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# Texas GEAR UP: Website Tour

## Lesson Plan





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Subject: TXGU Website

Grade: 7-12

#### Objectives:

- U To make middle school and high school students aware of the Texas GEAR UP program and its corresponding website.
- U To define what Texas GEAR UP is and does, and why students should take advantage of it.
- U To review the main features of the Texas GEAR UP website, and ensure that students know how best to use it.
- U To introduce the students to their Texas GEAR UP coordinator, and encourage them to meet with their coordinator to learn more about college and career readiness and how Texas GEAR UP can continue to help them.
- U To collect feedback not only about this activity, but also about the website itself and what other activities/features the students would like to see from Texas GEAR UP in the future.

#### Resources/Materials:

- U Computer (with the PPT file loaded on it) and portable speakers
- U Projector, projection screen, and appropriate A/V cables
- U Copies of the Student Feedback Form
- U Pens/pencils

#### Preparation:

- U Allow yourself at least 30 minutes to set up the room prior to the session. This assumes you have already reviewed the lesson plan and

are familiar with the basic flow and how to facilitate the interactions. Also assumes you have functional knowledge of PowerPoint.

**1. Customize the PowerPoint slides:**

- ✦ Open the accompanying PPT.
- ✦ Review the slide show and customize the information on the slides where indicated (such as your name, your school name, your contact information—anything in RED).
- ✦ Save. Study the entire slide show.

**2. Open the Texas GEAR UP website in TWO browser windows:**

- ✦ First window is on the **Home Page**:
  - ✦ Make it **full screen** and ensure that the **video** on the home page plays without issue and the volume is at an appropriate setting.
- ✦ Second window is on the **Discover You results page**:
  - ✦ **HOW TO GET THERE** – go through and use the Discover You tool yourself, selecting career criteria, until you have a results page—that’s the page you want to keep open in this second window.

**3. Once both are opened and have been tested, minimize the two windows on the desktop.**

**4. Open the accompanying PPT, or if it is already open, make it full screen, and have the first slide already on screen as the students come in.**

Make enough copies of the **Student Feedback Form** so that every student can fill one out at the end of the activity.

Time Block	Lesson Sequence	Teaching Strategies
00:00 to 05:00	<p><b>Introduction</b></p> <p>Introduce yourself and welcome the students to the Texas GEAR UP website tour. Get them to immediately engage with you or each other using any of the following <b>Interaction Options</b>:</p>	<p>&gt; Gauge atmosphere of group to determine best interaction.</p>
	<p><b>Option 1: Small Talk</b></p>	

	<p>Engage the students in small talk, using such prompts as:</p> <ul style="list-style-type: none"> <li>① “What’s a job someone in your family does that you know something about?” Give an example. (“My aunt is a nurse, and I know she works in people’s homes instead of hospitals.”)</li> <li>① “Have you thought about what you’d like to be when you grow up?”</li> <li>① “How hard do you think it will be to get your dream job?”</li> </ul>	<p>&gt; For smaller groups, maybe 4-5 students or less, or larger groups that seem particularly outgoing.</p>
	<p><b>Option 2: Introduce Yourself as Your Dream Job</b></p> <p>Ask the students to turn to someone next to them and introduce themselves as their dream job. (e.g. “Hi, I’m Lisa, and I’m a pediatrician.”) Have them interact with as many other students as possible. <b>Minute or less</b></p> <p>Follow-up question: “How hard do you think it will be to get your dream job?”</p>	<p>&gt; For a larger group, especially if they seem particularly outgoing.</p>
	<p><b>Option 3: Find Three Things</b></p> <p>Share with the students three things about yourself that are pretty interesting. (e.g. “I once spent a week in Paris, I like to go mountain biking, and I write songs.”) <b>This models appropriate, positive hobbies/activities to share.</b></p> <p>Advance the PPT to the <b>SECOND slide</b>, which has a <b>list of skills/interests from the Discover You quiz</b>. Tell the students these are some examples of interests/hobbies they may have.</p> <p>Then ask the students to turn to someone next to them and try to find three interests/hobbies that they have <b>in common</b> with the other person.</p>	<p>&gt; For a larger group, especially if they seem particularly</p>

