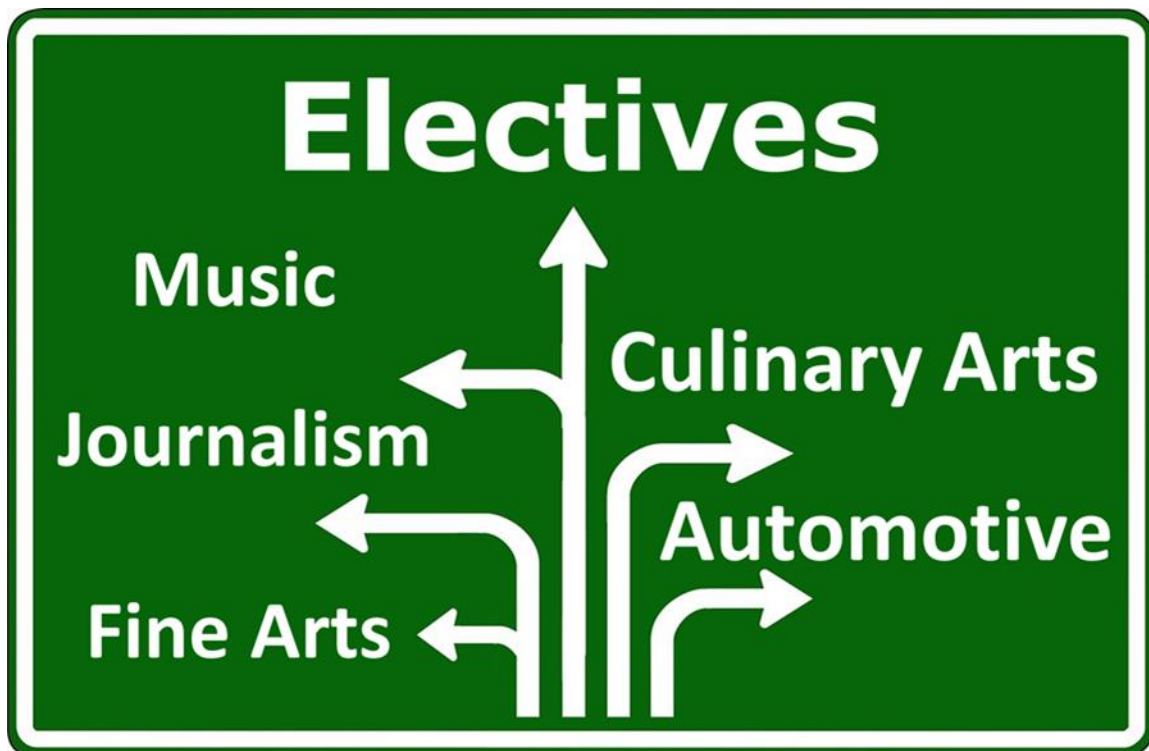


NEW MEXICO 4-H

Aggie Next Step Exploring Electives and Extracurriculars



Post Secondary Pathways



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Exploring Electives & Extracurriculars

LESSON FOCUS

Getting involved in school or community activities helps you build confidence, leadership, and skills that extend beyond the classroom. In this lesson, participants will explore how participation creates “good news” for their future by improving academics, relationships, and readiness for college, careers, and life.

PREPARATION

Review lesson materials and determine which worksheets and handouts you will use for the lesson. Print enough pre/post assessments, worksheets, and handouts for each participant.

ACTIVITIES

1. Have participants complete the **Pre-Assessment**.

2. Start discussion: *Whether you’re just starting high school or already in the middle of it, you have the chance to explore classes that truly interest you—art, robotics, culinary, agriculture, or music. Each choice helps you discover new passions, build real-world skills, and shape your future.*

Q: What elective or extracurricular activity are you most excited to try?

Q: How can the electives or activities you choose help you reach your future goals?

3. Explain that today’s lesson will help them understand how electives and extracurricular activities connect to college, careers, and personal growth—showing that every choice they make is helping them build their future.

4. Distribute the **Choose Electives that Fit Your Future** handout. Review and discuss.

5. Distribute the **Elective Selection Worksheet**, **Elective Choices**, and **Career Clusters and Career Pathways**.

6. Give participants 10 - 15 minutes to complete the **Elective Worksheet** using either the **Elective Choices** or electives listed on the high school website.

When finished, allow participants to share their top electives and explain why they chose them.

Supplies

- Worksheets
- Handouts
- Sticky notes
- Pens/Pencils

OBJECTIVES

Students will be able to:

- **Identify** how extracurricular involvement contributes to academic and personal success.
- **Interpret** data showing the benefits of participation.
- **Reflect** on personal involvement and growth opportunities.
- **Recognize** transferable skills gained through activities.
- **Set** one goal for future engagement in school or community programs.

