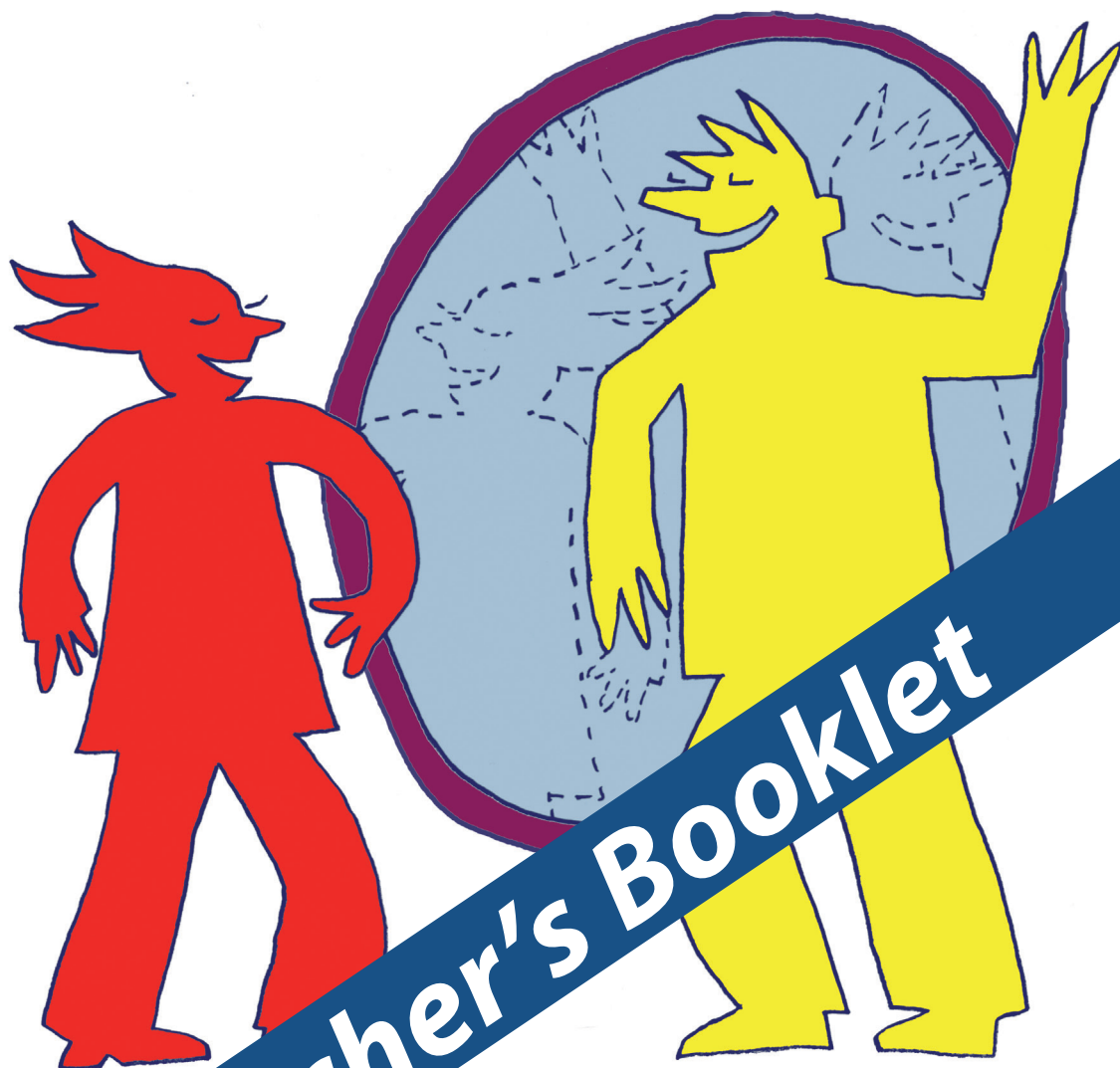


# Me and my strengths

*Analysing my competences, interests and personality*



Teacher's Booklet

JOBS

Jobs Booklet No.

2



PROGRAMUL DE COOPERARE ELVEȚIANO-ROMÂN  
SWISS-ROMANIAN COOPERATION PROGRAMME

**PROJECT CO-FINANCED BY SWITZERLAND  
THROUGH A GRANT FROM THE SWISS ENLARGEMENT CONTRIBUTION**

The Romanian-Swiss project called Job Orientation Training in Businesses and Schools - JOBS combines the world of labour market and school. The programme prepares students in the lower secondary or first years of the upper secondary education through a yearlong cross-curricular course. They evaluate and develop their own competences and life skills and become acquainted with the real working world.

The Romanian Ministry of National Education and the Centre for International Projects in Education at the PH Zurich carried out the co-ordination of production, design and editing of these teaching and learning materials in co-operation. The publication was co-financed by Switzerland.

An important specificity of the JOBS project was the close co-operation of all stakeholders. The teachers, pedagogues, psychologists, principals of the two pilot schools from Brasov (Technical College Transylvania, Gymnasium School No. 25), the representatives of the School Inspectorate of Brasov County and all the highly engaged specialists from National Centre for VET Development and academics of the University of Bucharest have not only contributed to an innovative set of learning material, but were part of a very democratic and participatory process of school development. The most sincere thank you goes to all of them.

