow your plan? How did things turn out?
- Suggestions for improvement – what would you change if you did it again?
- References/Appendix

Guidelines

- Papers must be between 5-7 pages in length. This does NOT include a cover page or any appendices. Appendix may not exceed 3 pages.
- Papers must be submitted in the following format:
 - Printed on both sides of standard 8.5 x 11 paper, corner stapled
 - Times New Roman, size 12 font
 - Double spaced, left justified
 - One inch margins
 - Page numbers on every page except cover
- Papers can include graphics where appropriate, but no more than one per page. Points will be deducted if a judge feels that graphics are being used to fill space without adding value.

Judge's Instructions

- Begin by skimming through the paper to check for obvious penalty points (deductions) for formatting.
- Next, read the executive summary, followed by the full paper. Note any other penalty points along the way (spelling, grammar, punctuation, etc.)
- Before scoring, re-read the executive summary.
- Remember that you are not scoring the success or failure of the project itself, but rather the competitors' ability to analyze it after the fact and write about it effectively.
- Take time to complete the rubric sheet and write honest feedback for competitors on the sheet as well as in the paper itself. This feedback is extremely important to their improvement.



Explorers' Club Project – Rubric Sheet

Competitor Name: _____

Paper title: _____

		Little value	Below Expectations	Meets Expectations	Above Expectations	Judged score
	Executive Summary					
1	• One page summary of paper	1	2	3	4	
	Purpose					
2	• Project background and goals	1	2	3	4	
	Project Plan					
3	• Detailed timeline of project tasks • Required resources • Tasks assignments	1	2	3	4	
	Results					
4	• Project outcomes (quantitative and qualitative) • Analysis of original plan and any adjustments	1	2	3	4	
	Suggestions for Improvement					
5	• Clear ideas for future project success	1	2	3	4	
	Overall					
6	• Paper well written • Grammar, spelling, language	1	2	3-4	5	
7	• Formatting meets requirements	1	2	3-4	5	
Presentation Total Points (maximum 30 points):						

Strengths:

Areas for improvement:



College Access Participation Awards

The College Access Participation (CAP) award is given to students who complete the appropriate level of activities and submit into Egnyte. Complete the following searches by using www.unlockmyfuture.org. The focus of this event is to encourage Explorers to engage with this valuable tool.

Bronze Level:

- Upload a Profile Photo
- Add any extracurricular activities, skills, arts, sports, or volunteer activity
- Add Honors & Awards
- Add Employment History

Silver Level:

- Bronze level requirements
- Complete at least 10 journal entry submissions by due date given
- complete one Explorers' Club Project written summary

Gold Level:

- Silver level requirements
- Complete at least 20 total journal entry submissions into Egnyte
- Identify/select 10 careers in your career search on unlock my future and add 3 careers of interest to your career list
- Identify/select 10 colleges in your college search and add 3 colleges of interest to your college list
- Identify/select 10 scholarships in your scholarship search and add 3 scholarships of interest to your scholarship list

Guidelines

- Sponsors can assist students in completion of the CAP requirements, but all entry of data must be completed by student.
- Only activity logs / summaries uploaded into Egnyte can be counted towards CAP awards

Judge's Instructions and Rubric not applicable





CAP Awards Report

School Name: _____

Sponsor Name: _____

Student Name (First Last)	Highest Level Achieved (Bronze, Silver, Gold)

I certify that the Explorers listed above have completed all the necessary requirements to earn the level of achievement listed. I understand that these awards are subject to audit.

Sponsor signature

Date



College Pride Project

The College Pride Project (CPP) event is a presentation event in which Explorers identify, research, and present information about the college they are most excited to attend. Students will create a poster about this college or university and deliver a brief presentation about the features and benefits of the institution.

Step One – Identify the college/university you will be researching and presenting

Step Two – Research the school you have chosen:

- Location
- Student population
- Tuition costs
- Available majors
- Student life
- Unique features or benefits
- Awards, recognition, etc.
- Why this school is your choice

Step Three – Create a poster highlighting your chosen school. It should include:

- Visual representations of the institution
- Statistics
- A chart or graph
- Pictures depicting student life on campus
- Logos or unique imagery related to the institution

Step Four – Develop the presentation. It should include:

- Opening statement about why you chose this school
- Interesting facts or figures
- Features and benefits of the institution
- Why you think others should attend this institution
- Closing statement

Guidelines

- Posters should be no larger than 22x28 inches
- Presentations must be between 3-5 minutes in length. All presentations will be timed and competitors who do not meet time requirements are not eligible for awards. Time begins with the first word spoken by a competitor (not including sharing their name).
- Speaking notes must be written or typed on 3x5 note cards, notebook paper, or similar materials.
- One visual aid, the poster, is required.
- Competitors will stand while speaking (unless physically restricted).



Judge's Instructions

- Set up a competition area where competitors cannot be seen by other students. If multiple events are occurring in the same room, allow enough space that participants will not be distracted.
- Review the rubric sheet carefully before the first competitor arrives.
- When each competitor arrives, greet them and record their name on the rubric sheet.
- Remind the competitor that time starts when they speak and invite them to begin when ready. Use a stopwatch or other timepiece to record the time. Tell the competitor that you will raise your hand when only 30 seconds remain.
- Take notes on the competitor's performance throughout –but make an effort to stay focused on the presentation (good eye contact, active listening).
- If time reaches 5 minutes before the competitor finishes, inform them that their time is up and if they continue they will not be eligible for awards.
- When the competitor has finished, applause or words of encouragement are appropriate. Thank them for their efforts. They are now dismissed.
- Take a short time to review your notes and complete the rubric. Honest feedback notes are very beneficial to students, so take a moment to explain your scoring. Upload each competitors completed rubrics into Egnyte.



College Pride Project – Rubric Sheet

Competitor Name: _____

Topic: _____

	Content	Little value	Below Expectations	Meets Expectations	Above Expectations
1.	<ul style="list-style-type: none"> Poster was created with care. It is free of damage and neat in appearance Poster is visually appealing and easy to read 	1	2	3	4
2.	<ul style="list-style-type: none"> Student clearly explained why they chose to feature this institution 	1	2	3	4
3.	<ul style="list-style-type: none"> Strong opening statement 	1	2	3	4
4.	<ul style="list-style-type: none"> Main points clearly stated Main points supported with details, examples, data 	1	2	3	4
	Delivery				
5.	<ul style="list-style-type: none"> Proper language Pronunciation, diction Pace, tone, volume 	1	2	3	4
6.	<ul style="list-style-type: none"> Eye contact, body language Comfortable, confident 	1	2	3	4
	<ul style="list-style-type: none"> Overall impression 	1	2-3	4-5	6
Presentation Total Points (maximum 30 points):					

Total presentation time: _____

Strengths:

Areas for improvement:



Admissions Interview

The Admissions Interview (AI) event is an experiential event wherein an Explorer will role play with a Sponsor or judge the experience of being interviewed by an admissions counselor. The focus of this event is on the ability of students to engage with an interviewer, answer questions with poise, and make a strong impression.

Role Play Scenario

- The competitor is playing the role of themselves a short time in the future. Regardless of their current academic standing or whether they have taken the ACT yet, they should enter the interview assuming the following:
 - GPA: 3.0
 - ACT Composite Score: 25
 - Clubs, sports, work experience, honors, etc.: same as competitor in real life
- A college to which they applied has invited them to come in for an interview. The Sponsor or judge will play the role of admissions counselor. The meeting takes place in their office on campus.
- The college in this role play is *Louisiana State University – Shreveport*. Competitors should research this school in advance to learn about admissions requirements, campus culture, and other relevant information.
- <http://www.lsus.edu/>

Guidelines

- Participant is allowed to begin research and preparation for the interview at any time prior to competition. Any methods of research or practice are allowed.
- The interview begins when the competitor enters the room. A maximum of 15 minutes is allowed for the interview. There is no penalty for an interview that takes less time.
- Competitors may bring a portfolio, notepad, and writing utensil(s) into the interview.
- Competitors should begin the interview by introducing themselves and thanking the counselor for the opportunity. The judge will then ask a series of questions. To conclude the interview, the judge will ask the competitor if they have any questions. Finally, the judge will thank the competitor for coming and let them know that admissions decisions will be announced via mail.



