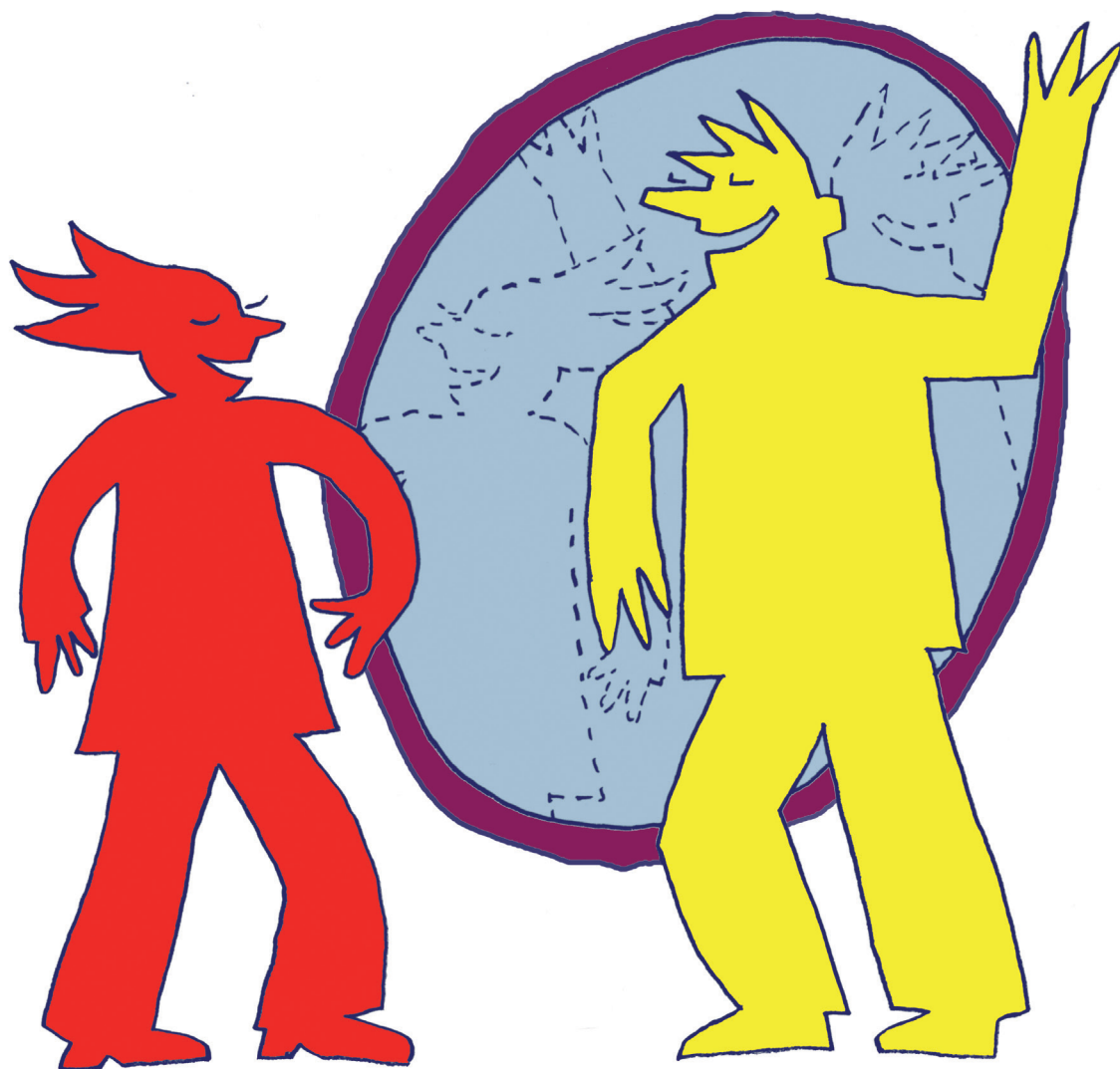


Me and my strengths

Analysing my competences, interests and personality



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

Authors: Wiltrud Weidinger, Martin Keller, Rolf Gollob

Editorial Consultants: Matthias Borer, Hannes Schaad

Editorial review: Camelia Cojocaru, Ana Maria Grigore, Elena Ionică, Markus John, Sabrina Marruncheddu, Corinna Borer-Mauth, Tania Mihiu, Cosmina Mironov, Anca Popovici, Mihaela Ștefănescu, Zoica Vlăduț

