

UNIT 5

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: The Cost of College

How much does college cost?

Education After High School 2: Financial Aid

What are some ways to help pay for college?

Education After High School 3: Entrance Requirements

How do colleges decide which students to admit?

Note: This lesson requires coordination with your school counselor.

Education After High School 4: Building Credentials

What do my high school activities tell college admissions officers/employers about me?

Education After High School 5: To Go or Not to Go?

What are some reasons for and against attending college? Why is planning for college a good idea?

Note: Video rental suggested for this lesson.

PLANNING PYRAMID

GRADE 9 (7–12), Unit 5, Education After High School



Some Students Will:

- Identify scholarships that match their interests and abilities.

Most Students Will:

- Compare the relative costs of in-state and out-of-state tuition.
- Compare the relative costs of community colleges, public 4-year colleges, and private 4-year colleges.
- Understand the following about financial aid:
 - Financial aid can be based on need or merit.
 - Loans have to be paid back, and can take a big bite out of entry-level salaries.
 - There are all kinds of scholarships available if you know where to look; many are highly competitive.
- Identify grades and standardized test scores as important admissions benchmarks.
- Identify activities that will serve as credentials for college admissions officers and future employers.

All Students Will:

- Understand that income increases with education.
- Understand that school costs vary widely.
- Understand that it's possible to find an affordable option for postsecondary education.
- Identify one way in which one's high school performance influences colleges or future employers.
- Identify at least one reason to consider college, and at least one reason to consider another postsecondary option.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know?

Some colleges and tech schools have few or no requirements to get in. But not all of their students make it to graduation! Students should figure out their chances of success before they enroll. Ask:

- What remedial courses will I be required to take if I'm not ready for college work?
- What percentage of students graduate?

The College Question

Why go to college? Better pay and more job opportunities top most kids' lists. There are also advantages that can't be measured—meeting new people, living on your own, learning more about the world.

There are colleges to match every personality and background—from small schools where students get lots of attention to large schools with big-city flavor. And there are other options—community colleges, trade schools, and training programs—to help students get ready for the world of work.

Things your student should consider:

Why am I going? What career am I planning for? How does college fit into my plans?



Am I prepared to do the work? College courses build on what you learned in high school. If you don't have A's and B's now, you should know what to do to improve. You'll also need to know how to study without prodding from your parents or teachers.

What other choices should I consider? Am I interested in a career that doesn't require college? What trade schools or apprenticeships can help me get the job I want?

What steps do I need to take next? Talk to people who have the careers you're interested in. Research to find out what education is required.

Plan on taking tests required for college admission (the PSAT in grade 10, the SAT or ACT in grade 11).

Visit colleges and apply to your top choices in the fall of your senior year.

Grade by Grade: Financial Aid

The news is full of stories about the rising costs of higher education, but there are still ways to make college affordable.

Some community colleges cost less than \$3,000 a year. And some very expensive colleges offer generous financial help to make it possible for students from all backgrounds to attend.

Here are a few ways to help pay for school:

Scholarships Some schools and organizations give students money for achievement—like sports ability or good grades. Other scholarships are awarded based on a family's financial need. Scholarships don't need to be repaid.

Grants Grants are based on financial need

& don't need to be repaid.

Work/study & Internships Students get paid for working, often in the subjects they're studying.

Loans Students can borrow money at a low interest rate, which must be paid back (a certain amount each month) once they've left school.

For more info, visit www.IHaveAPlanIowa.gov or your local library or school guidance office.

The Cost of College

The **BIG** Idea

- How much does college cost?

AGENDA

Approx. 45 minutes

- I. Warm Up: A Leg Up (10 minutes)
- II. IHaveAPlanlowa.gov: The College Variety Pack (10 minutes)
- III. Fees Please! (20 minutes)
- IV. Wrap Up: Cost Crunch? (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 56, Education & Earnings
- Student Handbook pages 57-59, Fees Please!
- Student Handbook pages 60 and 61, Education After High School Glossary

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Directions for IHaveAPlanlowa.gov (optional)
- Facilitator Resource 3, Vocabulary Review: Definitions
- Facilitator Resource 4, Vocabulary Review: Key Words

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the financial benefits of going to college.
- Learn that there are a wide variety of postsecondary school options available at a range of costs.

OVERVIEW

In this lesson, students brainstorm reasons to go and not to go to college. They look at and discuss a chart of average earnings based on education. In groups, they use the IHaveAPlanlowa.gov website to investigate the costs of four different types of schools: tech/trade, community college, 4-year public college or university, and 4-year private college or university. Lastly, they review the results of their research as a class.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 56, Education & Earnings**
 - **Student Handbook pages 57-59, Fees Please!**
 - **Facilitator Resource 3, Vocabulary Review: Definitions**
- You will need to copy the following handouts:
 - a. **Facilitator Resource 4, Vocabulary Review: Key Words.** (Each pair of students will need one set of the 9 vocabulary words. Cut the words out and place them in either an envelope or a plastic bag.)
 - b. **Facilitator Resource 2, Directions for IHaveAPlanlowa.gov** (This resource is optional. If your students are proficient using IHaveAPlanlowa.gov, you may choose not to use this handout.)
- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website is accessible from students' computers.
- If computer access is a problem at your school, **make 30 school packets** containing the information listed below. You should include a mixture of tech/trade schools, community colleges, 4-year public schools, and 4-year private schools. You may choose to make one packet containing the information below for 30 different schools or you may choose to make multiple copies of the most popular schools. [Note: These packets include information needed for future lessons in this unit.]

[Note: You should print out pages from the school’s website that will enable students to answer these questions. You do NOT need to create a list of answers in advance.]

Information to be included:

- Admissions Information:
 - * What entrance exams (if any) are required? What is the minimum GPA?
 - * Is a personal essay required? Do students need to submit letters of recommendation? Any additional requirements?
 - Campus:
 - * Where is the school located? Is it in an urban, rural or suburban setting?
 - * Information about the campus—what a person might see in a walk around the campus.
 - Is the school public or private?
 - Financial Information: (for both in-state and out of state)
 - * Tuition
 - * Room and board
 - * Other fees (healthcare, athletic facilities, transportation, etc.)
 - * Books
 - * Information on Scholarships and/or Financial Aid
 - How many undergraduate students attend this school? What is the teacher-to-student ratio?
 - What kind of academic programs does the school have? What majors and/or programs is the school known for?
- Finding accurate information about tech and trade schools can be very challenging. IHaveA-Planlowa.gov does not always have sufficient information about the tuition and fees for tech/trade schools. Before this lesson, you will need to choose two local tech schools, from the websites below, and print out information on the school’s tuition and fees. This information can be used to assist students who have difficulty finding info about tech/trade schools.
- a. www.constructmyfuture.com [Click on the “Teachers” button. This site allows you to search for tech schools by state and includes a variety of different types of tech schools.]
- You may also want to talk to your school counselor to ask for assistance in reaching out to tech/trade schools in your area. You may want to contact these schools to see if they’ll provide viewbooks and brochures for your students to look at during class.
- Consider how you will group students and assign schools in **Activity III, Fees Please!**

VOCABULARY

Postsecondary Education: schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Community College: a postsecondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: a postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Internship/Apprenticeship: a position in which a student or a recent graduate receives supervised practical training.

Tuition: fees paid for instruction, especially for postsecondary education.

Room and Board: fees paid for housing and meals.

Private College or University: school that receives only a small amount of ongoing government support, tuition is usually higher.

Public College or University: school partially funded by a state or local government, often called a state school or city college or university.

Financial Aid: scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Questions:

1. Imagine you are a school counselor who is trying to convince an 11th grader to apply to college. List three reasons why this student should go to college.
2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.
3. In a few sentences, explain what you plan to do after you graduate from high school.

[Once the students have finished writing their answers, proceed with the Warm Up as written.]

In **Activity II, IHaveAPlanlowa.gov: The College Variety Pack**, you may wish to give students a few minutes to use IHaveAPlanlowa.gov to find some schools that interest them. If you choose this option, please provide paper and the opportunity for students to add their ideas to their Portfolio.

ACTIVITY STEPS

I. Warm Up: A Leg Up (10 minutes)

1. [Have students work in teams of four. Assign half the teams to brainstorm a list of reasons to go to college or technical school. The other half should list reasons *not* to go.]

[Bring the class back together and select two recorders to write the answers on chart paper—a “reasons to go” list and a “reasons not to go” list. Ask students to share their answers, alternating between a reason to go and a reason not to go.]

(EXAMPLES:

To go: make better money afterward, get a better education, have a more interesting career, meet new people.

Not to go: too expensive, don't need it for the job they want, don't have the grades, it's too hard.)

[Since time does not permit a full discussion, save the lists for later use.]

2. **SAY SOMETHING LIKE:** Many people share your concerns about going to college. Sometimes when you have more information, college seems more possible. Today, we'll find out a little more about the financial advantages of going to college, as well as how much college costs.

[Display **Student Handbook page 56, Education and Earnings** using an overhead projector or chart paper. Then refer students to this page in their student handbook. Briefly discuss the statistics.]

SAY SOMETHING LIKE: What exactly is meant by “mean annual earnings”? Who earns the most money? Who earns the least? Does some college make a difference? About how much more money does someone with a college degree earn than someone with a high school degree?

SAY SOMETHING LIKE: The rising costs of college might make you think twice about going, but it's very important to remember that it's an expense that pays off in the end. So how can you find out what college will cost? [Allow students to respond.] We'll use the IHaveAPlanlowa.gov website to find out.

II. The College Variety Pack (10 minutes)

1. **SAY SOMETHING LIKE:** So, first let's find out what kinds of programs are out there that'll prepare you for different careers. Let's give this a name—**postsecondary education**. This includes anything you're going to do after high school to further your education. It could be a tech school, a two-year college, or a four-year college.

[Divide each group of four into two pairs. Give each pair an envelope with the cut out vocabulary words (**Facilitator Resource 4, Vocabulary Review: Key Words**). Display **Facilitator Resource 3, Vocabulary Review: Definitions** using the overhead or chart paper. Explain to the students that you will read each definition aloud. Each pair will then identify the matching vocabulary word. Once pairs have chosen their word, they should raise it above their head. Scan the classroom to see each pair's selection and then discuss the correct answer. When going over the correct answers, direct students' attention to **Student Handbook page 60-61, Education After High School Glossary**. This glossary should be referenced throughout the unit whenever vocabulary is reviewed or introduced.]

III. Fees Please! (20 minutes)

1. [Have students log on to www.IHaveAPlanIowa.gov.]
2. **SAY SOMETHING LIKE:** Now we're going to see what different colleges actually cost. Let's look at an example first:

Click on the **College Planning** tab at the top of the page, then click on **Explore Postsecondary Schools**. The first section is titled Search for Colleges. This section allows you to search for individual schools by name or to search by letters of the alphabet. A button that says "All" is listed beneath the letters of the alphabet.

