

GCIS Occupation Sort Revisited
9th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Understanding the influence of a positive self-concept
 - Identify and appreciate personal interests, abilities, and skills
 - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
5. Understand the relationship between work and learning
 - Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations
6. Skills to locate, evaluate, and interpret career information
 - Describe the educational requirements of various occupations
 - Demonstrate use of a range of resources
9. Skills to make decisions
 - Demonstrate responsibility for making tentative educational and occupational choices
 - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
 - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning.
 - Describe school and community resources to explore educational and occupational choices

Goal:

Students will use GCIS Occupation Sort to assess their preference for certain occupation characteristics and investigate careers that match their interests.

Objectives:

- Understand how individual characteristics relate to achieving personal, social, educational, and career goals
- Use GCIS as a source for career information
- Make tentative educational and occupational choices based on assessments

Materials:

- 9th Grade Career Development Advisement Activity #1 handout - **GCIS Occupation Sort Revisited**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. This activity will be the first of four career related activities this year. I hope you are feeling good about being in high school. Remember you are beginning to prepare for the next step after high school and that step will depend on a career choice. Some of you may need a 4-year degree to get the job you want, or some of you may need a certificate or diploma from a technical college, or perhaps some of you can get the training and education you need in the military. It is important that you all understand

just how important postsecondary training and education is for today's workforce. After all, you will be expected to work and the type of job you work will determine your life style. Today we're going to discuss changes and the need to re-evaluate your interests and skills as you grow and mature. What did you think high school was going to be like when you were in middle school? What would you say about it now?" *Allow time for students to discuss the questions and write down their responses on the board.*

2. "What kind of career did you want when you were in middle school?" *Allow time for discussion and then ask: "What about now? Have you changed your mind? Why or why not?" Allow time for discussion and ensure that students understand that interest and ideas may change over time with new information and a better understanding of individual abilities and interests. It is important that students understand that their likes and dislikes will determine the type of jobs that might be interesting. If a person works a job they don't enjoy, they are usually an unhappy worker. For example, if a person enjoys being outside and work inside all the time, they would not be a very happy worker. So, it is much better to learn about yourself, so you can choose a job that fits you. GCIS can assist you in that process.*
3. "When you were in middle school you completed the GCIS Occupation Sort Classic activity and recorded those results in your portfolio. What I'd like you to do before the next advisement session is to revisit Occupation Sort, complete the activity based on your current interests and preferences and compare your new results to your middle school results."
4. *Distribute the **GCIS Occupation Sort Revisited** handout # 1 and go over the directions for the activity. Answer questions from students, ensure that they understand the assignment and when it is due.*

Evaluation:

Students will be evaluated on their participation in the class discussions and on their handouts.

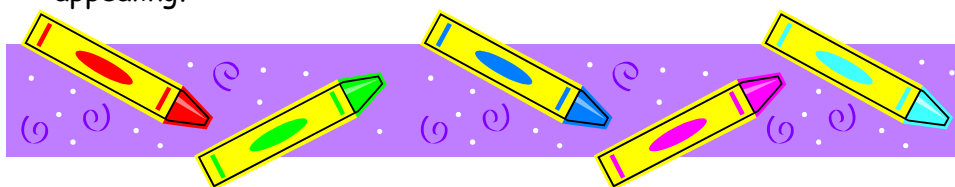
GCIS Occupation Sort Revisited
9th Grade Career Development Advisement Activity #1
Teacher as Advisor Program (TAP)

Student name: _____
 Advisor: _____
 Date: _____ Due Date _____

GCIS Occupation Sort describes 28 occupational characteristics in a variety of areas such as the amount of physical activity, attention to detail, use of math and science, and the level of education you plan to attain. You decide which characteristics are important to you. Your answers to each question will narrow the list of occupations suitable for your given preferences. Once you've completed the activity, you can request your results and review the list of occupations generated by your responses. Be sure to click on **Save Answers to My GCIS Favorites in My Portfolio** at the top right of the web page to keep your portfolio current. Remember your portfolio helps you in the planning process.

Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, and then click on **My GCIS Favorites**.
3. Click on **Occupation Sort** on the left under **Occupations & Employment**, and then click it again on the right.
4. Find the results of your middle school assessment and print out the pertinent pages.
5. Read the directions carefully and follow the instructions to complete the activity.
6. You can review your responses, view the list of occupations on your list, or change your responses. The **Start Over** option will erase all your responses and put all the occupations back on your list.
7. Once you've received your results, click on the **Save Answers to My GCIS Favorites in My Portfolio**.
8. Explore the various careers generated by your responses and compare them to your previous results in middle school.
9. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the due date. **Remember-fail to plan, plan to fail.**
 - Which occupation clusters did your list of occupations include?
 - How do these results compare to your middle school results? What does this tell you about yourself?
 - What's the most appealing occupation on your list? Why is it the most appealing?



GCIS My Portfolio Update
9th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Understanding the influence of a positive self-concept
 - Identify and appreciate personal interests, abilities, and skills
 - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
5. Understanding the relationship between educational achievement and career planning
 - Demonstrate how to apply academic and vocational skills to personal interests
 - Describe the relationship of academic and vocational skills to personal interests
 - Describe how skills developed in academic and vocational programs relate to career goals
 - Describe how education relates to the selection of college majors, further training, and/or entry into the job market

Goal:

Students will use GCIS to review and update their portfolios.

Objectives:

- Understand the five diploma seals: College preparatory, Technology/Career-preparatory, College preparatory with Distinction, Technology/Career-preparatory with Distinction or a Dual Seal
- Understand the need to review and update portfolio information
- Use GCIS as a source for career information

Materials:

- School resources on graduation requirements for each diploma seal. (Local schools may have developed a handout.)
- 9th Grade Career Development Advisement Activity #2 handout - **GCIS My Portfolio Update**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. This is the second career-related activity for this year. Today we’re going to discuss goals for the future. Raise your hand if you plan to finish high school and enter the military for further training.” *Allow time for students to respond.* “Raise your hand if you plan to finish high school and enter a two- or four-year college for further training?” “Raise your hand if you plan to get additional education and training at a special purpose school like Brown School of Court Reporting and Medical Transcription?” *Ask if students have other plans after high school, such as entering the work force. Allow time for students to respond. Write the postsecondary options on the board. College (2-year and 4-year and above), Technical College, Military, Special Purpose Schools, State Registered Apprenticeships.*
2. *Ask:* “Are your plans based on your goals for the future?” *Have students volunteer to explain how their educational plans support their career goals and end the discussion by asking if students know which diploma seal they should pursue to reach their goals. Explain the five*

options: College preparatory, Technology/Career-preparatory, College preparatory with Distinction, Technology/Career-preparatory with Distinction or a Dual Seal. Use school resources on local requirements to highlight each option. Ensure that students understand the options. This is a review from middle school advisement. They should have learned about the seals in a previous advisement activity.

- 3. Tell students they will be updating their GCIS portfolios with the idea of planning for their future goals. Distribute the student handout, **GCIS My Portfolio Update**, go over the directions for the activity, answer questions from students, and ensure that they understand the assignment and when it is due.*

Evaluation:

Students will be evaluated on their participation in the class discussions and on their handouts.

GCIS My Portfolio Update
9th Grade Career Development Advisement Activity #2
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

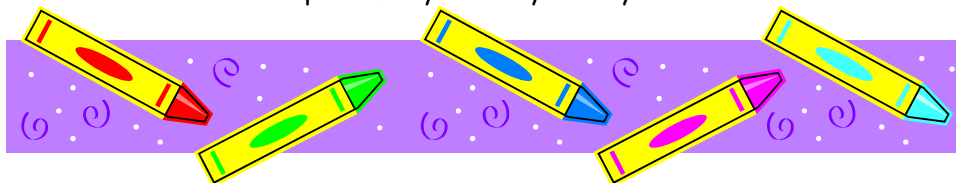
Date: _____ Due Date _____

Whether you plan to have a career that requires two, four or even more years of education and training beyond high school, you can begin right now to ensure that your high school "career" is on track. Do you need more science to reach your goals? More math? More writing experience? Would an apprenticeship or other work-based learning experience put you closer to your goals? Are there extra-curricular activities or student organizations that could move you along? Remember you are trying to learn as much about the world of work and how you "fit" into that world as you possibly can. Take every opportunity to learn about the things at high school that can assist with your choices.

