

## **Lesson One – Introduction/What You Like**

**Exploration Outcome: Identify 10 different personal motivations.**

**TODAY Snapshot One Activity: Interests Checklist**

### **Lesson Purpose**

To introduce the exploration unit and expand student awareness of personal interests.

### **Lesson Outcomes**

Students will be able to:

- 1) Identify 10 different personal interests
- 2) Recognize the uniqueness of personal interests
- 3) Assess the changing nature of interests

### **Materials**

- 1) Snapshot Central Samples
- 2) An Interests Checklist (Snapshot One) from the Student Portrait Book

This lesson introduces students to the value of taking “snapshots from the inside” of themselves and storing them over time. It also seeks to provide each student with a language for self-assessment of personal interests. If your students are excited about creating personal snapshots, and can tell you at least 10 things they’d like to do, this lesson will have been successful.

### **Introductory Activity**

(5 minutes)

- 1) Ask students how many of them have saved their school pictures over the years. Tell them it is interesting to look at those pictures, watching themselves change and grow over the years. If you (the teacher) are brave, you may elect to show your students some pictures of yourself!
- 2) Ask students if anyone has kept a record of what they were thinking or feeling at those younger ages. Wouldn’t it be interesting to “take a picture from the inside” in all those years – remembering what your interests, thoughts and dreams were?
- 3) Tell them they are going to start keeping records of those “pictures from the inside”, beginning with today’s lesson. Let students know that the *Snapshots TODAY* unit is “all about you.” They will be taking eight “snapshots from the inside” over the next several training sessions. Encourage them to keep print copies of these snapshots of who they are. The things they do in this assignment are “time capsules” that will be very interesting to review in the future.

## **Development Activity A**

(15 minutes)

- 4) Refer to the Interests Checklist in their Student Portrait Book.
- 5) Tell students that an interest is something you like. It is NOT something you can do – that is a skill. You can like something without being good at it – it is simply something that you find interesting today or would find interesting in the future.
- 6) Ask students to identify their top 10 interests from the checklist. Have them begin by underlining all the words that interest them today or could interest them in the future. Next, have them go back and select their favorite 10 of the underlined interests and place a checkmark beside those words in the Your List column. In the end, each student must have identified 10 different personal interests.
- 7) Tell students that this is just a snapshot of today – in the future, their interests may change. That’s why we ask them to put the date on the page. Also tell students that they can describe their interests with a more detailed word, if they wish. For example, instead of just indicating “individual sports,” they can write “golf.” Finally, inform students that, in the next activity, they will be showing their top 10 interests to other people in the class.

## **Development Activity B**

(10 - 15 minutes)

- 8) Once every student has completed an Interests Checklist, prepare them to compare their interests to the interests of others. Inform them that their interests are unique. They are so unique that no other person in the classroom has the same 10 interests as them. Also inform them that every person is entitled to their own interests. It is therefore a rule in this room that everyone will demonstrate respect for other people’s interests.
- 9) Have students move around the room, comparing their top 10 interests to those of at least five other students. Each time, have students record the other person’s interests under the available columns on their worksheet. In some classes, you may elect to put students together rather than letting them choose themselves.
- 10) Encourage students to compare their interest to those of other students for at least 10 minutes. If they can compare with more than five, that is preferred. Once the activity is complete, have students return to their seats.

## **Reflective Activity**

(15 - 20 minutes)

- 11) Inform students that they will keep a journal of what they learned throughout the *Snapshots TODAY* project. The journal page for lesson one is in their Student Portrait Book. Inform students that this journal is a place where they will write things they learned from various activities. It is recommended that teachers evaluate this journal at the end of the project.
- 12) Ask students to think about the following questions and write their opinions in their Snapshots Journal.
  - a. What interests did you have in common with most other people? In your opinion, why do some interests show up on most student lists?

- b. What interests of yours are on very few other student lists? In your opinion, why don't more people share those unique interests?
  - c. Ten years from now, which two of your interests are most likely to be gone from your top 10 list? Why do you think they will change?
  - d. Would your list have been different if you knew you didn't have to show it to other people? Explain why you answered as you did.
  - e. What percentage of your top 10 interests are you involved in today through school, your family and/or the community?
- 13) Once students have had 10 minutes to reflect on the activity on their own, discuss each question with the whole group. Encourage students to appreciate their unique interests – no one is exactly like anyone else.
- 14) Remind students that their Interests Checklist will be evaluated as part of their grade for the *Snapshots TODAY* unit. Inform them of the standards you will apply in your evaluation. The standards for Snapshot One are listed on page 3 of these lesson plans.