If the school that you selected does not list their costs and fees, you will need to go directly to that school's website. The website for the school is listed in the blue box on the upper right side of the page. Once you reach the school's website, you will need to search for their tuition information. Click on **All** and scroll through the list of schools. As you are scrolling through the list, you will notice that many schools are labeled as Two-Year, Four-Year, or Graduate Schools in the second column, labeled Type. If the school does not have a label or if you would like to see if it is a technical program, click on the name of the school. You will land on the **At a Glance** page. The first section of this page is called Quick Facts. This section will include a list of programs offered at the school.

Right now, I'd like you to scroll down the list until you reach (nearby state college). Click on the school name, then click on the **Costs and Financial Aid** tab on the left-hand menu.

First off, let's review the terms on this page. Who can tell me what **tuition** is? [Allow students to respond.] What's **room and board**? [Allow students to respond.] Fees include things like health care, athletic facilities, campus security and transportation.

(Name of state college) is a public school. Does anyone know the difference between a public school and a private school? [Allow students to respond and then note **Vocabulary** definitions.]

As you see from the numbers, if you're an in-state student, meaning a student from (your state), your tuition will be lower. If you were from another state like Ohio or Florida and decided to attend (name of your state college), you would pay the out-of-state price.

It is important to note that private colleges do not have a difference between their in-state and out-of-state price. This means that students who live in that state will pay the same tuition as a student who is from a different state.

[Note: *Some state schools offer discounted tuition to students who live close to their state border. The tuition is in between in-state and out-of-state tuition; this is commonly referred to as a "Metro Rate."*]

3. [Have each team investigate costs for all four types of schools, with a different student responsible for each type. Acknowledge that while IHaveAPlanlowa.gov has many technical and trade schools listed in the data base, the search for tech and trade schools is often more difficult. Ask for good researchers who are up to the challenge.

Point out the alternate ways of searching for tech/trade information on the first of the **Fees, Please!** pages.

- First try searching for your school of IHaveAPlanlowa.gov. If you can't find the school, search for the career that is related to your program of interest. For example, if you are interested in a cosmetology program, search for "cosmetologist". Once you have found the career profile, use the **Connections** button to find great stuff, like professional organizations with lists of accredited schools.
- If IHaveAPlanlowa.gov doesn't link to a program you're interested in, try doing a Google search using the school name.

- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- The following website includes information on tech and trade schools:
 1. www.constructmyfuture.com

Let students know that the info they're gathering will be shared with the class so that everybody has the big picture of college costs.]

4. [For their assigned school, have students record their findings on **Student Handbook pages 57-59, Fees Please!**. Review what's required before they begin.]
5. [When students have finished their research, discuss their findings as a class.]
 - Were they able to get enough information to compare costs?
 - What was the least expensive school, and what did that fee include?
 - What was the most expensive school, and what did that fee include?
 - What kinds of schools were generally cheapest?
 - What kinds of schools were generally most expensive?
 - How did in- and out-of-state tuitions compare, and in what types of schools did it make a difference?
6. [Have each student complete the Check-up Questions **Student Handbook page 69**. Then review the answers aloud as a class.]

IV. Wrap Up: Cost Crunch? (5 minutes)

1. **SAY SOMETHING LIKE:** Now that you have the facts about the cost of college, you might be wondering how you're going to pay for it. Don't panic!

Most students receive some kind of financial aid when they go to college, which is what we're going to talk about next week. Don't let the price tag put you off: college costs are more manageable than you think.

DO NOW

Education After High School 1: The Cost of College

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Imagine you are a school counselor who is trying to convince an 11th grader to go to college. List three reasons to go to college.

2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.

3. In a few sentences, explain what you plan to do after you graduate from high school.

Directions for IHaveAPlanlowa.gov

Fees Please!

1. Log onto IHaveAPlanlowa.gov website.

Account ID: _____ Password: _____

2. Click on the **College Planning Tab** on the main menu at the top.
3. Click on the **Explore Schools** section.
4. The first section is titled Search for Colleges. Click on the **All** button that you see in the blue box below the letters of the alphabet.
 - *Note: The second column of the school list (labeled "Type") lists whether the school is a Two-Year, Four-Year, or Graduate School. If the school does not have a label or if you would like to see if the school offers a technical program, click the name of the school. The first section of this page is called Quick Facts. This section will include a list of programs offered at the school*
5. Scroll down until you reach _____ college.
6. Click on that, then click on the **Costs and Financial Aid Tab** on the left-hand menu.
7. If the school that you selected does not list their costs and fees, you will need to go directly to that school's website. The website for the school is listed in the blue box on the upper right side of the page. Once you reach the school's website, you will need to search for their tuition information.

VOCABULARY REVIEW: Definitions

1. Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.
2. A postsecondary school that offers career training, or preparation for a four-year college.
3. A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.
4. A position in which a student or a recent graduate receives supervised practical training.
5. Fees paid for instruction, especially for postsecondary education.
6. Fees paid for housing and meals.
7. School that receives only a small amount of ongoing government support.
8. School partially funded by a state or local government, often called a state school or city college/university.
9. Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

VOCABULARY REVIEW: Key Words

**Postsecondary
Education**

Financial Aid

Room and Board

**Community
College**

**Private College
or University**

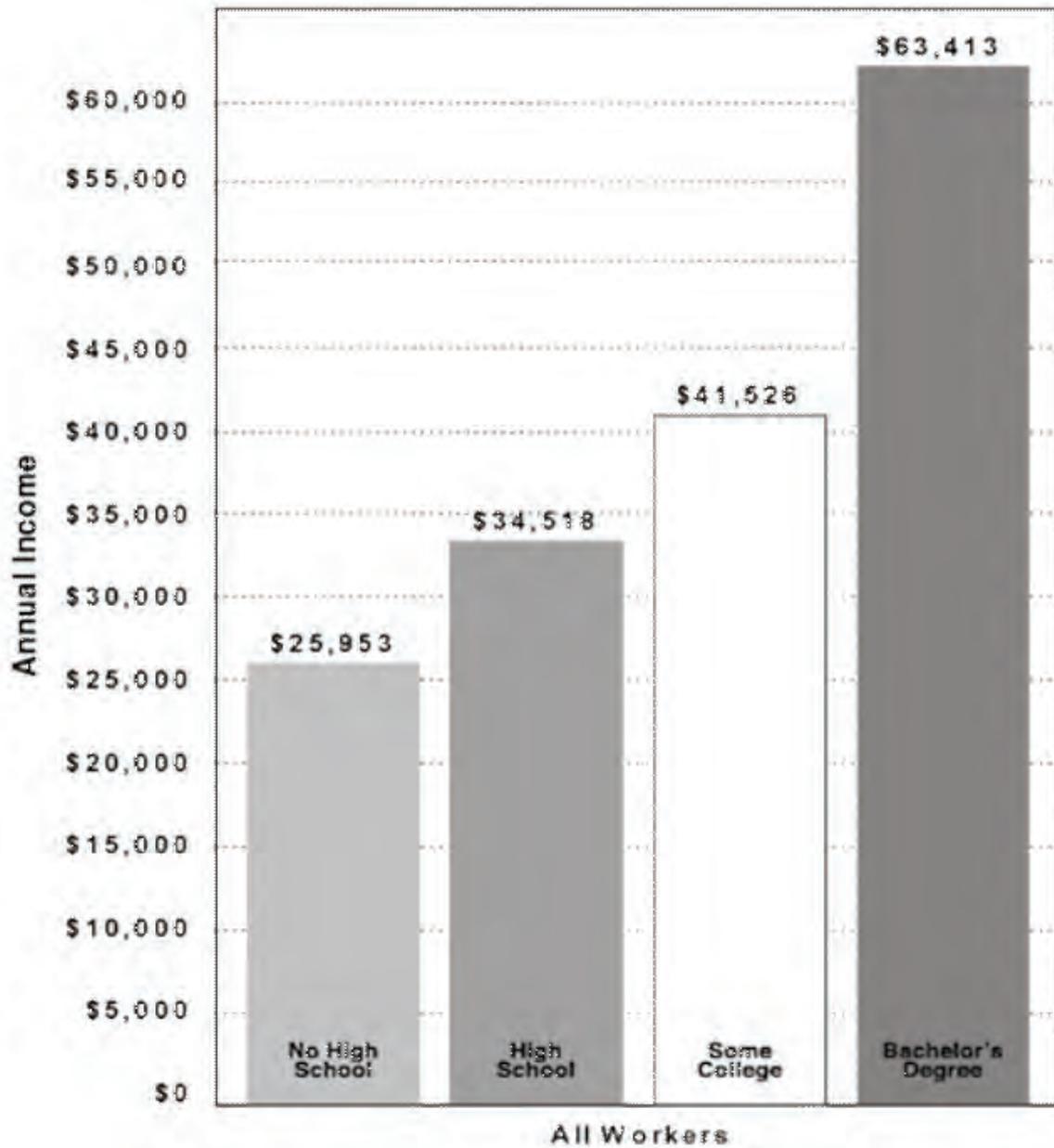
**Technical/Trade
School**

**Internship
or Apprenticeship**

**Public College
or University**

Tuition

U.S. Mean Annual Earnings by Education



Source: Income United States 2003, U.S. Department of Commerce

Fees Please!

Use the IHaveAPlanlowa.gov website and other college websites to find out how much college costs. If you're working in a group, each student should research a different kind of school.

Vocabulary:

- **Tuition:** fees paid for instruction, especially for postsecondary education.
- **Room and Board:** fees paid for housing and meals.
- **Private College or University:** school that receives only a small amount of ongoing government support, tuition is usually higher.
- **Public College or University:** school partially funded by a state or local government, often called a state school or city college/university.

1

Kind of school: Tech or trade		
Name of school: _____		
	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Note: It often takes a lot of digging to find accurate information about tech and trade schools. Here are some tips:

- First try searching for your school or program on IHaveAPlanlowa.gov. If it doesn't appear, search for your career on IHaveAPlanlowa.gov. Use the **Other Resources** button to find great stuff, like professional organizations with lists of accredited schools.
- If IHaveAPlanlowa.gov doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- The following website includes information on tech and trade schools:
 1. www.constructmyfuture.com

2

Kind of school: Community College (2-year college)

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

3

Kind of school: Public 4-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

4

Kind of school: Private 4-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Check-up Questions:

The lowest total costs found by a member of my class was \$_____ per year. This did/
did not (circle one) include room and board.

The highest total costs found by a member of my class was \$_____ per year. This did/
did not (circle one) include room and board.

The least expensive school we found was a _____ (name type).

The most expensive school we found was a _____ (name type).

Don't be put off by the cost of college. You can get scholarships, grants, work-study jobs, and loans to help you pay. You can find scholarships in the Financial Aid Planning Tab of IHaveAPlanIowa.gov. Look in the Section titled Find Scholarships and use the tools that you find. For more info, see www.fastweb.com, www.collegeboard.com, or www.scholarships.com.