Judge's Instructions

- Set up a competition area where competitors cannot be seen by other students. If multiple events are occurring in the same room, allow enough space that participants will not be distracted.
- Review the rubric sheet, college profile, and interview questions carefully before the first competitor arrives.
- When each competitor arrives, greet them and record their name on the rubric sheet.
- Track time on a stopwatch or other timepiece beginning when the competitor enters the room.
- Take notes on the competitor's performance throughout – but make an effort to stay focused on the conversation (good eye contact, active listening).
- Once the competitor has introduced themselves, invite them to be seated. Tell them you have reviewed their transcripts and application and that you are looking forward to getting to know more about them.
- Proceed to ask the following questions, allowing sufficient time for them to answer each:
 - Why did you apply to LSU – Shreveport?
 - What do you think you can contribute to the school?
 - What is your most significant weakness?
 - Where do you see yourself in 10 years?
 - Describe what you want to learn here at LSU.
 - Do you have any questions for me? (try to save at least 2 minutes for this)
- If time reaches 15 minutes before the competitor finishes, tell them the interview is concluded and thank them for their time.
- When the competitor has finished, thank them for coming and let them know that admissions decisions will be announced via mail. They are now dismissed.
- Take a short time to review your notes and complete the rubric. Honest feedback notes are very beneficial to students, so take a moment to explain your scoring.



Admissions Interview – Rubric Sheet

Competitor Name: _____

	Content	Little value	Below Expectations	Meets Expectations	Above Expectations
1.	<ul style="list-style-type: none"> • Strong introduction • Conveyed enthusiasm 	1	2	3	4
2.	<ul style="list-style-type: none"> • Answers to questions were clear and well thought out • Answers portrayed competitor in a positive way 	1	2	3	4
3.	<ul style="list-style-type: none"> • Competitor was well informed about the college and requirements • Answers addressed the requirements and college culture 	1	2	3	4
4.	<ul style="list-style-type: none"> • Competitor asked questions that were clear and well thought out 	1	2	3	4
	Poise				
5.	<ul style="list-style-type: none"> • Proper language • Pronunciation, diction • Pace, tone, volume 	1	2	3	4
6.	<ul style="list-style-type: none"> • Eye contact, body language • Comfortable, confident 	1	2	3	4
	• Overall impression	1	2-3	4-5	6
Presentation Total Points (maximum 30 points):					

Total interview time: _____

Strengths:

Areas for improvement:



Financial Aid Awareness

The Financial Aid Awareness (FAA) event is written event wherein competitors will write a brief essay using the financial aid knowledge they acquired from participating in Explorers' Club lessons during the year. Students will be evaluated on the persuasiveness of the essay, accuracy of information, sound logic, and grammar. Competitors choose from the following themes:

- *Describe at least three kinds of financial aid and how they are different*
- *What can my parents and I do to maximize the financial aid we receive from the government, my chosen college, and from other organizations?*
- *What makes me a unique candidate for financial aid and how can I leverage these characteristics to obtain the most aid?*
- *What should I expect my college of choice to cost? Break down school costs like tuition and fees along with expected personal expenses. Define a budgeting plan for your first year of college.*

Guidelines

- Paper should begin with a cover page which includes competitor name, school, date and title of essay
- Essays must be between 500-750 words. This does NOT include the cover page.
- Papers must be submitted in the following format:
 - Printed on both sides of standard 8.5 x 11 paper, corner stapled
 - Times New Roman, size 12 font
 - Double spaced, left justified
 - One inch margins
 - Page numbers on every page except cover
- Papers can include graphics where appropriate, but no more than one per page. Points will be deducted if a judge feels that graphics are being used to fill space without adding value.

Judge Instructions

- Use the following rubric to assist in evaluating Explorers essays. A crucial component of this competition is the feedback received from these evaluations. If necessary, please use additional sheets to provide more detailed feedback.



Financial Aid Awareness – Rubric Sheet

Competitor Name: _____

Essay title: _____

		Little value	Below Expectations	Meets Expectations	Above Expectations	Judged score
1	Essay Format					
	<ul style="list-style-type: none"> • Formatting requirements (i.e. Cover page, text limitations, style) 	1	2	3 – 4	5	
2	Essay Content					
	<ul style="list-style-type: none"> • Student presented a logical and organized format for essay 	1	2	3 - 4	5	
	<ul style="list-style-type: none"> • Student demonstrated clear understanding of selected theme 	1	2	3-4	5	
	<ul style="list-style-type: none"> • Student provides examples or data to support their hypothesis 	1	2	3 - 4	5	
3	Overall					
	<ul style="list-style-type: none"> • Varied sentence structure • Essay well developed and written • Grammar, spelling, language 	1	2	3 - 4	5	
Essay Total Points (maximum 25 points):						

Strengths:

Areas for improvement:



Club Awards

Club Awards events are influenced by individual efforts but are awarded based on collective achievements of club members. Successful Clubs in each category will be recognized at the State Conference and Leadership Summit.

100% Club

This award is given to Clubs that have 100% of their Explorers' Club members complete and submit into Egnyte a profile at the Bronze Level.

- Criteria:

-
- Membership roster submitted one month post first club meet
All registered members have achieved a Bronze Level status and submit form CA-1 into Egnyte for verification

Top 3 Membership

This award is given to the three Clubs that have the highest percentage of their cohort registered as Explorers' Club members.

Criteria:

Membership roster submitted one month
post first club meeting
Submit form CA-2 into Egnyte for verification

-
-

Top 3 GPA

This award is given to the three Clubs that have the highest average GPA.

Criteria:

Membership roster submitted
Submit form CA-3 into Egnyte for verification

-
-
-
-

-
-
-



Platinum Club Award

This is the highest award an Explorers' Club can receive. It demonstrates commitment to the cause and a concerted effort helping GEAR UP students pursue a postsecondary education. To achieve this award, Sponsors and members must go above and beyond the minimum standards and strive for greatness.

There are three categories in which Clubs will be judged for the Platinum Club Award:

1. Participation
2. Scholastic success
3. Use of Unlock My Future

Criteria:

- Submit form CA-6

Participation:

- 50% or more of the available LA GEAR UP cohort is a registered Explorers' Club member at the Bronze Level
- An average of 25% of the cohort participates in Club meetings
- A minimum of 15 lessons have been delivered throughout the year
- The Club has executed at least two college readiness projects including one or more college tours
- The Club has executed at least one community service project
- The Club has executed at least one school improvement project

Scholastic Success:

- The average GPA for members is at or above a 2.25
- Total number of "incidents" are below an average of three per member (school disciplinary actions) for the year
- Number of days absent are below three per member per semester
- At least 50% of members are involved in an extra or co-curricular activity apart from Explorers' Club

- The average GPA for members is at or above a 2.25
- Total number of "incidents" are below an average of three per member (school disciplinary actions) for the year
- Number of days absent are below three per member per semester
- At least 50% of members are involved in an extra or co-curricular activity apart from Explorers' Club



Form CA-1



School Name: _____

Sponsor Name: _____

100% Club

Member Name	Date Profile was Created	Number
Sample: Sam Jones	9/8/16	1
		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
		15
		16
		17
		18
		19

Attach additional pages if needed. Please upload copy into Egnite

Total Number of Explorer's Club Members _____

Number of members with Bronze Level profiles _____

Verified through Egnite _____ (for official use only, sponsors do not mark)



Top 3 Membership Award



School Name: _____

Sponsor Name: _____

Mailing Address: _____

Phone Number: _____

E-mail Address: _____

Number of Students in School Cohort: _____

Number of registered members (from official roster) _____

Percentage of cohort as a registered member _____

Statement: I certify that the information provided above is accurate as of the date below.

Sponsor signature:

Date:



Top 3 GPA Award



School Name: _____

Sponsor Name: _____

Mailing Address: _____

Phone Number: _____

E-mail Address: _____

Number of Students on Explorers' Club Roster: _____

To calculate average GPA take the grade point average of each member and total it, for example if you have 10 students on your roster: three have 3.0s, five have 2.75s, and two have 2.5s. Add, $3+3+3+2.75+2.75+2.75+2.75+2.75+2.5+2.5$ for a total of 27.75 points. Divide this by the number of students (10) and you get an average GPA for the Club of 2.775.

Club average GPA _____

Statement: I certify that the information provided above is accurate as of the date below.