Translation and proofreading: Irma Ferencz and Andreea Ihos (Hungarian),
Tania Mihiu (Romanian), Nadya Dalla Valle (German), Alexandra Smith (English)

Illustration: Peti Wiskemann

All rights reserved. No part of this publication may be translated, reproduced or transmitted in any form or by any means, electronic (CD-ROM, Internet etc.) or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Swiss Agency for Development and Co-operation (SDC), who is the sole owner of the publication. This applies worldwide.

www.edu.ro

www.phzh.ch/ipe



MINISTERUL EDUCAȚIEI ȘI
CERCETĂRII ȘTIINȚIFICE



PH Zürich

Me and my strengths

Analysing my competences, interests and personality

Topic 1: My competences

Task 1: How I see myself and how I see others	6
Task 2: Getting feedback on competences	10
Task 3: My strengths	11
Homework Task: Me and my interests	13

Topic 2: Me and my interests

Task 1: Discussion in class	20
Task 2: The bar diagram	22
Task 3: Writing a short story	24

Topic 3: My personality

Task 1: Reading time	28
Task 2: Preparing the presentation	29

Topic 4: Presenting myself to others

Task 1: Finalising the presentation	36
Task 2: Test presentation	38
Task 3: Presentation	39
Task 4: Evaluation of Booklet 2	40

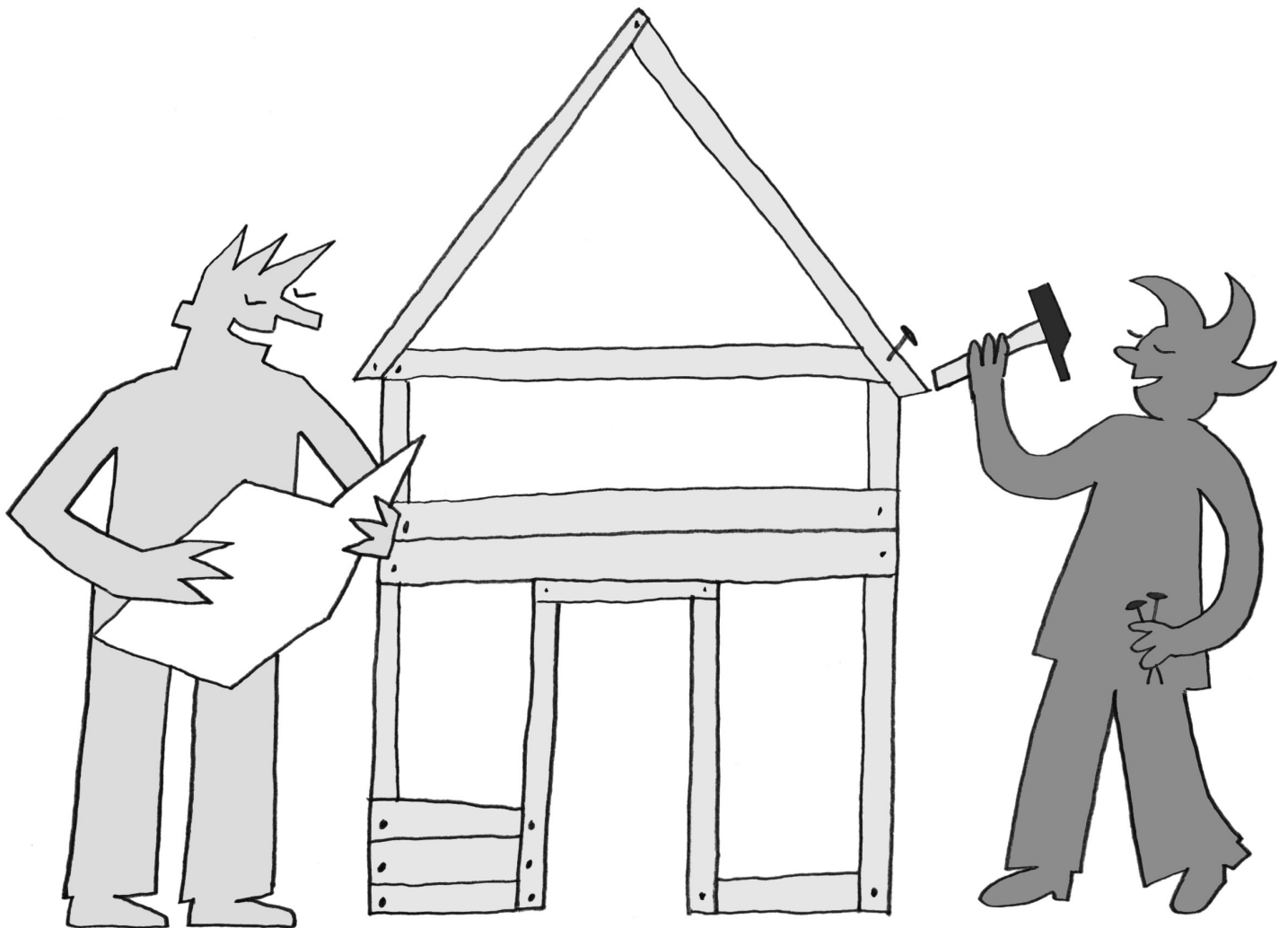
Booklet 2 – Topic 1:

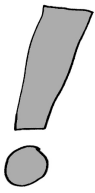
My competences

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.

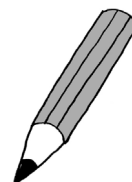
Procedure:

- 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*.

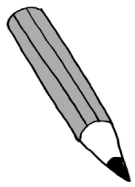
Materials:

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

The eight competences



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



My spider-profile

Concentrating on tasks
Scene:

Technical competences
Scene:

Helping other people
Scene:

Solving tasks
Scene:

Calculating,
working with numbers
Scene:

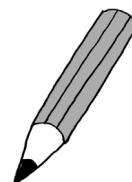
Planning and organising
Scene:

Arts
Scene:

Talking to people
face-to-face
Scene:

Name:

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:

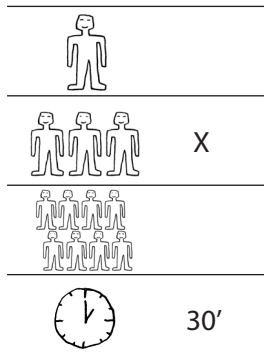
Talking to people
face-to-face
Scene:

Name:

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



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:

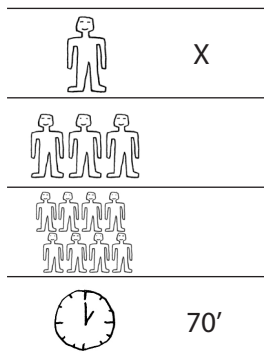
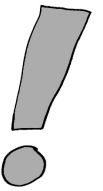
- 1) Look at all the spider diagrams together. Lay them out in front of you.
- 2) Decide who will be the first person to receive feedback.
- 3) Give your colleague feedback. Use your notes underneath the spider.
The person getting feedback just listens and thanks the other person for the feedback – no 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:

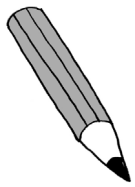
Work individually at your desk.

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*

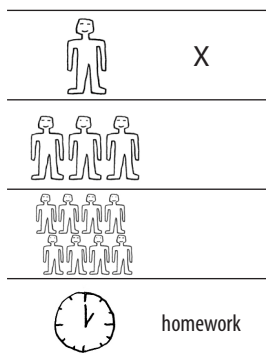
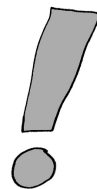


Mind map about my strengths

I have learnt about myself that...