Education After High School Glossary

Class Ranking: a number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

Community College: a postsecondary school that offers career training, or preparation for a four-year college.

Credentials: qualifications, evidence that a person can handle a particular task.

Entry-level Job: job requiring little or no experience.

Financial Aid: scholarships, grants, loans, and other assistance programs that help pay for tuition and other postsecondary school expenses.

GPA (Grade Point Average): the average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Grant: also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

High School Transcript: a record of the classes taken by a student in high school and the grades earned.

Internship/Apprenticeship: a position in which a student or a recent graduate receives supervised practical training.

Loan: financial aid that must be repaid.

Postsecondary Education: schooling after high school that includes apprenticeships, technical schools, community colleges, and four-year colleges.

Private College or University: school that receives only a small amount of ongoing government support, tuition is usually higher.

Public College or University: school partially funded by a state or local government, often called a state school or city college/university.

Reference: person who can recommend you for a job based on what they know about your character or work habits.

Room and Board: fees paid for housing and meals.

Scholarships: funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Standardized Tests: tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

Technical/Trade School: a postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: fees paid for instruction, especially for postsecondary education.

Work-Study Program: work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

The **BIG** Idea

- What are some ways to help pay for college?

AGENDA

Approx. 45 minutes

- I. Warm Up: Dollars for College (5 minutes)
- II. Scholarships and Awards (15 minutes)
- III. Grants and Work Study (15 minutes)
- IV. Loans (5 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 62, College Scholarships Awarded
- Student Handbook page 63, Expected Family Contributions
- Student Handbook page 64, Financial Aid Menu
- Student Handbook pages 65-67, Scholarships and Awards
- Student Handbook page 68, Scholarship Scavenger Hunt
- Student Handbook page 69 Check-up Questions
- Student Handbook pages 70-71, Scholarship Research
- Student Handbook page 72, My Scholarships

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the different kinds of financial aid available for college.
- Recognize that family income and assets determine how much financial aid you are eligible for and that even expensive schools may provide enough aid to make them a viable option.

OVERVIEW

In this lesson, students are introduced to four kinds of financial aid: scholarships/awards, grants, work-study, and student loans. The first three are free sources of money; the fourth must be paid back.

First, students use sample scholarships and awards from FastWeb to complete a quick Scholarship Scavenger Hunt. Next, the students look at several family scenarios to understand the role of expected family contributions in determining grant and work-study awards. Finally, they discuss the advantages and disadvantages of loans.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 63, Expected Family Contributions**
 - **Student Handbook page 64, Financial Aid Menu**
 - **Student Handbook page 69, Check-up Questions**
- Students may have financial aid questions beyond the scope of this lesson. For answers, please consult with your school counselor or refer to www.studentaid.ed.gov/guide.

VOCABULARY

Financial Aid: any type of assistance used to pay college costs.

Grant: also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Scholarship: financial aid distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Loan: financial aid that must be repaid.

Work-Study Program: work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

IMPLEMENTATION OPTIONS

In **Activity II, Scholarships and Awards**, you may want to assign teams of students to work on **Student Handbook page 68, Scholarship Scavenger Hunt** together.

You may wish to contact your school counselor to figure out what local scholarships are available. You can then share this information with the students at the end of **Activity II, Scholarships and Awards**.

It's important to spend a few minutes on each type of financial aid, so feel free to abbreviate any of the Activity Steps in order to get to all four.

If you think your students will struggle to figure out the pros and cons of each type of aid on **Student Handbook page 69, Check-up Questions**, you may choose to complete these questions as a class.

ACTIVITY STEPS

I. Warm Up: Dollars for College (5 Minutes)

1. [As students enter the room, direct them to **Student Handbook page 62, College Scholarships Awarded**, and ask them to circle the best answer.]
2. **SAY SOMETHING LIKE:** How many of you were worried last week when you saw how expensive college can be? [Show of hands.] This week, we're going to put some of those worries to rest. Most students receive some kind of **financial aid** – money from outside the family – when they go to college. Financial aid comes in different forms, but its purpose is to help you get all the money together that you need for different college costs.

We'll talk about 4 different ways to help pay for college, and the advantages and disadvantages of each. But first, the answer to how our mystery couple helped pay for their college education. Izzy Bristow and John Dyer, 18-year-olds from Iowa, were the winners of the ninth annual Stuck at Prom® Scholarship Contest. More than 215 couples from 40 states and 4 Canadian provinces entered this competition. All of the contestants created the clothing they wore to their high school prom from duct tape. The sponsor of the scholarship was Duck Tape brand duct tape. See www.stuckatprom.com for details.

II. Scholarships and Awards (15 minutes)

1. **SAY SOMETHING LIKE:** Can anyone think of other things a student might get a scholarship for? [Allow students to respond and list their answers on the overhead or board. Make sure to include the following areas: *outstanding grades or test scores; excellence in sports, music, art, science and other subjects.*]

SAY SOMETHING LIKE: People giving out scholarships aren't always just interested in great students and great athletes. Sometimes scholarships are given to students based on where they're from, their race or ethnicity, or even quirky things like left-handedness or being under 4' 10."

- **Scholarship Websites**

In the old days, finding scholarships that matched your particular talents was pretty hit or miss. The Internet has changed that. You can use the **Scholarship Finder** in IHaveA-PlanIowa.gov to search for scholarships. You can also sign up on websites like www.fastweb.com and www.collegeboard.com, and find a list of scholarships and awards that might work for you.

- **Privacy**

These websites will ask you for lots of personal information, which is how they figure out which scholarships match your talents. It's a good idea to check their Privacy Policy to see with whom they share your info. There's usually a box to check to let them know that you don't want to hear from any of their advertisers.

- **What You'll Find**

[Ask students to turn to **Student Handbook pages 65-67, Scholarships and Awards**. Note that these are actual scholarships and awards found on FastWeb in 2006. Call their attention to **Student Handbook page 78, Scholarship Scavenger Hunt**, which follows 3 pages of scholarship info, and read through the directions. Explain that they'll have 7 minutes to come up with as many scholarships as they can, each suitable for a particular student.]

[When 7 minutes have passed, bring the students back as a whole group and have them report on their findings.

- What was the weirdest scholarship they found?
- Which ones seemed like they'd be very competitive?
- Did they find any awards that they'd like to try for in the future?]

2. **SAY SOMETHING LIKE:** You'll notice that many of the Scholarships and Awards are highly competitive. For example, twelve Siemens Westinghouse prizes are given to the top math and science projects in the country each year. In 2005, nearly 1,700 students submitted work for judging. If you're not at the top of your class in one of these subjects, this is not a realistic place to look for financial help.

Local scholarships (which may not appear on national websites like FastWeb) are often less competitive. Applying for them may be a better use of your time, and you can get more info from your school counselor.

III. Grants and Work-Study (15 minutes)

1. **SAY SOMETHING LIKE:** The best kind of financial aid is free money – you don't have to pay it back. Scholarships are one kind of free money.

There are two more “free” kinds of financial aid – **grants** and **work-study programs**. You don't have to have a special talent or enter a competition to get a grant or be part of a work-study program. Grants and work-study programs are based on need. How do colleges tell if you need financial aid?

They ask your parents to fill out a Free Application for Federal Student Aid (the FAFSA). This happens in the middle of your senior year. The FAFSA asks for information about your family's income to determine how much help they can afford to give you in paying for college. The amount your family can afford to pay, as calculated on the FAFSA, is called your **Expected Family Contribution (EFC)**.

3. [Direct students' attention to **Student Handbook page 63, Expected Family Contributions**, for a look at how this determines how much grant money they may receive.]
4. **SAY SOMETHING LIKE:** Take a look at the family descriptions on the Family Contributions page. These are hypothetical situations; actual Expected Family Contributions will be different based on the information given on the FAFSA. But these will give you a good basis to compare. If your family makes \$8,000 a year, how much will they be expected to contribute toward college? (*nothing*) 25,000? (\$350) \$50,000? (\$5,000)

The government will give free college grants to students whose expected family contributions are low. You can use this money for school and don't have to pay it back.

If you have a low Expected Family Contribution, you're also eligible for a work-study program. Work-study students work part-time at the college to help pay for their expenses.

IV. Loans (5 minutes)

1. **SAY SOMETHING LIKE:** The fourth and final category of financial aid is student loans. How is this different from the "free money" available through scholarships and awards, grants, and work-study programs? (*You must pay this money back when you graduate. You will have to make mandatory payments, just like a car loan.*) What happens if you don't graduate or if you accept a job after graduation where you don't earn a lot of money? (*still have to pay it back*) Student loan payments can add up to hundreds of dollars a month – over the course of many years – so you should only use this option after all of your "free money" sources have been exhausted.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** In 2004–2005, free grant aid averaged about \$1,800 per student at two-year public colleges, over \$3,300 at public four-year colleges, and about \$9,600 per student at private four-year colleges.

[Write the above figures on the board.]

SAY SOMETHING LIKE: So it's important not to let a high price tag discourage you from a school you really want to attend. About two-thirds of all students do not pay anywhere near the full costs of a college. It helps to know all your options before you make a decision.

There will be Roads to Success classes during your senior year to help you complete the paperwork you need to apply for financial aid. In the meantime, it's not too early to check out the IHaveAPlanlowa.gov, FastWeb, College Board, and Scholarships.com websites to see what kinds of scholarships are available.

2. [Instruct students to turn to **Student Handbook page 69, Check-up Questions**. Give students two minutes to brainstorm possible pros and cons for each type of aid. After that time, discuss the pros and cons as a class.]
3. [Assign **Student Handbook pages 70 and 71, Scholarship Research** and **Student Handbook page 72, My Scholarships**, as homework. Be sure and go over the directions with the students, with particular attention to instructions on how to opt out of unwanted advertising.

NOTE: You may wish to provide incentives to those students who bring their completed homework to next week's class.]

EXTENSION ACTIVITY

The FAFSA is available online at www.fafsa.ed.gov. If students are interested in finding out what their family's current approximate EFC is, they might consider asking a parent to help them complete forms available on the websites listed at the bottom of **Student Handbook page 62, College Scholarships Awarded**.

College Scholarships Awarded

DO NOW: Carefully consider the photo and circle the best explanation of why these students won big scholarship money.



In 2009, this couple won \$3000 each to help pay for their college educations. What did they do to receive this money?

- Starred in their high school musical.
- Started an international project for peace.
- Designed the outfits they wore to prom out of Duck Tape brand duct tape.
- Entertained kids at a local children's hospital.

DO LATER: To look for scholarships that match your talents, use the Scholarship Finder in IHaveAPlanlowa.gov or sign up at one of these sites:

- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

Note: Check the websites' privacy policies to see who will have access to your info. Many websites of this type give you the option of "opting out" of receiving e-mail from advertisers.

For a preview of the **Free Application for Federal Student Aid**, visit www.fafsa.ed.gov.