Sponsor signature:

Date:



Platinum Club Award

School Name: _____

Sponsor Name: _____

Mailing Address: _____

Phone Number: _____

E-mail Address: _____

Number of Students in School Cohort: _____ (line A)

Participation

Number of registered members with profiles at the Bronze Level _____ (line B)

Percentage (line B / line A x 100) _____ %

Average Club meeting attendance (include copies of all Meeting Sign In forms) _____ (line C)

Percentage (line C / line A x 100) _____ %

List all Club projects or events held (include all Club Project/Event forms):

Date	Project / Event Description	Type (College readiness, community service, school improvement)



List all lessons delivered in meetings this year:

[illegible]

Scholastic Success

Number of Club members _____ (line D)

Average GPA for members _____ (include Form CA-3)

Number of disciplinary actions reported against Explorers this year (request this information from your administrative office) _____ (line E)

Average (line E / line D) _____ incidents per member

Number of days absent reported against Explorers first semester (request this information from your administrative office) _____ (line F)

Average (line F / line D) _____ incidents per member

Number of Explorers involved in another extra-curricular activity (sport, club, etc.) _____ (line G)

Percentage (line G / line D x 100) _____ %



Use of Unlock My Future

Number of registered members with profiles at the Gold Level _____ (line H)

Percentage (line H / line D x 100) % _____

Number of registered members with profiles at the Silver Level _____ (line I)

Percentage (line I / line D x 100) _____ %

Number of registered members with profiles at the Bronze Level _____ (line

J) Percentage (line J / line D x 100) _____ %

Statement: I certify that the information provided above is accurate as of the date below.

Sponsor signature:

Date:



Unlock My Future

www.unlockmyfuture.org

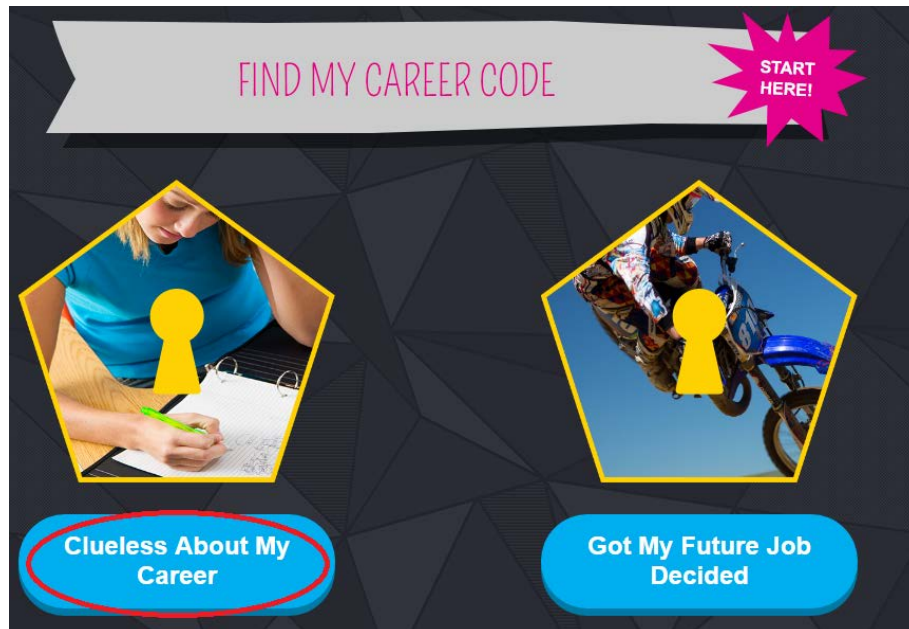
If you're looking to rock the whole "real world" thing, then you've come to the right place. Here you can find potential dream jobs based on the things you already love to do, figure out which schools are best for you, find ways to help pay for college and more. Interested? Then meet the LOSFA 5-Point Match tool. You can use it to find your personal career code and tons of other resources to make unlocking your future that much easier. It all starts with you (retrieved from <http://www.unlockmyfuture.org/> on December 16, 2016)! Using your keys in LOSFA's 5-Point Match tool will get you started today with three steps to unlock YOUR future.



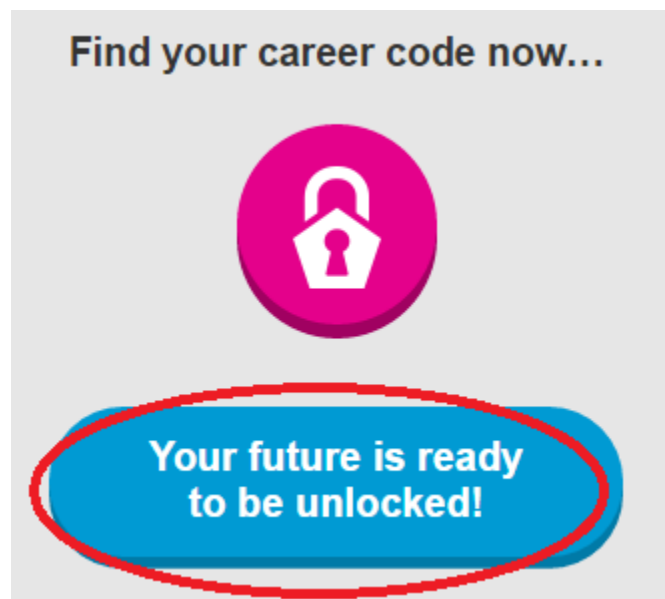
Whether you are clueless about your career or already have your future job decided, step one of LOSFA's 5-Point Match has you covered. (*Step 1 has 2 part directions; choose part A – Clueless About My Career or part B – Got My Future Job Decided.)



Step 1.A (Clueless About My Career) – Figure out your dream career here! From the homepage click on the Clueless About My Career icon:



Or from the My Code tab Click on the Find your career code now lock:



Answer the questionnaire to unlock your career code!

QUESTION 1 OF 12

IF YOU COULD DESIGN THE PERFECT SCHOOL DAY, WHAT WOULD YOU DO?
(PICK THREE TO NINE)

Questionnaire example:

<p>BUILD A CLOCK FROM WRITTEN INSTRUCTIONS</p>  	<p>SOLVE DETAILED MATH PROBLEMS</p>  	<p>MAKE A MOVIE WITH CLAY FIGURINES</p>  
<p>FIND THE PROBLEMS IN MISLEADING ADS</p>  	<p>HELP PEOPLE LEARN NEW THINGS</p>  	<p>HELP NEWBIES MEET PEOPLE</p>  

After the questionnaire is complete, you will receive a message followed by **your** career matches based on **your** interests:



Career match example:



THE SCOOP

Working as an urban planner could be compared to solving a puzzle—except that instead of jigsaw pieces, you're dealing with real-life buildings, roads, and plots of land. Urban planners are responsible not only for developing new areas, but also reworking existing ones when problems like crime or desolation arise. They also weigh in on whether or not a proposed project makes sense. For example, if a developer wants to build a new mall, an urban planner would review the plans to help decide whether it'll be a good fit for the area or something that residents will be complaining about for decades. Of course, it's not like urban planners can use crystal balls to predict the future. Instead, they rely on interviews with locals, environmental studies, traffic pattern information, and population data to try to make their best educated guesses.

