



WHAT TYPES OF STUDENTS DO COLLEGES WANT?

WORD WALL

Extracurricular Activity: Activities outside one's regular schedule or duties

Course Pattern: The sequence of courses that you take

GPA (Grade Point Average): The numerical value given to the grades you earn from the courses you take

INTRODUCTION

This lesson will help students and families start to explore the areas that colleges might focus on during the admissions process. If they are truly to believe in themselves, students should recognize their strengths and how best to showcase them.



TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



40-70 MINUTES

Lesson may be extended over several days



MATERIALS NEEDED

- Preview Activity Handout: *What Do I Like to Do?*
- Lesson Handouts: *What Types of Students Do Colleges Want?* and *Crawl, Walk, Run*
- Reflection Activity Handout: *Building Your Knowledge*

LEARNING GOALS

- ➔ Students will explore the skills and activities they need to build upon to prepare for the college admissions process.
- ➔ Students will understand how building upon their knowledge can help them be successful in high school and beyond.

PREVIEW ACTIVITY

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom.

- ➔ Distribute *What Do I Like to Do?* and explain instructions to students.
- ➔ As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
- ➔ You may wish to add value by collecting ideas generated and distributing them to students as a resource.

ACTIVITIES

Part 1: What Type of Students Do Colleges Want?

 10 minutes

- ➔ Start by explaining what extracurricular activities are. Stress that grades and course pattern are usually the most important things that colleges look at when they are admitting students, but many of them also want well-rounded students who participate in extracurricular activities.
- ➔ Have students share what they discussed in the Preview Activity. Discuss things they like to participate in and use the information to lead a conversation about extracurricular activities.

Part 2: What Types of Students Do Colleges Want?

 30 minutes

- ➔ Distribute the *What Types of Students Do Colleges Want?* handout and explain instructions to students. (See *handout*)
- ➔ As a class or in small breakout groups, help students brainstorm what things in and out of the classroom will help them become better students and, most importantly, better people. These are the students whom colleges want.
- ➔ Discuss your own experience getting ready to apply to college, and explain what colleges looked for in your application.

Part 3: Crawl, Walk, Run

 30 minutes

- ➔ Give students the *Crawl, Walk, Run* handout and discuss the importance of always doing your best in order to continue to be successful.
- ➔ The purpose of this exercise is to show the importance of getting good grades and how that will affect your course pattern in middle school and high school. Students can also think of examples of extracurricular activities, such as developing their skills in a sport and making it all the way to a varsity team in high school.
- ➔ Make sure to point out that colleges would rather see students be very involved in a few extracurricular activities over a long period of time than be peripherally involved in many activities.

REFLECTION ACTIVITY

- ➔ Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
- ➔ Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
- ➔ Distribute *Building Your Knowledge* and explain instructions to students. (See *handout*)

CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See *Appendix A* for complete curriculum standards descriptions.



HANDOUT: WHAT DO I LIKE TO DO?



NAME

Take a moment to talk to one of your copilots or someone else you trust about activities you enjoy participating in or might want to try in the future. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ANSWER:

1. What things do you enjoy doing? (These can be inside or outside of the classroom.)

2. What have you learned about yourself while participating in these activities?

QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

3. How will activities you participate in help you in school and when you get to college?

4. What else could you participate in?

HANDOUT: WHAT TYPES OF STUDENTS DO COLLEGES WANT?



NAME

Brainstorm in your group what things you think colleges want to see you do inside and outside of the classroom.

Academics (Inside the Classroom)	Extracurricular (Outside the Classroom)
Example: Calculus	Example: Volunteer at my community park cleanup day

HANDOUT: CRAWL, WALK, RUN



NAME

To run, we must first learn to crawl and walk. What are some goals you want to accomplish and what are the steps you need to take before you can accomplish them?

- Goal example: I want to take Calculus before I graduate from high school.
- How will I do this: To take Calculus in high school, I must first crawl, walk and then run.
- Step 1 is to crawl: Do well in elementary school mathematics so that you can finish Algebra I by the time you graduate from middle school.
- Step 2 is to walk: The math courses colleges generally look for are Algebra I, Geometry, Algebra II, and Math Analysis/Precalculus.
- Step 3 is to run: Take Calculus.

Goal:

Step 1 (Crawl):

Step 2 (Walk):

Step 3 (Run):

HANDOUT: BUILDING YOUR KNOWLEDGE



NAME

You have learned that colleges would like to see you dedicated to a few activities that impact your life. This will enable you to talk about these activities in depth in a personal statement or interview. Participating in lots of activities is not necessarily better than being dedicated to a few activities that are important to you. So, participate fully in the activities you enjoy.

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust who has high hopes for you. Discuss what you are interested in and may want to pursue or continue to participate in once you get into high school, college and even later in life. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

During this lesson, you learned that participating in extracurricular activities not only helps you be a better student, but also colleges like to admit well-rounded students who are able to get good grades and participate in other activities at the same time.

1. What extracurricular activities did you participate in and how did those activities help you in school and/or in life?

2. How can you help me make sure I get good grades and participate in activities that I enjoy?

EXTENSIONS

- ➔ You may wish to have a professor or college student come in to talk about what is expected of students at the university level.