Zürich, Bucharest, Brasov, 2014

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PH Zürich

# ***Me and my strengths***

## ***Analysing my competences, interests and personality***

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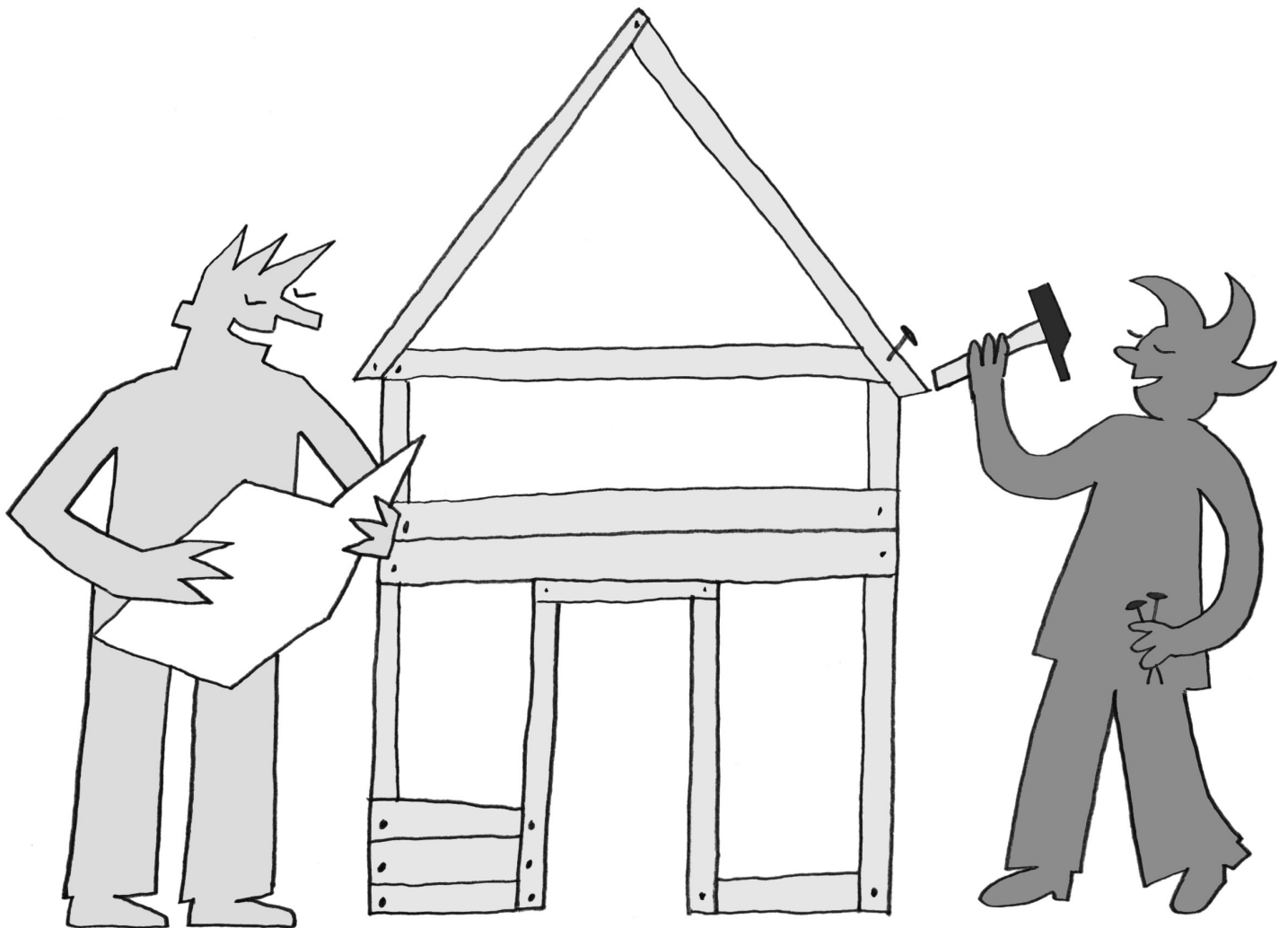
# ***Booklet 2 – Topic 1:***

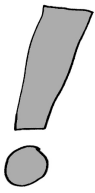
## ***My competences***

### ***Analysing what I am good at***

A **competence** is a combination of related abilities, commitments, knowledge, and skills that enable a person to act effectively in a given situation.





Example: The ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.





# **Booklet 2 – Topic 1 – Task 1:**

## **How I see myself and how I see others**

	X
	X
	
	50'

### **The task:**

Create competence profiles (a spider diagram) for yourself and for another student in your class.

### **Classroom organisation:**

Work individually and in pairs.

### **Procedure:**

- 1) For this task, you will be assigned a random partner.
- 2) Take your time to read about the eight competences on the next page.  
You will use them to create the competence profiles for yourself and for your partner.
- 3) Create your profile. You will get a spider diagram that reflects your self-assessment. Try to also give an example for each characteristic.  
Note scenes or actions that prove that particular competence.
- 4) Now create a profile for your working partner.  
You may know something about certain competences he/she has (you can add scenes or actions), but you might have to guess about others.  
Try to be honest and realistic, but also supportive. Prepare the feedback for your partner. You can use the empty lines on the worksheet.  
You can also use *Tool no. 16: Giving feedback*.

### **Materials:**

- *Tool no. 16: Giving feedback*
- Info material: *The eight competences*
- Worksheet: *My spider profile*
- Worksheet: *How I see my working partner*

## Why chance is sometimes the better choice

Students normally choose somebody they know and like as their working partners e.g. the classmate who usually sits right beside them. This is good as it offers security. However it is also good, sometimes even better, when the choice is taken randomly. Only then will the students get to know themselves better, and get to know other students. By randomly assigning partners for tasks, the teacher gives a strong signal: "You are able to work with a lot of other people, not just with one or two!"

Assigning partners randomly must be quick and transparent for all. Here are some ideas: The students get up and form a line, or one that makes a curve through the classroom, starting here (you indicate a suitable spot) with ...

- ... the youngest
- ... the lowest house number
- ... the tallest
- ... the highest day of birth
- ... the darkest hair
- ... the most colourful pullover/T-shirt
- ...

The rest is obvious: The first two get together, then the second two, and so on... and at the end there might be a group of three.

## Teacher's preparation notes

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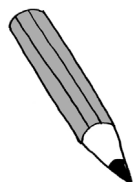
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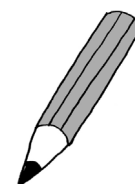


## ***The eight competences***

<b>Competence</b>	<b>Key questions</b>
1) Concentrating on tasks	<ul style="list-style-type: none"><li>- Can I stick to the same task for a long time?</li><li>- Can I easily rehearse a music instrument?</li><li>- Do I get distracted easily?</li></ul>
2) Technical competences (machines, computers ...)	<ul style="list-style-type: none"><li>- How do I deal with new computer programs?</li><li>- Can I support others so they understand?</li><li>- How am I with machines of any kind? Can I fix broken machines in the household? Or do I at least try to do so?</li></ul>
3) Helping other people	<ul style="list-style-type: none"><li>- Am I supportive of others?</li><li>- Do I support other people if necessary, including those who are not my friends (carry things, show the way etc.)?</li></ul>
4) Solving tasks	<ul style="list-style-type: none"><li>- Do I like solving tasks? Am I patient when things start to get complicated?</li></ul>
5) Calculating, working with numbers	<ul style="list-style-type: none"><li>- Am I precise with numbers? Do I like to have an overview of my expenses and savings?</li><li>- Can I work on my own lists and calculations?</li></ul>
6) Planning, organising ...	<ul style="list-style-type: none"><li>- Do I like to organise things like football tournaments or excursions etc.?</li></ul>
7) Arts: drawing, painting, creating music, dancing ...	<ul style="list-style-type: none"><li>- Am I happy when I can draw a picture? Can I express emotions through art?</li></ul>
8) Talking to people face to face or on the telephone	<ul style="list-style-type: none"><li>- Do I like communicating with others? Or am I rather shy?</li></ul>



# My spider-profile



Concentrating on tasks  
Scene:

Technical competences  
Scene:

Helping other people  
Scene:

Solving tasks  
Scene:

Calculating,  
working with numbers  
Scene:

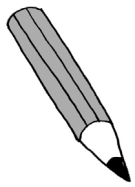
Planning and organising  
Scene:

Arts  
Scene:

Talking to people  
face-to-face  
Scene:

Name:

A circular diagram divided into eight equal segments by four intersecting lines (two perpendicular and two diagonal). The segments are labeled clockwise from the top: 'Concentrating on tasks Scene:', 'Technical competences Scene:', 'Helping other people Scene:', 'Solving tasks Scene:', 'Calculating, working with numbers Scene:', 'Planning and organising Scene:', 'Arts Scene:', and 'Talking to people face-to-face Scene:'. In the center of the diagram, where the lines intersect, is the label 'Name:'.



