



COMMON APPLICATION ACTIVITY LIST GUIDE

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COMMON APP ACTIVITIES LIST GUIDE

You only get 150 characters on the activities list for the Common Application.

How do you make the most of them?

FOUR MAJOR COMPONENTS IN YOUR APPLICATION

1. Top Ten Activities
2. Main Essay
3. Short Answer Questions for each college
4. Honors & Awards is separate from Activities List - If you can list it in Honors & Awards, DO NOT list it in the Activities List

The Common App activities section is an opportunity to demonstrate to colleges your skills and talents giving specific examples of extracurricular activities you've participated in over the last few years.

ACCORDING TO THE COMMON APP, "ACTIVITIES MAY INCLUDE ARTS, ATHLETICS, CLUBS, EMPLOYMENT, PERSONAL COMMITMENTS, AND OTHER PURSUITS."

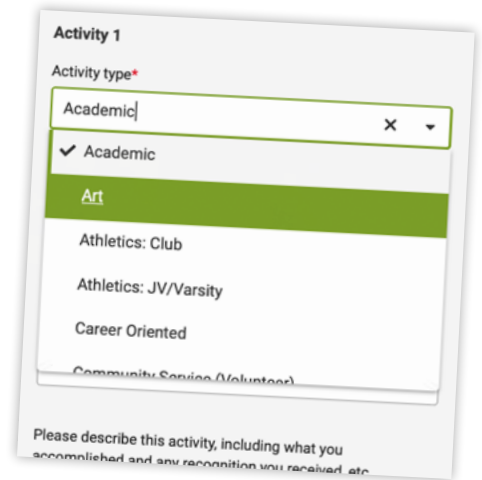
1. Utilize the Position/Leadership description (50 characters)
2. Utilize the Organization Name (use 100 characters)
3. Utilize the description section (use 150 characters)

EACH OF THESE 9 BOXES MUST BE ANSWERED IN ORDER TO PROCEED

Box 1: Activity Type: MUST CHOOSE ONE

Choose from the Dropdown Menu ("Other" is at the bottom of the list)

- | | |
|--|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Junior R.O.T.C. |
| <input type="checkbox"/> Art | <input type="checkbox"/> LGBT |
| <input type="checkbox"/> Athletics: Club | <input type="checkbox"/> Music: Instrumental |
| <input type="checkbox"/> Athletics: JV/Varsity | <input type="checkbox"/> Music: Vocal |
| <input type="checkbox"/> Career Oriented | <input type="checkbox"/> Religious |
| <input type="checkbox"/> Community Service (Volunteer) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Cultural | <input type="checkbox"/> Robotics |
| <input type="checkbox"/> Dance | <input type="checkbox"/> School Spirit |
| <input type="checkbox"/> Debate/Speech | <input type="checkbox"/> Science/Math |
| <input type="checkbox"/> Environmental | <input type="checkbox"/> Social Justice |
| <input type="checkbox"/> Family Responsibilities | <input type="checkbox"/> Student Govt/Politics |
| <input type="checkbox"/> Foreign Exchange | <input type="checkbox"/> Theater/Drama |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Work (Paid) |
| <input type="checkbox"/> Internship | <input type="checkbox"/> Other Club/Activity |
| <input type="checkbox"/> Journalism/Publication | |

A screenshot of a form section for 'Position/Leadership description (Max characters: 50)*'. The text 'Founder' is entered in the input field. Below it is the 'Organization Name (Max characters: 100)' field with 'Art Honors Society' entered. At the bottom is a larger text area for 'Please describe this activity, including what you accomplished and any recognition you received, etc. (Max characters: 150)*' with the text 'Organized and ran meetings, set up field trips, brainstormed and created group art activities, wrote and sent newsletter to members.'