THE DETAILS

Degree Required

Bachelor's Degree
Master's Degree

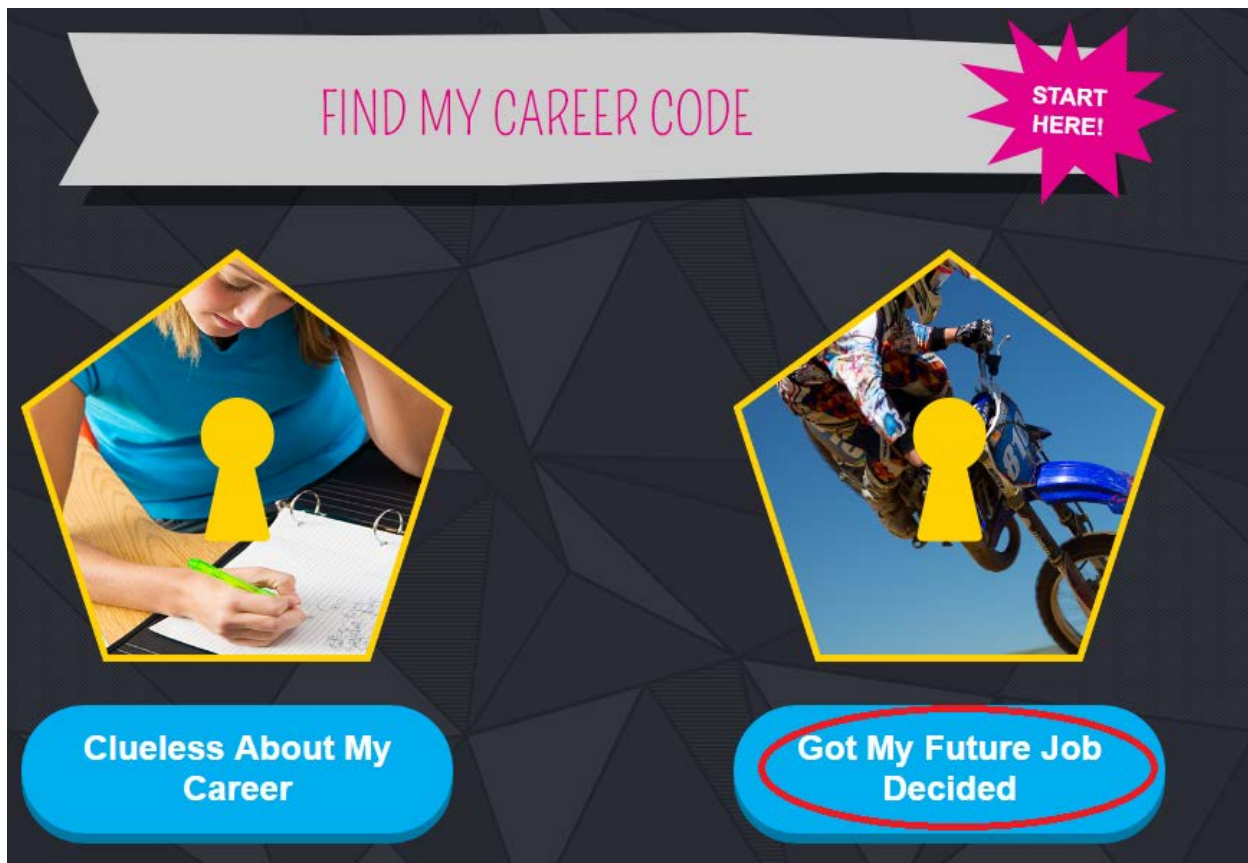
Years of College

6

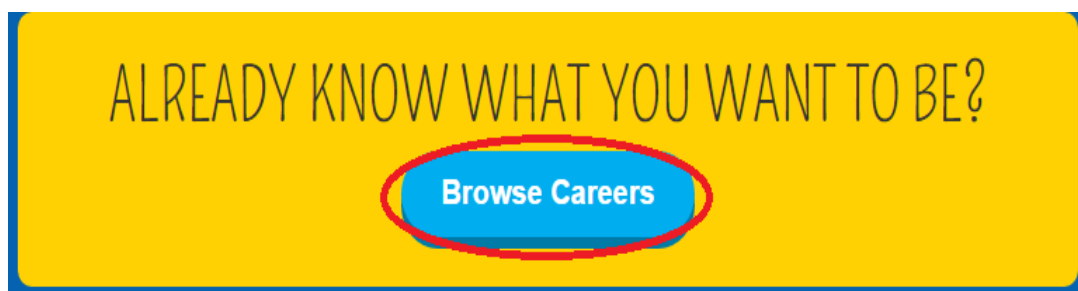
Average Salary

\$63,040

Step 1.B (Got My Future Job Decided) - Already sure of what career interest you? From the homepage click on the Got My Future Job Decided icon:



Or from My Code tab bypass find you career code now and scroll down:



Search and enter your career by letter categories or by exact name match:

NARROW YOUR OPTIONS TO FIND YOUR CAREER

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Find by Name

Average Salary Minimum

\$25,000

Years of Study

2

College Degree

All College Degrees

Advanced Degree

All Advanced Degrees

College Major


All Majors

Find by Category

All

Submit

ACCIDENT INVESTIGATOR



Years of study

2


Future Job Growth

Average

Average Salary

\$29,600

ACCOUNT MANAGER



Years of study

4


Future Job Growth

Average

Average Salary

\$88,209

ACCOUNT PLANNER




Years of study

Future Job Growth

Average Salary

ACCOUNTANT



Years of study

Future Job Growth

Average Salary

6

A detailed summary will appear:



THE SCOOP

Do you like puzzles, video games, and problem-solving? Have a knack for helping friends with math? Dream of owning your own business someday? The life of an accountant might be a great fit for you. Accountants work with people to help them fill out their tax forms. Though some people can do their taxes without help, many people who hire accountants say they're "worth the money" because they can often help clients save more money than they charge, as well as tons of time and stress. In fact, accountants love having the challenge of figuring out how to help their clients play by the tax rules while paying as little money as possible—it's basically like a giant puzzle. Also worth noting: Since taxes are due in April every year, accountants usually work around the clock in the spring, but get to take it easy every summer.

THE DETAILS

Degree Required

Bachelor's Degree

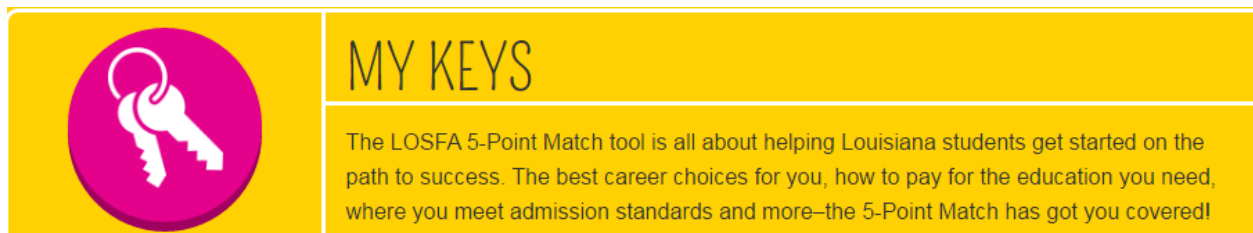
Years of College

4

Average Salary

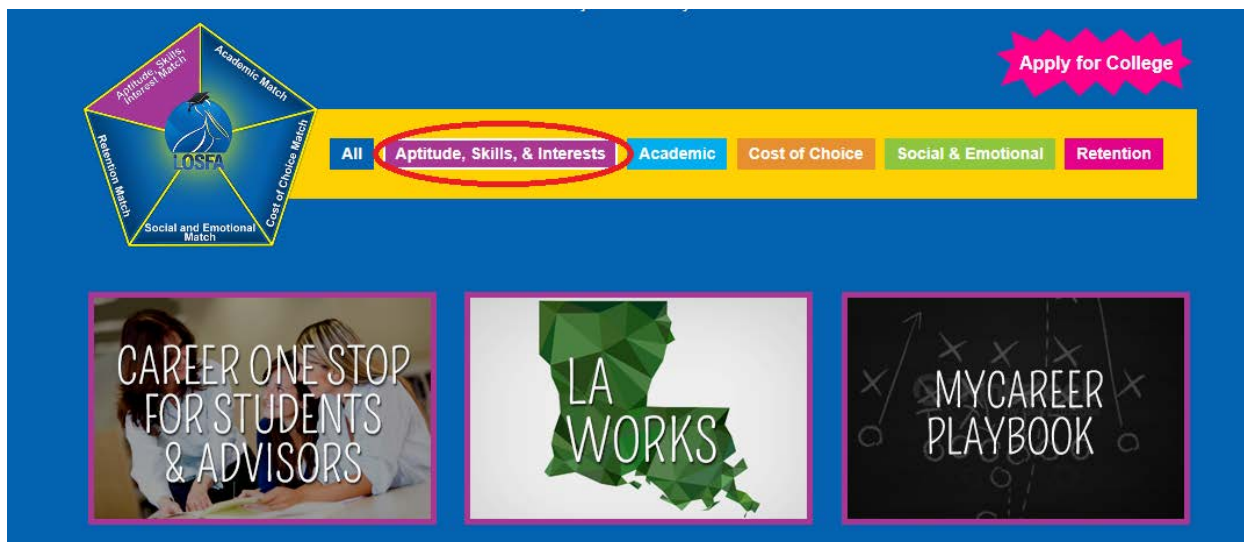
\$108,260

Step 2 – Make a plan and make it happen

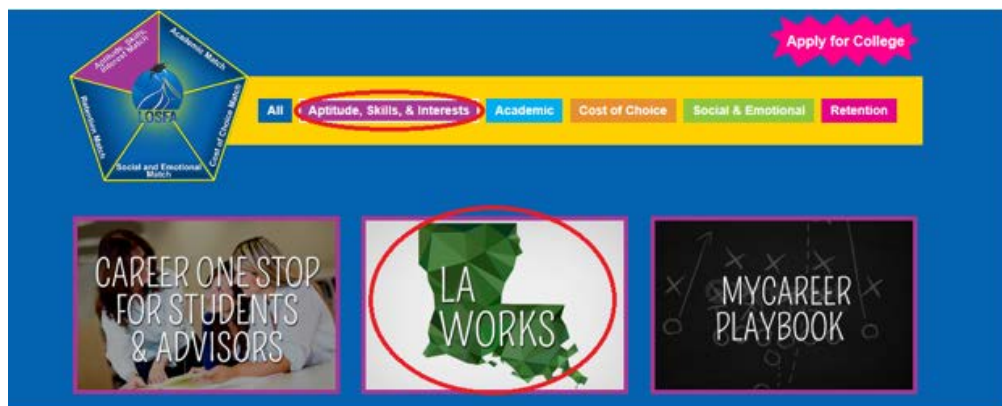


Explore the LOSFA 5-Point Match tool in My Keys. Be sure to click on all five match points and open each resource box to best utilize everything offered in the portal.

Aptitude, Skills, & Interests:



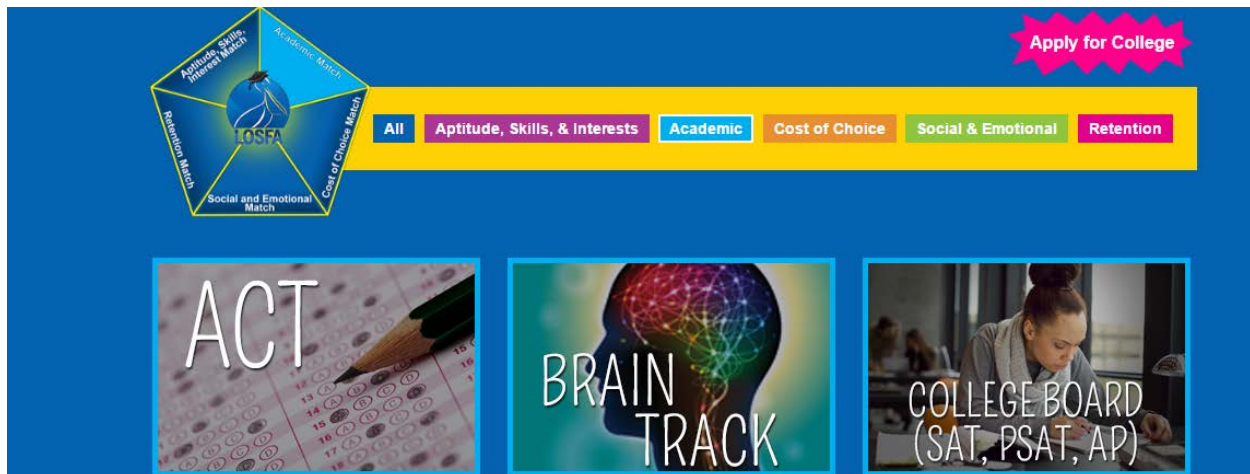
Aptitude, Skills, & Interests Resource Example:



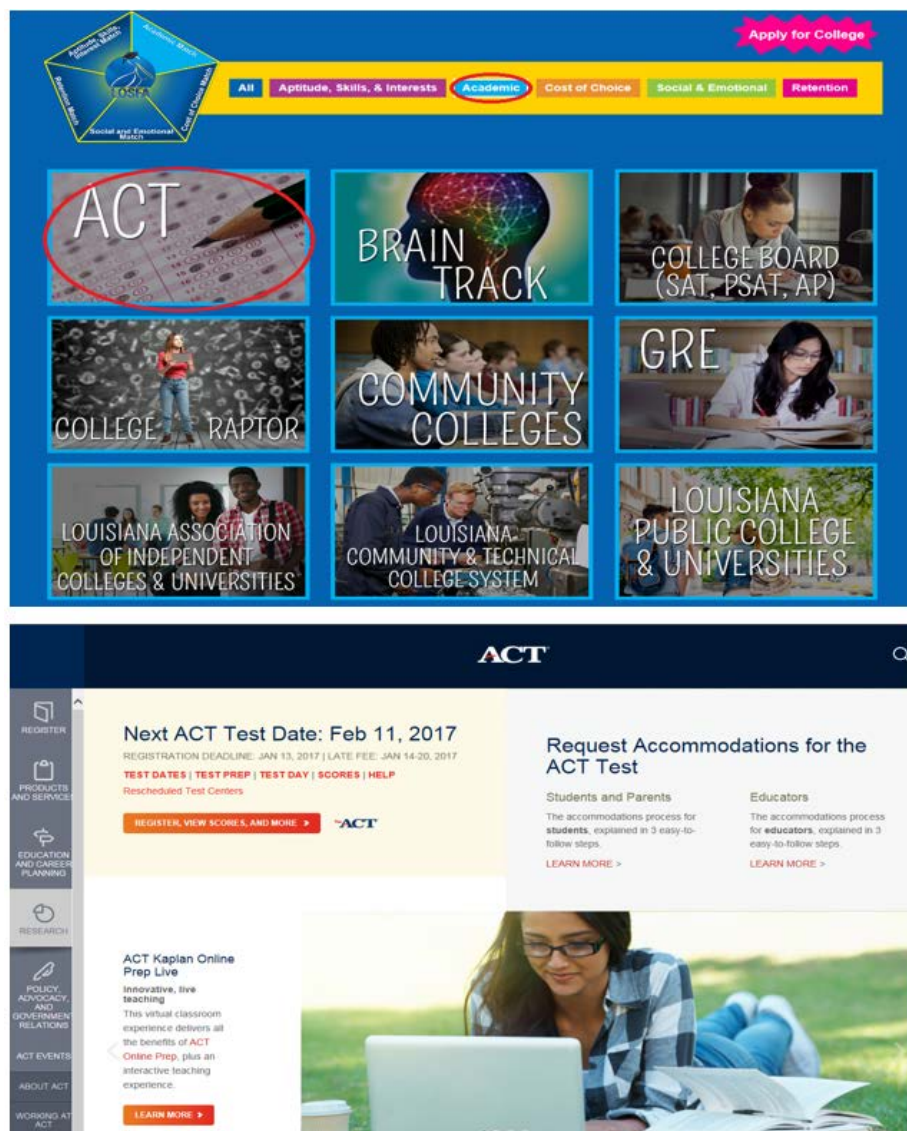
Aptitude, Skills, & Interests Resource Example:

The image displays two screenshots of the My Career Playbook website. The top screenshot shows the homepage with a blue header. On the left is a circular diagram with five segments: Academic Match, Aptitude, Skills, & Interests Match, Social and Emotional Match, Cost of Choice Match, and Career Path Match. In the center is the LSCFA logo. To the right is a yellow navigation bar with buttons: All, Aptitude, Skills, & Interests (highlighted with a red oval), Academic, Cost of Choice, Social & Emotional, and Retention. A pink 'Apply for College' button is in the top right. Below the navigation bar are three main content areas: 'CAREER ONE STOP FOR STUDENTS & ADVISORS' with a photo of two students, 'LA WORKS' with a green map of Louisiana, and 'MYCAREER PLAYBOOK' with a black background and white text. The bottom screenshot shows the 'CREATE MY ACCOUNT' page. It features the My Career Playbook logo and navigation links: HOME, EDUCATORS, ADMINISTRATORS, and CONTACT US. The page title is 'CREATE MY ACCOUNT' and the breadcrumb is 'Home / Louisiana / Create My Account'. The main content area has a form with fields for First Name, Last Name, Pick a username, Password, and Confirm Password. There is a photo upload area and a 'Create my account' button. A link to log in if the user already has an account is also present. On the right side, there is a 'SAMPLE CAREER SEARCH' section with a search bar and a 'Start my Sample Career Search' button. Below this are several buttons: 'Click here to explore more' with a dropdown arrow, 'TAKE THE VIDEO TOUR', 'TIPS & TOOLS', 'RECENT BLOG POSTS', 'VOLUNTEER', and 'LOG IN'.

