

**Brockport Migrant Education  
Scholarship Essay Workshop: Day 1  
Monday, November 11, 2019  
10:00 am - 2:00 pm  
Brockport Office**

**STAFF**      **Pat Caprio**  
                 **Heather Rowley**  
                 **Casey Rampe**  
                 **Yadira Bautista**

**WORKSHOP OBJECTIVES**

1. Our students have had to overcome major obstacles in their young lives. Processing these obstacles, recognizing their damaging effects, and identifying the positive character qualities they have developed as a result is a critical emotional skill. In these workshops, students will begin (or continue) developing this skill.
2. Being able to express complex and emotional concepts clearly and concisely is a social and academic skill that students must have to be prepared for adult life. These workshops will cultivate this ability.
3. Research shows that students thrive on a sense of connection and belonging. As migrant students, this feeling of belonging is often absent at school or in the community. Over the course of these workshops, students will engage in meaningful dialogue and activities with their migrant peers.
4. Students will understand the components of a successful scholarship essay so they can be prepared for upcoming college and scholarship applications.
5. Students will receive information and guidance regarding scholarships. Both during and after the workshops, staff will assist students in planning how they will find, apply for, and follow up on applications throughout the school year. Staff's focus will be on preparing students to advocate for themselves.
6. At the end participants will have composed an essay that can be used for college and scholarship applications.

**EVENT SETUP**

**Supplies** – laptop for each student, flash drives for each student, newsprint and stand, markers, dry erase markers and eraser, lined paper, folders, pens, pencils, sharpeners, white out

**Materials to print** - student sign in sheet, list of scholarships, Facilitator Agendas, three sample

essays (Carolina Sosa, Lyle Li, Migrant Ed #1), three sheets of poster paper to tape up on walls, Components of an Essay, all Essay Worksheets

**AGENDA:**

*As they arrive, students sign in on **Student Sign In Sheet** with name, school district, METS tutor, guidance counselor, other important teacher, and email address so we can follow up after workshop*

- |      |  |              |               |                      |
|------|--|--------------|---------------|----------------------|
| I.   | Welcome and Introductions  | <i>Pat</i>   | <i>10 min</i> | <i>10:00 - 10:10</i> |
|      | Everyone introduces themselves with name, school, grade  |              |               |                      |
| II.  | Why we're here   | <i>Casey</i> | <i>15 min</i> | <i>10:10 - 10:25</i> |
|      | A. What is a scholarship?  |              |               |                      |
|      | 1. Free \$ for college   |              |               |                      |
|      | 2. One of several types of financial aid   |              |               |                      |
|      | B. Where does scholarship money come from?   |              |               |                      |
|      | 1. Companies, colleges/schools, churches, organizations. They evaluate many applications and choose the best ones to receive the money.  |              |               |                      |
|      | C. Who is eligible for scholarship money?  |              |               |                      |
|      | 1. Can be based on financial need, background, academics, intended major, athletics, leadership/service, hobbies, creativity, personal characteristics, etc.   |              |               |                      |
|      | D. How can I get a scholarship?  |              |               |                      |
|      | 1. Guidance office, library, migrant scholarship lists, specific Google search (show on projector, <b>Pat will print a paper list of scholarships</b> )  |              |               |                      |
|      | 2. Application may include essay, letters of recommendation, school records, submitted by deadline   |              |               |                      |
|      | E. Basis of this workshop is the essay: an opportunity to share your story in a way that engages and excites the reader  |              |               |                      |
|      | F. Value for students who may not be college bound: reflecting on one's experiences, finding the ways we've grown and gained strength, expressing that journey in writing, getting a letter of recommendation for a job from a counselor |              |               |                      |
|      | G. Outline the workshop  |              |               |                      |
|      | 1. <b>Today</b> we will create some agreements for our work together; then we'll look at sample essays and start writing about family and obstacle   |              |               |                      |
|      | 2. <b>Second day</b> we'll write about community service and dream for the future  |              |               |                      |
|      | 3. <b>Third day</b> we'll write an introduction and conclusion and polish the essay  |              |               |                      |
| III. | Working agreements   | <i>Casey</i> | <i>15 min</i> | <i>10:25-10:40</i>   |