Your portfolio can help with these questions. It contains a wealth of information you've gathered and recorded and provides you with the perfect opportunity to reflect, update, re-examine, and validate who you are, where you're going, and how you're going to get there.

Directions

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu** and review the contents of your portfolio beginning with your personal information. Update any information that's needed throughout.
3. Once you've reviewed your information, don't forget to save any new information in your portfolio.
4. Answer the following questions about the activity on a separate sheet of paper and turn it in to your advisor by the due date.
 - Is your individual career plan on track with your goals? How?
 - Did you find any disconnects between your interests, skills, ICP, and goals? If yes, how can you fix them?
 - Which diploma seal will you pursue? Why?
 - Is the dual seal an option for you? Why or why not?



Work-based Learning Opportunities
9th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

4. Understanding the relationship between educational achievement and career planning
 - Describe the relationship of academic and vocational skills to personal interests
 - Describe how learning skills are required in the workplace
9. Skills to make decisions
 - Demonstrate responsibility for making tentative educational and occupational choices
 - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
 - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning
 - Describe school and community resources to explore educational and occupational choices

Goal:

Students will investigate work-based learning opportunities available in their high school.

Objectives:

- Identify different kinds of work-based experiences: field trips, job shadowing, school-based enterprises/school-sponsored enterprises, entrepreneurial ventures, internships/practicum, clinical experiences, cooperative education, and youth apprenticeships
- Understand the relationship between work-based learning and careers

Materials:

- 9th Grade Career Development Advisement Activity #3 handouts - **Work-based Learning Opportunities Defined** and **Work-based Learning Opportunities Investigation**
- Advisors can find more information regarding work-based learning at <http://www.GeorgiaCRN.org> “Key Components”
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. I hope all of you took the time and effort to update your portfolio. It is important that you keep up with the research and planning it takes to know how you’re going to meet your career goal - your career goal will determine your life-style for the rest of your life. Today we’re going to discuss work-based learning opportunities.” *Distribute Handout #3, **Work-based Learning Opportunities Defined.***
2. *Review and discuss the handout with students. Ensure that they understand each type of work-based learning opportunity before going on to the next. Use examples from your own school to add to their understanding. Ask students to discuss why they should consider visiting/working in occupations that they might find interesting. Possible answers include: to ensure that occupation really appeals to the student; to discover the student does not like*

that type of work (better to find out now); to experience the work environment; better to find out now rather than spend lots of money and time training for a job you will not like.

3. *Distribute Handout #4, **Work-based Learning Opportunities Investigation**, to students. Review the directions, ensure students understand them, and have students complete the activity. Collect the handouts once students have finished.*

Evaluation:

Students will be evaluated on their participation in the class discussions and on their handouts.

Work-based Learning Opportunities Defined
9th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

Work-based learning programs offer hands-on workplace experience and opportunities to learn work-related skills and abilities not acquired in a classroom. In addition, these programs may increase your prospects for future gainful employment and postsecondary education. Many work-based learning opportunities are available through your school.

Field Trips: Specially planned field trips to businesses and industries provide opportunities for groups of students to explore different workplaces. When students are well prepared beforehand, they ask probing questions about workers' backgrounds and interests, in addition to questions about the product or service provided and the knowledge and skills required for doing the job. This learning experience provides students with knowledge that better prepares them to select secondary and postsecondary programs of study related to their career choice.

Job Shadowing: The student "shadows" an employee at a workplace for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students refine their career objectives, select a career focus area for the latter part of high school, and participate in a more advanced level of work-based learning.

School-Based Enterprises: A school-based enterprise involves students producing goods and services as part of their educational program of study. The students plan, implement, conduct, and evaluate the operation of the business, including the production and distribution of goods and/or services. These enterprises may range from building houses, running restaurants, or managing school stores to publishing periodicals and newspapers, conducting marketing research studies for local business and industry, or engaging in small-scale manufacturing.

