



College & Career Readiness Elementary School Playlist

Created by



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Welcome to the College & Career Readiness Elementary School Playlist! This **Playlist** is designed for elementary-aged audiences focused on the [College & Career Readiness Toolkit](#) developed by [Maryland Out of School Time \(MOST\) Network](#). This Playlist distills the CCR Toolkit information into an actionable sequence for out-of-school time practitioners to implement with youth in their programs. The Playlist consists of eight (8) 1-2 hour sessions aimed at elementary-aged youth and one (1) session of pre-work for practitioners and organizational leads only.

The activities included in this Playlist are designed for youth in grades 3-5. Activities may need to be adjusted in difficulty or approach to better accommodate the abilities and needs of youth depending on their grade level or individual needs. Feel free to adjust as necessary to best meet the needs of your program and your learners. At the end of this guide, you will find resources and suggestions for implementing college and career awareness with youth in grades PK-2.

Total Sessions: 8 (+1 for Practitioners Only)

Estimated Hours: 9-11 hours

Session Topic	Estimated Time
0 - (Practitioner's Pre-Work) All About CCR Culture	1.5 - 2 hours
1 - Establishing CCR Culture & Expectations - Unit 1	1 hour
2 - Craft a Story of Yourself - Self-Awareness	1 hour
3 - My Current & Future Self - Self-Awareness	1 hour
> Optional Extension Activity - Compliment Yarn	25 mins
4 - Connecting Careers to Personal Interests - Self / Career Awareness	1 hour
5 - Career Explorations - Career Awareness	1 - 1.5 hours
6 - Career Imaginings - Career Awareness	1 hour
> Optional Extension Activity - Mock Interview	30 mins - 1hr
7 - What is College - College Awareness	1.5 - 2 hours
8 - College Day & Final Celebration - College Awareness	2 hours
> Resources & Suggestions for PK-2	--

There is an accompanying, youth-facing, workbook for this Playlist that will need to be downloaded and prepared for youth to use throughout the sessions. This can be printed on paper or prepared as a digital document. You can access that here:

- [CCR Elementary School Playlist - Youth Workbook](#)

At-Home Extension Activity

If you are looking for ways to extend the conversations around career and college readiness with your youth and families, you may want to consider including the following questions as part of the next 8 weeks. These can be sent home with youth at the beginning of the program or spread out throughout the weeks.

COLLEGE & CAREER CONVERSATION STARTERS FOR FAMILIES

Providing discussion questions can be a great way to engage families and by providing a script to parents, you are making it easier for them to start having these conversations with their children. The following questions can be given to parents and families for them to discuss with their children.

IDEA: If you are implementing a Career & College Week, you can "assign" a set of these questions each day to families as "homework"!

MONDAY	
<p style="text-align: center; font-weight: bold; font-size: 0.8em;">COLLEGE</p> <p style="text-align: center;">Where did you go to college? What made you choose that school?</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">CAREER</p> <p style="text-align: center;">What did you want to be when you were young?</p>
TUESDAY	
<p style="text-align: center; font-weight: bold; font-size: 0.8em;">COLLEGE</p> <p style="text-align: center;">What was your major / minor? What was your favorite class & why?</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">CAREER</p> <p style="text-align: center;">What made you decide to go into your current field?</p>
WEDNESDAY	
<p style="text-align: center; font-weight: bold; font-size: 0.8em;">COLLEGE</p> <p style="text-align: center;">What activities were you involved in during college? Did you work during college?</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">CAREER</p> <p style="text-align: center;">What skill has been the most valuable to you in your career? Where did you learn that skill?</p>
THURSDAY	
<p style="text-align: center; font-weight: bold; font-size: 0.8em;">COLLEGE</p> <p style="text-align: center;">Talk about daily college life (where you lived, class schedule, studying, fun activities)</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">CAREER</p> <p style="text-align: center;">Is continuous / lifelong learning an important part of what you do? Why? How do you continue to learn?</p>
FRIDAY	
<p style="text-align: center; font-weight: bold; font-size: 0.8em;">COLLEGE</p> <p style="text-align: center;">What are / were some of the traditions at your college? What were the school colors & mascot?</p>	<p style="text-align: center; font-weight: bold; font-size: 0.8em;">CAREER</p> <p style="text-align: center;">What are the most satisfying parts of your career?</p>

*Taken from [Unit 7, Section 4, p. 215](#) of MOST's College + Career Readiness Toolkit

Session Zero | All About CCR Culture | 1.5 - 2 hrs

This session is intended for program staff and practitioners to complete before youth participation begins. In this session, practitioners will start by becoming familiar with the concept of college and career readiness culture and identifying the desired and existing components of the CCR culture that will become the foundation of this program and work with youth.

