

## Making ECMC College Nights Interactive Guide

Looking for ways to interact with your audience? Use some or all of the suggestions below. For each part of the presentation you'll see a corresponding activity to consider as well as the purpose.

How Education Can Change Your Life

| Activity | Purpose |
| :--- | :--- |
| Share your personal experience of how you (or your <br> child) chose the college attended. Ask parents/ <br> guardians in the audience to share their stories <br> about how they chose the college they attended. | Demonstrates the presenter has had the same <br> experience and allows presenter to make personal <br> connection with the audience. |
| Business card (small group opener) - have <br> students design their future business card showing <br> their profession, name, title, city and where they <br> hope to live/work. Invite students to share what <br> they've written. | This icebreaker can be a networking opportunity and <br> gets the crowd moving. |
| Ask audience to share how their job has given them <br> happiness outside the financial realm. | Helps the audience relate to why going to college <br> matters to them personally. |

## Choosing Your Path

| Activity | Purpose |
| :--- | :--- |
| Ask if a parent/guardian changed their major often. If <br> so, how often and how did they come to a final <br> decision. | Demonstrates changing majors is normal and a part <br> of the education process. |
| Ask students how many of them know someone who <br> has taken the SAT/ACT. What advice has that person <br> given them? Ask a few students to share that advice. | Gets students involved in sharing content/ <br> experiences. |

[^0]Choosing Your Path (continued)

| Activity | Purpose |
| :--- | :--- |
| Consider buying an inexpensive box of thank-you <br> cards. Hand out one card each time someone <br> participates from this point forward. | Energizes the crowd and rewards them for <br> participating in conversation. |

## Paying for College

| Activity | Purpose |
| :--- | :--- |
| Use the "Finished Files" slips of paper exercise at end <br> of this handout. | Demonstrates attention to detail and not overlooking <br> the small things that can help when applying for <br> financial aid. |
| Ask audience what is the key word in FAFSA. | Free Application for Federal Student Aid - highlight <br> the word "Free". |
| Ask audience how many hours they think it takes to <br> apply for scholarships. Divide the consensus answer <br> into $\$ 2,000$ to show the dollars per hour. | Demonstrates the time commitment is low <br> compared to the potential reward. |

## Next Steps

| Activity | Purpose |
| :--- | :--- |
| Invite audience to raise their hands to share one <br> thing they learned so far. Give a small prize to <br> each person who shares. <br> Have everyone in the audience stand up. Toss a soft, <br> easy-to-catch ball to someone in the audience. Have <br> that person share something, and then choose who <br> to toss the ball to next. | Audience provides a "sneaky review" of previous <br> topics. |
| Ask if anyone in the audience has visited the sites <br> provided in the presentation. If yes, ask a few <br> participants for a short summary of the site(s). | Enables other participants to contribute and educate <br> audience about resources provided in the <br> presentation. |
| Ask audience who the counselors are at the school <br> holding the ECMC College Night session. List the <br> names on a white board if available. | Enables students to connect a name to the high <br> school counselor resource. Acknowledge the high <br> school counselors' role in helping students plan and <br> pay for college. |

## Finished Files Exercise

Print and cut out the slips below. Give one slip to each participant. Ask each participant to read it to themselves then turn the paper over and stand up. After everyone has stood up, ask participants to sit down and read it once more. Have everyone stand up again when they have finished reading it.

Once everyone is standing, ask them to read it once more, as fast as they can and count the number of the letter "F." As soon as they're done counting, ask them to turn the paper over once more.

With the participants still standing, ask them to sit down if they counted two $F$, then sit down if they counted three Fs and so on until you get to seven. Reveal the appropriate number of Fs, which is six.

Finished files are the results of years of scientific study combined with the experience of years.

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