

It's All About Choices ~
Se Trata de Todas las Decisiones
Activities to Build Identity Pathways to College and Careers

Pilot Draft, May 2001

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These activities are designed to help

- youth think about their college and career goals and reach them
- staff and teachers provide support and guidance
- community partners learn how programs support youth; and
- partnerships build pathways to college for diverse students in multicultural democracies.

These materials were originally developed for the Cabrillo Advancement Program of Cabrillo Community College in Aptos, California.

We encourage you to use these materials. If you do, we are interested in your findings and suggestions for improvement. Please acknowledge our work, by title and authors, let us know you are using them, and let us know about your findings, by mail to C. R. Cooper, Department of Psychology, University of California, Santa Cruz, Santa Cruz, CA 95064 or ccooper@cats.ucsc.edu.

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It's All About Choices Student Activity Sheets

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Cooper Background

See separate files for:

Cooper, C. R. (2000). Inclusiveness, Ethnic Diversity, and Pathways to College in Multicultural Democracies. Children's 5-16 Conference "Children Making Their Future? Research and Policy for the 21st Century", Economic and Social Research Council, London, UK.

Domínguez, E., Cooper, C. R., Chavira, G., & Mena, D. (2001). What is Success? Cabrillo Advancement Program / CAP's first 10 years and beyond. Presentation, Cabrillo Community College, Aptos, CA

It's All About Choices ~ Se Trata de Todas las Decisiones: Activities to Build Identity Pathways to College and Careers

Introduction

Our work with the Cabrillo Advancement Program has come to fruition with “It’s All About Choices”. These activities help families, schools, communities, and youth--including their siblings and peers--build pathways to college. They focus on students mapping their goals for careers and college, social networks across their worlds of families, peers, schools, and communities, and pathways to college and careers from math and English classes and grades. The activities are part of the Bridging Multiple Worlds Tool Kit, which includes graphs and database templates to support learning communities of researchers, policymakers, and educators who work with youth and families to build pathways to college (Cooper, 2001).

“It’s All About Choices,” part of the Bridging Multiple Worlds Tool Kit (Cooper, 2001), has been adopted by the GEAR UP partnership in Watsonville, CA, which includes all four middle schools. The GEAR UP partnership is coordinated through the UCSC Educational Partnership Center through its director, Dr. Carrol Moran. Materials in English and Spanish are used by families, children, schools, community programs, policymakers, and researchers. The focus of this partnership is on math pathways to college. “It’s All about Choices” is being adapted by teachers in the partnership, whose leadership is a key factor in its success.

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Dear Student,

We invite you to participate in the Bridging Project, which helps families, schools, communities, and youth build pathways to college and other goals in school, work, and family life. We are especially interested in your ideas about:

- what are your hopes and dreams for your future?
- what are your different worlds--like families, friends, schools, music, sports, and other important parts of your life?
- how do your worlds seem to fit or not fit together?
- who helps you and causes you difficulties moving across your worlds?
- how do you think about what has influenced your future goals?

If you decide to participate in the Bridging Project, you will complete a survey and participate in discussion about it with one person or in a group. Even if you decide to participate, you may withdraw from the project at any time if you feel uncomfortable about it. Your participation is voluntary and deciding not to participate will not affect your present or future relationship to the University of California.

We hope you will agree to participate in the Bridging Project, and we will be glad to share with you what we learn about these questions. Please complete the consent form below. If you are under age 18, we ask that your parent or guardian also give permission by signing. If you have any questions, feel free to contact us at any time.

Sincerely,

Catherine R. Cooper, Ph.D.
Professor of Psychology and Education (831) 459-4157 ccooper@cats.ucsc.edu

CONSENT FORM: I understand that if I agree to participate in the Bridging Project, my identity and the identity of my family will be kept private, and that the student may withdraw from the project at any time. Today's date_____

For student: I do____ I do not____(check one) agree to participate in the Bridging Project.

