CAREER AND COLLEGE DEVELOPMENT

LESSON 7-2 ▲ PERSONAL INTERESTS

**LEARNING GOALS/OUTCOMES**

* Identify ten different personal interests.
* Compare personal interests to those of other students.
* Analyze and explain the reasons for common and uncommon interests.

**MATERIALS NEEDED**

* **Student Handouts:**
* Interests Checklist
* Journal Page
* **Teacher object in brown paper bag**
* **Four or five other interest-related objects for students**

**CLASSROOM ACTIVITIES**

1. **Students learn about the interests of their teacher.** In preparation for this lesson, put an object in a brown paper bag that is something that represents an interest of yours. It should be something creative and meaningful. For example, if you love camping, the bag could contain a tent peg. Hold up the brown bag and ask students to guess what they think could be inside the bag. Remind them that it represents something about your interests. After students share their ideas, present your object to the class, explaining how it represents your interest.
2. **Students identify interests based on objects shown by the teacher.** Tell students that an interest is ‘something you like to do’. Hold up another object that relates to another type of interest (any interest, not necessarily your own), and have students name a related interest. Sample objects could be a video (movies), a pepper shaker (cooking), a dog dish (animals), a harmonica (music), and paintbrush (art). Tell students there are hundreds of different interests in the world. Today’s lesson will help each of them to identify at least ten different personal interests.
3. **Students indicate their personal interests through movement.** Give the four corners of the classroom a numerical value from 1 – 4. Tell students that you are going to read out an interest and they are going to move to the corner of the room that indicates how much they like that interest. (4 means they ‘really like it’, 1 means they ‘really don’t like it’). Remind students that there is no ‘right answer’ – each person has different interests – and that is good!   
     
   Read out the following interests and have students move to corners of the room. For each interest named, ask students in the 4 spot to explain why they really like that interest. Similarly, ask students in the 1 spot why they don’t like the interest. Interests to read out include: Exercise, Comedy, Animals, Skateboarding, Cars, Shopping, Photography, World Travel.
4. **Students discuss interests.** Ask students to return to their desks. Ask them what they know about interests, based on the exercise they just completed. Encourage students to recognize the following - everyone’s interests are different – no one has the same collection of interests as anyone else. We all share at least one interest with every other person. Some interests are more popular than others.
5. **Students identify their top ten interests**. Distribute the *Interests Checklist* to each student. Tell students that this exercise will demonstrate how unique each of them is. They are going to identify their top ten interests, using a list of things people like to do. They begin by reading the list of words and placing a checkmark to the left of the word if they like to do that interest, or could like to do it sometime in the future. Next, each student chooses their top ten interests by placing a checkmark in the column titled ‘Your List’. Tell students that interests change continuously, this is just a snapshot of their interests at this point in time. Also remind students that there are no wrong answers – every person will choose their own unique set of interests. Finally, tell students that they will be showing their top interests to several other students.
6. **Students compare their top interests with the interests of others**. Tell students that this activity will reveal a very interesting thing – that no one is the same as them. They are now going to compare their top ten list with the lists of five other people – one at a time. Predict that no one will have more than 7/10 interests that are the same as theirs. That is how unique each person is and this is why it is important that each person takes charge of their own future.

Have students all stand up and find one partner. Once they pair up with another student, ask them to sit down and compare lists. Each partner writes the other person’s top ten list of interests in column One. They add up the number of similar interests and write a total at the bottom of the column. Tell students to stand up when they are done and look for another partner. As previously, they sit down once they pair up and compare interest lists. This is repeated until they have paired with five other students.

1. **Students discuss what they have learned about personal interests.** Ask students to return to their desks. Ask how many found someone who had ten interests the same (or nine or eight). Point out that this demonstrates that each of them is unique – and that they are the only ones who must ultimately decide where to take their future. Ask how many found someone with no interests the same as them (this is rare, but does happen). Use this to demonstrate that they share at least one interest with anyone they meet. Finally, make the point that a higher score, a higher number of matched interests, is not better. If that person compared lists with you three years from now, the number of similar interests would be different. Friends can have different interests.
2. **Students write about what they have learned about interests.** Distribute a copy of the Journal Page to each student. Ask them to respond to the following four questions in their journal.

* What interests did you have in common with most other people? Why do some interests show up on most student lists?
* What interests of yours are on very few other student lists? Why don’t more people share those unique interests?
* 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?
* 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.

**STUDENT PRODUCTS**

* **Completed *Interests Checklist***
* **Completed *Journal Page***

CAREER AND COLLEGE DEVELOPMENT

LESSON 7-2 STUDENT HANDOUT

INTERESTS CHECKLIST

**Interests Your List One Two Three Four Five**

Animal Care \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Art/Painting/Drawing \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Astronomy/Space \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Building Things \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Cartooning \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Collecting Things \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Comedy/Humor \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Computers \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Cooking \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Dancing \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Designing Things \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Drama/Theater \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Fashion \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Fitness/Exercise \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Fixing Things \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Foreign Languages \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Gardening/Landscaping \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Geo-caching/Hiking \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Helping Children/Elderly \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

History/Family History \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Individual Sports \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Leadership/Politics \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Magic/Card Tricks \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Mechanics/Cars \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Meeting New People \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Money/Investing \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Music/Concerts \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Nature/Geography \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Organizing Things \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Outdoor Recreation \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Photography \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Playing Games/Puzzles \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Psychology \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Public Speaking/Debate \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Reading \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Science \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Shopping \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Skateboarding \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Surfing the Web \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Team Sports \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Travel \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Video Games \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Watching Movies/TV \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Water Sports/Kayaking/Sailing \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Working With Numbers \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Working With Tools \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Writing Stories/Texting \_\_\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

CAREER AND COLLEGE DEVELOPMENT

LESSON 7-2 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 7-2 | *PERSONAL INTERESTS***

***Q1:*** What interests did you have in common with most other people? Why do some interests show up on most student lists?

***Q2:*** What interests of yours are on very few other student lists? Why don’t more people share those unique interests?

***Q3:*** Ten years from now, which two of your interests are most likely to be gone from your top ten list? Why do you think they will change?

***Q4:*** Would you list be different if you knew you didn’t have to show it to other people? Explain why.

***Answers:***