

**DISCOVER
YOUR
TALENT**

TOPIC

1

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

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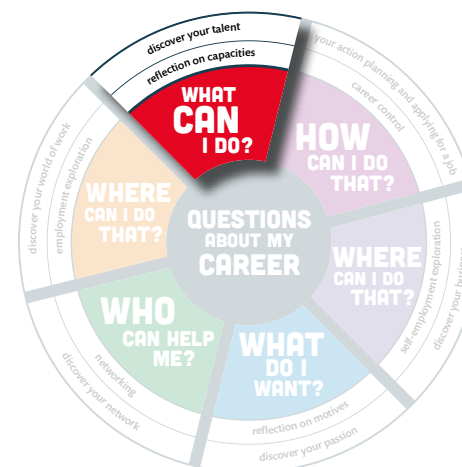
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CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 1 DISCOVER YOUR TALENT



CONTENT

This booklet 'Discover your Talent' contains the materials for the 1st topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 1, separately instructions for each exercise and the worksheets.

General introduction Career Development: how to guide youth to vocational training and (self) employment?	6 - 11
Topic 1 and overview exercises 'Discover your Talent'	12 - 15
Topic 1: exercises 1.1 - 1.20	16 - 55
Worksheets belonging to the exercises	56 - 69

The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

GENERAL INTRODUCTION

CAREER DEVELOPMENT: HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

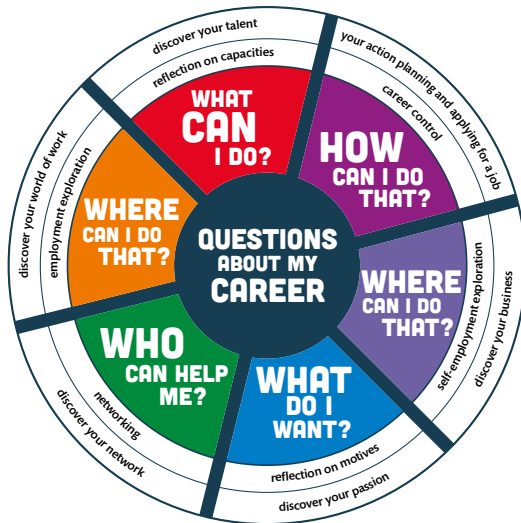
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.



Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected. The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 1

Discover your Talent

In this booklet Topic 1 you will find 20 exercises about the career competence 'Discover your Talent': reflect on your capacities.

Discover your Talent means: thinking about your qualities and how you can use these qualities to develop your career. Students/jobseekers and job creators reflect on the qualities they use in everyday life, at school and at (informal) work. They ask others (graduates, teachers, fellow students, employees, entrepreneurs and family members) to give feedback on what they are good at and on what to improve.

In the overview of Topic 1 you can find exercises in which participants will get to know each other and exercises in which they explore their strong sides by giving and getting compliments and feedback; by interviewing each other and by presenting their qualities.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

OVERVIEW EXERCISES 'DISCOVER YOUR TALENT'

Exercises 'Discover your Talent'	Goal of the exercise	Activating method
1.1 Standing in a line	Introduction exercise: getting to know each other on different topics and characteristics.	Standing in a line, according to age, the first letter of their family name, the village they are born or something else in common. In each new line 'neighbours' have a little chat about that topic.
1.2 Karibu!	Introduction exercise: welcoming each other in a playful way.	In the middle of a circle, each participant thinks about the way he/she wants to be welcomed in the group. The others welcome him/her in the way he/she likes.
1.3 May I introduce myself?	Introduction exercise: learning to introduce themselves to another person and to a group.	Two circles, an inner and outer circle. One circle moves in such a way that each participant meets each time a new person to introduce him/herself to. After three movements, everybody introduces themselves in the group.
1.4 Over the line	Introduction exercise: getting to know each other and learn to relate to each other by sharing personal information in a respectful way.	Silence in the group, youth with the same experience (statements are given) step over the line and so on. As a trainer, you can make your own statements that suit your group.
1.5 What is your name?	Introduction exercise: youth tell each other about the meaning of their name and why they were given that name.	Sitting in a circle, just telling others about the meaning of their name and other important things around their birth.
1.6 Golden rules	Youth discuss their own individual norms and values and transform them into group norms, i.e. the golden rules.	Brainstorming and making a list of golden rules that youth want to live up to in class.
1.7 Present my talent in an image!	Youth discover how it feels to talk about their capacities and talents instead of talking about the things they don't do well.	With a set of pictures on the table, youth choose one that represents their talent. They explain in the group why they have chosen that picture.