Student signature_____ Parent signature_____

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Dear Parent(s) of participant:

We would like to invite you to participate in the **Partners Project**, which is a study of how family, friends, teachers, and community programs help students succeed. Our project is a partnership between the staff of the Cabrillo Advancement Program (CAP) and UC Santa Cruz. We are especially interested in your child's views of their family, friends, school, and community, and how these views relate to your child's school work. We would also like to know how CAP helps your son or daughter achieve his or her goals, and how these goals change or stay the same as your son or daughter gets older and participates in the program. We want to use this information to help CAP staff help your children.

If you allow your child to participate in our study, he or she will complete some surveys, participate in group discussions, and show us their community through pictures, drawings, and stories. These activities will take place at the community program site or during program activities. We request your permission to audiotape some of these activities. We also request permission to get information from the CAP program, on his or her attendance, grades, and academic records for regular school and community program classes.

Even if you give your permission now, if your child decides not to participate in any activity, he or she can withdraw at any time. Participation is voluntary, and deciding not to participate will not affect your present or future relationship with CAP or the University of California. Your family's privacy will be protected at all times. Your names will not appear in any report of the study, and the audiotapes will not be played to anyone outside the research group.

We hope that you will allow your child to participate in our study. Please complete one of the consent forms and mail it to us in the envelope provided. Because we would like to give your son or daughter the opportunity to make his or her own decision about participating in the study, we have also included a space for him or her to sign. Please keep this page, so that you will know what we have promised you. If you have any questions, please call us (831) 459-4157 or Liz Dominguez (coordinator of CAP) at (831) 479-6526.

Catherine Cooper, Ph.D. Elizabeth Dominguez, M.A.
Professor of Psychology and Education Director of CAP

please detach and return in envelope provided CONSENT FORM I understand that if I agree to participate in the Partners Project, my identity and the identity of my family will be kept private, and that my child may withdraw from the study at any time.

Today's date _____ I do _____ do not _____ (check one) agree to participate in the Partners Project.

Parent signature _____ Parent birthplace _____ Child's birthplace _____

Child's birthdate _____ For student to complete: I would like to participate _____



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Estimados Padres y Estudiantes:

Nos gustaría invitar a su hijo/a a participar en el Proyecto Compañeros, el cual es un estudio acerca de la manera en que la familia, amigos, maestros, y los programas de la comunidad ayudan a los estudiantes a triunfar. Este proyecto se lleva a cabo en colaboración con el personal del Programa de Adelantamiento de Cabrillo (CAP) y la Universidad de California en Santa Cruz. Estamos interesados en saber la opinion de su hijo/hija acerca de la familia, amigos, la escuela y de la comunidad. Asimismo, queremos saber la manera en que estas opiniones se relacionan con el trabajo escolar de su hijo/hija, como es que el Programa CAP ayuda a su hijo/hija a realizar sus metas, y si es que estas metas cambian durante su participación en el programa. Esta información será usada para ayudar al personal del CAP a mejorar los servicios que provee a los estudiantes.

Si usted le permite a su hijo/hija participar en nuestro proyecto, el/ella tendra que contestar algunos cuestionarios, participar en discusiones de grupo, así como describir su comunidad a traves de fotos, pinturas e historias. Estas actividades se llevaran a cabo en las sesiones del programa CAP o durante actividades del proyecto. Necesitamos su permiso para grabar en audio algunas de estas actividades. Tambien necesitamos su autorización para obtener informacion de su hijo/hija en CAP relacionada a su asistencia, calificaciones, y otros datos academicos de la escuela regular asi como de las clases del programa de la comunidad.

Aun si usted da su permiso ahora, su hijo/hija tiene el derecho de no participar en alguna actividad o en el proyecto en cualquier momento. La participacion es completamente voluntaria, y si su hijo/hija decide no participar en el Proyecto Compañero, esto no afectará en ninguna manera su relacion con CAP o con la Universidad de California, ni ahora ni en el futuro. La privacidad de su hijo/hija sera protegida todo el tiempo. El nombre de el/ella no aparecera en ningun reporte, y los audiotapes seran usados unicamente por el personal del proyecto.

Esperamos que usted le permita a su hijo/hija participar en nuestro proyecto. Por favor complete la forma de consentimiento y regresalo en el sobre. Debido a que nos gustaria darle a su hijo/hija la oportunidad de decidir por si mismo/a, hemos incluido un espacio para que el/ella tambien lo firme. Por favor guarde esta carta para que recuerde lo que le prometimos. Si tiene alguna pregunta, por favor llamenos al (831) 459-4157 con Catherine Cooper o 479-6526 con Liz Domínguez (consejera y coordinadora de CAP).

