



College & Career Readiness Middle School Playlist

Youth Workbook

Created by



College & Career Readiness Middle School Playlist

Accompanying Workbook

Instructions for Use

This is the accompanying workbook for the **College & Career Readiness for Middle School Youth** playlist. Practitioners will be asked to download and print this workbook for youth. The activities contained in this workbook align with the playlist sessions and are intended for use directly with youth.

Table of Contents

Click any of the links below to be taken directly to that section of the workbook.

ACTIVITY ONE S1 Future Success	2
ACTIVITY TWO S1 Identifying Your Culture Components, Pt. 2	3
ACTIVITY THREE S2 Personal Identity Wheel	4
ACTIVITY FOUR S2 Alphabiography	5
ACTIVITY FIVE S2 This is Me Web	6
ACTIVITY SIX S3 Spark Survey	7
ACTIVITY SEVEN S3 Peer Interview Sheet	8
ACTIVITY EIGHT S4 Connection, Connection Brainstorm	10
ACTIVITY NINE S5 Think About It	12
ACTIVITY TEN S5 Research an Occupation	13
ACTIVITY ELEVEN S5 Imagine This Job	14
ACTIVITY TWELVE S6 Post-Secondary Alternatives Presentation	15
ACTIVITY THIRTEEN S7 What Do I Know About College?	17
ACTIVITY FOURTEEN S7 Virtual Campus Tour Summary	18
ACTIVITY FIFTEEN S8 Five Possible Mentors	21
ACTIVITY SIXTEEN S8 School Alignment Research	22
ACTIVITY SEVENTEEN S8 Guided Reflection	23
NOTES	24

ACTIVITY ONE | S1 | Future Success

Activity Instructions

1. Consider the prompt(s) below.
2. Record your response in the space provided.
3. Be prepared to share your response with the group.

Document Your Responses

Use this section to document your thoughts and responses to the following prompt. You may write or draw your response.

What does a successful future look like for you?

- *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?*

ACTIVITY TWO | S1 | Identifying Your Culture Components, Pt. 2

Activity Instructions

1. Consider the prompt(s) below.
2. Record your response in the space provided.
3. Be prepared to share your response with the group.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

- ***What is our program's culture?***
 - *What do we **believe**? What do we **say**? What do we **see**? What do we **do**?*

- ***What are the expectations for all youth and staff?***

- ***What are the conversations taking place in all areas of our environment / space?***

- ***What do you see when you walk through rooms or hallways?***

- ***What are the traditions of our program?***

- ***What is celebrated?***

ACTIVITY THREE | S2 | Personal Identity Wheel

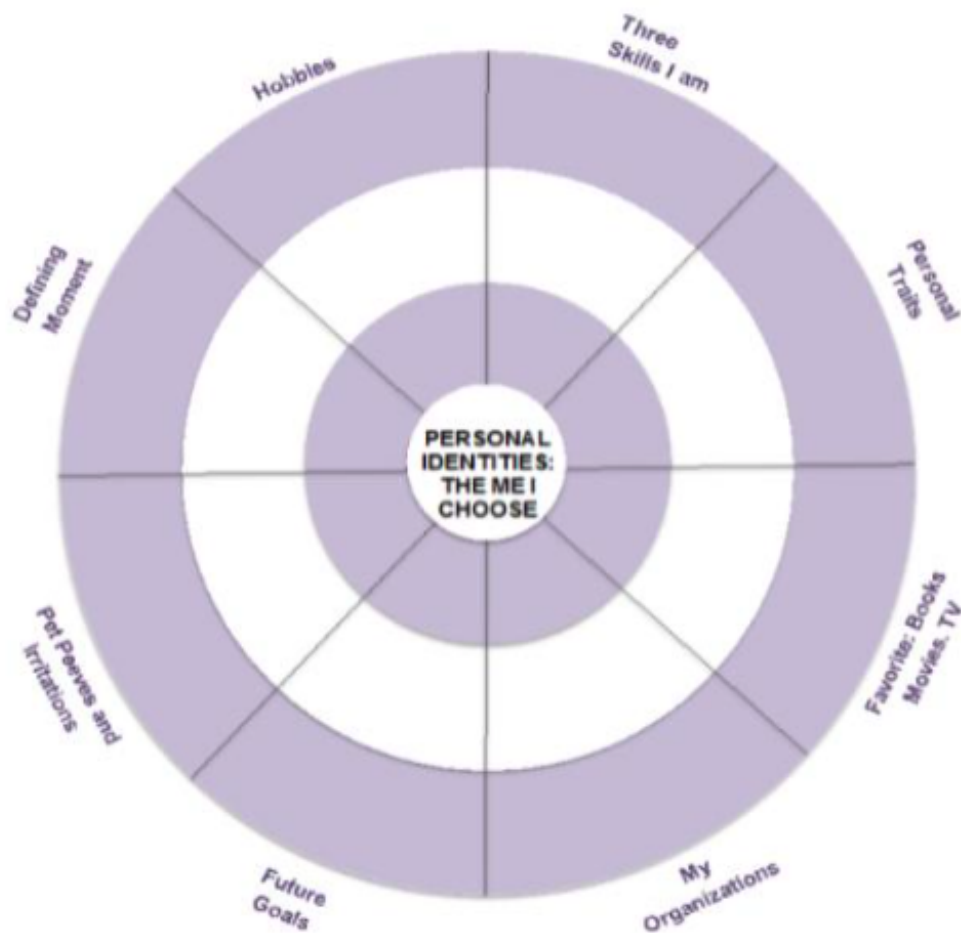
This activity comes from the JFF Possible Futures: Career Foundations Unit. All elements found in this activity came directly from their resources.

