



WEEK 2



Students collect information in a lively activity to discover their own unique “PASSIONS”, and explore how to put them into practice.



“Light Bulb Moment” Teacher Prep page (about as many copies as there are students, with individual light bulbs cut out); Scissors; Envelopes (optional); Glue stick (optional); Pencils or pens.

Total Prep Time: 20 mins.



As this is the second Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- Discover what “PASSIONS” we have individually and use them to serve a broader purpose
- Identify characteristics of those who live their lives joyfully and “PASSIONATELY”, and build those characteristics in our own lives
- Learn and practice enthusiasm and “BALANCE” in our own lives
- Understand how “FUEL YOUR PASSIONS” is an important part of this month’s theme, “MONDAY GETS BALANCED”



STUDENT ACTIVITY: **“LIGHT BULB MOMENT”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “LIGHT BULB MOMENT”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Have you ever seen a cartoon where the character had a “LIGHT BULB” above their head?**
 - What does that “LIGHT BULB” mean?
 - Answer: A “LIGHT BULB” in cartoons means the character suddenly has a really great idea
- **Can you think of a time when you had a “LIGHT BULB MOMENT” for a great idea that would help your life or someone else’s life?**
 - What was that idea?
 - When did your “LIGHT BULB MOMENT” hit you?
- **What are some ways you can come up with new ideas?**
- **How might you discover some things that you’re good at or “PASSIONATE” about?**
- **Have you ever had a “LIGHT BULB MOMENT” for something that you suddenly felt excited to pursue?**
 - What was it?
 - Did you pursue it?
 - Did you keep at it or did you burn out?
- **How does having a “PASSION” that is different or unique create variety in our world?**
- **How might learning about what your individual “PASSIONS” are help you to find excitement and purpose in your life?**
- **How could experiencing a feeling of purpose and “PASSION” about something remind you that YOU MATTER?**
- **How could understanding your “PASSIONS” help you find direction and “BALANCE” in your life?**

3) SET UP THE “LIGHT BULB MOMENT” ACTIVITY:

- **Explain:**
 - Each one of us has so much potential and good to give this world
 - Truly, life is so much better when we have something exciting to look forward to or do
 - Our “PASSIONS” are a huge part of who we are
 - They give us insight into what we’re like, what we’re good at, and where we find the most joy
 - They can also give us purpose and direction for the future
 - But sometimes we don’t know really what our “PASSIONS” or talents may be
 - Or we may have an idea, but aren’t sure how to put it into practice in the real world
 - One thing’s for sure though: Having and pursuing our “PASSIONS” MATTERS
- **Ask:**
 - What is one thing you are “PASSIONATE” about?

4) START THE “LIGHT BULB MOMENT” ACTIVITY:

- **Before beginning the activity, make about as many copies of the “Light Bulb Moment” Teacher Prep page as there are students. Cut around each “LIGHT BULB”, organize by phrase, and put in sorted piles around the room. If desired, place each pile into an envelope and paste one of the “LIGHT BULBS” on the front to label them**
- **Explain:**
 - Today we’ll be discovering our personal “PASSIONS” by collecting “LIGHT BULB” papers around the room
 - Each has a phrase that may or may not describe you, like, “I am a natural leader” or “I am good at or enjoy building things”

- If something written on a “LIGHT BULB” resonates with you, collect it
- If it doesn’t sound like you, leave it there
- If you think of other ideas of things that you are “PASSIONATE” about or describe you, there is a stack of empty “LIGHT BULBS” that you can write your own ideas on
- At the end, we’ll analyze our “LIGHT BULBS” to see not only what our “PASSIONS” are, but how we can use them
- **Remind students to look at every pile of “LIGHT BULBS”, but to only take the “LIGHT BULBS” that have a phrase that feels representative about themselves**
- **Make sure students understand the instructions and ask them to begin collecting their “LIGHT BULBS”**
- **Give students about 5 minutes to collect their “LIGHT BULBS”**
- **Then, gather students and put them in partners or small groups**
- **For the next few minutes, have them arrange their “LIGHT BULBS” in front of each of them and encourage them to explore together out what their “PASSIONS” are and how they can use them**
- For example, if they chose “I want to help my school”, “I love dance or other similar movement”, “I enjoy teaching or speaking in public”, and “I get my energy from large groups”, they could begin a weekly zumba or dance class
- If they chose “I enjoy spending time with senior citizens” and “I get my energy from small groups or one-on-one”, they could volunteer as a companion at an assisted living facility or get a job as a home health aide
- **When time is up, have a few student volunteers share out their “PASSIONS” and some ideas they came up with to put them into action**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