Catherine R. Cooper, Ph.D.
Prof. de Sicologia y Educacion

Elizabeth Domínguez, M.A.
Consejera y Coordinadora de CAP

FORMA DE CONSENTIMIENTO

Yo entiendo que si acepto participar en el Proyecto Compañeros, la identidad de mi hijo/hija y la de mi familia sera completamente confidencial, y que mi hijo/hija puede retirarse del estudio en cualquier momento.

La fecha de hoy Yo doy No doy (por favor marque uno de los dos) permiso para que mi nino participe en el Proyecto Compañeros.

Nombre del padre o tutor Firma del padre o tutor

Lugar de Nacimiento del padre o tutor

Lugar de nacimiento del estudiante Fecha de nacimiento del estudiante

Firma del estudiante: Me gustaria participar

4. What careers are you thinking about?

Favorite career: _____

Second favorite career: _____

Third favorite career: _____

5. What are 3 things you could do or steps you could take to have your favorite career?

6. Do you need to go to college to have your favorite career? **Yes** **No**

- If yes, how many years? (circle one)

1 year **2 years** **3 years** **4 years** **5 years** **6+ years**

7. For each of the following questions, please circle "true" or "false."

- If I do not get good grades in high school, I can not go to college. **True** **False**
- I need a high school diploma to go to community college. **True** **False**
- I can not go to college if my family does not have any money. **True** **False**

8. Why did you come to the Summer Institute?

THANK YOU!

POST-ACTIVITIES SURVEY

Name: _____

School: _____ Grade: _____ Age: _____

We want to know what you are thinking. Please answer the questions below on your own. There are no wrong answers!

1. Please check how much you **actually learned** about each of the following things.

	Learned a lot	Learned some	Learned a little	Did not learn
Expressing opinions				
Making decisions				
Types of colleges				
Getting into college				
Getting money for college				
Choosing a career				
Yourself				
New friends				
Other _____				

2. Do you want to go to college? (circle one) **Yes** **No**

a. If yes, which college? _____

b. List three things that you need to have or do to get into this college:

3. How sure are you that you will go to college? (circle one)

No way **Probably not** **Maybe** **Probably** **Definitely go**

4. What careers are you thinking about?

Favorite career: _____

Second favorite career: _____

Third favorite career: _____

5. What are 3 things you could do or steps you could take to have your favorite career?

6. Do you need to go to college to have your favorite career? **Yes** **No**

- If yes, how many years? (circle one)

1 year **2 years** **3 years** **4 years** **5 years** **6+ years**

7. For each of the following questions, please circle "true" or "false."

- If I do not get good grades in high school, I can not go to college. **True** **False**
- I need a high school diploma to go to community college. **True** **False**
- I can not go to college if my family does not have any money. **True** **False**

8. What **did** you learn at the Summer Institute?

THANK YOU!

ENCUESTA ANTES DE ACTIVIDADES

Nombre: _____

Escuela: _____ Grado: _____ Edad: _____

Queremos tu opinión sobre algunas cosas. Por favor responde las siguientes preguntas tu mismo/a. No hay respuestas incorrectas!

1. Por favor marca las cosas que quieres aprender durante el instituto de verano.

	quiero aprender mucho	quiero aprender algo de	quiero aprender un poco	no quiero aprender
Expresar tu opinión				
Tomar decisiones				
Como ir al colégio				
Como obtener dinero para el colégio				
Como elegir una carrera				
Acerca de ti mismo/a				
Acerca de como hacer nuevas amistades				
Otras cosas: _____				

2. ¿Te gustaría ir al colégio? (marca uno) **Sí** **No**

a. Si marcastes “Sí”, a cual colégio te gustaria asistir? _____

b. Nobra três cosas que necesitas tener o tienes que hacer para ira a este colégio:

3. ¿Qué tan seguro/a estas que vas a ir al colégio? (marca uno)

No iré Probablemente no iré A lo mejor iré Probablemente iré Sí iré

4. ¿En cuales carreras estas pensando para tu futuro?