Activity Instructions

1. Complete your own Personal Identity Wheel by filling in the talents, skills, and traits you possess.
2. You may use the [Identity Word Bank](#) to help you find talents, skills, traits that are a match for you.
3. Reflect on this activity with a partner using the prompts below.

Personal Identity Wheel

Directions: Complete the Personal Identity Wheel. When you come to talents, skills, and traits, you can use the work bank to help you find a match



Reflection Prompts

- ***How easy or challenging was it to identify your personal identities?***
- ***How does it feel to share parts of your personal identities with others?***

ACTIVITY FOUR | S2 | Alphabiography

This activity comes from the JFF Possible Futures: Career Foundations Unit. All elements found in this activity came directly from their resources.

Activity Instructions

1. An *Alphabiography* is a fun way to write about yourself!
2. You will use each letter of your first or last name to describe something about yourself - a distinguishing quality or characteristic.
3. For each word, write a sentence or two of explanation.
4. Reference the [Alphabiography sample](#) and use your Personal Identity Wheel from Activity 3 for inspiration.
5. Be prepared to share with the group!

Document Your Alphabiography

Use this section to document your Alphabiography.

ACTIVITY FIVE | S2 | This is Me Web

This activity will lead you through creating a web of things you are interested in and things you may want to consider when choosing a high school or activities in high school.

Activity Instructions

1. Take some time to think about each of these questions and prompts.
 - a. This information will be used in future activities, so be sure to respond thoughtfully.
2. Record your responses in the spaces provided below.

What am I interested in?

What are my weaknesses?

What are my strengths?

This is Me

What kind of extracurricular activities do I want to participate in?

What do I need additional help with, such as tutoring?

What pathways (CTE, STEM, Magnet, etc.) might I be interested in?

ACTIVITY SIX | S3 | Spark Survey

This activity comes from the JFF Possible Futures: Career Foundations Unit. All elements found in this activity came directly from their resources.

Activity Instructions

1. Think of things that interest you, that you like doing, or that you would like to try if you had the space, time, money, and support.
2. Consider the prompt(s) below.
3. Record your response in the space provided.
4. Be prepared to share your response with the group.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

List three (3) ideas and activities that interest you NOW:

- 1.
- 2.
- 3.

List three (3) ways you would spend your free time (if you could):

- 1.
- 2.
- 3.

What three (3) things would you want to try, learn, or explore?:

- 1.
- 2.
- 3.

Why is it important to know your spark? How do you know something is one of your sparks?

ACTIVITY SEVEN | S3 | Peer Interview Sheet

This activity comes from the JFF Possible Futures: Career Foundations Unit. All elements found in this activity came directly from their resources.

