

RESOURCES

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Floss Friendship Bracelet

From our friends at Klutz! Weave a friendship bracelet using embroidery floss. Learn the basic knot first and try your hands at the diagonal stripe. Project by Laura Torres.

You need:

- 4 Colors of Embroidery Floss 25" Long
- Masking Tape



Instructions:

Tie Knot about 1-1/2" from the top. Tape knotted end to a table or the back of a chair. Separate the strands by color, as shown.

1

Start with string **1** and loop it over and then under string **2**. Hold string **2** straight (this is important) and pull the knot snug.

2

Do step **1** a second time so you have a double knot.

3

Now take string **1** and make double knots around each of the remaining strands (**3** and **4**). This is the string you'll be working with next.

4

Now do the same thing again. Start with the far left strand **2** and tie double knots, left to right, all the way across the other colors.

5

Keep going until the bracelet is as long as you would like.

6

Gather the strings and tie a knot to secure. Trim the ends to about

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From Friendship Bracelets © 1996 KLUTZ.

The Friendship Fish - Rainbow Fish Book Activity

Grade Level(s): 1-2

By: Debbie Boyle, First Grade Teacher

Uses Marcus Pfister's *The Rainbow Fish* to teach children about friendship and ways you should treat friends.

Materials:

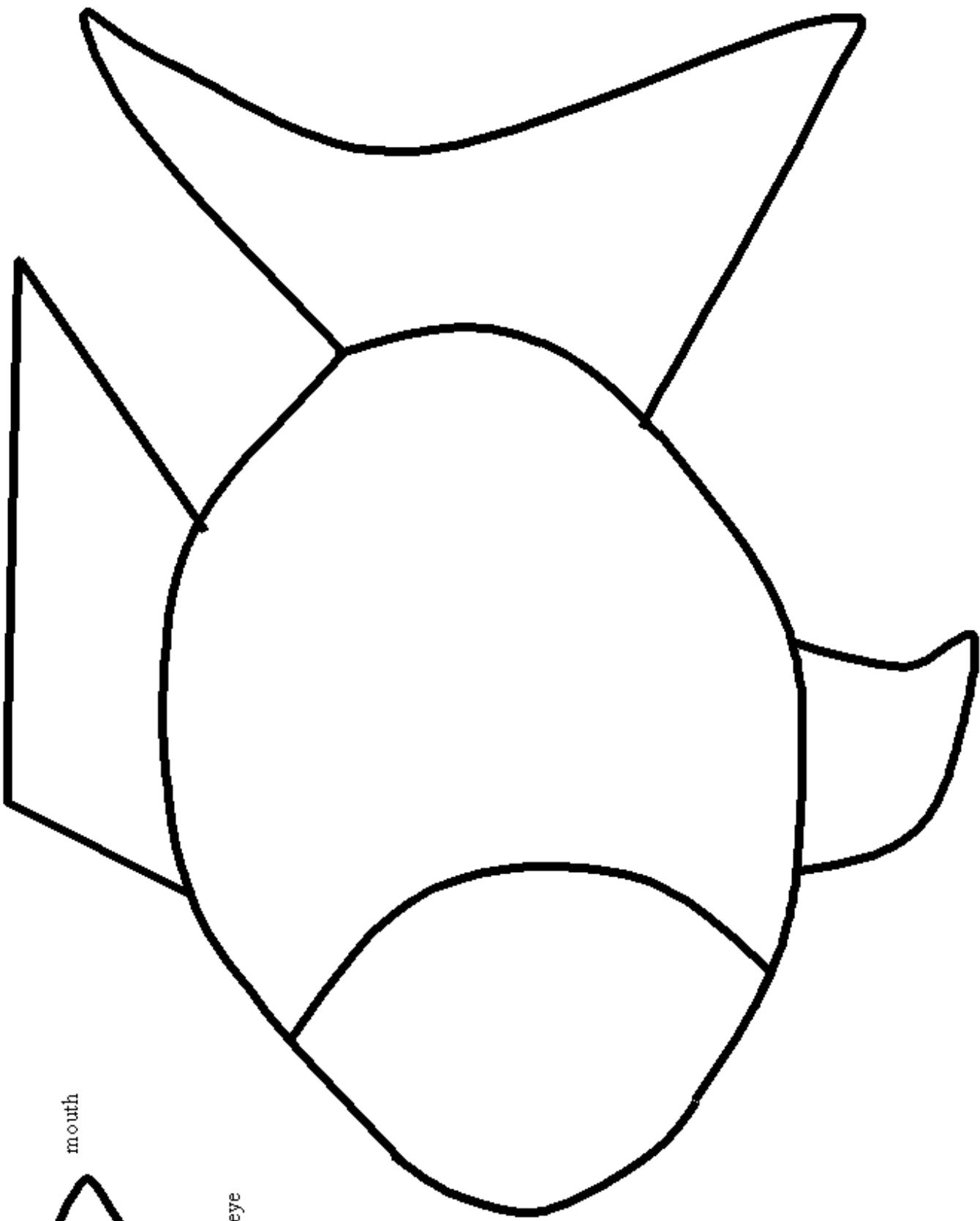
- *The Rainbow Fish* by Marcus Pfister
- 3 inch half circles cut out of construction paper (the scales)
- A large cut out of a fish to put the scales on

Draw a line at the top of the scale (the round part), so the children know where to write their quality.

Plan:

1. Read *The Rainbow Fish* to the children.
2. Go over the importance of friendship with the children, and make a list of qualities that friends have or should have.
3. Hand out scales to each child.
4. Tell the children to write a quality that they would like a friend to have, or something they would do for a friend. It could be a sentence or a word. They can decorate their scales if they want.
5. After they have finished with their scales, have them add the scales to the giant fish.

