

DAY 1 Who Am I?

Intermediate / Junior High / Middle

CURRICULUM CONNECTIONS

Interdisciplinary - All subject areas

MATERIALS AND PREPARATION

<https://www.myplanpei.ca/whoiam/10-things-i-love-to-do.php>

OR paper and pencil

NOTE: This activity works best in Chrome or Firefox internet browsers, rather than Explorer

Video for Educators:

10 Things You Love to Do Part 1: http://viewpure.com/B5_Lzo01zMk?start=0&end=0

10 Things You Love to Do Part 2: <http://viewpure.com/jbPng3UvSE8?start=0&end=0>



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ACTIVITY: 10 THINGS I LOVE TO DO

NAME _____

10 THINGS I LOVE TO DO

Instructions: List 10 things you love to do. Please do not feel any restrictions in making your list. When your list is complete,

- put a **\$** beside anything that costs more than \$10.00 to do
- put an **A** beside anything that you prefer to do alone
- put a **P** beside anything you need to plan in order to do, and is not spontaneous
- put an **M** beside anything that involves moving your body
- put an **O** beside anything that you prefer to do outdoors
- put a **checkmark** beside anything you actually have done in the last few weeks

	\$	A	P	M	O	✓
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						



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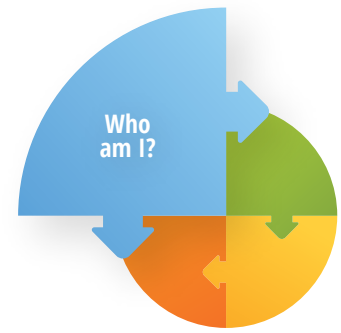
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REFLECTION

- Were there any surprises?
- Is there anything you would change about your list?
- What is it about these activities that you love to do?
- Are there any patterns that you can identify within your list?

FACILITATOR NOTES

- Invite students to list 10 things they love to do. Note that they need not limit themselves to work-related loves AND that they will not be required to share their responses (although one example will be asked for from the group). They should feel unrestricted in making their list.
- When the list is complete, ask students to
 - put a \$ beside anything that costs more than \$10.00 to do
 - put an A beside anything they prefer to do alone
 - put a P beside anything they need to plan in order to do, that is they cannot do it spontaneously
 - put a M beside anything that involves moving their body
 - put an O beside anything they prefer to do outdoors
 - put a check mark beside anything actually done in the last few weeks
- Ask students to reflect on how they feel about their lists—happy, surprised, anything they would want to change.
- Instruct students to turn to a partner (or form a triad) and share impressions. They do not need to share the content of their lists if they do not want to—but are asked to share their reactions to the activity.
- Typically, this activity results in laughter, increased energy, and animated discussion. Note that we all tend to get “energized” when talking about what we love to do. In the debrief, encourage comments on what stood out about the activity. Does their list please them? Were there any surprises? Is there anything they might like to change?
- Debrief: Note that this activity is about **exploring inward**. The things we love can be powerful motivators for action. We can do all kinds of interest inventories that are intended to tell us our interests, but in truth nobody can tell us that better than ourselves. Very often, we try to get fancy and complicated and forget the basics—such as asking our students the question, “What do you love to do?” Doing what we love to do is what drives and motivates us in our day-to-day lives, and students can all access and talk about what they love to do.



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- This activity pushes students to move beyond identifying a discrete list of unrelated activities to examining patterns that might connect those activities to important aspects of self. What patterns did they see in their own list of loves? Examples could include
 - activities that are energetic
 - activities that are creative
 - activities that involve helping or entertaining others
- Patterns can help us to answer the question, “What is it about x that I love?” In the patterns will often be evidence of our “why.”
- What really takes this activity to the next level is to go beyond the activities themselves (the *what*) and to encourage participants to think about and talk about their *whys*. For example, what is it about (a TV show) that you love?... What is it about (hockey, skating, shopping, a school subject) that you love? The *why* may be different for each person. One may love team sports for the competition; another may love sports for the opportunity to be part of a team.
- Our *whys* point to what is in our hearts—what motivates us, sustains us, and keeps us moving toward our dreams. Our *whys* represent a set of core interests and values which provide meaning and motivation. One might recall the saying, “Show me someone with a *why*, and I’ll show you someone who will find a *how*.” Knowing what is in your heart is vital to helping good decision-making and to sustaining action in building your future.
- Note that there are many ways to tap into what we love to do. One way is the activity just completed. A second way is to notice the things that grab our attention and make us curious. What do you like to read about? What websites are your favourites? What subjects are most exciting for you to discuss? Reinforce the importance of asking why these things are so interesting to you.
- A third clue to what we love to do lies in our childhood. Ask students to recall what they could not stop doing as children at play—perhaps Lego, perhaps cartooning. Often the clues to what we love emerged as very young children. We very likely still love these; we have just stopped playing so much!
- Reinforce the importance of exploring inward and tapping into the motor that drives and motivates us.