Activity Instructions

1. After completing your Spark Survey in Activity 6, you are going to interview a partner about their sparks.
2. Take turns interviewing each other for 15 minutes. Answer as many questions as you can in the time allowed and then switch.
3. Use the prompts on the next page to conduct your interview and take notes on your partner's responses.

Your Role as Interviewer

As the interviewer you will:

- Give your peer your full attention
- Be supportive and nonjudgmental
- Show interest, even if your peer's sparks are very different from yours

Your Role as Interviewee

As the interviewee (person being interviewed):

- Share a story about one of your personal sparks. This can be a talent you have developed, a skill you pursued, or an interest you discovered in an odd or interesting way.
- As you present your spark, share how you developed it, discuss obstacles you faced, and highlight the people who guided or helped you along the way.
- Emphasize how you feel when you engage in your spark (energized, willing to take on challenges, etc.).

Document Your Responses

Use the next page to document your partner's responses to the prompts.

Continue to Next Page >>

Explore Your Spark Peer Interview

Peer Interview: Explore Your Spark

Please share one of your sparks.

When did you discover this spark?

When you're engaged with your spark, how do you feel?

Think of someone who actively pursues his or her spark. Describe what you see.

How do you learn more about your spark, or get better at it?

What is one goal you have related to this spark?

ACTIVITY EIGHT | S4 | Connection, Connection Brainstorm

This activity comes from the JFF Possible Futures: Career Foundations Unit. All elements found in this activity came directly from their resources.

Activity Instructions

1. Brainstorm two things that you find interesting, activities that you like to do, or things you are good at:
 - a. Hobbies, interests, strengths, talents
2. Using the [Connection, Connection model](#) as an example, complete your own Connection, Connection Brainstorm.

Document Your Responses

1. Identify two interests and write them in the boxes on the left side of the page.
2. Your instructor will call out different career clusters, write those down in the middle boxes.
3. Then, brainstorm potential careers that combine the career clusters and your interests.