* You can also put glitter on the scales to help create the Rainbow Fish's sparkling scales.

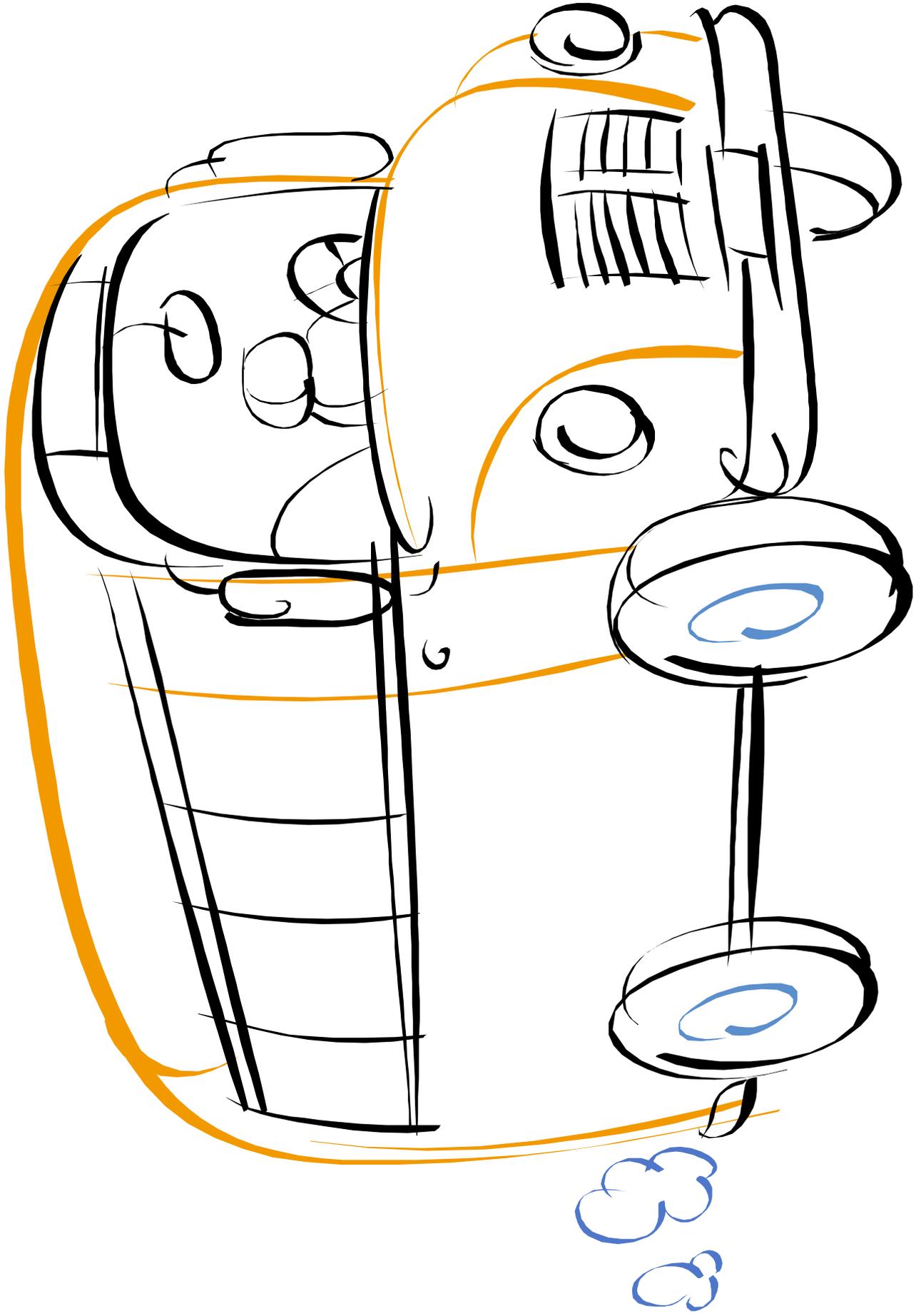


mouth

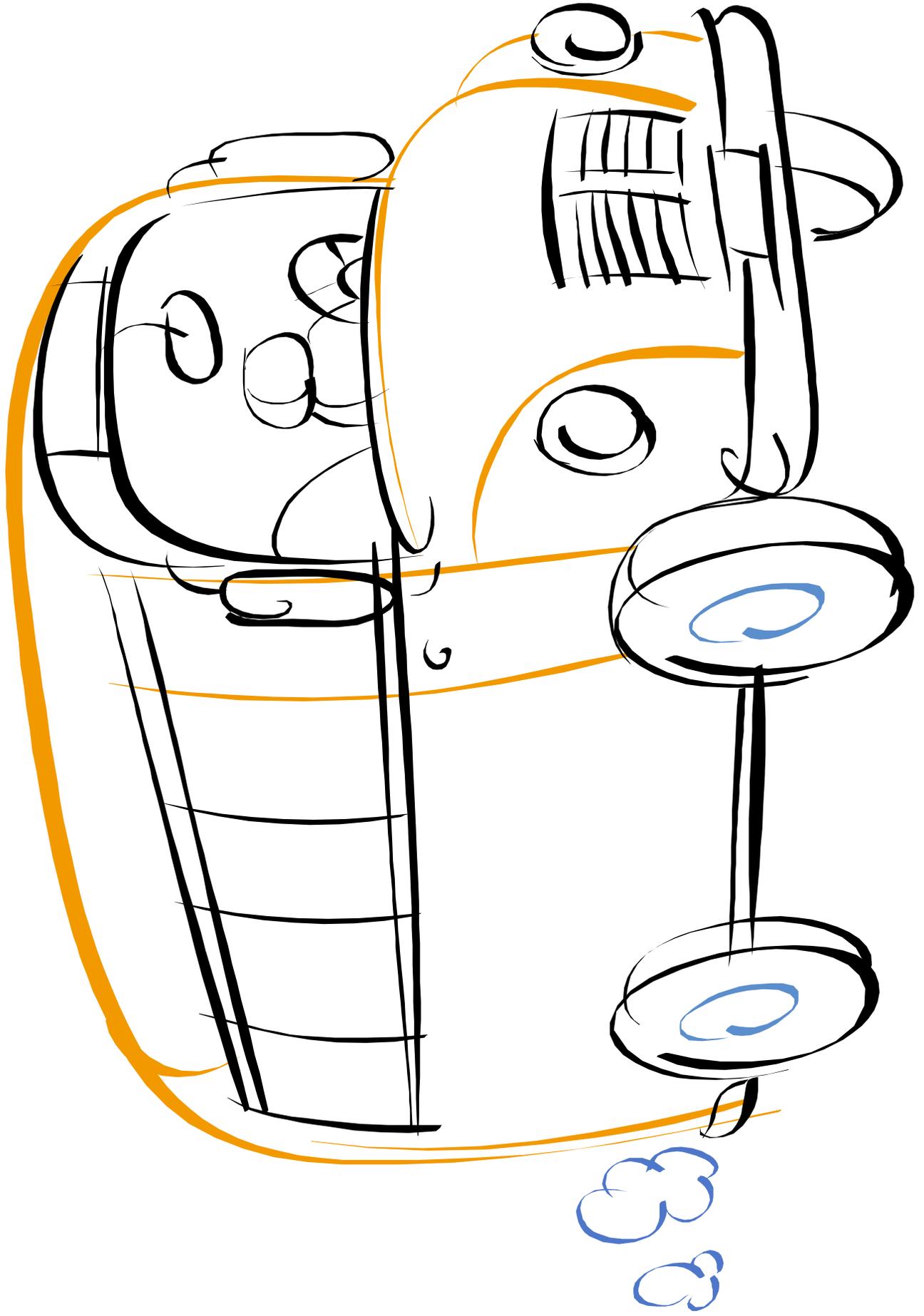


eye

Mentee: _____'s School Bus



Mentor: _____ 's School Bus



How to Make a Lanyard

www.wikihow.com/Make-Lanyards

- Take two strands of craft lace, fold them in half together (while making sure they are the same size, the length itself will depend on the type of lanyard) and make the box braid towards the middle of the string. You now have four strands secured at the top.
- Spread the four strings apart, separately, pointing in each cardinal direction of a compass. Hold the left string with one finger (close to the knot). At the same time, pull the left string over the top string.
- Cross the top string over the right string. At this point the top string is covering both the left string and the right string. Now cross the right string over the bottom string. Finally, cross the bottom string over the left string and tuck it under the looped top string.
- Pull each end of the four strings extremely tight to make the first knot. Continue crossing the strings in the same manner until the desired length is reached. The knots will produce a rounded lanyard.
- Take two strands of craft lace, fold them in half together (while making sure they are the same size, the length itself will depend on the type of lanyard) and make the box braid towards the middle of the string. You now have four strands secured at the top.
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Tips for Goal Setting

- **Empower the child** to be the one to come up with the goals. If he/she needs help, offer suggestions that are appropriate to his/her age and interests.
- Be aware of the **“size of the goal”**. Make sure that it is manageable and not too overwhelming. Big goals may need to be broken down into multiple mini-goals.
- Be careful when suggesting **time limits** for the goals. Keep in mind the age and abilities of the child. Something that might seem like a quick goal for you might take a bit longer for a child.
