CAREER AND COLLEGE DEVELOPMENT

LESSON 8-2 ▲ BUILDING PERSONAL INTERESTS

**LEARNING GOALS/OUTCOMES**

* Sort personal interests into active interests and inactive interests.
* Identify work, education and/or other life activities that relate to personal interests.
* Identify ways to prevent disengagement from activities they enjoy.

**MATERIALS NEEDED**

* **Student Handouts:**
* Interests Checklist
* Active Interests Worksheet

**CLASSROOM ACTIVITIES**

1. **Students define interests**. Tell students that today’s lesson will be about ‘personal interests’. Tell them interests are defined as “things you like to do.” Each person has their own unique set of interests. Each student shares some interests with others. Interests are a great way to meet people. Interests and hobbies can change over time.
2. **Students discuss how their interests can guide school choices.** Ask each student to identify an existing club or team in school or in the community. Have them share their club/team with the whole class. As each student mentions a club or team, ask them to identify a related interest. For example, a student who references the School Marching Band could identify the related interest as ‘music’ or ‘meeting new people’. Encourage students to recognize that individuals can use interests to help them choose courses and activities to get involved in.
3. **Students define a top ten personal interests.**  Hand out the *Interests Checklist* and tell students they will be identifying their own top ten interests. Have students complete the following sequence:

* Score each interest word as ‘Love It’, ‘It’s OK’, or ‘Not Interested’.
* If there are more than 10 words in the ‘Love It’ column, choose the ten interests they like the most and circle those words.
* If there are less than 10 words in the ‘Love It’ column, circle all the ‘Love It’ interests and choose words from the ‘It’s OK’ column to get a top ten interests list.

1. **Students discover common and uncommon interests.** Tell students they are going to see what interests are common in this room and which ones are unique. Remind students that every person has their own unique set of interests. As you read each interest off the *Interests Checklist*, have students stand up if this is one of their ‘love it’ interests. Read through the entire list – noting which interests have lots of interest in the room and which have few or no people who ‘love it’. Take the opportunity to ask random students how they developed an interest in each area.
2. **Students define ways to use their ‘active’ and ‘inactive’ interests.** Hand out the *Active Interests Worksheet*. Review the worksheet, outlining the three sections. Give students a few minutes to prepare their answers to the questions on the handout.

Put students in pairs to review responses and discuss what makes people quit something they enjoy. Have that team also create ideas for preventing themselves from quitting things they love.

Ask five or six students to report out as if they were doing a one-minute summary of a battle between interests and disengagement. Their presentation should identify why people quit things and what can be done to prevent ‘disengagement’.

1. **Students guess the most common interest in the class**. Ask students to nominate ten different interests that they think will be the most common interest on the top ten list of the students in the class. They can consider the ‘love it’ activity for clues. Write these on the board or flipchart. Ask students to guess which of the nominated words will be the most common interest. Poll the students for each nominated word, asking how many students had each word in their top ten interests. Write the total beside each of the ten words. Discover the most common interest in the room!
2. **Students discuss why some interests are so common**. Ask the class to look at the top five interests in the classroom. Ask them to identify common characteristics of popular interests. For example, they may notice that most top interests are sports, or most top interests involve technology. Finally, ask students if they agree or disagree with the following statement, “Individuals should select life activities that match personal interests rather than ones that are popular with many people.” Encourage students to recognize that each individual has their own unique interests, and that a sense of fulfillment comes from being who you are, not who others might want you to be.

**STUDENT PRODUCTS**

* **Completed *Interests Checklist***
* **Completed *Active Interests Worksheet***

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LESSON 8-2 STUDENT HANDOUT

INTERESTS CHECKLIST

**Interests** **Love it**  **It’s OK**  **Not Interested**

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 \_\_\_\_ \_\_\_\_ \_\_\_\_

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LESSON 8-2 STUDENT HANDOUT

ACTIVE INTERESTS WORKSHEETS

**Section 1**

*Using your finished Interests Checklist, sort your top ten interests into active or inactive lists. An interest is ‘active’ if you are doing things now to pursue that interest. An interest is ‘inactive’ if you are not involved in any activities now that relate to that interest.*

**Active interests**

**Inactive interests**

**Section 2**

*List two of your active interests, then identify five different education, work, and/or other life activities where you could become actively involved with each interest.*

***Interest #1:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Interest #2:***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Section 3**

*What causes someone to ‘quit’ doing something they enjoy? In the space below, identify reasons why people choose NOT to do things they like. Also, suggest ways or ideas for preventing people from disengaging from things they love to do.*

Reasons People Quit

Ideas for Preventing Yourself From Quitting