There are many tools you can use to estimate your family's Expected Family Contribution. Here are some:

the Expected Family Contribution Calculator in IHaveAPlanlowa.gov (in the Financial Planning section)

www.petersons.com/finaid/efcsimplecalc.asp

www.FAFSA4caster.ed.gov

Expected Family Contributions

Family #1

Your mom works as a salesperson at a discount store when your little brother is at school. Your family income is \$8,000 a year.



Expected Family Contribution (per year): \$0

Family #2

Your dad makes \$10/hour on a road construction crew. Your mom makes extra money babysitting for the neighbor's kids. Your family income is \$25,000 a year.



Expected Family Contribution (per year): \$350

Family #3

Your mom works as a freelance writer. Your dad has his own computer-repair business. Your family income is \$50,000 a year.



Expected Family Contribution (per year): \$5,000

NOTE: *Expected Family Contributions are for comparison only. Actual EFC's depend on family assets, number of family members in college, etc.*



Financial Aid Menu



Scholarships and Awards

- Based on merit (things you're great at), not need.
- Free money for college that you don't have to pay back.
- Often very competitive.



Grants

- Provided by federal and state governments, as well as individual colleges.
- Free money for college that you don't have to pay back.
- Awarded to students with low Expected Family Contributions.
- Maximum amounts awarded change from year to year.
- Some higher-priced private colleges may offer bigger grants.



Work-Study

- Your college will find you a part-time job on campus.
- The pay you receive can be used to pay your college bills or personal expenses.
- Awarded to students with low Expected Family Contributions.



Loans

- When you've used other forms of Financial Aid and still need more money, a loan can make up the difference.
- **CAUTION:** loans must be paid back after you graduate, and it often takes 5, 10, or even more years to do this. You may want to avoid \$20,000 in debt (\$80,000 for four years of school) if there's a chance you won't be making a lot of money when you graduate.

Scholarships and Awards 1



All of the scholarships and awards listed below were found on www.fastweb.com during the spring of 2006. Hundreds of scholarship opportunities suited to your talents and interests can be found by logging on and completing a personal profile.

HBCU Connect Minority Student Scholarship

\$1000 Awards for tuition at a Historically Black College or University such as Spelman or Tuskegee. Student must be African-American, Native American, or Hispanic American. An essay is required.

Girls Going Places Scholarship

\$1000 – \$10,000 15 scholarships for girls ages 12 – 18. An adult must write an essay about you that describes how you're taking steps towards financial independence, are developing a business sense, and making a difference in your community.

“The Worst Day of My Life” Scholarship

\$5000 Open to female high school students. You write a story of any length describing the worst day of your life. The winner gets a scholarship, and her story will be turned into a made-for-TV movie.

Anne & Matt Harbison Scholarship

\$1000 One award to a high school senior with a language-related learning disability. You have to be nominated by a member of the P. Buckley Moss society. (The society works for charity and to foster an appreciation of the art of P. Buckley Moss.)

Scholarships and Awards 2



Butterfly Award Grant

\$1000 5 awards available for students at New York City Public High Schools who have been active in AIDS/HIV education and demonstrated leadership. You need 2 letters of recommendation and a personal statement.

Brown Aveda Institute Scholarship

\$7000 – \$12,000 This award is for cosmetology (and esthiology) students interested in attending the Brown Aveda Institute in Mentor, Ohio. You must meet their admissions requirements and complete an application, questionnaire, and essay to be eligible.

Federal Junior Duck Stamp Art Competition

\$1000 – \$4000 Are you artistic? Pick a species of North American waterfowl and design a stamp. Open to K-12 students. Winners get \$, and the Best of Show becomes a real U.S. stamp. The U.S. Department of Fish and Wildlife sponsors this competition.

Future Teacher of America Scholarship

\$250 2 awards available to students in grades 9 – 11 who are pursuing a career in education. Take an online quiz that tests your knowledge of core subjects important to teaching.

Frank O'Neill Memorial Scholarship

\$500 2 awards. Is there somebody in your life who's been a positive influence? If you're attending a university, college, trade school, technical institute, vocational training or other postsecondary education program, write an essay of 1000 words or less describing this person's impact on you.

Holocaust Remembrance Project Essay Contest

\$2500 – \$10,000 30 awards. Open to students in the U.S. and Mexico, ages 19 and under. Write an essay of 1200 words or less on the topic specified. First-place winners receive a trip to Washington, D.C., and scholarships of up to \$10,000.

Scholarships and Awards 3



Excellence in 3D Animation Award

\$100 – \$1000 Download free software and create an animated character, prop, set, or movie scene. 2 contests/year.

McDonald's National Employee Scholarship

\$1000 – \$5000 Are you a high school senior and a McDonald's employee? If you work at least 15 hours/week and have been there for at least 4 months, you're eligible to apply for this college scholarship. One \$1000 winner/state, with a grand prizewinner of \$5000.

StraightForward Media and Communications Scholarship

\$500 It's easy to apply for this scholarship online. Just tell them your GPA, why you're studying media & communications, and how this scholarship will help you. 4 winners a year.

Siemens Westinghouse Competition

\$1,000 – \$100,000 A national competition for the best & brightest in math, science, and technology. Design a research project in mathematics, engineering, the biological and physical sciences or a combination of these. Compete as an individual or as part of a team.

Drive Your Future Scholarship

\$2500 This scholarship is available to high schools seniors who plan to attend college full-time or enter a vocational school program. You must be the first generation in your family to attend college and have a 3.0 GPA or better. Sponsored by Mercedes-Benz.

Scholarship Scavenger Hunt

Use **Student Handbook pages 65-67, Scholarships and Awards 1-3** to find scholarships or awards in each category.

Each item describes a student. Next to the description, write a scholarship or award the student could apply for. An example has been done for you. Some categories may be eligible for multiple scholarships. You may list all scholarships that fit each category.

Making a Difference	
A girl improving her community	<i>Girls Going Places Scholarship</i>
A New York City student educating people about AIDS	
Career	
A future teacher	
A current fast-food employee	
Where You Want to Go to School	
Someone who wants to go to a historically Black college	
Someone who wants to go to the Brown Aveda Institute	
Amazing Abilities	
A math or science whiz	
Somebody who can do animation	
A good writer	
Personal Challenges	
A student with a learning disability	

Check-up Questions

Directions: List one pro and one con for each kind of financial aid. The first one has been done for you.

Kind of Financial Aid	Pro	Con
Grants	Don't have to be paid back.	Usually based on financial need, so may not help people with high Expected Family Contributions.
Work-Study		
Scholarships and Awards		
Loans		

SCHOLARSHIP RESEARCH

Sign in to IHaveAPlanlowa.gov or on to Fastweb.com and find out what scholarships are available to you. Choose 3 scholarship options, and fill in the chart using the web information for each.

DIRECTIONS FOR USING IHaveAPlanlowa.gov

1. Type www.IHaveAPlanlowa.gov in your browser's address space.
2. Sign into the IHaveAPlanlowa.gov by entering your account name and password in the spaces in the upper right corner of the screen.
3. Click on the **Financial Aid Planning** tab and then on the **Find Scholarships** section.
4. Scroll down to the bottom of the page and click on **Scholarship Finder**.
5. Read the instructions beneath Your Scholarship Profile.
6. Build Your Scholarship Profile by clicking **Add/Change** next to any of the criteria listed on the left side of the page.
7. Once you have finished adding or changing your criteria, click **See Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can click **Back to Your Scholarship Profile** at the bottom of your scholarship list to add or change your criteria.
8. Fill out the chart on **Student Handbook page 72, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING FAST WEB

1. In order to use FastWeb type www.fastweb.com into your browser's address space. You should click on the red button that says **New Users: Start your free search**.
2. Enter your e-mail address and create a password for the website. If you do not have an e-mail address, you can search for scholarships using www.collegeboard.com. You can also search for scholarships on the website www.scholarships.com. This website will ask you for personal information which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from FastWeb's sponsors. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.

3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 72, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING COLLEGE BOARD

1. In order to use College Board, type www.collegeboard.com into your browser's address space. You should click on the button that says **For students**.
2. Click on the green button on the right labeled, **Pay for College** and then click on the button labeled **Scholarship Search**. Half-way down the page you will see an arrow with the word "Start" next to it. Click on it.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 72, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING SCHOLARSHIPS.COM

1. In order to use Scholarships.com type www.scholarships.com into your browser's address space. You should click on the red button that says **New Users: Start your free search**.
2. Fill in your school year, birthday, and zip code. Then enter your e-mail address and create a password for the website. Once you have entered in this information, click the **Submit** button.
3. This website will ask you for personal information which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 72, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

MY SCHOLARSHIPS

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
McDonald's National Employee Scholarship \$1,000 \$5,000	High school seniors who work at McDonald's (15 hrs/week, 4 months)	Fill out application	50 \$1,000 prizes, one per state, one grand prize winner of \$5,000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

2. What could you do to improve your chances of receiving a scholarship or financial aid?

Entrance Requirements

The **BIG** Idea

- How do colleges decide which students to admit?

AGENDA

Approx. 45 minutes

- I. Warm Up: College: The Right Stuff (10 minutes)
- II. IHaveAPlanlowa.gov: What Schools Want (10 minutes)
- III. Graduation Requirements and College-Bound Courses (10 minutes)
- IV. Revising Your 4-Year Plan (10 min)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 3, My Four-Year Plan (from Setting Goals 2)

STUDENT HANDBOOK PAGES:

- Student Handbook page 73, What Schools Want
- Student Handbook page 74, Recommended High School Courses for College
- Student Handbook page 75, Questions for My School Counselor

- Sample packet of local school district's 10th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 10th grade courses w/syllabus, course selection form, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- List and discuss criteria colleges use to select candidates.
- Compare the entrance requirements of two four-year schools.
- Understand which courses are required for high school graduation in own state or district.
- Understand which courses are required or recommended by four-year colleges.
- Use the criteria above to select courses for tenth grade.

OVERVIEW

As a class, students list and discuss the general entrance requirements for most four-year colleges and universities. They use the IHaveAPlanlowa.gov website to research the requirements for two schools in their state. Then, students will review the state or district requirements for graduation. Finally, they will use the criteria to revise the four-year plan they created earlier in the year.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 73, What Schools Want**
 - **Student Handbook page 74, Recommended High School Courses for College**
 - **Portfolio page 3, My Four-Year Plan**
- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website is accessible from students' computers.
- For **Activity II, IHaveAPlanlowa.gov: What Schools Want**, choose two colleges and/or universities in your state for students to research on the IHaveAPlanlowa.gov website. Choose schools that are accessible to students and have different kinds of profiles (for example, one public and one private). One of the schools should also have stricter entrance requirements.
- Copy **Portfolio page 3, My Four-Year Plan** (one per student). Students who make revisions to their Four-Year plan will need an extra handout. (Students may also prefer to make revisions on the original portfolio page, rather than recopying the entire page.)
- Since this lesson is designed to help students prepare for their meetings with the school counselor to select courses for the 10th grade, be sure to coordinate with the counselor to become better acquainted with the processes involved. You will need to identify and assemble necessary information and forms for your district to guide the course selection process for ninth graders choosing courses for the 10th grade. This packet of information should include:
 - district or state requirements for graduation
 - a listing of grade 10 courses
 - the course selection card or form, and

- any other information needed to help students and their parents understand the 10th grade course selection process.