Note: As you embark on this activity, keep in mind that college and career readiness in **grades K-6 should be focused on **awareness and exploration** only.*

Outcomes

- Define “college and career readiness culture”
- Identify components of our program’s college & career readiness culture, from the practitioner’s perspective

Preparation

- Be sure to invite any organization members who will be part of the CCR program in any way to participate in this session
- Identify a way to collect responses and notes from the session
 - Be sure to think about how you will share the output from this session with youth in S1
- Familiarize yourself with the concept of “college and career readiness culture (aka CCR culture)” by reading [pages 2-5 in Unit 1](#) of the CCR Toolkit
- Read [Unit 1, Section 2: Raising the Bar on Expectations](#) (pp. 6-8) to learn more about setting and maintaining high expectations throughout your program in support of your CCR culture
- Read [Unit 7, Section 1: Making the Case for CCR in Elementary School](#) (pp. 166-177) to learn more about the important considerations for college and career readiness initiatives with young learners.
- There is an accompanying activity guide for this activity that can be used if you like:
 - [Activity Guide: Identifying Our Culture Components](#)

Tasks

1. Describe college and career readiness culture to participating practitioners. Reference: [Unit 1](#)
2. Complete **Part One** of the [Identifying Your Culture Components](#) activity by following these instructions:
 - a. Respond to the following prompts to begin the process of identifying the core components of, not only your CCR culture, but your overall program culture:
 1. *All youth who participate in our program are expected to _____?*
 2. *All practitioners who work at this organization or program are expected to _____?*
 3. *A person cannot walk through our program space without seeing _____?*

- If you don't have established responses to these prompts, use this activity as an opportunity to begin shaping what your CCR culture will look like. If you do already have some established focus or core components of your overall program or organization, you should definitely aim to incorporate those values and beliefs into your CCR culture.
- b. Work together with your program staff and practitioners who will lead this program to complete Part One of this activity.
 - c. You may also want to consider including prompts from Unit 1, Section 2: Raising the Bar on Expectations, in addition to those found in the activity instructions:
 - i. See more [Guiding Questions for Raising the Bar](#) (Unit 1, pp. 7-8)
3. Determine how you will distill this information and share it with youth during Session One, where you will open it up for their input.
 4. Decide how this information will be used to shape the program and support youth generally as they work toward college and career readiness in your organization, while leaving room for their input.

Program Prep

If you have not done so already, please take time to review the Playlist in full, especially with a focus on the Preparation steps for each session as some of these sessions require a little more prep than others.

Session One | Establishing CCR Culture & Expectations | 1 hr

In this session, youth will be led through an activity designed to help them envision what a successful future looks like for them. Then, practitioners and youth will collaborate to establish the CCR culture, shared values, and shared expectations that will guide their work together throughout the course of this program (and maybe beyond).

Note: As you embark on this activity, keep in mind that college and career readiness in **grades K-6 should be focused on **awareness and exploration** only.*

Outcomes

- Identify components of our program's college & career readiness culture, from the youth's perspective
- Establish our shared values, expectations, and support structures for CCR work

Preparation

- Print / digitally prepare a copy of the accompanying [College and Career Readiness Elementary School Youth Workbook](#) for each youth
- Organize your output from Session Zero in a format ready to share & discuss with youth
- Collect materials for a few options for publishing / posting Group Norms (output from this session) such as poster board or chart paper, markers, or digital options such as PowerPoint
- Familiarize yourself with [Unit 7, Section 2: Building CCR Culture in Elementary Grades](#)
- There is an accompanying activity guide for this activity that can be used if you like:
 - [Activity Guide: Identifying Our Culture Components](#)

Tasks

What Does Future Success Look Like?

1. Begin by asking youth to consider the following prompt and to write or draw their response that will be shared, at least in part.
 - a. Prompt: *What does a successful future look like for you?*
 - i. Think about what success means to you. Now, think about your own future and consider how you might envision a successful future for yourself. What would that look like? How will you know you've been successful?
 - ii. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See Workbook p. 2.
2. Allow at least 10 minutes for response time. Circulate among the group and help as needed.
 - a. At this age, youth may require additional prompting to envision their future success. Questions about their educational goals, career, family life, lifestyle, where they want to live, travel, etc. could be helpful talking points for supporting them in this task.
3. Invite youth to share their responses in a way they are most comfortable.

4. After hearing responses, inform youth that the next 8 sessions will be used to build a foundation for the future success that they aspire to. They will be participating in activities and exercises designed to give them ideas of possible future careers and learn more about themselves. Let them know that you are going to start with establishing a culture and identifying expectations around what college and career readiness looks like in this program.

Establishing Our CCR Culture & Expectations

1. Introduce the concept of “college and career readiness culture (aka CCR culture)” to youth, making sure to highlight the three main elements ([found on p. 178](#)).
2. Introduce and complete **Part Two** of the [Identifying Your Culture Components](#) activity by following these steps:
 - a. Lead youth through completion of Part Two of this activity in continuation of the work you completed in Session Zero, soliciting their input and feedback to help shape the college and career readiness culture of the program. Use these guiding questions with families and student participants:
 - i. What is our program’s culture?
 1. What do we **believe**? What do we **say**? What do we **see**? What do we **do**?
 - ii. What are the expectations for all youth and staff?
 - iii. What are the conversations taking place in *all areas* of our environment / space?
 - iv. What do you see when you walk through rooms or hallways?
 - v. What are the traditions of our program?
 - vi. What is celebrated?
 - b. Student-facing worksheets from the lesson have been included in the [accompanying workbook](#). See Workbook p. 3.
 - c. This can be done as a discussion with a notetaker or done on paper, the accompanying workbook, or digital document first and then discussed as a group.
3. After collecting responses from youth, share with the group the distilled information that came from Session Zero summarizing the practitioners’ perspective on the intended CCR culture.
4. Use all of this information from youth and practitioners to create Group Norms that support and encourage the desired CCR culture as identified by youth and staff.
 - a. Publish / post these group norms in a place they will be visible during each session.
 - i. For this age group, you may want to consider an upper limit of 5 agreed-upon Group Norms.
 - b. Revisit these norms at the start of each session and invite critique and conversation around any adjustments or suggestions for improvement throughout the course of the program.

