OWNERSHIP OF LEARNING

LESSON 10-14 ▲ PLANNING FOR SUMMER

**LEARNING GOALS/OUTCOMES**

* Identify activities from last summer that contributed to their post-secondary/career goals.
* List sources of information about summer opportunities for youth.
* Identify ten possible summer activities.
* Write a set of summer goals that support personal interests, target skills, and/or post-secondary/career goals.
* Summarize their top ten achievements of 10th grade.

**MATERIALS NEEDED**

* **Student Handouts:**
* Summer Activities List
* Action Words for Goal Setting
* 10th Grade Achievements
* **A variety of informational brochures, pamphlets, and catalogs** on summer opportunities for teens in your community: summer school, CTE programs, volunteer service programs, sports camps, arts and music programs, jobs, etc.

**CLASSROOM ACTIVITIES**

1. **Students create logical groups of summer’s activities.** Ask each student to identify one activity they enjoyed from last summer. Have them write the name of that activity in block letters on a piece of paper. Ask students to stand up and group themselves into different types of summer activities. For example, they may group by travel, volunteer work, outdoor activities, etc.
2. **Students group themselves by five defined activity types.** Remind students that there are five types of summer activity: (1) work (paid activities); (2) education (learning activities); (3) recreation (active health activities); (4) leisure (relaxing activities); and (5) volunteerism (contribution activities). Ask students to imagine their activity was in a brochure on things you can do in the summer. Ask them to move to one of the five sections mentioned, the one that best matches their activity. Review each group with the class and list the specific activities students have identified in each group. Notice where the majority of students are clustered. Lead a class discussion on the value of each type of summer activity and why some activities are more popular than others.
3. **Students identify activities from last summer that contributed to the achievement of post-secondary/career goals.** Ask students to think about the activities they discussed in each of the five groups and identify ones that could help them prepare for their post-secondary or career goals. Ask students who listed an activity that would support future goals to move to an unoccupied area in the room. Ask students in each of the groups to name one new activity they participated in last summer that helped them become more ready for post-secondary or career. If they cannot think of one, they can think of an activity that will help them this summer.
4. **Students list sources of information about summer opportunities for youth.** Place youth-oriented brochures, pamphlets, and catalogs of local summer activities in one area of the room. Ask each student to select a brochure. Tell them that, in two minutes, they will be asked to state the name of an interesting activity from the resource they have in their hand and list where and when that activity will be held. Give each student 10 seconds to make his or her statement. At the end, ask random students to name one place that offers summer activities for youth.
5. **Students identify 10 different potential summer activities for themselves.** Distribute the *Summer Activities List* and ask each student to list ten possible summer activities. These can be based on their activities from last summer, the activities just presented from the brochures, or new activities that they hope to try. Ask students to label each activity with a number to represent its category: (1) work, (2) education, (3) recreation, (4) leisure, or (5) volunteerism. Tell them they can change their lists if they want, but that they should try to plan for a balanced summer.
6. **Students write a set of summer goals that support personal interests, target skills, and/or post-secondary/career goals.** Ask students to review their *My Top Ten Interests* and *My Top Ten Skills* from past lessons. Ask students to review their *Summer Activities List* to match chosen activities with their top interests and target skills. Ask them to identify activities from their list that support their post-secondary or career goals.  
     
   After this analysis, ask students to write three goals for themselves for the summer. Each goal should start with an action word (sample words are provided in *Action Words for Goal Setting*). Encourage them to focus on how their summer activities will help them explore personal interests, develop target skills, and/or prepare for their post-secondary and career goals.
7. **Students summarize their top ten achievements of 10th grade.** Tell students that it’s time to switch away from thinking about the summer. Now they will look back over the school year. What did they learn during 10th grade? What did they accomplish? Ask for volunteers to share a few accomplishments from the year. Distribute the *10th Grade Achievements,* and ask each student to list their top ten accomplishments from the year. Encourage students to perceive every type of personal growth as a success. Tell students to begin each sentence with an action word, but use the word in the past tense (e.g. “achieve” would be “achieved,” or “write” would be “wrote”).

**STUDENT PRODUCTS**

* **Completed** ***Summer Activities List***
* **Completed** ***10th Grade Achievements***

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LESSON 10-14 HANDOUT

SUMMER ACTIVITIES LIST

What will you do this summer? How will your summer activities help you prepare for the future?

Write down ten possible activities this summer. Then number each one based on its category:

(1) work, (2) education, (3) recreation, (4) leisure, or (5) volunteerism.

A**CTIVITY CATEGORY ACTIVITY CATEGORY**

Based on the activities you’ve identified for yourself for this summer, write a set of summer goals that will support your personal interests, target skills, and/or post-secondary and career goals.

This summer, I will….

**GOAL #1:**

**GOAL #2:**

**GOAL #3:**

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LESSON 10-14 HANDOUT

ACTION WORDS FOR GOAL SETTING

Achieve Edit Perform

Adapt Enable Persuade

Advise Establish Plan

Aid Estimate Practice

Analyze Evaluate Predict

Anticipate Explain Prepare

Answer Explore Present

Applied Fix Produce

Arrange Give Propose

Assemble Guide Prove

Assist Handle Provide

Author Help Purchase

Budget Identify Question

Build Imagine Read

Calculate Improve Record

Care for Increase Receive

Clarify Initiate Reduce

Check Introduce Report

Coach Invent Research

Communicate Investigate Restore

Complete Judge Review

Compose Learn Schedule

Compute Lead Set goals for

Consult Listen to Solve  
Contribute Make Speak to

Cooperate with Maintain Study

Coordinate Manage Succeed in

Counsel Map Summarize

Create Master Supervise

Deal with Memorize Support

Debate Meet Survey

Decide Modify Talk to

Deliver Negotiate Teach

Design Observe Train

Develop Operate Translate

Direct Organize Upgrade

Discover Overcome Win

Display Participate in Write

OWNERSHIP OF LEARNING

LESSON 10-14 HANDOUT

10TH GRADE ACHIEVEMENTS

What have you accomplished during 10th grade? Think about the progress you’ve made academically, in terms of career and post-secondary exploration, and socially. What have you learned? Write down the top ten things you accomplished during 10th grade.

**ACHIEVEMENT #1:**

**ACHIEVEMENT #2:**

**ACHIEVEMENT #3:**

**ACHIEVEMENT #4:**

**ACHIEVEMENT #5:**

**ACHIEVEMENT #6:**

**ACHIEVEMENT #7:**

**ACHIEVEMENT #8:**

**ACHIEVEMENT #9:**

**ACHIEVEMENT #10:**