- Write goals as **“I-statements”**. For example, “I will memorize my multiplication facts” or “I will help my mom around the house”.
- Create some **tangible reminder** of the goal that the child will see on a regular basis.
- Offer encouragement as the child makes steps toward the goal and teach him/her **positive self-talk** by offering comments such as, “Look how close you are to your goal,” or “I can see you are working hard to meet your goal.”
- **Celebrate** when the child reaches a goal! If you are going to offer a reward for completing a goal, agree on the reward ahead of time. Try to make the reward an experience (making cookies, going to the park, etc.) rather than a toy.
- **Be a role model** – set your own goals, talk about them, and make your own tangible reminder.

* Sources for goal-setting tips:

<http://simplekids.net/goal-setting-charts-for-young-kids>

<http://www.kidsgoals.com>

GOAL-SETTING

<http://www.kidsgoals.com>

What is a Goal?

You set a Goal whenever you say, "I want to..." Your Goal might be that you want to get a pet dog. Or that you want to learn to dance - or to play football well. Or your goal might be to get better grades at school.

Why are Goals important?

When you have a Goal, it makes you feel full of energy. Having a Goal makes you feel good about yourself and about everybody else. It makes life much more FUN!!!

When is a Goal a good Goal?

It's always good to have a Goal. But there are ways to make Goal-setting even more fun! Here is a list of four things that make a good Goal:

1) A good Goal says EXACTLY what you want.

For instance, you might say, "I want a pet." That's not a very exact Goal, is it? If you said, "I want a pet DOG," that would be a good Goal. But suppose you said "I want a dog, that will be a little bit smaller than me, it will be brown and black, it will have big pointy ears, and a nice long tail," then that would be an EXCELLENT Goal, because you are saying EXACTLY what you want.

2) A good Goal says WHEN you want it.

