

Ten Things I Love to Do

Theme and Level

Theme: Know Myself

Levels: Looking Deeper

At a Glance

Students learn about themselves as they identify patterns within their favorite activities, discuss how those patterns could represent values, and then consider how these activity patterns might influence their future work.

Time: 50 minutes.

Essential Questions

- How might my interests and values influence my future work?

Preparation

- Set up overhead projector with classroom computer
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Review PowerPoint presentation
- Print *Ten Things I Love to Do Worksheet*, one per student
- *Optional:* Set up eight physical stations around the room, one for each characteristic: Alone, with People, Family, Money, More Education, No More Education, Indoors, Outdoors; create a sign for each station

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is for them to learn about how their interests and values could affect their futures.
2. Show PPT Slide 2. Distribute the *Ten Things I Love to Do Worksheets* and ask students to list ten things they love to do. Tell students that the activities could be from school, outside of school, activities they only get to do sometimes (i.e., swim in the summer), or activities that they have not done for a long time, but really enjoyed (i.e., listening to their grandfather tell stories).
3. Tell students that they will fill in the other blank columns by considering characteristics of their activities.
4. Show PPT Slide 3. Under the column headed Alone/with People, tell students to place an "A" for Alone next to the activities they do alone or a "P" for with People next to the activities that they do with other people. Instruct students to do this for all 10 activities.
5. Show PPT Slide 4. Under the column headed Family, tell students to put a checkmark next to all the activities that an adult in their family also does. This could be a parent, guardian, uncle, aunt, or grandparent. Tell them to leave the space blank if no adult in their family does this activity. Instruct students to do this for all 10 activities.
6. Show PPT Slide 5. Under the column headed Money, tell students to place a dollar sign (\$) next to all the activities that cost more than \$25 to do.
7. Show PPT Slide 6. Under the column headed More Education, tell students to indicate whether they would enjoy this activity even more if they had more coaching, training, or education by writing "Y" for Yes or "N" for No. Tell students to leave it blank if they are unsure.
8. Show PPT Slide 7. Under the column headed Indoors/Outdoors, tell students to indicate if they would prefer to do the activity indoors or outdoors by writing "I" for Indoors or "O" for Outdoors. Tell students to leave it blank if they are unsure.
9. Show PPT Slide 8. Instruct students to total their columns. In columns with two possible totals, such as Alone/with People, there are two total spaces. Instruct students to tally each possible answer and place it in the appropriate space.

10. Show PPT Slide 9. Ask students if they see any patterns in their scores. Tell students to circle the three characteristics that received the highest scores.
11. Show PPT Slide 10. Tell students that they may be able to see different patterns by identifying their favorite favorites. Tell students to identify their three favorite activities from the list of ten.
12. Show PPT Slide 11. Ask students to look at their three favorite activities. Tell them to think about whether their three favorite activities use all of the characteristics that received their high scores. Remind students that their opinions are very important. Ask students if, in their opinion, they have circled the most important characteristics on their worksheets. Tell students they can circle a fourth characteristic and/or change the characteristics they have circled as important.
13. Show PPT Slide 12. Instruct students to break into small groups, organized by these characteristics. Using the eight designated areas around the room (either by signage created earlier or by verbal direction), tell students to choose one of the characteristics important to them and go to that area of the room.
14. Show PPT Slide 13. Instruct students to discuss the answers to these questions:
 - What does this characteristic mean to you?
 - What work values could it suggest?
 - What type of work do you think people who value this characteristic would be likely to do?
 - How could this characteristic influence the way in which people complete their work tasks?
15. Allow time to discuss.
16. Tell students to choose another characteristic that is important to them and go to that area of the room. Students should move individually, not in pairs or small groups. Instruct the new groups to answer the questions from Slide 13.
17. *Optional:* Allow students to form a third group to discuss a third characteristic they find important.
18. Ask students to return to their seats.
19. Discuss values and discuss how values influence choices. Discuss how family influences diminish as we age, and how we may become more tolerant of differences in values.
20. Show PPT Slide 14. Tell students that there are many other ways to characterize activities. Lead a classroom discussion on other ways to characterize activities. Explore with the class how that alternative characterization might reflect values and influences the type of work people do.
21. Instruct students to complete their worksheets in the remaining classroom time or as homework.

Variations and Accommodations

- Ask students to use CIS Occupations and the search function to search for occupations that use the words that describe important characteristics. Tell students to write a small paragraph on how that characteristic is described in the occupation.
- Ask students to select factors that represent their values in CIS Occupation Sort to find occupations to explore.
- Use only a few columns for students needing special assistance, or work with them one-on-one.

Assessment

Use the *Ten Things I Love to Do Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** and any other appropriate text boxes in the Know Myself section of Career Plan.

Materials

Classroom with computer and overhead projector and CIS access

[Ten Things I Love to Do \(PPTX\)](#)

[Ten Things I Love to Do Worksheet \(PDF\)](#)

[Ten Things I Love to Do Worksheet \(DOCX\)](#)

[Ten Things I Love to Do Scoring Guide \(PDF\)](#)

[Ten Things I Love to Do Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Speaking & Listening
- English and Language Arts Career Anchor: Language

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.

American School Counselor Association

- Personal/Social Development, Career Development

Bloom's Taxonomy: Analyzing, Evaluating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary