**UtahFutures Guide for Counselors**

***8th Grade Lesson***

**TIME: 45 minutes**

**STUDENT LEARNING OBJECTIVES: Students will gain awareness of their strengths and weaknesses and how their interests relate to careers. Students will be introduced to ways to pay for college and the FAFSA.**

**MATERIALS:**

* **Access to** [UtahFutures.org](https://utahfutures.org/) **website**
* **Printed Career Profile** [worksheet](http://utahfuturesonramp.org/planning/downloads/Career_Profile_8th_grade.pdf) **for each student**
* [Paying for College – The Financial Aid Order of Operations](https://www.youtube.com/watch?v=Q8OtUsUccfY)

**(also found at UtahFuturesOnRamp.org/training)**

* [Kahoot account](https://getkahoot.com/) **(if playing the game)**

**OVERVIEW OF INSTRUCTION:**

1. **Introduction & UtahFutures account setup (5 minutes)**
2. **Assessing student interests (10 minutes)**
3. **Creating a Career Profile (20 minutes)**
4. **Discussing Financial Aid (10 minutes)**

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|  |  | **Instructional Plan** | **Helpful Strategies** |
| **Step 1 (5 min)** | **PREPARE** | * **1-2 days before your lesson, instruct students to login to UtahFutures or create an account if they do not have one.** * **Have students recover their passwords and have accounts ready to go before the day of the lesson.** * **Print worksheets for students without UtahFutures accounts** | * **When setting up new accounts students need to validate their account by clicking the link UtahFutures sent them via email. Without a valid account, students cannot recover their password.** * **Send directions home with students to help them access their accounts.** |
| **BEGIN** | * **Post Bell Ringer instructing students to login to accounts.** * **Provide a brief overview of the lesson.**    + **In this lesson students are going to start looking at the path they might take after High School in pursuit of a career.** * **Introduce the objectives the class will be focusing on.** | * **Engage student interest in the lesson by expressing your enthusiasm or sharing a personal story about the importance of College and Career planning.** * **If you have time, include a starter activity** |
| **Step 2 (10 min)** | **INSTRUCT & ASSESS** | 1. **Confirm that students are logged into their account.** 2. **Instruct students to navigate to the Interest Profiler.**     1. **Click *Assessments/Activities***    2. **Click *Interest Profiler*** 3. **Allow students time to take the Traditional or Quick assessment**    1. **Traditional: One question at a time with emoji’s**    2. **Quick: Survey of all questions at once.** 4. **Answer reflection questions and SAVE results** | * **If students aren’t logged into their accounts BEFORE starting the assessment they WILL NOT be able to save the assessment.** * **The Traditional and Quick versions ask the same number of questions (60 questions).** |
| **DISCUSS** | * ***How well do the results from the Interest Profiler reflect your interests?*** * ***What did you learn about yourself from the results?*** * ***What makes you excited or disappointed about the results?*** | * **Try doing the discussion as a think, pair, share to encourage participation.** |
| **Step 3 (20 min)** | **REFLECT** | * **Use the** [Career Profile worksheet](http://utahfuturesonramp.org/planning/downloads/Career_Profile_8th_grade.pdf) **to help students reflect on who they are and how their strengths, weaknesses, interests, and goals relate to careers.** * **Allow enough time for students to research careers based on their interest profiler results.** | * **DO NOT CLOSE the UtahFutures Interest Profile results.** |
| **RESEARCH CAREERS** | 1. **From the results (Holland Codes) instruct students to click on the highest rated Holland Code and find 3 careers they are interested in.** 2. **Encourage students to compare a few careers looking at the different aspects of the career** 3. **Students can save careers by clicking the grey star on the Career Results page.** |  |
|  | **DISCUSS** | * ***What can you do today to accomplish your career or personal goal?*** * ***How do your strengths/weaknesses contribute to your career choice?*** * ***What are some courses you could take now to help you prepare for a career you’re interested in or to improve your ability to attend college?*** | * **Post questions on the board. Pair students up and have them take 2 laps around the class while discussing 1 or 2 questions.** |
| **Step 4 (10 min)** | **WATCH** | **Play Video:** [*Paying for College: The Financial Aid order of Operations*](https://www.youtube.com/watch?v=Q8OtUsUccfY)***.***   * **Introduces students to ways to pay for college; Saving, Grants & Scholarships, Work-Study and Student Loans.** | * **If you cannot access YouTube, the video is also found at UtahFutures.org/training** |
| **PLAY & WRAP UP** | * **Briefly review the 4 ways to pay for College** * **Play the “UtahFutures: Paying for School” Kahoot. (If you are unable to play, the questions are listed in the next column.)** * **Inspire students to continue working hard, taking classes that will help them pursue their dreams, and talk to their parents about college.** * **(Optional) Hand out an** [exit ticket](http://utahfuturesonramp.org/planning/downloads/Exit_thoughts.pdf) **for feedback and follow-up** | * [Instructions](https://files.getkahoot.com/academy/Kahoot_Academy_Getting_Started_Guide_2nd_Ed_-_June_2016.pdf) **for playing Kahoot.** * **Presenter login:** [getkahoot.com](https://getkahoot.com/)   + **Presenter needs an account**   + **Name of this Kahoot: UtahFutures: Paying for College** * **Students go to:** [kahoot.it](https://kahoot.it/#/)   **Kahoot Questions:**   1. **Allows you to earn money to pay for college by working a part-time job?** 2. **A type of Financial Aid that MUST be paid back.** 3. **Financial Aid that is given based on merit, athletic ability, talent, or accomplishments.** 4. **Free money, based on financial need.** 5. **Putting money aside for college in a Savings account or 529 Savings Plan is a good idea?** |