Academic:



Academic Resource Example:



Academic Resource Example:

The screenshot displays the College Raptor website interface. At the top left is a logo for 'College Raptor' with a raptor icon and the text 'College Raptor' and 'Academic Match'. To the right of the logo is a navigation bar with tabs: 'All', 'Aptitude, Skills, & Interests', 'Academic' (highlighted with a red circle), 'Cost of Choice', 'Social & Emotional', and 'Retention'. Above the navigation bar is a pink button that says 'Apply for College'. Below the navigation bar is a grid of nine tiles. The tiles are: 'ACT' (with a pencil and paper), 'BRAIN TRACK' (with a brain and neural connections), 'COLLEGE BOARD (SAT, PSAT, AP)' (with a student), 'COLLEGE RAPTOR' (with a student and a raptor, circled in red), 'COMMUNITY COLLEGES' (with students), 'GRE' (with a student), 'LOUISIANA ASSOCIATION OF INDEPENDENT COLLEGES & UNIVERSITIES' (with students), 'LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM' (with students), and 'LOUISIANA PUBLIC COLLEGE & UNIVERSITIES' (with students). Below the grid is a dark blue navigation bar with links: 'HOME', 'BLOG', 'COLLEGE GUIDE', 'RANKINGS', and 'MAJORS'. Below the navigation bar is a search bar with the text 'Search for College, Major, or Topic'. To the right of the search bar is the 'College Raptor' logo. To the right of the logo are three icons: a star for 'COLLEGE MATCH', a person for 'CREATE ACCOUNT', and a login icon for 'LOG IN'. Below the navigation bar is a large banner image of a smiling man and a smiling woman in graduation gowns. The text on the banner reads: 'The Right College. The Best Price.' followed by 'College Raptor is the best way for high school families to find college matches, discover colleges that may offer them the best financial aid and simplify the college search process—all for FREE!'. At the bottom of the banner is a red button that says 'LET'S GO! >'. The entire page is set against a blue background.

Cost of Choice:

The screenshot shows the LOSFA website interface. At the top left is a star-shaped logo with five points labeled: 'Academic Match', 'Cost of Choice Match', 'Social and Emotional Match', 'Retention Match', and 'Aptitude, Skills, Interest Match'. The central part of the logo contains the text 'LOSFA'. To the right of the logo is a navigation bar with six tabs: 'All', 'Aptitude, Skills, & Interests', 'Academic', 'Cost of Choice', 'Social & Emotional', and 'Retention'. The 'Cost of Choice' tab is highlighted with a red circle. In the top right corner, there is a pink button that says 'Apply for College'. Below the navigation bar, there is a grid of six tiles. The tiles are: 'ACCREDITED SCHOOLS ONLINE' (a woman studying), 'AFFORDABLE COLLEGES ONLINE' (a man at a computer), 'COLLEGE NAVIGATOR' (a woman in a library), 'EDUDEMIC—AFFORDABLE ONLINE COLLEGE IN AMERICA: RANKINGS & REPORT' (a tablet showing a man's face), 'FAST WEB' (a keyboard with a graduation cap icon), and 'FEDERAL STUDENT AID' (a woman smiling).

Cost of Choice Example:

This screenshot is identical to the one above, showing the LOSFA website with the 'Cost of Choice' tab selected. In this version, the 'COLLEGE NAVIGATOR' tile is highlighted with a red circle, illustrating an example of the filter's application.

Name of School
Type name of school here

States (use map for more than 1 state)
 Kansas
 Kentucky
 Louisiana **Use Map**

ZIP Code **Miles from**

Programs/Majors
0 Items Selected **Browse for Programs**

Level of Award
☐ Certificate ☐ Associate's
☐ Bachelor's ☐ Advanced

Institution Type
☒ Public ☒ 4-year
☐ Private non-profit ☒ 2-year
☐ Private for-profit ☒ < 2-year

MORE SEARCH OPTIONS

Mousing over **i** gives you a brief description of an institution. To see full details click the name of the institution. **Add to Favorites** places institutions into My Favorites above, mousing over allows institution comparisons.

Sort by: **Name** City State 1-15 of 33 Results

Baton Rouge Community College Baton Rouge, Louisiana	Add to Favorites
Bossier Parish Community College Bossier City, Louisiana	Add to Favorites
Capital Area Technical College Baton Rouge, Louisiana	Add to Favorites
Central Louisiana Technical Community College Alexandria, Louisiana	Add to Favorites
Delgado Community College New Orleans, Louisiana	Add to Favorites
Fletcher Technical Community College Schriever, Louisiana	Add to Favorites
Grambling State University Grambling, Louisiana	Add to Favorites

Cost of Choice Example:

Apply for College

Cost of Choice

ACCREDITED SCHOOLS ONLINE

AFFORDABLE COLLEGES ONLINE

EDUDEMIC—AFFORDABLE ONLINE COLLEGE IN AMERICA: RANKINGS & REPORT

FAST WEB

START PROGRAM

START
SAVING FOR COLLEGE
LOUISIANA OFFICE of STUDENT FINANCIAL ASSISTANCE

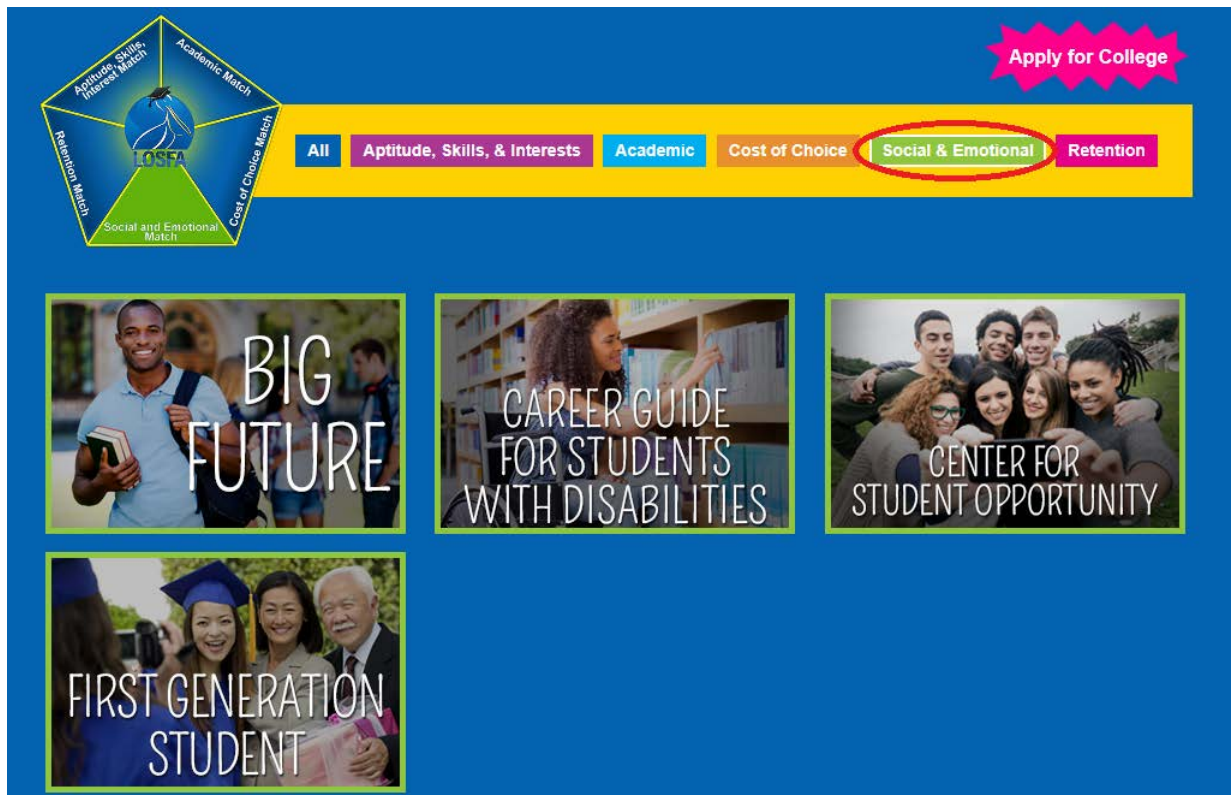
Stay Connected with START:
 Like us on Facebook
 Follow us on Twitter

For personal assistance, call 1-800-259-5626, or in Baton Rouge, call 219-1012. (8:00 AM until 4:30 PM Central, Monday-Friday)

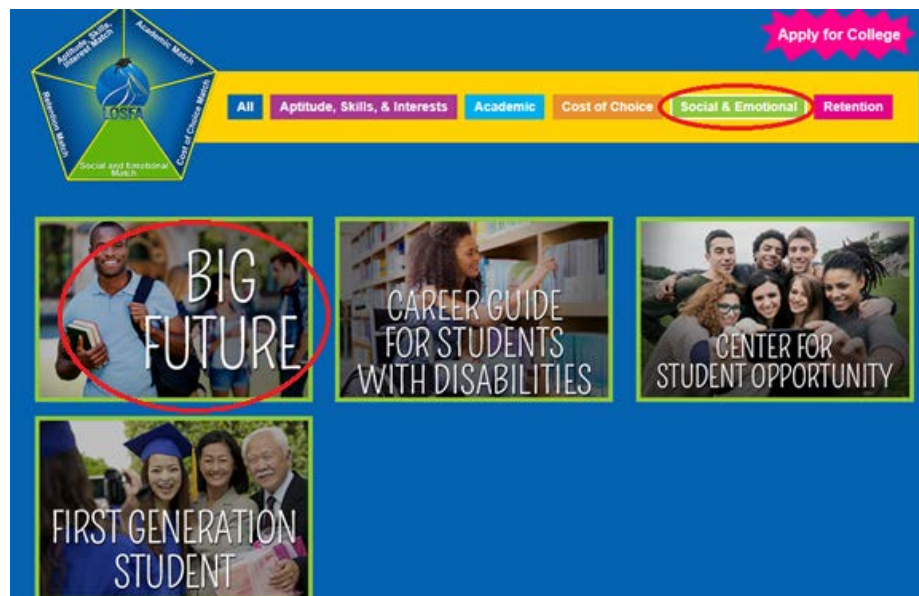
ABOUT START
ENROLL NOW

BE THEIR HERO!