## How I see my working partner

**Name:** .....

Concentrating on tasks  
Scene:

Technical competences  
Scene:

Helping other people  
Scene:

Solving tasks  
Scene:

Calculating,  
working with numbers  
Scene:

Planning and  
organising  
Scene:

Arts  
Scene:

Talking to people  
face-to-face  
Scene:

Name:

Notes for my spoken feedback (see *Tool no. 16: Giving feedback*)

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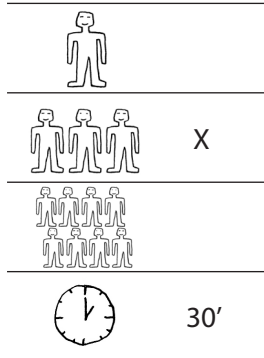
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## **Booklet 2 – Topic 1 – Task 2:** **Getting feedback on competences**



### **The task:**

Give and receive feedback in a discussion. By doing so, you will get to know yourself and others better.

### **Classroom organisation:**

Work in pairs.

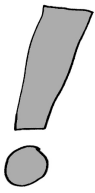
### **Procedure:**

- 1) Look at all the spider diagrams together. Lay them out in front of you.
- 2) Decide who will be the first person to receive feedback.
- 3) Give your colleague feedback. Use your notes underneath the spider.  
The person getting feedback just listens and thanks the other person for the feedback – no discussion yet!
- 4) Then the person who got feedback explains his/her own view, using his/her own spider.
- 5) Now compare the spiders about the same person. In which way are they the same? In which way are they different? The following questions might be helpful:
  - What is surprising?
  - What do I like?
  - What is difficult to understand?
  - What did we learn about competences?
  - What are competences? Could you explain them to your parents, your friends? Can you give good examples?

### **Materials:**

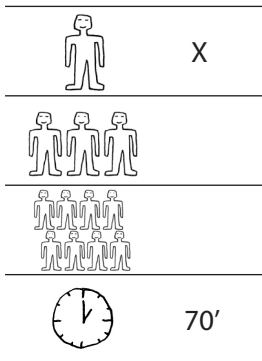
- Tool no. 16: Giving feedback





## **Booklet 2 – Topic 1 – Task 3:**

### **My strengths**



#### **The task:**

Draw a mind map of the strengths you think you have.

#### **Classroom organisation:**

Work individually at your desk.

#### **Procedure:**

- 1) Take your time and go through *Booklet 2 – Topic 1 – Task 1* again. Also look at the spider diagram you have drawn about yourself. List your strengths on small slips of paper, on post-it notes or in any other way that suits you.
- 2) Now it is time to create a mind map of your strengths. Put your name in the middle of the page and arrange your strengths around it.
- 3) The more notes you write down onto your mind map, the more interesting it becomes as you start seeing connections.
- 4) Have a good look at *Tool no. 8: Creating mind maps*.
- 5) Write a short comment beneath the mind map.
- 6) Chair hopping: This is a good method for giving and receiving written feedback. First leave what you have produced out on your desk. Then get up and look for a free chair, at least two or three chairs away from where you are now.  
Sit down and read what your colleague has written/drawn.  
Write some short constructive feedback (see *Tool no. 16: Giving feedback*) directly under the work of your colleague, and sign it with your name. Repeat this once or twice with different colleagues.  
When the teacher gives a sign, you may return to your desk and read the feedback your colleagues have given you: Enjoy!

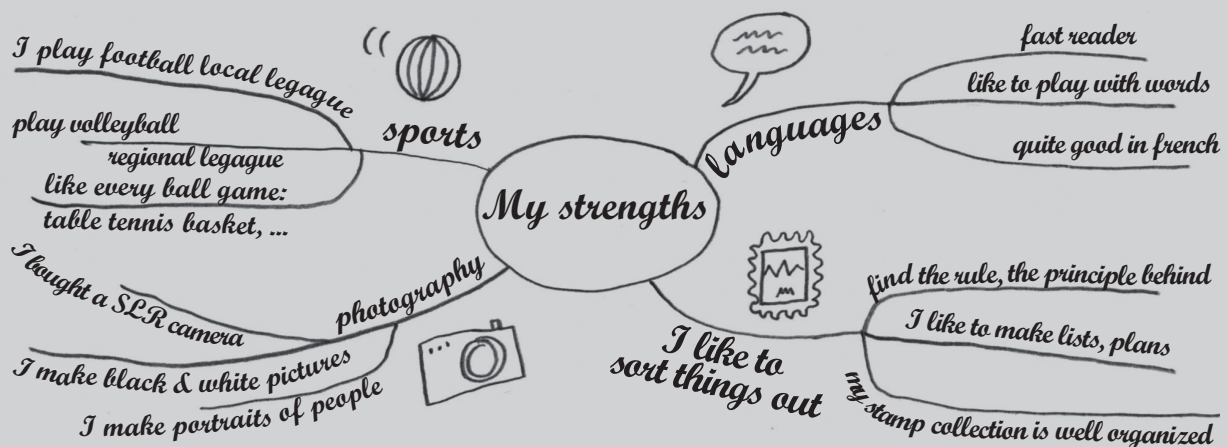
#### **Materials:**

- *Booklet 2 – Topic 1 – Task 1: My spider profile*
- *Tool no. 8: Creating mind maps*
- *Tool no.16: Giving feedback*
- *Worksheet: Mind map about my strengths*

## Creating mind maps

It might be necessary to give a concrete example of what a mind map looks like. It is the teacher's task to do that. One way could be to use yourself for this example, by drawing a big mind map on the blackboard and writing down your own strengths.

If you do not feel comfortable doing this, you can also use a fictitious student for this mind map.



## Timing

For creating a mind map, the students will need about 30 minutes, for "chair hopping" about 15.

## Chair hopping

We recommend that you participate in "chair hopping", for two reasons:

Deeper insights: You will know more about how students work. Think about whether you decide to comment on the mind maps you already know from the production phase, or whether you prefer to read and comment on the work of the students you haven't spoken with!

## Acting as a role model:

By joining the game, you give the students good examples of written feedback. The quality of student feedback will improve in time.

## Teacher's preparation notes

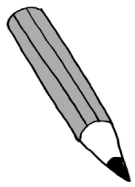
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## ***Mind map about my strengths***

I have learnt about myself that...

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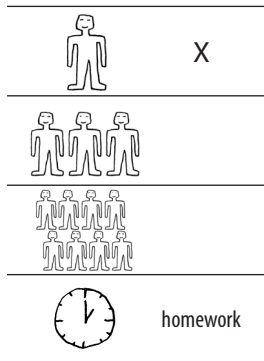
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## **Booklet 2 – Topic 1 – Homework Task: Me and my interests**



### **The task:**

Analyse what activities interest you most, and how they can be connected to different fields of interest.

