



# A1.

# WHO ARE THE COPILOTS IN MY LIFE?

## INTRODUCTION

Each lesson includes activities in which students learn from trusted adults (copilots) in their lives with whom they feel they can share and learn. This Introductory Activity was created to ensure that all students are able to identify their copilot(s).

## ACTIVITIES

### Part 1: Introduction to the *Believing the College Dream Curriculum*

10 minutes

- ➔ Describe the curriculum and how it will allow students to learn about:
  - Themselves
  - Their communities
  - Individuals and resources that will assist them on their pathway to college
  - Who will benefit from their success
  - What it will take for them to reach their goals
  - Challenges they may face along their pathway to college
- ➔ Talk about the ongoing activities in which they will share with and learn from someone they trust (in their family, community or school).
- ➔ Explain that they will develop a list of potential copilots to share with and learn from throughout these lessons.



## TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



## 45 MINUTES

Lesson may be extended over two to three days



## MATERIALS NEEDED

- Lesson Handout: *Who Are the Copilots in My Life?*

## LEARNING GOALS

- ➔ Students will be introduced to the *Believing the College Dream* curriculum.
- ➔ Students will brainstorm a list of individuals in their lives with whom they can share and from whom they can learn as they complete the activities.

### Part 2: Who Are the Copilots in My Life?

35 minutes

- ➔ For each of us, the number of people we see as copilots differs. Ask students to identify adults in their lives who are important (e.g., older siblings, cousins, aunts, uncles, parents, religious leaders, coaches, teachers).
- ➔ Model the completion of *Who Are the Copilots in My Life?* handout.
- ➔ Make sure to point out that each person they include in their handout will be referred to as a copilot for the purpose of the Preview and Reflection Activities throughout the curriculum.
- ➔ Distribute copies of *Who Are the Copilots in My Life?* handout and have students complete it.
- ➔ Have students share their answers with a partner.

- ➔ Have students share with the class all the different types of people they identified in their lives. Write all the types on the board and let the students know that they will be talking to all these people in their communities and exploring ways of working with them to make sure each student is successful.
- ➔ Explain to students that when completing assignments for this curriculum they do not always have to go to the same person and are also encouraged to talk to more than one person to complete a single assignment.

**Note to facilitator:** Be prepared to serve as a student’s copilot in the event one cannot or does not feel comfortable identifying an adult they trust at home or in their community. There are a few activities in which students will need someone who has experienced higher education, so be prepared to be that person if students cannot identify someone who has been to college.

## CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 4, 5, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers: People, Places and Environments

See *Appendix A* for complete curriculum standards descriptions.



# HANDOUT: WHO ARE THE COPILOTS IN MY LIFE?



NAME

Write your name on the plane. Write in the clouds the names of people you live with, work with, study with or play with. In the clouds, write the type of support each person gives you and the type of support you give him/her (examples include someone to talk to, someone to give me advice, someone to make me laugh, someone to teach me, etc.).

These are the copilots in your life who can support you on your pathway to college.