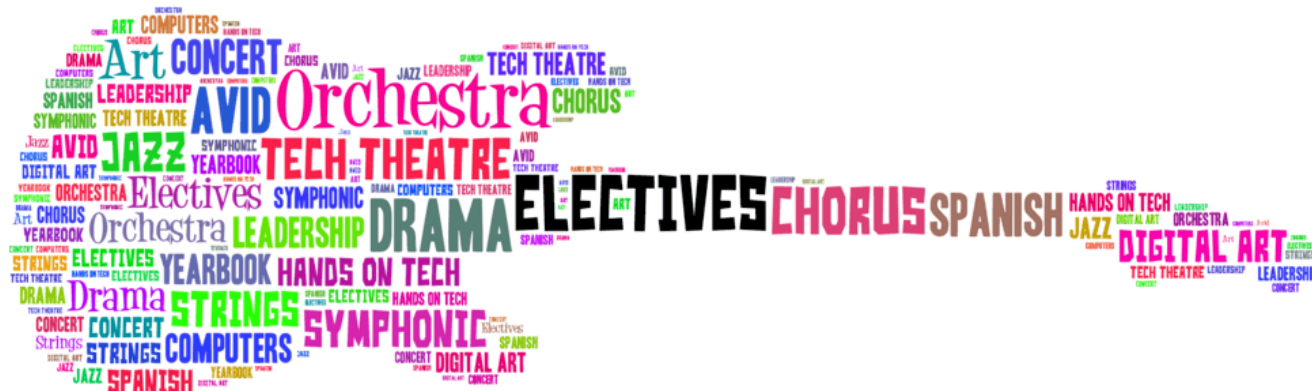


Exploring Electives & Extracurriculars

7. Transition to extracurricular activities: *Electives help you explore your interests in the classroom—extracurricular activities help you apply those interests and build leadership, teamwork, and communication skills often outside the classroom.*
8. Start a discussion around what extracurricular activities they are currently involved in, what activities are offered at their school, and the benefits of participating in these activities.
9. Introduce the **Good News–Bad News Gallery Walk** as you post the pages around the room or display them on a screen. Give each student a few sticky notes and a pen. Explain that they'll move around, review the graphics, and respond to a reflection question at each station.
10. After all students have completed the gallery walk, gather for a short discussion about what they observed and common themes from their responses.
11. Pass out the **Making Better Choices** and **Good News – Bad News** handouts. Discuss how involvement in school or community activities connects to leadership, personal development, and future college or career readiness. Ask: *"What skills do these activities help build that could benefit you after high school?"*
12. **Exit Ticket** – depending on time, this can be done as a class discussion, or students can complete the worksheet in class, as homework, or in the following class.
13. Have participants complete the **Post-Assessment**.

REFLECTION

Involvement creates opportunity. Whether through clubs, sports, service, or leadership, each activity helps shape who you are becoming. By choosing to participate, you invest in your goals, your community, and your readiness for life after high school.





Exploring Electives & Extracurriculars

DIFFERENTIATION

Content Support: Provide a partially completed *Elective Selection* worksheet with one example already filled in.

Offer a simplified list of electives and extracurriculars with pictures or short descriptions.

Break larger tasks into smaller steps with check-in points.

English Language Learners: Allow students to respond verbally or with bullet points, rather than full sentences, when appropriate.

Pair students with a supportive peer for discussions and collaborative activities.

Provide sentence starters:

- "I am interested in _____ because ..."
- "This activity could help me learn..."
- "A skill I could build is..."

Pre-teach key vocabulary: elective, extracurricular activity, interests, skills, etc.

Encourage participants to connect activities from their own culture or community to the lesson.

Process Differentiation: Allow students to complete worksheets as a whole class discussion, in pairs, or in small groups.

Offer step-by-step guidance for students who need more support, while allowing others to work independently.

Advanced or Early Finishers: Challenge participants to create a 4-year high school involvement plan connected to future goals.



Exploring Electives & Extracurriculars

RESOURCES

Optional Videos:

Note: Please preview all videos before showing them to students to ensure they are age-appropriate, relevant, and aligned with your classroom needs.

Engaging in Extracurricular Activities

https://www.youtube.com/watch?v=MVHy_hbKSa4

What Extracurricular Activities Should You Do in High School?

<https://www.youtube.com/watch?v=YrIAc3YL3E>

Choosing Courses for High School

<https://www.youtube.com/watch?v=hCVJIV5N-t8>

NM Standards:

NM PED Standards: Career and Technical Education (CTE):

CTE 1.1.1: Identify training, education, and certification requirements for one's occupational choice

CTE 1.2.1: Demonstrate knowledge and skills of language arts specific to a career pathway opportunity

CTE 2.1.4: Evaluate and use information resources to accomplish specific tasks

CTE 2.2.2: Identify the main ideas of an informational text

CTE 4.1.3 Operate internet applications to perform tasks

CTE 9.1.2 Develop a personal career plan to meet career goals and objectives

CTE 9.2.2 Demonstrate skills in evaluating and comparing employment opportunities

CTE 9.2.4 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster

CTE 9.2.5 Recognize and act upon requirements for career advancement to plan for continuing education and training

CTE 9.2.6 Continue professional development to keep current on relevant trends and information within the industry

CTE 9.2.7 Examine licensing, certification, and credentialing requirements at the national, state, and local levels

Common Career Technical Core (CCTC) Standards: Career Ready Practices (CRP):

CRP-10: Plan education and career path aligned to personal goals

Optional ELA Alignment (Grades 6-12)

SL1: Participate in a range of conversations

SL2: Integrate and evaluate information presented in diverse media and formats

RI1: Read closely to determine what the text says explicitly

RI7: Integrate and evaluate content presented in diverse formats and media