If your goal is "I want to get good grades at school," to make it a good Goal, you would say something like: "I want to get grades that are one grade higher than the ones I got in my last report card. And I want to get these grades by the time I get my next report card." That way, you're saying EXACTLY what you want, AND you're saying EXACTLY WHEN you want it!

3) A good Goal is when you believe it.

If you said, "I want to learn to fly like a bird," that's not a good Goal, because you can't believe it, because you know you haven't got wings! But if you say, "I want to learn to hang-glide next summer," then that's a good Goal, because you know that it is possible, so you can believe in it!

4) A good Goal says HOW you're going to get it.

To have a good Goal, you need to make a PLAN. This is great fun! The plan will be different for every Goal, because every Goal is special. You will need a big piece of paper. This is how to do your plan:

Plans for Goal Setting

a) Write out your Goal at the top of the page. When you write it, pretend you are already in the process of getting it now! For instance, you might write, "I'm going to get a pet dog," or "I play football better and better." There is a part of your brain called the "Lower" brain, and this part thinks about your Goal all the time, even when you're thinking about something else. This part of the brain doesn't understand about "now" and "later". So you

must write your Goal as if you're starting to achieve it already, so that the Lower brain can understand it.

b) Under your Goal, write WHY you want it. Try to think of as many reasons as you can! If you write, "I want to learn to get better grades in school to please Mom and Dad," that's very good. But it would be even better to write: "I want to get better at school to please Mom and Dad, and so that school will be more fun, and so that I can help other children with their lessons, and so that later on, I'll be able to choose from many different subjects at school, and so that, when I grow up, I'll be able to do whichever job I most want to!" If you wrote that many reasons, then your Goal would be so special, nothing will stop you from getting it!

c) Next, write WHEN you want your Goal. This could be a week, or two weeks, or even a year!

d) Now, you need to write down exactly what you will need to do to get your Goal. To do this, work backwards. Take your Goal, and say, "What is the step BEFORE this?" For instance, if you want to get better grades at school, the step BEFORE that might be to do your homework as soon as you get home each night.

It's often a good idea to ask Mom and Dad for help with making your plan. They might have had similar goals in the past and can suggest steps to help you complete your plan.

What if I don't get my Goal first time?

It doesn't matter!

Mr. Edison, the man who invented light bulbs, tried thousands of ways to make light bulbs before he found a way that worked!

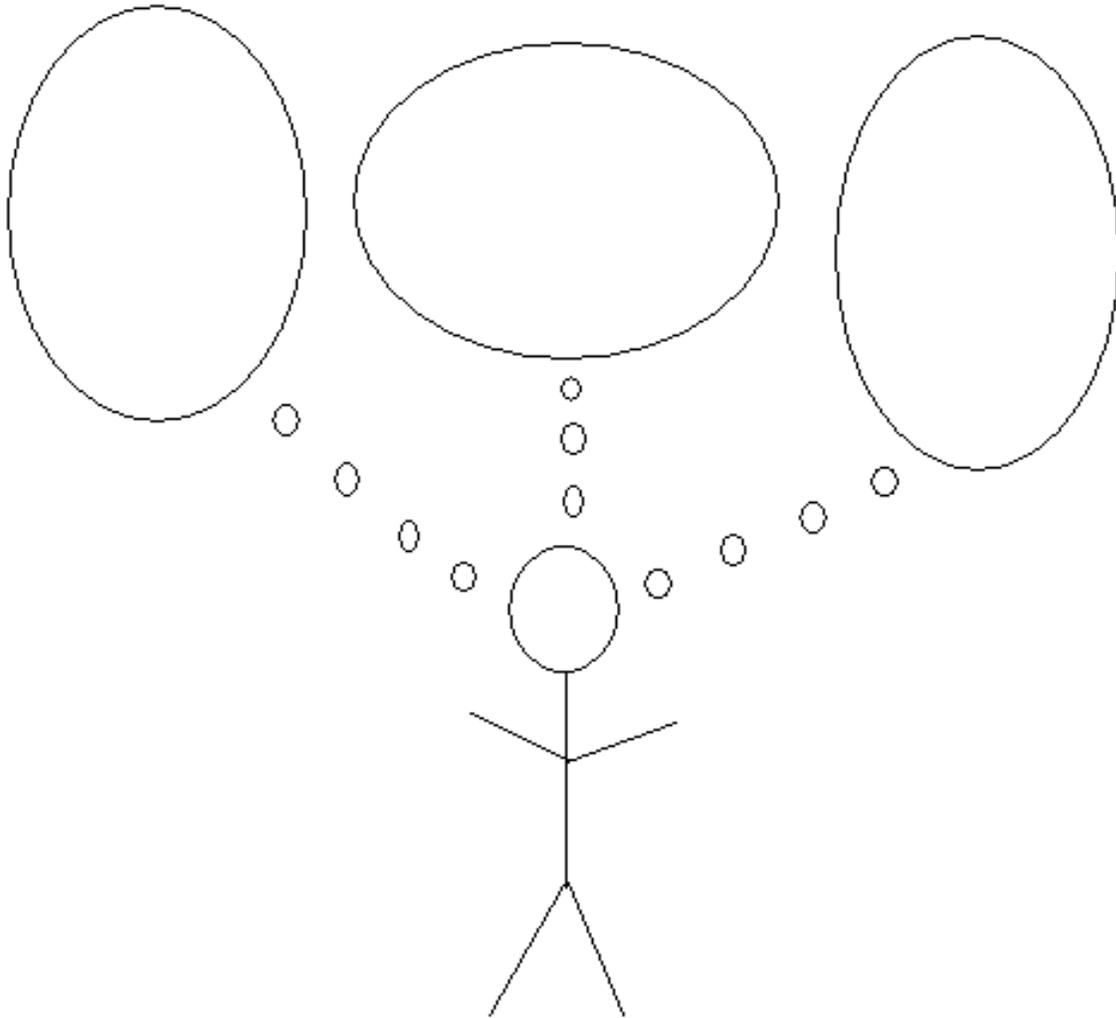
And each time he tried something and it didn't work, Mr. Edison said "I've learned another way not to make a light bulb!" - and he was happy, because he had learned something. Then he tried a NEW way, until he got his Goal of making a light bulb!