Box 2: Position/Leadership Description (50 characters)

Box 3: Name of Organization (use 100 characters)

Box 4: Description (use 150 characters)

TIPS: Use present-tense for current and future and past-tense verb phrases for already completed; separated by a semi-colon; **(DO NOT use complete sentences)**

ACTIVITY #: XYZ (ABC CATEGORY FROM DROP-DOWN BOX)
X HOURS/WK; Y WKS/YR; SCHOOL/SUMMER/BOTH, GRADES are all separate fields
DO NOT put that info into your 50/100/150 character sections.

Box 5: Participation Grade Levels.

Check all that apply

Box 6: Timing of participation.

Check what applies to this activity

Box 7: Hours spent per week

Box 8: Weeks spent per year

Box 9: I intend to participate in a similar activity in college (Yes or No)

The image shows a screenshot of a digital form for activity participation. It contains the following sections and fields:

- Participation grade levels***: A list of checkboxes for grades 9, 10, 11, 12, and Post-graduate. Grades 9, 10, 11, and 12 are checked.
- Timing of participation***: A list of checkboxes for 'During school year', 'During school break', and 'All year'. 'During school year' is checked.
- Hours spent per week***: A text input field containing the number '8'.
- Weeks spent per year***: A text input field containing the number '20'.
- I intend to participate in a similar activity in college.***: Radio buttons for 'Yes' (selected) and 'No'.
- A 'Clear answer' button at the bottom.

COMMON APP ACTIVITIES LIST FAQ SHEET

(Excerpted from the College Essay Guy)

Q: What if I didn't do much for the activity and I don't have much to say?

A: If you aren't participating in many or any extracurriculars, ask yourself: why? And I'm not assuming you should be, I'm really asking... why? Perhaps a better, less confronting way of asking this is: What values have become more important to you than extracurricular activities? Do you have to work and provide childcare for your family, for example? Do you have and enjoy an intense academic load? Or maybe you practice gymnastics eight hours a day? If so, mention this in your Additional Info section, as that will help admission officers see your Activities List within the context of your life experiences.

Q: What if I feel like I haven't done "enough"?

First, stop comparing! It'll drive you crazy. Next, some questions to ask:

1. Have you remembered everything you've done? Try sitting down with a parent or friend who can help you remember stuff you might've forgotten you did.
2. How could you explore some things that are important to you, gain some experiences, or learn some new skills in the time left before your application is due? Heads-up: admission officers can usually spot it when a student is loading up activities in 12th grade just to pad their activities lists. That's not quite what I'm talking about doing. If you have a few months before it's time to apply, however, ask yourself, "What can I do that I'd enjoy doing?" But if you've remembered everything and you're submitting your application soon...
3. Focus on what you can control. Use the resources above—the Epic Verbs List, BEABIES and questions, and Values Scan—to describe what you did in a way that's clear and varied.

Q: What if a multi-dimensional activity is impossible to describe in 150 characters?

- A: Write a short description in the Activities List, then put additional information into the... Additional Information section (that redundancy was on purpose). Here's an example of such an activity:

Creator, Aqua VR

Researched, brainstormed, created 3 prototypes for virtual reality scuba gear. Recognized statewide. Developing app with Siemens. (See add'l info.) That little note at the end signals the activity's richness while directing the reader to find out more in the additional information section.

Q. What's the activities list again?

- A. It's the space on the application where you name and briefly describe **your non-academic pursuits. What's its purpose?** "Extracurricular activities can be a great opportunity to see how an applicant has self-directed their passions and interests," says Jorge Delgado, Associate Director of International Admissions at Brandeis. "There are only so many hours in the day so seeing how a student has involved themselves outside the academic arena is a great way of understanding their potential fit for a university campus." **Why should you spend 30 minutes up-leveling it? Your activities list can make a big difference in your application.** Want proof? Compare these two:

Art

Created art and organized club.

Founder, Art Honors Society

Organized and ran meetings, set up field trips, brainstormed and created group art activities, wrote and sent newsletter to members.

Most students write a *pretty good* activities list description and then they stop there. But it doesn't take long to up-level an activities list from *pretty good* to *great*.

