

1. To Open the Presentation

- a. First, be sure that your downloaded file is fully extracted and ready to use. **GAME WILL NOT OPEN UNLESS YOUR DOWNLOAD IS FULLY EXTRACTED.**
- b. Next, open the “inTuition Presentation” folder found in the same folder as this guide.
- c. Click on the “html5” icon
- d. The program will open in your preferred internet browser, even offline.

2. Supplemental and Printout Materials

- a. There are various supplemental and printout materials for your use.
 - i. Article
 1. Explains more about concepts in the presentation
 - ii. Character Cards
 1. Used during presentation and given to participants/groups
 - iii. Class Sign-In Sheet
 1. Used for taking roll/names/emails (if required)
 - iv. Evaluation
 1. Student evaluation to fill out after presentation
 - v. Point Cards
 1. Used during presentation and given to participants/groups
 - vi. Program Overview
 1. Simple overview of the “inTuition” program
 - vii. Student-Parent Handout
 1. Student/parent version of the overview

3. What is this program?

- a. “inTuition” is a program developed by Brianna Nelson, Jonathan Guymon, Tyler Lemke & Luke Erickson with University of Idaho Extension.
- b. It is designed to improve knowledge and actions of class participants, and ultimately lead to decreased reliance on student loans.

4. Who is the target audience for this program?

- a. This program is developed specifically for juniors and seniors in high school, however, in our pilot tests both younger and older participants also responded well to this program.
- b. FOR TEENS

- i. This program is very easy to facilitate. Local high school teachers, 4-H staff, parent leaders, and adult volunteers are welcome to use this free program with your own teen groups.
 - ii. High school juniors and seniors are expected to benefit the most from this program because many are considering/preparing for college at that age.
- c. FOR ADULTS this program is also very educational and informative.
- i. The game portion makes the content fun, and more interactive than a lecture.
 - ii. The program also helps adults who are currently pursuing higher education or who have children that pursuing or going to pursue higher education in the near future.

5. Objective of the program.

- a. The purpose of the class is simple: Help participants avoid student loans by finding alternative methods to pay for higher education.
 - i. There are many options to help avoid student loan debt.
 1. Select the school that helps balance costs with educational goals.
 2. Select majors/career paths with high potential earnings and placement
 3. Scholarships
 4. Federal grants
 5. Work study
 6. Tuition payment plans
 7. Getting a job
 8. And many more!
 - ii. Participants have the potential to save thousands in college costs and increase their income by considering all of these options, thus reducing the need for long-term student debt.

6. How we measure success of this program.

- a. Program materials are offered free of charge through UI Extension.
 - i. However we do ask payment in the form of collecting survey data from the classes you teach. This will ensure that our program shows strong impact and merits continued financial support from our partners.
 - ii. Please print copies of the *inTuition EVALUATION* and have your participants fill them out.
 1. Completed surveys can be mailed to:
 - a. Luke Erickson, Madison County Extension, PO Box 580, Rexburg, ID 83440
 2. Or, Students can take the provided online survey <https://www.surveymonkey.com/r/inTuition-Student>

- b. MANY THANKS in advance for helping support this program by having your participants complete our evaluations and returning them to us.



Photo: Brianna Nelson pilot testing the inTuition program at the Juvenile Correction Center in St. Anthony, Idaho.

7. Basic Steps for presenting this program:

- a. Download this guide and the class materials:
 - i. Class materials include:
 1. Character cards (There are 8 total)
 2. Point cards (10-12 Per Group is Needed)
 3. Printable survey for participants
 4. Student/Parent handout
 5. Presentation
- b. Watch the video with your students: [The Student Loan Problem](#)
(Length 4 minutes 23 seconds)
- c. Read over the “inTuition Article” and go through the powerpoint/ispring program yourself before presenting it.
- d. Choose which teaching method best fits your needs.

i. Possible Teaching Layouts for One Large Group:

