

## ENROLLING IN COMMUNITY COLLEGE OR VOCATIONAL SCHOOL

**Proficiency Level:** 2 hours + Extension Activity

**Vocabulary & Expressions:** Residency, transcript, entrance exam, meningitis immunization, names of different types of schools


**Language/Culture Point:** Vocational School vs. Community College

**Objective:** Students will understand the process of enrolling in vocational school or community college

**Materials:** School cards, Student Cards, example documents (application, transcripts, entrance exam scores, residency form, meningitis immunization, acceptance letter), enrollment cards, tape, red, green, and yellow Signal Cards, *computer lab*



### STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> <li>- School cards</li> <li>- Student Cards </li> <li>- Example documents</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Think-Pair-Share</li> <li>- Graphic Organizers</li> </ul>

### TEACHING ACTIVITY



- Bring examples of the documents that you need to enroll in school to class. These include: a school application, transcripts, entrance exam scores, residency form, meningitis immunization, and an acceptance letter. If possible, stop by a local vocational school or community college and ask for copies of each item. If not, use other realia to stand in for the documents. Additionally, before class, make school cards that represent the various technical schools, community colleges, and universities in your community. You can use school logos, or you can simply write the school names on index cards.
- Write the following questions on the board:
  - What are the signs and documents for?
  - Who are the people? What do you think they might want to do?
  - What do you think you need to do to enroll in school?
  - Have you attended one of these schools?
- Put the school cards, student cards, and example documents on the students' tables.
- As students arrive have them look at the cards and example documents and think about

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the questions on the board. They should think silently, then discuss with a partner. Finally, bring the class together to discuss their answers to the questions.

5. Make a KWL chart on the board about what the student know and want to know about enrolling in community college or vocational school.

### STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> <li>- School cards</li> <li>- Student Cards </li> <li>- Enrollment Cards </li> <li>- Example documents</li> <li>- Tape</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Word Sorts</li> <li>- Think Aloud</li> <li>- Using Pictures</li> </ul>

### TEACHING ACTIVITY

1. Present all of the school cards to the students. Sort them on the board according to type of school: vocational school, community college, or university. Briefly explain each as you sort. For example, “This is Austin Community College. I can get an associates degree so that I can continue at a local University. This is American Beauty School. It is a vocational school. I can get my beauticians license and work in a salon, but I cannot continue at a University.”
2. Choose one of the Student Cards and tell the class about the student, what school they could attend, and what they need to do to enroll in school. For example:

This is Kathy. Kathy wants to become a nurse. To be a nurse, you don’t need a degree, so she can look at vocational nursing schools. There’s a good vocational nursing program at (insert name of local school). It looks like there are several steps to enrolling in the program. Hmm. I think she would have to complete an application first. Then she has to take entrance exams so that they can see what she already knows. She also needs to show the school that she lives here by submitting a residency form, and they need to see her transcripts from other schools so that they can see her educational history. All schools also require a proof of meningitis immunization, so she needs to give them that too. Hopefully she’ll get accepted so that she can begin her education!

3. As you do the Think Aloud, hold up each enrollment card, and any necessary sample documents, and tape it to the board for the students to see. Explain what each document is as you go through the story.
4. Repeat the Think Aloud once or twice for the students.



**ENROLLING IN COMMUNITY COLLEGE OR VOCATIONAL SCHOOL****STEP 3: DISCUSSION AND COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

**TEACHING ACTIVITY**

1. Make true and false statements about the Think Aloud from step two and have students use their Signal Cards to indicate True/False/I don't know.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
15 minutes	- School cards - Student Cards  - Enrollment Cards  - Example documents	- Problem Solving - Think Aloud - Role Play

**TEACHING ACTIVITY**

1. Choose one Student Card and read it aloud to the class.
2. Do a Think Aloud to walk through the process of the student deciding where to study and enrolling in the school.
3. Using the Enrollment Cards, put each card in the appropriate place as you go through each step of the process, as well as each example document that goes with that step.
4. Once you have identified all of the steps, role play a dialogue between a student and a registrar. You can choose a student to read the dialogue with you or play both parts yourself. Example dialog:

Student: Hi, my name is Maria. I want to enroll in your school. Here is my application.

Registrar: Thank you. I also need your residency form, transcripts from your previous schools, entrance exam scores, and your proof of your meningitis immunization.



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Student: Here you go!



Registrar: Thank you!

Student: What else do I need to do?

Registrar: Now you wait for your acceptance letter. When you get it, then you can register for classes and begin your education!

Student: Thank you!



### STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"><li>- School cards</li><li>- Student Cards </li><li>- Enrollment Cards </li><li>- Example documents</li></ul>	<ul style="list-style-type: none"><li>- Problem Solving</li><li>- Role Play</li></ul>

### TEACHING ACTIVITY

1. Choose a different student card and read it to the class.
2. Then have the students walk through the process with you. Have them tell you where to begin in the enrollment process. Guide them as necessary as you choose each card and put it in order for the chosen student.
3. Approach an advanced student (or ask for a volunteer) and begin a conversation. Say, "Hi, my name is Maria. I want to enroll in your school. Here is my application."
4. Prompt the student to ask you for the remaining documents. As the student requests the documents, hand them the appropriate enrollment cards, along with the example document.
5. Then ask the student what comes next, and prompt the student to tell you to wait for your acceptance letter and then you can register for classes.
6. Model the conversation again with another student, and then with two students. You may choose to use the same student card so that students will see that the conversation is not scripted.

**ENROLLING IN COMMUNITY COLLEGE OR VOCATIONAL SCHOOL****STEP 6: PAIR OR SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
25 minutes	<ul style="list-style-type: none"><li>- School cards</li><li>- Student Cards </li><li>- Enrollment Cards </li><li>- Example documents</li></ul>	<ul style="list-style-type: none"><li>- Problem Solving</li><li>- Role Play</li></ul>

**TEACHING ACTIVITY**

1. Put students in pairs and give each pair one student card, a set of enrollment cards, and a set of example documents.
2. Students will work together to choose a school and put the example students' enrollment process in the right order.
3. After the students have the process in the right order, they will practice a conversation. Each person in the group will play each part (student and registrar). This will give each student an opportunity to practice requesting the documents needed for enrollment.
4. You may choose to group the students such that more advanced students can help less advanced students with the conversation, if needed. You may also give some students a copy of the example dialog to follow if needed.
5. When each group is finished, they will present their student/conversation to the class.
6. If any group has extra time, they can be given another student to work on.

**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes		<ul style="list-style-type: none"><li>- Graphic Organizers</li></ul>

**TEACHING ACTIVITY**

1. Make a chart on the board with one column labeled "Vocational School" and the other as "Community College." Put the name of one vocational school and one community college from your area in each column.
2. Talk with the students about the difference in each school. (Ex: At Paul Mitchell Salon,



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you can get a Beauticians Certificate, but not a degree. At Austin Community College, you can get an associate's degree and continue your bachelor's degree at a University.)

3. Have the students name more schools in your area and tell you which column each one is in.
4. Clarify that many community colleges also offer some vocational degrees.

### STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
15 minutes	- School cards	- Graphic Organizers

### TEACHING ACTIVITY

1. Place each of the school cards at separate tables. Have the students pick a school of their choice, based on the education they would like to pursue.
2. Once the students have grouped themselves, have them share with their group what education they want to pursue (nursing degree, vocational mechanics certificate, etc.)
3. Then have one student from each group tell the class what they want to study and what steps they need to take to enroll in their chosen school.
4. After each student has shared, the group will work together to complete their KWL chart. Students will filled out the L (Learned) column on their chart. If there is anything in the W (Want to Know) column that was not addressed, they can write that on a card to give to the teacher. These can be addressed during the extension activity.

**ENROLLING IN COMMUNITY COLLEGE OR VOCATIONAL SCHOOL****EXTENSION ACTIVITY**

Time Frame	Materials	Teaching Strategies
Varies	- Computer lab	

**TEACHING ACTIVITY 1: COMPUTER LAB**

**\*In this activity, students will look up the information for enrolling in the school and program of their choice. This activity assumes the students have computer and internet literacy skills.**

1. As students enter, have them discuss in groups of 2-3 what education they would like to pursue (thinking about the final activity from the previous class). What school do you want to enroll in? Which program in that school?
2. Take students to the computer lab. Allow students with low computer literacy to work with another student. Students with similar goals may also work together.
3. Help students to look up the website of their preferred school and program. Allow time for students browse the site to see if there are additional steps in the enrollment process that they did not learn in the previous class. Are there additional documents needed? Additional entrance exams? Any information sessions to attend?
4. Also allow time for students to look for answers they did not get during the original lesson for anything listed in the W column of their KWL chart.
5. After students have gathered their information, they will report their findings to the class.

**TEACHING ACTIVITY 2: GUEST SPEAKER**

1. Invite a guest speaker from your local community college, or a panel of speakers from community colleges and vocational schools, who can talk to students about enrolling in the school.
2. Have the speaker(s) begin by addressing all of the basic enrollment steps for their school.
3. Have the students prepare questions for the speaker(s). The instructor can also provide some basic questions for the speaker(s) to address.