1.8 I didn't know I had in me!	Youth discover which talents they have: an exercise in getting to know qualities that they are not aware of.	5 minutes of writing to list all their talents; just writing, in silence. As homework, they show the list to a friend or to their parents and ask their feedback.
1.9 Thank you for the compliment!	Youth elaborate on their strengths, derived from the compliments they got at work, in the class or at home.	Youth make a list of three compliments and reflect on the situation in which they got them. They wonder what they did well? What talent did they use at that moment?
1.10 My compliment voucher	Youth get the feeling how to ask, give and receive compliments.	A voucher to ask and to give a groupmate a compliment about things he/she does well. Be specific. They receive and give compliments regarding things that happened in real and recent situations.
1.11 The talents interview	Youth interview each other about their talents and learn how to become more specific.	In pairs (or threes), with the help of a schedule in which they write down the answers. A kind of STARR interview (Situation, Task, Action, Result, Reflection).
1.12 My talents in an historic overview	Youth reflect on the question in which period and in which situations they developed and used their talents.	Youth draw a historic line from the first day of their vocational training course/industrial training and write down the good moments when they used their talents and when they felt proud of it.
1.13 My coat of arms!	Youth visualize their identity in an image.	In an empty coat of arms youth draw, write or glue elements of their personality (qualities, passion, values and skills).
1.14 Elevator pitch: telling what I am good at in 60 seconds!	Youth practice to present their qualities in a very short time.	After preparation, all participants give an elevator pitch. Group members take the role of observers. After 5 pitches, there is a feedback moment. Then a new group of 5 starts. Youth make their own video on smartphone, if available.
1.15 Hidden talents: the sunshine of the day!	Youth practice how to ask and receive feedback on their hidden qualities. They will point at hidden talents of others.	Participants walk around in the classroom with an empty A4 sheet on their back. Everybody must ask other group members: 'do you see hidden talents in me? Please write them down!'
1.16 The talents in our group	Youth reflect on their own talents using what others say about them.	A set of little cards with on each card a talent or a quality. Two ways of using these cards: either in pairs, selecting 5 talents for each other or just pick one of the cards and think which person in the group has this talent? Always give an explanation why and in which situation.

1.17 Self-portrait, a selfie	Youth show others who they are by writing down their own qualities. Others will get the opportunity to add qualities.	Youth make a flipchart with their name and write on it all the qualities they have. They put these selfies on the wall. Other group members can add qualities which they think the other has.
1.18 Question your talents	Youth give their ideas and feedback on the talents of other groupmates and get feedback on their own talents.	In groups of three persons A, B and C: feedback giver, feedback taker and writer. Change roles after each feedback cycle.
1.19 A Tibetan poem	Youth make their own poem and express in this way their latent thoughts and feelings.	Individually, sentence by sentence, with the help of the structure of a Tibetan poem that will be given by the trainer, youth make their own poem.
1.20 Proud of.....	Youth discover and point out personal qualities and competences; they reflect on how to demonstrate or present their own qualities.	Individual assignment and interview in pairs. In the end, personal conclusions are written down.

STANDING IN A LINE

Goal

Youth is getting to know each other on different topics and characteristics.

Preparation

Make sure that youth have space to move around and stand in a line. In advance, think about some topics that you would like the youth to exchange.

Explanation

'We often meet each other by greeting, exchanging names or asking how the other is doing. Besides that, we can tell what school we are attending or what our profession is. However, there are many other ways to get to know each other, and there are many other things you can share about yourself. In this exercise, we are going to explore different topics around which people may get to know each other.'