Session Two | Craft a Story of Yourself | 1 hr

In this session, practitioners will guide youth through a series of activities designed to help them get to know themselves better.

Outcomes

- Identify individual talents and skills
- Reflect on personal preferences and interests

Preparation

- Have the Group Norms published / posted for easy visibility during the session.
- Youth will need their prepared workbooks for each session.
- Read the full activity and be sure to have materials on-hand and ready to go for all pieces of the activity.
- Cue up any of the videos you'd like to use that can be found within the activity, have them ready to play to avoid ads at the beginning of each video.
- For younger youth, you may want to have a sample created of the completed workbook activity to model how it should be done. Additionally, if you choose to create self-portraits in some other fashion, you may want to have a sample created.
- You may choose to have mirrors available for youth to look at themselves and identify their unique features.
- Please look ahead at Session Two to figure out how and when you want to communicate to families about the "Spirit Day" component of that session.

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

What Makes Us Special?

1. Begin with a read-aloud of one of the following books (links are video read-alouds on YouTube):
 - a. [I Like Myself by Karen Beaumont](#)
 - b. [I'm Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis & Laura Cornell](#)
 - c. [I Am Perfectly Designed by Karamo Brown](#)
2. Watch this video from [Sesame Street: What Makes You Special?](#) as an introduction to identifying what makes each learner special.

3. Discuss with youth things that make someone special such as talents, skills, knowledge, or interests.
 - a. Have program staff share some of the things that make each one of them special. Write these on a whiteboard or poster paper for everyone to see.
 - b. Invite youth to share some of the things that make them special.

My Self-Story

1. Invite learners to think about the following questions and provide some think time:
 - a. *What am I good at?*
 - b. *What do I like to do?*
 - c. *What am I interested in?*
2. Have youth share one thing they are good at, like to do, or are interested in with a partner.
3. Introduce the **Create a Self-Story** workbook page in the [accompanying workbook](#) on p. 4.
 - a. In this activity, youth will draw a self-portrait of themselves and complete three sentences identifying some of the things that make them special.
 - i. Older students can write their own sentences, younger students can use the sentence starters.
 - ii. Self-portraits can be drawn on their workbook pages or separately if you'd like to display them for the final celebration. If working separately, additional options such as paint or mixed media could be provided if this is of interest to program staff.
 - iii. It is important to emphasize that we all have things that make us special. Program Staff should engage in individual conversations with any youth who are struggling to think of things that make them special.
 - b. When drawing themselves, encourage youth to think about and highlight the features that they like best about themselves or those they think make them most unique.
4. When youth have completed their self-portraits and written their story, invite any who would like to share with the group to do so.
5. You may choose to display each child's Self-Story for the final celebration on College Day (Session 8).

Session Three | My Current & Future Self | 1 hr

Building on Session Two, this session encourages youth to go deeper with their self-knowledge exploration and begin to imagine what the future could look like for them based on this knowledge.

**Note: This session includes a “Spirit Day” component, with specific attire, that families will need to be made aware of ahead of time.*

Outcomes

- Further explore individual talents and skills
- Understand that personal interests and skills can inform career decisions

Preparation

- Have the Group Norms published / posted for easy visibility during the session.
- Youth will need their prepared workbooks for each session.
- Using a method of your choice (flyers, email, software messaging, etc.) send communication to families ahead of this session for youth to come prepared for the “Spirit Day” component of this session and dress accordingly.
- Read the full activity and be sure to have materials on-hand and ready to go for all pieces of the activity.
- Cue up any of the videos you’d like to use that can be found within the activity, have them ready to play to avoid ads at the beginning of each video.

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

“Spirit Day”: Dress as Your Future Self

1. Throughout this playlist you will find three different “Spirit Day” activities - one for self, one for career, and one for college.
 - a. Each of these activities asks youth and program staff, ideally, to dress according to specific prompts related to each topic.
 - b. These activities are completely optional, of course, but they do provide a fun way for youth to engage with the concepts presented throughout this work.

- c. You may want to decide up-front whether or not these activities will be a part of your sequence and how to inform families so they can be prepared ahead of time.
2. The first “Spirit Day” prompt is: ***Dress As Your Future Self***
 - a. *Dress up as what you think you will look like in the future.*
 - i. The focus of this first “Spirit Day” is NOT to dress as a career type, that will come later. This is simply an exercise in envisioning what one might look like as an adult, focused again on self-awareness and highlighting the things that make each student unique.
3. Toward the start of the session, each youth should be invited to share their outfit and describe the plans for their future they had in mind when they chose their outfit for today.

I Know Myself

1. Explain to youth that over the next few weeks they will be working to learn more about themselves and how they can use what makes them special and the things they like or dislike to help them explore some of the things they might want to do when they grow up.
2. Choose a different option from the read-alouds included in Session One (links are video read-alouds on YouTube):
 - a. [I Like Myself by Karen Beaumont](#)
 - b. [I’m Gonna Like Me: Letting Off a Little Self-Esteem by Jamie Lee Curtis & Laura Cornell](#)
 - c. [I Am Perfectly Designed by Karamo Brown](#)
3. Introduce the **I Know Myself** workbook page in the [accompanying workbook](#) on p. 4.
 - a. In this activity, youth will identify information about their interests, likes, dislikes, strengths, and weaknesses.
 - b. Review the prompts with youth and have them work to complete the worksheet on their own. Program Staff should circulate to support as needed.
4. When youth are finished, have them find a partner to share with. Each partner will take turns sharing their response to the first prompt. Then, cue youth to find a new partner and this time share their responses to the second prompt. Continue on like this until all responses have been shared.
 - a. In the interest of time, or as an alternative, you could instruct youth to find one partner to share all of their responses with.
5. Inform youth that during the next session, they will take what they identified about themselves in this session and use that information to brainstorm some possible career pathways that might align with their personal interests and strengths.