In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out, and discuss the process involved in enrolling in selected classes.

VOCABULARY

High School Transcript: a record of the classes taken by a student in high school and the grades earned.

Standardized Tests: tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

GPA (Grade Point Average): the average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Class Ranking: a number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

IMPLEMENTATION OPTIONS

For **Activity II, IHaveAPlanIowa.gov: What Schools Want**, if your class does not have access to computers, you can print out the information about school requirements from the IHaveAPlanIowa.gov website and/or the official websites of the two colleges you choose. (Create a class set of these documents rather than copies for all students in the program.)

In **Activity IV, Revising Your 4-Year Plan**, if your school has an official course request form for students to complete, you may choose to have students complete it instead of writing their courses on **Portfolio page 3, My Four-Year Plan**. (A copy should be kept in their RTS portfolio.)

If you think your students will be interested in practicing some SAT or ACT questions, feel free to show some sample questions from either the College Board (www.collegeboard.com) or ACT website (www.actstudent.org).

ACTIVITY STEPS

I. Warm Up: The Right Stuff (10 minutes)

1. **SAY SOMETHING LIKE:** What do you need to do to get into the college of your choice? Today we'll explore the requirements for different schools. Later in class we're going to look over the four-year plans you made earlier this year to help determine what classes you'll take next year.
2. [In the following activity, write all student answers in a list on the board under the heading "Admission Requirements."]
3. **SAY SOMETHING LIKE:** Some schools have open admissions policies that let most people in as long as they've graduated from high school or have a high school equivalency diploma. But for many colleges and universities, you'll need more. And the better your high school performance, the more choices you'll have.

What kinds of things will colleges be interested in finding out about you when you apply? [Allow students to respond.] What do you think is the most important thing a college wants to look at? (*your high school transcript*)

Who knows what this is? [See **Vocabulary**.]

Transcripts include your grade point average and your class rank. Does anyone know what a grade point average is? Class rank? [See **Vocabulary** when talking about grade point average; students should understand how letter grades correspond to a four-point scale, i.e., A=4.0, B=3.0, C=2.0, and D=1.0. Make sure students understand that GPA is cumulative starting in grade 9.]

[Display the following information and chart on chart paper, overhead or board. Walk the students through the **Sample Student Transcript** and model how to calculate the sample GPA. NOTE: If needed, check with your school counselor to make sure grades in your school are based on a 4 point system. You may also want to investigate if honors courses are weighted differently.]

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

SAMPLE STUDENT TRANSCRIPT

COURSE	CREDIT HOURS	GRADE	GRADE POINTS
Biology	3	A (4.0)	12
English	3	C (2.0)	6
Math	3	B (3.0)	9
History	3	B (3.0)	9
French	3	C (2.0)	6
Art	3	A (4.0)	12

Total Number of Credits = 18**Total Grade Points = 54**

To calculate the student's GPA, the total grade points are divided by the total number of credits earned.

Total Grade Points/ Total Number of Credits = GPA

$$54/18 = 3.0 \text{ GPA}$$

[NOTE: If you think your students will be overwhelmed by practicing how to calculate GPA, you may choose to skip calculating the GPA.]

Class rank shows how you compare with your classmates. So if a school requires students to be in the top half of their class, what does that mean in a class of 200 kids? (*that you'd have to be ranked in the first 100*)

For example, a student might be first in his class, twenty-fifth in his class, or two hundredth in his class. A student who's first in his class has better grades than the student who's two-hundredth.

Also on your transcript, most 4-year colleges want to see that you've taken at least the following courses: [List these separately on the board.]

English: 4 years

Math: 3–4 years

Science: 3 years

Social Studies: 3 years

Foreign Language: 2–4 years

- SAY SOMETHING LIKE:** Besides looking at your transcript, colleges also want to see your standardized test scores. Colleges use tests like the SAT and the ACT so they can compare all students using the same standards. These aren't the kinds of tests you

study for in the sense that you're supposed to know certain facts or formulas. But it helps to be familiar with the kinds of questions they ask and to know some strategies for doing well. Some students actually take prep courses or practice exams to get ready. Next year, you're going to learn some strategies for taking these tests.

The SAT has three parts: verbal, math and writing. There are 800 points possible in each part. (Hardly anyone gets a perfect score.) The ACT has a total of 36 possible points. The ACT has five parts to it: English, Math, Reading, Writing, and Science.

How many points does a school require to get in? *(This varies, and while there are suggested guidelines, an applicant with some other outstanding quality might be admitted with less than ideal scores.)*

[NOTE: IHaveAPlanlowa.gov lists SAT scores in terms of 1600 points (instead of 2400). Let students know that this score only factors in the math and verbal sections.]

II. IHaveAPlanlowa.gov: What Schools Want (15 minutes)

1. **SAY SOMETHING LIKE:** Some colleges are very competitive – lots of students applying for the same spots – kind of like trying out for sports. These schools can be very choosy about which students they admit. But not every school is hard to get into. It's important to find a school that's a good match for your skills. If you're a good student, you'll have more choices.

Finding out about a school's specific requirements is a good first step. What are some of the ways you could do that? *(ask a school counselor, go to school website, phone school admissions office, look on the IHaveAPlanlowa.gov website)*

The IHaveAPlanlowa.gov website is a great place to start. Let's take a look.

2. [Have the class log on to IHaveAPlanlowa.gov.]
3. **SAY SOMETHING LIKE:** Today, we'll research the requirements for two schools.
4. [On the board, write the name of the two schools you chose for students to research (see **Preparation**). Have students follow along with the instructions below.]

SAY SOMETHING LIKE: To find out the requirements for these schools or any school, first:

Click on the **College Planning** tab on the top of the page and then click on the **Explore Schools** section.

Next, enter the name of the school at the top and click on the **Go** button.

Click on the school name, which brings you to the **School Profile** page.

Now, click on the **Admissions** button in the left-hand menu.

Using the information on this page, complete the information on **Student Handbook page 73, What Schools Want**.

For example, to find the SAT score, scroll down the page to the section titled “First-Time Freshmen Selection Process”. If the school requires an SAT score, the SAT score will be listed next to the phrase “Average SAT”. You can find the average GPA of an incoming freshman next to the phrase “Average secondary school GPA”. If this information does not appear on the page, you will need to infer GPA by looking at the list of academic criteria. For example, you might see the phrase “GPA is very important”. That would tell you that you need a high GPA. Write down the best information that you can find on the **Student Handbook page 73, What Schools Want**. Remember, you can always go to the school’s website for additional information.

When you’re finished, follow the same procedure to find out the requirements for (*name of second school*), and fill out this information on the worksheet, too.

5. [Give students five or so minutes to fill out their worksheets. Afterwards, lead a discussion with the following questions:
 - What were the requirements for each school?
 - How were the requirements different?
 - Did one ask for more than the other?
 - What did they require in addition to grades and standardized tests?]

III. Graduation Requirements and College-Bound Courses (10 minutes)

1. [Instruct students to turn to **Portfolio page 3, My Four-Year Plan**. Remind students that they filled this out at the beginning of the year during the Goal Setting Unit. Have the students remove this page from their binder so they can refer to it throughout the rest of the lesson.]

2. **SAY SOMETHING LIKE:** Earlier in the year, you created a four-year plan to help keep you on track for your high school graduation. Before you leave today, you will create a preliminary list of your 10th grade courses. You'll have the opportunity to review these choices with your school counselor before you make your final schedule.

But first we're going to take a look at what's required in our district/state.

3. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]
4. **SAY SOMETHING LIKE:** The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to everyone, even if you're not planning to go to college. You might decide later on that you want to attend. Now is the best time to take college prep courses – while it costs you nothing and school is your main responsibility.
5. **SAY SOMETHING LIKE:** Let's take a look at the courses that are recommended by most colleges. Please turn to your **Student Handbook page 74, Recommended High School Courses for College**. [Show a copy on a projector and review the recommendations.]

Keep in mind that these are general recommendations. You'll want to check with the colleges you're applying to for their requirements. [See **Implementation Options** for a recommended website on which to find this information.]

6. **SAY SOMETHING LIKE:** You'll also note that Advanced Placement courses are at the bottom of this list. These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses.

IV. Revising Your 4-Year Plan (10 minutes)

1. **SAY SOMETHING LIKE:** Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing courses from this list of course offerings for next year. [Hand out copies of

- this list, obtained from your own school or district, and display a copy on the overhead projector.]
2. You'll share these choices with the school counselor when you make your final schedule.
 3. **SAY SOMETHING LIKE:** Please turn to your **Portfolio page 3, My Four-Year Plan**. You will have 10 minutes to make any revisions to your four-year plan. The classes in your 10th grade column will be a preliminary list of your 10th grade courses. When you are revising your plan, think about how you are doing in your classes this year. If you know you are in danger of failing a class, you will most likely need to retake it next year. Remember this is not your final schedule.
 4. [Give students about 10 minutes for this step. Pass out one copy of **Portfolio page 3, My Four-Year Plan** to each student. Walk around the classroom to answer questions they may have as they make their selections.]

V. Wrap Up (5 minutes)

1. [Have students turn to their **Student Handbook page 75, Questions for My School Counselor**.] Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.
2. **SAY SOMETHING LIKE:** Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the ones you chose today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your guidance counselor.
3. **SAY SOMETHING LIKE:** Great job today, everyone. Next week, we're going to talk more about how your high school activities and work experience can help you stand out in your college and job applications.

What Schools Want

Fill in each school's application requirements below.

1) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants. If either SAT or ACT is required, circle both.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

2) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
English/Language Arts	4	Language Arts 1-IV or English I-IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
Health and Physical Education	2	Classes from the Health and Physical Education Area
Fine Arts	0.5	Any Class from the Fine Arts Area
Foreign Language	0	Spanish I-IV, French I-IV (Check with the college; some require 2 years of the same language.)
Career and Technology Education	0.5	Information Technology Applications (or other courses available at your school)

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the guidance counselor. Write your questions below.