Performance

- 1 Ask the youth to stand in one line, according to some of the following characteristics:
 - Age: the youngest one stands on the far-left side of the line, the oldest on the far-right side of the line;
 - Name: the participant with a name beginning with A stands on the far-left and the one with a name starting with Z on the far-right;
 - Height: the shortest person stands on the far-left, the tallest one on the far-right;
 - Hobby: the person with a hobby starting with A stands on the far-left, the one with a hobby starting with Z on the far-right;
 - Brothers and sisters: the one with no brothers or sisters stands on the far-left, the one with the most brothers and sisters stands on the far-right;
 - Town: the one who lives in a town/village with a name that begins with A stands on the far-left, the one who lives in a town/village starting with Z on the far-right;
 - Favourite food: the one whose favourite food starts with A stands on the far-left, the one whose favourite food starts with Z stands on the far-right;
 - Distance school - home: the one who lives closest to his/her school stands on the far-left, the one who lives the furthest on the far-right.
- 2 When youth form a new line according to one of the characteristics, they greet their neighbour at their left side and they exchange information about that specific characteristic.
- 3 After two or three minutes of sharing ask the youth to form a new line according to another characteristic, chosen by the trainer.
- 4 You repeat this till you have made 4 or 5 different lines.

Reflection

Ask youth what they think of introducing themselves in this way. Did they discover things they didn't know about each other?

Tips

It is good to discuss in a special meeting the various topics you can choose to create a line. Make clear what you want youth to get to know about each other and what they can learn from that. In a meeting in which you discuss the theme 'family or community', you could add 'professions in my family/community' and make a line according to the profession of the parents or people in their community. Then the participant whose parents/acquaintances have a profession starting with A will stand on the far-left side of the line. And the one whose parents/acquaintances have a profession starting with Z will stand on the far-right side of the line.

KARIBU!

Goal

Youth welcome each other in a playful manner.

Preparation

Put the tables and chairs aside, so youth can stand in a circle. Think for yourself of the different ways you could welcome someone. There are no limitations. Besides Karibu, are there other special ways in Zanzibar or Tanzania to greet someone?

Explanation

'People like to feel welcome. That is a deep human need. Why? Because when you feel welcome, there is room to express yourself and to do the things that are important to you. When you feel welcome, you can learn more. When you don't feel welcome, you feel uncomfortable and you can't learn as well. It's as simple as that. In this exercise, you will be welcomed in the way you like.'

Performance

- 1 Form a circle with all participants.
- 2 Ask everyone to take a minute to think about how they would like to be welcomed in the group. It is also possible to let them brainstorm in pairs.
- 3 Then ask somebody to tell you in what way he/she would like to be welcomed.
- 4 Ask the participant to go out of the classroom for a while and tell the group how he/she wants to be welcomed. You could practice this briefly, to make sure everyone does it in the right way.
- 5 Ask the participant to come back into the circle and welcome him/her!
- 6 Repeat until everyone has been welcomed in the way he or she has chosen.

Reflection

What do youth think of this exercise? How was it to be greeted in this special way? Did they feel welcome? What does it mean for gatherings/meetings like this in the future?

Tips

When you explain the exercise, you can give some examples how to be welcomed, but let the youth also think themselves how they would like to be welcomed. For example:

- making an entry and being welcomed with applause and acclamations in the way a celebrity is being greeted
- making an entry whilst everybody is clapping or dancing.
- making an entry and receiving high fives from everyone.
- making an entry by everyone saying 'Hi <name of participant>, glad you are here!'
- making an entry with everybody singing to you.

Participate in this exercise: let them welcome you too!

Further examination

You could begin a conversation with your group about the theme 'welcoming' after this exercise. When do they feel welcome? What do they feel is important when they think about 'being welcome'? Do they feel welcome at school/at their work? What do they need to feel welcome?

MAY I INTRODUCE MYSELF?

Goal

Youth learn to introduce themselves to another person and to a group.

Preparation

Make sure that you have enough space to put the chairs in two circles: an inner and an outer circle. Put the chairs in pairs, opposite each other and use as many as there are participants.

Explanation

'You can learn how to introduce and present yourself, mainly by doing it a lot of times; you need to practice. First you will learn how to introduce yourself to one other person. You will be divided into pairs and you will tell the other person who you are. You repeat introducing yourself to several group members as every time you move one chair to the right. In the end, you will present yourself to the whole group.'

