SELF: INTERESTS & TRANSFERABILITY

Essential Question: Preferences: Why Do You Like What You Like?

Learning Targets:

Students will:

- Effectively engage in collaborative discussions with their peers.
- Demonstrate active listening skills.
- Engage in critical thinking and analysis.
- Identify the importance of transferability.

Lesson Overview

This lesson encourages young people to look closer at their own sparks, their interests, and why they “like what they like”. The objective behind the lesson is to help the YPs identify not only what they enjoy, but think about why they enjoy an activity. This allows them to begin to assess their assets—their talents and strengths. Helping young people identify their assets is a strength-based approach that helps them build on these cornerstone interests. The second purpose of this activity is to support the YPs in thinking about transferable skills, interests, and values. As young people identify why they enjoy certain activities, they can make connections to new activities, possible career and educational pathways, and skills that can transfer from one experience to another.
Lesson Agenda

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<th>Four Corners: Diverse Interests</th>
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<td>Closure (5 min)</td>
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Materials

- Sample Interest Analysis
- Young Professional student packet
- Printed signs for four corners
- Projector
- Young Professional Portfolio

IN ADVANCE

- Prepare corners for Four Corners Activity.
- If Four Corners is a new protocol, review: [https://www.facinghistory.org/resource-library/teaching-strategies/four-corners](https://www.facinghistory.org/resource-library/teaching-strategies/four-corners).

Vocabulary

<table>
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<tr>
<th>Content</th>
<th>Tier II</th>
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<tr>
<td>economy, post-secondary, degree</td>
<td>opportunity, transfer (transferability)</td>
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Opening (5 min)

Four Corners Protocol

1. In advance, **mark** the corners: Not Really, Sometimes, Often, Almost Always.
2. As statements are read, participants will silently **move** to one of four corners to signify their thinking.
3. **Choose** several statements to read aloud.
   - Not all statements need to be used.
   - Try to **select** those that will allow all students to engage; adapt them to your unique group of students.

Statements

- I am a disco king; I pick up new dance moves quickly.
- I have a good sense of direction; I never get lost in the Best Buy parking lot.
- Learning to ride a bike was easy.
- I can see patterns and relationships quickly; I am ready to break some code.
- I can tell when keys change in a song, and I can sing on key.
- Shakespeare might be jealous; I enjoy writing letters or short stories.
- I can convince other people to follow my plots and plans.
- When I get a new gadget, I jump right in and put it together. Who needs instructions?
- I can out-argue a lawyer.
- I play a sport well (this includes martial arts and other “solo” sports).
- I like to write lyrics for songs.
- I could cheer up Eeyore.
- I have a good sense of balance. Tightropes, here I come!
- I can form a solid argument in writing or in debate.
- When I am happy or upset, I usually understand why.
- I can sketch something in a way that captures details and looks realistic.
- I know how to get computers to work. I can often figure out what is wrong when they act weird.
- I am good at convincing people; I could sell shoes to a snake.
- I could be a talk show host; people open up to me!
Work Time

Interest Analysis (20 min)

As you think about your spark and discover talents and interests, these discoveries can be a springboard to connect and develop new skills. We have been looking at our sparks, and today we will look at some of our interests. By thinking about what we love, we can discover new interests.

1. **Ask** the YPs to share their definition of *interest*.

Yesterday, we looked at activities in terms of sparks. Today, we are going to put on an explorer’s mindset and look at activities that interest us.

2. **Have** the YPs look at their *<Spark Ideas> handout*.
   - Students may *select* sparks as well, but for this lesson it can be “just” an interest.
   - The idea is to *support* youth in exploring interests to discover why they enjoy certain activities. This allows them to identify strengths and skills, overlapping themes, and possible sparks.

3. **Ask** scholars to look at the interests:
   - *Which topics interest you the most?*
   - *Which ones reflect how you would like to spend your free time? Areas that you are curious about?*
   - *What magazine and book subjects would you like to read about?*

4. **Invite** scholars to select three interests and highlight them.

When we analyze something we like, we can learn more about ourselves. This can help us find new interests or connect why we like something to new subjects we might like to try.

