



CPV TRAINING ACTIVITIES

PART 1 ACTIVITY: ROAD MAP TO COLLEGE

Think back to when you were a K-12 youth and try to recognize the experiences that influenced your college access and success. Answer the following questions regarding your road to college and reflect on how you can use those experiences to be an influential College Positive Volunteer.

1. Reasons for College Attendance

Why did you choose to go to college? Did you always know you were going to attend?

2. Supportive People

List people who influenced your path to college and how they impacted you. These could be people who helped you understand the importance of college, helped you financially, or have been a positive role model in your academic career.

3. College Proximity

Was there a college near where you grew up? Did it have an influence on you and your post-secondary education plans? Did you ever visit campus as a K-12 student, and if so, how did it impact you?

4. K-12 Experience

Did your teachers or counselors provide you with the motivation and resources to apply for college? Did you take classes that prepared you for college? Did you have the opportunity to take Advanced Placement courses? If so, did you enroll?

5. Financing Your College Education

How did you pay for college? How did you find the funding sources you used?

6. Career Plan

Did your career goals influence your college attendance? How did you choose your college major? Did you ever participate in career planning activities while you were in school?



CPV TRAINING ACTIVITIES

PART 2 ACTIVITY: CREATING AN ACTIVITY LIST

You will be assigned an age group to consider while creating an activity list. Refer to the Toolkit to find two activities that would be appropriate for your K-12 student population, and then think of one more appropriate activity on your own.

Your K-12 Community Partner (elementary school, middle school, high school): _____

TOOLKIT ACTIVITY 1

Name of Activity: _____

Length of Activity (Event-Based, Short Term, Extended Term): _____

Additional Resources Required (if applicable): _____

Reason(s) Why This Activity Would Be Appropriate: _____

TOOLKIT ACTIVITY 2

Name of Activity: _____

Length of Activity (Event-Based, Short Term, Extended Term): _____

Additional Resources Required (if applicable): _____

Reason(s) Why This Activity Would Be Appropriate: _____

YOUR ACTIVITY 1

Name of Activity: _____

Length of Activity (Event-Based, Short Term, Extended Term): _____

Additional Resources Required (if applicable): _____

Reason(s) Why This Activity Would Be Appropriate: _____



CPV TRAINING ACTIVITIES

PART 2 ACTIVITY: DEVELOPING A PLAN OF ACTION

Think about how to respond to a range of situations you might encounter while working with K-12 youth will help you have a successful CPV experience.

Scenario 1

Shaina, a high school junior, is one of the youth in your community site and struggles with school. She told you last week that she got C's and one D on her report card. However, Shaina just said she would like to go to college, but she's not sure about what she wants to study. She just knows that college is a pathway to earning more money.

As a CPV, what might you say to Shaina?

Scenario 2

Eric and Hakeem are two of the youth who have been assigned to your work group. You overhear Hakeem taunt Eric, "Man, I saw your daddy pick up my garbage last week. When you grow up, you should stay in the family business and pick my kids' garbage." It's not the first time you've heard Hakeem tease Eric about his father's profession, but this time, you want to address it because the students are doing a "future career" activity.

As a CPV, what should you say to Eric or the entire group about professions and education?

Scenario 3

Maria's parents emigrated to the U.S. from Mexico. She would like to attend college but is aware that her parents may not be able to help her reach her goal. Neither of her parents has more than a high school diploma. Additionally, her mother speaks very little English.

As a CPV, what can you say to Maria to help her see college as possible? What could you do to support her goal?

Scenario 4

You are working on a college positive activity with a group of inner-city youth. However, the youth are not interacting with you and are not engaged in the activity. The students are from different ethnic groups and have different socioeconomic backgrounds than you. These differences between you and the students are contributing to a breakdown in communication.

What should you do to improve the communication with the youth and/or the CPV activity?

Scenario 5

Erica is a CPV, and her time in the community site is almost over. She is talking to you about her experiences and is questioning the value of her time with the youth. Erica asks, "What's the point? Do we really make a difference? These students will probably forget our names by the end of next week."

Assume you are the CPV team leader or the program administrator. What can you say to Erica to help her see the value of the program and/or her efforts?