Performance

- 1 The youth take a seat in the inner or outer circle of chairs. Everybody sits opposite a classmate.
- 2 In pairs, they will tell each other who they are. Keep it short: your name, your age, where you live, with whom, why you chose this school/training, what your hobbies are, and what you are good at. Each person has two minutes.
- 3 After four minutes, the participants in the outer circle move up one chair and everybody sits opposite someone else now. We do the same thing again: each one of the pair has two minutes to introduce him/herself to the person in front of him/her.
- 4 Then we do it once more; all the participants in the outer circle move up one place again and everybody introduces him/herself to a new person sitting opposite him/her.
- 5 Finally, everyone gets a turn to introduce him/herself to the whole group. The participant whose turn it is, stands up, looks around at all persons in the group, takes his/her time and presents him/herself.
- 6 When he/she is ready, he/she stays standing for a moment and then sits down quietly.
- 7 Repeat this until everybody has had a turn.

Reflection

Ask the youth what they think? Do they find this a good way to get to know each other a little bit better? What are - for them - the differences between introducing themselves to one other person versus the whole group? What did they get out of this exercise? What would they like to do differently next time? What would they do the same? Make sure that there will be a next time.

Tips

Don't give turns in a fixed order, but let the youth decide how to make sure everyone gets a turn. Somebody who likes to do this exercise, is an example for others.

OVER THE LINE

Goal

Youth get to know each other and learn to relate to each other by sharing personal information in a respectful way.

Preparation

Clear the room of tables and chairs. Make sure there is enough room to move. Draw a line in the middle of the room with some tape. Prepare the statements you want to use.

Explanation

'The beautiful thing about groups is that a group consists of different people with different needs and backgrounds. There's so much to learn from each other. Be aware, that it is important to feel safe in a group, because without safety it is impossible to learn. You create safety when you give the other person the feeling that you fully accept him or her. Accepting others as they are, is also important later in a working environment, where you won't be able to choose who will be your colleagues. In this exercise 'over the line' we will try-out how to get to know each other better by sharing personal information in a safe environment. There are a few rules:

- be quiet during the exercise
- all that is said or shown remains amongst us.'

Performance

- 1 Read aloud - one by one - the statements you select from the list below.
- 2 When this statement applies to a participant, he/she will step over the line.
- 3 The youth stop and turn to look who else has crossed the line.
- 4 After that, the youth return to their starting point.
- 5 No one will talk during the exercise.

Statements:

- I need to travel more than an hour to get to school.
- I chose this training because my parents told me to.
- I chose this training because I didn't know what I wanted.
- I chose this training because I really want to do this kind of work.
- I chose this training because my friends were here.
- I have morning moodiness.
- I find it hard to have time to do my homework.
- There are times that I feel insecure.

- I was a bit afraid on my first school day.
- I find it hard being taught in English.
- I do not have enough money to buy breakfast in the morning.
- My parents are divorced.
- I lost someone who was very close to me.
- I have been bullied.
- When a teacher talks for more than one hour at a time, I find it hard to concentrate.

You don't need to use all the statements above. Make your own selection and think of some other statements that will fit the youth of your group and the culture of Zanzibar and Tanzania.

Reflection

Ask your group how they liked doing this exercise. What did they notice? Are there things they discovered that they didn't know before? Are there things they would like to say to someone afterwards, because of this exercise?

Tips

Participate in this exercise. This makes you an example for the youth and it increases trust. Make sure that particularly participants who don't say much, get a turn or ask them explicitly how they experienced this exercise. Reconsider doing this exercise if you think the group isn't safe enough to do it. Maybe the group needs more introductory exercises to feel ready for the 'over the line' exercise. When you think the group is up to it and the atmosphere is safe, it is helpful to do the exercise together with a colleague. You never know whether certain statements evoke strong reactions. Just in case: it might be handy that your colleague can pay attention to the group, while you assist a single participant or vice versa.



WHAT IS YOUR NAME?



Goal

Youth tell each other about the meaning of their name and why they were given that name.