### **Procedure:**

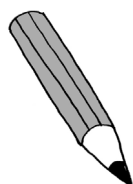
- 1) Read the list with the nine fields of interest on the following page. Which ones correspond best to your interests? Choose and highlight three of them.
- 2) Then have a look at the next table. Underline or highlight 20 activities you like - or you would like to do!
- 3) Transfer your choice onto the following page for the discussion.

### **Materials:**

- Worksheet: *My favourite activities*
- Info material: *Nine fields of interest*
- Worksheet: *At a glance - Your favourite activities and fields of interest*

Every booklet, every topic and every task in the JOBS programme includes descriptions of goals that should be attained by task-based learning. It will still be very important to communicate these goals when explaining a task and giving instructions to the students. Only then will students understand why they are doing what they are doing.

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

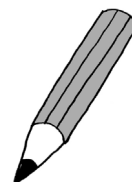


## Nine fields of interest

Field of interest	Description
<b>1) Nature</b>	ANIMALS Occupying myself with dogs, cats, rabbits, hamsters, mice, parrots, guinea-pigs, fish, birds, tortoises, tigers, lions, cows, horses ... PLANTS Occupying myself with house plants, flowers, herbs, vegetables, garden bushes, plants in the forest/in the water, taking care of the environment, cleaning ...
<b>2) Sports</b>	Swimming, diving, surfing, sailing, rowing, hiking, jogging, skating, walking, cycling, running, ballet, dancing, hip-hop, line dance, tennis, riding, badminton, gymnastics, climbing, skiing, snowboarding, ice-skating, judo, volleyball, basketball, football, hockey ...
<b>3) Household and cooking</b>	Cooking, food shopping, setting the table, handling money, tidying, cleaning, doing the dishes, sewing, handling devices ...
<b>4) Arts and design</b>	Drawing, painting, sculpting, photographing, filming, cutting, working with paints, clay, paper, using pencils, working on the computer, playing an instrument, singing, acting, dancing, writing letters, stories, poems ...
<b>5) Decorating, repairing, producing</b>	Decorating and repairs indoor (in the rooms, in the house, in the apartment, in the garage), renovating furniture, making jewellery, making things with wood, metal, paper, carton, straw, textiles, wool, chemicals, glue, paint ...
<b>6) Technical tinkering, experimenting</b>	Technical toys, putting together devices or repairing them; with wood, metal, glue, soldering iron, working with machines, planes, ships, musical equipment, electronic instruments, computer; Making technical, physical and chemical experiments, technical drawing ...
<b>7) Buying, selling, collecting things</b>	Comparing prices and offers, walking through shops, helping in sale actions, collecting stamps, postcards, photos, maps, books, drawings, coins, minerals, fossils ...
<b>8) Reading, getting informed</b>	Reading newspapers, magazines, books; listening to information on radio/TV/video/DVD, using the Internet for research, getting informed about politics, war, transport, economy, travel, adventure, love stories, geography, techniques, arts, music, religion, fashion, entertainment, advertising ...
<b>9) Working with people</b>	Being part of communities and groups, helping neighbours, baby-sitting, organising events for groups, visiting people, shopping for other people ...

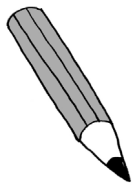
(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)

# My favourite activities



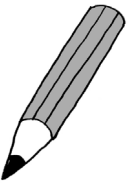
No.	Things I like to do
1	Being outside Taking care of living things Taking care of animals or plants: Cleaning them Raising them Observing them Discovering how they live Contributing something to the environment
2	Exercising Controlling my body Experimenting and going on adventures Competing with others Being alone and training Participating in a team sport Doing physical work
3	Shopping for food and household goods Filling in order forms Helping others in the family, in the household Making something "nice" Decorating Tidying up Organising Being in the house
4	Creating something Designing Brushing up Making music Realising ideas and feelings in artistic forms Presenting my work Moving my body
5	Working with my hands Repairing something Putting something together Realising own ideas Working accurately Bringing joy to other people Being in the handicrafts workshop Planning and measuring

(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)



No.	Things I like to do
6	Repairing technical devices Putting devices together Exploring what a software can do Programming something on my computer Investigating something Experimenting Working accurately and exactly
7	Talking to other people Knowing and comparing sale offers Handling money Evaluating things Owning valuable items Swapping items Sorting things Watching nice colours and forms
8	Thinking Expanding my knowledge Being informed Working with my brain Being alone Getting new ideas
9	Meeting new people Being together with others Discussing Organising Helping others Leading others Receiving training Taking responsibility Being engaged in something

(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)



## ***At a glance:***

### ***Your favourite activities and fields of interest***

- 1) Fill in your 20 favourite activities, and your 3 favourite fields of interest.
- 2) Now draw lines or arrows to see which activities correspond to which fields.  
What pattern do you detect?