**TODAY Snapshot One Activity**  
**Interests Checklist**

<u>Interests</u>	<u>Your List</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Animals/Pets/Wildlife	_____	_____	_____	_____	_____	_____
Art/Painting/Pottery	_____	_____	_____	_____	_____	_____
Astronomy/Space	_____	_____	_____	_____	_____	_____
Building Things	_____	_____	_____	_____	_____	_____
Collecting Things	_____	_____	_____	_____	_____	_____
Comedy/Humor	_____	_____	_____	_____	_____	_____
Computers	_____	_____	_____	_____	_____	_____
Cooking	_____	_____	_____	_____	_____	_____
Dancing	_____	_____	_____	_____	_____	_____
Designing Things	_____	_____	_____	_____	_____	_____
Drama/Theater	_____	_____	_____	_____	_____	_____
Drawing/Cartooning	_____	_____	_____	_____	_____	_____
Fashion/Sewing	_____	_____	_____	_____	_____	_____
Fitness/Exercise	_____	_____	_____	_____	_____	_____
Fixing Things	_____	_____	_____	_____	_____	_____
Foreign Languages	_____	_____	_____	_____	_____	_____
Gardening/Landscaping	_____	_____	_____	_____	_____	_____
Helping Children/Elderly	_____	_____	_____	_____	_____	_____
History/Family History	_____	_____	_____	_____	_____	_____
Individual Sports	_____	_____	_____	_____	_____	_____
Kayaking/Sailing	_____	_____	_____	_____	_____	_____
Leadership/Politics	_____	_____	_____	_____	_____	_____
Magic/Illusion	_____	_____	_____	_____	_____	_____
Mechanics/Cars	_____	_____	_____	_____	_____	_____
Meeting New People	_____	_____	_____	_____	_____	_____
Money	_____	_____	_____	_____	_____	_____
Music/Singing/Concerts	_____	_____	_____	_____	_____	_____
Nature/Geography	_____	_____	_____	_____	_____	_____
Organizing Things	_____	_____	_____	_____	_____	_____
Outdoor Recreation	_____	_____	_____	_____	_____	_____
Photography	_____	_____	_____	_____	_____	_____
Playing Games/Puzzles	_____	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____	_____
Public Speaking/Debate	_____	_____	_____	_____	_____	_____
Reading	_____	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____	_____
Shopping	_____	_____	_____	_____	_____	_____
Team Sports	_____	_____	_____	_____	_____	_____
Travel	_____	_____	_____	_____	_____	_____
Video Games	_____	_____	_____	_____	_____	_____
Watching Movies/TV	_____	_____	_____	_____	_____	_____
Web Surfing/Chat	_____	_____	_____	_____	_____	_____
Working With Numbers	_____	_____	_____	_____	_____	_____
Working With Tools	_____	_____	_____	_____	_____	_____
Writing Stories/E-mail	_____	_____	_____	_____	_____	_____

## **Lesson Two – What You Want**

**Exploration Outcome: Identify 10 different personal motivations.**

**TODAY Snapshot Two Activity: Values Checklist**

**TODAY Snapshot Three Activity: Top 10 Motivations**

### **Lesson Purpose**

To expand student awareness of personal values and to have each student identify a top 10 snapshot of personal motivations.

### **Lesson Outcomes**

Students will be able to:

- 1) Identify the values associated with simple decisions
- 2) Identify 10 different personal values
- 3) Recognize the common values of self and others
- 4) Combine personal interests and values into a list of 10 different personal motivations

### **Materials**

- 1) The Snapshot Two activity from the Student Portrait Book
- 2) The Snapshot Three activity from the Student Portrait Book

This lesson seeks to provide students with a language for self-assessment of personal values. It also seeks to enable students to combine their top 10 interests and top 10 values into one Top 10 Motivations list. Students with a sense of what is personally important to them are more effective at course selection, post-secondary planning and career/life planning. If more students in your classrooms can clearly state what they want from their life, you will have achieved the goals of this lesson.

### **Introductory Activity**

(15 - 30 minutes)

- 1) Tell students that most people want to be happy, healthy and successful in their lives (however they define those words). Part of being happy, healthy and successful is to know what you want from your life. By the end of today's class, tell students you want each of them to be able to identify 10 different things they want (motivations) in their life.
- 2) Ask each student to get out a blank piece of paper. Ask them to write the letters (a) through (g) vertically down the page. Tell students to imagine they live in a 50/50 world, where everything has hard edges – it is black or white, yes or no, important or not important. There is no gray and no “maybe.”
- 3) Ask the seven 50/50 World questions found at the end of this lesson. Ask students to choose one of the two answers provided for each question. Encourage them to choose according to who they really are, not according to the image they wish to portray.