Entrepreneurial Ventures: Entrepreneurship experiences assist students in developing the competencies needed to own and manage enterprises. Students plan, implement, operate, and assume the financial risk in a business that includes production and distribution of goods and/or services. Students must maintain complete and accurate records. An entrepreneurial experience provides students with the opportunity to develop the necessary skills and competencies to become established in their own business or to gain employment.

Work-based Learning Opportunities Defined, Page 2
9th grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)

Internship/Practicum: An internship/practicum tends to be a one-time, short-term placement that is directly related to a student's program of study and typically begins after completion of school-based learning in a student's career focus area or a related academic area. These placements are usually for intense observation of how a job is performed in a specific career area.

Clinical Experiences: Clinical experiences are available primarily in the health and medical career areas and include such career-focus areas as allied health services, dental health, medical/physician professions, and veterinary medicine. They can also be available for human resource and legal career areas and include childcare, counseling, food service, law, and social and family services. Clinical experiences are different from other structured work-based learning programs in that they require on-site supervision at all times by a certified teacher, school-based personnel with a medical or social work degree, or a work-based instructor with these same qualifications.

Cooperative Education: Cooperative education programs are the most commonly available form of work-based learning, designed to assist students in making the transition to careers. Cooperative education programs feature agreements between schools and employers to provide on-the-job experiences that relate to a student's career focus. In a typical cooperative education program, employers provide paid part-time jobs in the student's career field.

Youth Apprenticeship: Youth Apprenticeship offers students both school-based and work-based experiences. The school-based portion provides a highly structured curriculum integrating both academic and occupational experiences; the work-based portion provides a paid on-the-job training experience that is related to the curriculum. The emphasis is on contextual, real-world learning through extensively structured work-place experience. Youth apprenticeship is usually two to four years in length and stresses more formal linkages between academic and occupational disciplines and between the classroom and the workplace that should result in a student acquiring sophisticated technical skills.

**Work-based Learning Opportunities Investigation
9th Grade Career Development Advisement Activity #3
Teacher as Advisor Program (TAP)**

Student name: _____

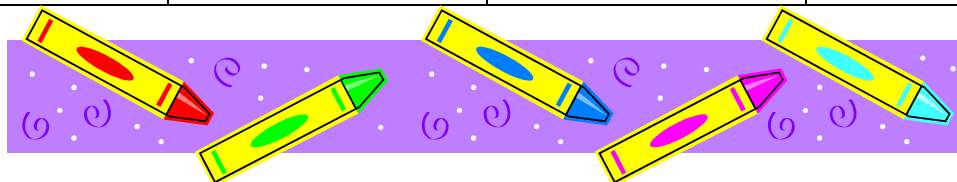
Advisor: _____

Date: _____ Due Date _____

Directions:

1. Circle each type of work-based learning opportunity available at your school and describe what they are. Put a check beside one that interests you.
2. Discuss field trips and job shadowing and ways to begin some entrepreneurial and school-based enterprises. Add your ideas in each box. Remember work-based learning will help you find out what you don't want to do for 30 years!

Field Trips	Job Shadowing	School-Based Enterprises	Entrepreneurial Ventures
My Ideas	My Ideas	My Ideas	My Ideas
Intern/Practicum	Clinical Experiences	Cooperative Education	Youth Apprenticeship
My Ideas	My Ideas	My Ideas	My Ideas



Refining My ICP
9th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)
Estimated time: 30-45 minutes

National Career Development Standard/Competency

1. Understanding the influence of a positive self-concept
 - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
4. Understanding the relationship between educational achievement and career planning
 - Describe the relationship of academic and vocational skills to personal interests
 - Describe how education relates to the selection of college majors, further training, and/or entry into the job market
9. Skills to make decisions
 - Demonstrate responsibility for making tentative educational and occupational choices
 - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
 - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
12. Skills in career planning
 - Develop an individual career plan (ICP) updating information from earlier plans, and including tentative decisions to be implemented after high school

Goal:

Students will review and revise their individual career plans (ICP).