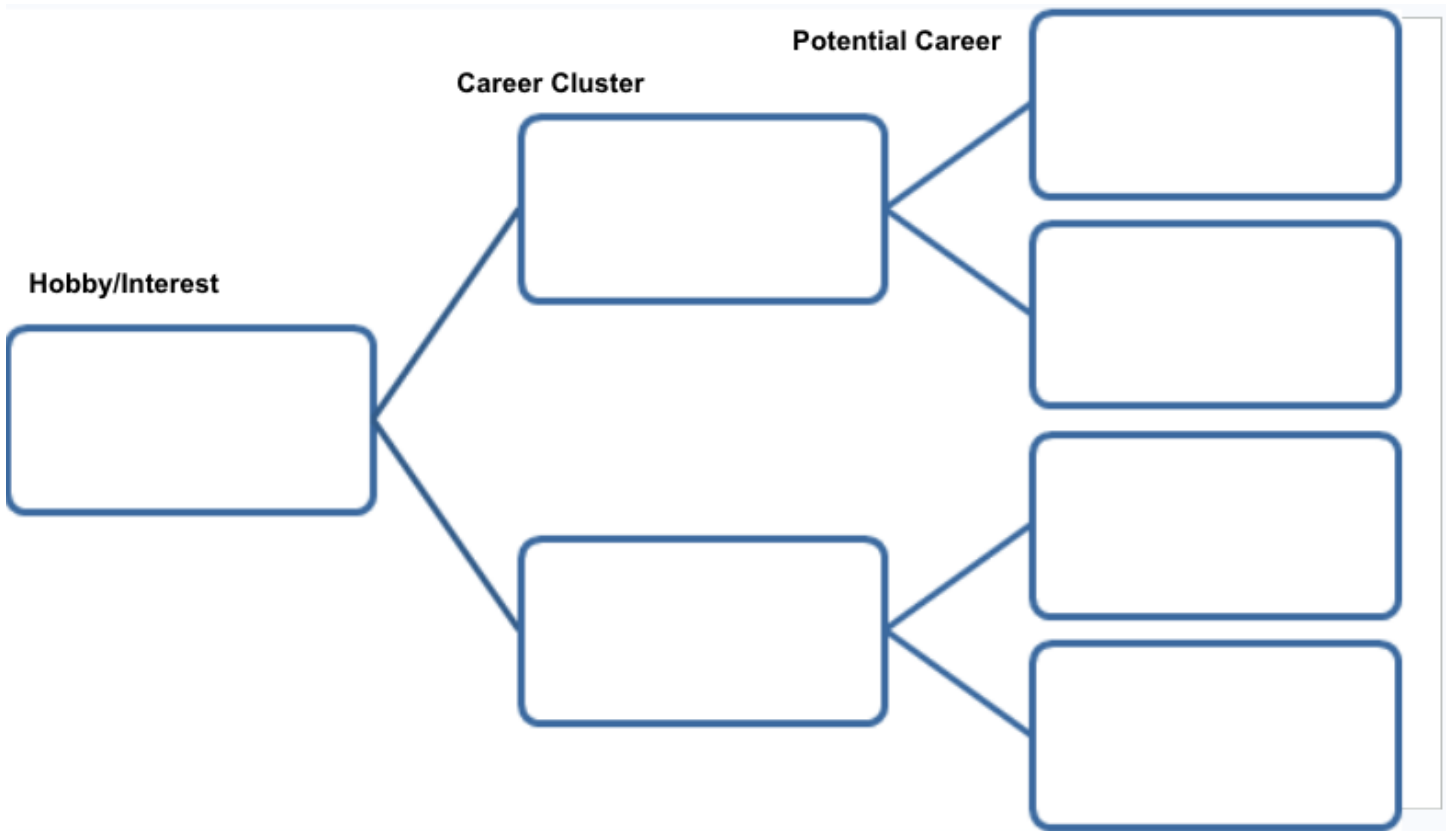
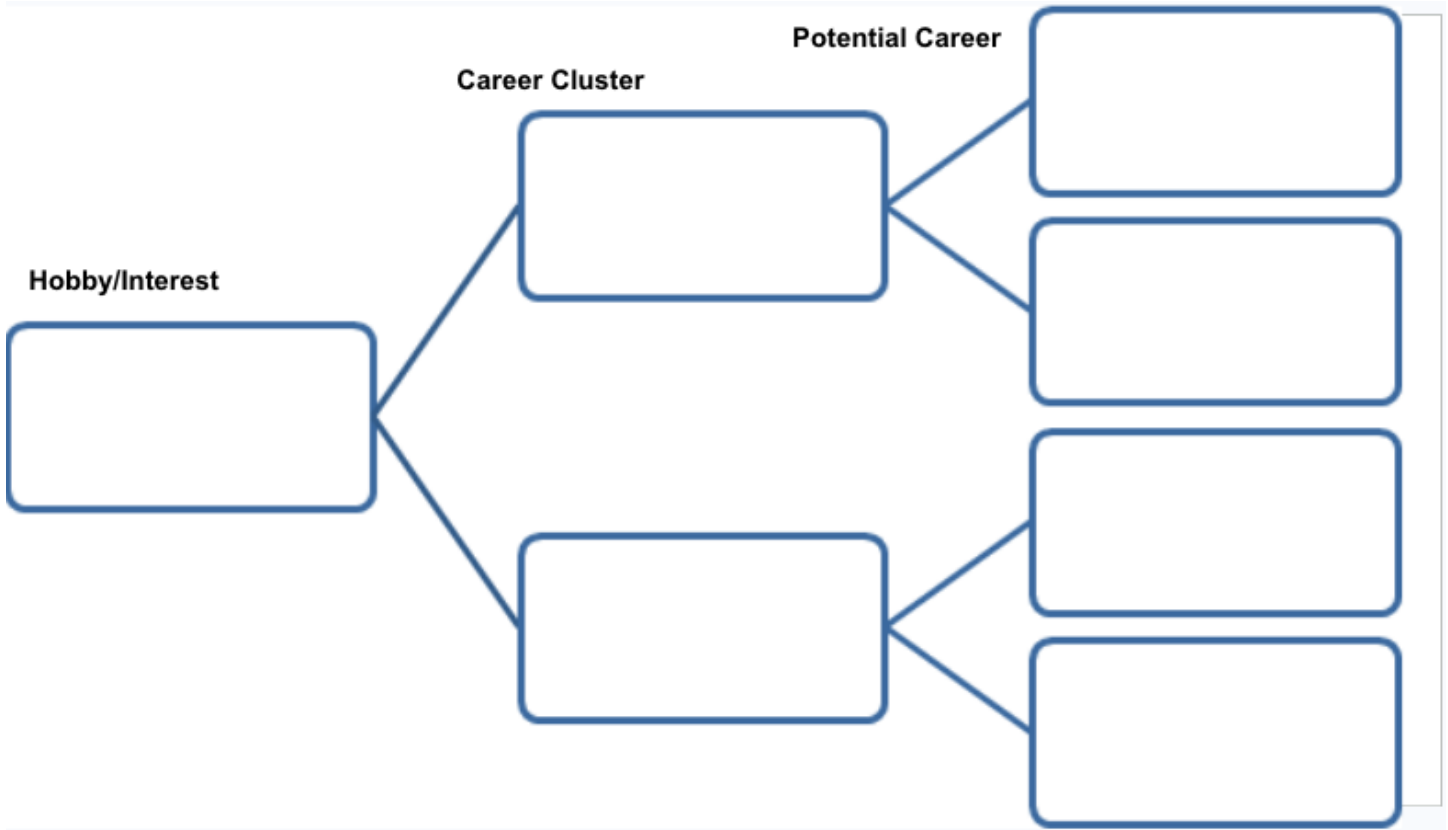
Use the next page to document your responses.

