**LOOK2College** is narrated by Pete, a college student who encourages students to think about career options, how to be their best selves, and how to save for the future.

**RECOMMENDED TIME FRAME**
At a minimum, allocate one 45-50 minute class period to cover Look2College with your students. Many schools report using two to three class periods.

**GETTING STARTED**
For PowerPoint slides, see the Look2College presentation under “Professionals” at EducationQuest.org.

Ask three students to each read one of the statements in the bubbles on the Look2College cover. Continue to have students take turns reading text throughout the publication.

Consider showing “Skate” video at https://eqf.org/2VlXXHa to demonstrate that students have what it takes to make college possible.

- What do you want to be?
- How will you get there?
- Investing in yourself.
Students will explore career options.

1. Introduce the six career fields on page 2 and energize students by instructing them to move to opposite sides of the classroom based on their responses to the “would you rather” statements below. If some students like both or neither option, tell them it’s an exercise to expose them to the different options and to pick a side.

Each color-coded response matches a career field color. Tell students to place a mark in the corresponding color section of the career wheel on page 2 when they choose which statement best suits them.

<table>
<thead>
<tr>
<th>Left side of classroom</th>
<th>Right side of classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemble a bike or</td>
<td>Teach someone how to ride a bike</td>
</tr>
<tr>
<td>Create a video on the importance of saving or</td>
<td>Help a family open a savings account</td>
</tr>
<tr>
<td>Be a lawyer who fights for clean water or</td>
<td>Design a way to reduce air pollution.</td>
</tr>
<tr>
<td>Provide rehab to an injured athlete or</td>
<td>Provide mental health counseling for the athlete</td>
</tr>
<tr>
<td>Improve soil quality for growing food or</td>
<td>Create the soil company's website</td>
</tr>
<tr>
<td>Take a blood sample from a patient or</td>
<td>Examine blood samples under a microscope</td>
</tr>
<tr>
<td>Run a hospital's computer network or</td>
<td>Care for patients in the hospital</td>
</tr>
<tr>
<td>Plan and promote a music concert. or</td>
<td>Prepare food that sparks interest</td>
</tr>
<tr>
<td>Plan and construct a building or</td>
<td>Negotiate plans and costs to construct a building</td>
</tr>
</tbody>
</table>

2. Guide students through the two highlighted career fields on the top of page 3. See the PowerPoint for examples from other career fields.

   a. Expose students to Nebraska careers they can pursue with a variety of education levels. Download and print the Now/Next/Later career ladder posters at neworks.nebraska.gov. Click on “Labor Market Analysis” and choose “Career Ladder Posters” under “Publications.”

   b. To explain the difference between types of schools, read “Should I go to a 2-year or 4-year college?” at eqf.org/collegetype.

3. Ask students to consider their career options by responding to the questions on the bottom of page 3. Note the second question is referring to the six career fields on page 2.

Have more time? Try these activities:

ACTIVITY 1
Show students the top 10 ‘hot jobs’ in Nebraska by visiting H3.ne.gov (H3 = high wage, high skill, high demand).

ACTIVITY 2
Have students complete a career interest inventory. Free resources include:

- NebraskaCareerConnections.org – To access it, email support@kuder.com or call 877.999.6227. Explain that you’re from Nebraska with a statewide contract and need the access code for your school’s account.
- MyNextMove.org – Discover careers, education needed, and pay!
There are things students can do now to help them get to college.

Making good choices will help students develop strong character traits and learn study and organizational skills. This will help them successfully transition to high school and college.

1. Introduce the concept of character with this 3-minute video, “A Joy Story” at https://youtu.be/iR-JFks6uI0. Ask students to consider their thoughts about the bird at the beginning versus the end of the video. How did their opinion change as they gained a new perspective? How might they use this technique with people they interact with? What examples of good character did students see? Have them work with a partner to respond to character scenarios more “close to home” on page 4.

2. On page 5, read each “truth or lie” statement aloud and have students stand up for true statements, or sit down for lies. Then share the reasoning behind each one. **Answers:**
   - a. Lie: Use the same location because you will be familiar with the environment (lighting, temperature, seat) and have all your supplies ready.
   - b. Truth: Do your tough work first, while your brain is fresh. Save the easy stuff for when you are tired.
   - c. Truth: Your brain will be more awake earlier in the evening (and you won’t fall asleep reading).
   - d. Lie: Middle school grades won’t be on a high school transcript; however, the study skills you develop in middle school will follow you into high school. Ninth grade classes will be tougher and faster-paced. If you don’t have study skills in middle school, you will likely struggle in high school.

3. On the bottom half of page 5, ask students to “check” their current study and organization habits. Talk about study habits students have now and ones they can add to be a better student.

**Have more time? Try this activity:**

Have a backpack race! (This game will help students see the benefits to being organized.) Fill 2 backpacks with notebooks, books, binders, pens/pencils, clothes, etc. One backpack should be well-organized (every paper has a place) and the second one disorganized (think lots of loose-leaf paper).

Add a piece of paper with a large black “x” on it in an organized place in the first backpack, and crumpled up and difficult to find in the disorganized backpack.

Give the backpacks to 2 students and instruct them to search for the paper marked with an “x.” Typically, students with the organized backpack find the “x” first. Host a conversation with students about the benefit of an organized backpack (more likely to complete work, turn it in, get better grades).
INVESTING IN YOURSELF: (Pages 6-7)

**Students will learn the importance of using their time, energy, and money to prepare for the future.**

1. Have students work by themselves or with a partner to solve the math problems on page 6. (Answers: Short-term: 8 weeks, 2 months; Long-term: $480, and $1,920)

2. On the top of page 7, ask students to write 3 things they can do now to earn money. Watch ‘It Takes a Community – Valley County’ segment (1:45-2:38 minutes) at [https://iloveps.org/films/it-takes-a-community-valley-county-ne](https://iloveps.org/films/it-takes-a-community-valley-county-ne) to showcase ideas from young entrepreneurs.

3. Transition to “investing,” which is time, energy, or money students can spend to earn something bigger. Read the content on the second half of page 7, then watch the “4 Ways to Pay” video at [http://eqf.org/4ways2pay](http://eqf.org/4ways2pay) to introduce college financial aid options.

Ask students if they have talked to their parents/guardian about saving for college. Mention the NEST 529 College Savings Plan. Finally, have students complete the word scramble on page 7. (Answers: energy, good, fulfill, you).

**Have more time? Try these activities:**

**ACTIVITY 1**

Ask students to consider how they can be an entrepreneur now. Share poster-making supplies (paper, markers, color pencils). Instruct students to create a flyer with a good or service they can offer (car wash, jewelry maker, paint fences, window washing, other labor). Remind them to include name and contact information for a parent (ask permission first) on tear-off tabs, and encourage them to place the poster in a public place such as a grocery store, post office, or barbershop.

**ACTIVITY 2**

Have students identify their own desired purchases including the cost, a job they could do to earn that money, and the amount of money they will earn. Ask students to set up a math equation to see how long it will take to earn needed funds.

**WHO IS EDUCATIONQUEST?**

Read the back cover to students and then ask:

- What can you do with this publication now that it’s yours to take home? Who could you share it with?
- What is one action step you will take after today?

**WHAT’S NEXT FOR STUDENTS?**

*KnowHow2GO* provides 3 steps 7th and 8th grade students can follow to know how to go to college. Find details in the Professionals section at [EducationQuest.org](http://EducationQuest.org).