- IV. Icebreaker: Would you rather *Heather* 10 min 10:40-10:50
- V. Sample essay poster walk *Casey and Pat* 40 min 10:50-11:30  
*Casey introduces sample essay read-aloud:* encourage students to take notes, read aloud together and have **paper copy**, give a minute after each one to write down thoughts, then jot down pros on posters. Get students thinking about what elements made an essay great. Discuss and outline “components of a successful essay” together.
- A. Carolina Sosa read aloud *Pat*
- B. Lyle Li video with transcribed paper copy  
<https://www.nytimes.com/video/business/100000002231125/money-class-and-college.html>
- C. Migrant Ed #1 read aloud *Casey*
- D. Students do poster walk around and write down notes *Pat facilitate*
- E. Discuss **“Components of an Essay”** worksheet *Casey*
- F. Before we begin our writing: *Pat*
- THIS IS YOUR STORY, not your resume. We’re bringing readers into your world by introducing them to your background, family, obstacles, what you want for your future, what makes you tick.
  - Often in an essay, explaining all of this to your reader begins with bringing them into a MOMENT. Telling them a story/anecdote. Think of the sample essays. Continuity between introducing that moment and then explaining how it’s all connected.
  - You can think about what this story is as you go through the process of writing your paragraphs, but keep in mind how anecdotes make successful essays
  - In this workshop you can work in the way that is best for you. Make notes on worksheet, hand write lists or paragraphs, type on computer. Post its = idea parking lot
- VI. My Family 45 min 11:30 - 12:15
- A. Complete **Family worksheet**
- B. Write family paragraph using worksheet as a guide (1 worksheet = 1 paragraph!)
- While writing about your family, keep in mind powerful stories that may come to your mind - feel free to include them in your paragraph now, or put them on your post it “parking lots”
- C. *Casey* Report out at end of segment - how was that? Anyone want to comment or share?
- VII. Light Refreshments *Pizza* 30 min 12:15-12:45

VIII. Up and Out: Pictionary      *Heather*      *15 min*      *12:45 - 1:00*

IX. Obstacles      *50 min*      *1:00 - 1:50*

A. *Pat introduces:* Every young person has an obstacle, things that are tough to get through and can feel negative. Ultimately getting through our challenges teaches us things and forms our character.

VIDEO: <https://www.youtube.com/watch?v=f2ExnG0mGxg>

Overcoming cultural obstacles to college (how family pressures impact decisions)

B. *Casey facilitate* brainstorm on board: What are some obstacles a young person might face? (Can we have them write a few on slips of paper and read them out, or have them come to the board and write them?)

C. Introduce **Obstacles Worksheet** and **Examples of Strengths**. Model their use using an example from the brainstorming session.

1. Describe an obstacle or challenge you have experienced.

2. How was it difficult for you? How did you feel? What did you have to do to overcome it?

3. Describe how this experience changed your perspective and/or made you stronger. (see “Examples of Strengths”)

4. How will this obstacle, and the strengths you have gained from it, influence your future and goals?

D. Students complete Obstacles worksheet

E. Write paragraph using worksheet as a guide

X. Closing activity: My Rose/My Thorn/My Rosebud

*Pat*      *10 min*      *1:50 - 2:00*

Share something you liked about today, something you didn’t like/was challenging, and something that you’re looking forward to.

**Brockport Migrant Education**

**Scholarship Essay Workshop: Day 2**

**Saturday, November 16, 2019**

**10:00 am - 2:00 pm**

**Brockport Office**

**STAFF      Pat Caprio**

**Heather Rowley**

**Casey Rampe**

**Materials to print** - Common App prompts, extra sample essays

- I. Welcome and revisit working agreements *Casey* *10 min* *10:00-10:10*  
How are we doing? Are we holding ourselves and each other to these agreements?
- II. Icebreaker: M&M questions *Pat* *10 min* *10:10-10:20*
- With M&Ms (or colored paper) - Attribute a certain question to each color M&M (we can make them goal related). Whichever color m&m they pick when they draw from the bag is the question they answer:
    - Red: If you could have any job in the world, what would it be?
    - Blue: What is one thing on your bucket list?
    - Green: If you could visit any place in the world, where would you visit?
    - Brown: Pick your own question
    - Yellow: If you could time travel to any decade, which decade would you travel to?
    - Orange: Who has been your best coach, mentor, or teacher? Why?
- III. Review components of a successful essay *Heather* *10 min* *10:20-10:30*
- A. Elements of the sample essays we liked
  - B. Essay outline
  - C. “This is your story”; think of a moment/anecdote
  - D. Pass out **Common App prompts** as examples of what students might be asked to write about.
- III. Family and Obstacles continued *Pat* *45 min* *10:30-11:15*
- A. Link to Jesus Ramirez video: <https://www.youtube.com/watch?v=NboWaKOc2HY>
  - B. Discuss video clip: how family/background can shape us; obstacles and how we learn and grow through them
  - C. Where did we leave off? Read your draft so far. What do you need to work on?
  - D. Spend 30 minutes finishing or revising your Family and Obstacles paragraph
- IV. Supporting Others/Service *Casey* *60 min* *11:15-12:15*
- A. Reference Jesus Ramirez’s video. The hardest moments in his life gave him purpose - a career centered on women’s health. He is on a path to create a support network that his family didn’t have available.
    - B. **Conversational:** What does it mean to serve and support others?  
(reference sample essays)
      1. Can be organized community service
      2. Or might be helping family, friend, neighbor
  - B. Why does it matter?

1. Building relationships
2. Learning about social issues and how we can change them
3. Builds our own knowledge, thinking, leadership, outlook
4. Impacts how communities look at us, and also how we look at ourselves (gives a different perspective) - breaking stereotypes!

C. Schools may require formal community service. Have you done any?

How to find opportunities?