1. _____

2. _____

3. _____

4. _____

5. _____

MY FOUR-YEAR PLAN

SUBJECT	Courses Taken/Planned			
	9th	10th	11th	12th
1. English/Language Arts				
2. Social Studies				
3. Math				
4. Science				
5. Health				
6. Physical Education				
7. Fine Arts				
8. Foreign Language				
9. Career and Technology Education				
10. Other				

Building Credentials

The **BIG** Idea

- What do my high school activities tell college admissions officers/ employers about me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Before They Were Famous (10 minutes)
- II. Standing Out (10 minutes)
- III. You're Hired! (15 minutes)
- IV. Wrap Up: Building Credentials Now (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 28, Certificate of Participation

STUDENT HANDBOOK PAGES:

- Student Handbook page 76, You're Hired!
- Student Handbook page 77, Tips for Building Credentials
- Student Handbook page 78, Activities Checklist

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Before They Were Famous, (optional copy for each student following the game)

Credentials reference guide (See **Preparation**)

Celebrity photographs for warm up activity, with tape for posting

OBJECTIVES

During this lesson, the student(s) will:

- Know that early work experiences, including volunteerism and extracurricular activities, give access to later opportunities (including careers and college).
- Realize that employers hiring for entry-level jobs may rely on volunteer work and extracurricular activities to distinguish between candidates.
- Begin a record of his/her credentials (academic, extra-curricular, volunteering).

OVERVIEW

In this lesson, students are introduced to the idea of building credentials as a way to show who they are and what they can do – with both future employers and college admissions officers in mind. As a warm up, they guess which celebrities held which first (or early) jobs. (Who knew that LL Cool J once had a paper route, or that Brad Pitt dressed in a chicken costume to attract customers to a fast-food restaurant?) Students discuss what employers are looking for, and use a checklist to identify past activities that qualify as “credentials.” Next, they examine the credentials of three high-school students and determine who they’d hire to work at an ice cream shop. Finally, they begin a credentials file of their own by bringing in evidence of their own extracurricular activities.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 77, Tips for Building Credentials**
 - **Facilitator Resource 2, Before They Were Famous**
- Gather photos of 5 of the celebrities listed in **Facilitator Resource 2, Before They Were Famous**. These photos can be easily printed from the Internet, or photocopied from books or magazines at the library. (NOTE: If you happen to know about the early jobs of those celebrities who are popular with students in your area, feel free to substitute other celebrities for those listed below. Also, please make sure to include celebrities that are diverse demographically – both males and females, various races.)
- Create a reference guide to local volunteer and work opportunities as well as after-school activities so that you can offer students concrete suggestions for building credentials.

BACKGROUND INFORMATION

It's important for students to realize that the activities they participate in today can be assets when they apply for their first jobs in a year or two.

VOCABULARY

Entry-level Job: job requiring little or no experience

Credentials: qualifications, evidence that a person can handle a particular task

Reference: person who can recommend you for a job based on what they know about your character or work habits

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Directions: *How did they get their start? Match the name of each celebrity with his early job.*

Celebrity

1. _____ Madonna
2. _____ Chris Rock
3. _____ Brad Pitt
4. _____ Garth Brooks
5. _____ Jennifer Aniston

Early Job

- a. Boot salesman
- b. Worked at a Red Lobster restaurant
- c. Dunkin Donuts counterperson
- d. Waitress
- e. Dressed in a chicken costume for a fast food restaurant

[After they have completed their answers, begin with the **Warm Up** as written. You may wish to use photos of the celebrities listed here for the **Warm Up** activity.]

Once you've finished playing the game, you may wish to distribute copies of **Facilitator Re-**

source 2, Before They Were Famous, for students to share with their families and friends.

For **Activity III, You're Hired!**, you might want to have students form small groups to consider the "You're Hired!" applicants, explaining their choices in a whole-class discussion afterward.

In **Activity IV, Wrap Up: Building Credentials Now**, you may choose the following adaptations for **Student Handbook page 77, Tips for Building Credentials**:

- Assign students to small groups. Each small group is responsible for reading one of the three sections and reporting their findings to the class.
- Give each student a highlighter and ask him/her to highlight three tips or sentences that he/she finds interesting or relevant.
- Students can create an action plan where they write down two concrete steps they plan to take to build their credentials. This can be written on an index card and collected at the end of class.

ACTIVITY STEPS

I. Warm Up: Before They Were Famous (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about academic entrance requirements for college. This week, we'll talk about ways you can demonstrate to colleges and employers that you're a responsible and capable person.

SAY SOMETHING LIKE: Everyone has to start somewhere. Your first job may be far from your final career goal. But your first job often helps convince your next employer that you're a good worker and someone worth hiring. If your first job is related to your career goal, that's even better.

How many of you dream about being famous one day?

[Many hands will go up.]

Well, you're in luck. It's time to play "Before They Were Famous." It's a game in which you try to figure out the first jobs of some well-known people.

[One at a time, hold up each celebrity's picture and ask students to identify who the person is—and his/her claim to fame. Once the celebrity is correctly identified, tape his/her photo to the wall.]

2. **SAY SOMETHING LIKE:** None of these stars started off in the big-time. When they were younger, they all began with much less glamorous jobs that certainly didn't come with huge paychecks. For example, one of these famous people once worked behind the counter at Dunkin Donuts. Which celebrity was it?

[Point to each of the celebrity photos and ask students to raise their hands if they think the celebrity was the person who worked behind the counter at Dunkin Donuts. After tallying the votes, and announcing the results, tell the group that Madonna was a former Dunkin Donuts counter person.]

3. [List the remaining first jobs on the board and repeat the voting process for the other 4 celebrities you selected. NOTE: Make sure to list the jobs out of order to make this game more challenging.]

SAY SOMETHING LIKE: Did you find any of these first jobs surprising? Do you happen to know about the first jobs of other celebrities?

[Encourage brief discussion.]

Next, we'll take a look at some of the things people do to get their first jobs.

II. Standing Out (10 minutes)

1. **SAY SOMETHING LIKE:** Many **entry-level jobs** – like the ones at [store names in your area- e.g. McDonald's, the Gap, or a drug store] require you to fill out a job application form. These forms always include a “work experience” section and a “reference” section.
2. **SAY SOMETHING LIKE:** So what do you do if you don't have any work experience? Are you sunk? Or are there still ways you could impress a potential employer? [Allow students to respond.]

Don't worry, even if you have never held a job, you can still start gathering credentials. One of the best parts of an entry-level job is that an employer will usually teach you the specific skills needed to do the job. A McDonald's supervisor, for example, doesn't assume that you know how to ring up an order. Learning how to operate machinery such as a cash register, a cappuccino machine, or a price tag gun doesn't take much time.

[If you feel comfortable, you may wish to discuss your first job experience. You can discuss what skills and behaviors you needed to demonstrate to get that job and how that experience better prepared you for future jobs/school.]

So, what are employers REALLY looking for when they hire new employees?

[Allow a brief discussion, adding the following examples if students don't come up with them on their own:

- Will you show up on time?
- Do you look presentable and friendly?
- Do you get along well with others?
- Can you be trusted with handling the business's money?
- Are you a hard worker?
- Can you act professionally and responsibly?
- How good are you at solving problems that come up?]

3. **SAY SOMETHING LIKE:** Employers will want you to provide evidence that you've dem-

onstrated these behaviors and skills before. This evidence is known as your credentials. Credentials are proof that you've already demonstrated the kinds of skills and behaviors that ALL employers are looking for in the people they hire—working hard, learning quickly, being trustworthy, cooperating with others, showing up on time, and so on.

SAY SOMETHING LIKE: Employers aren't the only ones impressed with credentials. If you are interested in applying to college, you will be asked many of the same questions about your experiences and interests.

[Refer students to **Student Handbook page 78, Activities Checklist**. Explain that this list includes a range of activities that can demonstrate responsibility and teamwork to both employers and colleges. Ask them to check all that apply to their lives and add any others that aren't already listed.]

III. You're Hired! (10 minutes)

1. **SAY SOMETHING LIKE:** It's time to play a game called "You're Hired!". In this game, you are going to pretend that you are an employer.

Let's imagine it's springtime, and you are the manager of the "I Scream for Ice Cream" ice cream shop. You're getting ready for the summer crowds by hiring some teens to work the counter. In July and August your store is wildly popular, with more than 200 customers an hour! You're looking for someone who can get along well with lots of different kinds of people, works quickly and efficiently, has good organizational skills, shows up on time, and can even cool off people's tempers when the lines wind around the block.

You have just interviewed three possible candidates for the job: Will, Sandra, and Ian. Let's look at their credentials together.

2. [Refer students to **Student Handbook page 76, You're Hired!** and lead a group discussion about each of the candidates.]

SAY SOMETHING LIKE: Will, Sandra, and Ian have a lot going for them. During middle school and the first two years of high school, they were very busy building their credentials. This makes them very appealing to employers.

Do you think Will would be a strong candidate to choose for a job behind the ice cream counter? Why or why not? Which of his credentials might make him a good scooper at

your store? What do the kinds of activities that Will has chosen tell you about him?

[Allow an open-ended discussion. Encourage students to refer to Will's specific credentials. Review Sandra and Ian's credentials in the same way. Have the students take a vote on which of the three candidates—Will, Sandra, or Ian—they would hire if they were the manager of the ice cream shop. Ask what jobs the candidates who aren't chosen might be better suited for.]

IV. Wrap Up: Building Credentials Now (10 minutes)

1. **SAY SOMETHING LIKE:** Some of you might be wondering how you can build your own credentials. Please turn to **Student Handbook page 77, Tips for Building Credentials**, for some ideas about how to get started.

[Review suggestions with the students.]

2. **SAY SOMETHING LIKE:** For next week, I'd like you to start building your own credentials file. Please bring a document that gives evidence of something you've done this year that contributes to your school or community.

Look back at **Student Handbook page 78, Activities Checklist**, for ideas about what to bring in. It could be the program from a play, a team photo, or a note from an adult in a program where you volunteer.

Please turn to **Portfolio page 30, Certificate of Participation**, for a form that an adult sponsor or coach can use to certify your participation. If you use this form, you can make the adult's job easier by filling in all the blanks except for their signature and contact information at the bottom of the page.

[Remind students of the reward you've designated for completed homework.]

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DO NOW

Education After High School 4: Building Credentials

Directions: How did they get their start? Match the name of each celebrity with his or her early job.

Celebrity	Early Job
1. _____ Madonna	a. Boot salesman
2. _____ Chris Rock	b. Worked at a Red Lobster restaurant
3. _____ Brad Pitt	c. Dunkin Donuts counterperson
4. _____ Garth Brooks	d. Waitress
5. _____ Jennifer Aniston	e. Dressed in a chicken costume for a fast food restaurant



Before They Were Famous

Celebrity	Early Job
Madonna, singer	Dunkin Donuts counterperson
Jerry Seinfeld, comedian	Sold light bulbs over the phone
Oprah Winfrey, talk show host	Worked at a Nashville radio station while in high school
David Letterman, talk show host	Checkout bagger at local supermarket
LL Cool J, singer	Delivered newspapers by bicycle
Chris Rock, comedian	Worked at a Red Lobster restaurant
Jennifer Aniston, actress	Waitress
Garth Brooks, singer	Boot salesman
Dennis Rodman, basketball player	Camp counselor
Avril Lavigne, singer	Mowed neighbors' lawns at age 12
Nelly, singer	Unloaded trucks for UPS
John Mayer, singer	Gas station attendant
Tommy Hilfiger, designer	Sold clothes from the trunk of his car; also a lifeguard
Johnny Depp, actor	Sold pens by phone
Taye Diggs, actor	Worked at a pizza place in NYC
Jack Nicholson, actor	Lifeguard and theater usher
Sammy Sosa, baseball player	Sold orange juice and shined shoes
Ellen Degeneris, talk show host	Shucked oysters and sold vacuums
Michael Dell, CEO Dell comp.	Dishwasher at Chinese restaurant
Stephen King, novelist	School janitor
Bill Murray, actor	Sold chestnuts outside a grocery store
Robin Williams, comedian/actor	Street mime
Brad Pitt, actor	Moved refrigerators; dressed in a chicken costume for a fast-food restaurant



You're Hired!

