

**Indiana Department of Education
Guidance Lesson Plan Template**

School Corporation:	Learn More Indiana		
School Name:	N/A		
Contact:	info@che.IN.gov		
Indiana School Counseling Competency for Students Addressed			
Competencies addressed:	9-12. 1.2. Students complete school with academic foundation skills essential to be prepared to succeed in a range of postsecondary options.	Indicator(s) addressed:	9-12. 1.2.4. The student demonstrates where to access sources of scholarship and financial aid information.
Instructional Development			
Grade Level(s):	9-10		
Title:	Cost		
Summary:	In reading the 9-10 <i>Learn More</i> magazine, students will learn about different forms of financial aid. They will also learn about resources available to them and how to search for scholarship and grant opportunities.		
Time Frame:	30-45 minutes		
Resources needed: e.g., technology resources, media resources, books, web sites	2019 9-10 <i>Learn More</i> magazines (digital version available at LearnMoreIndiana.org/classroom-materials), technology (smartphone, tablet or computer)		

Procedure:

Introduction:

- Provide a 9-10 **Learn More** magazine to each student. Prompt students to turn to page 10.
- Select 1-2 students to read “College Costs Money... But It’s Worth It” and “Write Your Way to College Savings.”
- Give students 5 minutes to write a brief reflection about one of the questions on page 10. Then, ask 1-2 students to share a summary of what they wrote.

Financial Aid 101:

- Select 1-2 students “Save What you Can” on page 10 and “Financial Aid Terms to Know” on page 11.
- Then, write the words to know on the board. These include: **grants, scholarships, work-study** and **loans**.
- Divide students into 4 groups, and assign each group one of the words. Give groups 10-15 minutes to do some research on their term. Groups should aim to answer the following questions:
 - What does this term mean?
 - How does someone access this kind of financial aid?
 - What options are available? (Ex: subsidized and unsubsidized loans, different kinds of grants and scholarships, etc.)
 - How much money seems to be available from this option?
 - Do we think this is a good option? Why or why not?
- Have each group share what they learned.

My College Budget:

- Go over the instructions on page 12.
- Each student should select a college they’re interested in. If they’re not sure, have them select one of the colleges listed on the map on the back cover of the magazine.
- Now, give students 15-20 minutes to do some research about the costs associated with their college. They can try googling “Cost of attendance + college name” or “Cost of Living + city name” for their responses.
- *Note: students may not be able to find all of the answers, depending on their campus.*
- Select a few groups to share what they found interesting about their research.

Homework:

- Have students turn to page 17. Go over the instructions for the “My Vision for the Future” section.
- Explain to students that they’re going to create a vision board for their future. This can include images/words describing their college and career dreams.
- Students can use the space provided on page 13 or a separate piece of paper. Students may want to use markers, colored pencils, magazines, glue, etc.
- Consider hanging projects in your classroom, in the hallway, or have students share some of their vision boards the day they’re due.

Closing:

- *Optional:* have students bring home a copy of the magazine to their parent/guardian and talk about their plan for affording postsecondary education. Parents/guardians should review pages 18-19 for tips and opportunities.