Carrera favorita: _____

Segunda carrera favorita: _____

Tercera carrera favorita: _____

5. ¿Cuales son 3 cosas que puedes hacer o pasos que puedes tomar para lograr tu carrera favorita?

6. ¿Necesitas ir al colegio para lograr tu carrera favorita? **Sí** **No**

- Si tu respuesta es “sí”, cuantos años de colegio? (marca uno)

1 año **2 años** **3 años** **4 años** **5 años** **6+ años**

7. Por cada pregunta marca “verdad” o “falso”

- Si no obtengo buenas calificaciones en la preparatoria no puedo asistir al colegio. **Verdad** **Falso**
- Necesito una diploma de la preparatoria para ir al colegio comunitario. **Verdad** **Falso**
- No puedo ir al colegio si mi familia no tiene dinero. **Verdad** **Falso**

8. ¿Por qué veniste al instituto?

GRACIAS!

4. ¿En cuales carreras estas pensando para tu futuro?

Carrera favorita: _____

Segunda carrera favorita _____

Tercera carrera favorita: _____

5. ¿Cuales son 3 cosas que puedes hacer o pasos que puedes tomar para lograr tu carrera favorita?

6. ¿Necesitas ir al colégio para lograr tu carrera favorita? **Sí** **No**

- Si tu respuesta es “sí”, cuantos años de colégio? (marca uno)

1 año

2 años

3 años

4 años

5 años

6+ años

7. Por cada pregunta marca “verdad” o “falso”

- Si no obtengo buenas calificaciones en la preparatoria no puedo asisir el colégio. **Verdad** **Falso**
- Necesito una diploma de la preparatoria para ir al colégio comunitario. **Verdad** **Falso**
- No puedo ir al colégio si mi familia no tiene dinero. **Verdad** **Falso**

8. ¿Que **aprendistes** en el insituto?

¡GRACIAS!

MAPPING WORLDS

Materials: *What are my worlds* handout or a blank paper
Optional: *What are my worlds* overhead transparency

Goals:

- To allow students to think about what individuals, groups of people, or institutions are important in their lives
- To provide students opportunities to discover sources of support.
- To allow students to be creative and spontaneous.

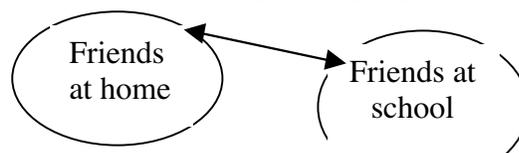
Time: 20-25 minutes

1. Begin by introducing the concept of a world: A world can be a person like a family member or friend, a group such as friends or sports teams, or institutions such as an outreach program or school.
2. Ask students to circle their worlds.
3. Remind students that each person's worlds are unique and often differ from other students' worlds.
4. If a student has a world that is important but not on the handout, ask students to include and circle it.
5. Then ask students to write in the important people they interact with in each world. Don't write their names but their relationship to students such as mother, father, sibling, friend, coach, priest, counselor, or principal. These people can be positive influences in students' lives or may cause difficulties.
6. After all students finish, go around the room and ask students to share their worlds and important people in each world. You can point out which worlds are shared by most students (to draw out commonalities) and which are unusual (to show each student is unique).

For middle or junior high school students

We suggest using blank sheets rather than the handout to encourage creativity and spontaneity.

3. On the paper, ask students to map important worlds in their own lives.
4. Ask students to circle each world and write in important people in each world---not their names but their relationship to the student, such as mother, father, sibling, friend, coach, priest, counselor, or principal. These people can be positive influences in students' lives or cause difficulties.
5. Then ask students to draw lines from each world if they link with one another. For example, if a student's worlds include "family I live with" and neighborhood friends and people in worlds interact with one another, ask students to draw a line between the worlds. Point out how some worlds overlap with others. Some worlds may not have any lines connecting to any other world but only to the student. This shows that not all students' worlds connect; some might be private.
6. After all students finish, ask students to share their worlds and important people in each world



DEVELOPING LEADERSHIP

Who is in Your Family?

