

Lesson Title:	Do Yourself a FAFSA
Lesson Authors:	Dr. Melissa Shields and Ashleigh Staples
Overview/Annotation:	Students will understand the importance of filling out the FAFSA application and complete a FAFSA.
Content Standard(s):	<p>(12) Economics 1. Explain the role of scarcity in answering basic economic questions of what, how, how much, and for whom to produce.</p> <p>(12) Economics 10. Explain the role of money and the structure of the banking system of the United States.</p> <p>(12) Economics 11. Explain how the government uses fiscal policy to promote the economic goals of price stability, full employment, and economic growth.</p> <p>(12) Government 5. Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation.</p> <p>(9-12) Career Preparedness 5. Investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications (e.g., Free Application for Federal Student Aid (FAFSA), grants, loans, scholarships, personal financing).</p>
Primary Learning Objective:	Students will understand what the Free Application for Federal Student Aid (FAFSA) is and complete an application.

Approximate Duration of the Lesson:	Greater than 120 minutes
Materials and Equipment:	Paper, Pencil, Pen
Technology Resources Needed:	Computer, Internet Access

Background/Preparation: Teachers should be familiar with the FAFSA process and should provide students a handout listing what information required to complete the application prior to this lesson. The following web sites are helpful resources:

<http://www.cashforcollegealabama.org> (has handouts to use with students)

<http://www.al.kuder.com/>

<https://studentaid.ed.gov/sa/>

<http://formyourfuture.org/>

<http://achievealabama.org/>

Procedures/Activities:

Day 1:

1. Explain to students what FAFSA is and why it is important to fill out the application. Briefly explain scholarships, loans, work-study, and grants using the Financial Aid 101 Flyer at cashforcollegealabama.org **Duration: 15 minutes**
2. Have the students access fafsa.gov Explain that they need to create a FAFSA log-in (like when they make a Facebook account or email) called an FSA ID before they start to complete the FAFSA. Provide the FSA ID Worksheet at cashforcollegealabama.org to students. **Duration: 30 minutes**

3. Tell the students that they will be working on the FAFSA the next day. If not already distributed, provide students the Workshop Flyer at cashforcollegealabama.org, so that students know what information they might need to complete the FAFSA. **Duration: 5 minutes**

Day 2:

1. Have the students access fafsa.gov Explain that they need to use their FSA ID to log in to the FAFSA. Have them start a new FAFSA and guide them through answering the questions and navigating the online help resources. Consider allowing students to call or text parents during class if they did not bring the necessary parental information. **Duration: 50 minutes.**

Day 3:

1. Have the students access fafsa.gov Explain that they need to continue working on the FAFSA if they have not completed it. **Duration: 40 minutes**
2. Have the students that complete their FAFSA early search for scholarships at <http://achievealabama.org/>
3. Explain to students that they need to view their Student Aid Report in 2 or 3 days after completing the FAFSA by logging back in with their FSA ID. Tell them that they need double check to see if they need to make corrections to their FAFSA. Also tell them that their school may request additional documents to process their financial aid. **Duration: 10 minutes**

Assessment Strategies:

Completed FAFSA application (consider collecting students' "Successfully Processed" emails as a graded assignment), teacher observation, student participation