NEW MEXICO 4-H

Aggie Next Step

Preparing for a College Visit



Post Secondary Pathways

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AGGIE NEXT STEP Post Secondary Pathway Program — Prosper, Empower, Thrive

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College of Agricultural, Consumer and Environmental Sciences
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Extension 4-H Youth Development

Preparing For A College Visit

Lesson Focus

A college visit is an opportunity to experience the expectations, language, and professional behavior of college life. This lesson is designed to help students feel prepared and confident before stepping onto a college campus. Students will explore common college language, challenge myths about college life, practice asking thoughtful questions, and learn appropriate etiquette for a college visit.

Supplies

- Worksheets
- Handouts
- Pens/Pencils

Objectives

Students will be able to:

- **Translate** common college terms into everyday language.
- **Identify** misconceptions about college life and academics.
- **Prepare** meaningful questions to ask during a college visit.
- **Identify and explain** appropriate behavior during a college visit.

Preparation

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough assessments, worksheets, and handouts for each participant.

Activities

1. Have participants complete the *Pre-Assessment*.

2. Activate prior knowledge and help students challenge assumptions about college with ***Myth or Fact*** Move & Decide Activity. Designate one side of the room as MYTH and the opposite as FACT. Read statements out loud. After hearing each statement, students must decide whether they believe it is a myth or a fact and move to the side of the room that matches their choice. Ask volunteers to briefly explain their reasoning and reveal or clarify the correct answer. (Alternatively, you may also distribute the worksheet to students and allow them to complete it in small groups.)

3. Distribute ***The Language of College*** and briefly review terms as a whole group, so you can clarify any confusion. Allow participants to work in pairs to translate "college speak" into plain language on the back of the page.

4. Transition to the next activity by explaining that a college visit is not just about listening – it's about learning by asking questions. Distribute ***Asking Questions at a College Visit*** and briefly discuss why the college visit matters.

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Give participants time to review the question banks on both sides of the handout. Instruct them to choose at least 1 question from each category to ask during the visit. Then, encourage them to write 2 additional questions of their own.

5. Distribute ***College Visit Etiquette and Expectations*** and review instructions. Participants should read each expectation, check the corresponding box, and then sign to acknowledge their understanding.

6. ***Exit Ticket*** – Depending on time, this can be done as a class discussion, as an individual worksheet, as homework in class, or during the following class.

7. Have participants complete the *Post-Assessment*.

Reflection

A successful college visit depends on both preparation and behavior. The choices you make—what you ask, how you listen, and how you act—shape the experience for you and everyone involved

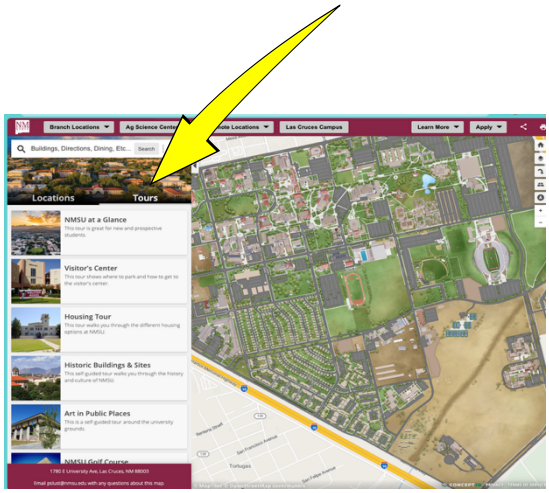


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Extensions

- NMSU Virtual Tour: Take a self-guided virtual tour of NMSU from a computer or mobile device. (Note: You will have to provide some personal information to NMSU to use the 3D tour.) https://admissions.nmsu.edu/virtualtour/

- Campus Map Tours: Explore the campus with these virtual tours that feature photographs and descriptions. (Follow the link and choose "Tours" tab on the left menu.) https://map.nmsu.edu/?id=1888#!ct/93895,93897,96303?s/



Differentiation

Content Support: Use the shortened *10 Essential College Terms* list instead of the full *Language of College* list.

Flexible Response Methods: During *Myth or Fact*, students may respond by moving, using cards or fingers, or providing written answers.

English Language Learners: Allow verbal responses in place of written ones and pair students with a supportive English-speaking peer.

Processing Time: Provide additional think time before students respond or share.

Advanced or Early Finishers: Challenge students to rewrite a myth as a fact or create additional high-quality questions to add to the class list.

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Resources

Optional Videos

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

NMSU Housing 2020
https://youtu.be/ymyTCV_8yPA?si=oRicqBmd13T8GS9R

NMSU Journeys Video Series
https://fast.wistia.com/embed/channel/lrlivwiqo8

NM Standards:

NM PED Standards: Career and Technical Education (CTE):
2.1.2: Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information
2.1.9: Listen to and speak with diverse individuals to enhance communication skills
9.1.1: Identify and demonstrate the use of positive work behaviors and personal qualities to be employable

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):
CRP-4: Communicate clearly, effectively, and with reason
CRP-9: Model integrity, ethical leadership, and effective management

Optional ELA Alignment (Grades 6-12)
SL1: Participate in a range of conversations and collaborations
R1: Read closely to determine what the text says explicitly and to make logical inferences
R4: Interpret words and phrases as they are used in a text

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