Materials: *Who is in Your Family* handout

Blackboard

Optional: *Who is in Your Family* overhead transparency

Goals:

- To help students think about how family members may be leaders or role models in their lives.
- To provide a safe environment that allows each student to express opinions.

Time: 20-25 minutes

1. Ask what *leadership* means to them and who they consider *good* and *bad* leaders. If students cannot think of examples, provide some (such as president, mother, brother) and ask whether they consider each a good or bad leader and why. If students do not express this, explain the same people can sometimes be both good and bad leaders, depending on their actions.
2. Assure students that whatever information they provide is confidential and will not be shared with other people such as parents, teachers, and peers.
3. Let the students know you want to understand what it is like to be their age and that providing information about them will help you understand issues they deal with.
4. Tell students you want to understand who they consider part of their families. Explain that families include different people (such as brothers, sisters, parents, grandparents, aunts, uncles, cousins, pets) and some are small and others large. You want understand what is true for each of them—they are the experts.
5. In column 1 of the worksheet, have students write in each family member such as mom, dad, cousin. The students should include themselves in the first line.
6. In column 2, students write in where each family member was born.
7. In column 3, students write in each family member's job or occupation. Explain that if they do not know the exact name of the person's job or occupation, they can describe what the family member does for a living. If the family member is still in school, they can write *student* as the job or occupation.
8. In the last column, students write how far each member of their family went in school. A "0" indicates the person has no formal schooling; "1", between first and sixth grade; "2", between seventh and eighth grade; "3", between ninth and twelve grade; and "4", at least some college.
9. Remind students they do not have to fill in all rows if they only have a few family members.
10. After students finish the worksheet, ask which family members (including themselves) they consider to be good leaders or role-models and which they consider bad leaders and why.

Who are Your Friends?

Materials: *Who are Your Friends* handout
Blackboard
Optional: *Who are Your Friends* overhead transparency

Goals:

- To allow students to think how their friends/peers are good and bad leaders or role models in their lives. To allow students to think about how they serve as either good or bad leaders or role models for their friends.
- To provide a safe place that allows each student to express his/her opinions.

Time: 20-25 minutes

1. Begin by discussing how friends can have either positive or negative influences on a person's life. Ask students to provide examples of how their own friends can be seen as either *good /positive* or *bad/negative* leaders and why.
2. Assure students all information they provide is confidential and will not be shared with other people (e.g., parents, teachers, peers).
3. Tell students you want to find out who they consider their friends. Ask about the difference between *best*, *close*, and *just* friends and give examples of each. A *best* friend is someone who you spend a lot of time with, invite over to your house and share your secrets with; a *close* friend is someone who you hang out with at school but you don't consider one of your *best* friends; someone who is *just* a friend you say "hi" to once in a while but don't hang out with a lot.) If students cannot provide examples on their own, provide some for them.
4. In the first column of the activity sheet, have students write in whether they consider each friend a *best* (B), *close* (C), or *just* (J) friend.
5. In column 2 students write names of their friends. They do not have to fill in all lines; some people have many friends, others have a few friends, and you want to know what is true for each one of them. In column 3 have students indicate each friend's gender; column 4, each friend's age; column 5, each friend's school grade level, column 6, whether each friend is related to them (e.g., cousin, brother) or not with "Y" for *yes* or "N" for *no.*, column 7, whether or not each friend is participant of the program, and in the last column, how important school is to each friend ("0" means school is *not important* to that friend; "1" school is *a little* important to that friend; "2" school has *some importance* to that friend; and "3" school has *a lot* of importance to that friend).
6. After students finish, ask which friends they consider good leaders or role models and which they consider bad leaders and why. Ask students whether they consider themselves good or bad leaders or role models for their friends and why. Some may be good leaders in some worlds and bad role models in other worlds. Why?

Who Helps You?

Materials: *Who Helps You* handout
Optional: *Who Helps You* overhead transparency

Goals:

- After discussing how students' family and friends can serve as good or bad leaders, this lesson helps students think about which people in their lives serve as resources by helping them with specific things.
- To provide a safe environment that allows each student to express opinions.

