

E2. What Types of Students Do Colleges Want?



This lesson may be extended over several days.

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.

Learning Goals

- Students will explore the skills and activities they need to build upon in order 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.

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*

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. (See handout.)

1. Distribute *What Do I Like to Do?* and explain instructions to students.
2. 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.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

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

Activities

PART 1: WHAT TYPE OF STUDENTS DO COLLEGES WANT? (10 MINUTES)

1. 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.
2. Have students share what they discussed in the Preview Activity. Discuss all of the different 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)

1. Distribute the *What Types of Students Do Colleges Want?* handout.
2. 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.
3. 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)

1. Give students the *Crawl, Walk, Run* handout and discuss the importance of always doing your best in order to continue to be successful.
2. 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.
3. 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

1. 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.
2. 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.
3. Distribute *Building Your Knowledge* and explain instructions to students.
(See handout.)

Curriculum 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 3 for complete curriculum standards descriptions.