



WEEK 2



Students create art that represents what it will take to keep their hobbies and interests active.



Red, yellow, orange, and white tissue paper; Scissors; Glue sticks; “Keep the Fire Bright” Handout printed on white cardstock paper, one copy per student; Pencils or pens.

Total Prep Time: 5 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](http://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: “KEEP THE FIRE BRIGHT”

- 1) **SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “KEEP THE FIRE BRIGHT”**
- 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.*

- **What is a hobby?**
  - Answer: An activity or interest that is done for pleasure, not for school, work, etc.
- **What are some of your hobbies or “PASSIONS”?**
- **What are some things you really love to do, even if you’re not perfect at them or don’t have a lot of time for them?**
- **How do you think people discover what their “PASSIONS” and interests are?**
- **Once you’ve discovered what your “PASSIONS” are, how do you keep doing them long-term?**
- **Have you ever had a “PASSION” or hobby that you loved, but that burned you out or that you got tired of doing?**
- **What are some reasons we burn out from things we used to love doing?**
- **How can we pace ourselves and find “BALANCE” when we’re pursuing our “PASSIONS”?**
- **What do you think it takes to get really good at something you’re “PASSIONATE” about?**
- **What kinds of skills or personality traits do you need in order to stick with something?**
- **How does sticking with a skill or “PASSION” give you confidence in your abilities?**
- **How could your efforts to be good at your “PASSIONS” inspire those around you and remind them, YOU MATTER?**
- **How does keeping long-term goals for things you’re “PASSIONATE” about help your life become more “BALANCED”?**

### 3) **SET UP THE “KEEP THE FIRE BRIGHT” ACTIVITY:**

- **Explain:**
  - When we talk about being “PASSIONATE” about something, we often think of how enthusiastic or joyful that activity or subject makes us
  - Sometimes that’s referred to as a “fire in your belly”
  - We all have something that lights our “FIRE”, whether that’s community activism, good food, traveling, or other interesting or exciting things
  - Today we’ll learn about how we can “KEEP THE FIRE BRIGHT” when it comes to our “PASSIONS” going long-term
- **Continue:**
  - First, we’ll learn what it means to “KEEP” a literal “FIRE” going, and then apply that knowledge to how we can “KEEP THE FIRE BRIGHT” for things we’re “PASSIONATE” about
  - Because when it comes down to it, our “PASSIONS” aren’t much good to us or anyone else if they burn out within days
- **Ask:**
  - How would continuing long-term with something you’re “PASSIONATE” about make you feel?

### 4) **START THE “KEEP THE FIRE BRIGHT” ACTIVITY:**

- **Explain:**
  - In real life, a “FIRE” takes three things to “KEEP” it burning: “FUEL” (things that can burn, like wood, paper, fabric, etc.), heat (usually in the form of ignition like a lighter or match), and oxygen
  - If one of these things is missing, the “FIRE” cannot continue to burn

- Just like an actual “FIRE” has things that are essential to “KEEPING” it “BRIGHT”, our “PASSIONS” require a few things to “KEEP” them going, too
- To make it easier to remember, we’ll use the first letter from each of the three things
- “FUEL”: F: FUN. A hobby should be something you enjoy doing and can adapt over time to keep it fun
- HEAT: H: HABITUAL. Make sure that the thing you’re “PASSIONATE” about is something you can make a regular habit (daily, weekly, or monthly)
- OXYGEN: O: OPPORTUNITY. Look for and take advantage of opportunities to do your “PASSIONS”. If you want to travel, make sure you save money to do it, look for great deals, then love doing it. If your passion is helping people, look for service opportunities in your area regularly, and lift your community
- **Pass out one copy of the “Keep the Fire Bright” Handout to each student**
- **Set out materials: Tissue paper in red, orange, yellow, and white, plus scissors, glue, and pencils or pens**
- **Instruct students that they will be using the material given to them to create a “FIRE” on the blank space of their Handout using the tissue paper, scissors (if desired), and glue**
- **Make sure students understand the instructions and ask them to begin**
- **Support students as helpful and necessary while they create their “FIRE” artworks**
- **When students are done with their “FIRE” artwork, have them answer the questions on their Handouts**
- **Allow students up to 10 minutes to create their “FIRE” artwork and answer their questions**
- **When time is up, ask for volunteers to share out their “FIRE” artwork and any answers to their questions**

**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 did you decide was the thing you’re most “PASSIONATE” about right now?**
- **What are some ideas you have for “FUELING YOUR PASSIONS” to keep them going long-term?**
- **Do you feel like the thing you are most “PASSIONATE” about is you-focused or others-focused?**
- **Is there a way you could use this “PASSION” both for your own enjoyment and to serve others?**
- How will you do it?
- **What is one step you can take today to light the “FIRE” that gets you excited about your interests?**
- **Who could you share your handout and its information with?**
- **Where will you put your “FIRE” artwork so you can be reminded of the things that you’re “PASSIONATE” about?**
- **How will you “BALANCE” your “PASSIONS” with other areas of your life?**
- **In what ways were you able to recognize that YOU and your interests and hobbies MATTER?**

**6) THANK STUDENTS FOR TAKING THE TIME TO PUT A “FIRE” IN THEIR BELLIES FOR THINGS THEY ARE “PASSIONATE” ABOUT. REMIND THEM THAT “FUELING THEIR PASSIONS” AND “KEEPING THE FIRE BRIGHT” TAKES EFFORT BUT SHOULD ALSO BE FUN AND ENERGIZING.**

**7) CHALLENGE STUDENTS TO GET SERIOUS ABOUT THEIR “PASSIONS”, WHETHER BIG OR SMALL, AND TO COMMIT TO KEEPING THEM GOING LONG-TERM.**

**8) CONTINUE EXPLORING HOW TO “KEEP THE FIRE BRIGHT” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.**



## EXTENSION IDEAS:

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

- 1) Wax Art:** Consider doing wax art with red, orange, yellow, and white crayons instead of tissue paper. For elementary school, this could be done using shaved crayons, wax paper, and irons. For middle school or older, this could be done using hair dryers/heat guns and broken crayons on canvases or sturdy acrylic paper.
- 2) A Bigger Fire:** As a group, create a poster- or bulletin board-sized “FIRE” picture labeled “WHAT ARE YOU PASSIONATE ABOUT?” or “WHAT PUTS A FIRE IN YOUR BELLY?” and let students write their ideas on it. Additionally, students could make a poster to take to an assisted living facility, teach them about the elements of “KEEPING THE FIRE BRIGHT”, and let residents write their ideas on the poster.

**“ JUST BECAUSE YOUR LIFE CHANGES DOESN'T MEAN YOUR DEEPEST PASSIONS HAVE TO. ”**

- SHANNON MILLER



**WHAT I'M SUPER PASSIONATE ABOUT:**

**What I will do to fuel that passion and give it:**

**Fuel (Keep it FUN):**

**Heat (Make it a HABIT):**

**Oxygen (Look for and take advantage of OPPORTUNITIES):**

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