Booklet 2 – Topic 1 – Homework Task:

Me and my interests



The task:

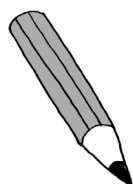
Analyse what activities interest you most, and how they can be connected to different fields of interest.

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*

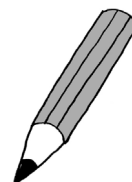


Nine fields of interest

Field of interest	Description
1) Nature	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 ...
2) Sports	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 ...
3) Household and cooking	Cooking, food shopping, setting the table, handling money, tidying, cleaning, doing the dishes, sewing, handling devices ...
4) Arts and design	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 ...
5) Decorating, repairing, producing	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 ...
6) Technical tinkering, experimenting	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 ...
7) Buying, selling, collecting things	Comparing prices and offers, walking through shops, helping in sale actions, collecting stamps, postcards, photos, maps, books, drawings, coins, minerals, fossils ...
8) Reading, getting informed	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 ...
9) Working with people	Being part of communities and groups, helping neighbours, baby-sitting, organising events for groups, visiting people, shopping for other people ...

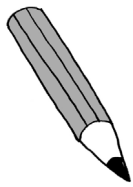
(adapted from: Egloff, Erwin/Jungo, Daniel (2009). Berufswahltagbuch, Arbeitsheft. Bern: Schulverlag plus)

My favourite activities



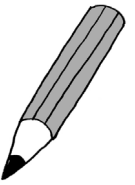
No.	Things I like to do
1	Being outside Taking care of living things Taking care of animals or plants: Cleaning them Raising them Observing them Discovering how they live Contributing something to the environment
2	Exercising Controlling my body Experimenting and going on adventures Competing with others 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

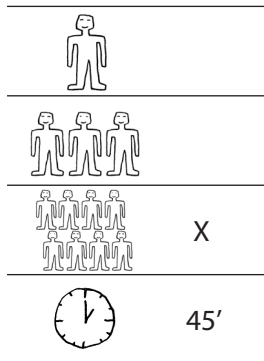
Interest (from lat. *inter* “between”, “among” and *esse* “to be”) is a state in which a person devotes cognitive concern or attention to something or to another person. The stronger the concern or attention for something or another person is, the stronger the interest is. Someone’s preferences or hobbies 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:

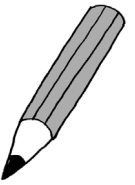
Form a semi-circle with your chairs (a double semi-circle if necessary) in front of the board.

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*

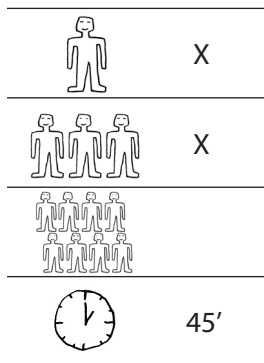


Nine fields of interests (write on blackboard)

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**



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.

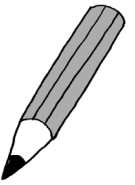
Write a short commentary:
 - What surprised you?
 - What did you expect?
 - What are your own interests, compared to the class?
- 3) If you want, make a second bar diagram which shows boys and girls separately. This is a bit trickier than the first diagram. Can you do it?

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

Materials:

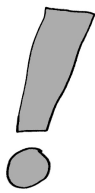
- Note paper
- Table on the board
- Worksheet: *My bar diagram*

My bar diagram







Title:

Commentary:



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:

Interest	Possible profession
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...*

My story: A day in my life as a...

Title:

Commentary:

[illegible]

[illegible]

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:

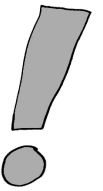
- 1) Read out your story, *A day in my life as a....*, to a colleague. Choose someone you have not worked with so far. Make sure you do not tell them your chosen activity beforehand.
- 2) When your colleague reads out the story, guess the chosen activity.
- 3) After having listened to the story, give 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*

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*



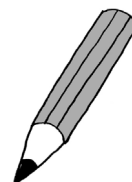
Fill in the subjects in the chart below. Colour the bars above each subject depending on how much it interests you.

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?

30 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.