5. **Ask** students to pair-share:
   - *If you enjoy cooking and food, why? What about it do you like best?*

6. Using the food example, **model** an interest analysis.

*If food and cooking were my interests, I can learn more about myself by looking at why I like this. Do I like using my hands to make something? Measuring and using recipes? Do I like the*
social aspects of sharing what I make with others? Do I love cooking because I make traditional dishes from my culture? Do I like looking at cooking websites and taking a picture and making it a reality?

Let’s look at this example: What does this person like about food and cooking?

7. **Project**: <Cooking: Interest Analysis One>.
8. **Ask**: Why does Alicia like cooking?

   - **Use** equity sticks to call on students.
   - **Listen for**: Eating it, the taste, eating traditional dishes, baking sweet things, etc.

9. **Project**: <Cooking: Interest Analysis Two>.
10. **Ask**: Why does Martin like cooking?

   - **Listen for**: Experimenting with new ingredients, creating new recipes, epic failures, etc.

11. **Follow-up**: How do the two people differ?

People like what they like for different reasons. Today you will reflect on your interests and deconstruct them.

**Pair-Share-Write**

12. **Tell** the YPs to partner with someone at their table or plan to partner them ahead of time.

   - **Have** them number off.
   - Partner one will be the first speaker and **discuss** one of their interests, sharing details. They should describe their interest, what they like about it, and the part to which they are most drawn.

13. After one minute, **have** partners switch roles.

   - **Repeat** the pair-share for the second partner.

14. After both partners have discussed their interests, **ask** the group to move from “discussion noise” to “quiet working time”.
15. **Ask** students to deconstruct the interest. They should analyze or “break it down” into the parts that they enjoy, just like in the examples.
The <My Interests> handout offers the following guiding questions to help the YPs get started:

- What part of the activity do I look forward to the most?
- What part of this interest gives me the greatest satisfaction?
- When I tell stories about this interest, what elements do I focus on?
- Do I enjoy working on my own or with other people?
- Does this interest provide a challenge?
- Do I enjoy practicing this interest?

Circulate and assist students who may be struggling. The above questions will help encourage dialogue and open student thinking.

The Power of Transferability (20 min)

1. As you circulate, make note of some common themes for why students are drawn to their interests.

   - Common themes may be: Working with my hands, active, helping others, important to my culture, creative, making things, etc.

2. Inform the YPs that you have noticed common themes.
3. As you list these themes, ask the YPs to raise their hands if they had the theme included on their interest analysis.

As we look at why we are drawn to certain interests, we can be empowered to explore new activities—for example, if you like building things, you may want to try robotics or cooking. Our interests can also help us think about our futures. If you enjoy helping others, you may want to explore being a paramedic, a psychologist, or running a non-profit. If you like competition, you might want to be an entrepreneur or work in law. If the creative elements of your interest attract you, you might enjoy app design, industrial engineering, or being a chef.

We are going to explore the concept of transferability. Does anyone know what the word transfer means?

Listen for: To move from one place or thing to another.

Transferability will help you use your interests as a springboard to try new things—and to develop new skills that will prepare you for the future.

Let’s look at the Alicia and Martin examples again—both people like to cook, but what do you notice about why they like to cook?
1. **Project** the two interest exemplars again.
2. **Invite** students to compare and contrast between the two examples.
3. **State**: Let’s recommend new activities for Alicia and Martin to try.
4. **Project** `<Chemistry>`.
   - **Ask**: Based on their interest analysis, who do you think might like Chemistry? Why?
   - **Listen for**: Alicia likes to experiment, she likes changing ingredients to find out results, and she likes the occasional cooking disasters—just like experiments in a lab.
5. **Project** `<Musical Performance>`.
   - **Ask**: Based on their interest analysis, who do you think might like Musical Performance? Why?
   - **Listen for**: Martin likes to make people feel comfortable and music can engage people, he enjoys the cultural component of cooking and music can be cultural.
   - **Listen for**: Alicia likes to experiment, so she might like composing songs. She doesn’t mind disasters, and sometimes composing or performing can go wrong. Improvising with music is like improvising with ingredients, etc.
6. **Ask** students to recommend a new activity for either Alicia or Martin. Have them turn and discuss with a peer; then use equity stick to solicit responses.