**NOTE: Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What new things did you discover about yourself today?**
- **Did you find any “LIGHT BULBS” that described you in ways you hadn’t thought of before?**
- **What “LIGHT BULB MOMENTS” did you have today about your future?**
- **How could you use this activity to help others discover their “PASSIONS”?**
- **Did combining your “LIGHT BULBS” help you get new ideas about how to use your “PASSIONS” best?**
- **What about today’s activity showed you that YOU MATTER?**
- **Could what you learned about yourself today lead to a successful career for you someday?**
- **What can you be doing now to make the most of the things you’re “PASSIONATE” about and good at?**
- **How could you use your “PASSIONS” to “BALANCE” your life better?**
- How can you use them to help others “BALANCE” their lives?

6) THANK STUDENTS FOR TAKING TIME TO DISCOVER WHERE THEY HAVE STRENGTHS AND FOR DISCOVERING NEW “PASSIONS”. REMIND THEM THAT WHEN THEY USE THEIR STRENGTHS, ESPECIALLY WHEN THEY USE THOSE STRENGTHS TO DO GOOD FOR OTHERS, THEY MAKE THEIR “PASSIONS” WORTHWHILE AND GIVE THEIR LIVES MEANING.

7) CHALLENGE STUDENTS TO USE WHAT THEY DISCOVERED FROM THEIR “LIGHT BULBS” IN WAYS THAT EMPHASIZE AND HIGHLIGHT THEIR STRENGTHS, AND TO FIND OTHER WAYS TO “BALANCE” THEIR LIVES.