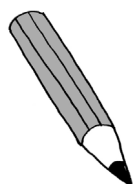
Which characteristics do you already have? Which ones are the most important for you?

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 Diligence: I make an effort to complete a task and work hard for it.			
2 Conscientiousness: You can rely on me, because I do my tasks conscientiously.			
3 Punctuality: I am punctual for appointments and meet my deadlines.			
4 Tidiness: When working, I keep all the materials, papers and documents tidy.			
5 Cooperation I am good at working with other people.			
6 Cleanliness: I keep everything clean at work.			
7 Accuracy: I accomplish tasks accurately.			
8 Dealing with people: When dealing with those around me I am friendly and pleasant.			
9 Autonomy: 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.



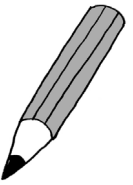
My talents and skills

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

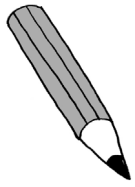
First read the descriptions of the various talents and skills. Ask yourself how you use them in school, at home and in your spare time. Tick the boxes in the column on the right according to how you assess yourself. Then compare your self-assessment with your classmates' or other young people of your 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
1 Manual skills 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.					
2 Constitution and health: 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.					
3 Concentration: I am able to concentrate on activities which I am not really or not at all interested in.					
4 Memory for words and numbers I have a reliable memory for words, texts and numbers or assignments.					
5 Photographic memory I have a reliable memory for colours, forms and shapes of objects or for faces.					
6 Imagination and creativity I have good ideas when writing essays, drawing or solving practical problems at school or at home.					
7 Written language and reading 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 Oral language and speaking 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 Mathematics I grasp maths, geometry or physics problems easily and quickly as well as everything having to do with numbers.					
10 Drawing and designing I am at a good or very good level in drawing or designing.					
11 Geometric drawing I am at a good or very good level and very precise in geometric drawing.					
12 Talent for technical problems 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 Sense of shapes I draw, design, construct or model beautiful and well-shaped objects.					
14 Visual thinking 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 Planning and organising 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 Abstract and logical thinking 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 Interpersonal skills 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 Readiness to help 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

2. I am very good at

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

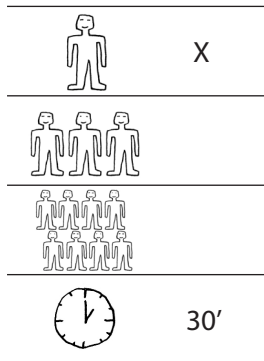
Presenting my competences and strengths to my classmates – listening to others and recognising the richness and diversity in our class.

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.

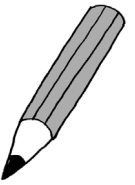
Procedure:

- 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



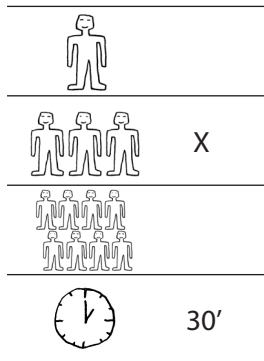
My interests and skills 2

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:

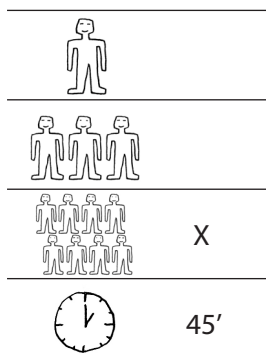
- 1) Make test presentations in each group. One of the members of the group stands in front of the others and presents herself/himself.
- 2) The others listen carefully and give feedback about different aspects of the presentation:
 - **Clarity of the presentation:** I understand why the presentation 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

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*

Questions for the evaluation

You will be thinking and writing short texts about two themes:

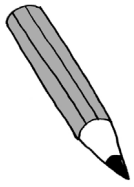
- in terms of content, **what** you learnt, and
- as a student, **how** you learnt.

Next, you will find a series of questions, but you don't have to answer them all! You'll probably make a list first or jot down some notes before you start writing here.

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?

[illegible]



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:

Date and signature of the teacher:

JOBS