

TITLE: Presenting Student Success and Support Program (SSSP) Services at RSCCD

ESTIMATED TIME: 2.5 hours

LESSON OBJECTIVES:

- Students will be able to discuss various services in the Student Success and Support Program (SSSP) offered in Santa Ana College/ Santiago Canyon College.
- Students will be able to scan to match specific information and details about the Student Success and Support Program (SSSP) services.
- Students will be able to use the modal “should” to make applicable suggestions to various scenarios.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> • Success • Support • Transition • Career • Disability • Scholarship • Outreach • Scanning 	<ul style="list-style-type: none"> • Santa Ana College School of Continuing Education (SAC SCE)- Student Handbook & Planning Guide (Pages 27-30). Pick up enough copies at the printing center and the resource center at CEC. If you have questions, contact ESL chairs for more information. Remember to pick up the high level Handbooks. • Santiago Canyon College Orange Education Center (OEC)- OEC Student Handbook & Planner (pages 11-13) Make enough copies for your class. • Construction paper in three different colors (pre-cut them into 1” strips) • Presentation Notes Worksheet (enough copies for your class) • Campus maps- are included in Student Handbook: Make enough copies for your class or pick up enough Handbooks. SAC SCE- Student Handbook & Planning Guide (page 46) SCC OEC- Student Handbook & Planner (pages 27 & 28) • Communicative Practice: Scenarios (Pre-cut them to give one scenario to each group) • Synonym Vocab Word Cards (Pre-cut) • Evaluation Teacher Checklist



WARM UP (10 minutes):

Welcome students to class. Write “Student Success and Support Program (SSSP)” on the board. Ask students what success and support mean. Briefly define them and tell students that our college offers the SSSP/3SP services. Ask students to guess what those services are and have two or three volunteers write down their guesses on the board. Add additional services on the board for students to see. (The SSSP includes Counseling, Student Transition Program, College Career & Transition Center, Child Development Center, CalWorks, bookstore/textbooks, Disability Student Program & Services, Outreach, and Scholarships.)



INTRODUCTION (15 minutes):

Point to the SSSP services on the board and ask students if they’ve used any of the services. If students recall their experiences of registering for a class and/or talking to a counselor, have some students share their experiences. If no one seems to remember or would like to share, ask students specific questions about the registration process when they signed up for this class, such



INTRODUCTION (15 minutes):

as who they talked to and where they went to register for classes. Ask questions if they are familiar with other services like the Child Development Center or Student Transition Program. To enhance student understanding of the services, write down the essential vocabulary words on the board. Have students look for their definitions on their phone/dictionary app and make sure students understand the definitions.

- Success
- Support
- Transition
- Career
- Disability
- Scholarship
- Outreach
- Scanning



PRESENTATION (30 minutes):

- Student Handbooks:

If teaching at SAC: Make sure to have enough SAC SCE Student Handbook & Planning Guides. (pages 27-30)

If teaching at SCC: [OEC Student Handbook & Planner](#) (pages 11-13) Make enough copies for your class.

First, hand out the Handbooks and the Presentation Notes Worksheet to students. Go over the handout with your students. Briefly introduce what the Student Success and Support Program is and its services: Counseling, Student Transition Program (STP), College Career & Transition Center, Child Development Center, CalWorks, bookstore/textbooks, Disability Student Program & Services (DSPS), Scholarships, and Outreach.

Then, tell students you will scan the Handbook and find the specific information about one of the SSSP services and will fill out the Presentation Notes Worksheet together.

- Mini Lesson on how to scan to find information: Explain to students there are different types of reading. For example, when reading a book for fun is different from reading a manual to assemble a table, when looking for specific information, we need to read by scanning. When you scan, you don't read the whole text. Instead, you look quickly to find a piece of information whether it is a date, a room number, names of places, and so on. With scanning they read with a purpose of finding information quickly, thus they may not read the text thoroughly but may still be able to find more information in a limited time.

In the presentation, demonstrate how to scan the text and find specific information needed after listening to a scenario. Read Scenario 1 out loud.

Scenario 1:



PRESENTATION (30 minutes):

Lin moved to Santa Ana about two months ago. After moving, she started to look for some ESL classes near her home and heard about Santa Ana College offering ESL and computer classes through her neighbor. She had attended some high school in Vietnam and is wondering if she can take English classes while her kids are in school.

After reading Scenario 1 to students, ask them to open the Handbook to page 27 (SAC)/or page 11 (OEC). With your class, decide which service Lin needs in order to find out more information about the classes. (Answer: Counseling service) Next, fill out the Presentation Notes Worksheet/ Counseling service about WHAT (what counseling service is), SERVICES (what kind of services it offers/ list up to three), and WHERE & HOW (where it is located and how to contact).

(Possible answers: COUNSELING SERVICE, WHAT-provides academic, career and personal counseling services, SERVICES-crisis intervention, scholarship information, educational planning) WHERE & HOW-Building/room number and phone number.



GUIDED PRACTICE (20 minutes):

During the guided practice, practice another scenario.
Read Scenario 2 out loud.

Scenario 2:

Mario's been attending non-credit classes at SAC/SCC for one year. He feels that he is ready to take classes at college, but doesn't know how to fill out a college application or how to apply for college. Furthermore, he doesn't know if he is ready to take college classes or not.

Ask students which of the SSSP services will help Mario to answer his questions. Discuss the findings with students, and write down the answers on the board/in the Presentation Notes Worksheet/ Student Transition Program.