8) CONTINUE EXPLORING STUDENTS’ “LIGHT BULBS” AND “PASSIONS” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

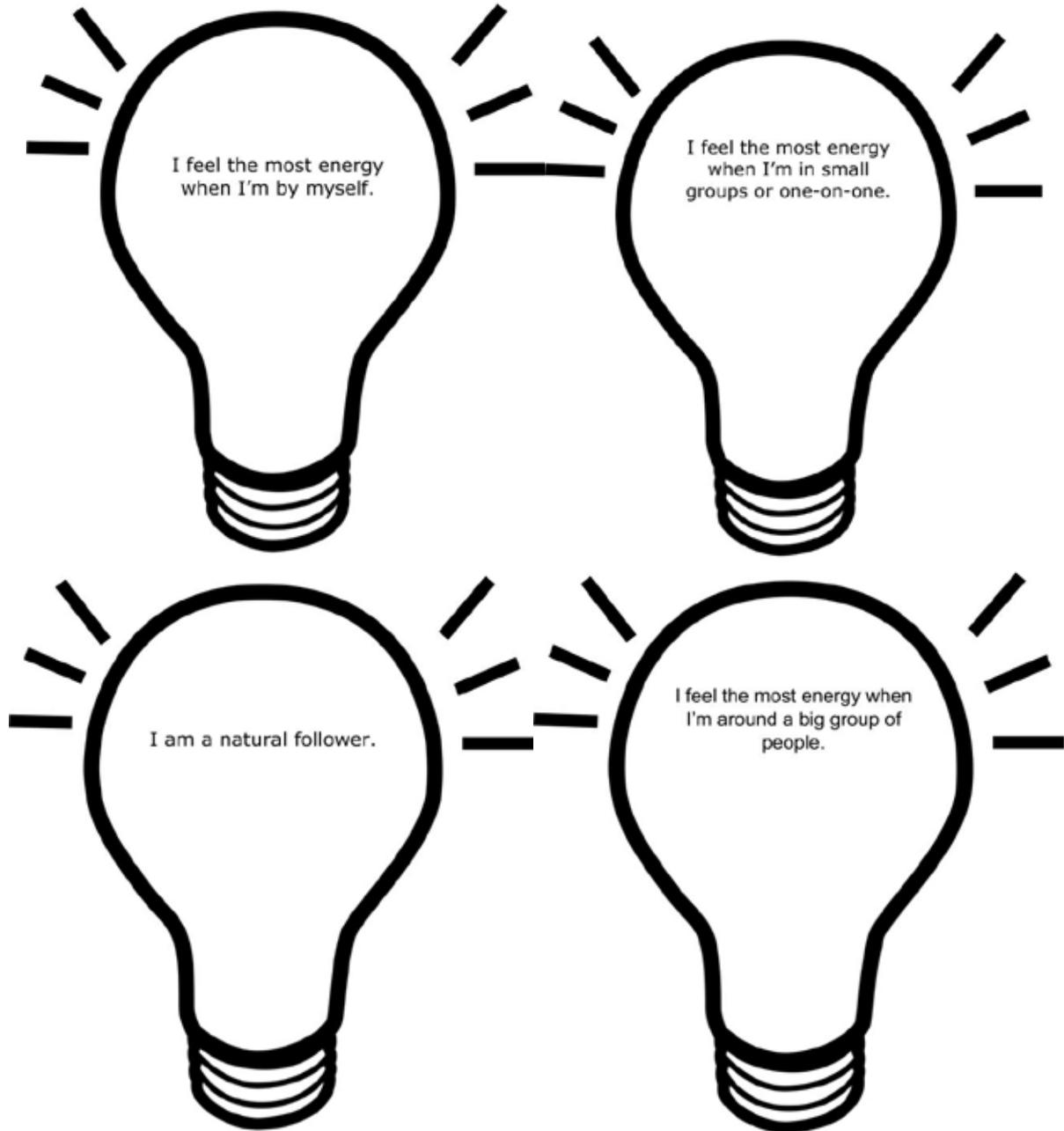
- 1) Strength in Similarities:** Using what they learned through collecting their “LIGHT BULBS”, let students brainstorm with each other about similar strengths. Then, if possible, have them form groups that like-minded students can join once school begins based on their similar “PASSIONS”, and to work on building a solid plan for how to make them successful and full of exciting activities.
- 2) Student Interviews:** Let students interview each other about what they discovered about themselves during the “LIGHT BULB” session, and give feedback to each other with additional ideas or insights they gained from the interviews.
- 3) A Moment in the Light:** Let each student have a moment in the “LIGHT” by drawing a giant “LIGHT BULB” on a posterboard and taping it high up on the wall. Allow students to sit beneath it and share, one by one, what they discovered about themselves and the things they are “PASSIONATE” about.