Here are three tips for doing that:

1. **Use stronger verbs.** Are you describing your activity in the most dynamic way possible? Most students aren't. Why? Because they're using just-okay verbs.
2. **Develop better (and perhaps a bit more) content.** Have you included a wide range of responsibilities? Most students forget to include solving problems, gaining skills, and making tangible (and even quantifiable!) impact.
3. **Demonstrate skills & values.** Are you communicating what you learned or how an activity changed you? If not, you may be leaving money on the table.

10 TIPS FOR MAKING YOUR ACTIVITIES LIST AWESOME

1. **Aim for variety, making sure your verbs aren't redundant.**

Instead of: *Instructed, helped, taught children tennis (how are these three different?)*

Try: *Instructed in proper technique, while imparting lessons in sportsmanship, health and integrity.*

2. **Use the present tense if it's something you still do.**

Past tense if you have already completed it.

Instead of: *I gave tour campus tours and provided info on school history, student activities, and boarding life.*

Try: *I give campus tours and provide info on school history, student activities, boarding life.*

3. **Trim ruthlessly.**

Because the space you're using is so limited, the words you choose are incredibly important.

Actually, let me rephrase: Because your space is limited, your word choice is important.

One more time: Limited space demands precise wording.

See what I did there? Cut my character count from 92, to 61, to 37.

In fact...

4. State role, leadership description, and the organization name in the top two sections so you don't waste characters in the 150-character description section.

So instead of:

*Position/Leadership description: Editor
Organization Name: School newspaper
Description: I am the editor for the school newspaper*

...which wastes space, try instead:

*Position/Leadership Description: Editor of International Column
Organization Name: Daily Herald, Ridgewood High School
Description: Responsible for brainstorming and copy-editing articles by underclassmen; managed deadlines; offered layout & design input; liaised w/faculty sponsor."*

And are you still using complete sentences? **IF SO, STOP. NO NEED HERE.**

So instead of: *I raised money to donate to a school in India by selling t-shirts and bracelets.*

You might end up with: *Arranged advertising events, organized fundraisers, and presented to student body at assemblies (400+ students).*

5. Emphasize tangible, measurable impact. Verifiable. Who can verify?

Notice for example the "400 students" inclusion above. This comes as a result of asking questions like "Whom did your activity help? How many people? How much money did you raise?"

Instead of: *Raised money for children in Africa.*

Try: *Raised \$3,000 to provide three uniforms and scholarships for students attending the Joseph Waweru Home School in Kenya.*

6. Include any responsibilities that demonstrate leadership skills.

Instead of: *I swim on the swim team.*

Try: *Responsible for leading swim practices, planning fundraising events, assisting in recruiting process.*

7. What if there isn't much to say or it was a one-time event?

Instead of: *Tutored students.*

Try: *Provided support to fourth graders with particularly difficult math concepts. (This works because you've explained the significance of the activity: why the event mattered and to whom).*

Or you can...

8. Describe selectivity. This is key if the reader might not understand the achievement your activity represents.

Example: *1 of 2 student leaders elected by my peers to represent our class of 450.*

Another example: *Received 1st place out of 300 competing teams.*

9. Avoid extreme language.

Instead of: *...to help all those in need (or) to end poverty in the world*

Try: *...to help those in need (or) ...to fight against global poverty*

10. If your role was simply “member” or “participant,” it’s okay to just list the activity.

In other words, instead of writing: *Participant, MLK Day of Service*

You can just write: *MLK Day of Service*

Please don't lie on your Activities List. Don't even stretch the truth.

Same goes for your essays too. But you know this.

THREE TOOLS TO STRENGTHEN YOUR ACTIVITIES LIST

1. ACTION VERBS.

You probably need stronger verbs. How do I know?
I've seen hundreds of Activities Lists and most need stronger verbs.