Time: 20-25 minutes

1. Begin by saying you want to help students think about which people in their lives have a positive influence on them by helping them with specific things such as with their school work or to feel good about themselves.
2. Remind students that all information they provide is confidential and will not be shared with other people such as parents, teachers, or peers.
3. Read each question aloud to students and provide some examples if necessary.
4. Point out that question 9 is different from the previous questions. It asks who they help with things listed in questions 1 through 8. For question 9, have students list whom they help and what they help each person with such as, "my younger brother with his school work".
5. After students finish filling out the sheet, go through each question and ask students to say who helps them with each of the things and also whom they help.

Who Causes You Difficulties?

Materials: *Who Causes You Difficulties* handout Optional: *Who Causes You Difficulties* transparency

Goals:

- To allow students to think which people in their lives serve as challenges by causing them difficulties with specific things.
- To provide a safe environment that allows each student to express his/her opinions.

Time: 20-25 minutes

1. Telling students you want to find out which people in their lives have negative influence by making it difficult for them to do things such feeling good about themselves.
2. Remind students that whatever information they provide is confidential and will not be shared with other people (e.g., parents, teachers, peers).
3. Read each question aloud and provide examples if necessary.

4. Point out that question 9 asks whom they make it difficult for to do things listed in questions one through eight. For question 9, have the students write whom they cause difficulties for and how they make it difficult for other people to do certain things such as, “I make it difficult for my friend John to feel good about himself because I call him names sometimes”.
5. After students finish, ask students who makes it difficult to do each thing listed and who they make those things difficult for.

Leadership Skits

Materials: Skit scenarios about youth issues typed on individual sheets of paper

Goals:

- Allow students to role play issues and problems
- Give students experiences working with students they may not know in small groups.
- Provide a safe setting that allows each student to express opinions.

Time: 45-90 minutes depending on number of students

1. Begin with 15-20 minute discussion about problems and issues students their age face, like peer pressure, violence, gangs, balancing home and school responsibilities. Ask which problems are most important and write on blackboard. Give examples from skits if they have difficulty.
2. Tell students they will move into small groups and given a scene to role play. The skits should be a 3-5 minutes long. Everyone must take a talking role. Assure students it is difficult to talk in front of people, but no one will laugh at them. They can be as creative as they want but cannot use foul language or aggressive behavior.
3. Assign students to groups of 4-7:
 - go around the room and assign a number to each student (depending on how many groups). All assigned number 1 will be group one and so on.
 - ask students which issues they are most interested in and assign them to skits about that issue.
4. Although students can also choose their own groups, it is best if they don't since they often choose friends, students they already know or of their own gender. One goal of this activity is to have students interact with others they don't know.
5. Once students are in small groups, have them select a skit. Distributing skits can be done randomly or based on each group's preference. Students can use written skits as a reference and can change them.
6. Once groups select skits, tell students they have about 15-20 minutes to develop and practice their skits, everyone should take active roles, and skits should be 3-5 minutes long. Tell students they should make up a title for their skits. Have each group go to a different area of the room to practice their skits; groups can go to another room or outside to practice. As students practice, check with each group to make sure things are going well.
7. Once groups finish practicing, bring students together and have them decide in what order they will present their skits. Write titles on board to show this order. You or a student from each group can introduce each group by announcing the title. Students should remain quiet and respect others when their group is not performing. After each skit, give a round of applause.
8. Ask audience what happened and who they considered good or bad leaders and why. Ask students to provide alternative outcomes or resolutions. Ask students what they learned, what they liked and disliked, and what they might have done differently.

BUILDING COLLEGE AND CAREER IDENTITIES

Commitment

Materials: Commitment handout

Goals:

- To provide students the opportunity to learn about what a commitment is and the importance of keeping a commitment.
- To allow students to link being able to keep this short-term commitment with longer term commitments in order to enable them to achieve their future goals.

Time: 3-5 minutes

Instructions:

1. Begin the lesson by reading a dictionary definition of commitment.
2. Explain the importance of being able to keep a commitment.
3. Ask students to write what their commitment for the summer will be. E.g., “I will read five books this summer” or “I will go to summer school every day”. Each person should be able to commit to at least one thing. **THIS WILL BE THEIR GOAL FOR THE SUMMER---** to keep their commitment.
4. How does keeping a small commitment such as the one stated on their sheet relate to being able to achieve their goals? Explain that in order to get to big goals, you have to achieve a series of smaller goals. (This will become more evident after you do the career pyramid.)
5. Ask students to check back at the end of the summer and evaluate themselves. **DID THEY KEEP THEIR COMMITMENT?** If so, then they are on the right path to reaching larger goals in their lives (academic, career, and personal).