OPTIONAL EXTENSION ACTIVITY | Compliment Yarn | 25mins

This is an optional extension activity from the Unit 3 of College and Career Readiness Toolkit, [Foundational Skills for College and Career Readiness](#), focused on building 21st century skills.

Outcomes

- Build positive interpersonal skills
- Understand how healthy communication and compliments impact others
- Learn to communicate in a positive way

Preparation

- You will need 3 balls of yarn, each in a different color

Tasks

1. Download and review the [Activity Guide: Compliment Yarn](#) from Unit 3 of the CCR Toolkit.
2. Implement the activity with youth by following the steps outlined in the guide.

Session Four | Connecting Careers to Personal Interests | 1 hr

Bringing together all of the work from Sessions Two and Three, this session will have youth connecting their personality, interests, and skills to possible careers. Youth will begin to explore careers and work environments through activities designed to get students thinking about careers they might consider based on their personal interests.

Outcomes

- Understand possible connections between personal interests and careers
- Identify careers based on their associated tools, tasks, and uniforms
- Explore a variety of work environments and consider the characteristics of a work environment that are attractive to you

Preparation

- Have the Group Norms published / posted for easy visibility during the session.
- Youth will need their prepared workbooks for each session.
- Familiarize yourself with [Unit 7, Section 3: What Career & College Readiness Can Look Like in Elementary Grades](#)
 - Specifically pay attention to the subsection on [Career Readiness, pp. 189-197](#)
- Cue up any of the videos you'd like to use that can be found within the activity, have them ready to play to avoid ads at the beginning of each video.
- Decide how you will split the group into smaller groups and make sure you have enough Program Staff, older helper youth, or volunteers to have one guide for each small group.
- Make and hang two paper signs on opposite sides of the room with plenty of space for youth to congregate around or under them
 - One sign should have the letter **A** on it
 - The other sign should have the letter **B** on it

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Connecting Careers to Personal Interests

1. Tell youth that beginning with this session, we are going to shift our focus toward jobs and careers.

- a. Invite youth to share a few jobs / careers they know of already. You may choose to make note of these on the whiteboard or chart paper.
 - b. Begin with a read-aloud of one of the following books (links are video read-alouds on YouTube):
 - i. [Whose Tools Are These? by Sharon Katz Cooper](#)
 - ii. [Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook](#)
2. Explain to youth that they are going to work, again, with the personal interests and strengths they identified during Session Three ([Youth Workbook](#) p. 5). The goal of this activity is to work as a group to brainstorm possible career connections to each youth's interests and strengths.
- a. Break youth into smaller groups and, ideally, have one Program Staff member assigned to each group (this could also be older youth helping with the activity, or volunteers).
 - i. If you only have two Staff members, split the group into two.
 - b. Within each small group, each youth should have an opportunity to share their responses to the **I Know Myself** activity from Session Three with everyone in their group.
 - i. As youth share, the staff member assigned to each group should guide them through a discussion to generate ideas for careers that might use their self-identified interests and abilities.
 - c. Youth should record the responses on page 6 in their [accompanying workbook](#).
 - i. This exercise should be collaborative; youth and staff should all contribute ideas to ensure that all youth have at least a few careers on their list that align with their interests and talents.
3. Bring youth back together after everyone has at least a few careers on their list and ask them to think about what this activity taught them, if anything, about careers.
- a. Allow time for a few responses.

Work Environment Would You Rather

1. Explain to youth that our own abilities and interests are not the only thing to consider when we are thinking about jobs or careers we might like to have one day.
2. **Work Environments** are also important for us to consider. This next activity will help youth understand that there are a variety of environments that jobs can take place in and knowing what we like and dislike in our environment is helpful information, just like knowing our interests and abilities.
3. Prompt youth to think about the environment they may like to work in. Give a few minutes of thought time before asking if anyone can describe their preferred work environment. Take a couple responses.
4. Draw attention to the signs you hung for the A+B options and explain to youth that they are going to listen to a list of work environment features and decide which of each of the two options given they would prefer.
 - a. When they have made their decision, they will move to the side of the room that matches their preference.
 - b. Have all youth begin in the middle of the room.

- c. Read the list pairs from **Activity Six: Work Environment Would You Rather** (p. 7) of the [Youth Workbook](#) (also listed below).
 - d. Additionally, or alternatively, you could have youth record their responses in their workbook before, during, or after the physical activity.
5. At the end of the activity, ask youth if they can think of any careers that have most of the features of the work environment they prefer?
- a. Provide opportunity for youth and Program Staff to chime in with ideas for each other and / or enhance the discussion.

Work Environment Would You Rather...

A		B	
	Work indoors		Work outdoors
	Work with people		Work with information
	Travel		Work in one place (an office)
	Work with your hands		Work with your mind
	Work by yourself		Work in groups
	Work during the day		Work at night
	Work in busy places		Work in quiet places
	Wear a uniform		Wear street clothes
	Make things		Sell things
	Communicate with words		Use math skills
	Work 12 months a year; year-round		Work seasonally; certain months of the year
	Work the same schedule every day		Work a schedule that changes daily, weekly, or monthly
	Give directions to others		Take directions from others
	Work with humans		Work with animals
	Work under pressure of deadlines		Work without deadlines

Session Five | Career Explorations | 1 - 1.5 hr

In order to expose youth to a wide variety of career possibilities, this session will lead students through researching and profiling different careers. Youth will work in pairs or groups to create Career Posters for a variety of occupations.