	<ul style="list-style-type: none"> <li>U Let them know the list on the PowerPoint is just a guide. If they find other things in common, that's great.</li> <li>U Also, let them know it's okay if they can't find three things—just see how many they can find.</li> <li>U Monitor the discussion. If none of the examples work, encourage the students to discuss basic things like places they've been or books they've read.</li> <li>U Minute or less</li> </ul> <p>After, advance the PPT to the THIRD slide, which has a list of jobs from the Discover You quiz. Ask the students to tell their partner what kind of careers/jobs might match the things they had in common (e.g. "Draw cartoons" might mean you'd be a good graphic designer). Tell them they can use the PowerPoint list as a guide for matching jobs to interests they have in common—but let them know that it's fine if they come up with other jobs that aren't on the list. <b>Minute or less</b></p> <p>Advance the PPT to the <b>FOURTH slide</b>, and use it to preview what the students will be learning today (self-explanatory). Then advance the PPT to the <b>FIFTH slide</b> and engage the students with the question: "What is Texas GEAR UP?"</p> <ul style="list-style-type: none"> <li>U If students don't know and have no response, further encourage them to respond with: "What do you <i>think</i> Texas GEAR UP is all about?"</li> <li>U Validate responses around careers, jobs, or college readiness, preparation, etc.</li> </ul>	<p>tentative: low-pressure icebreaker.</p> <p>&gt; If there is an odd number, have one three-person group.</p> <p>&gt; If need be, offer the hint of: "What have we already been talking about today?"</p>
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	<p><b>Minimize</b> the PPT window and <b>maximize</b> the TXGU <b>Home Page</b> window. Set up that the students are about to watch a <b>video</b> that will introduce them to Texas GEAR UP and what it does. <b>Play video (length is 1:35), make it full screen.</b></p> <p>In summary, explain that the TXGU website is meant to provide all kinds of college and career readiness information not only for students, but for teachers and parents as well.</p>	
05:00 to 10:00	<p style="text-align: center;"><b>Website Tour: The Latest</b></p> <p>Let the students know that they'll now be taking a tour of the TXGU website and its main features.            *Note: The strategy for touring the site will be to use the <b>top navigation links</b> as ways into further examination of the site features.            Show them the top navigation bar, and tell them you'll be taking a look at <b>The Latest</b> first, and then click on the link.            Explain that this is the news section of the site.            Students can read articles or watch videos about all aspects of career and college readiness. Show them one of the following <b>News Options</b>:</p>	
	<p><b>Option 1: Game Like a Pro (Literally)</b></p> <p>Navigate to <b>Game Like a Pro (Literally)</b> - <a href="http://texasgearup.com/latest/why/game-like-a-pro-literally">http://texasgearup.com/latest/why/game-like-a-pro-literally</a></p> <p>Explain that this is an infographic showing where the top video game companies are in the U.S., as well as the top schools to study video game technology.            For more detail, click on the graphic, then click on it again to zoom in. Scroll down and highlight some of the info along the way (sample salaries like <b>\$63,500</b> for animators in the south, top studios like</p>	<p>&gt; If news about <b>career options</b> seems important to your group—especially if you know they're into games/technology—then go with this article.</p>

	<p><b>The Sims Studio</b>, and top colleges like <b>Southern Methodist</b> in Plano, TX).</p> <p>Return to the <b>Summary Page</b> to show the students they can <b>share</b> the article on Facebook or Twitter—click one of the icons to demonstrate.</p> <p>Point out how each website pre-populates the post for them in a fun way. (Facebook: “Heads-up! This story is totally worth checking out—trust me.”)</p>	
	<p><b>Option 2: What College Really Costs</b></p> <p>Navigate to <b>What College Really Costs</b> - <a href="http://texasgearup.com/latest/pay/what-college-really-costs">http://texasgearup.com/latest/pay/what-college-really-costs</a></p> <p>Explain that this is an infographic showing college costs in a variety of areas, as well as what students can expect in financial aid.</p> <p>For more detail, click on the graphic, then click on it again to zoom in. Scroll down and highlight some of the info along the way (average in-state costs for a 4-year college is <b>\$22,655</b>, <b>\$237 billion</b> is given each year in financial aid, and the average public school student gets <b>\$6,593</b> of that amount).</p> <p>Return to the <b>Summary Page</b> to show the students they can <b>share</b> the article on Facebook or Twitter—click one of the icons to demonstrate.</p> <p>Point out how each website pre-populates the post for them in a fun way. (Facebook: “Heads-up! This story is totally worth checking out—trust me.”)</p>	<p>&gt; If news about <b>college costs</b> seems important to your group—especially if you know their families struggle financially—then go with this article.</p>
	<p>Return to the <b>Home Page</b> and scroll down below the video to show that <b>three articles from The Latest</b> are featured here.</p> <p><b>Optional Interaction: Headline Discussion</b></p>	

	<p>Read aloud the <b>headlines</b>, then have the students turn to someone near them and briefly discuss what they think the articles may be about, based on those headlines. Say that they'll have <b>one minute</b>, and that after you'll ask one of the pairs to share what they came up with.</p> <p>① <b>While the students are discussing, walk around and monitor the conversations. Both monitoring and letting them know they might be called on should ensure the students stay on topic.</b></p> <p><b>*Note: There is no right or wrong here. It's just a mechanism to get them thinking about news that may be relevant to them.</b></p>	
10:00 to 20:00	<p><b>Website Tour: Educators' Lounge</b></p> <p>Scroll back up to the top of the Home Page and merely point out the <b>Educators' Lounge</b> link. Explain that this is a resource for teachers or guidance counselors to help their students prepare for college—let them know you'll be skipping over it.</p>	> This should be very brief.
	<p><b>Website Tour: Social Media</b></p> <p>Next, show the students the <b>Facebook</b> and <b>Twitter</b> icons at the top of the Home Page on the right. Clicking on these will take them right to the TXGU profile on each site—click on the Facebook icon as an example.</p> <p>Explain how they can use both of these social media</p>	> Also brief.



	<p>sites as resources for must-know information or late-breaking news regarding college and career preparation.</p>	
	<p style="text-align: center;"><b>Website Tour: <i>Discover You</i></b></p> <p>Next, click on <b>Discover You</b>. This section is fun and interactive: It's where students can find out what career they might be best suited for right now, and what steps they would need to take to get it. <b>Read the description</b> of the DY tool right there off the page (begins with: "Don't know what you want to do with your life?")</p> <p>Click on the <b>Plus sign</b> and you'll be taken to the start of the DY quiz. Tell them that the full quiz is 12 pages: Each page they'll answer questions about their interests. You'll show them just a couple pages. Choose to highlight this section using one of the follow <b>Quiz Demo Options</b>:</p>	<p>&gt; Base your walk-through of the DY tool on how much time you have.</p>
	<p style="text-align: center;"><b>Option 1: Do the quiz yourself</b></p> <p>Tell the students you'll show them a couple sample quiz pages, answering the questions as if <b>YOU</b> were looking for a career. Scroll through all the interest options on the first page, read them out loud, and select answers that are personal to you. Click <b>Next</b> and do the same thing on the next page.</p>	<p>&gt; Choose this option if you are time-constrained (<b>at or after the 15:00 mark</b>).</p>
	<p style="text-align: center;"><b>Option 2: Have the group do the quiz</b></p> <p>Tell the students you'll show them a couple sample quiz pages, and that the <b>GROUP</b> will answer the questions together. Scroll through all the interest options on the first page, read them out loud, and then ask the group to raise their hand if the choice applies to them. Select options that <b>half or more</b> of the group raises their hands for.</p>	<p>&gt; Choose this option if you have a good amount of time left in the lesson (<b>before the 15:00 mark</b>).</p>

	<p>Click <b>Next</b> and do the same thing on the next page.</p> <p>Tell the students that after completing the rest of the quiz, their answers will be processed and they'll be taken to a results page, like the one you are about to show them.</p> <p>At this point, <b>minimize</b> the current browser window, and <b>maximize</b> the pre-set <b>Discover You results page</b> window.</p> <p>Scroll down the page, showing the students the <b>various career results</b>, as well as the kinds of skills &amp; interests that were most selected. Also show them they can click on the Facebook or Twitter icons to “brag” about the career that was selected (click on the Twitter icon to demo).</p> <p>Click on the <b>top career choice</b> to show them the individual <b>Career Page</b>. Briefly walk them through the info on this page (skills &amp; interests, type of degree needed, average salary, future growth, hot areas in Texas for this career).</p> <p>Now go back to the <b>Discover You landing page</b> (use the link in the top navigation). Let them know that if they already know what kind of career they'd like to have, they can use the <b>Browse Careers</b> tool instead of taking the quiz.</p> <p>Time-permitting, as a lead-in, try any of the following <i>Interaction Options</i>:</p>	
	<p><b>Option 1: What do you want to be?</b></p> <p>Simply ask the group if they already know what they want to be when they grow up. Call on students, and ask follow-up questions, like: “What do you know</p>	<p>&gt; Skip the interactions entirely if you are already <b>at the 20:00 mark or beyond</b>.</p> <p>&gt; Choose this option if you are time-constrained (<b>approaching the</b></p>

