THRIVE on Campus: Paying for College

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Published by *K20 Center*

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Grade Level Secondary

Essential Question(s)

Summary

The Free Application for Federal Student Aid (FAFSA) is the gateway to financial aid. By completing the FAFSA, students become eligible for various forms of financial assistance that can significantly offset the cost of their education. Filling out the FAFSA determines a student's eligibility for state grants such as the Oklahoma Tuition Aid Grant (OTAG). Scholarships can be in the form of a tuition waiver, a fee waiver, or money paid directly to the postsecondary education (PSE) program or to the student. Scholarships equal free money. Most scholarships require students to apply for the award.

Learning Goals

Attachments

- Got Money—Paying for College - Spanish.docx
- Got Money—Paying for College - Spanish.pdf
- Got Money—Paying for College.docx
- Got Money—Paying for College.pdf
- Scholarship Scavenger Hunt—Paying for College - Spanish.docx
- Scholarship Scavenger Hunt—Paying for College - Spanish.pdf
- Scholarship Scavenger Hunt—Paying for College.docx
- Scholarship Scavenger Hunt—Paying for College.pdf
- Session Slides—Paying for College.pptx

Materials

- Session Slides (attached)
- Got Money? handout (attached; one per student)
- Scholarship Scavenger Hunt handout (attached; one per student)
- Paper (optional)
- Pen/Pencil

20 minutes

Check-in with FAFSA

Facilitator Note: Using Slides

Although this resource includes a slide deck, the session can still be facilitated without it if technology or space is limited.

Use the provided **Session Slides** to facilitate this session. Display **slide 1** and introduce the session by talking to students about how important FAFSA is. The FAFSA can provide resources to help pay for college or career tech. Students need to complete the form every year they plan to attend school. If students need more information about FAFSA, consider unhiding **slide 2** and play the video entitled "Why Complete the FAFSA form?"

Embedded video
https://youtube.com/watch?v=RtDYpEfAa5U?si=-tXzh-PSiJH2EGQu

Show **slide 3** and pass out the **Got Money?** handout to every student. Explain the importance of having to reapply for FAFSA at the start of every academic year. Then explain the FAFSA Checklist activity in as much detail as needed and allow students time to work.

Facilitator Note: Optional FAFSA Scaffolding

If students need a refresher on how to apply or what FAFSA is, consider walking them through any of these resources:

- Paying for College 101, Part 1
- Paying for College 101, Part 2
- College Preparation: FAFSA

If you think students would benefit from a more detailed FAFSA checklist, consider sharing this resource with them. Please note that while the year may be outdated, the information is still relevant. Check the Education Quest FAFSA checklist.pdf.

30 minutes

Scholarship Scavenger Hunt

After students have finished their FAFSA checklist, transition to **slide 4** and introduce the I Used to Think... but Now I Know strategy. Invite students to turn over their Got Money? handout and reflect on what they already know about scholarships first before they start the next activity in the space provided. Allow students time to work.

Display **slide 5** and pass out the **Scholarship Scavenger Hunt** handout. Review the importance of applying for scholarships on top of FAFSA. Explain that students should complete the table using the resources for the top three different types of scholarships: big search engines, college specific, and community-based.

While the first two sets of resources are straightforward because the links have already been provided, explain that the community-based scholarships are dependent on where students are coming from. Explain that community-based scholarships are scholarships that come from the community they grew up in. For example, they should consider local businesses, banks, churches, and other local organizations. Point out that students should also check the community their college or the career tech is located in if it is in another community. Walk students through the provided Frayer Model brainstorming activity on the handout before instructing them to find a community-based scholarship to add to the last column in the table. Allow students time to work.

Facilitator Note: Sample Guiding Questions

As students work, consider asking guiding questions to get them to think creatively about their communities and possible scholarship opportunities: *Who are the major businesses in your community? What local organizations meet regularly in your community? What organizations have you participated/volunteered in while living in your community?*

Facilitator Note: Optional Group Brainstorming Activity

If time allows and you have enough students at your session, consider facilitating the following modified Chain Notes strategy (a group brainstorming activity) to help students get creative in how they research community-based scholarships.

First, have students get into groups of four (if you have fewer students, assign fewer topics), pass out paper to every student, and unhide **slide 6**. Then, explain to students that each of them will get assigned a different topic which they will write at the top of their paper. Assign the following topics:

1. What are some examples of local/community scholarships that you have received or that you know others have received?
2. What do you do for fun? (hobbies, interests, activities etc.)
3. What groups are you part of?
4. How are you involved in your community?

Unhide **slide 7** and explain that they will now write a list of ideas related to their assigned topic. When time is up, they will pass their paper clockwise to the next person in their group. When instructed, they will then start adding ideas or questions below their new topic. We suggest allowing them 3-5 minutes per round. Repeat this process until everyone has had a chance to write ideas for each topic.

Allow students time to read through all the feedback and share their reactions within their group. Then, have someone from each group share what they talked about.

15 minutes

The More You Know Reflection

After students have completed their “Scholarship Scavenger Hunt” activity, display **slide 8** and have them return to their Got Money? handout. Invite students to fill out the other side of the “I Used to Think…But Now I Know” section. Explain that they should reflect on what they now know about finding scholarships.

Display **slide 9** and close the session reminding students that they can still search for and apply to scholarships even after they’ve already been accepted to college because their information and circumstances change every year.