



What Is FAFSA?

Standard 7: Paying for college

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Grade Level	9th – 12th Grade	Time Frame	2-3 class period(s)
Subject	Social Studies	Duration	120 minutes
Course	Personal Financial Literacy		

Essential Question

What is FAFSA? In what ways does it benefit students?

Summary

Students will learn about the FAFSA process, and they will complete their own demo FAFSA application.

Snapshot

Engage

Students will complete a Four Corners activity over financing a college education.

Explore

Students will complete a FAFSA anticipation guide.

Explain

Students will work on completing a FAFSA application.

Extend

Students will complete a Two Minute Paper over their FAFSA process.

Evaluate

Students will complete an exit ticket activity to show their understanding and completion of the FAFSA process.

Standards

Oklahoma Academic Standards (Personal Financial Literacy (7th through 12th grade))

PFL.7.1: Identify and analyze sources of credit (e.g. financial institutions, private lenders, and retail businesses) and credit products (e.g., FAFSA, student loans, credit cards, and car loans).

Attachments

- [FAFSA-Anticipation-Guide-Key-What-is-FAFSA.docx](#)
- [FAFSA-Student-Anticipation-Guide-What-is-FAFSA.docx](#)
- [FAFSAHowToGuide201617Web.pdf](#)
- [Four Corners Posters- What is FAFSA.docx](#)
- [Lesson Slides- What Is FAFSA.pptx](#)

Materials

- Lesson Slides- What is FAFSA (attached)
- Four Corners Posters- What is FAFSA (attached)
- FAFSA Student Anticipation Guide- What is FAFSA (attached; one per student)
- FAFSA Anticipation Guide Teacher Key- What is FAFSA (attached)
- FAFSA How-To Guide (attached; one per student or one per group)
- Sheet of paper
- Pen/Pencil

Engage

Begin by displaying the title slide on **slide 2** and introduce the topic to your students. Students will complete a [Four Corners](#) activity using the question below.

Display **slide 3** and inform your students that they will be participating in an activity called [Four Corners](#). Ask students, "What are some resources to help you pay for college?" Around the room, using the "**Four Corners Posters**," have *College and Local Scholarships*, *Jobs*, *Oklahoma's Promise*, and *Student Loans* placed in different locations. Ask students to go to the poster that they know the most about.

Display **slide 4** and instruct your students, with their group, to answer each of the following questions on a sheet of paper:

- What does your category mean?
- How might that look in terms of paying for college?
- What are potential advantages of this category?
- What are potential disadvantages of this category?
- How helpful might this option be long terms?

Give each group an opportunity to share information about each topic and explain why each of these resources is helpful in paying for college.

Teacher's Note

If very few students congregate at the "Oklahoma's Promise" category, consider spending some time explaining the [Oklahoma's Promise](#) program.

Display **slide 5** and share the lesson's essential question: What is FAFSA? In what ways does it benefit students?

Display **slide 6** and share the lesson's learning objective: Students will be able to identify ways to pay for college.

Explore

Transitions to **slide 7** and inform your students that they will complete the “FAFSA Anticipation Guide.” Pass out the **"FAFSA Student Anticipation Guide."** Individually, students will read and respond to each statement provided. Encourage students who do not know the correct answer to make an educated guess and “agree” or “disagree” with each statement.

Display **slide 8** and inform your students that they are participating in an activity called, [Thing-Pair-Share](#). With their partner the students will read through their anticipation guide and come to a decision on the best choice for each statement; whether it's agree or disagree.

Pass out copies of [“The How-To Guide for High School Students”](#) and have student pairs read through to find the correct information for each statement. As they read through they will record the answer along with the page number. Pairs will share correct answers in a whole-group discussion. To aid in the discussion the **"FAFSA Anticipation Guide Teacher Key"** is available.

After the discussion, the teacher will pass out to all students a copy of the “FAFSA Teacher Guide” so that students will have a set of statements with the correct answers for home use in filling out FAFSA.

Teacher's Note: Discussion Summary

Discussion Summary (if not emphasized in student conversation): The main information that students need to understand is that all students should complete the FAFSA. Many students think they are ineligible; however, most are eligible! In order to secure the most money, the FAFSA should be completed by October 1.

Alternative Activity

Divide class into groups of four or five. Using “The How-To Guide for High School Students” online or printed one copy per group, direct students to investigate and answer one or two questions after they have completed the FAFSA Anticipation Guide. If time does not allow, students may complete the FAFSA Anticipation Guide individually, followed by a teacher-led discussion by utilizing the FAFSA Teacher Guide.

Explain

Transition to **slide 9** and inform your students that they will use the [FAFSA4Caster](#). This website will help "forecast" their potential financial aid options for the college or university in which they are most interested.

Teacher's Note

For an easier experience, consider using or creating "demo" financials for various family situations and have students compare their results.

Teachers are encouraged to use the Oklahoma State Regents PowerPoint presentations, listed below, as guides to completing the form. Helpful Websites include:

- [Five Steps to FAFSA](#)
- [Filling Out the FAFSA](#)
- [Getting Started with FAFSA](#)

Extend

Once students have completed their demo FAFSA application, display **slide 10** and inform your students that they will complete a [Two Minute Paper](#) over their results. This time limit can be adjusted to best suit the needs of the students.

Students should address the following questions in their short paper:

- What were the results?
- Was your EFC lower or higher than expected?
- Would your EFC cover the cost of tuition and fees of your choice schools?
- What other resources could you use to help cover the cost of your attendance?
- What will your next step be in finding those resources?

Evaluate

Display **slide 11** and inform your students that to ensure they have completed the tasks and understand how to utilize FAFSA, they will complete an [exit ticket](#).

Ask students to take a moment to complete an exit ticket on a sheet of paper or a sticky note by responding to the following question: What is one way that you could potentially pay for college according to your FAFSA results?

If students have questions, refer to “FAFSA: The How-To Guide for High School Students” page 18.

Resources

- Free Application for Federal Student Aid. <https://fafsa.ed.gov/>
- K20 Center. (n.d.). Four corners. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064550>
- K20 Center. (n.d.). Think-pair-share. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49>
- K20 Center. (n.d.). Two-minute paper. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506cf73>