***Source Gray Poehnell ‘Guiding Circles’ Resource***

**Instructions**

Distribute the ‘Favourite Things’ worksheet (see facilitator kit for template).

* + Start with the outer layer, ask participants to list up to 12 things they enjoy doing or consider their favourite things. There is no right or wrong answer. Give some examples that emphasize that favourite things can come from any aspect of life: no big or small, not important or unimportant, it is just whether people find this to be favourite thing or not.
	+ Next layer in… “How long since you’ve done these things?” (e.g. last two weeks, last months, six months ago).
	+ Next layer… “How much does it cost?”
	+ Next layer… “Was it planned or spontaneous? Use “P” for planned and “I” for impulsive.
	+ Next layer… “Do you do it alone or with someone else? “A” for alone and “O” with others.
	+ Next layer… “Does it involve mind – “M”, body – “S”, spirit – “E”, emotion – “C”, or a combination?”
	+ Ask participants to reflect about what they like most about their lists. They may also consider whether anything surprised them.
	+ Invite reflection on the patterns they see in their circle

‘Have you done these things recently or has it been a while?’ or Do you tend to have most things free or do they cost money?

Patterns may also be seen across questions; for example someone may see that the things they do alone tend to be free and the things they do with others tend to cost money.

As they review their answers, ask them to note those things they already knew about themselves and the things that surprised them. Remind them that there are no right or wrong answers. The answers are meant only to help them think about their lives and who they are.

Could have a group discussion to share their reflection any patterns or surprises.

Depending on group size, you may have participants complete and share the following sentence in pairs on the handout:

“I was pleased that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”; “The things that surprised me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “;

Extension Activity

* + Write one volunteered example in the middle of the whiteboard. Who does this sort of thing in their job? Use an example that is more common such as walking (Who walks in their job?) or skateboarding (Who gets paid to work around skateboards, etc.?)
	+ Invite participants to brainstorm all the possible ways a person could build on this love to make money. Encourage diversity. Record all ideas on the whiteboard. Debrief.
		- While some ideas might be outrageous, others may represent a potential avenue to explore further. The things we love can be powerful motivators for action.
		- Point out that this activity is also intended to make a very serious point. Very often, we forget to start with the basics – by asking ourselves and our teenagers the question: “What do you love to do?”. Parents are uniquely positioned to observe – so pay attention and notice what their teenager loves to do.
		- What can’t your teenager stop themselves from doing? Rather than focusing on their activities (the “what”), it can be very instructive to ask them what it is about the activity that they love (the “why”).