--- if they didn't, then now is the right time to begin learning about keeping their future commitments.

Please remind students that no one other than themselves will evaluate them on whether or not they kept their commitment. (SELF-REGULATION).

Career and Educational Choices

Materials: Optional: blank transparency

- Goals:
- To help students think about career goals.
 - To provide a safe environment that allows each student to express opinions.

Time: 15-20 minutes

1. Begin by telling students about the topic, such as “Today we are going to begin exploring our futures. We talk about what we want to be when we grow up.”
2. Go around the room and ask each student to name a job/career, such as teacher, lawyer, chef, pizza delivery, baker, waitress, doctor, scientist.
3. Allow all answer. Remember, there are NO right/wrong answers.
4. Write all answers on a blank overhead or on the blackboard.
5. For each job, ask students what type of education is needed in order to get that type of job. (e.g., teacher – four-year college; baker - culinary school; 2-year; pizza delivery – no school required; fashion designer – fashion & design school.
6. Discuss different types of schools and diplomas a person can obtain. Not everyone attends four-year colleges and universities.
7. Ask students to think about careers they want when they grow up. What kind of degree/diploma is needed for that career?

TYPE OF SCHOOL	DIPLOMA/DEGREE
High school	High school diploma
Trade school	Diploma of specific trade (nursing; design; dental assistant)
Two-year college	Associate’s degree (A.A.)
Four-year college or university	Bachelor of Arts/Bachelor of Science(B.A./B.S)
Graduate School (2 years)	Master of Arts/ Master of Science– M.A. /M.S. Master of Business Administration –M.B.A.
Graduate School (4 years)	Doctor of medicine - M.D. Doctor of philosophy - Ph.D. Juris doctorate – J.D. Doctor of education - Ed.D.

Career Pyramid

Materials: *Career Pyramid* handout Blackboard
Optional : *Career Pyramid* overhead transparency; blank transparency

Goals:

- To provide students opportunity to think about future academic and career goals.
- To allow students to think about obstacles they might face in reaching their goals.
- To allow student to find resources to help them achieve their goals.

Time: 20-25 minutes

1. Begin by telling students about the topic, for example, “Today we are going to begin exploring our futures. We will talk about what we want to be when we grow up.”
2. Ask students about their ideas for what they want to be. Go around the room and ask each student to state his/her career goal. Allow all answers, including multiple careers and I-don’t-know. there are NO right or wrong answers. If the student does not have a goal, say, “that’s ok, after today you might get a better idea of what you want to become”. Write all answers on a blank overhead or the blackboard. One approach that engages students is to imagine the group is a town and as each student states a career, encourage the group to affirm that a town would need such a person.
3. There are many more careers they can choose from. And it is a perfect time for them to begin exploring what they like and don’t like and what they want to be and don’t want to be.
4. Tell students to write their END GOAL (what they just stated) at the top of the pyramid.
5. Next, ask students to go to the bottom of the page and write their PAST GOALS while in elementary school. Did they have a goal in elementary school? And if so, what was it? (Optional: Tell them that when they’re done with the pyramid, you’ll share what your goals were as well.)
6. Now that they are in middle school, what is their IMMEDIATE GOAL? Write it down. Provide time to think and write. Then ask them to look into their own crystal ball and think about high school. What are their GOALS? Finally, what are their LONG-TERM GOALS?
7. Once they have finished all sections of the pyramid, ask students to put their pencils or pens down to listen. Go around the room and ask students to read their goals, beginning from the bottom.
8. Optional: provide your own example, such as, “I remember the very first day of kindergarten. I was so excited because I was going to have so many new friends. I didn’t know it, but my goal was to make friends.” If students hear your goals, they will feel safer to express their own.
9. Go to the sides of the pyramid to CHALLENGES. Ask “What kinds of things or people *might* prevent you from reaching your END GOAL?” Tell them to write their challenges in the space provided. Go to RESOURCES. “Now we’re going to look at what *can help* us reach our END GOAL. What kinds of things or people help us reach our goal?”
10. If there is time, discuss challenges and resources they might encounter reach their goals.