So, we must remember:

- 1) Always look for what you can LEARN when something doesn't work!
- 2) NEVER, EVER give up, - you WILL get your Goal in the end!

Three Wishes

If you had three wishes, what would they be? Write them in the bubbles below, and color the person to look like yourself.

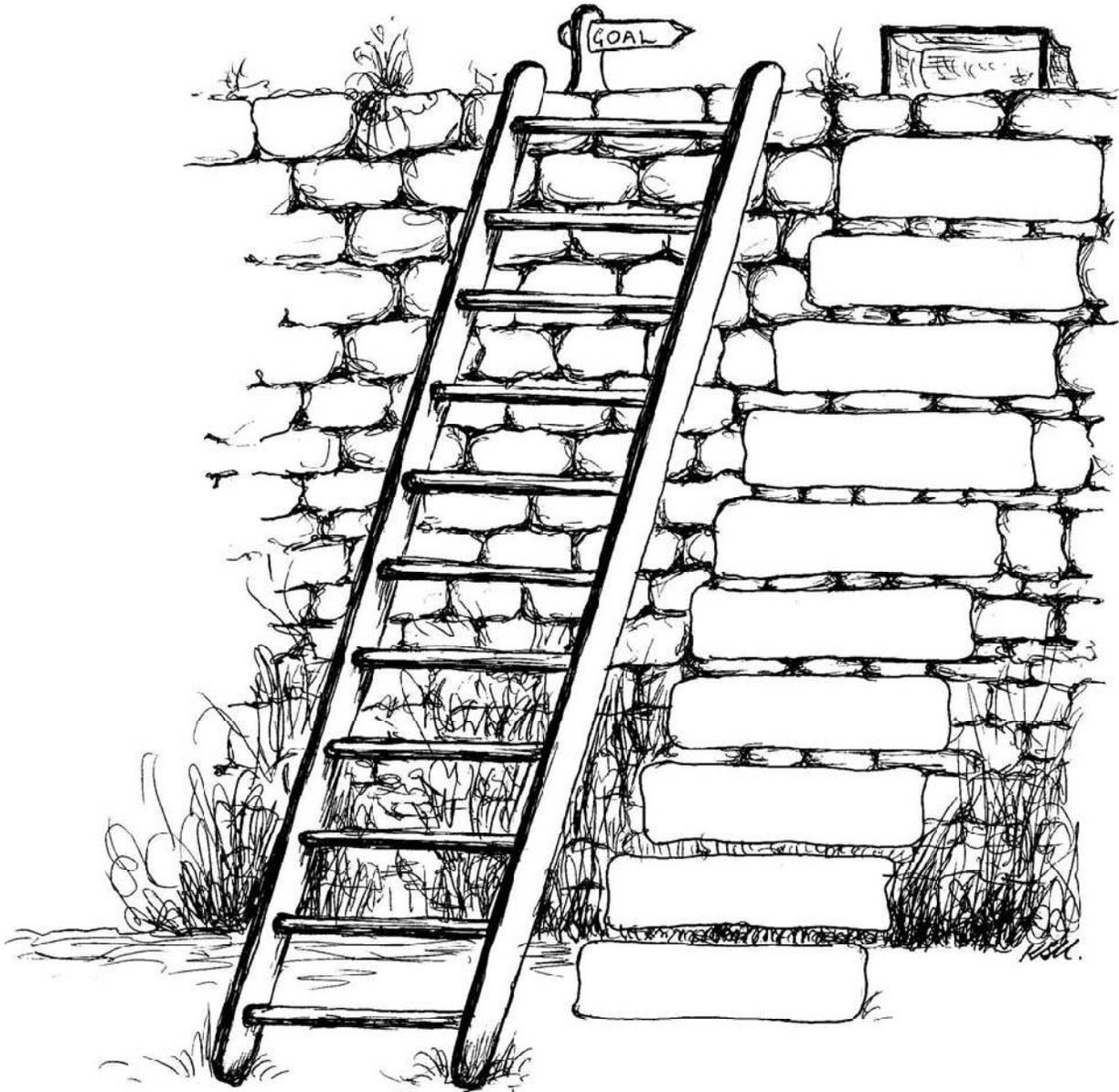


Are these wishes realistic? Why or why not? _____

What are some steps you can take to make these wishes come true? _____

The Goal Ladder

<http://www.kidsgoals.com>



Activity Ideas

Recreational Activities

- games (Phase 10, jacks, Uno, Monopoly, etc.)
- art (painting, drawing, art lesson, etc.)
- crafts
- make cards for holidays, birthdays, etc.
- baking/cooking
- music
- sports
- read & talk about scripture
- random questions that bring about interesting conversations
- talk about highs & lows from the week
- journal (write together, have the child answer specific questions in the journal, or have the child write in it at home and then talk about it during meetings)
- share your own talents/skills with the child; teach them a new skill

Educational Activities

- extra help with homework
- hands on activities that reinforce the concepts the student is learning in school
- flash cards
- poetry (writing your own or reading and discussing poems)
- science projects
- read books together and discuss
- educational games (math bingo, Scrabble, Smath, etc.)

