OWNERSHIP OF LEARNING

LESSON 9-27 ▲ SCHOOL INVOLVEMENT

**LEARNING GOALS/OUTCOMES**

* Understand the extracurricular activities that are available at high school.
* Identify how a student can get involved.
* Describe how being involved in school activities will help them now and looking towards college.
* List skills that define student leadership.

**MATERIALS NEEDED**

* **Student Handout:**
* Extracurricular Inventory Worksheet
* **List of school’s extracurricular activities**
* **Computer with internet access and projection capabilities** to display Big Future’s “Extracurriculars Matter” site and video (<https://bigfuture.collegeboard.org/get-started/outside-the-classroom/extracurriculars-matter-to-you-and-to-colleges>)
* **Chart paper and markers**

**CLASSROOM ACTIVITIES**

1. **Share with students that you want them to do some time travel and imagine themselves as a senior in high school.** Explain that they are going to see a video for seniors about how to include extracurricular activities in the college application and/or work resumes.
2. **Review the Big Future website with students, including kinds of activities and examples, and play the embedded video.** Ask students what they heard about what’s important when selecting extracurricular activities in college or job applications. Help students make a list on the board as a class of what the college admissions people may be looking for.
3. **Now, ask students to come back to the present and compare how many activities and which activities they are involved in with what they have learned that seniors need.** Encourage students to talk about where they are leaders. Be prepared that for some students this will be a challenging discussion. They may not feel they have the time, money, support or opportunity to be involved in extracurricular activities. Be prepared with questions about home responsibilities, church activities, jobs, or other additional responsibilities that students may not recognize as fitting this discussion and ignore.
4. **Hand out the *Extracurricular Inventory Worksheet* and give students time to work with a partner or in a small group to complete as much of the chart as possible.** Provide a list of school activities as a place for students to start.
5. **To close, bring** **the group back together for a discussion on how each one of them can be involved in something that is meaningful.**

**STUDENT PRODUCTS**

* **Completed *Extracurricular Inventory Worksheet***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILITATOR NOTES**

First-generation college-going students often need encouragement to become involved in extracurricular activities at school. This lesson helps students to think about different ways to become involved and why being involved is important for their future.

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LESSON 9-27 STUDENT HANDOUT

 EXTRACURRICULAR INVENTORY

The Extracurricular Inventory Worksheet gives you space to make a list of what activities you are already involved in and what you might like to add. Be sure to think outside of the box, to think about activities that you are interested in/passionate about and to look for places where you can be the leader!!

**PRESENT ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kind of Activity:** **Sports, School, Home responsibility, Job, church** | **Name of the Group**  | **Length of time I’ve been involved**  | **Leadership responsibilities**  | **Number of hours per week**  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**ACTIVITIES I WOULD LIKE TO ADD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kind of Activity:** **Sports, School, Home responsibility, Job, church** | **Name of the Group**  | **Length of time I’ve been involved**  | **Leadership responsibilities**  | **Number of hours per week**  |
|  |  |  |  |  |
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