Objectives:

- Evaluate ICP and revise/refine based on that evaluation
- Understand the relationship between educational goals and life goals

Materials:

- 9th Grade Career Development Advisement Activity #5 handout - **Refining My ICP**
- Pen or pencil

Activity:

1. *Greet students:* “Welcome to advisement. The last time we talked about career planning we talked about work-based learning. If you have questions, see your counselor; they will be happy to assist you. Today we’re going to discuss reviewing and updating your ICPs. You created your ICP in the eighth grade. Remember the steps you took in creating it?” *Ask students to recall the process they used to create their plans: using the GCIS My Plan procedures, updating assessments as needed, consulting with parent/guardian and teacher advisors.*
2. “Now that you’ve implemented your plan during the ninth grade, how do you think it’s going? Are you still on track with the plans you made in eighth grade or have things changed?” *Allow students time to discuss these questions.* “Are there any extracurricular activities, clubs, or work-based learning programs you’re interested in now? Should these be part of your ICP?” *Allow students time to discuss the questions. Remind students that these activities in GCIS are important to their future work. They will all be expected to work a job*

one day and the more information they can gather, the better decisions they can make about preparation for that job. Most jobs require education beyond high school. So the more information they have about selected jobs, the better they can select the classes and programs to take at the high school.

3. “It’s a good idea to review your plans with your parents/guardians every year so you can refine the plan to reflect your current interests.” *Distribute Handout #5, **Refining My ICP**, to students, review the directions, ensure they understand them, and have them complete the activity by the due date.*

Evaluation:

Students will be evaluated on their participation in the class discussions and on their handouts.

Refining My ICP
9th Grade Career Development Advisement Activity #4
Teacher as Advisor Program (TAP)

Student name: _____

Advisor: _____

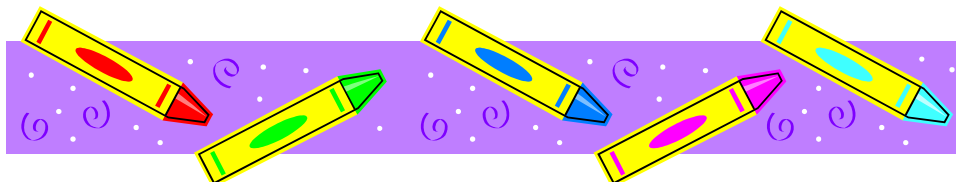
Date: _____ Due Date _____

Don't wait; take your next steps toward your goals. Along the way, consider your progress and make adjustments as needed. Remember, you are not in this alone. Many people will be interested in helping you follow your dreams. Locate your allies to support you on your life journey.

Life is not a destination so enjoy your journey. As you change and the world changes around you, the place you thought you were heading may not look as enticing. Be open to change, but be thoughtful in your plans to keep the doors of opportunity open. And remember education, training, and good planning are the keys to your future.

Directions:

1. Log into GCIS using your personal portfolio User Name and Password.
2. Click on **My Portfolio Main Menu**, click on **My Plan**, then click on **My Individual Career Plan** to locate your previously created plan.
3. Review your plan with your parents/guardians. Discuss any changes or adjustments you need to make to your plan.
4. Use the **My Plan** procedures to update any information and make any revisions you and your parents/guardians think is necessary.
5. Once you've refined your ICP, print it out, and have your parent/guardian sign the completed ICP to hand in to your teacher advisor by the due date.
6. If you have problems or concerns regarding your ICP, remember you have counselors, parents, and teacher advisors that will be willing to help you. Always ask questions when you are puzzled about a situation or decision. This is your future and you don't want to make mistakes in the course work you choose to take at the high school or the programs in which you choose to participate.



High School Opportunities and Options after High School

9th Grade Student/Parent Workshop

Career Development

Goal

Participants will investigate local high school programs and activities and educational opportunities after high-school graduation.