Outcomes

- Learn more about a variety of careers
- Create a profile of a specific occupation

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Familiarize yourself with [Unit 7, Section 3: What Career & College Readiness Can Look Like in Elementary Grades](#)
 - Specifically pay attention to the subsection on [Career Readiness, pp. 189-197](#)
- Curate a selection of materials about careers that youth will use to inform their Career Posters projects:
 - Videos: [Junior Achievement Speakers Videos](#)
 - Videos: [Career Girls](#)
 - Videos: [Career Spotlights](#), USAGov
 - Picture books on various careers (alternatively, YouTube read-alouds of different career books); here's a [GoodReads list](#) of titles
 - [Career Profile Infographics](#), Florida Shines
 - [Careers at a Glance](#), Britannica Kids
 - [Careers Are Everywhere!](#), Texas Workforce Commission
 - This activity book has been modified for the purpose of highlighting each of the [16 career clusters](#) along with information about the careers included in each
- Cue up any of the videos you'd like to use that can be found within the activity, have them ready to play to avoid ads at the beginning of each video.
- Decide if youth will work in pairs or small groups to create their Career Posters. Be sure to have enough Program Staff to support the number of groups you plan to have.
- Gather materials for posters:
 - Large sheets of paper or poster board
 - Magazines, pictures, etc.
 - Art + Craft materials as needed for assembly / decoration
 - Software / devices if working digitally
- Create a sample career poster that includes all of the required information for the profile as listed in the activity
- *Special Note: This activity may be split into two parts where:*
 - *Part 1 = exploration can be done as a whole group or two smaller groups each with a Staff Lead*
 - *Part 2 = poster making*

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Career Guess Who?

1. Start with a read-aloud of one of the following books (videos on YouTube):
 - a. [When I Grow Up by Al Yankovic](#)
 - b. [Who Will I Be? by Abby Huntsman](#)
2. Introduce and play Career Guess Who? using this video from Highlights:
 - a. [Who Am I? Jobs for When I Grow Up](#)
 - b. Alternatively (or additionally) you can also use this video: [Jobs & Occupations Game](#)

Career Posters

1. Explain to youth that they are going to work in pairs or groups today to create posters that profile different careers.
2. Share the sample profile you created with them and highlight the necessary information that they should be looking to include in their poster:
 - a. Job title
 - b. Do they wear a uniform? What does it look like?
 - c. What tools do they use?
 - d. What kind of environment do they work in?
 - e. What tasks do they perform as part of their job?
3. Describe the methods and tools available to students for this project. Explain any expectations or limits for use of the curated materials.
4. Assign groups / pairs, assign each group a career, and set them to work!
 - a. Program Staff should be circulating during this time helping all groups or assigned to specific groups if you have enough.
5. Once posters are complete, invite each group to share the profile of the career they were assigned.
 - a. These posters should be hung in the learning space and remain up until the final celebration.

Session Six | Career Imaginings | 1 hr

In this session, youth will be prompted to choose an occupation and dress for that occupation as well as make a presentation on their chosen career.

**Note: This session includes a “Spirit Day” component, with specific attire, that families will need to be made aware of ahead of time.*

Outcomes

- Learn more about a career of interest to you
- Imagine yourself in a chosen occupation and write about what that will be like

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their prepared workbooks for each session
- Using a method of your choice (flyers, email, software messaging, etc.) send communication to families ahead of this session for youth to come prepared for the “Spirit Day” component of this session and dress accordingly.
- Familiarize yourself with [Career Clusters](#)
- Cue up any of the videos you’d like to use that can be found within the activity, have them ready to play to avoid ads at the beginning of each video.

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

“Spirit Day”: Career Day

1. Throughout this playlist you will find three different “Spirit Day” activities - one for self, one for career, and one for college.
 - a. Each of these activities asks youth and program staff, ideally, to dress according to specific prompts related to each topic.
 - b. These activities are completely optional, of course, but they do provide a fun way for youth to engage with the concepts presented throughout this work.
 - c. You may want to decide up-front whether or not these activities will be a part of your sequence and how to inform families so they can be prepared ahead of time.

2. This second “Spirit Day” prompt is: **Career Day**
 - a. *Dress as what you want to be when you grow up*
 - i. Now that youth have had an opportunity to do some self- and career exploration, they may have an inspired idea about what they’d like to be when they grow up. That is how they should dress for today.

Career Imaginings

1. Start with a read-aloud of whichever book you did NOT review in Session Five (videos on YouTube):
 - a. [When I Grow Up by Al Yankovic](#)
 - b. [Who Will I Be? by Abby Huntsman](#)
2. Introduce the **Career Imaginings** workbook page in the [accompanying workbook](#) on p. 8.
 - a. In this activity, youth will answer questions about the career they have chosen to dress for today.
 - b. Review the prompts with youth and have them work to complete the worksheet on their own. Program Staff should circulate to support as needed.
3. Youth will now make their presentations about their chosen career using the information they added to their Career Imaginings page.
 - a. Once everyone has completed their profile, organize the group by [career clusters](#).
 - b. Then, cluster by cluster invite youth to present on their chosen occupation.
 - i. They should be prepared to answer all of the questions from the worksheet as well as explain why they dressed as they did today for their chosen career.
4. You may choose to take a photo of each of the youth in their career dress to be added alongside their workbook page and displayed for the final celebration.