Character/Spiritual Development

- affirmation & encouragement of good things that you see in the child
- talk about goals, work on some action steps for the child, and have some sort of accountability to it
- talk about how we can love our neighbors/family/friends/teacher
- look through character development activity books for ideas (ASP Director has access to a few if you want to utilize them)
- talk about what job the child wants to have in the future and figure out ways to encourage that and expose the child to that career path
- go through a devotional book together
- memory verses

Field Trips

- pumpkin patch
- restaurants/food places (McDonald's, Yogurtland, etc.)
- theater/dance/music performance
- museum
- art gallery
- farmer's market
- park

Incentives

- earn stickers
- earn points toward a field trip/prize

Getting to Know the Family

- talk to the parents when they come to pick up the child
- try your best to communicate even if you don't speak much Spanish; if you try your best to speak Spanish, they will feel more comfortable to try speaking English
- invite the family to participate in activities/field trips with you and the child
- invite the family into your life (dinner at your house, performances or sports games that you participate in, etc.)
- write an encouraging note to the parents

Websites for Activity Ideas

Crafts

- enchantedlylearning.com/crafts
- dltk-kids.com
- crafts.kaboose.com
- familycrafts.about.com

Science Projects

- sciencekids.co.nz/experiments.html
- stevespanglerscience.com/experiments
- kids-science-experiments.com
- pbskids.org/zoom/activities/sci

Educational Activities

- education.com/activity

Conversation Starters

- What was the _____ (choose one: funniest . . . most surprising . . . most predictable . . . dullest) thing that happened to you today?
- What was the nicest thing you did for someone else today? What was the nicest thing that someone else did for you today?
- If you were writing a newspaper article about your day, what would the headline be?
- Tell us three adjectives that describe your day today.
- In 60 seconds, tell us as much about your day as you can.
- Teach us one thing that you learned today that you think we don't yet know.
- If you were president, name three things that you would change about the country right away.
- If you won the lottery (or won \$100) what is the first thing you would buy?
- If you could ask God one question, what would it be?
- You are going to be alone on a deserted island for a year and you get to take one book/DVD/CD. What would you take?
- Describe your perfect day, from the time you wake up until you go to bed.
- If you could invent something that would make life easier, what would it do?
- If you were running for mayor, what would be your campaign platform?
- What movie character would you want to be?
- If you could meet a person from history, who would it be?
- Tell us the last joke that you can remember hearing.
- If you could be an Olympic athlete, what would you be?
- If you could go on a vacation anywhere in the world, where would you go?
- If you could make a movie, what would it be about?
- In the movie about your life, what actor would play you? Your best friend? Your family members?
- Would you rather see a movie, a parade, or a magic show?
- What makes you feel better when you're sick?
- If you wanted to earn \$50.00, how would you like to earn the money?
- What's your favorite board game?
- What object would you like to be able to draw really well?
- If you could be a superhero, which special power would you choose to have?
- What do you like best about yourself? What would you like people to know about you?
- What do you think is your greatest talent or ability? What would you like to try to do that you haven't had a chance to try?
- What pressures do you feel, and how do you deal with them? Do you know anyone who's always trying to get people to do something? Like what? Who usually goes along with these ideas?
- If you could go anywhere, where would it be? What would you do there?
- If you had millions of dollars, what would you do with so much money? How did you make these choices?
- If you could only save three things from a disaster, what would they be? What makes these things so important to keep?

- When it's hard to make up your mind about doing something, how do you decide? Did you ever do something and then realize that it's not turning out the way you expected? Have you ever done something and then wish you hadn't
- What is your favorite thing to do?
- What is your favorite thing to eat?
- What makes you angry? What do you do when you're angry?
- What rules do you follow at school? Why?
- What scares you? What do you do when you're scared?
- What should happen if you break a rule?
- What three words would you use to tell another person about yourself? Why those three words?
- When do you feel bored? What do you do to stop being bored?
- Which would you rather do—play ball or play cards? Why?
- Who is your favorite character on TV or in a book? What makes them your favorite? Would you like to be like the character? What would you copy?
- Who's your favorite friend?
- What do you like best to do with (a friend or family member)? Why?
- What do you want to be when you grow up? What makes you want to be that?
- What's your favorite Dr. Seuss book?
- If you could live in any home on a television series, what would it be?
- What's your favorite song?
- What's the best costume you've ever worn?
- What's your least favorite word?
- If you had to be named after one of the 50 states, which would it be?
- Describe something that's happened to you for which you have no explanation.
- If you could travel anywhere in Africa, where would it be?
- What did you have for lunch yesterday?
- Where do you go for advice?
- Have you ever been stung by a bee?
- What's the sickest you've ever been?
- What's your favorite form of exercise?
- Are you afraid of heights?
- Have you ever taken dance lessons?
- What's your favorite knock-knock joke?
- What's your favorite commercial?
- If you could go to Disney World with any celebrity alive today, who would it be?
- What's your favorite breakfast food?
- If you could have a super power, what would it be?
- Do you like guacamole?
- Have you ever been in a food fight?
- Name five songs to which you know all the lyrics. (Better yet, sing them.)
- Have you ever taken a picture in one of those little booths?
- When are you (or have been) most afraid?
- What has been the happiest day of your life?
- If you could change one thing in the world, what would you change?
- If you could change one thing about yourself what would you change?
- What is the most important thing in your life?
- What is the one thing you couldn't live without?