Social and Emotional:



Social and Emotional Example:



BigFuture

[Home](#) / [Get Started](#) / [Know Yourself](#)

[Get Started](#) ▾ [Find Colleges](#) ▾ [Explore Careers](#) ▾ [Pay for College](#) ▾ [Get In](#) ▾ [Make a Plan](#) ▾

Find Colleges, Advice and More

[Search](#)

[Sign up](#) | [Sign in](#)

[ShareThis](#) [Like 96](#)

Answer 10 Questions and Discover Your Future

Finding out what you want to be in the future involves knowing who you are today. A self-inventory can help you plan for college and a career.

[Start slide show](#)

It was intimidating to apply since I was undocumented



Gabriela, college junior

6 Steps to Get the Most Out of a Campus Visit

A campus visit can help you make decisions about what you're looking for in a college. Find out what you can do to get the best experience from your campus visit.

[Start slide show](#)



Why is college an important next step?

Chio Flores, Director, Office of Financial Aid & Scholarships, Washington State University

COLLEGE SEARCH STEP-BY-STEP


There's no magic formula for choosing a college, but there are steps you can take to find a good fit. Use this tool to start your journey.


[Go](#)


EXPERT Q&A


How should you start a college search?


Social and Emotional Example:



 Overview

 Find Colleges

 Get Help

 Hear Stories

Hear Stories



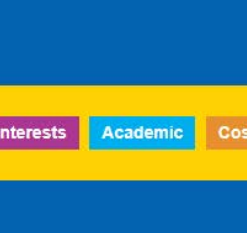
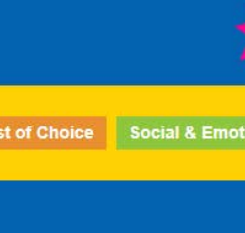
Everyone has a story to tell. Be Inspired by stories from first-generation college students and graduates—and share your own.

Do NOT give up on this journey! There are going to be nights when you are homesick. There are going to be days when you feel like maybe you just can't get out of bed. The work will be hard, but it will be well worth it when you are finally on your way to succeeding and finally becoming what you have put all of your work and effort towards.

— Lysa in Jenson Beach, FL






Retention:










[All](#)
[Aptitude, Skills, & Interests](#)
[Academic](#)
[Cost of Choice](#)
[Social & Emotional](#)
[Retention](#)

[Apply for College](#)








Retention Example:

[All](#)
[Aptitude, Skills, & Interests](#)
[Academic](#)
[Cost of Choice](#)
[Social & Emotional](#)
[Retention](#)

[Apply for College](#)



College InSight puts higher education data at your fingertips. Browse and compare information about **affordability**, **diversity**, and **student success** in three ways:

spotlight

Start with a college, state, or type of school - view a snapshot of important data and a relevant comparison.



topics

Start with a topic that interests you, then dig deeper to see how specific colleges, states, or school types compare.



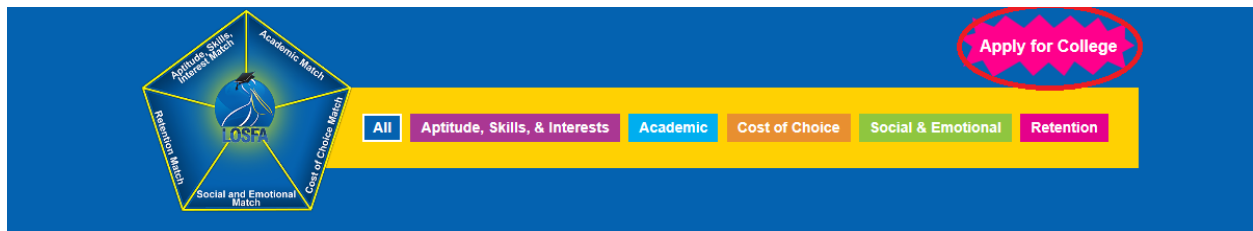
explore all data

Build your own table with any combination of colleges, variables, or years in the College InSight database.

Retention Example:

The screenshot shows the Complete College America website interface. At the top, a navigation bar includes a diamond-shaped menu with categories: Academic Match, Social and Emotional Match, Cost of Choice Match, and Aptitude, Skills, & Interest Match. Below this is a horizontal bar with tabs: All, Aptitude, Skills, & Interests, Academic, Cost of Choice, Social & Emotional, and Retention (circled in red). A pink starburst button labeled 'Apply for College' is in the top right. Below the navigation bar are three main content areas: 'COLLEGE INSIGHTS' (with a graduation cap icon), 'COLLEGE RESULTS ONLINE' (with an image of two students), and 'COMPLETE COLLEGE' (with an image of a group of students, circled in red). At the bottom, a navigation bar includes links: HOME, GAME CHANGERS, ALLIANCE, STATE DATA (circled in red), RESOURCES, BLOG, and ABOUT. Below this is a search bar and social media links (Facebook, Twitter, YouTube, LinkedIn). The main content area displays 'GAME CHANGER STATE DATA' and a large red outline of the state of Louisiana with the word 'LOUISIANA' in blue text. Below this, it says 'GRADUATION RATES' and 'TIME TO COMPLETION', and 'ENROLLMENT'.

Click on apply for college for a complete list of links to Louisiana’s postsecondary institutions:



APPLICATION LINKS

Now that you've got your keys, it's time to hit the road to your future. The good news is that getting started on your college application process is only a click away. To give you a handy-dandy short cut, we've pulled all of the links you'll need to get going and stored them here. Click on any of the schools listed below, and you'll be taken straight to their application page. It's just that easy!

Louisiana Community and Technical College System:

- [Baton Rouge Community College](#)
- [Bossier Parish Community College](#)
- [Central Louisiana Technical Community College](#)
- [Delgado Community College](#)
- [Fletcher Technical Community College](#)
- [Louisiana Delta Community College](#)
- [Northshore Technical Community College](#)
- [Northwest Louisiana Technical College](#)
- [Nunez Community College](#)
- [River Parishes Community College](#)
- [South Central Louisiana Technical College](#)
- [South Louisiana Community College](#)
- [SOWELA Technical Community College](#)

Continue scrolling down for direct access to each Louisiana postsecondary school’s application page.

Step 3 – Now that you have used LOSFA’s 5-Point Match tool your future has been unlocked and you are prepared to: Live an awesome life!!!



Follow us:



LOSFA Field Outreach Services Contact Listing

Regional Coordinators	Email Address	Office Phone	District Assignments
Khristopher Hobbs	khristopher.hobbs@la.gov	225 219-9372	Algiers Charter, East Feliciana, Inspire NOLA, ReNEW, St. Helena, St. John the Baptist.
Juterh Nmah	juterh.nmah@la.gov	225 219-3115	Calcasieu, East Baton Rouge, Pointe Coupee.
Kyleigh Quiroga	kyleigh.quiroga@la.gov	225-219-9443	Red River, Sabine.
Timene Thomas	timenee.thomas@la.gov	225 219-9409	Avoyelles, Iberia, Lincoln, Madison, Monroe City.

Staff	Title	Office Phone	Email
Tireka Cobb	Director of Field Outreach Services	225 219-0920	tireka.cobb@la.gov
Charlie Lewis	Regional Evaluator	225 219-2050	charlie.lewis@la.gov
Kendra Williams	Executive Assistant/Fiscal and Contracts Specialist	225 219-0921	kendra.williams@la.gov
Sabrina Johnson	Data and Logistical Support Specialist	225 219-3221	sabrina.johnson2@la.gov
Tiera LeBlanc	Media Specialist	225-219-3579	tiera.leblanc@la.gov
Isabel Reyes	Student Intern	N/A	isabel.reyes@la.gov
Darius Spurlock	Student Intern	N/A	darius.spurlock@la.gov



Set SMART Goals

The term SMART is an acronym for five characteristics of well-designed goals.