Objectives

- Understand extra-curricular, student organization, postsecondary-credit, and work-based high school programs
- Understand students have options regarding educational and training after high school
- Understand students choices after high school is dependent on a career focus
- Explore high school curriculum and graduation requirements
- Investigate the HOPE grant and scholarship program
- Understand the importance of maintaining a B average beginning in the 9th grade or before if 8th grade math and foreign language are counted for HOPE awards
- Understand the important connection between school and work in the career planning process

Delivery

- Counselors can customize the PowerPoint presentation for local system requirements, programs, initiatives, and local policies (i.e., promotion/retention policy)
- Optional: Link to GCIS in the presentation (time may not permit). If time does not permit, use the slides in the presentation to give parents/students an overview of the type of files located in the program
- Use transparencies copied from the PowerPoint presentation if an LCD projector and laptop are not available

Materials/Personnel Needed

- High school guidance staff/principal
- LCD projector and laptop OR transparencies and overhead projector
- PowerPoint presentation located at www.GeorgiaCRN.org; 9th grade
- Career planning resources such as handouts, GO Center resources, other career-related web sites

Planning Considerations

Date and time- Keep your date relevant to the type of workshop you are conducting. Make sure you're giving the information far enough in advance to be helpful. Avoid nights that coincide with major entertainment or athletic events, community or PTA functions, or those too close to a holiday. Choose a time late enough in the evening (7 pm) to include the widest majority of your working parents but not so late as to discourage parents from attending. Provide babysitting services—utilize the child development class from the high school.

School approval- Once approval is received, confirm and reconfirm that your program is on the master calendar.

Location and Set-up- The workshop will have more impact if it is done at the high school. Middle school parents will enjoy the new environment. The room should be large enough to accommodate the number of attendees you anticipate. If you have decided to make a hands-on GCIS presentation, secure the computer lab. If you have good parent participation, you may consider a separate parent workshop for GCIS. Set up the room so parents can see and get handouts efficiently. (Handouts should be in packets, preferably in folders, in the order of your presentation).

Publicity- Publicize, Publicize, Publicize. Get your information to parents early and often. Utilize your PTSA/PTO organization. Mail flyers to parents if funding permits (if report cards are mailed home prior to meeting date, send a flyer). Advertise on your school website or on the kiosk in the front office if available. Use incentives to get students/parents to attend.

Format and Handouts- Since your purpose is to disseminate information and the one-hour-15-minute time frame will limit the time for discussion, have enough handouts for **everyone!** Print your PowerPoint presentation as handouts so parents will have something to follow. An agenda would help parents and provide names, titles, and how parents can reach counselors and administrators. Do not overlap information - make your handouts count! Avoid information overload. Let parents know you understand how overwhelmed they must feel about this amount of information. Reassure them that you will be available by telephone or email to address questions or other needs that may occur as a result of the information received. Create packets of information. Please **do not** let parents pick up individual pieces of paper nor pass out individual pieces during the presentation.

PowerPoint- If you are unfamiliar with PowerPoint, have students or your tech specialist assist you. If you do not have the proper computer equipment, make transparencies from the slides. The **9th Grade Student/Parent Smart Choices: Review of High School Opportunities and Options after High School PowerPoint** is available: <http://www.GeorgiaCRN.org>.

My 411: My Calendar
9th Grade Career Development Advisement Activity #5
Teacher as Advisor Program (TAP)
Estimated Time: 30-45 minutes

National Career Development Standard/Competency:

4. Understanding the relationship between educational achievement and career planning
 - Describe how skills developed in academic and vocational programs relate to career goals
 - Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements
10. Understand the interrelationship of life roles
 - Describe factors that determine lifestyles

Goal:

Students will learn how to use a calendar for academic, career, and personal planning.

Objectives:

- Identify items to mark on a calendar
- Learn how to use My Calendar on GAcollge411.org for academic, career, and personal planning
- Describe the benefits of using a calendar for planning and organization

Materials:

- Computer with Internet access (If you have not already created an account on GAcollge411, do so prior to the activity. Go to www.GAcollge411.org and click on Create an Account.)
- Projector
- Paper
- Writing utensils

Activity:

1. *Greet students as they enter the room.*
2. *Ask the class why it is important to be organized. Why is it important to plan ahead? (You can fit more into your day and life. You won't forget about due dates, tests, deadlines and other important events. You lead a more productive and less stressful lifestyle when you are organized. When you plan ahead, you can reach your goals that you otherwise wouldn't accomplish.)*
3. *Ask students how organizational and planning skills would be helpful in college and in their careers. Discuss the importance of learning these skills now so they already have them perfected when they begin college and their careers.*
4. *Talk about the value of using a calendar to stay organized and prepared for important events and responsibilities.*