D. Pass out **Supporting Others/Service Worksheet**

E. Complete worksheet and draft your paragraph

V. Light Refreshments                                  Subs                                  30 min                                  12:15-12:45

VI. Up and Out: Lines or Blobs                                  Heather                                  15 min                                  12:45-1:00  
 Students either line up in a particular order or group together based on a particular characteristic

- Line up in alphabetical order by your first names.
- Line up in alphabetical order by your last names.
- Gather with people who have the same eye color as you.
- Gather with people who get to school in the same way as you (car, bus, walk).
- Line up in order of your birthdays, from January 1 through December 31.
- Line up in order of how many languages you speak.
- Gather with people who have the same favorite season as you.

VII. My Dream for the Future                                  Casey                                  50 min                                  1:00-1:50

A. Ivan Franco on wanting to earn money to help support his parents: | <https://defineamerican.com/stories/view/ivan-franco/>

B. This section talks about goals/dreams that are tied in with your challenge, your strengths, your story, your experience. Can be short term or long term, can be a specific career goal or a general direction for your future. Refer back to sample essays.

C. What do you want your future to look like? (I want to be a doctor, I want to have my own money/car/house, I want to own my own business)

D. Now comes the important question, the point of this paragraph: WHY?

E. Is it because you love helping people? Because you want a better life for your family or be a role model for your younger siblings? Because you feel proud and alive when you look at something you built or fixed yourself? You might not have thought about this before... dig deep.

- F. Introduce **My Dream for the Future**
- G. Complete worksheet and draft your paragraph

VIII. Closing: One Last Word      *Pat*

*1:50-2:00*

**Brockport Migrant Education  
Scholarship Essay Workshop: Day 3  
Saturday, November 23, 2019  
10:00 am - 2:00 pm  
Brockport Office**

**STAFF      Pat Caprio  
                 Heather Rowley  
                 Casey Rampe**

**Materials to print - Reverse outline guide for staff folders**

- I. Welcome and plan for the day *Casey 5 min 10:00-10:05*
- II. Fun ice breaker: Race for the Truth *Heather 10:05-10:15*  
 Students line up on the starting line at one end of the room. On the other end of the room is the finish line. A reader reads out a list of general facts. Whenever one of those facts is true the person it applies to takes one step forward. Whoever reaches the finish line first wins.
- Facts: I have a dog. I am an only child. I am the oldest. I am the youngest. I am a middle child. I have green eyes. I am wearing green.
- III. Re-read body of essay as it stands: *All 30 min 10:15 - 10:45*
- Record student or staff reading it aloud so they can listen to audio of their story.
  - **Reverse outline summary** - how to use it as a tool to organize their essay and help them see what kind of story might fit. What are the similar themes or ideas that come up throughout the essay?
  - What is your MAIN POINT? What's the thing you're trying to tell the reader about yourself? This will help you choose an anecdote to use in your introduction.
- IV. Introduction paragraph *Casey 75 min 10:45-12:00*
- A. Read over sample introductions. What are they about? What do you notice?
- B. Watch video about crafting an anecdotal introduction and discuss  
 WEBSITE: <https://www.essayhell.com/2013/08/everything-you-ever-wanted-to-know-about-anecdotes/>  
 Anecdotes Part 1: <https://www.youtube.com/watch?v=-pC1jsoD0ns&feature=youtu.be>  
 Anecdotes Part 2: [https://www.youtube.com/watch?v=G\\_1A4gQE4m8](https://www.youtube.com/watch?v=G_1A4gQE4m8)
- D. Introduce **Introduction Worksheet**
- E. Complete worksheet and draft your paragraph
- V. Light Refreshments *TBA 30 min 12:00-12:30*
- VI. Up and Out: Swamp Island Maze *Heather 10 min 12:30-12:40*  
 The facilitator sets out 20 pieces of paper in a 4x5 grid. Can also create the grid with masking tape. Students must cross the "swamp" by stepping on safe "grass" squares in a specific pattern pre-determined by the facilitator. When someone steps on a swamp square the facilitator squeaks a toy or makes some sort of sound and the person is then out and has to go to the back of the line. Everyone is encouraged to communicate and help others safely cross the swamp.
- VII. Conclusion *Pat 60 min 12:40-1:40*
- F. Read over sample conclusions. What do you notice?



- G. Restates (1) my goals/dream for the future, (2) why I need this scholarship to achieve that, and (3) the strengths I have that will carry me to my goals.
- H. Introduce **Conclusion Worksheet**
- I. Complete worksheet and draft your paragraph

VI. Follow up plan and closing *20 min* *1:40-2:00*

- A. Pat will send an email about this workshop to you, guidance counselor, tutor, and any other teacher you work closely with (get contact info)
- B. If the final draft of your essay is not finished, you and Pat and/or your/tutor will set up a time to work together to finish it
- C. Once the essay is completed you can share it with guidance/other teachers for feedback and more editing
- D. Scholarship applications?

VII. End with Appreciations! *Casey*