Continue to Next Page >>

Reflection Prompts

- ***How can you connect your interests to your work?***

Connection, Connection Brainstorm



ACTIVITY NINE | S5 | Think About It

This activity comes from the Junior Achievement Career Speakers Middle School Assignment Guide. All elements found in this activity came directly from their resources.

Activity Instructions

1. Select and watch at least one video from the [Junior Achievement Career Speakers series](#) from one of the career clusters that aligned with your personal interests, as identified in Session 4.
2. After watching the video, reflect on what the speaker said and respond to the prompts below.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

1. ***What about the speaker's occupation intrigued you?***

2. ***What, if anything, did the speaker share about their job that you could NOT see yourself doing?***

3. ***Had you ever heard of this company or occupation before? What did you already know about it before watching the video?***

4. ***What new things did you learn from the video?***

ACTIVITY TEN | S5 | Research an Occupation

This activity comes from the Junior Achievement Career Speakers Middle School Assignment Guide. All elements found in this activity came directly from their resources.

Activity Instructions

1. You will complete this activity after watching the Career Speakers video in Activity 9.
2. Research the speaker's occupation on the O*Net My Next Move website at <https://www.mynextmove.org/>.
 - a. Type the speaker's job title in the search field under **"I want to be a..."**
 - b. Select the result that most closely matches the speaker's job.
 - c. Read through the job information, taking notes about the skills, knowledge, and abilities that interest you or match your own. You might also want to note the education required, wages and job outlook, and any other interesting facts or features.

Document Your Responses

Use the space below to take notes on your research findings.

ACTIVITY TWELVE | S6 | Post-Secondary Alternatives Presentation

Activity Instructions

1. Research your assigned or chosen alternative post-secondary education pathway.
 - a. You may be able to work alone or be asked to work with a partner or small group.
2. Complete the information in the table below.
3. Then, create a presentation from your information to share with the group.
 - a. The acceptable format(s) for your presentation will be determined by your instructor.

POST-SECONDARY PATHWAY: _____

Jobs / Careers in this Pathway		
Demand for this Job <i>(How many positions are available each year and how many candidates?)</i>		
Salary Range for this Job		
Education / Training Requirements		
Schools / Organizations that Offer this Training <i>(States, organizations, colleges, career schools, etc.)</i>		
What is the total investment to pursue this career? <i>(How many years will it take to enter the field? How many years will it take to advance to your desired level? How much will the degree(s) or training cost?)</i>		

Continue to Next Page >>

Post-Secondary Alternatives Presentation, cont.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

Benefits or advantages to pursuing this alternative pathway:

Drawbacks or disadvantages to pursuing this alternative pathway:

What do you think is the most important thing for people to know about this pathway?

Other interesting information:

ACTIVITY THIRTEEN | S7 | What Do I Know About College?