- What is your favorite movie of all time? Why?
- What is your favorite book of all time? Why?
- What cartoon character would you most like to be?
- What is the hardest thing about being _____ years old?
- What is the best thing about being _____ years old?
- Describe your perfect day.
- What job would you never want to have?
- Who is your best friend? Why are they your best friend?
- Would you rather dive from a high cliff into the ocean or give a book report in front of 500 kids?
- What's your favorite car and why?
- Who would you most like to meet?
- In what other country would you most like to live?
- What things don't boys understand about girls?
- What things don't girls understand about boys?
- What's easier, math or English?
- How much TV should kids your age be allowed to watch each week?
- Why do you think people use curse words?
- When was the last time you cried? What did you cry about?
- Are you looking forward to the next school year?
- What's the hardest part about going to school?
- What should a parent do when their children don't obey?
- If you could have any animal as a pet which would you choose?
- Would you like to hear your parents to tell you they love you more often?
- What embarrasses you the most?
- Is it ever OK to call someone names?
- If you could take a family vacation any place in the world, where would you go?
- How would you describe God?
- Do you think it's more important to be rich or kind?
- If you had three wishes, what would they be? (You can't wish for money or another wish!)
- How many children would you like to have one day?
- If you were the parent, what lesson would you like to help your mom and dad learn?
- Do you know how much your family loves you? How can you tell?

Encouraging Kids to Make Friends

- Talk about friends – why friends are important, what makes a good friend, etc.
- Invite another child to come play with your mentee. Observe how your mentee interacts with the other child. If needed, talk to your mentee to encourage positive interactions.
- Find activities that you and your mentee can join in with other children. These activities should be things that your mentee is interested in. Children with similar interests have a commonality to build their friendship on.
- Set small goals that will build on each other. For example, 1) smile and greet a new child each day, 2) greet another child and make a comment, 3) ask another child some polite questions
- Role play social situations with your mentee
- Teach and practice games with your mentee that are popular at school or in other social environments
- Be aware that some kids feel more comfortable with older or younger kids, rather than kids their own age
- Don't push shy children into social situations if it causes anxiety and/or they aren't ready.

Ten Ways You Can Support Your Child's Future

<http://mychildsfuture.org/parents/item.htm?id=95&previous=71>

Children of all ages need their parents and other adults involved with purpose in their lives – to nurture and to motivate, to clarify and to connect, to challenge into realizing their dreams.

Nurture the individual...

Passion for life, learning, and work comes from within. Help your children discover their passions. Cultivate their sense of hope. Believe in their dreams, and they will believe in them.

1. Tell your children you are proud of them.

A positive sense about who we are is central to a healthy and productive life. High self-esteem, combined with hope for the future, feelings of control over life events, and a sense of purpose, build positive identity. Reinforce your children regularly to lay the foundations for a strong sense of self-worth. Notice and praise your children when you see them doing a good job. Encourage them to spend their time doing things at which they feel competent and valued.

2. Listen to your children and express interest in those things they care about.

Talk with your children about the everyday stuff. (Believe it or not, 78% of middle school and 48% of high school age students say they want to talk more to their parents.) Start early by asking about their ideas and opinions regularly. Show them that you are really interested in what they think and feel, and they will become comfortable about expressing their thoughts to you.

3. Help your children understand who they are and what makes them special.

Ask your children questions about things that interest them and activities they are good at. Share what you observe about their strengths and interests. Probe their unique interests to better understand them. Consider their favorite games, books, school subjects, toys, activities, and make believe. Talk about how they learn best - is it through reading, talking, or doing?

4. Recognize that your children are unique and that their career paths will be unique.

Sometimes we expect that life should follow a perfect and predictable path. However, career development is a process, and everyone does it differently. Each child learns and develops at different rates. Talk about the positive aspects of these differences. Help your children express and cherish their uniqueness.

5. Be involved in school activities and support school work because education is important.

When you are involved in your children's education, they will achieve more regardless of your economic status, ethnic or racial background, or educational level. Your children need to see that you care about how they do in school. Be a partner with the teachers and school staff in supporting your children's education.

Connect to the real world...

Let their dreams create purpose and purpose fashion their goals. Challenge your children to reach for those goals and help them navigate the barriers.

6. Set a good example of school and work attitudes and behaviors.

Motivate through example. Model good work behaviors. Share workplace stories. Talk about the skills and knowledge you use every day in your job. Every time you talk about your salary, your workday highs and lows, your selection of work clothes - you send a message to your children about work. Be positive. Whether you realize it or not, you are passing on important work values. These values will last a lifetime.

7. Use everyday life activities to provide opportunities for your children to develop important life and work skills.

Encourage your children to be involved in activities that develop skills or knowledge. Begin with household chores to learn about responsibility and consequences. Volunteering and part-time jobs help develop reliability, decision-making, and self-respect. Music, sports, dance, and art expand self-awareness and knowledge about the world. Discuss what they are learning in these activities, what they like or dislike about them, and how they might want to use the skills they are learning in the future.

8. Encourage your children to make the most of career-related learning activities in school and the community.

Schools want to connect school to life so our students understand the importance of what they are studying. In Oregon, students must complete various career-related learning activities to earn their diplomas. Activities may include interest inventories, career research, education planning, job shadows, service learning, work experience, and classroom projects tied into real life issues. Learn about and support these efforts. Talk about them with your children - help make them more than requirements on a checklist.

9. Believe that education after high school is possible and important for your children.

College is not for everyone nor is it necessary for all jobs. However, it is fair to say that most people need some type of training beyond a high school degree. You may feel that you are not in the position to help your children with college or training. Despite rising costs, not all postsecondary training is that expensive, and there are many ways families and students can get help. Commit to working together - your children to do well in school, and you to help in any way you can to support their dreams.