#### **20 favourite activities**

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

#### **3 fields of interest**

1
2
3

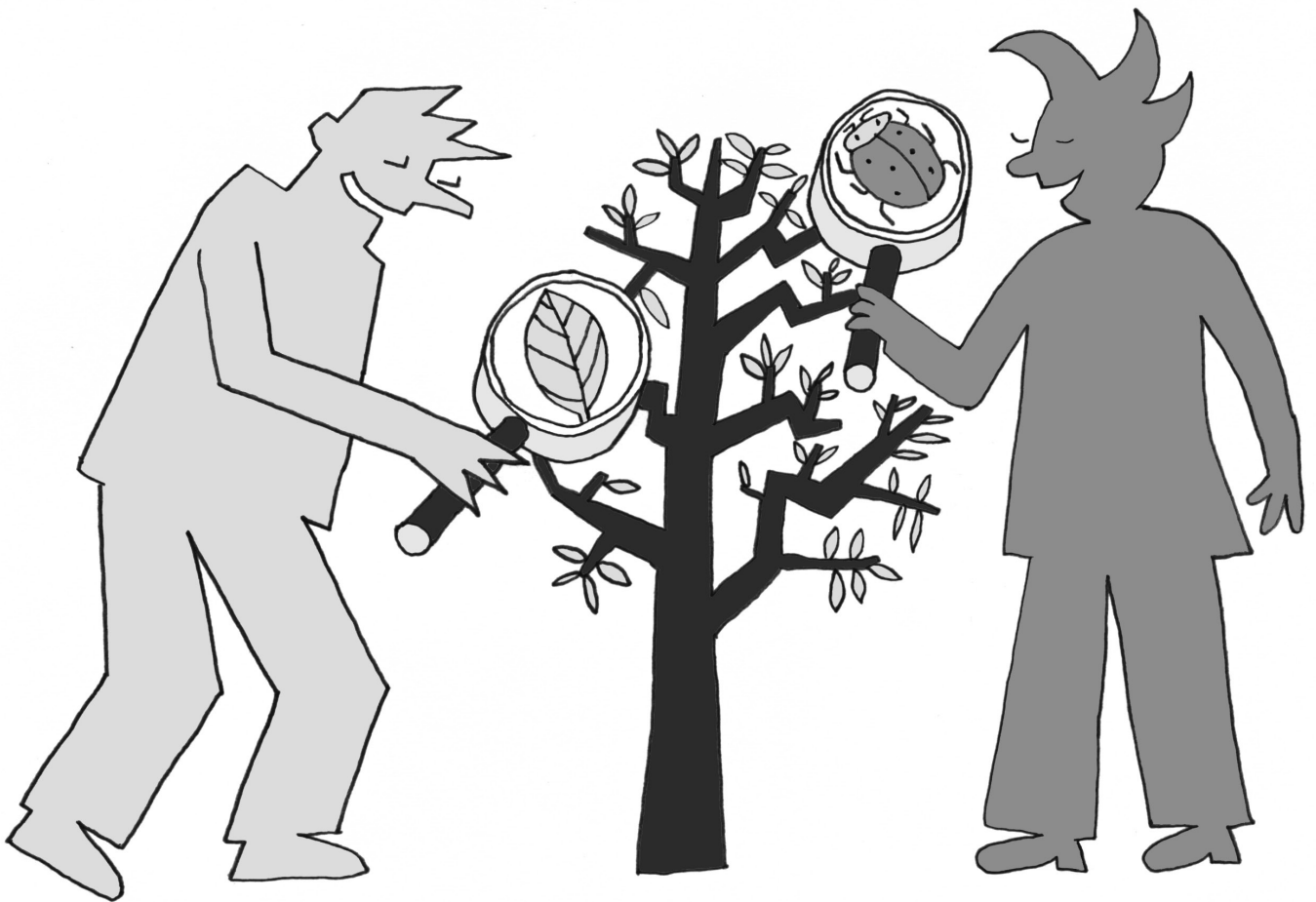




# ***Booklet 2 – Topic 2:***

## ***Me and my interests***

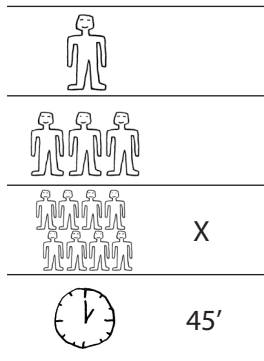
**Interest** (from lat. *inter* “between”, “among” and *esse* “to be”) is a state in which a person devotes cognitive concern or attention to something or to another person. The stronger the concern or attention for something or another person is, the stronger the interest is. Someone’s preferences or hobbies are also defined as interests. The opposite state is called “disinterest” or sometimes, in its more marked manifestation, “apathy”.





## **Booklet 2 – Topic 2 – Task 1:**

### **Discussion in class**



#### **The task:**

Discuss your fields of interest and compare them with your classmates'.

#### **Classroom organisation:**

Form a semi-circle with your chairs (a double semi-circle if necessary) in front of the board.

#### **Procedure:**

- 1) Before the lesson, the teacher (or one of you) draws a table with the nine fields of interest (see next page) on the board. It should be as large as possible.
- 2) For the discussion, sit in front of the board (in a semi-circle). First, write down your name in the three fields of interest you have chosen.
- 3) Discuss together what you can see. These questions might be helpful:
  - a. Is there a favourite field of interest?
  - b. Is there a field that no one is interested in?
  - c. Who do you share interests with?
  - d. Where do you differ from others?
- 4) Do not hesitate to ask questions if you want to know more about a person's interest. This could be:
  - a. What exactly is your interest in this field?
  - b. How did your interest start?
  - c. Do you have any role models?
  - d. Did you always have this interest?
  - e. Did you already have any experiences in this field of interest?
- 5) As a next step, underline the girls' and boys' preferences with different colours.
- 6) Discuss together the division of girls' and boys' interests in your class. Is there a trend visible? Is there a favourite field for boys or for girls? Is this predictable? Is it surprising?

#### **Materials:**

- Filled in homework task sheets
- Worksheet: *Nine fields of interest*

It is your task, as the teacher, to prepare the table of the fields of interest on the board before the lesson. If you prefer, you can also instruct a student to draw it. Make sure it is readable and as large as possible so there is enough space to fill in the names of the students in the different fields.

It might take some time to arrange all the chairs in a semi-circle or two semi-circles (depending on the number of students in your class). Make sure you give clear instructions and explain why there should be a semi-circle (so everyone can see the board and be close enough to read the names).

During the 2-step discussion, it is your task as the teacher to take on a moderating role. When the students place their names in their favourite fields of interest, you will have to pay attention to various things:

- Keep a positive atmosphere and make sure that no discriminatory comments are made about certain students' interests. No one should be laughed at for his/her interest even if it seems unusual.
- This might be especially the case when looking at the division of girls and boys.
- Take into account the population of your class. Are there students with a very low socio-economic background? Are there students who come from a minority? Does this limit their chances for having developed certain interests (which involve money)? It is your task as the teacher to be prepared for handling delicate situations like this.

### Teacher's preparation notes

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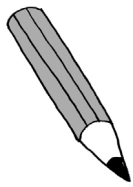
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**Nine fields of interests** (write on blackboard)





1 Nature	2 Sports	3 Household, cooking
4 Arts and design	5 Decorating, repairing, producing	6 Technical tinkering, experimenting
7 Buying, selling, collecting things	8 Reading, getting informed	9 Working with people





## **Booklet 2 – Topic 2 – Task 2:** **The bar diagram**

---

	X
	X
	
	45'

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### **The task:**

Compare your position in the nine fields of interest with the others in class.

### **Classroom organisation:**

Work on your own at your desks. However, even during individual work it makes sense to talk to some of your classmates, exchange opinions, check things or help each other. Do it quietly, though, to avoid disrupting the working atmosphere in the classroom.

### **Procedure:**

- 1) In class, count ...
  - ... how many student's names are in each field.
  - ... how many boys and how many girls are in each field.Write the results in the fields on the board, so they can be easily seen.
- 2) Now work individually, at your desk.

If you already know what a 'bar diagram' is, then start working. Otherwise, the teacher will give a short introduction. Make a bar diagram with all the students, boys and girls together. The bars should be sorted according to the frequency of the nine fields of interest. Mark the three fields you have chosen with a different colour or a different pattern.

Write a short commentary:
  - What surprised you?
  - What did you expect?
  - What are your own interests, compared to the class?
- 3) If you want, make a second bar diagram which shows boys and girls separately. This is a bit trickier than the first diagram. Can you do it?

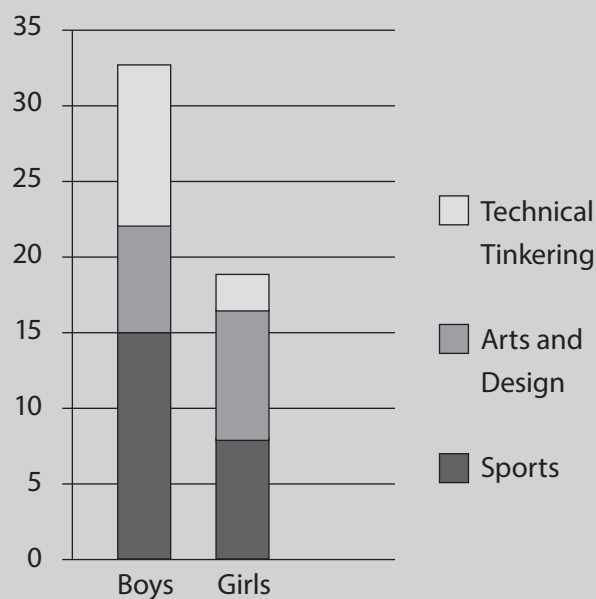
Also write a short commentary, using the questions above.
- 4) Draw your diagram(s) on the following page and write your comments below.

### **Materials:**

- Note paper
- Table on the board
- Worksheet: *My bar diagram*

You know your class best and can decide what they need in order to make a bar diagram. This may be either:

- nothing, they will cope well.
- just a hint, e.g. one example of a bar diagram.
- a short introduction



## Teacher's preparation notes

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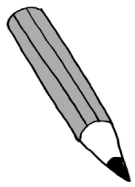
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## ***My bar diagram***

***Title:*** .....

Commentary:

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## **Booklet 2 – Topic 2 – Task 3:**

### **Writing a short story**

	X
	
	X
	60'

#### **The task:**

Write a story about a working day in a chosen profession.

#### **Classroom organisation:**

Individual work and pair work.

#### **Procedure:**

- 1) Choose one activity from your fields of interest, and find possible professions, for example:

<b>Interest</b>	<b>Possible profession</b>
Sports – tennis	- Tennis player - Tennis coach - Caretaker on a tennis court - Sport journalist - Referee
Arts and design	- Fashion designer - Interior decorator - Sculptor

- 2) What could an exciting morning in your life look like if you turned this activity into your occupation?  
Now start writing. Collect ideas: write sentences or whole paragraphs. Decide whether you would like to put this first draft of your story onto notepaper. Pay attention to your spelling.
- 3) Discuss your draft with a “critical friend”. Choose one of your colleagues to ask you a set of questions, like:
  - How many hours do you work during one day?
  - What kind of material does your occupation involve?
  - What kind of training do you need for this occupation?
  - How much money do you earn?
  - How many and what kind of people do you work with?
  - Etc.
- 4) Choose an exciting title.
- 5) Try to make the most of the time you have in class. Finish writing your story at home. Read it to your parents or siblings.

#### **Materials:**

- Note paper
- Worksheet: *A day in my life as a...*





Commentary:

36

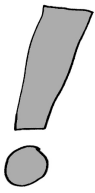
# ***Booklet 2 – Topic 3:***

## ***My personality***





***Reflecting on the characteristics of your personality.  
What factors do you consider to be important when  
choosing a job?***

**Personality** means the visible aspect of one's character as it impresses others. It refers to individual, characteristic patterns of thinking, feeling and behaving. Personality is the sum total, a collection of qualities, e.g. *"She is a curious personality"*.





## **Booklet 2 – Topic 3 – Task 1:** **Reading time**

	
	X
	X
	45'

### **The task:**

Read out your story to others: *A day in my life as a.....*

### **Classroom organisation:**

Work together with a partner.

### **Procedure:**

- 1) Read out your story, *A day in my life as a....*, to a colleague. Choose someone you have not worked with so far. Make sure you do not tell them your chosen activity beforehand.
- 2) When your colleague reads out the story, guess the chosen activity.
- 3) After having listened to the story, give some short feedback, like
  - a. What I like about your story ...
  - b. The way you write is ...
  - c. I would like to know why/whether/where ...

### **Materials:**

- Worksheet: *A day in my life as a...*
- Tool no. 16: *Giving feedback*

## Pair work

When setting up the students with a colleague for reading out the stories, we recommend using different ways to pair the students up (other than friendship or sitting next to each other). A few suggestions on how this could be done are presented here:

- Use playing cards or memory cards. Hand out one to each student. The matching pairs will have to find each other.
- Instruct the students to look for a colleague that they have never worked with.
- "Everybody who ...
  - is wearing something blue go together"
  - had tea for breakfast go together"
  - had bread for breakfast go together"
  - came to school by bus go together"
  - came to school on foot go together"

After these larger groups have formed the teacher has to give further instructions to form pairs.

## Reading time in a plenary setting

Reading time with students can make a good change during periods of intensive work. Reading out stories in a plenary setting is different to reading out a story to a colleague. The way students perceive this strongly depends on the way the teacher introduces and values this time invested in mutual sharing. Therefore, values like mutual respect, a culture of listening, freedom of thought, space for personal remarks and humour as well as an atmosphere of trust and tolerance for mistakes are key factors for successful reading time with students at this age.

## Teacher's preparation notes

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## **Booklet 2 – Topic 3 – Task 2:** **Preparing the presentation**

	X
	(X)
	
	100'

### **The task:**

Present to present yourself in class in a week's time. This includes your strengths, characteristics and interests. Be ready to use it to apply for a job exploration.

### **Classroom organisation:**

Sit in your normal seating arrangement. Work individually at your desk. You may discuss your work quietly with your classmates.

### **Procedure:**

- 1) Work on the materials on the following pages of this booklet.
- 2) Work at your own pace.
- 3) If you have questions, discuss them with your classmates. When you do so, try not to disrupt the quiet working atmosphere in the classroom.

### **Materials:**

- Worksheet: *Subjects in school*
- Worksheet: *My characteristics*
- Worksheet: *My talents and skills*
- Worksheet: *Summary*



You should grant this freedom to the students, considering the specific topic of their personal preferences, due to their experience in working individually and also their age. They should understand the importance of self-presentation and the individual influence they can have on the presented result.

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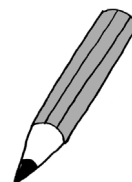
Fill in the subjects in the chart below. Colour the bars above each subject depending on how much it interests you.

French, English, Latin, Maths, Geometry, History, Economics, Geography, Biology, Physics, Chemistry, Religion, Arts, Textile, Handicrafts, Sports, Technical, Music, Design, Instrumental, ....

Which subjects are you really good at? Which subjects would you prefer to erase on your report card?

42 JOBS Booklet 2 (Lower Secondary); Topic 3: My personality

## My characteristics



The following character traits are important for all the people and for all kinds of occupations.

Which characteristics do you already have? Which ones are the most important for you?

Think about situations at home, in your spare time and at school. Ask yourself how you act most of the time. Try to distinguish between wishes and reality. This is not a test where you have to achieve good results, but an attempt to assess yourself realistically.