Activity Instructions

1. Consider the prompt(s) below. These questions will be delivered as part of a group discussion.
2. Record your response in the space provided or take notes from the discussion.
3. Be prepared to share your response with the group, if you haven't already.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

1. *What do you already know about college?*

2. *What questions do you have about college?*

3. *Do you plan to go to college? Why or why not?*

4. *Who do you know (in real life) who has attended college? What do you know about their experience?*

ACTIVITY FOURTEEN | S7 | Virtual Campus Tour Summary

Activity Instructions

1. Take a virtual campus tour of at least one (1) college or university from your list that offers programs for careers or career clusters you are interested in.
2. Use one of the following sites for your virtual tour (or another site provided by your instructor):
 - a. [Virtual Tours](#), Princeton Review
 - b. [CampusTours](#)
 - c. [Virtual College Tours](#), Appily
 - d. [The College Tour](#)
 - i. *It's possible that your initial selection may not have a virtual tour. If that is the case, check the website of your selected school to see if you can find a virtual tour, or make a new selection.*
3. Complete the Virtual Campus Tour Summary below.
 - a. Use the school's website to fill in information gaps.
4. Be prepared to share about your experience with the group.

Virtual Campus Tour Summary

College/University: _____

During your virtual tour, what did you find to be the pros and cons about this college?

PROS	CONS

Continue to Next Page >>

Virtual Campus Tour Summary, con't.

Based on what you were able to view, what is your impression of this campus?

What are some interesting facts about this college? (location, mascot, etc.)

1.

2.

3.

4.

What are some admissions requirements for this particular college? (transcripts, SAT scores, etc.)

1.

2.

3.

4.

What is the admissions deadline (date) to apply?

What is the tuition cost to attend this college?

Continue to Next Page >>

Virtual Campus Tour Summary, con't.

What are their student demographics?

What I want to remember most about this campus / school:

The least appealing thing to me about this campus / school:

The overall feeling I got from this virtual tour (circle one):

Very positive - I think I could feel at home here!

Solid - I will apply!

Okay - there are some things I did not like.

Bad - It's definitely not for me!

Explain your answer:

ACTIVITY FIFTEEN | S8 | Five Possible Mentors

Activity Instructions

1. This activity will ask you to identify five (5) people that you already know who might be a good mentor.
2. Consider the prompt(s) below.
3. Record your response in the space provided.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

Who are five (5) people who might be able to help you on your journey toward career and college / post-secondary education?

- 1.
- 2.
- 3.
- 4.
- 5.

How do you know each of these people? What type of relationship do you have with them?

- 1.
- 2.
- 3.
- 4.
- 5.

Why did you choose each of these people?

- 1.
- 2.
- 3.
- 4.
- 5.

What are the next steps you plan to take to initiate mentorship with someone on your list?

ACTIVITY SIXTEEN | S8 | School Alignment Research

Activity Instructions

1. This activity will ask you to use the information you collected in your **This is Me Web** from Activity 5, S2, to guide your research of high school options available to you.
2. Use the information from your This is Me Web (p. 6 in this workbook) and the websites provided by your instructor to conduct your research.
3. Consider the prompt(s) below.
4. Record your response in the space provided.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

Schools that offer extracurricular activities I'm interested in	
<i>School Name</i>	<i>Activities</i>

Schools that offer pathways (CTE, STEM, Magnet, etc.) I'm interested in	
<i>School Name</i>	<i>Pathways</i>

Schools with entrance requirements (audition, portfolio, etc.)	
<i>School Name</i>	<i>Requirements</i>

ACTIVITY SEVENTEEN | S8 | Guided Reflection

Activity Instructions

1. Consider the prompt(s) below.
2. Record your response in the space provided.
3. Be prepared to share your response with the group.

Document Your Responses

Use this section to document your thoughts and responses to the following prompts.

What new things have you learned about career and college readiness?

What are you curious about or what unanswered questions do you have?

What activity or resource was the most helpful?

What are some next steps you'd like to take?

What support do you need to take those next steps?

NOTES

Please use this space as desired to keep track of any notes you'd like to take on the session materials, thoughts and ideas you have as you work through the sessions, or any reflections or responses you'd like to record for yourself to have after the course is complete.