CEG's EPIC LIST OF ACTIVITIES LIST VERBS

https://drive.google.com/file/d/0B1tv4eW6tgT_VGIQNHhLSzJoV2M

UT AUSTIN – Using Strong Action Verbs

<https://education.utexas.edu/students/undergraduate-students/career-engagement/r%C3%A9sum%C3%A9-writing/strong-action-verbs>

But wait. We're not done yet. Here's the second tool for up-leveling your activities list:

2. THE BEABIES EXERCISE

What's the BEABIES exercise? Simply the **B**est **E**xtracurricular **A**ctivity **B**rainstorm I've **E**ver **S**een.

It's great for developing better content for your activities list.

Instructions: Spend 5-8 minutes filling out a BEABIES chart per activity on your list to generate plenty of content for your activities list descriptions. Use the 25 questions below the chart for ideas.

Goal: Include 2-3 values per activity. If you can achieve this, just think: your list could demonstrate 20 or 30 values! That's rad. But don't drive yourself crazy with this. If your Activities List shows a nice variety of 10 or so values, that's enough. Really.

Activity: (name it here)				
What I did	Problems I Solved	Lessons Learned/ Skills Gained	Impact I Had	How I Applied What I Learned
<p>The key here is active verbs.</p> <p>Tip: Use the "Epic List of Activities List Verbs" I just shared with you</p>	<p>These problems could be:</p> <ul style="list-style-type: none"> • Personal • Family • Local • Community • School • State-level • National • Global 	<p>Tip: Use the Values Exercise for this</p>	<p>This is super important.</p> <p>Tip: Use numbers and actual quotes to support your bullet points</p>	<p>How did you apply lessons from the activity beyond the activity itself?</p> <p>See examples below.</p>

After a few minutes, your chart may look something like this:

<p>Practiced every Sunday morning for 2.5 hours for 9 years.</p>	<p>Feeling disconnected from Chinese culture and community.</p>	<p>Became more goal-oriented.</p>	<p>Grew closer to the values of Chinese culture, as there is always a story behind every dance.</p>	<p>Used teaching skills while tutoring peers in Chemistry.</p>
<p>Performed at Chinese New Year festivals for 9 years.</p>	<p>Not much connection to relatives in China.</p>	<p>Managed and kept a record of thousands of dollars.</p>	<p>Relatives in China watched links to my dances, allowing us to connect more on phone calls.</p>	<p>Lessons in leadership helped me manage board members in my club.</p>
<p>Danced in junior group for four years, senior group for five years, senior small group for three years.</p>	<p>Club was struggling to maintain steady funds. Improving technique and artistry in Chinese dancing.</p>	<p>Learned... to articulate and explain my thoughts to younger dancers. ... how to handle conflicting interests from group leaders and dancers' parents</p>	<p>Developed a sense of community within the group of dancers and parents.</p>	<p>Continued to reach out to my community about other causes I cared deeply about, helping to fund raise for annual event.</p>
<p>Served as club treasurer managing club-related funds and handling reimbursements.</p>	<p>Difficulty transitioning to Chinese dancing from ballet. Difficulty articulating ideas and thoughts</p>	<p>... our surrounding community is actually open to supporting our group.</p>	<p>Showed beauty of Chinese culture to local community.</p>	<p>Helped me become more expressive and seek other outlets.</p>
<p>Organized fundraiser at the Chinese Dragon Boat festival that raised over \$2,000 for the club.</p>		<p>... to express my individuality in a way that I didn't with ballet.</p>		
		<p>... every movement.</p>		

3. THE VALUES SCAN

Exercise 2: Values List Exercise (courtesy of College Essay Guy)

- personal development
- recognition
- accountability
- inspiration
- music
- helping others
- peace
- diversity
- expertise
- vulnerability
- global awareness
- hunger
- my country
- sleep
- productivity
- intuition
- culture
- healthy boundaries
- second chances
- listening
- family
- excitement
- travel
- adventure
- laughter
- entrepreneurship
- wonder
- health and fitness
- love
- close relationships
- humility
- art
- responsibility
- safety
- creativity
- knowledge
- inclusion
- curiosity
- gratitude
- faith
- communication
- interdependence
- efficiency
- stability
- humor
- truth
- order
- excellence
- religion
- beauty
- meaningful work
- trust
- self-expression
- fun
- rationality
- democracy
- self-control
- balance
- adaptability
- success
- independence
- variety
- community
- patience
- challenges
- autonomy
- loyalty
- courage
- self-love
- ritual
- purpose
- privacy
- freedom
- quiet
- compassion
- cooperation
- growth
- authenticity
- practicality
- nature
- objectivity
- leadership
- wisdom
- respect
- strength
- flexibility
- financial stability
- empathy
- belonging
- equity
- resourcefulness
- decisiveness
- competence
- collaboration
- spirituality
- social change
- honesty
- mindfulness
- grace
- wealth