Imagine that you are the manager of the local ice cream shop. Which of these three job applicants would you hire? Why? Write your answers below.

WILL, AGE 16

- Worked as babysitter for a family in the neighborhood
- Volunteers for Meals on Wheels (delivers meals to people who are unable to leave their home)
- Friends say he's an "organization freak" and he loves to help his friends organize their lockers and bedrooms
- Helped tutor younger kids in math at a local after-school program

SANDRA, AGE 16

- Volunteered at local hospital once/week with church group, helps bring around dogs to cheer up patients
- Writes movie reviews and articles for the school newspaper
- Acts in school musicals
- Enjoys helping her dad cook meals for her whole family (that's 10 people in all)
- Worked as a junior counselor at the camp she went to as a kid

IAN, AGE 16

- Loves gaming, and has mastered all the levels of Madden NFL
- Known in his school for having a great sense of humor
- Draws cartoons for the school yearbook
- Can figure out any techno gadget with little effort

Your Recommendations:

Who gets the job?

I would hire _____ because _____

_____.

What jobs would you suggest for the other two applicants?

I think _____ would be good at _____
because _____
_____.

I think _____ would be good at _____
because _____
_____.

Tips for Building Credentials

Keep track.

- Start to keep a Credentials Notebook. Make a list of all the names and phone numbers of anyone you've worked for, even if it's babysitting or shoveling snow. This becomes your list of "satisfied customers" who can become references later on.
- In your Credentials Notebook, write down any sports or after-school clubs that you participate in, and what skills, talents, or knowledge you've learned from them. Your coach or advisor is a good person to recommend you for future work.
- Don't try to do everything at once. Being an expert in one area, such as computers or theater, can be as valuable as knowing a little about a lot of things.

Volunteer some time.

- To get ideas of where to volunteer, figure out the kinds of activities you like best. Do you prefer working with older people or younger people? Outdoors or inside? In groups or alone? Do you like office work or physical labor? And so on.
- Don't be afraid to try something outside your usual interests. Volunteering is a good way to discover hidden talents. It's also a good way to figure out what you don't want to do in your future career!
- When volunteering, remember that people with the least experience sometimes have to do the least exciting jobs. Be patient and remember that everybody has to start somewhere. Learn everything you can, and show that you're ready for new challenges.

Think ahead.

- Next time you're in the kind of store you might like to work in some day, ask if they have any entry-level jobs, and find out how old you have to be to apply for them.
- You don't have to wait until you're old enough for businesses to hire you. Think of ways that you might make money helping neighbors and friends – like babysitting, mowing lawns, shoveling snow, walking dogs, etc.

Colleges and employers want to know what you like and how you contribute to the world. Use this page to tell them.



Activities Checklist

Check all the activities that apply to your life. Add any that are not listed.

<input type="checkbox"/> Sports Team	<input type="checkbox"/> Political Campaign
<input type="checkbox"/> School Club	<input type="checkbox"/> Mentoring Program
<input type="checkbox"/> Band	<input type="checkbox"/> Volunteer Program
<input type="checkbox"/> Choir	<input type="checkbox"/> Part-Time Job
<input type="checkbox"/> Musical Instrument	<input type="checkbox"/> Help Family or Community Member
<input type="checkbox"/> Art	<input type="checkbox"/> Academic Competition
<input type="checkbox"/> School Play	OTHER
<input type="checkbox"/> School Newspaper	<input type="checkbox"/> _____
<input type="checkbox"/> Youth Group at Place of Worship	<input type="checkbox"/> _____
<input type="checkbox"/> Scouts	<input type="checkbox"/> _____
<input type="checkbox"/> Special School Project	<input type="checkbox"/> _____
<input type="checkbox"/> Babysit	<input type="checkbox"/> _____

Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.



CERTIFICATE OF PARTICIPATION

Date: _____

To Whom It May Concern:

I certify that _____ (name of student) has participated in _____ (name of club or activity) from _____ (start date) to _____ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of Adult Sponsor or Coach:

Printed Name of Adult Sponsor or Coach:

Contact phone number or e-mail:

College: To Go or Not to Go?

The **BIG** Idea

- What are some reasons for and against attending college? Why is planning for college a good idea?

AGENDA

Approx. 45 minutes

- I. Warm Up: Movie Clip (10 minutes)
- II. School Counselor Role Play (10 minutes)
- III. To Go or Not to Go? (15 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 31-33, Grade 9 Skills Checklist (Education After High School skills only)

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Coach Carter Background & Discussion Prompts
- Facilitator Resource 3, October Sky Background & Discussion Prompts
- Facilitator Resource 4, Student/Counselor Role Play Statement Cards
- Facilitator Resource 5, To Go or Not to Go Prompts & Follow-Up Questions
- Facilitator Resource 6, To Go or Not to Go Research Questions

MEDIA:

- One of the following two DVDs: Coach Carter or October Sky
- DVD player and television (or other display unit)

OBJECTIVES

During this lesson, the student(s) will:

- Summarize knowledge from previous lessons on education planning.
- Explore opposing points of view on key issues related to pursuing higher education.

OVERVIEW

In this lesson, students review the pros and cons of postsecondary education that they've discovered in prior Roads to Success lessons. They then share their information in small group "round robin" discussions which ultimately prepares them for a whole-class discussion about the benefits and drawbacks of college. In the wrap up, students are prompted to recognize that for every argument about not going to college, there's a counter-argument. Students who aren't sure what's right for them should realize that they can make choices that leave their college options open.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- For the **Warm Up** activity, determine which movie clip to show the class, and rent or purchase it in advance. "Coach Carter" is in an urban setting; "October Sky" is in a rural setting. Preview the movie segment students will be viewing (and for "Coach Carter," the extra material titled "The Man Behind the Movie"). Then use **Facilitator Resource 2** (Coach Carter) or **Facilitator Resource 3** (October Sky) to cue the selected DVD to the featured segment.
- For **Activity II, School Counselor Role Play**, copy and cut out **Facilitator Resource 4, Role Play Statement Cards** so that each pair is provided with one copy of each statement.
- For **Activity III, To Go or Not to Go?**, copy and cut out **Facilitator Resource 6, To Go or Not to Go? Research Questions** so that each pair is provided with one copy of each statement.

BACKGROUND INFORMATION

The concept of "college for all" has become a reality in America today. All students, regardless of high school achievement, are afforded the opportunity of higher education should they want to pursue it, and many students can be successful in this pursuit. This is a big change from years ago, when a college education was restricted to those students with the highest grades. Back then, those with low GPAs would likely not have considered higher education an option. Today, open-admissions policies offered by community colleges, vo-tech institutions, and some four-year

colleges have broken down the academic barriers of higher education. Ultimately, however, students must make the decision for themselves. Just because they *can* go to college doesn't necessarily make it the right choice for them. This lesson provides students an opportunity to think more deeply about the pros and cons of higher education based on what they've learned previously, and to begin to consider their options.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Directions:

For each statement below, circle whether you think the sentence is true or false. Then in one or two sentences explain why you believe that.

Statements:

1. True or False: College costs too much money and isn't worth it.
2. True or False: If you don't go to a four-year college you won't be able to get a job that pays well.
3. True or False: Only students with really high grades can go to college.

[After they have completed their answer, review The Big Idea for today's lesson and then begin with the **Warm Up** as written.]

Warm Up: If "October Sky" or "Coach Carter" isn't readily available for rent or purchase, you may instead discuss one of the two movie scenarios described in **Facilitator Resource 2** (Coach Carter) or **Facilitator Resource 3** (October Sky). Read the scenario aloud; then ask students to respond to the conflict presented, using the questions marked with an asterisk in **Facilitator Resource 2** or **3**. Alternatively, you could discuss your own decision to attend college, and the factors that influenced your decision.

For the **Warm Up**, the suggested footage of “October Sky” is approximately seven minutes in length. If your time is limited, run the DVD to the basement scene (which is near the end of the chapter) and click pause or stop. Then play just this scene for the class. If you do shorten the clip, select the discussion questions in **Facilitator Resource 3, October Sky Background & Discussion Prompts** that are relevant to that scene.

For **Activity II, School Counselor Role Play**, if students have expressed concerns related to college other than the ones provided on the cards, and those issues have been addressed in previous lessons, you may replace them. Here are some samples you might use:

“I’ve been in school for 12 years. That’s enough! I just want a good job.”

“I can’t go to college because I just won’t fit in.”

Also, for **Activity II, School Counselor Role Play**, you may wish to have a few students in the “student” role summarize their “counselor’s” advice after each exchange.

In **Activity III, To Go or Not to Go?**, Item 2, if your students are resistant to the “reasons not to go to college” side of the argument, give each pair of students two discussion questions – one a “pro” and one a “con.”

ACTIVITY STEPS

I. Warm Up: Movie Clip (10 minutes)

1. [Welcome the students and let them know how happy you are to be with them again. Tell them that they will warm up for today’s lesson by watching a movie clip.]
2. [Share background information and set a purpose for the clip by using one of the following resources: **Facilitator Resource 2, Coach Carter Background & Discussion Prompts** or **Facilitator Resource 3, October Sky Background & Discussion Prompts.**]
3. [Direct students’ attention to the television (or other display) in the front of the class. Hit play.]
4. [After the clip, follow up by asking discussion questions provided in **Facilitator Resource 2** or **3**. Allow time for students to respond.]

II. School Counselor Role Play (10 minutes)

1. **SAY SOMETHING LIKE:** Toward the end of this lesson, you will present arguments either for or against going to college. To prepare for that discussion, this activity gives you a chance to consider both points of view. You will put yourselves in the minds of students thinking about going to college and school counselors who are advising them. Everyone will have a chance to play both parts. As the “student,” you will think about the types of concerns students have as they think about college. When you play the “counselor,” you will think about what you’ve discovered from previous Roads to Success lessons about higher education.
2. [Divide the class into pairs. Assign one student in each pair the role of “student”; assign the other student the role of “school counselor.”]
3. [Provide the “student” in each pair statement card #1 from **Facilitator Resource 4, Student/Counselor Role Play Statement Cards**: “College costs too much and isn’t worth it.” Instruct those playing the “student” to read aloud the statement to their partner. Tell “counselors” that they have two minutes to counter the statement using information learned in earlier lessons. You may remind them, for example, of **The Cost of College** and **Financial Aid**, in which they discovered the benefits of going to college, what college costs, and more about paying for it. Explain that the counselor’s job is to

guide the student to recognize his/her options and the benefits of going to college. Make it clear to students that this is not to be an argument. The “student” should listen while the “counselor” talks. If time allows, you may want to ask those playing “students” to summarize what the “counselors” say.]