**“ FOLLOW YOUR OWN PASSION.
NOT YOUR PARENT’S,
NOT YOUR TEACHER’S... YOURS. ”**

- ROBERT BALLARD

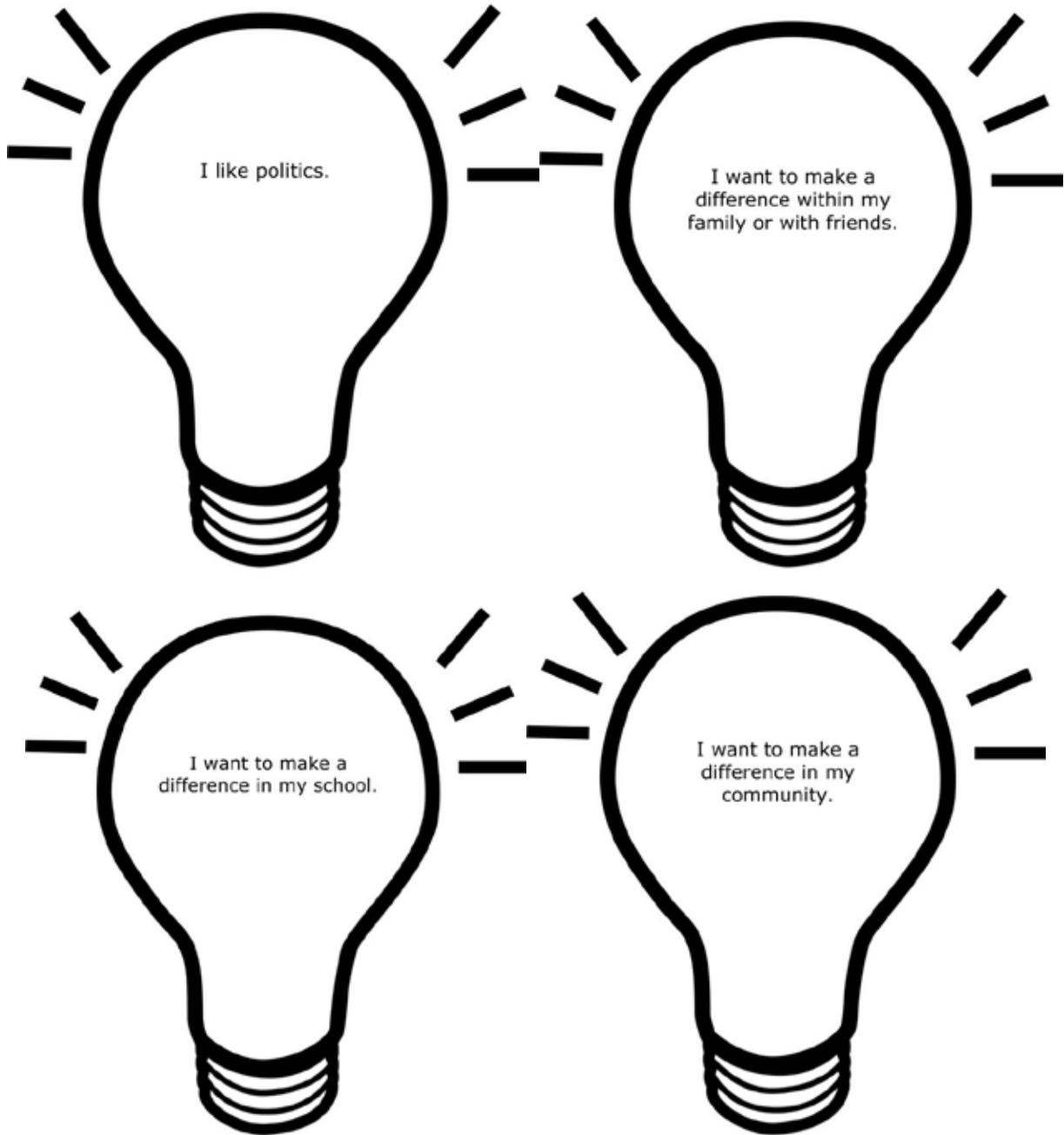


Make about as many copies of each page as there are students in your program.





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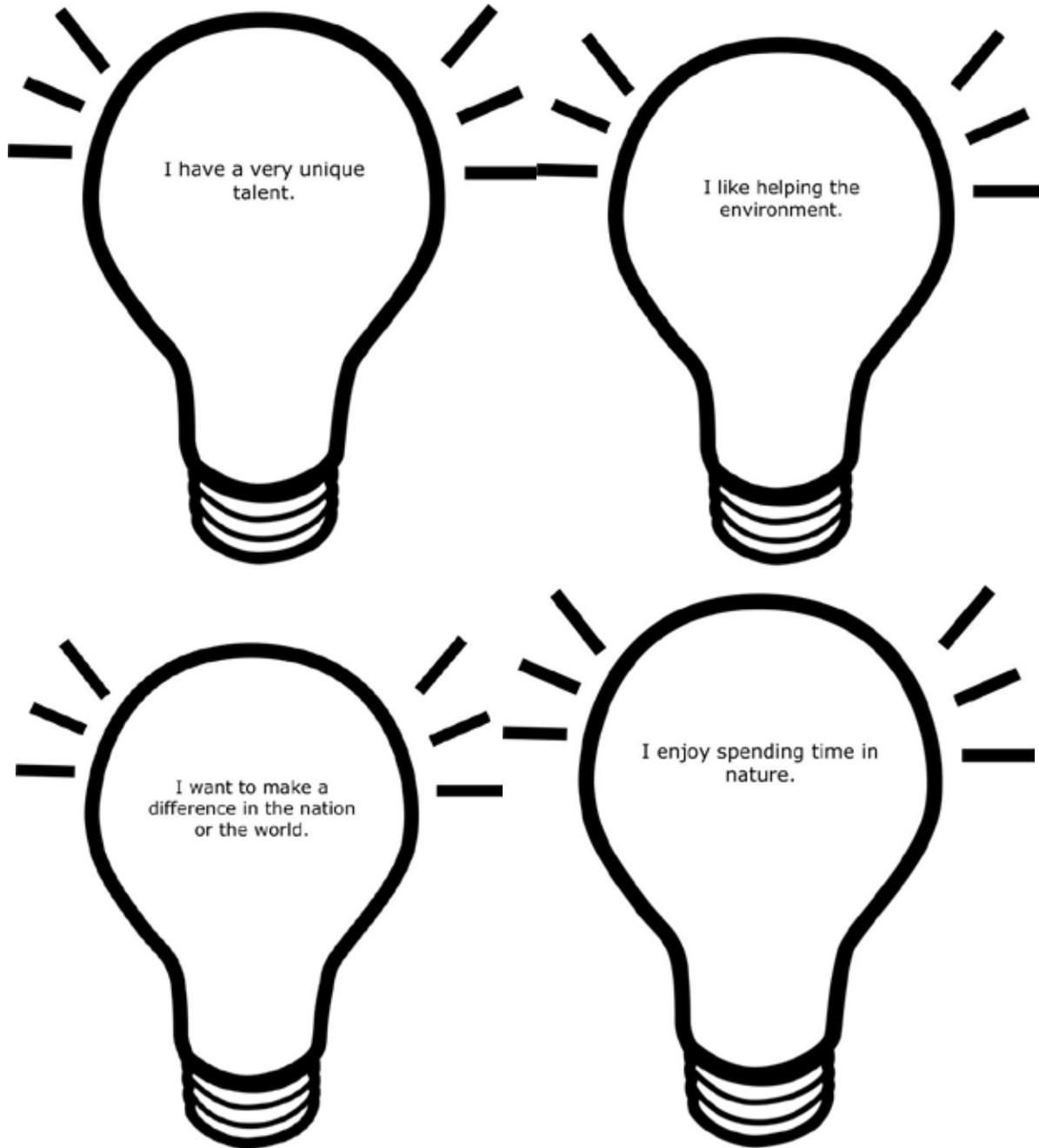