OPTIONAL EXTENSION ACTIVITY | Mock Interview | 30mins - 1hr

This is an optional extension activity focused on career readiness. The activity is designed to introduce youth to the concept of a job interview. This activity can be done in addition to the Career Imaginings activity in Session 6.

Outcomes

- Simulate a job interview for a chosen career
- Practice one-on-one communication and expressing oneself through answering specific questions

Preparation

- There is an accompanying worksheet in the [youth workbook](#) for this activity on p.12
- Be sure that each youth has their workbook to be able to record responses
 - You may have students complete the interview worksheet first by answering the questions for themselves
 - OR you may have students interview each other and record each other's responses to the questions
- This may also be done digitally, with devices that allow recording

Tasks

1. Explain to youth that part of getting a job is having to go through an interview process where the boss or supervisor meets with you to ask questions about what makes you a good fit for the job and why you want the job. Today we are going to practice for a pretend job interview.
2. Introduce the worksheet to youth and explain how you have set up the activity (either with students completing the worksheet first or recording each other's answers during the interview).
 - a. If using the worksheet first, have students record their responses to the interview questions in the worksheet.
3. Break up the group into pairs.
 - a. Alternatively, if you have enough staff or volunteers, you may choose to have them conduct the interviews with youth.
4. Conduct interviews. Record responses in whatever manner you prefer.
5. After interviews are complete, bring youth back together and ask a few reflective questions about their experience.

Session Seven | What is College? | 1.5 - 2 hrs

In this session, youth will explore college as a common post-secondary education pathway. This session will provide information about what college is and an opportunity to conduct virtual campus tours of schools in your area.

Outcomes

- Learn more about what college is and why it is important for many career pathways
- Take a virtual tour of a college campus in your state
- Create a banner advertising the highlights of the college you might like to attend one day

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their prepared workbooks for each session
- Familiarize yourself with [Unit 7, Section 3: What Career & College Readiness Can Look Like in Elementary Grades](#)
 - Specifically pay attention to the subsection on [College Readiness, pp. 198-204](#)
- Prepare your learning space with college theming using signs / images / banners / etc. advertising various colleges
 - You can reach out to local or state colleges in your area to request materials or source them from Program Staff or families.
- Cue up any of the videos/presentations found within the activity, have them ready to play to avoid ads at the beginning of each video.
- You may choose to create a [K-W-L chart](#) ahead of time on poster paper / whiteboard / or digitally.
- Have the virtual tours for colleges in your state set up on devices and ready to go, using either the sites listed in the activity below or individual school sites.
- Cut pre-made, blank, banner shapes for each student
 - These are inspired by the triangle-shaped, felt pennant banners - [See sample](#)
 - It is recommended to cut these from cardstock, construction paper, or large art paper
- Gather arts and crafts supplies
 - Magazines, pictures, etc.
 - Art + Craft materials as needed for assembly / decoration
 - Software / devices if working digitally
- Create a sample college banner that includes all of the required information as listed in the activity below.
- *Special Note: This session may be split into two parts where:*
 - *Part 1 = What is college? + One virtual campus tour*
 - *Part 2 = One or more virtual campus tours, banner making*

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

Theming Your Learning Space

1. One “low-hanging fruit” way to build interest in college is to decorate your learning space with a collegiate theme.
 - a. This includes items such as college pennants, school colors, and mascots featured from your own alma mater (or colleagues’ alma maters), local colleges or universities, or a wider variety of higher ed institutions.
 - b. You may be able to order these items online, but you might also like to reach out to the schools in your area to request these items be sent to you for use in your program.
 - i. Reach out to contacts within the admissions office to share your goal of exposing youth to college access. Tell them about yourself, your program culture, and your students. They may be happy to send you materials to help promote their institution.
2. Have these decorations hung in your learning space by the start of this session. You may choose to do this at the beginning of the program to draw even more attention to these items as possible conversation starters.

What is College?

1. Start with a read-aloud of the following book (video on YouTube):
 - a. [What’s College About Anyway? by Betty Thomas Patterson](#)
2. Create a [K-W-L chart](#) for knowledge about college.
 - a. What do you already KNOW about college?
 - b. What do you WANT to know about college?
 - c. What did you LEARN about college?
 - i. There is an accompanying student-version of the chart included in the [Youth Workbook](#) on page 9, if you want youth to use this alongside the group chart.
3. Begin by asking youth to share things they already KNOW about college and write them on the chart in the “K” section.
4. Then, ask them what questions they have about college, what makes them feel curious about college, what they WANT to know about college.
 - a. Record their responses in the “W” section on the K-W-L chart.
5. Review the [What is College? Presentation](#) from San Francisco Unified School District’s Kindergarten to College program.

- a. You may choose to skip slide 15 as it pertains specifically to the K2C program.
- b. Invite youth to ask any questions they have about the information in the presentation and do your best to answer them.