10. Have high expectations.

Set goals realistically but expect hard work and discipline. Make sure your children attend school. Ask them about homework, and verify that assignments are completed. Encourage them to take challenging courses. Help them overcome discouragement when they aren't able to reach a goal. Celebrate their accomplishments.

Your positive, proactive involvement is an important factor in your children's successes in school and work. Keep in mind that the career decision is each child's, not yours, to make. If you are listening, observing, and being involved, you will understand their paths and will want to be a part of making their dreams reality.

Career Planning for Children

Info obtained from www.mychildsfuture.org

You may be thinking that career planning seems a little extreme for children, but it's important to understand that we're not talking about planning out a child's future or locking them into a career path. We are talking about helping children discover their own interests and skills, exposing them to the endless possibilities they have ahead of them, and showing them how they can begin preparing for their futures today.

There are three key aspects to career planning:

- Self-knowledge
- Exposure
- Goal Setting

Self-knowledge

What do you like to do? What are you good at? Those may seem like pretty simple questions. However, if a child hasn't had the opportunity to be exposed to many activities or hasn't ever had anyone point out their strengths, those might be difficult questions to answer. As a mentor, you have the opportunity to help your mentee discover his/her own interests, strengths, qualities, and values that will help to guide them in the future and the present. Here are some areas to look at with your mentee:

- **Interests** = what do I like to do?
- **Values** = what is important to me?
- **Skills** = what do I do well?
- **Personality type** = what traits and qualities best describe me?
- **Career beliefs** = what ways of thinking affect my career choices?

Exposure

There are endless possibilities for a child's future, but if a child has never been exposed to those possibilities, they may have a very limited view of the pathways that are available to them. If children live their whole lives in a three-block neighborhood and see the people around them following one of only a few paths (working minimum-wage jobs, joining a gang, becoming teenage parents), they may be succumbed to the idea that those are their only options as well. Therefore, it is important to expose children to as many opportunities as possible. This can take place in planned out activities/field trips or it can happen in everyday conversations. Here are some ideas for exploring educational/career opportunities:

- Invite a professional in a job of interest to come speak to your mentee
- Plan a field trip to job site
- Plan a field trip to a college
- Talk about the skills used in particular jobs (math, art, science, etc.)
- Talk about the education/training that a professional had to undergo in preparation for a certain job
- Talk about jobs that are related to your mentee's interests
- Research colleges/jobs together

Goal Setting

It is important for children to learn the process of goal-setting now, whether that be in setting long-term goals for a future career or setting short-term goals for their educational or personal development. The value is in not just letting life pass them by but in taking an active role in obtaining something that they truly desire. In the process of career planning, children can start to think of action steps that they can take to prepare for their future. This may mean raising their grades in a certain subject, getting involved in a club to evaluate their skills and interest in a certain area, researching certain colleges, or job-shadowing someone in a particular field of interest.

Support and Encouragement

What if my mentee wants to be a professional athlete or rock star? Even if your mentee's career choice seems completely far-fetched, it is still important to encourage them in their dreams. It is good for kids to dream big. It is normal and ok for a child to want unrealistic things. And who knows – maybe their big dream could become a reality. Every professional athlete and rock star was a kid with a dream at one point. No matter what their career choice is, it is important to help children become aware of the realities of that career choice. Help them learn about the preparation and work that goes into that job. Help them think about steps that they can take now to improve the skills needed for that job. Most importantly, offer affirmation and encouragement. Let the child know that they have endless possibilities ahead of them as long as they work hard to achieve them.

*** The following information is taken directly from the website www.mychildsfuture.org. While it speaks specifically to parents, the information may be applied to the role of a mentor as well.**

Exploring interests

The choices children consider for career paths are related to their interests AND their belief that they can perform well in activities related to them. Children need their parents to expose them to a wide variety of areas so that they have the opportunity to develop interests. They also need their parents to support and reinforce their pursuits so that they stick to their efforts and develop confidence that they will be able to pursue these interest areas successfully.

How can I help my child identify interests?

It is important that your children learn to identify their interests and understand why their interests are important to their future. You are in the position to observe your children at play and, at a very early age, they will show their interests to you. You can talk to your children about the interests you observe. Ask:

- What do you like about doing that activity?
- Are there other activities like it that you would like to try?
- Do you know any people (other children or adults) with a similar interest? What other activities do they like to do? If an adult, what kind of work do they do and does their interest play a part in it?

You can also help your children identify interests that you have not directly observed. Ask:

- What is your favorite school subject?
- What activities outside of school do you enjoy the most?
- What hobbies do you have or would you like to have?
- What do you like to do with friends?
- What do you like to do in your free time?
- What types of books interest you the most?

Help your child explain what aspects of these activities they like and why they think they like them. Assist your child to develop the language skills to talk about their interests now and in the future.

What if my child does not seem to have any interests?

Your children do have interests. Pay attention to:

- the activities your children like;
- the books your children read;
- the television shows your children watch;
- the Web sites your children visit; and
- the way your children spends their free time.

Discuss what your children like or dislike about each activity.

Expose your children to new activities. Take them to:

- museums
- art galleries
- zoos
- musical and theatrical performances
- community and sporting events

Let your children try extracurricular activities like:

- art classes
- computer classes
- a community service group
- a sports team

Encourage your children to start collections and help them decide what will be in that collection.

After identifying interests, what is next?

Tie interests to occupations, careers paths, and school subjects. For example, an interest in the outdoors could lead to careers ranging from gardening to oceanography, or an interest in helping people could lead to careers from teaching to medicine. If your children have a list of possible careers from interest assessments, make sure they consider careers related to those on the list as well. For example, if computer programmer is on the list, your child could also explore web development, video game development, networking, and computer support.