

Tracking My Activities

Theme and Level

Theme: Make Plans

Level: Getting Started, Looking Deeper, Next Steps

At a Glance

Students learn why and how to document and track extracurricular activities.

Time: 50 minutes.

Essential Questions

- What extracurricular activities do I plan to participate in?
- What can I achieve from these activities?

Preparation

- Reserve computer lab with overhead projector enabled
- Establish CIS portfolios before this lesson
- Print *Activity Worksheet*, one per student
- *Optional:* Assemble activity resources, such as your school's activity guide or community guides for mentoring, volunteering, etc., depending on the academic level of the students

Steps

1. Show PowerPoint (PPT) Slide 1. Introduce this lesson by telling students that the goal of this lesson is for students to learn to plan and document their extracurricular activities. Just as in academic and career areas, you are more likely to achieve goals within extracurricular activities with plans and reflections.
2. Show PPT Slide 2. Explain that documentation of high school activities will also prove useful in writing a resume, interviewing for jobs and internships, and applying for college and scholarships. Most college and scholarship applications require this sort of documentation.
3. Ask if anyone can give examples of their own extracurricular activities. Encourage students to share creative experiences, as these will help other students realize that some of their own experiences are indeed meaningful activities to document. (Selling produce at a farmers market, for example.)
4. Show PPT Slide 3. Distribute the *Activity Worksheets*.
5. Define each of the worksheet categories, asking students to provide examples of each one. Provide examples if students cannot.
6. Ask students to complete their worksheets.
7. Students who have already begun this worksheet in a previous year can update the worksheet as well as verify information entered earlier.
8. Upon conclusion, review and sign each worksheet.
9. Instruct students to scan and save this worksheet on a computer, then ask students to upload this worksheet to their CIS portfolios, using the Stored Files and Links section.
10. Demonstrate the process of scanning a file, finding Stored Files and Links, then clicking add a file to upload the worksheet.
11. Encourage students to update any accomplishments or work history in the Education and/or Work history sections of Resume Creator.

Variations and Accommodations

- Assign uncompleted work as homework.
- Divide class into teams to complete this activity, encouraging students to assist one another in remembering activities from each others' pasts.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Tracking My Activities Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the appropriate text boxes in the Make Plans section of Career Plan. Students also update any accomplishments or work history in the Education and/or Work history sections of Resume Creator.

Materials

Computer lab with overhead projector and CIS access

[Tracking My Activities \(PPTX\)](#)

[Activity Worksheet \(PDF\)](#)

[Activity Worksheet \(DOCX\)](#)

[Tracking My Activities Scoring Guide \(PDF\)](#)

[Tracking My Activities Scoring Guide \(DOCX\)](#)

Optional: Activity resources, such as your school's activity guide or community guides for mentoring, volunteering, etc.

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Language
- Mathematical Practice: Attend to Precision
- Mathematical Practice: Look for an Make Use of Structure
- Mathematical Practice: Use Appropriate Tools Strategically

National Career Development Guidelines

- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
- GOAL CM1 Create and manage a career plan that meets your career goals.

American School Counselor Association

- Career Development, Academic Development

Bloom's Taxonomy: Analyzing, Creating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Apply Media and Technology Skills
- Participate in Enrichment and Extracurricular Activities

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate the Ability to Balance School, Home and Community Activities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills