UtahFutures Guide for Counselors
9th Grade Lesson

UtahFutures.org

TIME: 45 minutes (optional activities are included to extend the lesson for block schedules)

STUDENT LEARNING OBJECTIVES: Students will gain awareness of careers that match their interests, how to gain the training necessary to be employed in those careers, and the post-secondary schools that offer the programs they are interested in. Students will further their knowledge of scholarships.

MATERIALS:
- Access to UtahFutures.org website
- Printed College & Career Research worksheet for students who do not have UtahFutures accounts or every student if you choose.
- Presentation - Scholarships
- Video – StepUp Scholarships: Searching & Applying for Scholarships
  (also found at UtahFuturesOnRamp.org/training)

OVERVIEW OF INSTRUCTION:
1. Introduction & UtahFutures account setup (5 minutes)
2. Assessing student interests (10 minutes)
3. Saving research (15 minutes)
4. Sharing results (5 minutes)
5. Discussing Scholarships (10 minutes)

		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 or all students if you choose.	• Instructions: Creating an Account in UtahFutures • If students cannot remember their passwords, they can use the *forgot password* button on the login screen. To use this option, they must enter the email address that they used to create the account. If they do not know the email they used, or do not have access to the email, they will need to setup a new account. For security reasons, we cannot reset passwords for students.
	BEGIN	• Post Bell Ringer instructing students to login to accounts. • Provide a brief overview of the lesson.	• 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
p 2 (10	**INSTRUCT & ASSESS**	1. Confirm that students are logged into their account.	• **If students aren't logged into their accounts BEFORE starting the**

		2. Instruct students to navigate to the Career Cluster Inventory.
		   a. Click *Assessments/Activities*
		   b. Click *Career Cluster*
		3. Allow students time to take the Traditional or Quick assessment
		   a. Traditional: One question at a time with emoji's
		   b. Quick: Survey of all questions at once.
		4. Answer reflection question and SAVE results
			assessment they WILL NOT be able to save the assessment.
			• The Traditional and Quick versions ask the same number of questions (80 questions).

	DISCUSS	• *How well do the results of the assessment 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 stand up, sit down, then choose someone standing to share. Stand up if:
			  • you are excited about the results
			  • you learned something about yourself
			  • you were thinking about this career category anyway

Step 3 (15 mi)	**RESEARCH CAREERS**	1. From the results (Career Groups) instruct students to click on the highest rated Group and find a career they are interested in. 2. Encourage students to compare a few careers looking at the different aspects of the career. 3. Instruct students to save their favorite career(s) by clicking the grey star on the Career Results page.	• You may choose to print a [worksheet](#) for every student or just those who do not have UtahFutures accounts. • Using the worksheet with every student will increase the length of the lesson, but will provide deeper understanding of their choices.
	RESEARCH PROGRAMS OF STUDY	1. On the Career Results page, click on "Education" under Topics. a. Programs are listed in alphabetical order. The program at the top my not be the best option. 2. Explain to students that a Program of Study is an academic path developed by a school to help students prepare for a career. 3. Instruct students to select a *Program of Study* that that will help them prepare for their career. 4. Encourage students to spend a few minutes looking at the different aspects of the program 5. Instruct students to save their favorite Program of Study by clicking the grey star on the programs page.	• **Programs of Study:** Have students look at the whole list to determine which is the best fit for their career.

	RESEARCH SCHOOLS	1. From the saved Programs of Study page students can see which colleges and universities offer the program. 2. Instruct students to select a school they would like to attend by clicking on "Utah Colleges and Universities" or "U.S. Colleges and Universities". 3. Encourage students to spend a few minutes looking at the different aspects of the program. 4. Instruct students to save their favorite school by clicking on the grey button on the schools results page.	
	DISCUSS	• *What is something you didn't know about the career (or school) you researched?* • *Why did you choose the career (or school) that you chose?* • *What are some courses you could take now to help you prepare for your career or to prepare to attend college?*	• Post 1 or more questions on the board or projector. • Ask students to get with a partner and take two (or more) laps around the room while discussing the questions.
Step 4 (10 min)	**PRESENT**	View Slideshow: Scholarships • Tips for Winning Scholarships Video: Searching and Applying for Scholarships	• If you do not have access to YouTube, the video can also be found at UtahFuturesOnRamp.org/training. (*StepUp Scholarships: Searching & Applying for Scholarships 101*) • Save a local copy of the presentation. Make changes or additions based on your local community • Information about the New Century and Regents' Scholarships.
	WRAP UP	• Review Student Progress toward Graduation • Inspire students to continue working hard, taking classes that will help them pursue their dreams, get involved, and to talk to their parents about college. • (Optional) Hand out an exit ticket for feedback and follow-up	