*Transferability can help people connect their interests to new ideas and opportunities, or even think of current skills in a new light.*

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**Closure (5 min)**

**Interest Ladder**

1. **Project** the model: `<Interest Web Exemplar>`

*Think about the interests that you identified and why you enjoy them. Then, connect these interests with other possible activities you would like to explore.*
SELF: Preferences: Why Do You Like What You Like?

Today’s Learning Objectives:

I can:

☐ Effectively engage in collaborative discussions with my peers.
☐ Demonstrate active listening skills.
☐ Engage in critical thinking and analysis.
☐ Identify the importance of transferability.

This lesson encourages me to look closer at my own sparks, interests, and why I “like what I like”. The objective behind the lesson is to help me identify not only what I enjoy, but think about why I enjoy an activity. This allows me to begin to assess my assets—my talents and strengths. Identifying my assets is a strength-based approach that helps me build on my cornerstone interests. The second purpose of this activity is to support my thinking about transferable skills, interests, and values. As I identify why I enjoy certain activities, I can make connections to new activities, possible career and educational pathways, and skills that can transfer from one experience to another.

Today’s Activities:

☐ Four Corners: Diverse Interests
☐ Interest Analysis
☐ The Power of Transferability
☐ Interest Web
**My Interest Pie!**

**Directions.** Consider one of your interests you identified during the Spark lesson. Think about these questions to help create your own Interest Analysis.

- What part of the activity do I look forward to the most?
- What part of this interest gives me the greatest satisfaction?
- When I tell stories about this interest, what elements do I focus on?
- Do I enjoy working on my own or with other people?
- Does this interest provide a challenge?
**Interest web**

**Directions.** Consider one of your interests you identified during the Spark lesson. Record this in the center of your interest web. Think about what you like about this interest and use the Power of Transferability to list out the reasons you like it. Try to use verbs and descriptive phrases. Next, link to other activities that may interest you.
Facilitator Documents:

Alicia's Interest in Cooking

- Experimenting with new ingredients
- Creating new recipes
- Epic failures and kitchen disasters!
- Watching Chopped
- Learning about cultures through food
Martin's Interest in Cooking

- Connecting to heritage through traditional dishes
- Baking and decorating cakes
- Tasting as he cooks--Yum!
- Parties that celebrate special moments
- Connecting with people over food
Chemistry
Musical Performance
Spark Ideas

A Spark is more than just a passing interest or a talent. It’s what you’re passionate about. It’s what unleashes your energy and joy, gives your life purpose and focus, and allows you to make your own unique contribution to the world.

Finding Your Spark

Everyone has, or can have, a spark, or two or three. You recently filled out a questionnaire about sparks; do you remember what you said there about your sparks?

Whether you know any of your sparks now or not, it’s definitely worthwhile to explore, identify, and develop one, or two, or three.

Why?

Because new studies from Search Institute, in Minneapolis, MN, show that teenagers who know and develop at least one spark and have three or more caring adults who help them with their spark are likely to have some great advantages and benefits:

- Higher grades in school
- Better social skills
- Better physical health
- Better school attendance rates
- More likely to volunteer to help others
- More likely to care for the earth and its resources
- More likely to have a sense of purpose
- More likely to say they are “on the road to a hopeful future

“Everyone has a spark—whether you know any of your sparks now or not, it’s definitely worthwhile for you to explore, identify, and develop one, or two, or three.”

Those are all good things to have, and things that can lead you to success in school and in the future.

But that’s not all. Teenagers who have a spark and the “spark champions” who help you develop it also are:

- Less likely to experience depression
- Less likely to engage in acts of violence toward others