5. Instruct students to jot down some items that might be entered into a calendar. After students have a few minutes to list ideas, have a volunteer record the items on the board. A list of items might include: homework assignments, upcoming tests, projects, birthdays, vacations, team practices, school pictures, club meetings, deadlines, etc.)
6. Ask students what details are important to know when entering an item into a calendar (time, date, place, etc.)
7. Choose a few items from volunteers to enter into My Calendar:
 - a. Go to www.GAcollge411.org.
 - b. Log on.
 - c. Click on My 411. Scroll down to My Calendar.
 - d. Click on Add an Event.
 - e. Ask volunteers to give the title and details of the event (see below).
 - f. Remember to click Add Event at the bottom of the screen when you are through entering the information.

Address <https://secure.gacollge411.org/MyMentor/calendar/addevent.asp?12020>

[Career Info](#)
[Student Planner](#)
[GA Colleges](#)
[Applications & Transcripts](#)
[Paying for College](#)
[GA College Savings Plan](#)
[Adult Learner](#)

You are logged on as judyrangel

[Create an Account](#)
[Log Off](#)
[My 411](#)

[Introduction](#)
[My Profile](#)
[My Career Portfolio](#)
[My Student Portfolio](#)
[My Colleges](#)
[My Applications](#)
[My Recruiter](#)
[My Transcripts](#)
[My Calendar](#)
[My Financial Aid](#)
[My Mail](#)
[Ask an Expert](#)

My Calendar

Add an Event

[Daily View](#)
[Weekly View](#)
[Monthly View](#)
[Manage Events](#)
[Add an Event](#)
[Preferences](#)

For one-day events, you may set either a beginning or ending date. Setting the time is optional.

You can input up to 50 characters in the event title field and 250 characters in the event detail field.

Event Details			
Event title:	<input type="text"/>		
Event detail:	<input type="text"/>		
Category:	Unfiled		
Begins on:	<input type="text"/>	at	HR : :00 AM
Ends on:	<input type="text"/>	at	HR : :00 AM

[Add Event](#)

8. After several entries have been made into My Calendar, click on:
 - a. Daily View
 - b. Weekly View
 - c. Monthly View
 - d. Manage Events

This will allow students to see how the information is displayed throughout the calendar.

9. *Generate ideas from students as to how they could use My Calendar to help them plan. Some students may see it as a way to plan for college, others may use it to help them stay organized in school, and others may use it to keep track of important dates such as birthdays, practice, and deadlines.*
10. *Reiterate the importance of using My Calendar to plan and organize in high school so their skills are refined for their future careers.*

Evaluation:

Evaluation is based on oral and written responses and participation in class activity.

Modifications:

If a computer lab is available, allow students to enter their own items into My Calendar after you have demonstrated the process. Allow students to explore how their calendar entries look in a daily, weekly, and monthly view.

Paying for College: Scholarship Search
9th Grade Career Development Advisement Activity #6
Teacher as Advisor Program (TAP)
Estimated Time: 30-45 minutes

National Career Development Standard/Competency:

6. Skills to locate, evaluate, and interpret career information
 - Demonstrate use of a range of resources
9. Skills to make decisions
 - Identify steps to apply for and secure financial assistance for postsecondary education and training
12. Skills in career planning
 - Describe school and community resources to explore educational and occupational choices

Goal:

Students will conduct scholarship searches.