- 4) Review each question with students, asking for a show of hands of what they decided. For each question, ask students to identify the two values presented (eg. Wealth vs. Personal Growth/Fulfillment). Use their answers to demonstrate the diversity of decisions people can make.
- 5) Tell students that no one chooses the same as you all the time because you are each unique individuals with different values. Define “values” as “what is important to you.” Obviously, if you value “security” over “risk,” you’ll take the \$40,000/year in question (g). Remind students of the importance of taking a snapshot of their values. People who know their values make decisions that match who they are. There are lots of tough choices in life. Knowing your values helps you to make them.

### **Development Activity A**

(10 - 15 minutes)

- 6) Refer to the Values Checklist in each student’s Student Portrait Book
- 7) Remind students that this is to be completed exactly as the Interests Checklist was completed in the last activity. In this case, they are identifying the top 10 things they believe are important in their life.
- 8) Ask students to identify their top 10 values from the checklist. On the sheet, have them underline all the words that are important to them. Next, have students go back and select their favorite 10 and place a checkmark in the Your List column. In the end, each student must have identified 10 different personal values.
- 9) Tell students that this is just a snapshot of today – in the future, some of their values will change. That’s why we ask them to put the date on the page. Also inform students that they will be showing their top 10 values to other people.

### **Development Activity B**

(10 - 15 minutes)

- 10) Once every student has completed a Values Checklist, prepare them to compare their values to those of others. Inform them that, although no one has the same 10 values they have, they will see that they share at least one value with everyone. Challenge them to find someone with no values the same as theirs. Also inform them that every person is entitled to their own values. It is a rule in this room that everyone will demonstrate respect for other people’s values.
- 11) Have students move around the room, comparing their top 10 values to those of other at least five other students. Each time, have students record the other person’s values under the available columns on their worksheet. In some classes, you may elect to put students together rather than letting them choose themselves.
- 12) Encourage students to compare to other students for at least 10 minutes. If they can compare to more than five, that is preferred. Once the activity is complete, have students return to their seats.

## Reflective Activity

(15 - 20 minutes)

- 13) Tell students that they are now ready to identify their top 10 motivations. To do this, they are going to combine their 10 interests with their 10 values. At the end, they will have 10 words that define what they want from their life.
- 14) Inform students that a “motivation” is “energy applied.” There are two types of motivations – interests and values. Interests are “energy applied outside yourself;” they represent things you like to do in the world around you. Values are “energy applied inside yourself;” they represent things you feel are important and that shape your decisions. Each of them now has a list of 20 motivations – 10 interests and 10 values. Their task is to reduce this to a top 10.
- 15) Refer to Snapshot Three in their Student Portrait Book. This is more challenging than the first two snapshots and requires more teacher assistance. As an instructor, you have two choices for how to implement this with your students – a simple exercise and better exercise. Choose the one that best suits your class.
  - a. SIMPLE EXERCISE: A simple method for having students combine interests and values is to have them identify their five favorite interests words and their five favorite values words and list them as their Top Ten Motivations. Be sure to remind students that an interest is motivation/energy expressed outside themselves and a value is motivation/energy expressed inside.
  - b. BETTER EXERCISE: Provide a demonstration of a person combining their top 10 interests with their top 10 values. A sample is included with this lesson. Have them begin by sorting their 20 words, looking for interest and values words that represent the same motivation. For example, an interest of “money” and a value of “wealth” would probably be combined into one motivation. Some interest or values words will likely be eliminated, as the students are compressing 20 words down into the 10 that energize them the most.
- 16) Remind students that their Values Checklist and their Top 10 Motivations will be evaluated as part of their grade for the *Snapshots TODAY* unit. Inform them of the standards you will apply in your evaluation. The standards for Snapshot Two and Three are listed on page 3 of these lesson plans.