The Value Scan is a great way to make sure your core values are apparent throughout your application. It's an awesome (and quick) way to figure out what your top 3-5 core values are. You're about to use it to make your activities list EXPLODE with depth and variety.

How? Like this:

Pick one of the activities list descriptions you've written and ask of it these three questions:

1. Which values are clearly being revealed in the description?
2. Which values are kind of being revealed, but could probably be revealed more clearly in the description?
3. Which values are not in the description at all yet, but perhaps could be included?

Take this description as an example, written by a student who was secretary of her Red Cross Club:

Responsible for taking minutes, updating calendar and active member list, communicating with advisors, acting as a liaison to our local chapter.

Okay, now ask those three questions:

1. Which values is this description clearly revealing?

I see the author is:

- Organized: "taking minutes" and "updating calendar"
- Responsible and collaborative: "communicating with advisors" and "acting as liaison"

Do you see others? Maybe! But this is a good start. Okay, next ask...

2. Which values could be revealed more clearly in the description?

Reading the example above, I'm curious if the author might demonstrate leadership more clearly. She hints at some responsibilities, but I wonder if she could delete "updating calendar and active member list" in favor of a detail more clearly demonstrating leadership skills.

I might ask the student if she can think of something she did that might demonstrate leadership. (If not, that's okay! This is a process of asking questions and seeing what variety might be possible. But we're not in the business of making stuff up—see warning note below.) I'd also wonder if the description could more clearly demonstrate the author's commitment to health—this is the Red Cross, after all—or perhaps social change.

Finally, ask:

3. Which values are not in the description at all yet, but perhaps could be?

To determine the answer for this student, it helps to know the author. I happen to know one of this author's core values was *adaptability*. So I asked her: Did working with the Red Cross help you become more adaptable? If so, how? What detail might show this?

Once you've written a new draft, hand your activities and awards list to a trusted editor. They should have your Values Exercise nearby for reference so they can assess how well you're demonstrating your values.

Goal: Include 2-3 values per activity. If you can achieve this, just think: your list could demonstrate 20 or 30 values! That's rad. But don't drive yourself crazy with this. If your Activities List shows a nice variety of 10 or so values, that's enough. Really.

COMMON APP ACTIVITIES LIST EXAMPLES:

Member, (9th,10th) Treasurer (11th, 12th)

National Honors Society, Ridgefield High School Chapter

We are amongst the highest academically achieving students at our school, who collectively and consistently participate in community service projects.

Student, Class TA

Robotics Fundamentals, Online Course at Carnegie Mellon University

Learned the fundamentals of computer programming, robot assembly, and worked as a team in competitions.

Intern

Center for Advanced Head & Neck Surgery, Duluth, MN

Learned how to operate various screening & diagnostic technologies under Dr. Yang; assisted in patient care & diagnosis procedures in Otolaryngology & Oncology.

Leader/Concertmaster

AMAC Youth Chamber Ensemble (AYCE)

Lead ensemble in rehearsal and performance, coordinate rehearsal times, aid younger members in learning music, present free community concerts yearly.

Volunteer (June 2012 - August 2012)

Boys & Girls Club of Santa Monica

Supervised and served as mentor for K-8 grade kids; Helped prepare lunch, entertained, and tutored students in math and science.

Number 3 Starter (August 30th, 2013 - November 11th, 2015)

Varsity Girls Tennis, Robinson Crusoe High School

Practiced and conditioned daily, led daily stretches, competed in district and regional matches against other schools.

