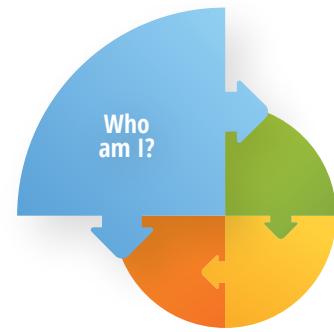


# SOCIAL ENTERPRISE & ENTREPRENEURSHIP

Strengthening Students to  
Strengthen Communities  
by Empowering Our Students  
through Social Enterprise and  
Entrepreneurship



## DAY 1 Who Am I?

Elementary / Grades 3–5

### CURRICULUM CONNECTIONS

Interdisciplinary - All subject areas

### MATERIALS AND PREPARATION

Handout

Support Resources: [www.myplanpei.ca](http://www.myplanpei.ca)

#### Video for Educators:

10 Things You Love to Do Part 1: [http://viewpure.com/B5\\_Lzo01zMk?start=0&end=0](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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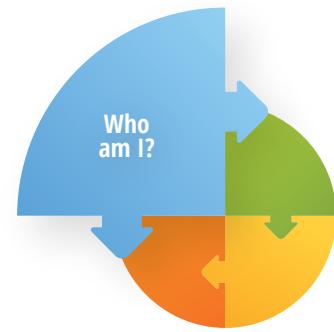
### ACTIVITY: 5 THINGS I LOVE TO DO

NAME \_\_\_\_\_

CREATE AN IMAGE OF 5 THINGS THAT YOU LOVE TO DO.


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### REFLECTION

Teacher-led Instructions: Draw or create images using the media of your choice to represent 5 things you love to do. Please do not feel any restrictions in choosing the things you love to do. When you have completed these drawings or images, consider the following questions for each activity:

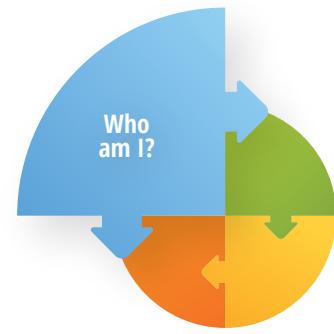
- Does it cost money to do this activity?
- Do you like to do this activity alone? With a friend? In a group?
- Do you need to plan to do this activity or can you do it at any time, whenever you want to?
- Do any of these activities involve moving your body?
- Do you like to do this activity outdoors?

### FACILITATOR NOTES

- Ask students to draw pictures or create images using the media of their choice of 5 things they love to do. The sky's the limit!
- When their drawings are complete, ask students to think about the following questions:
  - Which of these activities cost money to do?
  - Do you like to do this activity alone? with a friend? in a group?
  - Do you need to plan to do this activity or can you do it at any time, whenever you want to?
  - Do any of these activities involve moving your body?
  - Do you like to do this activity outdoors?
- Ask students to reflect on how they feel about their drawings or images—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 their drawings or images 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. Do their drawings/images 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. 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 and keeps us moving toward our dreams.
- Note that there are many ways to tap into what we love to do. One way is this activity, and 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 what they really like to do in their spare time—perhaps Lego, perhaps crafts, or sports. Often the clues to what we love emerged as very young children.
- Skills and jobs are connected to the things that you love to do!
- Next time you are doing something you love to do, think about what skills you are using and what kinds of jobs are similar to that activity.