	about that job?"	20:00 mark)
	<p style="text-align: center;"><b>Option 2: Pitch Yourself</b></p> <p>Ask the students to take a moment and think what kind of job they'd be good at. Give such examples as: <b>High School English Teacher, Scientist, Mechanical Engineer, Movie Director</b></p> <p>Then have them turn to someone next to them and "pitch" themselves for that job. Do the pitch yourself as an example: ("Hi, I'm Dave, and I'd be a very good scientist because I like science TV shows, I'm very curious about how the world works, and get all A's on my science tests.") Tell them to take turns. Say that they'll have <b>one minute</b>, and that after you'll ask one of the pairs to share their pitches.</p> <p><b>U While the students are pitching, walk around and monitor the conversations. Both monitoring and letting them know they might be called on should ensure the students stay on topic.</b></p> <p>To continue, click on the <b>Browse Careers</b> link. Say that you'll pull up some specific information about one career in particular. To determine which career, see which of the following jobs is most interesting to the students: <b>Graphic Designer, Computer Programmer, Lawyer, Nurse, Surgeon</b> (or any other job you know for sure is listed on the site).</p> <p><b>U Use the Category filter to determine what category that job would fit under.</b></p> <p><b>U Show them the other filters, such as minimum salary and hot jobs in Texas,</b></p>	<p>&gt; Choose this option if you are doing good on time (closer to the 17:00 mark).</p> <p>&gt; Choose a student who you already know is comfortable sharing with the group.</p>

	<p>but leave those alone for now.</p> <ul style="list-style-type: none"> <li>① Briefly go over the results.</li> </ul> <p>Explain that they can further filter their results by using the <b>Super Advanced Filters</b>.</p> <ul style="list-style-type: none"> <li>① Open up the advanced filters and use the Years of Study filter as a demo. Start with 2 years, then go up from there (if need be) until you get some results.</li> <li>① This filter will tell you that for all the careers that came up in that category, you must have at least (blank) years of college.</li> </ul>	
20:00 to 25:00	<p><b>Website Tour: Think Fast &amp; Survey</b></p> <p>Return to the <b>Home Page</b> and scroll down to <b>Think Fast</b>. Explain that this is a fun little game to test the students' knowledge of certain career fields.</p> <ul style="list-style-type: none"> <li>① Read the question and answer choices out loud, and then hover over each answer and ask: "Who thinks it's this one?"</li> <li>① Click the answer that got the majority vote—but if that choice is wrong, keep playing until they get the answer right.</li> <li>① Encourage them to play Think Fast on their own.</li> </ul>	<p>&gt; Cut this section entirely if time constrained (nearing the <b>25:00</b> mark).</p> <p>&gt; Do just one Think Fast question.</p>
	<p><b>Closing/Feedback</b></p> <p>Tell the students that's been a tour of the basic features of the TXGU website. <b>Minimize</b> the browser window and <b>maximize</b> the <b>PPT</b>, then advance the PPT to the <b>SIXTH</b> slide.</p>	

	<p>Walk through the points on this slide (self-explanatory).</p> <p>Advance the PPT to the <b>SEVENTH and final slide</b>, which is your contact info. Encourage them to contact you anytime with questions and to set up a meeting. Field questions if time permits.</p> <p>Then hand out the <b>Student Feedback</b> forms and pens/pencils, giving them just a couple minutes to complete the form and hand back to you before the session wraps up.</p> <p>Explain that feedback forms are to let you know what the students thought about the presentation, the website, and what if anything else they'd like to see from TXGU in the future.</p>	<p>&gt; Hand out forms by about the <b>23:00 mark</b>, no later than <b>25:00</b>.</p>
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## Post-Lesson:

### *Processing Feedback*

- U Collect the student feedback forms and, using a blank form as your master record-keeper for that group, average out the data—do the math, then circle the average rating for each 1 to 10 survey question.
- U For the final question on helpful activities, put the total number of circles by each activity.

This now gives you a sense of what is most compelling about the website and the tour (and what you may be able to adjust yourself for next time), as well as what kinds of activities you might try to set up or recommend for your area.

Scan and email your master record-keeper to [info@texasgearup.com](mailto:info@texasgearup.com) with the subject line “TXGU Student Feedback Results.” In the body of the email, please provide your name, title,

grant name, school, and grade—along with any additional thoughts or feedback of your own you would like to share.

### ***Follow-up Sessions***

Be prepared for follow-up appointments with students by having access to a printer in case they wish to take the Discover You quiz with you and print out their results. They may also have taken the quiz at home and could show up with the results in hand. Either way, use the indicated results as a springboard for discussion around things like:

- U Recommended classes to take in school now
- U Necessary GPA for college admittance
- U Outside-of-school college and/or career prep programs
- U Activities at their school they should become involved in
- U Upcoming TXGU activities that you'd recommend they (and their parents) attend