



## Part 1, Module 7: Building Your Financial Plan for College

### **Lesson Overview:**

The purpose of this lesson is to introduce students to identify scams associated with scholarships. In the online learning module, students will explore the different aspects of financial planning and fill out their own College Financial Plan Worksheet.

### **As a result of this lesson, students will:**

- Summarize what to look for in a credible scholarship or grant.
- List the options of scholarships and grants available for their college and area of interest.
- Differentiate between the credible scholarship or grant offers and scams.
- Plan the scholarships or grants for which they intend to apply.

### **Materials you will need to teach this lesson include:**

- Examples of both credible and scam scholarships and grants (download the PowerPoint).
- Comparing Colleges Handout (download the PDF).

### **Students will need:**

- Notebook and pen
- A list of scholarships or grants that look interesting to them
- Access to computers with internet (either for individual students or in pairs)

### **Instructions:**

The Instructor presents the PowerPoint on Scholarship and Grant Scams. Students interact with the presentation by identifying which offers look suspicious.

Students write a one-minute paper to summarize: Warning Signs of Scholarship Scams.

Students will use supervised class time to search for scholarships, talking with the Instructor and their peers about scholarships they find to evaluate legitimacy.

### **Variations on this lesson:**

A homework assignment could be for students to create a résumé and scholarship essay, and then do a peer editing session in class so students can improve on their applications (or have the instructor grade the résumé and essay, providing feedback).

An extended classroom session could include mock interviews. The instructor can use an example scholarship application to create a set of questions. Students pair off in the class with one interviewer and one interviewee to ask and answer the questions (switching interview roles).



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half-way through). Each student is evaluated by their peer on dress, verbal communication, and nonverbal communication.