Character trait	This statement about me is		
	very true	more or less true	not very true
1 <b>Diligence:</b> I make an effort to complete a task and work hard for it.			
2 <b>Conscientiousness:</b> You can rely on me, because I do my tasks conscientiously.			
3 <b>Punctuality:</b> I am punctual for appointments and meet my deadlines.			
4 <b>Tidiness:</b> When working, I keep all the materials, papers and documents tidy.			
5 <b>Cooperation</b> I am good at working with other people.			
6 <b>Cleanliness:</b> I keep everything clean at work.			
7 <b>Accuracy:</b> I accomplish tasks accurately.			
8 <b>Dealing with people:</b> When dealing with those around me I am friendly and pleasant.			
9 <b>Autonomy:</b> I am good at working without instructions. I usually know what I have to do.			

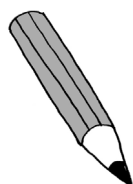
### Summary:

Have a look at the list again. You should be able to recognise your characteristics. These are very important for a realistic self-assessment.

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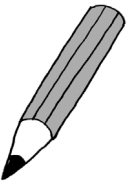
## My talents and skills

For every job you need certain talents and skills. Learn how to assess them. This worksheet will help you do this.

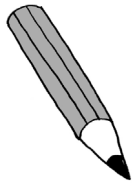
First read the descriptions of the various talents and skills. Ask yourself how you use them in school, at home and in your spare time. Tick the boxes in the column on the right according to how you assess yourself. Then compare your self-assessment with your classmates' or other young people of your age you know.

Try to find the points where you can tick "good" or "very good". You should find at least three of them. These talents and skills are very important. It is equally important to recognise which talents and skills you do not have. Can you improve? How? Do you need someone's help?

Description of talents and skills	In this field I am...				
	Not good at	Not so good at	Average at	Good at	Very good at
<b>1 Manual skills</b> I work precisely and accurately with my hands; I do handicrafts in my spare time, at school, for repair work; I do handicrafts well and quickly.					
<b>2 Constitution and health:</b> I can cope with physical strain; I am enduring, tough and resistant when working outdoors; doing outdoor sports, work or play; I cope with any kind of weather.					
<b>3 Concentration:</b> I am able to concentrate on activities which I am not really or not at all interested in.					
<b>4 Memory for words and numbers</b> I have a reliable memory for words, texts and numbers or assignments.					
<b>5 Photographic memory</b> I have a reliable memory for colours, forms and shapes of objects or for faces.					
<b>6 Imagination and creativity</b> I have good ideas when writing essays, drawing or solving practical problems at school or at home.					
<b>7 Written language and reading</b> I read and understand texts, words and formulations easily, well and quickly; I understand user manuals or stories; I spot mistakes in a text easily.					



Description of talents and skills	In this field I am...				
	Not good at	Not so good at	average	Good at	Very good at
8 <b>Oral language and speaking</b> I speak easily and correctly; I am able to organise my thoughts and present them orally; I talk directly to people or on the telephone.					
9 <b>Mathematics</b> I grasp maths, geometry or physics problems easily and quickly as well as everything having to do with numbers.					
10 <b>Drawing and designing</b> I am at a good or very good level in drawing or designing.					
11 <b>Geometric drawing</b> I am at a good or very good level and very precise in geometric drawing.					
12 <b>Talent for technical problems</b> I have a quick and accurate understanding of causal relations and functioning of devices and of installations when doing handicrafts or when working with tools and technical devices; I understand mechanics.					
13 <b>Sense of shapes</b> I draw, design, construct or model beautiful and well-shaped objects.					
14 <b>Visual thinking</b> I am able to imagine easily and effortlessly what objects from plans, drawings, sketches or maps look like in reality; I am able to imagine what these objects look like from different angles					
15 <b>Planning and organising</b> I am able to allot, in a meaningful conscious way, the right amount of time to leisure activities, to homework, during school activities, when writing tests or to any kind of business; I organise things systematically; I think about what has to be done first and in the next steps.					
16 <b>Abstract and logical thinking</b> I am able to grasp theoretical questions, rules, scientific laws or logical relations quickly, easily and exactly in e.g. grammar, mathematics, physics, computer sciences as well as when reading books or solving puzzle games.					
17 <b>Interpersonal skills</b> I am able to work with and talk to people; I understand and get on well with people; I make a good impression. I am friendly.					
18 <b>Readiness to help</b> I am ready to help or look after people; I help people with problems; I explain something; I understand other people's ideas and feelings; I like to make others feel better; I am patient and considerate.					



## Summary

Now you know more about your talents and skills. Write down those you are “good at” or “very good at”.

1. I am good at

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2. I am very good at

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You have now written down your own assessment. If you are interested (and feel like it), ask some of the people who know you well, whether they can give you their opinion about you! This is called a *juxtaposition of self-assessment and external assessment*.

### Preparing the presentation about yourself

You are free to prepare the presentation in any way you like. However, we recommend that you use some kind of notes and an overview to make sure you cover all areas about your person:

- 1) Your spider diagram
- 2) Your mind map of interests and activities
- 3) Your best three school subjects
- 4) Your three most important characteristics
- 5) Your talents and skills that characterise you in a specific way

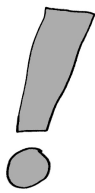
# **Booklet 2 - Topic 4:**

## ***Presenting myself to others***

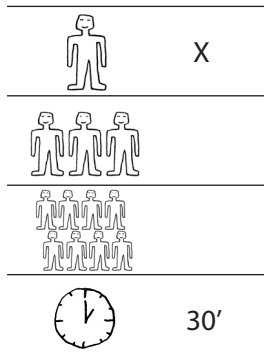
***Presenting my competences and strengths to my classmates – listening to others and recognising the richness and diversity in our class.***

A **presentation** is the practice of showing and explaining the content of a topic to an audience or learner. A school director, for example, might give a presentation to parents about the introduction of foreign language courses in primary school. Presentations come in many forms such as lectures at university, sales presentations in the business world or speeches in politics etc. There are three basic purposes for spoken presentations: to inform, to persuade and to build goodwill.





## **Booklet 2 – Topic 4 – Task 1:** **Finalising the presentation**



### **The task:**

Finish the preparation of the self-presentation.

### **Classroom organisation:**

Individual work.

### **Procedure:**

- 1) Read all your entries in the booklet and your notes carefully once more. Write key points into your notebook for all the categories you want to use to present yourself.
  - a. My competence spider: How did I assess myself (self-assessment)? And what did the others say about me (external assessment)?
  - b. My interests and activities (also use your notes in this booklet).
  - c. My three best school subjects.
  - d. My three most important character traits.
  - e. The talents and skills that best describe me.
- 2) Write your key points on separate sheets or cards. For every category, use a new sheet or card. Number the cards and always write down the title of the category on each of them. This will help you keep track of what you want to say during the presentation, especially if you feel nervous.

Give a tangible example for every key point, (see the illustration of a sample card on the next page such as – solving tasks: “patient, *when I have to dig potatoes for hours in the garden of my parents*”). So, do not just assert that you are patient – find a situation to prove it!