4. [When the two minutes are up, have pairs swap roles, so “students” are now “counselors” and vice-versa. Distribute statement card #2 from **Facilitator Resource 4, Student/Counselor Role Play Statement Cards**: “You have to be really smart to go to college” to the “student” in each pair. Repeat the same process as step 3 above. Encourage those playing “counselor” to recall **Entrance Requirements** when they used the IHaveAPlanlowa.gov website and other sites to investigate different aspects of specific postsecondary schools, including admissions requirements.]

III. To Go or Not to Go? (15 minutes)

1. **SAY SOMETHING LIKE:** I’d like you to remain with your partner as we consider a few more reasons to go to college . . . or not to go. I’m going to give each pair a slip of paper with one more idea about going to college. When you get your paper, work with your partner to answer your question as completely as you can. You may want to jot down a note or two so you can remember your ideas.

In five minutes, we’ll come back together as a group to discuss your answers.

2. [Distribute **Facilitator Resource 6, To Go or Not to Go Research Questions**, one question per pair, and allow students time to work.]
3. [Reconvene the group. Use the prompts and follow-ups on **Facilitator Resource 5, To Go or Not to Go Prompts & Follow-Up Questions** to guide the discussion. Note that the purpose of the discussion is to explore all possible issues, not simply to make the case for going to college.]

IV. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a terrific job today. No matter which position you take on the college issue, or even if you are not certain of your opinion yet, you’ve all learned that there are many factors to consider. And, you now know how to research and find information you need when you are ready to start to think about higher education.

[Ask: *What did you discover as you explored these issues?* Allow students a chance to respond. Guide them to recognize that for every argument about not going to college, there's a counter-argument. Conclude by helping students realize that if they aren't sure yet what's best for them, they should make choices now that keep their college options open.]

2. **SAY SOMETHING LIKE:** Before we finish up for today, I'd like to share some information about how ideas about going to college have changed over the last few decades.

In your grandparents' (or parents') day, school counselors often gave students brutal advice about college. Average students would routinely hear things like "you're not college material." [Ask: *What's wrong with this approach?*]

School counselors recognized this problem, and began to encourage everyone who wanted to go to college to apply. In the interest of fairness to all applicants, many schools, particularly community colleges, relaxed their admissions standards. If you had a high school diploma or a GED, and a college had space for you, you were in. This approach also had its problems. [Ask: *What problems might result when all students have access to college, whether or not they've prepared for it?*]

To make sure students were ready for advanced subjects, colleges devised tests of basic skills in reading and math. You couldn't sign up for harder courses until you'd passed these tests. Colleges offered remedial courses to help students get ready for college-level material. (The catch is that you have to pay for these courses, and they don't count toward your degree. So it's really a lot smarter to get basic skills and learn how to study while you're in high school, when it's free.)

The people who designed Roads to Success all went to college. We believe in going to college. But it's not the only path. You are the only one who can decide if you're ready and whether it's worth the investment. We'll help you plan for your future either way.

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31-33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Education After High School skills.

Education After High School**I can...**

Compare the costs of different colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe some of the kinds of financial aid you can use to help pay college expenses.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research the entrance requirements of colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Participate in extracurricular activities, volunteer work, or part-time jobs that will help me when I apply for college or a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Weigh the pros and cons of going to college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Education After High School 5: College: To Go or Not to Go?

Directions: For each statement below, circle whether you think the sentence is true or false. Then in one or two sentences, explain why you believe that. You will have three minutes to complete these questions.

Statements:

1. **True or False:** College costs too much money and isn't worth it.

2. **True or False:** If you don't go to a four-year college you won't be able to get a job that pays well.

3. **True or False:** Only students with really high grades can go to college.

Coach Carter Clip Background & Discussion Prompts

“Coach Carter,” starring Samuel L. Jackson

Summarize the movie as follows:

“Coach Carter” is the true story of a high school basketball coach and the young men he inspired, both on the court and off.

When Ken Carter agrees to coach at the city high school where he was once a star athlete, he knows he has a tough job ahead. The team is losing badly. The players are angry, disrespectful, and undisciplined. Coach Carter makes them sign a contract promising to attend all classes, maintain a 2.3 grade point average, and wear a jacket and tie on game days.

Basketball practice is exhausting. No backtalk is allowed. Bad behavior is punished with sit-ups and running laps. A few players quit in frustration. But the team is soon undefeated.

Then Coach Carter finds out some of his players have been cutting classes and failing exams. What happens next astonishes the players as well as the fans. Coach Carter puts a lock on the gym door. There will be no more basketball until all players are back on track academically.

Cue DVD to the following segment:

From the start-up menu, click on “Start-up Features.” Then click on “Coach Carter: The Man Behind the Movie.” About eight minutes into this section, you’ll see a series of shots that begins with Chris Dixon, the young man in the blue jersey with the star, saying “I love my teammates to death.” The next shot is movie footage of a basketball game. The next shot is a newspaper that says “Richmond Beats Kennedy,” followed by players dancing in celebration in the locker room. The voice-over says, “My kids was just riding on cloud nine.”

Begin the tape at the “I love my teammates” clip and continue for about 5 minutes. Continue through the footage where the fictional Coach Carter talks to his kids about college being a viable option, about needing a vision. The final shot is Coach Carter on camera, saying “If you’re looking for your kid to go pro, I’m the wrong coach. But if you’re looking for your kid to get into college, I can help ’em get into college.” (If it seems to clarify his thoughts, you can play the clip through the following quote, where a player talks about needing a plan beyond the NBA or NFL.)

Set a purpose for viewing:

In the clip you’re about to see, we hear from the real Coach Carter and his players about the team’s success and what happened when he learned they were failing their classes. Watch to see if you agree or disagree with the way the coach handled the situation.

Discussion questions following viewing:

- *1. Why did Coach Carter require more of his players (2.3 GPA) than the school did (2.0 GPA)?
2. Why didn't he let any of the players, even those with good grades, play?
3. Why were parents and fans so upset?
- *4. Was Coach Carter right or wrong to insist on high academic achievement from his team?
Explain.

October Sky Clip Background & Discussion Prompts

“October Sky,” starring Jake Gyllenhaal

Summarize the movie as follows:

“October Sky” is based on Homer Hickam, Jr.’s autobiography “Rocket Boys,” in which Hickam tells the story of his struggles as a young man to escape the small mining town where he was born and reach for something more, something bigger.

Like every other boy in Coalwood, West Virginia, in 1957, Homer is heading for a life as a coal miner. His brother has found a way out through a college football scholarship, but Homer is too small for sports. This is just fine with Homer’s father, who feels his son should be a miner like himself. But when the world’s first manmade satellite, Sputnik, crosses the October skies above Coalwood, Homer’s life changes forever. Not only does Homer never intend to become a miner, *now* he’s set on a career in space engineering – one that clearly requires higher education.

Determined to build and launch a rocket of his own, Homer gets three friends to join him. Soon, the whole town is captivated by the boys’ plan to win the national science fair with one of their rockets. If they can win this million-to-one shot, they could all get scholarships to college. The only one not sharing in their dream is Homer’s dad. A lifelong miner, he feels it’s a noble profession and one that Homer should embrace. He sees the rocket building as no more than a hobby, something Homer shouldn’t consider as a career.

Cue DVD to the following segment:

From the DVD menu, select “Chapter List.” Scroll to Chapter 13: “Search for AUK 13” and hit play. Students may view from the beginning through to the end of the scene of Homer and his father in the basement. This footage is approximately seven minutes in length.

Set a purpose for viewing:

Just prior to the clip you are about to see, Homer’s teacher has encouraged him to reach for his dreams. This is particularly important advice, because Homer – against his wishes – has quit school to work in the coal mine while his father recovers from an injury. Homer and his rocket pals have quit building and launching rockets as a result of being accused of starting a fire. In this scene, inspired by his teacher to go for his goals, Homer skips work in the coal mines to search for the rocket believed to have started the fire. His father is not happy with Homer’s decisions to skip work and pursue rocketry. Watch to see if you agree or disagree with Homer’s decisions and his father’s reaction.

Discussion questions following viewing:

1. Homer's father tells him he's proud of him, but it's not for the reasons Homer hopes. Explain. What do you think Homer wishes he was proud of?
2. How does Homer feel about his father's opinion of rocket-building as a hobby as opposed to a career?
- *3. Going to college will be necessary for Homer to reach his dream of being a rocket scientist. How do you think his father feels about this?
- *4. Why does Homer's father want him to work in the coal mines, rather than pursue his dreams to be a rocket scientist?
- *5. How do you feel about Homer standing up to his father and saying he won't go back into the mines—that instead he's going to go to space? Explain your answer.

Student/Counselor Role Play Statement Cards

Statement #1

College costs too much and isn't worth it.

Statement #2

You have to be really smart to go to college.

To Go or Not to Go Prompts & Follow-Up Questions

PROMPT 1:

True or false: There are plenty of good jobs you can get without going to college, so there's really no reason to go.

FOLLOW-UP:

Give some examples of good jobs available with and without college.

PROMPT 2:

True or false: Although college can be really expensive, it's a good investment in your future.

FOLLOW-UP:

What if you can't afford it?

PROMPT 3:

True or false: Once you've screwed up in high school, there's no chance of getting into college or succeeding while you're there.

FOLLOW-UP:

Why is studying hard in high school an advantage? Is there a way to recover if you don't?

PROMPT 4:

True or false: There are lots of advantages of going to college that outweigh whatever feels uncomfortable or risky about going.

FOLLOW-UP:

What are the risks? Are there any advantages that aren't about money?

To Go or Not to Go Research Questions

Reason to go to college:

What career advantages does college offer?

Reason to go to college:

Discuss the long-term financial advantages of going to college.

Reason to go to college:

What financial aid options are available for kids who can't afford college?

Reason to go to college:

How can kids who've gotten off to a bad academic start in high school improve their chances of college success?

Reason to go to college:

Does college offer advantages that aren't about how much money you make?

Reason not to go to college:

List three or more jobs that pay well that you can get without a college degree.

Reason not to go to college:

Discuss the high cost of going to college.

Reason not to go to college:

What happens if you're not academically prepared?

Reason not to go to college:

Discuss alternatives for people who aren't "into" school.

Reason not to go to college:

Does enrolling in college require a student to take a risk? Explain.