## 50/50 World Questions

- a. There are two jobs available for you – one that you really like and pays an average wage, and one that you don't like that pays a lot of money. Which job would you take – the interest job or the money job?
- b. You win an all-expenses paid vacation in 50/50 World. You can go to one of two places – Adventureland or Relaxland. In Adventureland, you climb steep mountains, bungee jump, hang glide, scuba dive and explore caves. In Relaxland, you float in the pool, have food/drinks served to you in beautiful settings, watch sunsets, get regular massages and hang around the hot tub. Where would you go – Adventureland or Relaxland?
- c. A whole group of friends are going to do something you find quite boring. On the same night, there is an opportunity to do something on your own that is really fun. What do you pick – friends or fun?
- d. The 50/50 World leader makes you an offer, and the results are guaranteed. You can become very famous and wealthy immediately for 10 years, after which you will be poor and unhealthy for the rest of your life. Or you can be guaranteed a completely healthy life for the next 65 years, with an income that is average. Which do you choose – famous or healthy lifestyle?
- e. Linda and Jeff are both your good friends. In the past three months, they hooked up and have become boyfriend and girlfriend. You find out that Linda has secretly been dating another person and has not told Jeff. Jeff is suspicious and asks you if Linda is fooling around. Do you tell Jeff or don't tell Jeff?
- f. You are offered two similar jobs at the same time (again!), but there is one major difference. One pays unbelievable money but requires you to live in a location that is everything you hate about a place to live. The other allows you to live in a location you think is perfect, but the pay is half of what the other job offers. Would you choose money or location?
- g. You have a million dollars. Unfortunately, you can't have it – you have to invest it and your cash will come from payouts on your investment. You have to decide how to invest your money and you (surprise!) have only two choices. Your first choice is to put all your money in a bank and receive \$40,000/year for the rest of your life. Your second choice is to put it all into a high-risk investment that will either quadruple in one year, giving you an immediate \$4 million in your pocket, or you lose it all. Which would you choose – long-term sure thing or high-risk possible millionaire?

# TODAY Snapshot Two Activity Values Checklist

<u>Values</u>	<u>Your List</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Achievement	_____	_____	_____	_____	_____	_____
Adventure/Excitement	_____	_____	_____	_____	_____	_____
Balance	_____	_____	_____	_____	_____	_____
Beauty	_____	_____	_____	_____	_____	_____
Belonging/Team	_____	_____	_____	_____	_____	_____
Challenge/Competition	_____	_____	_____	_____	_____	_____
Cleanliness	_____	_____	_____	_____	_____	_____
Communication	_____	_____	_____	_____	_____	_____
Community	_____	_____	_____	_____	_____	_____
Cooperation	_____	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____	_____
Discipline/Structure	_____	_____	_____	_____	_____	_____
Education/Learning	_____	_____	_____	_____	_____	_____
Environment	_____	_____	_____	_____	_____	_____
Fairness	_____	_____	_____	_____	_____	_____
Family	_____	_____	_____	_____	_____	_____
Friendship	_____	_____	_____	_____	_____	_____
Having Fun/Play	_____	_____	_____	_____	_____	_____
Health	_____	_____	_____	_____	_____	_____
Helping Others	_____	_____	_____	_____	_____	_____
Honesty/Integrity	_____	_____	_____	_____	_____	_____
Independence/Freedom	_____	_____	_____	_____	_____	_____
Intellectual Challenge	_____	_____	_____	_____	_____	_____
Laughter/Humor	_____	_____	_____	_____	_____	_____
Location	_____	_____	_____	_____	_____	_____
Love	_____	_____	_____	_____	_____	_____
Loyalty	_____	_____	_____	_____	_____	_____
Making a Difference	_____	_____	_____	_____	_____	_____
Personal Growth	_____	_____	_____	_____	_____	_____
Physical Challenge	_____	_____	_____	_____	_____	_____
Power/Control	_____	_____	_____	_____	_____	_____
Precision	_____	_____	_____	_____	_____	_____
Recognition	_____	_____	_____	_____	_____	_____
Reputation	_____	_____	_____	_____	_____	_____
Responsibility	_____	_____	_____	_____	_____	_____
Relaxation	_____	_____	_____	_____	_____	_____
Respect	_____	_____	_____	_____	_____	_____
Risk Taking	_____	_____	_____	_____	_____	_____
Security	_____	_____	_____	_____	_____	_____
Solitude	_____	_____	_____	_____	_____	_____
Spirituality/Religion	_____	_____	_____	_____	_____	_____
Variety/Diversity	_____	_____	_____	_____	_____	_____
Wealth	_____	_____	_____	_____	_____	_____
Wisdom	_____	_____	_____	_____	_____	_____
Working Hard	_____	_____	_____	_____	_____	_____

**TODAY Snapshot Three Activity**  
**Top 10 Motivations**

Interests

---

---

---

---

---

---

---

---

---

---

---

---

Values

---

---

---

---

---

---

---

---

---

---

---

---

Top 10 Motivations

---

---

---

---

---

---

---

---

---

---

---

---