**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.**
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| **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**
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| **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).**
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| **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.**
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| **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.**
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| **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.**
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|  | **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.**
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| **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**
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| **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?**
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