TRANSITION SKILLS

LESSON 9-4 ▲ SCHOOL AND COMMUNITY ACTIVITIES

**LEARNING GOALS/OUTCOMES**

* Relate recreation, leisure and volunteerism to the achievement of post-secondary goals
* .Identify three different recreation or leisure activities in the school or local community that relate to personal interests, target skills, and/or postsecondary goals.
* Identify an interesting new local recreation, leisure or volunteer activity.

**MATERIALS NEEDED**

* **Student Handouts:**
* My 9th Grade Activities Worksheet
* Journal Page
* **Supplemental Information** on your school’s clubs, sports and student government opportunities; and information on local community activities (such as a recreation center brochure).

**CLASSROOM ACTIVITIES**

1. **Students organize themselves by activity interest area.**  Divide the classroom into four areas: one area each for sports, arts, school government/clubs, and volunteer service. Ask students to walk to the area of the room that best describes the type of activity they do most at this time of their life. Look at the distribution of students: which area has the most students? If there are students who cannot identify any current activities, ask them to move to the area of the room that has activities that sound the most interesting to them.
2. **Students discuss their current activities.** Ask for a volunteer or two from each of the groups to describe their activity (or activities) in that interest area. Ask them to describe how they became interested in that activity, how they got involved, and how long they have been participating in the activity. If you wish, have students reshuffle so that students who are involved in more than one type of activity can move to a different area of the room.
3. **Students relate recreation, leisure, and volunteerism to the achievement of post-secondary goals.** Have students stay in their interest area groups from the introductory activity (sports, arts, school government/clubs, and volunteer service). Ask students in each group to discuss among themselves why they are involved in their activities. Specifically, ask them to discuss how their activities can help them explore interests, develop target skills, or prepare for post-secondary goals.

Have students return to their seats and lead a full group discussion about why students are involved in activities. Their initial answers may be that they are involved because the activities are fun or interesting. Continue to ask questions to help students consider their involvement in activities more deeply. Ask for volunteers to list the interests they have explored, the skills they have gained, and/or the goals they have achieved from their activities.

1. **Students identify three different recreation or leisure activities in the school or local community that relate to personal interests, target skills, and/or post-secondary goals.** Distribute the *My* *9th Grade Activities* worksheet. Ask students to work in pairs to complete one worksheet for each student. Once students have identified three activities they either are involved in or would like to be, ask them to code each activity as a Recreation, Leisure, or Volunteer activity. Remind them that Recreation is an “active health” activity, Leisure is a “relaxing” activity, and Volunteer is a “contribution” activity. They do not have to identify one example of each kind of activity. However, remind them that each type of activity provides a different value to a person’s life.

For some students it will be easy to identify three activities and to describe the skills they will gain from each activity. For other students, it will be more of a challenge. Ask students to quiz their partners on their interests and then try to suggest activities that might help them build on those interests. Circulate among the pairs and suggest activities for students who are having trouble coming up with ideas. After some discussion, have students work together to complete each of their worksheets. Instruct students to identify three separate activities for 9th grade. These can be activities they have already joined and want to continue or activities they hope to join now that they are in high school.

Distribute a list from your school’s clubs, sports, and other activities that students can join. If you can, also distribute a list of community recreation, leisure, and volunteer opportunities.

1. **Students learn about potential activities.** Ask for student volunteers to identify one of the activities on their worksheets. Discuss the types of activities students have listed (recreation, leisure, volunteer). Remind students that employers, colleges, financial aid providers, and other organizations give preference to students who are actively involved in their school and/or community.
2. **Students select a new local recreation, leisure, or volunteer activity.** Distribute a catalog of activities (such as a recreation center catalog) to each student. Ask students to identify one interesting new activity available in the local catalog and to write its name on the bottom of *My 9th Grade Activities*. Encourage them to think of their interests, skills, target skills, and/or post-secondary goals that relate to this new activity.
3. **Students reflect on what their choice of activities tells other people about them.** Distribute the Journal Page and ask students to describe what their 9th grade activities tell other people about them. Ask them to answer these questions:
* What do my activities tell other people about me?
* How can I expand what others see in me by identifying new activities?

**STUDENT PRODUCTS**

* **Completed *My 9th Grade Activities Worksheet***
* **Completed *Journal Page***

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LESSON 9-4 STUDENT HANDOUT

 MY 9TH GRADE ACTIVITIES WORKSHEET

What activities are you involved in at school or in the community? What activities interest you, even if you are not involved right now? Getting involved in activities can help you build on your interests, meet people, learn new skills, improve your existing skills, and explore areas that might be interesting to you for college or career. The start of high school is a great time to join new activities or take on a more committed role in your existing activities.

**Identify three activities and describe them below.** These activities can be sports or other active pursuits (such as rock climbing or skiing), arts (such as music, singing, drama, photography), school government or clubs, or volunteer service opportunities. They can be current or new activities in your life.

**Activity #1:**

Recreation Leisure Volunteer

I am interested in this activity because:

I can join this activity (or continue in it) by:

This activity will help me develop the following skills:

**Activity #2:**

Recreation Leisure Volunteer

I am interested in this activity because:

I can join this activity (or continue in it) by:

This activity will help me develop the following skills:

**Activity #3:**

Recreation Leisure Volunteer

I am interested in this activity because:

I can join this activity (or continue in it) by:

This activity will help me develop the following skills:

**I am interested in this NEW activity:**

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LESSON 9-4 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

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***Q1:*** What do my activities tell other people about me?

***Q2:*** How can I expand what others see in me by identifying new activities?

***Answers:***