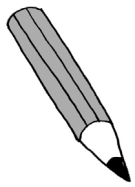
### **Materials:**

- The whole of *Booklet 2*
- Notebook
- Cards or sheets of paper in A5 format



The students on the JOBS programme are already capable of working on their own and should be able to understand written instructions and work together with colleagues. Nevertheless, your task as the teacher will be to provide individual support to those who need it. In the course of the JOBS school year, your role will develop more and more into being a coach and you will spend less time as a lecturer.

[illegible]



## **My interests and skills 2**

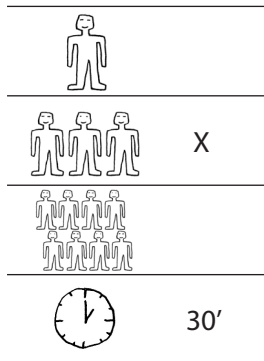
### **My competence spider 1**

- solving tasks: patient, when I have to dig potatoes for hours in my parents' garden.
- planning and organising: I organised a birthday party with more than 20 people for my sister this year.
- talking face-to-face: I discussed the questions about my learning needs last week directly with the school psychologist and I contacted her all by myself.





## ***Booklet 2 – Topic 4 – Task 2:*** **Test presentation**



### **The task:**

Practise your presentation.

### **Classroom organisation:**

Put the desks together to form large tables for groups of four students.

### **Procedure:**

- 1) Make test presentations in each group. One of the members of the group stands in front of the others and presents herself/himself.
- 2) The others listen carefully and give feedback about different aspects of the presentation:
  - **Clarity of the presentation:** I understand why the presentation was structured this way; what the logic of the order was; ...
  - **Clarity of the language:** I could hear my classmate well; his/her pronunciation was clear; ...
  - **Style of presentation:** She/he was speaking in a lively way; I would have liked to hear more; ...
  - **Presence:** He/she was able to address us directly; looked at us most of the time; was always aware of whether we were listening or not; ...
- 3) Each member of the group has been able to present at least once. You could also try again and improve certain points. Practising presentations is like practising an instrument or sports: the more you do it, the better you become!

### **Materials:**

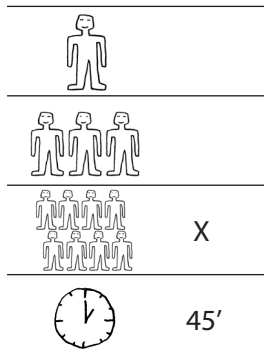
- Cards or paper for presentations

JOBBS supports the concept of cooperative learning. Cooperative learning means that, after the students engage in solving a task individually, they will have the chance to discuss differences with a partner. Only afterwards does a discussion take place in the plenary with the teacher. You as the teacher can encourage cooperation through group games, group activities and group discussions. Take care to offer individual work periods and group work periods in a balanced ratio.

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## **Booklet 2 – Topic 4 – Task 3:** **Presentation**



### **The task:**

Give your presentations in class.

### **Classroom organisation:**

Sit in the same way as before.

### **Procedure:**

- 1) Everybody is ready for the presentation. The members of the group are numbered and each group gets a number.
- 2) The teacher throws the dice for a number. The member of the group with that number moves to the neighbouring group and gives his/her presentation.
- 3) The members of the guest group give feedback, one or two concerning the form of the presentation, and ask one or two questions about the content:
  - **Form:** Clarity of the presentation, Clarity of the language, Style of presentation, Presence.
  - **Question starters:** *I didn't know that ... , Why are you strong in ... , What led you to ... , Can you explain how ... ,*
- 4) After about 10 minutes the teacher throws the dice again. Now another member of the group is chosen and moves on to give his/ her presentation.
- 5) After three rounds, the teacher throws the dice twice more.  
First number: group number.  
Second number: personal number of member.  
Example: group 3, member 4.  
The student whose number has come up on the dice now gives his/her presentation to the whole class and is given feedback. Depending on the time available this can be repeated several times.

**Note: In order for this to work, it is important for you to have a positive class atmosphere. Nobody should feel afraid of this task!**





### **Materials:**

- Cards or paper for presentations
- Dice





## **Booklet 2 – Topic 4 – Task 4:** **Evaluation of Booklet 2**

	X
	
	X
	45'

### **The task:**

Analyse what you have been working on in the past month.

### **Classroom organisation:**

During the first phase, stay at your desks.

During the second phase, put your chairs in a circle.

### **Procedure:**

- 1) You are at the end of *Booklet 2* and it is time to look back.
- 2) The questionnaire, *Questions for the evaluation*, on the next page will help you reflect on the work you have done so far. Go through the questions on your own and try to be as concrete as possible.
- 3) After you have finished with the questionnaire, put your chairs in a circle. You will talk about your findings in class and discuss various points. Your teacher chairs the discussion.
- 4) Finally, your teacher will collect all your questionnaires to get a better impression of how the work with *Booklet 2* went.

### **Materials:**

- The whole of *Booklet 2*
- Notes in your notebook
- Cards for the presentation
- Worksheet: *Questions for the evaluation*



## The idea of sharing

After the students have written individually, there comes a phase of sharing the experiences and reflections in class. "Sharing" means being interested in others, knowing what they did, how they did it, what they think, what their reasons are – as well as explaining oneself and one's actions and reasons, opinions and experiences.

## Chairing a discussion, or a "sharing"

You have already practised this competence at the end of Booklet 1, and now you have this chance a second time. These criteria for good "chairing" will help you with this task:

- The students speak more than you do.
- The students also ask questions, not only you.
- When you ask a question or give a prompt, more than one or two students answer.
- The students start questions and answers among themselves at least once.
- The sharing stays focussed: you (or a student) compare, summarise, bring the sharing back to the point, ...
- Personal and lively: you (or a student) ask for the opposite, for a personal opinion from several students, for a concrete example, what they would do outside school, etc.
- You take and give enough time, so only three or four themes are covered within a 15 min sequence.

## Writing feedback

Remember to react primarily to the points you are interested in: what the student did well, where she/he surprised you and what their main point was in your opinion. Then you can add a question regarding a subject you want to hear more about, or one concrete tip on how the student could act differently next time.

## Teacher's preparation notes

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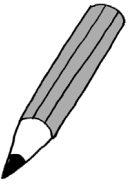


a) in terms of content, **what** you learnt, and  
b) as a student, **how** you learnt.

**Content: "Me and my strengths"**

- What have you learnt about yourself, your strengths, interests and competences?
- Which aspect impressed you most? Why?
- Which feedback impressed you most? Why?
- Write a statement about what has become important to you.
- What has surprised you?
- What are you happy about?
- Where do you see problems?

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## You as a student

- What have you learnt about the different work methods?
- Which method can you handle well, which needs further practice?
- Which situations during JOBS lessons were the best for your learning?
- Which task in this booklet was the easiest, which the most fruitful for you?
- What will help you most in future learning situations?
- What has surprised you?
- What are you happy about?
- Where do you see problems?

[illegible]

**Feedback from the teacher:**

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Date and signature of the teacher:

JOBS