Math and English Pathways

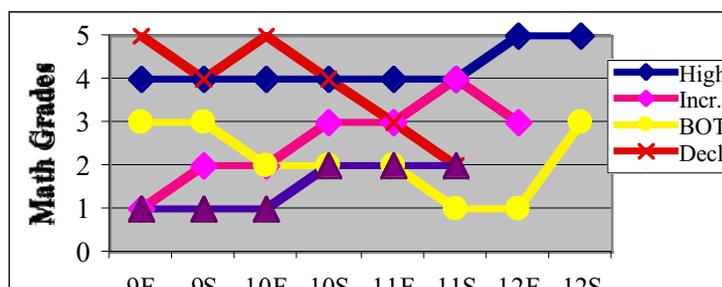
Materials: My *Math Pathway* handout
 Blackboard
 Optional: *My Math Pathway* overhead transparency and blank transparency

Goals:

- To help students think about their future academic goals.
- To allow students to link their math pathways or grades to their *Career Pyramids*.

Time: 10-15 minutes

1. This lesson should follow the *Career Pyramid*.
2. Begin by telling students about Math Pathways - math grades across time.
3. Why math? Researchers have found a link between math achievement and overall academic performance. Math and English grades correlate highly. In addition, students need 3 years of college prep math to be eligible for 4-year UC and CSU as part of the A-G requirements.
4. To achieve their *END GOAL* from their *Career Pyramid*, they need to do well in math.
5. Ask students to transfer their *END GOAL* from the top of the pyramid to the Long-term Goal on their Math Pathways. This way, they can to “keep their eye on the prize” of their dream.
6. Next, go over the three parts of the handout. First is the *Career Pyramid* drawn horizontally. (Let them see it covers the same time span as the *Career Pyramid*). [Middle School = Immediate Goals; High School = Short-term goals, etc.] This includes college-prep math classes like Algebra and Geometry. Reassure students if they are not taking Algebra in 9th grade, that they will be able to go to college. They should talk with their counselors to design a plan for them. Students are not stupid if they are not following this path!
7. Next is an example of a student’s math pathway who began with A’s and B’s but what happened? Over time, grades fell. This is known as the Decliner pathway.
8. Discuss the 5 math pathways. Give the names and students can guess what the pathway looks like. Draw each pathway on the blank overhead or board.
 - Happy Pathway (A’s and B’s)
 - Decliner (starts above 2.5 and declines)
 - Increaser (starts below 2.5 and improve above 2.5)
 - Back on Track (starts above 2.5, drops below 2.5, and steadily increases above 2.5)
 - Persister (D’s and F’s)
9. The third part students fill out. If they are beginning their math pathways, even if they only have one point. Encourage students to continue to plot their pathways each semester/year.



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Cooper's work focuses on how youth forge personal identities by coordinating cultural and family traditions with schools, communities, and work. She developed the Bridging Multiple Worlds theory to trace how youth bridge across worlds using individuality and connectedness in identities, relationships, and achievements. With colleagues and students, she conducts parallel studies of this theory across cultural communities with youth of African, Chinese, Filipino, Latino, European, Japanese, and Vietnamese descent. To benefit children, families, schools, and community programs as well as science, policy, and practice, her team builds partnerships to strengthen diversity along the academic pipeline from childhood through college.

Four studies are under way. The Family-School Learning Project (with M. Azmitia) maps links across family, school, peer, and communities to the moral and school pathways of low-income Mexican American and European American students. The Bridging Project (with J. F. Jackson, M. Azmitia, and R. G. Cooper) examines how African American and Latino students in university outreach programs bridge their families, schooling, and career development. The Pacific Rim Project (with P. Gjerde, H. Azuma, K. Kashiwagi, Y. Kosawa, H. Shimizu, and O. Suzuki) maps how Japanese, Japanese American, and European American youth link families, peers, and school in developing their identities. And the California Childhoods Project (with B. Thorne) compares childhoods across three ethnically diverse communities.

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