Let's Go On Tour

1. Explain to youth that the next task for today is going to be completing a virtual tour of colleges and universities in our state.
2. Find virtual tours for all or a few of the schools in your state using any of the following sites:
 - a. [Virtual Tours](#), Princeton Review
 - b. [CampusTours](#)
 - c. [Virtual College Tours](#), Appily
 - d. [The College Tour](#)
 - e. Individual school sites
3. You may choose to do all the tours together as a group, leading youth through discussions about each school you visit, or assign small groups to conduct their own tours with help from Program Staff.
 - a. If working with small groups, you could set up stations which groups can rotate through to check out a few different colleges.
4. For each of the schools they visit, groups or individuals should keep track of some basic information about each college.
 - a. Introduce the **Virtual Campus Tour Summary** on pp. 10-11 in the accompanying [Youth Workbook](#) and explain to youth that they will use this document to guide their exploration of the colleges and universities they will be visiting on their virtual tours.
 - i. You may print multiple copies of this document for youth if you want them to complete a summary for more than one school.
 - ii. Alternatively, you may also decide it's best for youth to work in groups for this activity and only complete a summary as a group for each school they visit.

College Banners

1. When tours are complete, bring all students back together and explain that they are going to use the information they just learned about various colleges and universities to create an artistic banner for one college of their choice.
2. Show a pre-made sample banner created for a school they did NOT visit as part of their virtual tours as an example.
 - a. Highlight the different information they should include on their banner:
 - i. School Name
 - ii. School Colors
 - iii. School Mascot
 - iv. The most interesting thing (to them) about this school
3. Provide a banner base and arts and crafts materials to each student for them to create their banner.

4. Once banners are complete, ask any youth if they would like to share their banner and tell a little about the college they chose.
5. Hang banners around the learning space so they are on display for the next session's celebration.

Session Eight | College Day | 2 hrs

In this final session, youth will meet people who are currently in college or who attended college through a college student panel. Youth will have the opportunity to ask questions of the panelists and generally learn more about the experience. The overall goal of this session is to create enthusiasm around college-going and celebrate all they have learned about careers and college.

**Note: This session includes a "Spirit Day" component, with specific attire, that families will need to be made aware of ahead of time.*

Outcomes

- Generate questions for college students about their experiences
- Celebrate all we have learned about careers and college so far

Preparation

- Have the Group Norms published / posted for easy visibility during the session
- Youth will need their prepared workbooks for each session
- Using a method of your choice (flyers, email, software messaging, etc.) send communication to families ahead of this session for youth to come prepared for the "Spirit Day" component of this session and dress accordingly.
- You may choose to invite families to participate in the celebration as well. If so, please be sure to invite them accordingly.
- If you've not done so already, display any and all relevant student-made artifacts from this program.
- Recruit and confirm participation from college panelists to ensure they will be attending and be on time.
 - Those invited to participate in the panel should be young people who are currently enrolled in college or folks who have attended and/or graduated from college in the recent past.
 - Invite program staff, family members, and community members to participate. It is cost-effective and will help to build or strengthen family and community relationships.
 - Prepare your students by engaging them in brainstorming possible questions to ask based on the things they are most curious about.
 - Prepare the panelists by inviting them to think through the questions they might have had about college life when they were in elementary school or to craft stories about what the process of getting to and working through college has been like for them.
- If desired, print copies of the [Family Guide: Getting Your Child Future Ready in Elementary School](#) for guests of the celebration

Tasks

Review Group Norms

1. Begin each session of the remainder of the program by reviewing the Group Norms, which should be aligned with the intended CCR culture and share values and expectations identified collaboratively with youth in Session One.
 - a. Read the Group Norms. You may want to invite youth to lead this task.
 - b. Invite youth and program staff to share any recommendations for changes or suggestions for improvements to ensure alignment with the CCR culture of the group.

*** As this is the final session, you may decide NOT to review the Group Norms this time and skip it in the interest of having more time for the remaining activities.*

“Spirit Day”: College Day

1. Throughout this playlist you will find three different “Spirit Day” activities - one for self, one for career, and one for college.
 - a. Each of these activities asks youth and program staff, ideally, to dress according to specific prompts related to each topic.
 - b. These activities are completely optional, of course, but they do provide a fun way for youth to engage with the concepts presented throughout this work.
 - c. You may want to decide up-front whether or not these activities will be a part of your sequence and how to inform families so they can be prepared ahead of time.
2. This third “Spirit Day” prompt is: **College Day**
 - a. *Wear a college, technical school, or armed forces shirt or outfit - OR - wear the colors of a college you like*
 - i. If they don’t have specific post-secondary attire, youth may choose to wear the school colors of a college or university of their choice.

What Have We Learned?

1. Begin by completing the K-W-L chart from Session Seven. Have youth do one or both of the following:
 - a. Fill in the “L” section of their individual K-W-L chart identifying what they LEARNed about college from this session’s activities
 - b. Share what they LEARNed about college with the group and record their responses in the “L” section of the group K-W-L chart
2. When the K-W-L chart has been completed, ask if there are still any outstanding questions about college from the group.
 - a. Record these questions to ask the college student panel.

College Student Panel

1. The goal of the College Student Panel is for those who have attended college to share their experiences with youth.

2. Explain to youth that we have special visitors today who have come to talk to us about college and answer some of our questions.
3. Starter questions are listed below, but any questions that were leftover from the K-W-L chart activity should be included as well.
 - a. You can also spend a few minutes inviting youth to share any new questions they've come up with to include.
 - b. Questions for Panelists:**
 - i. What were some steps you had to take to get into college?
 - ii. How did you decide which college to attend?
 - iii. How did you decide what to study in college?
 - iv. What did / do you like most about going to college?
 - v. How do you pay for college?
 - vi. What kind of support or help did you need to get into and be successful in college?
 - vii. What are the biggest adjustments you've had to make as a college student?
4. Conduct the panel discussion. Allow students the opportunity to ask questions as they come to mind, if there is time.
 - a. Invite panelists to stay for the celebration.