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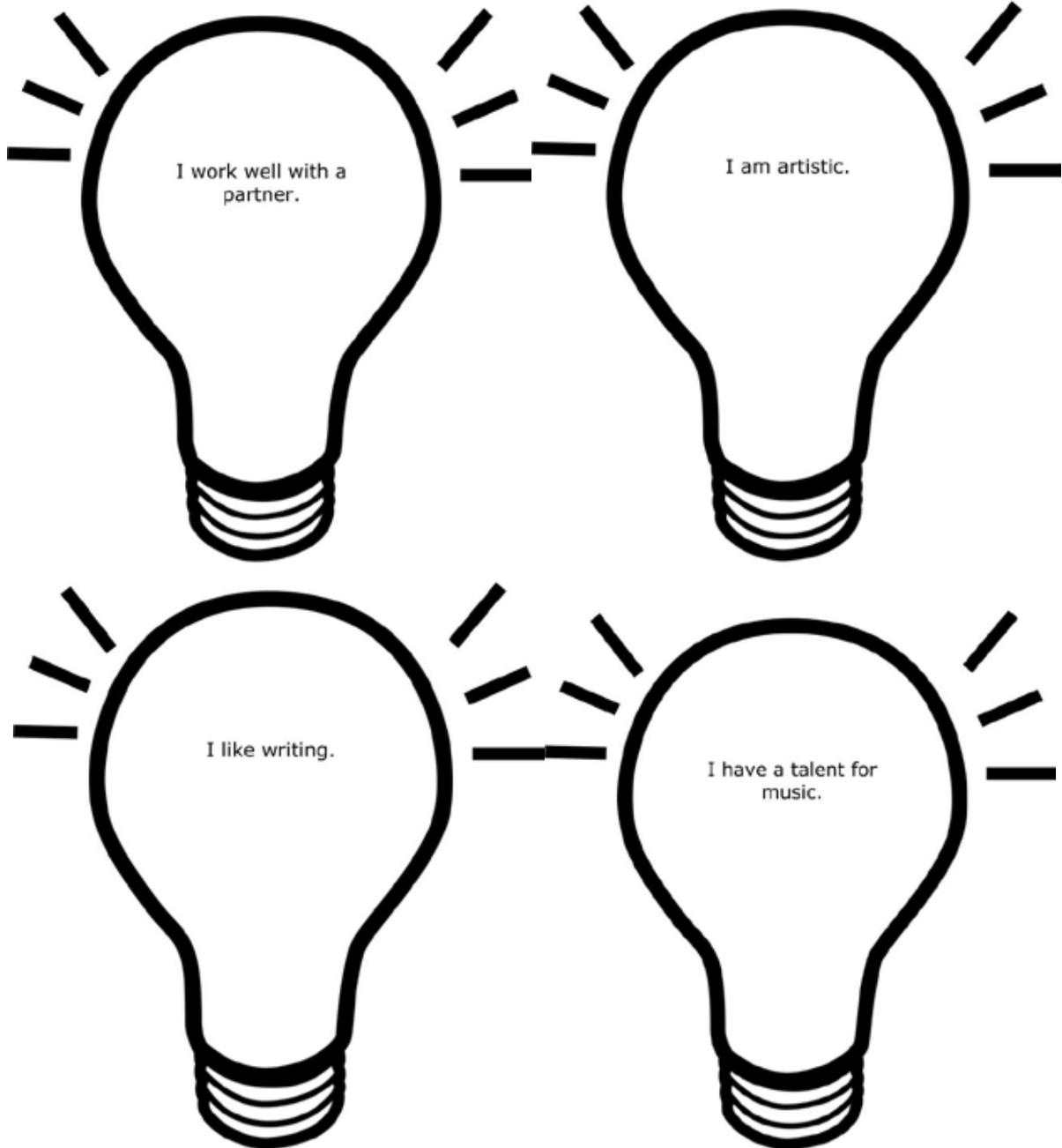


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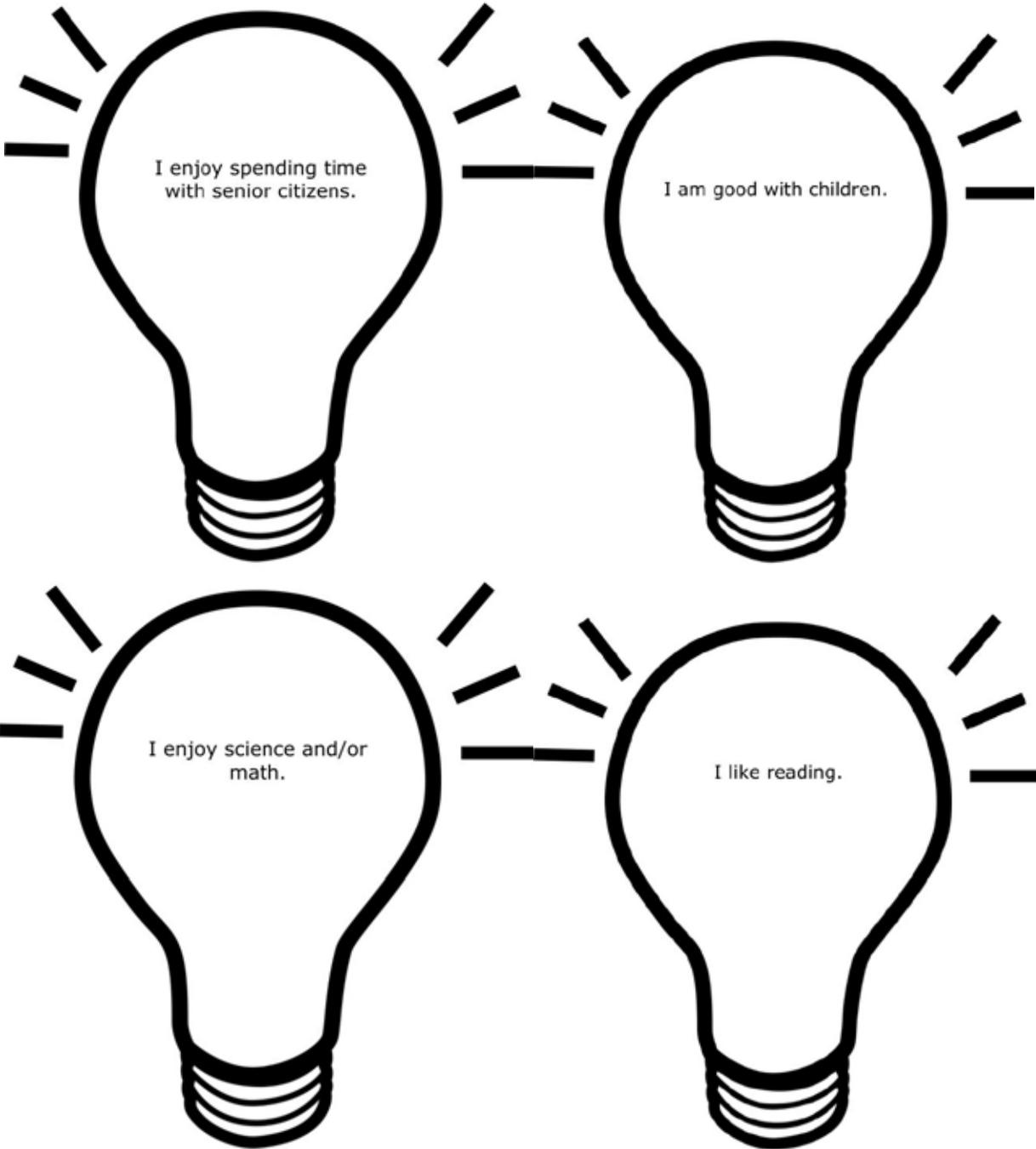