Starter

JV/V Beverly Hills High School Tennis Team

Three-year League Champions; planned and hosted team banquet; Coach's Award Recipient. Led practices and motivated teammates to perform at high level.

Local Violin Tutor

Gupta Violin Lesson & Training

Provide aspiring, middle school students a foundation on music and basics of violin, demonstrate proper technique, develop strong cognitive and musical skills.

Full-time volunteer EMT (11th - 12th)

Virginia Paramedic Association

Responded to emergency calls, performed BLS protocols, interacted with patients and families, assisted paramedics, organized ambulance rigs. 24 hr/wk for every week.

Volunteer (9th), Summer Intern (10th)

Red Cross of San Fernando Valley

Assisted supervisors, filed paperwork, made phone calls to donors, prepared facilities for training programs by helping with class planning.

How to Rank Your TOP TEN Activities

This is the last thing you will do, after you have completed all 10 Act List descriptions.

(Excerpted from Sara Harberson's blog - - [the-foolproof-way-to-order-extracurricular-activities](#))

Most colleges like to quantify every section of the application. Even though evaluating extracurricular activities can be very subjective, admissions officers like to put a value on certain things more than others when it comes to how students spend their free time.

There are four major criteria that colleges use to evaluate a student's extracurricular involvement:

1. Number of years of high school the student did the activity.
2. Hours per week during season (weeks per year as well).
3. Level of leadership role.
4. Measurable impact.

For students filling out the application, like the [Common Application](#), they will have room to list ten activities. Before they start filling out this section on the application, they should make a list of all the things they do. Then assign points or tally marks to determine the order. Activities should be listed from most important to least important, or for purposes of this exercise, most points to least points.

For criteria #1, number of years the student has participated in the activity, assign the following points based on the student's involvement:

- 4 points if activity has been done all four years of high school
- 3 points for three years
- 2 points for two years
- 1 point for one year

For criteria #2, hours per week (during season), assign the following points:

- 4 points if the student does the activity 20+ hours per week
- 3 points for 15 hours per week
- 2 points for 10 hours per week
- 1 point for 5 hours or less per week

Criteria #3, leadership:

- 4 points if the student holds the highest leadership title within the activity: President, Captain, Editor-in-Chief, Drum Major, Shift Manager, etc.
- 3 points for the “second in command” role: Vice President, Managing Editor, Assistant Drum Major, Asst. Manager, etc.
- 2 points for other leadership roles: Secretary, Treasurer, etc.
- 1 point for membership: Club Member, Team Member, Employee, etc.

The last criteria #4, measurable impact, can be the most powerful piece:

- 4 points if the student competes on the national level, received national exposure, or a national award
- 3 points for state level
- 2 points for regional level (i.e. county science fair, district championships for sports, etc.)
- 1 point for participation within the high school/town only

HERE’S AN EXAMPLE:

For simplicity, let’s say the student has three activities in high school:

1. Tutors elementary students in the fall and winter for one hour per week. No leadership title. Does this exclusively at the elementary school in his town. Done only in 11th and 12th grade.
2. Captain of the high school golf team in the spring. During season, he practices/plays 15 hours a week. Member of the golf team from 9th through 12th grade. He placed 2nd at the state competition.
3. Part-time job at the local grocery store during the summer. Works 15 hours a week for the past two summers.

For Activity #1:

This student would get 2 points for tutoring for two years, 1 point for doing this one hour a week, 1 point for participating without a leadership title, and 1 point for the fact that his impact is just within his town.

TOTAL: 5 POINTS

For Activity #2:

He would get 4 points for playing on the golf team all four years of high school. Three points for playing 15 hours per week during the season. Four points for being the captain of the team his senior year. And, three points for competing on the state level.

TOTAL: 14 POINTS

For Activity #3:

He would get 2 points for working two summers in a row. Three points for working 15 hours per week. One point for being an employee without a leadership title and 1 point for the fact that he's only working within his town at one store.

