



ACTIVITY 'S NAME: Information about yourself

Type of activity: intrapersonal/ interpersonal
Number of participants: 6-8
Participants' academic profile(s): minimum Lower secondary education (ISCED 2)
Participants' average age: over 16 years old
Duration: 40 minutes

Necessary materials:

For each participant have ready one blank sheet of A4 paper, plus colored pens

Aim or Purpose

- encouraged the participants to think and speak about who they are and what is important to them
- start to explore the connection between knowing yourself and making choices about their futures

Expected Outcomes

To help participants to identify their interests

To help participants share about themselves and to learn about the others in the group

Competencies that will be developed:

- developed their ability to relate to and work with others
- using language, symbols and texts
- managing self
- understand the value of individual difference

Skills that will be developed:

- affective skills (the skills needed to recognize preferences)
- communication skills (listening, speaking)
- self-confidence
- self disclosure (discuss about themselves openly)

Key terms / special vocabulary about / during the activity:

Interest- A thing a person enjoys doing or thinking about

Job - regular work that earns you money

Project implemented by:





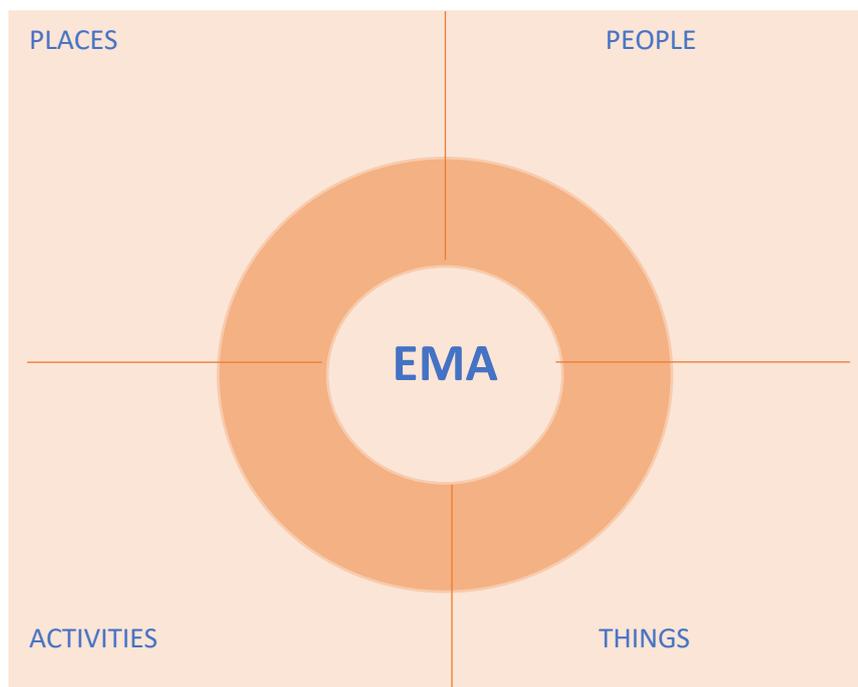
Job Interview- A meeting between the employer and potential employee in which the employer asks questions to see if the potential employee can be hired for the position.

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

Have ready one blank sheet of A4 paper per participant plus coloured pens.

Activity's step-by-step description:

1. Tell participants that you want them to write their name in to the circle in the middle of the blank sheet of A4. Starting from their name draw another 2 concentric circles. Split the paper into 4 equal parts (4 dials) and In each dial corner write: places, people, activities, things.
2. The circle closest to her/his name represents the people, places, activities, and things **most important** to her/him. Their task is to draw or write the name of the place, people, activities and things they like the most, which are closest to the person near the centre, close to the person.
3. Outside the circle they will draw or write the name of the places, people, activities and things they **don't like**. If participants state that they cannot express certain activities, people, or places through drawing, tell them that it is preferable to be as creative as possible. You can give participants the following example: if someone's favorite activity is swimming, they can draw a swimming pool, a lake or even a fish!



4. Before they start to do this, tell them that afterwards you want them to get into pairs, with someone they feel comfortable talking to.
5. Give out the paper and pens, remind participants that they have a couple of minutes for thinking time, then five minutes for drawing then five-ten minutes for sharing the results with their partners.





6. Ask participants to exchange drawings with a partner. "Let your partner tell you what they see in your drawing. They will often see things you did not notice. Then do the same for your partner".
7. Finally discuss similarities and differences between your drawings. Ask participants to think about the things that make people the same or different. Record their ideas in a **mind-map**. Guide participants to the conclusion that difference is extremely valuable to the world and our differences help us to see things in new ways.

What participants like means their interests that will influence many of the choices they make in their life, including what they study and the jobs they will do. They may lose interest in some things as they get older and pick up new interests.

Recommendations (How to use the tool/resource)

This activity can be done simply as a discussion. Each participant share their results and what they thought or felt about the activity (seeing things about oneself, represented in a visual form, can often be quite revealing). Then display all the pictures as wallpaper.

The activity can lead into a discussion or further activities about the need to recognize and value each person.

Emphasizing their positive characteristics and capabilities, each participant will develop an advertisement or commercial to "sell oneself" that would help them in job interview situations.

Evaluation: The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

Facilitator need to be able to explain clearly both what they want participants to do, and why they want them to do it. If participants understand the relevance of an activity, they will be more interested in it.

Use simple, short sentences, supported by appropriate gestures and facial expressions
Have a friendly, open approach and take care to create a work environment in which participants feel safe and encouraged

Do not fidget, avoid "non-words", such as "you know", "kind of".

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