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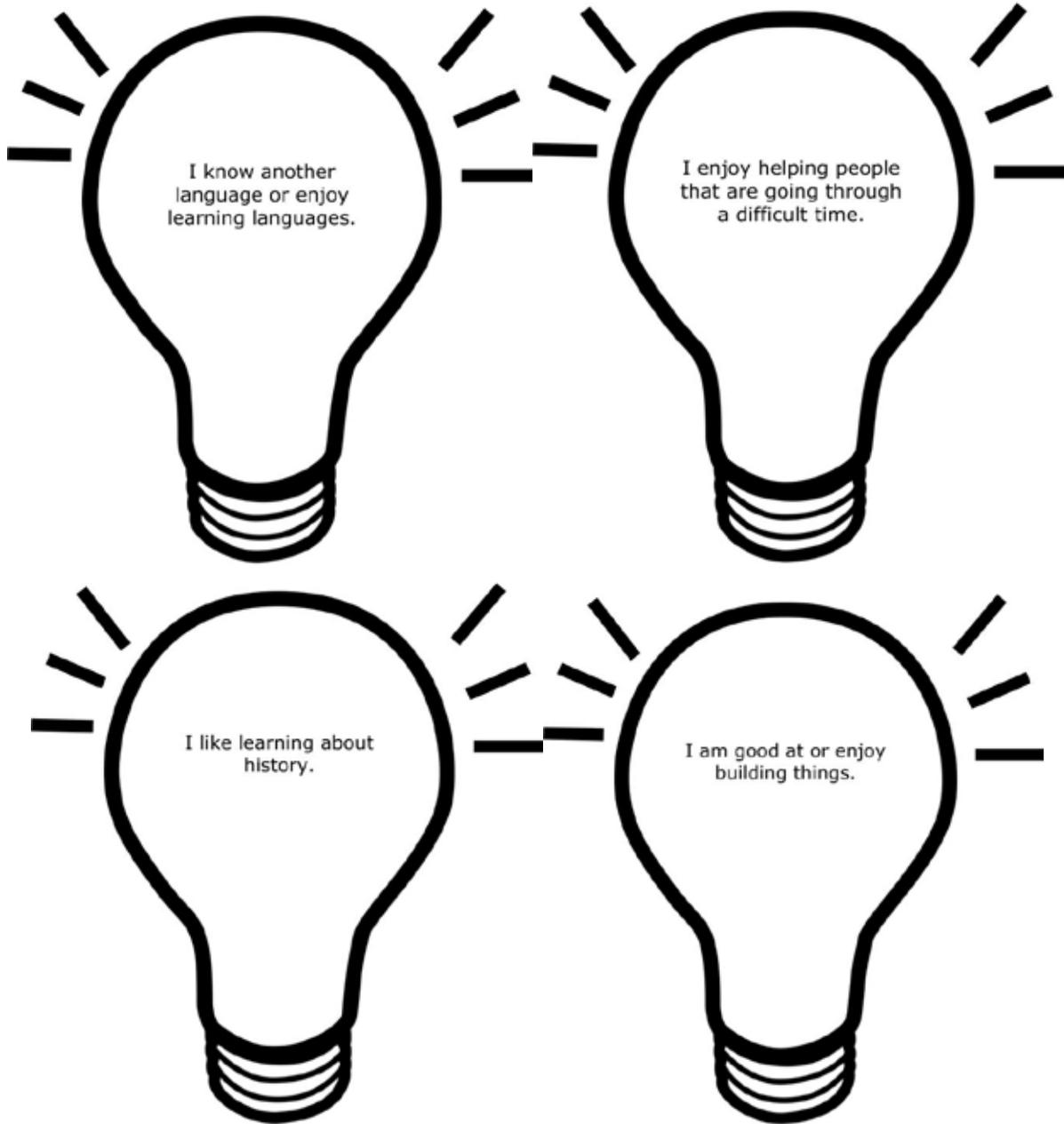