Specific - What exactly do you want to accomplish? Goals need to be clear and unambiguous. By how much do you want to increase membership? How much money do you want to raise? Specifically, what do you want to receive a college degree in? When goals are specific there is no question as to what it is you are aiming for!

Measurable - How will you know when the goal is achieved? Goals need to have a component of measurability so you know when you succeed. If you want to increase membership by 10%, you'll know once your roster shows a 10% increase over the previous year. If your goal is to raise money for a trip, how will you know when you have saved enough? If your goal is to raise \$1,000, you will know exactly when you have achieved that goal.

Attainable – Being attainable means that the goal can actually be accomplished in the time frame that you have established? Can you reasonably increase membership 100%? Unfortunately, that is most likely not the case. A more attainable goal may be 5% to 20%. You want to make sure that the goals you set are ones that YOU can achieve in the time frame that YOU establish.

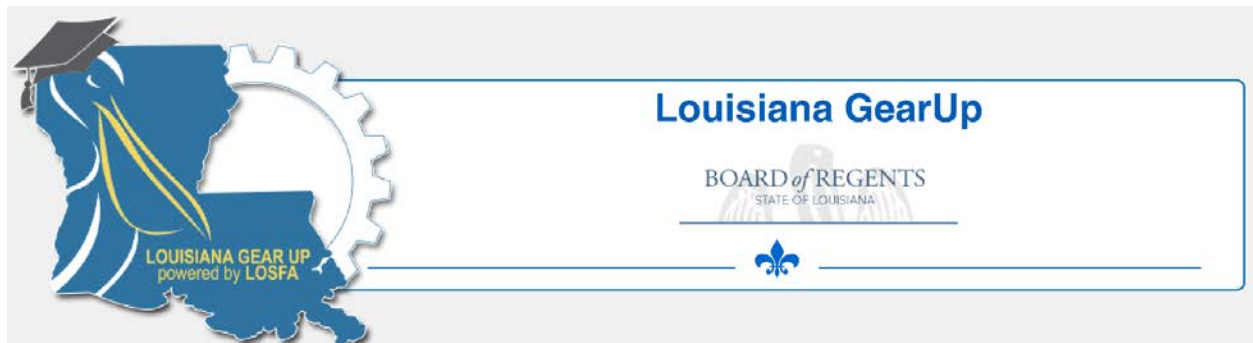
Reaching - It is easy to set and achieve goals that don't really stretch you or your club. Many times leaders do what has been done before because "That's the way we have always done it." The goals you set either for yourself or your organization should stretch and test your abilities. They should seem just beyond your reach. By setting goals that are reaching, you improve yourself and your organization; you push the envelope. Setting reaching goals helps you and your organization to grow and progress.

We caution you on using the word 'realistic' in describing the goals you want to set. There are many examples of people who have set, so called 'unrealistic' goals, but accomplished them. Contemporary examples include Bill Gates of Microsoft; Sam Walton, the founder of Wal-Mart; and Henry Ford. These individuals set goals, which at one time seemed unrealistic. However, they really were not unrealistic, they were just reaching!

Time Horizon - Does the goal have a target completion date? Goals without a deadline are only dreams. There needs to be a target completion date or the goal will just linger and never be accomplished.



Activity Guide: Supporting Resources Video links



www.osfa.la.gov/gearup

Some lessons include supporting videos listed under the Supporting Resources section of the Activity Guide. These videos are located on the Louisiana Gear UP website (www.osfa.la.gov/gearup) under the Explorers' Club tab in the Curriculum Resources section. Click on the video and it will open in Vimeo for viewing.



Egnyte

losfa.egnyte.com

Egnyte is a secure file sharing cloud website. Egnyte Connect will be used to manage and track completion of Explorers' Club activities.

You will receive an invite from your regional coordinator to join Egnyte. Accept the invite and then you will be able to upload files.

<https://helpdesk.egnyte.com> contains articles on how to configure and use Egnyte products. You will be prompted to choose what you need help with today; click on Egnyte Connect. The help desk provides video clip tutorials and a getting started guide on how to use the portal.

<https://helpdesk.egnyte.com/hc/en-us/articles/218375307-Video-User-Quick-Start>:

The screenshot displays the Egnyte Help Desk interface. At the top, there's a navigation bar with the Egnyte logo, 'Help Desk' text, and links for 'Submit a request' and 'SIGN IN'. Below this is a teal search bar. The main content area shows the breadcrumb 'Egnyte / Training / Training Videos' and the title 'Video: User Quick Start'. A video player is embedded, showing a file explorer interface. To the right, there's a sidebar with 'EGNYTE COMMUNITY' and 'FEATURED ARTICLES' including links like 'Getting Started Guide', 'Time to Upgrade from the Simple UI to the Collaborative UI!', 'End of Support for Internet Explorer Versions 9 and 10', 'Check out Egnyte's New Web UI!', and 'Which Egnyte desktop client should I use?'. A 'See more featured articles +' button is at the bottom of the sidebar.



EGNYTE CONNECT™

[Egnyte](#) / [Egnyte Connect](#) / [New To Egnyte](#)

Getting Started Guide

FOR ADMINS

FOR USERS

1 Upload and share a file

Upload your first file to Egnyte through the Web UI and generate a link whose URL can be emailed directly from Egnyte or copied to easily share the file.

[Sharing files](#)

2 Collaborate with your colleagues

See what recent changes have occurred with the activity stream, add new comments while viewing a file, and co-author files in real-time with our Microsoft Office Online integration.

[Microsoft Office Online](#)

3 Connect from your desktop

Access your Egnyte files from your computer's native file browser using Egnyte Drive or Desktop Sync.

[Which Egnyte desktop client should I use](#)

4 Use the mobile app

Egnyte travels with you! Download our mobile app for iOS, Android, or Windows Mobile.

[Egnyte mobile user guides](#)

EGNYTE COMMUNITY

Want to connect with other Egnyte users and our Egnyte team? Share ideas and ask questions in our [Community](#).

FEATURED ARTICLES

[Getting Started Guide](#)[Time to Upgrade from the Simple UI to the Collaborative UI!](#)[End of Support for Internet Explorer Versions 9 and 10](#)[Check out Egnyte's New Web UI!](#)[Which Egnyte desktop client should I use?](#)[See more featured articles](#)

RECENTLY VIEWED

[Check out Egnyte's New Web UI!](#)

Additional User Resources

QUICK START VIDEOS

[Getting Started Playlist](#)[Egnyte Overview](#)[Uploading files](#)[Sharing files](#)[Sharing folders](#)

FEATURE GUIDES

[User Guide](#)[Desktop Sync](#)[Egnyte Drive](#)[Mobile user guides](#)

PRODUCT TRAINING

[Live-webinar registration](#)[On demand webinars](#)[Interactive training](#)



My life. My way.

Click an icon to begin your journey.



The Louisiana Workforce Commission has an online mobile tool called My life. My way. for students, young adults and anyone interested in finding high demand careers that interest them while supporting the standard of living they want to maintain.

My life. My way. is located at <http://www.laworks.net/mylife/> and is the latest mobile tool for students and job seekers in Louisiana. It seamlessly flows users into Louisiana Star Jobs, the job search and career exploration tool located at laworks.net/stars, automatically showing users jobs that pay the salary they need.

Users can choose one of three ways to match their choices with top-rated careers:

The first option allows users to learn how much they need to earn by picking from eight regions in Louisiana and then making lifestyle choices about housing, food, transportation, health care, clothing, entertainment, education, savings and utilities. As these choices are made, My life. My way. automatically builds a basic monthly and annual budget based on the typical costs in the region. Users can then view careers that pay enough to support their choices.

The second option lets users key in an annual salary and then connects them to careers that pay that at least that amount.

The third option allows users to pick an occupation and go directly to top-rated career choices.

As part of the career choice view, users can learn more about each career and the qualifications needed to work in that field. They also can learn where to earn the degrees or other credentials needed to qualify and view current job listings. Find My life. My way. along with Louisiana Star Jobs and other free career exploration and preparation tools and services at **laworks.net**.

Contact Information

Office of Workforce Development

(225) 342 – 7960 \ owd@lwc.la.gov

NEED A
TUTOR?



LOG ON TO WWW.CLICKFOURHELP.COM

Notes

Date _____



Presentation Planning
Date _____



Presentation Outline

Date _____

