

CHOOSING YOUR CAMP

Getting to know your own interests



Target competency	Know and value oneself
Cross-curricular competency (QEP)	<ul style="list-style-type: none"> • Construct their identity
General objectives	<ul style="list-style-type: none"> • Know some of one’s own interests • Understand that there are differences between the interests of different people

REVIEW OF THE PREVIOUS WORKSHOP

Remember, in the last workshop, we talked about activities that make you feel good. Do you remember the challenge I gave you? Tell me how you did it.

*The challenge was to do an activity with their parents that makes them feel good.

THE ADVENTURES OF LEO AND CHARLIE

Finally, the bus stops at Camp OFF-TRAIL. Hooray! Although he's still a little worried, Leo is very happy to have arrived. After sitting for so long, he needs to stretch his legs. He's also starting to get hungry. As for Charlie, she's sooo excited. She rushes out of the bus and takes out her binoculars. She observes everything around her.

Before starting the activities, the teacher, Mr. Eric, gathers the students to eat their snack. While everyone is refuelling, Mr. Eric takes time to explain the day's schedule to the group. The students will have to form teams to take part in the activities of their choice. The activities include horseback riding, games in the water, building log cabins, and a forest walk to discover wild mushrooms.

Without a moment's hesitation, Charlie heads off with the group to discover the mushrooms. She likes to rummage through the leaves. She dreams of exploring the ground with her big magnifying glass and discovering mushrooms of all shapes and sizes.

Leo watches Charlie walk away. She's the only person he knows in the group, but he hates mushrooms. Yuck! He'd much rather go play in the water or build a tree house, but he's embarrassed to go with people he doesn't know. Oh, oh! He doesn't have much time left to make a choice. What does he really want to do?

DID YOU KNOW?

One of the components of a child's social and emotional development is directly linked to the development of his or her personal and social identity. Through different experiences and the eyes of others, children learn to recognize their own personal characteristics and the differences between theirs and others'. Over time, they then develop an accurate vision of their own strengths and difficulties.

Around the age of 3 or 4, children describe themselves mainly through very concrete characteristics, such as their physical features, physical abilities and preferences.

By experimenting with different activities, children gradually discover what they like, and this is how, over time, they build their individual identity.

(Ministère de la famille, 2019)

INSTRUCTIONS

1. Before carrying out the activity, it may be helpful to ask another adult in the school or some older students to help you run it, depending on the needs of your group of students. Then prepare three different activity stations in the classroom:
 - A relaxation and colouring station. You can organize it as a quiet corner with relaxation objects, cushions or blankets, and drawings or mandalas to colour.
 - A dance station with music to move to. You can use a dance video found on the Internet or use this one: <https://youtu.be/k5sRGUVdZSo>
 - A building station with blocks or Lego™ bricks.
2. Explain that, as in the story of Leo and Charlie, there are different activities for them to try in groups.
3. Divide the class into three groups and explain that they will try out three different activity stations for five minutes each. Take the time to explain to students what they can do at each station, and direct each group to an activity station.
4. Provide a signal to indicate a change of activity station every five minutes.
5. When all the students have tried all three activity stations, invite them to return to their seats.
6. Ask every student in turn the following question:
 - Which activity station did you like best? Why?
7. Explain to the students that they didn't all give the same answer because every student is different and likes different things, and that's perfectly normal.
8. Give students the *What I Like* handout (below) and invite them to draw something they like.

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CHALLENGE

Suggest the following challenge:

- Before the next OFF-TRAIL workshop, find three activities you like to do.

ENABLING REINVESTMENT

To support students in the development of their personal identity, you can encourage them to take part in a variety of activities, even if they are not naturally inclined toward certain games or types of activity. In this way, you give each child the chance to experience new things and discover new interests. Some children tend to play the same games over and over, thus having fewer opportunities to develop their interests. A rotation of workshops over the course of the day can therefore be very useful for everyday activities.

You can also create a responsibility chart for students. This will enable them to try out different tasks and foster their sense of competence and autonomy.

READING SUGGESTIONS

- Dubuc, M. (2021). *1, 2, 3, Off to School!* Kids Can Press.
- Mitchell, M. (2020). *My Very Favorite Book in the Whole Wide World*. Orchard Books.



HANDOUT TO PRINT

What I like



I love birds



And I love to play in
the water



And what do YOU like?

A large, empty rounded rectangular box with a green border, intended for a child to write their own answer to the question "And what do YOU like?".