TOTAL: 7 POINTS

Based on this exercise, I would recommend that this student list *golf* first, then *his job at the grocery store*, and finally *tutoring*.

While colleges vary the scale they use, almost all of them will try to put a value on the role, commitment, and impact the student has on each of their activities. Because admissions officers are reading through this list quickly, you want the order and the details of each activity to highlight what is meaningful to you, and thus, meaningful to the colleges.

IF time allows - otherwise it's an Action Item in an Additional Handout

COMMON APP HONORS and AWARDS SECTION

(Excepted from the College Essay Guy)

If it wasn't obvious from the title, this is the place on your application where you list awards you've won and honors you've received.

Here's what Common App says:

Do you wish to report any honors related to your academic achievements?

So while the focus of this section will be on academic honors and awards, based on a few conversations with folks who work in admission, it's OK to list other significant awards and honors that you'd like to highlight here.

What if I haven't won any awards?

Don't worry. Many schools don't offer academic awards, many activities are not competitive, and some students don't have the time, money, or resources to compete. Admission officers understand this based on the context of the applicant (what's shared in your school report or what you've shared in the Additional Information) and won't use it against you.

If you do have awards to list, here are...

SEVEN TIPS for the HONORS and AWARDS SECTION

1. List your awards in order of importance.

Start with those that mean the most to you. If you're unclear on your awards' personal meaning, start with international. Work down from there to national, state, regional, school-wide, club, then team-wide.

2. Specify what the award means.

Congrats on winning the "Beacon Award"... but I have no idea what that means. Did you win a beacon? Were you the beacon? Say so! Similarly, an "academic excellence" award could mean so many things. Define the bar of excellence in the context of the award.

3. Emphasize selectivity

Were you the best team out of four teams, or 400? We won't know unless you tell us.

4. Explain acronyms.

Speaking of things we won't know unless you tell us. Some acronyms (like TEDx and AP) will be familiar to readers, while others (like Future Business Leaders of America or regional designations like California Scholarship Federation) may be less familiar. When in doubt, spell it out. (Totally didn't mean to rhyme there.)

5. Want to pack multiple awards into one slot?

Go for it. Just make sure they're somehow connected. Example: SkillsUSA, Best of Show (1st) Interior Design; (1st) Employment Portfolio; (2nd) Web Design Technical

6. Did your honor/award include money?

Throw it in there! Example: TEDx NYC Student Startup Competition Winner: granted \$1,500 in seed funding

7. Did they fly you out?

Mention that too! Example: *Google "Young Changemaker" Winner: all-expenses-paid trip + mentoring @ Google HQ*

10 Examples of Honors and Awards That Could Have Been Improved—And Then Were!

The examples below were revised to add context and specifics.

1. "FBLA Award"

Revised version: "Won 3rd in nation, Desktop Application Programming (Future Business Leaders of America)"

2. "Congressional Award"

Revised version: "Gold Medalist, The Congressional Award, for 400+ hours public volunteer service"

3. "Student of the Month"

Revised version: Student of the Month (1 of 350 students chosen) for "positive impact on school culture." Won twice.

4. "Journalism Award"

Revised version: "Silver Knight Award, Journalism. Given to 1 in entire county, included \$2,000 prize."

5. "Science Olympiad"

Revised version: "1st in state, Analytical Lab, PA Chemistry Olympics"

6. "Debate Awards"

Revised version: "Debate: (4) 1st place finishes, Dade County Forensic League, 19-3 career policy debate record"

7. "Boy Scouts: Various Awards"

Revised version: "Boy Scouts: 36 merit badges, Silver Buffalo Award (10th) & Distinguished Service Award (11th)"

8. "DECA Champion"

Revised version: "DECA 2x Regional & State Champion and Int'l Finalist out of over 200K members worldwide"

9. "Chess Champion"

Revised version: "1st place @ Pan American Intercollegiate Team Chess Championship"

10. "Dog Breeding Award"

Revised version: "4-H Best in Show Project on Dog Breeding"