So, more good stuff. Now let’s get to the exploring! On the other side of this sheet is a listing of many categories of sparks. Your goal is to read through them, choose up to three categories, and then name three individual sparks (you could have more than one spark in a category). These can be sparks you have already discovered and are working on, or they can be sparks that you are interested in exploring or trying, or a mix of both.
<table>
<thead>
<tr>
<th>Sparks Categories</th>
<th>(with just a few examples for each; there are many more sparks in each category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Instrumental (guitar, piano, tuba…)</td>
<td>Nature, Ecology, Environment (protecting wildlife…)</td>
</tr>
<tr>
<td>Music: Conducting/Directing (leading an orchestra…)</td>
<td>Animals (raising, training)</td>
</tr>
<tr>
<td>Music: Composition (writing song lyrics…)</td>
<td>Computers (web page design…)</td>
</tr>
<tr>
<td>Music: Performance (choir, playing in band…)</td>
<td>Comedy (telling jokes, improv…)</td>
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<tr>
<td>Visual Art (painting, drawing…)</td>
<td>Speech (debate, news anchor…)</td>
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<tr>
<td>Writing (poetry, stories, plays…)</td>
<td>Spirituality (studying sacred books…)</td>
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<tr>
<td>Dance/Movement (ballet, modern, karate…)</td>
<td>Drama, Theater (acting, directing…)</td>
</tr>
<tr>
<td>Other Creative Arts (cooking, fashion…)</td>
<td>Photography/Film (video, animation…)</td>
</tr>
<tr>
<td>Building &amp; Design (architecture, drafting…)</td>
<td>Living in a Specific Way (with joy, caring…)</td>
</tr>
<tr>
<td>Leadership (student government…)</td>
<td>Reading (novels, biographies…)</td>
</tr>
<tr>
<td>Entrepreneurship (starting a business…)</td>
<td>Advocacy (for children, justice…)</td>
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<tr>
<td>Sports/Athletics (soccer, swimming…)</td>
<td>Family (ancestors, being…)</td>
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<tr>
<td>Learning (math, science, history…)</td>
<td>Outdoor Life (fishing, camping…)</td>
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<tr>
<td>Teaching/Coaching (a sport, a language…)</td>
<td>Journalism (radio and TV production…)</td>
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<tr>
<td>Relationships (being supportive…)</td>
<td>Mechanical, Engineering (electronics, repair…)</td>
</tr>
<tr>
<td>Serving, Helping, Volunteering (tutoring, counseling…)</td>
<td>Solving Social Problems (poverty, homelessness…)</td>
</tr>
<tr>
<td>Spark Category</td>
<td>Specific Spark</td>
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<tr>
<td>Example: Leadership</td>
<td>Example: Motivating a group of people</td>
</tr>
<tr>
<td>Example: Other Creative Arts</td>
<td>Example: Designing my own clothes</td>
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## Peer Interview Discover Your Spark

2. What makes you want to jump out of bed in the morning?

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3. What makes you dread getting out of bed? (Sometimes talking about the things that aren’t your spark can give you clues about finding it.)

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4. Describe something that you’ve done that your are proud of.
5. Which day is your favorite day of the week? What do you look forward to doing on that day?

6. Think of someone who actively pursues his or her spark. Describe what you see.

7. If you could spend a whole day doing anything you wanted, and money and resources were unlimited, what would you do? Why?

8. To explore your potential spark, is there something you’d like to try or learn more about?
# Sparks

## Peer Interview Explore Your Spark

1. **What is one or more of your possible sparks?**

2. **How did you discover that this is a spark of your’s?**

3. **How do you feel when doing your spark?**

4. **How often do you develop, use, or express your interests, talents or sparks?**
   - a. Every day
   - b. Most days
   - c. Sometimes
   - d. Hardly ever

5. **How much do you agree or disagree with this statement? “I am not afraid to talk about my sparks or show people what my sparks are.”**
   - a. Strongly agree
   - b. Agree
   - c. Disagree
   - d. Strongly disagree
6. Think of someone who actively pursues his or her spark. Describe what you see.

7. Do you have a Spark Champion - a caring adult or peer who helps your explore and develop your spark?
   a. Yes           b. No

8. If yes, describe how your Spark Champion helps you. If no, what are some ideas for finding one?

9. Do you set goals about developing and getting better at your spark?
   a. Yes           b. No

10. If yes, what's one example? If no, what's one realistic, meaningful and challenging goal you might set for yourself?
6. Think of someone who actively pursues his or her spark. Describe what you see.


7. Do you have a Spark Champion - a caring adult or peer who helps you explore and develop your spark?

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Interest Web Exemplar

Interest web

Directions. Consider one of your interests you identified during the Spark lesson. Record this in the center of your interest web. Think about what you like about this interest and use the Power of Transferability to list out the reasons you like it. Try to use verbs and descriptive phrases. Next, link to other activities that may interest you.