# Unit 5: Preparing to Become an Educator

## Lesson 5.15: Scholarships & Scholarship Applications| Part II

| Lesson at Glance | | |
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| Warm-Up (5 mins)   * Bellringer | Instruction (15 mins)   * Notes: Quality Scholarship Applications (5 mins) * Annotating Quality Scholarship Writing Samples (10 mins) | Application (25 mins)   * Scholarship Application Free-Write (12 mins) * Partner Feedback (5 mins) * Debrief (3 mins) * Exit Ticket (5 mins) |

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| **TEKS** | 9 | The student analyzes education and training requirements for a career in an area of interest. The student is expected to:   1. investigate and identify scholarships, grants, and financial incentives related to interest areas in education and training; |
| 10 | The student documents technical knowledge and skills related to education and training. The student is expected to:   1. assemble basic professional portfolio components such as basic resume, samples of work, service-learning logs, assessment results, and mock scholarship applications; and |
| **Objectives** | * Examine what makes a quality scholarship application. * Research scholarships related to your select career path. | |
| **Rationale/ Summary** | Most students who pursue post-secondary education will apply for financial assistance in the form of grants, loans, or scholarships. This is the second of two lessons designed to show students what scholarship applications often look like and allow them to brainstorm the types of scholarships which they feel may apply to their own educational goals. | |
| **Formative Assessment and Exemplar Response** | What makes a quality scholarship application?  Return to your partner’s feedback on your writing sample so far. What areas do you plan to change/emphasize before including this writing sample in your portfolio?  *See Exit Ticket Answer Key for exemplar responses.* | |
| **Vocabulary** |  | |

| **Est Time** | **Instructional Activities (including formative assessments)** | **Materials** |
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|  | *This lesson and the previous (5.15) require students to research or create documents for scholarships that might be of interest to them. Please include in their information any local scholarships which may only be applicable to students in your high school/community.* |  |
| 5 mins | **Bellringer:**  Return to the scholarships you were reviewing during our last class.  Select the scholarship that most interests you or for which you feel most qualified to apply.  Use the graphic organizer to begin brainstorming your application essay for the scholarship. | Student Guide |
| 5 mins | **Notes: Quality Scholarship Applications**  T: Because all scholarships are unique, their application processes can slightly vary. However, most scholarships applications will require you to fill out similar information.  T: Some of the information a scholarship application might ask you to fill out is:   * *Personal demographic information* * *GPA/Class Rank* * *Extra-Curricular Activities* * *Community/Volunteer Involvement* * *A writing sample/essay about a particular topic or why you are deserving of the award.*   T: You should never have to fill out information, such as your social security number, passwords, or credit/bank information to submit a scholarship application. If you find an application that asks questions that you do not feel are appropriate, bring that application to the attention of your family, guidance counselor, or a teacher.  T: Scholarship applications can be competitive, so you will want to ensure you are submitting a high-quality application that meets all the criteria. To do this, you will want to ensure your application:   * *Meets the requirements.* * *Is free of errors.* * *Shows your personality and emotions.* * *Emphasizes what makes you unique.* * *Is appropriate to the audience.* * *Is written professionally.* * *Has strong letters of recommendations?* | Student Guide |
| 10 mins | **Annotating Quality Scholarship Applications**  T: We are going to look an actual scholarship and application for that scholarship. The sample we are going to look at together is for a scholarship offered to student athletes in California. Remember, this is just a sample of what some applications may look like.  T: (Pass out copies of the North Coast Section Foundation Scholarship Application.)  T: Let us look at this scholarship sample. What is the purpose of this scholarship?  S: To recognize and reward student athletes who balance academic achievement, athletic participation, and service to community.  T: What is the amount and number of scholarships given during this scholarship cycle?  S: $1,000 to three male and three female student athletes, plus additional funds if they are available.  T: What are some of the things you notice about eligibility or conditions?  S: There is not any regulation on which schools or types of schools they need to attend, but students must attend a two- or four-year college and use the funds within one year from graduating.  S: The recipients must use the fund for tuition, books, or fees.  S: There is a GPA requirement and a sports participation requirement.  T: What other materials are required to submit a complete application?  S: The application, recommendations, an essay, high school transcripts, a headshot.  T: You will notice the prompt for this essay recommended, not required. This means that an applicant can choose to submit a different prompt if they would like, however it is often a good idea to go with the suggested prompt.  T: Look at the nomination form. How is this form different than some other scholarship forms might be?  S: There are a lot of sports questions, since this is an athletic scholarship. Those questions would not be present on other scholarships.  T: Great. Now we are going to look at an actual sample of an essay from this scholarship. In your Student Guide, find the section titled Annotating Quality Scholarship Writing Samples.  S: Locate scholarship essay sample.  T: Use your highlighter and a pen or pencil to annotate this essay. Look for evidence that this essay meets the criteria we discussed for a high-quality application. Take five minutes to quietly read and annotate.  T: What did you notice about this essay?  S: (Answers will vary.)  T: This essay was part of an application that did win this scholarship. Of course, we cannot see the rest of her application for privacy purposes, but she did a good job of explaining her current and future goals as well as tying it back to her passions within and outside of sports. | Student Guide  Highlighters (1 per student)  [North Coast Section Foundation Scholarship Application](file:///C:\Users\wrwhite\Downloads\Microsoft%20Word%20-%20Foundationapplication2023.pdf) |
| 12 mins | **Scholarship Application Free Write**  T: Today you are going to participate in a free write. This is where you have ten uninterrupted minutes to write. Return to the scholarship application you selected in the bellringer.  T: Find the essay for that scholarship. You will free write a draft of that essay question. Since this is a free write, you do not have to have a final version in ten minutes. This is an opportunity to practice writing in this way. You will finalize this version later for your portfolio. If you are uncertain of your strengths for this application, return to the bellringer from our previous class.  T: Locate your prompt and you may begin. You have ten minutes to work silently.  T: (Set timer for ten minutes.)  S: (Free write.) | Student Guide |
| 5 mins | **Partner Feedback**  T: Thank you for taking the time to free write. As we prepare our portfolio, you will complete this assignment on your own outside of the classroom. However, I first want you to work with a partner to provide warm and cool feedback.  T: Turn to an elbow partner. Exchange your writing sample with your partner. You should have a sample that is not your own.  S: (Exchange samples.)  T: Please take five minutes to read one another’s writing samples. Please include any changes you think would be beneficial to someone reading this. You should read and annotate their writing sample silently—please try to refrain from discussing their sample with them unless you have a direct question.  S: (Take time to provide partner feedback, silently.) | Student Guide |
| 3 mins | **Partner Debrief**  T: Now that you have silently read your partner’s free write, take three minutes to debrief with one another about what you noticed, particularly strengths and areas for growth.  S: (Discuss free write samples with one another.)  T: (Circulate and facilitate the conversations.) | Student Guide |
| 5 mins | S: (Complete the Exit Ticket.) | Exit Ticket |