Preparation

Before you do this exercise ask all participants to take with them a symbol that shows how their parents or the community celebrated their birth. Ask them to tell something about it. Youth who don't have a specific item to show, can bring a picture from the period that they were a baby, or write their name on a card/piece of paper in beautiful letters. Put all the chairs in a circle; no tables, so everyone can see each other. Take along a symbol yourself, so you can be a role model for the class.

Explanation

'We are all born in a family, a country and a village and at a certain time. That is what we all have in common. Nobody is an exception in that respect. And still, every birth is unique. That is probably why birth and rituals go hand in hand in many countries. In some countries it is the custom to send birth announcements. In the United States, they have baby 'showers': a party to celebrate the birth of a baby. In some countries, a baby is circumcised and elsewhere they are being initiated into life by someone who is considered wise. In this exercise, we are going to explore more about our names and which traditions took place around our births.'

Performance

- 1 Ask youth to put down their symbol/picture/name in the middle of the circle.
- 2 One by one a symbol/picture/name is being taken up and the participant is asked to tell what it represents, what the meaning of their name is and why that name was given to him/her.
- 3 Ask youth which rituals and customs around someone's birth take place in the region they come from.

Reflection

Ask the youth how they feel about sharing their name and its meaning with the group? Did they discover things in the names, traditions and symbols of others that they didn't know before?

Tips

If the group is too large, divide the group into subgroups and let them do the same. Let them write down all the names and meanings of the names, so they can be shared later with the group.

GOLDEN RULES

Goal

Youth discuss their own individual norms and values and transform them into group norms, i.e. the golden rules.

Preparation

Make sure everyone has got a pen and a blank sheet of paper. You also need markers, a whiteboard/flipchart and a poster (or a big piece of paper) to write on the golden rules.

Explanation

'Which golden rules are important in our group? Which behaviour do we think is helpful to work together and learn well? What are the do's and don'ts in the classroom? What are our personal norms? This is what we are going to figure out in this lesson. Learning in the classroom will improve when we all behave according to those golden rules; what we value personally, will become our group rules. Ten golden rules will finally be written on a poster (or a big piece of paper), so we can always see them!'

Performance

- 1 Start with an introduction why group rules are so important. Emphasize that the golden rules must be clear to everybody. Tell them that everything that is discussed will stay in the group, unless decided differently. This creates safety in the group.
- 2 Everybody, including yourself, writes down his/her five most important golden rules and adds in a few words what each rule means for him/her.
- 3 Let them share their individual rules and their meaning in a subgroup of four or five members. After that, let them make one list of ten rules.
- 4 Write all the subgroup rules on a black board or flipchart (just listen to what is being said and write down all the statements without comment). Every member of a subgroup gets a turn. When someone already has mentioned a rule, put in that case a mark next to that rule.
- 5 Discuss with the group which rules on the whiteboard can be transferred to a list of ten most important golden rules.
- 6 Don't go blind on the fact which rule has got most votes. Listen to the group, ask what exactly is meant by preferred behaviour, listen to argumentations and decide together what is most important.
- 7 When you have agreed on the ten golden rules, a small group can write those down in clear writing (use colour and ornamental lettering) on a poster which they put up the wall, e.g. in class.

Reflection

Ask youth how they felt about the ambiance in the group during the exercise. Did everybody get a chance to contribute? Ask a few participants if their rules/norms were the same as those of others? Do they think it will be hard to follow these ten golden rules? What will the youth do when others don't stick to the rules? Will they say something about it? After agreement of the group on the top ten, the rules will be put into effect.

Tips

Stay away from long discussions that are hard to stop. Make sure that there is no disagreement on some rules and do not impose your own rules on the group. Move towards general agreement.

Further examination

When needed, or as an elaboration, you can discuss the golden rules again later on in the course; this you can do to evaluate whether youth respect the rules and whether the rules need to be improved/changed. Make sure you make compliments when youth behave correctly. Do this also when you are training and teaching.



PRESENT MY TALENT IN AN IMAGE!

Goal

Youth discover how it feels to talk about their capacities and talents instead of talking about things they don't do well.

