OWNERSHIP OF LEARNING

LESSON 9-30 ▲ SUMMERTIME: AN OPPORTUNITY

**LEARNING GOALS/OUTCOMES**

* Define potential summer activities as work, education, recreation, leisure, volunteerism, or family activities.
* Identify 10 different potential summer activities for themselves.
* Expand awareness of summer options by interacting with other people.
* Write a set of summer goals that support personal interests, target skills, and/or post-secondary/career goals.
* Summarize their top ten achievements of 9th grade.

**MATERIALS NEEDED**

* **Student Handouts:**
* Summer Activities List
* 9th Grade Achievements
* Journal Page
* **If possible, provide information on summer opportunities for teens in your community:** summer school, CTE programs, volunteer service programs, sports camps, arts and music programs, jobs, etc**.**

**CLASSROOM ACTIVITIES**

1. **Students discuss summer plans.** Divide students into groups of four or five. Ask the members of each group to discuss what they’re going to do during the summer. It’s OK if they don’t really know, but tell them to share any ideas they have. Ask each group to start a list of all the ideas people in that group have about how they’re going to spend their summer.
2. **Students share summer plan ideas.** Ask for a scribe from each group to come to the board and write down their list of summer activities. Each group should write in the same area of the board so that the end result is a single large list of summer activity ideas. Discuss the types of ideas students have identified for their summers and note common themes: family vacations, sports camps, etc.
3. **Students** **define potential summer activities as work, education, recreation, leisure, volunteerism, or family activities.** Ask students to return to their seats. Ask them to look at the list of activities their groups wrote on the board and identify patterns in the types of activities. Remind them there are five types of summer activities: (1) work (paid activities), (2) education (learning activities), (3) recreation (active health activities), (4) leisure (relaxing activities), and (5) volunteerism (contribution activities). Go through sample activities in the list and identify the type of activity by the five categories. Ask students why it is recommended that people experience of balance of these activities in their life. Encourage them to appreciate that each type of activity contributes to the health and well-being of a person.
4. **Students identify 10 different potential summer activities for themselves.** Distribute the *Summer Activities List* and ask each student to list ten possible summer activities for themselves. Ask them to label each activity with a number to represent its category: (1) work, (2) education, (3) recreation, (4) leisure, or (5) volunteerism. Encourage them to plan for a balanced summer, one that includes four or five of the types of activities.
5. **Students expand awareness of summer options by interacting with other people.** Ask each student to discuss their list with another student. Each partner will review the other’s summer plan for balance. Tell students they can change or update their lists based on their discussions. Ask students to pair with a different student and repeat the shared review. If possible, enrich students’ discussions by sharing information about summer opportunities for teens in your community: summer school, CTE programs, volunteer service programs, sports camps, arts and music programs, jobs, etc.
6. **Students write a set of summer goals that support personal interests, target skills, and/or post-secondary/career goals.** Ask students to return to their seats and review their list of possible summer activities one more time, this time to see how their activities will help them support their personal interests, develop target skills, or reach their post-secondary or career goals. Ask students to write three goals for themselves for the summer that support exploration of personal interests, development of target skills, or readiness to reach post-secondary goals. For example, a student may say that s/he will be attending soccer camp to develop personal fitness or may hope to find a job to earn money for post-secondary.
7. **Students summarize their top ten achievements of 9th grade.** Tell students that it’s time to switch away from thinking about the summer. Now they will look back over the school year. What did they learn during 9th grade? What did they accomplish? Ask for volunteers to share a few accomplishments from the year. Distribute *9th Grade Achievements* and ask each student to list their top ten accomplishments from the year.
8. **Students reflect on how they will start next year.** Students will need no reminders that the school year is nearly over. Ask students to write a short letter on a Journal Page. They should imagine that it is September and they are beginning 10th grade.
* What advice do I have for myself about the best way to start the new school year?
* How has my experience in 9th grade affected how I will do in 10th grade?
* How have my summer activities helped me?

**STUDENT PRODUCTS**

* **Completed *Summer Activities List***
* **Completed *9th Grade Achievements***
* **Completed *Journal Page***on how students hope to begin 10th grade

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LESSON 9-30 STUDENT HANDOUT

 SUMMER ACTIVITIES LIST

What will you do this summer? How will your summer activities help you prepare for the future?

Write down 10 possible activities this summer. Then number each one based on its category:

(1) work, (2) education, (3) recreation, (4) leisure, or (5) volunteerism.

ACTIVITY CATEGORYACTIVITY CATEGORY

Based on the activities you’ve identified for yourself for this summer, write a set of summer goals that will support your personal interests, target skills, and/or post-secondary and career goals.

This summer, I will….

GOAL #1:

GOAL #2:

GOAL #3:

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LESSON 9-30 STUDENT HANDOUT

9TH GRADE ACHIEVEMENTS

What have you accomplished during 9th grade? Think about the progress you’ve made academically, in terms of career and post-secondary exploration, and socially. What have you learned? Write down the top ten things you accomplished during 9th grade.

ACHIEVEMENT #1:

ACHIEVEMENT #2:

ACHIEVEMENT #3:

ACHIEVEMENT #4:

ACHIEVEMENT #5:

ACHIEVEMENT #6:

ACHIEVEMENT #7:

ACHIEVEMENT #8:

ACHIEVEMENT #9:

ACHIEVEMENT #10:

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LESSON 9-30 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

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***Q1:*** What advice do I have for myself about the best way to start the new school year?

***Q2:*** How has my experience in 9th grade affected how I will do in 10th grade?

***Q3:*** How have my summer activities helped me?

***Answers:***