Objectives:

- Define financial aid terms
- List important components of a scholarship
- Identify interest, skills, and accomplishments for which a scholarship would be awarded
- Conduct a scholarship search on GAcollge411
- Identify and avoid scholarship scams

Materials:

- 9th Grade Career Development Advisement Activity #6 handout - **Scholarship Scams: Don't fall prey to a con artist**
- Computer with Internet access (It is not necessary, but beneficial, for the instructor and students to have accounts on GAcollge411. Go to www.GAcollge411.org and click on Create an Account.)
- Projector
- Paper
- Writing utensils

Activity:

1. *Greet students as they enter the room.*
2. *Tell the class that they will be learning about scholarship searches.*
3. *Ask students if they know anyone who has received a scholarship. What details do they know about the scholarship?*
4. *In groups, allow students a few minutes to write questions they might ask to find more information about a certain scholarship. Ask a volunteer to record answers on the board. A list of items might include:*
 - a. *What is the name of the scholarship?*
 - b. *What are the requirements?*

- c. *How do I apply?*
 - d. *When is the application deadline?*
 - e. *Who is sponsoring the scholarship?*
 - f. *What is the contact information for the school or contact person?*
 - g. *How much is it worth?*
 - h. *Is it renewable?*
 - i. *How many scholarships will be awarded?*
5. *Instruct students to keep these questions in mind as you conduct a scholarship search.*
- a. *Go to www.GAcollege411.org.*
 - b. *Click on the green Paying for College tab.*
 - c. *On the left menu, scroll about half way down and click on Scholarships & Grants. Review this page with your students, explaining the difference between scholarships and grants. Remind students that today, the class will be focusing on scholarships, but there are other sources of financial aid, including grants, loans, and work-study programs.*
 - d. *Scroll down and click on Scholarship Search Tool (or Financial Aid Search Tool). Read the instructions aloud to students. Allow students a few minutes to list interests, skills, and accomplishments for which a scholarship would be awarded. Ask volunteers to suggest key words to enter into the search tool. Click on one or more of the matching scholarships to learn about details for that particular scholarship.*
 - e. *When you have searched a few scholarships, hit the Back button until you reach the Scholarships & Grants page again. Scroll to the bottom of the page and click on Scholarship Scams.*
 - f. *Distribute the **Scholarship Scams** handout to students. Read the information together.*

Evaluation:

Ask students to rejoin their groups. Instruct students to think about what they learned today. Taking turns in the groups, direct students to finish the following sentence:
Today I learned...

Modifications:

If a computer lab is available, allow students to conduct their own scholarship searches after directions and a demonstration have been given.

Scholarship Scams: Don't fall prey to a con artist
9th Grade Career Development Activity #6
Teacher as Advisor Program (TAP)

Most information about scholarships is available for free on the Internet, from your high school guidance counselor, or the financial aid office of the college you plan to attend. Be careful about spending any money trying to track down sources of college financial aid.

Scholarship search companies may charge hundreds, even thousands of dollars to give you a list of scholarships. That's money better spent paying for college. With a little detective work, you can find financial aid sources yourself.

Your guidance counselor should have information relative to scholarship sources for Georgia students. After talking with your counselor, contact the financial aid office of each college you're interested in to discuss financial aid programs.

You should also attend any free financial aid workshops sponsored by your high school, local colleges and universities, or the Georgia Student Finance Commission (GSFC). Don't confuse free events with events sponsored by companies offering services for a fee.

The Internet can also be a valuable resource tool for free scholarship sources, but beware of sites that ask for a credit card number.

Remember: Web sites are not regulated by anyone. A scam artist can set up a great-looking site, rake in money, and then shut down.

Common Cons

The Federal Trade Commission cautions students to be especially skeptical about scholarship search companies and Web sites that claim:

"The scholarship is guaranteed or your money back."

Read the fine print. To get a refund, you may have to receive a letter of rejection from **every** source on your list. That may be impossible to do if a scholarship on your list is no longer offered. Some companies have even been accused of providing fake sources to make sure you can't get a rejection letter. The fine print may state that **all** types of student financial aid are included, so if you get a loan but no scholarships, you can't get your money back.

"You can't get this information anywhere else."

Nearly all the information can be found by working with your guidance counselor and college financial aid officer, visiting your high school or public library, or doing your own free online at:

http://www.gacollege411.com/FinAid/Scholarship_Search/default.asp

"I just need your credit card or bank account number to hold this scholarship."

Never give these numbers to a person or company you're not sure about. Someone with your credit card number can charge something to your card, and someone with your bank account number can make withdrawals — without your knowledge.

