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Explore Your Feelings about Going to College

TRANSITION OBJECTIVE

Students will participate in activities to give them an understanding of what it feels like to be on a college campus.

RELEVANCE TO SUCCESSFUL TRANSITION

Students form opinions about college life based on isolated situations they hear about or from the media. Dispelling myths about campus life and providing facts about the expectations and responsibilities of being a college student will help them have a more realistic view.

INSTRUCTIONAL SEQUENCE

□ STEP 1: Update Journal

Two things I want to ask about college . . .


□ STEP 2: Convene Roundtable

"One reason I might go to college is _____."

□ STEP 3: Advance Organizer

"Today you will explore your feelings about going to college."

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PERSONAL MANAGEMENT: Unit 3 LESSON 9

College
An Imaginary Journey

I saw:	I was curious about:
I felt:	I was concerned about:
I heard:	I think I will:

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"Let yourself use your imagination to experience this as if it is real. (Pause) See yourself on a college campus. If you have not have been to a college campus, think of one you've seen in a picture, on TV or in a movie. Picture yourself as a new college student. Imagine how it feels (pause). You are walking across the campus with your books in your backpack. You are going to your first class. Keep walking and think about what you see. (Pause). What do you hear? (Pause). Is there a particular smell? How do you feel? (Pause). Are you excited? Nervous? Shy? Worried? Curious? Safe? Comfortable? (Pause). Picture yourself entering your new classroom. You are walking in with a group of students. How do they look? Walk over to a desk and sit down. Imagine you are looking around. What do you see? Now slowly begin to bring yourself back to this room and open your eyes. Hold those feelings and thoughts."

Immediately following the imaging activity, have students complete the worksheet **College: An Imaginary Journey** by reacting to each statement with a phrase or a drawing. Go over the directions and each statement if needed. Have students share their reactions with a partner for two minutes. Next discuss the statements from the activity guide with the class. As students share their feelings, write them on the board. Summarize the information on the board and note that

□ STEP 4: Activity - 25 Minutes

Do the following imaging activity with the class: "Close your eyes while we take an imaginary trip.

some of the feelings we have are based on the unknown, because we have had limited experiences.

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PERSONAL MANAGEMENT: Unit 3
LESSON 9

The Facts about College Life

Read through the following statements and mark true or false

1. There is an age limit for going to college. ☐ true ☐ false
2. When you go to college you cannot work at the same time. ☐ true ☐ false
3. All students must live on the college campus in dormitories. ☐ true ☐ false
4. College classes take all day like high school. ☐ true ☐ false
5. There are no fees to enter college. ☐ true ☐ false
6. College teachers are called professors. ☐ true ☐ false
7. You can be dropped from a college class if you are absent more than three times. ☐ true ☐ false
8. You can only go to college if you plan to graduate. ☐ true ☐ false
9. In college you can choose the number of classes you take. ☐ true ☐ false
10. Everybody must take a college entrance exam. ☐ true ☐ false
11. If you are having trouble in classes you can go to a learning center to get help. ☐ true ☐ false
12. If you have a disability you can get assistance to meet your individual needs. ☐ true ☐ false

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☐ STEP 5: Activity - 20 Minutes

Go over the following with students: "Thinking about your feelings and sharing them honestly with the group helps you identify

things you will need to know before you can think clearly about college as a choice for your future. Some of the things you imagine about college life are true and others are not. To find out facts about college, you are going to take a true-false test together in small groups. After the test you will check your papers and learn more about college life." Students complete **The Facts about College Life**. Go over the test and discuss the answers with the class.

☐ STEP 6: Evaluate Outcomes

"One thing I learned about college is ____."

☐ STEP 7: Connecting Activity

Invite a speaker from the local college or university to talk about college requirements and campus life. Invite a former student who is now in college to speak to the class about his/her experiences. Encourage the students to ask questions about the cost of college, what they know about financial aid and what they learned about how to pay for college.

KEY WORDS

imagination

**campus
concern**

**professor
curious**

**college
courses**

journey

MATERIALS AND PREPARATION

- Student Handouts: **College: An Imaginary Journey**, page 129; **The Facts about College Life**, page 130.
- Prepare for the imaging activity.
- Prepare to discuss the realities of college life. Become familiar with the test answers: 1-5 are false and 6-12 are true. Invite a speaker from a local college to talk about college requirements and campus life.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Esteem, Sociability, Integrity/Honesty