College Day / Final Celebration

1. Help youth transition from the panel into their celebration.
2. Start with a read-aloud of the following book (video on YouTube):
 - a. [Your Future is Bright by Corey Finkle](#)
3. Welcome guests to the celebration. You may also have youth do this.
4. Ask youth to share some of the things they've been working on and learning about. This may take additional prompting to help them remember everything they've covered over the last 8 weeks.
5. Invite attendees to take a youth-led tour around the learning space to check out all the student-made artifacts.
6. You may consider providing guests either a link to or printed copy of the [Family Guide: Getting Your Child Future Ready in Elementary School](#) from Maryland Out of School Time (MOST) Network at the conclusion of the celebration.

Resources & Suggestions for PreK - 2

College and Career Awareness

The following resources and suggestions will work well for youth in early childhood. While the activities in this Playlist have been designed for grades 3-5, we encourage you to consider ways that you can modify those activities for younger students if that best suits your needs. However, we also wanted to provide some additional resources for activities specifically geared toward the early childhood grades.

The Importance of Play

Opportunities and learning activities centered around curiosity, play, imaginative thinking, and discovery are important for career readiness in young children. As you might have realized, these types of opportunities are at the center of many OST programs, providing fertile ground for meaningful early career exploration experiences.

Dramatic play centers and activities are a great way to create opportunities for career-centered play for young children. Providing career costumes and tools of the trades in your dramatic play spaces can increase career awareness and imaginative play centered around future work.

Career Talk

Talking with elementary youth about the jobs and workers they encounter in their everyday lives plays to their natural curiosity. Discussing how people use their unique talents and strengths to do their jobs can help students begin to consider their own talents and strengths and how they might be able to use them in a future career.

Simple questions such as these can help even the youngest students begin thinking about jobs and careers:

- What does that person do in their job?
- Why is this job important?
- Is this job something you might like to do one day?

Suggested Grade Level Content Knowledge

The [Colorado Department of Education](#) has developed the following outline of suggested topics for each grade level PK-5 as part of their [Elementary Career Conversation / Development](#) initiative. This may be helpful in developing a pathway focused on more intentional career readiness within your elementary program(s).

- **Pre-K & Kindergarten**
 - Community Helpers
 - Helper Vehicles
 - Career Play

- **First Grade**
 - Tools of the Trade
 - Clothing of the Trade
 - Career Vocabulary
- **Second Grade**
 - Career Vocabulary
 - Career Clusters
 - Typical Day on the Job

Theming Your Learning Space for Early College Awareness

One “low-hanging fruit” way to bring more college awareness into your learning space is by forgoing the traditional decorating themes typically found in elementary learning spaces in favor of a collegiate theme. So instead of outfitting your space with something like safari or superhero themed decor, think of college pennants, school colors, and mascots featured from your own alma mater, local colleges or universities, or a wider variety of higher ed institutions

College Week Dress Up Days

During college week, have each day feature a different opportunity for students to dress up. Here are a few theme ideas:

- *Your Future Starts Now* - wear your favorite (current) school shirt
- *Your Future is Bright* - wear sunglasses and bright colors
- *Dress for Success* - Wear a nice outfit you would wear on an interview
- *College Day* - Wear a college, technical school, or armed forces shirt or outfit
- *Career Day* - Dress as what you want to be when you grow up
- *College is No Sweat* - Wear your favorite sweatpants and sweatshirt
- *College Roommates* - Find a friend & dress alike
- *Future Self Friday* - Dress up as your future self and show us your plans

College Talk

Share about your own college experience. Talk with students about your college experience. Use photos if possible. Young kids will love to see photos of you in your younger years. You can also extend this opportunity to other staff members or community members.

Future Ready Skills

Much of what early childhood children are learning falls under the umbrella of Social and Emotional Learning (SEL) and providing opportunities to practice these skills in PreK-2 settings ensures we are creating a strong foundation on which students can build upon later in life.

Many of these skills are in high demand in the modern workforce and are particularly useful for college and career readiness, such as:

- Self-efficacy

- Teamwork
- Goal-setting
- Effective Communication
- Empathy
- Decision-making

Resources for Early Childhood

- [The Early Years - Career Development for Young Children: A Guide for Educators](#), Canadian Education and Research Institute for Counseling
 - Based on research findings that it's not too early to think about career development for young children, CERIC published two free, downloadable PDF guides to support career development in children ages 3-8.
 - [A Guide for Educators](#)
 - [A Guide for Parents / Guardians](#)
- [College and Career Readiness: The Importance of Early Learning](#), ACT Research & Policy
- [Hands-On Career Awareness Activities for Early Elementary Students: Career Stations](#), National Career Development Association (NCDA)
 - Teacher-developed guidance for introducing various career pathways to K-2 students through a hands-on “stations” approach featuring developmentally appropriate and safe exploration activities
- [5 Ways to Talk with Young Children about Work and Careers](#), Career Wise
- [21st Century Skill Development Activities for K-2](#), Overcoming Obstacles
 - The following lessons are designed to teach K-2 students fundamental life skills and introduce concepts such as fairness, full body listening, coping skills, self-control, respect, and integrity. Students will learn how to adopt a more positive outlook, how to be responsible individuals, how to work well with others, how to resolve conflicts, and how to be a good friend.
- [Career Guidance Exercises PreK-2](#), South Carolina Department of Education