Preparation

Put together a stack of cards of Zanzibar, Tanzania or Africa on which talents or qualities of people are shown. You could also ask youth to make photos/pictures on which they show their talents/strengths. Put chairs in a circle, no tables. Put the cards and photos in the middle of the circle on the floor, so youth can walk/stand around them. Make sure the floor is clean; if not, you place some tables in the middle of the circle and put the cards and photos on them.

Explanation

'It happens so many times that we only look at the things we are not good at. In this exercise, we will look at what each of us can do well. We will show each other what we are good at and we will do that by choosing an image of which we think that it suits us well.'

Performance

- 1 Everyone chooses a card or photo in which he/she recognizes his/her own talent/quality.
- 2 Everyone gets a turn to tell the others why they have chosen this card/picture and how it expresses their talent.
- 3 The other group members ask questions about what the classmate is telling them.

Reflection

Ask youth how they felt about concentrating on talents and strengths. How did they feel talking about it? Are they used to talk about what they are good at? Is that something they do at home? Did they learn something from the reactions of other group members? If yes, what did they learn?

Tips

Make sure that all the youth get the same attention to express and clarify their talents. When participants have little experience in talking about their talents, in that case this can be a hard exercise for them. If so, it is helpful that you participate in this exercise and you tell the group why you have chosen a certain card. It is good to do this exercise at various moments during the year. Then you ask the group what they have discovered about their talent/quality recently.

Further examination

When you do this exercise - or a similar one - more often, you will notice that the youth get used to talking about strengths instead of weaknesses. As a trainer or teacher, you need to talk about talents and not only about weaknesses. When this exercise is carried more often, youth will experience that they become better in naming strengths and in discovering their talents.

I DIDN'T KNOW I HAD IT IN ME!

Goal

Youth discover which talents they have: an exercise in getting to know qualities they are not aware of.

Preparation

Prepare this exercise by doing it yourself first. Write down for 5 minutes what you are good at. Set an alarm and use the full 5 minutes, even when you think there's nothing more you can add. There's always a chance you think of something more. By doing this exercise yourself, you probably realize what your participants might find hard in this exercise. Make sure everybody has a paper and a pen.

Explanation

'We are going to write down what we are good at, and we are going to take our time to do that. You'll get 5 minutes to write down everything you can think of. And we are going to use every second of those 5 minutes, even when you think you cannot come up with something new. You are not allowed to talk during the 5 minutes.'

Performance

- 1 Ask your participants to write down what they are good at. They don't have to write it down in full sentences; it doesn't have to be a story. Just write, write, and write, without questioning yourself if the writing is good enough. Tell them to write without taking their pen from the paper! Just write down what is coming into your mind about your talents.
- 2 Tell your group when the 5 minutes start, make sure that everybody is silent and that a timer will announce the end of the exercise.
- 3 When the alarm rings and the exercise is over, give them some time to blow off steam. Most of the time they start laughing and talking.
- 4 Ask youth to read aloud what they have written and what they learn from this. What is new?

Reflection

Ask the youth what they experienced during this exercise? What was it like to give their talents a moment of thought? Did they find things that surprised them? If so, what?

Tips

If youth find it hard to write anything down, ask them to think about moments when they got a compliment, when they did something they were proud of or when they solved a problem. What did they do so well in that situation? That's what they can write down. It really is important to let the exercise last for 5 minutes. It takes time to get the information from the unconscious part of the mind.

Further examination

Tell youth to let a friend or their parents read what they have written. In the next meeting/class ask them how their friends/parents reacted. You could repeat this exercise later in a different form, for example: 'Take 5 minutes to write down how your life should be in 5 years' or 'Take 5 minutes to write down what your ideal job would look like' or 'Take 5 minutes to describe your perfect training/school.'

THANK YOU FOR THE COMPLIMENT!

Goal

Youth elaborate on their strengths, derived from the compliments they got at work, class or at home.

Preparation

The best preparation for this exercise is doing it yourself first. Write down your strengths and the compliments you received from others. In this way you will experience yourself what your group might find hard in this exercise and you will function as a role model.

Explanation

'We are going to look at our strengths by listening to what others say about us. Which compliments do we receive? What do people say to us when they say something nice about us? What are we good at according to others? Sometimes we find it hard to receive compliments, but most of the time they do have a point.'