(Possible answers: STUDENT TRANSITION PROGRAM (STP), WHAT-to help students to transition to college, SERVICES- college information, AB540 information, college ESL placement assessments, WHERE- Building/room number and phone number)



COMMUNICATIVE PRACTICE (20 minutes):

Group students into three, hand out a pre-cut scenario to each group, and each group will suggest an appropriate SSSP service based on their scenario. After deciding which service to suggest, students will scan and find out information about the service from the Handbook and fill out the Presentation Notes Worksheet accordingly.

Teacher Tip: How to group students into groups of three- Use synonym vocab word cards. ([TeacherHub Website offers various ideas to group students](#)) This is a great way to review the essential vocabulary and learn synonyms. Print Synonym Cards and precut them before the class. Randomly pass them out. Then have students find the other two in the classroom who have the word that means the same as their card. Help out the students as needed. After grouping, it is a



COMMUNICATIVE PRACTICE (20 minutes):

good idea to go over the synonyms with the class. Have each group stand at their seats and read their words out loud so other students can hear the synonyms.



APPLICATION (40 minutes):

- Mini Lesson on presentation skills: Tell students they will present their findings to the class and talk about the importance of presentation skills, how such skills can be useful in job interviews and at work. Point out to 1) Make eye contact with the audience. 2) Use an audible voice so others can hear them.
- Mini Lesson on the modal *should*: Write “should +base verb” on the board to make an appropriate suggestion. Remind students to use a base verb after “should”. Write some example suggestions on the board.
 - 1) He should contact the counseling service.
 - 2) She should visit the Child Development Center for more information.
 - 3) He should call Student Transition Program to find out how he can transfer to college.

Before the presentation, project the rubric to your students so they know what you will be using to evaluate them so that they know what they need to do.

For the presentation, each group will spend about 3-4 minutes to present their findings to the class. First, a student from a group will read a scenario and suggest one of the SSSP services using the modal “should”. Next, other students in the group will share what the service is, what services it provides, and where/how to contact that service. During the presentation, students who are not presenting need to be attentive and take notes on the Presentation Notes worksheet and fill out the information. Give some time to ask questions after each group presentation. You may need to limit the number of questions to only 1 or 2 because of the time limitation.



EVALUATION (15 minutes):

Using the Evaluation/Teacher Checklist form, evaluate each group on the use of the modal “should”, a suggested service, and the information about the service during the presentation.

After the presentation, hand out the evaluation form and have students review the result and make any corrections on the Presentation Notes Worksheet if needed. Encourage students to check with other groups to fill out the entire Presentation Notes Worksheet.



EXTENSION:

- Option 1: If teaching at main sites, arrange a field trip to the counseling office or give a quick tour of the site, including the registration office, counseling office, career center, etc.
- Option 2: If teaching at sites where the SSSP services are not available, see if you can schedule an off-campus field trip to visit one of the main sites. For more field trip information, contact your site directors.

**EXTENSION:**

- Option 3: Have students write a reflection paragraph about the field trip.
- Option 4: Reading Map Mini Lesson
SAC SCE- Student Handbook & Planning Guide (page 46)
SCC OEC- [Student Handbook & Planner](#) (pages 27 & 28)

Students will locate the SSSP service offices at various sites. First, hand out the maps or Handbooks. If you teach at CEC, use the CEC & SAC map (page 46). If you teach at OEC, use the OEC & SCC map (pages 27-28). If you teach at other sites, this will be a good lesson for students to see where they can go for help.

Tell students to look at the map and find their current location on the campus map. They can use a highlighter to mark or a red pen to circle. Next, students are going to have a conversation with their partner, asking and answering questions about where to find the different SSSP services. Students need to use the Presentation Notes Worksheet. Students go down the worksheet and find the SSSP locations on the map together. After finding each location, students need to mark it with a highlighter or a colored pen and label it. Walk around and offer help if help is needed.

CORE LESSON COMPONENTS:**BASIC COMMUNICATION:**

- Respond appropriately to oral instructions.
- Use words and phrases related to the workplace, school, and real life situations.

COLLEGE/WORKFORCE PREP:

- Apply critical thinking, creative thinking and problem solving skills.

DIGITAL PREP:

- Use technology to work collaboratively on class activities, reports, and/or presentations.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Santiago Canyon College OEC: [Student Handbook & Planner](#)

ADAPTATIONS (Approximate Time):

Communicative Practice:

Multi-level: Advanced students can write their own scenario for any of the services and share them during the application presentation.

High Tech: If students can access computers, have the groups put together a Google Slides presentation for their findings. Allow at least thirty extra minutes for this activity.

Low Tech: Make sure to make enough copies of all the handouts.

TEACHER TIPS:

- Check to see if your class will have embedded counseling lessons this semester. If yes, this lesson can be done after the counseling lessons as a review. If no, you may spend some time going over the Educational Options chart. (Student Handbook: SAC SCE page 8, SCC OEC page 4)

Communicative Practice:

How to group students into groups of three- Use synonym vocab word cards. ([TeacherHub Website offers various ideas to group students](#)) Print Synonym Cards and pre-cut them before the class. Randomly pass them out. Then have students find the other two in the classroom who have the word that means the same as their card. Help out the students as needed.

Application:

After the presentations, complement them on their courage and effort. Let them know speaking in front of people can be nerve-racking even in one's native language. Also let them know that presentation skills can be developed and improved with more practice.