

Brockport Migrant Education
Virtual Scholarship Essay Workshop: Day 1
Wednesday, November 11, 2020
10:00 am - 2:00 pm

STAFF **Pat Caprio**
 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

Canvas students ahead of virtual workshop - Need laptop connected to wifi, Zoom access, Gmail account with password that can open shared doc

Facilitator materials - student sign in sheet, facilitator agendas, copies of all materials in student folders

Materials for student folders to be distributed in advance - list of scholarships, common app prompts, three sample essays (Carolina Sosa, Lyle Li, Migrant Ed #1), Components of an Essay, all Essay Worksheets, white lined paper, writing utensils. Plans are to provide folders ahead of time with sample essays, along with annotating the provided essays together as they are screen shared during the session

AGENDA:

Facilitators record attendees 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.

Pre-assign Breakout rooms for individual students with their names

I. Welcome and Introductions

Pat Speaker view, Unmute 10 min 10:00 - 10:10

- A. Go over the time commitment for today - we will have group discussion where we'd like you to stay present, individual writing time in which you can turn off video/audio to write, and have a full break for lunch
- B. We would like you to feel comfortable turning on video/audio during group discussion but understand if you are not able to do that the whole time
- C. Our phone numbers are in the group chat on the side if you get disconnected or need us
- D. Everyone introduces themselves with name, school, grade

II. Why we're here

Casey Ask students to do Speaker view, Spotlight myself, mute all 15 min 10:10 - 10:25

- A. We're here to help you create an essay that is your personal story, which can be used to apply for scholarships.
- B. What is a scholarship?
 - 1. Free \$ for college
 - 2. One of several types of financial aid
- C. 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.
- D. 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.

- E. How can I get a scholarship? *Screen share district scholarships*
 - 1. Guidance office, library, migrant scholarship lists, specific Google search (show on projector, **Pat will print a paper list of scholarships** and Casey will screen share district scholarship lists)
 - 2. Application may include essay, letters of recommendation, school records, submitted by deadline
- F. Basis of this workshop is the essay: an opportunity to share your story in a way that engages and excites the reader
- G. 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
- H. Outline the workshop
 - 1. **Today** we will create some agreements for our work together; then we'll look at sample essays and start writing about family and obstacle
 - 2. **Second day** we'll write about community service and dream for the future
 - 3. **Third day** we'll write an introduction and conclusion and polish the essay

III. Working agreements

Casey *Screen share Google doc to write* *15 min* *10:25-10:40*

IV. Icebreaker: Poll

Pat *10 min* *10:40-10:50*

Everybody take a quick stretch break before we sit down to do sample essays!

V. Sample Essays

Casey and Pat *Screen share essays/video* *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 in the margins. 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 share their notes - staff record students' notes/comments on Google doc that is being screen shared? *Pat*
- 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.

- VI. My Family *Casey* 45 min 11:30 - 12:15
- A. Introduce Family worksheet
 - B. Turn off audio/video and take some time to write notes on worksheet. Raise hand, turn on audio/video, or private message a staff member if you have questions. If you'd like one-on-one time we will do a breakout room with you.
 - C. This is primarily writing time but if you need to stretch, bathroom break, get water, go ahead.
 - D. Complete **Family worksheet**
 - E. 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 jot them in the margins to use later
 - F. *Pull everyone back to main room if in breakout rooms*
 - G. Report out at end of segment - how was that? Anyone want to comment or share?
- VII. Lunch break 30 min 12:15-12:45
- VIII. Up and Out Game - Casey - Pictionary 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.

Screen share video: <https://www.youtube.com/watch?v=f2ExnG0mGxg>
Overcoming cultural obstacles to college (how family pressures impact decisions)
 - B. *Casey facilitate* brainstorm on board - pull up Whiteboard and instructing students to click View Options: Annotate. They can make a text box to type their thoughts. What are some obstacles a young person might face?

- 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. Turn off audio/video to write, check in as needed.
- E. Students complete Obstacles worksheet *in Breakout Rooms*
- F. Write paragraph using worksheet as a guide
- X. Closing activity: My Rose/My Thorn/My Rosebud
Pat Bring everyone back to main room 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
Virtual Scholarship Essay Workshop: Day 2
Saturday, November 21, 2020
10:00 am - 2:00 pm

STAFF **Pat Caprio**
 Casey Rampe
 Yadira Bautista

- I. Welcome and revisit working agreements
Casey *Unmute, Gallery View* *10 min* *10:00-10:10*
How are we doing? Are we holding ourselves and each other to these agreements?
- II. Icebreaker questions
Pat *10 min* *10:10-10:20*
- 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
Casey *Mute, Speaker View* *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. Look at 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 *Pat Screen Share*:
<https://www.youtube.com/watch?v=NboWaKOc2HY>
 - B. Discuss video clip *Unmute, Gallery View*: 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. *Enter Breakout Rooms*. Spend 30 minutes finishing or revising your Family and Obstacles paragraph.

IV. Supporting Others/Service

Pat 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. Introduce **Supporting Others/Service Worksheet**

E. Complete worksheet and draft your paragraph

F. Pull everyone back to main room and dismiss for break

V. Lunch break *30 min 12:15-12:45*

VI. Up and Out: Someone who inspires me *Pat 15 min 12:45-1:00*
Share a photo or story about someone who has inspired you and why (your hero).

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:

Casey Screen Share Video

<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 Pull everyone back into main room

1:50-2:00

Brockport Migrant Education
Virtual Scholarship Essay Workshop: Day 3
Saturday, December 5, 2020

Time:

STAFF **Pat Caprio**
 Casey Rampe
 Yadira Bautista

I. Welcome and plan for the day
 Casey *5 min* *10:00-10:05*

II. Fun ice breaker: Race for the Truth
 10 min *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*

- A. **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?
- B. 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.
- C. Enter breakout rooms and read essay so far, staff member join students and read essay out loud, try reverse outlining it to see if you're making your points

IV. Introduction paragraph
 Casey *75 min* *10:45-12:00*

A. *Screen share* sample introductions. What are they about? What do you notice?
 Discuss in *Gallery View, Unmute*

B. *Screen share* video about crafting an anecdotal introduction and discuss
<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

Discuss in *Gallery View*, *Unmute*

D. Introduce **Introduction Worksheet**

E. *Enter Breakout Rooms* to complete worksheet and draft your paragraph

V. Lunch break 30 min 12:00-12:30

VI. Up and Out: Swamp Island Maze 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

A. *Screen share* and read sample conclusions. What do you notice?

Discuss in *Gallery View*, *Unmute*

B. 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.

C. Introduce **Conclusion Worksheet**

D. *Enter Breakout Rooms* to 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