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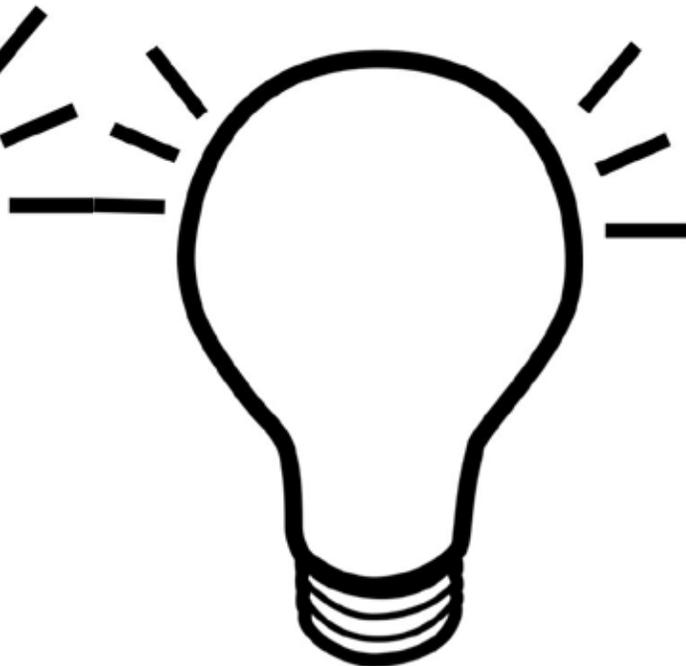
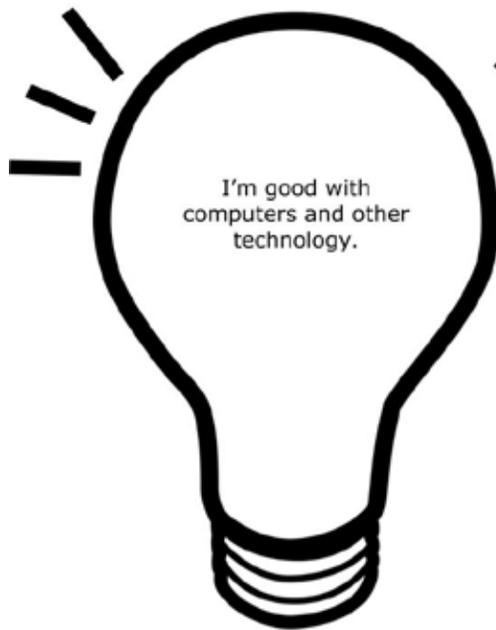


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