1. Teams (*author preferred method).
 - a. Separate into eight groups with equal numbers of participants in each. Give each group one of the eight character cards.
 - b. Groups then read the dialogue and make choices for the character they represent.
 - c. Group members can take turns, or a group representative can take lead in reading the character dialogue and making choices for their group's character. Once the first team is done making choices for their character ask for another team to volunteer. The order does not matter when characters/groups are taking turns because you will always be taken back to the main character screen after a character's turn is over.
 - d. Use the point cards to help your groups keep track of how many points they earn with each of their decisions. Once a group's turn is over, you can count how many total points they earned, and compare groups' points by writing them on the board. Allow the groups to explore their characters' scenarios naturally, without forcing them to explore all the options. Groups will quickly learn that those who explore more options have the most opportunities to earn points.
 - e. Once all of the characters/groups turns have been completed (or as many as you can get through given time restrictions), Click "Finish the Story, 10 Years Later" to wrap up the game. This portion of the program will take about five minutes, so make sure you leave yourself enough time to finish the program.
 - f. This method takes about 40 - 80 minutes depending on how many characters' scenarios you choose to explore. You may choose to spread the program over two class periods, if necessary.
2. Individual volunteers
 - a. Very similar to the first method, but instead of breaking into groups, you simply ask for volunteers to represent the characters. The rest of the students will watch the volunteers interact with the game. This method takes about 40-80 minutes depending on how many characters you are able to follow.
3. Individually at desks
 - a. Requires that participants use a pencil and paper to write down individual answers.
 - b. Go through each character one at a time, letting the students write down what options they would have chosen.

- c. Have each student choose only ONE of each the following options as they appear:
 - i. School (this option will appear first)
 - ii. Get A Job (click on this to see all of the options)
 - iii. Student Loan (Yes or No – once selected you will lose points)
 - iv. Tuition Payment Plan (Yes or No - once selected you will gain points)
- d. Have each student select one or more of the following options for each character.
 - i. Scholarships
 - ii. Federal Aid Options
- e. Cycle through these steps for the rest of the characters.
 - i. This method takes about 40-80 minutes depending on how many characters you follow.
- f. This method requires that students are honest and don't change their initial answers as they go.

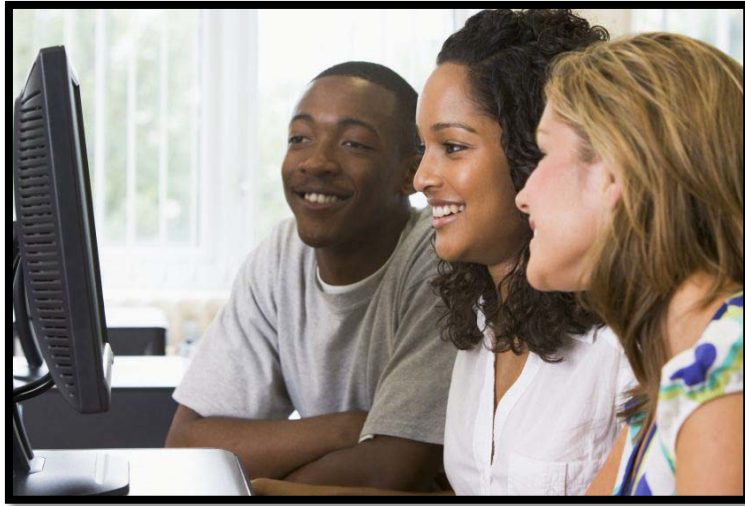
4. Casual large group

- a. Simply run through the program without using points or participants to represent the characters.
 - i. You, as the instructor, are in the driver's seat and can spend as much time as you want exploring the character's scenarios while your students watch.
 - ii. This method could take 15-45 minutes depending on how in depth you go into the scenarios with your students.

ii. Possible Teaching Layouts for Small Student Groups:

1. Multiple Computers or I-Pads

- a. Students get into small groups and participate in their own inTuition Game. These small groups could keep track of their own points if they choose.
- b. This layout is good if there are multiple electronic devices that can be spread out among the group.



iii. Possible Teaching Layouts for Individual Learning:

1. Multiple Computers or I-Pads
 - a. Students participate in their own inTuition Game.
 - b. This layout is good if there are multiple electronic devices that can be spread out to each individual, such as a computer lab.

Be sure to pass out the “Student/Parent handout,” and the “inTuition article” as takeaways, and have the participants complete the online or printable survey and return it to us at:
Luke Erickson, Madison County Extension, PO Box 580, Rexburg, ID 83440

Thanks! We hope you enjoy the program!