Performance

- 1 Ask youth to write down at least 3 compliments they received in the past. These compliments might have something to do with their education, work or private life.
- 2 Let them write down what kind of activities they did to receive these compliments.
- 3 After that you ask them to describe 1 or 2 recent situations at which they look back with pride and in which they were successful. What was it that gave them energy? What was it that made that situation so special to them (and to other people around them)? What talents/qualities did they use in these recent situations?
- 4 Ask youth to share these recent situations with their neighbour.

Reflection

Reflect with your group how they experience remembering compliments. Do they find it hard to remember them? Is it a habit in your family, at school, within your group of friends to exchange compliments? Why yes, why not? What is the idea, the value behind that?

Tips

If youth find it hard to think of something to write down, you could give them a compliment from your position as a trainer, teacher. Ask them to write that compliment down. After this, you encourage them to answer the other questions. Or ask another participant to give this classmate a compliment.

Further examination

As a trainer, make a habit of giving compliments. And you can repeat this exercise in different ways: once every few weeks, let youth give each other compliments or every participant chooses 3 other group members to give a compliment to. Make sure everybody in the group give and receive compliments, so you might need to organize who is giving a compliment to whom.

MY COMPLIMENT VOUCHER

Goal

Youth get the feeling how to ask, give and receive compliments.

Preparation

Make sure you have printed enough compliment vouchers to hand around: one or two for everyone. You can print the vouchers from the worksheet 1.10 'My compliment voucher'. Fill in one for yourself to find out what youth might find hard to do.

Explanation

'We are going to learn about compliments: how to ask, receive and give them. Compliments are a form of feedback that can make you happy and through which you discover what you are good at or what other people think is great about you. When you compliment someone, it is important that you really mean what you say and that you are specific about what you think that somebody else's strength is in a real situation'.

Performance

- 1 Ask youth to put their name on the voucher(s) and to give it to someone in the group that they would like to receive a compliment from. They too receive a voucher from someone else to fill in.
- 2 Ask them to think of a positive quality they observe in their classmate and to be as specific as they can be. Let them give the compliment, write it down in a few words on the voucher and, if possible, use an example. Let them sign the voucher with their name.
- 3 When all is done, everybody returns the voucher and gives the compliment also verbally to their classmate.

Reflection

Reflect with your group on how they handled compliments during this exercise. Do they find it hard to receive a compliment? Do they find it hard to give one? What do they feel when they receive a nice compliment from someone? Do they trust it to be a sincere compliment? When do they find it hard to give a compliment? Can they think of people to whom they would never give a compliment?

Tips

When it happens, that compliments are always asked from the same group members, you can draw the line. For example, you can give the instruction: 'you can only give a compliment to two group members or you can only fill in two vouchers'. The person who fills in two vouchers needs to ask for two compliments from two other group members as well. That extra voucher could be filled in by someone who has received no voucher from any of his group members. So, make sure that all youth give compliments. It is not always easy for people to receive compliments. Be aware of that and ask the participant just to be quiet for a moment after he/she has been given a compliment. Often a compliment is laughed off or it is being discussed, which reduces the value of it.

Further examination

As a trainer, make a habit of giving compliments. Or repeat this exercise in another form: youth form a circle while reflecting on this exercise, and in turns everybody tells what they have learned. Then they turn towards their neighbour to the right/left and give him/her a compliment for their input during this meeting.

THE TALENTS INTERVIEW

Goal

Youth interview each other about their talents and learn how to become more specific.

Preparation

Fill in the schedule yourself as well, so you can answer the questions the youth might have. Put tables and chairs in groups of three. Make sure that you have enough copies of worksheet 1.11 'The talents interview' or write down the questions on the whiteboard. Participants can use their notebook or empty A4 papers.

Explanation

'We are going to interview each other about our talents. It is very important that you listen carefully to what the other person says. What you write down must be in accordance with what is being said, without adding your own opinion. Then you tell the other person what his/her talents are according to the questionnaire you filled in during the interview.'

Performance

- 1 Divide the group into threesomes.
- 2 Give out the interview model on worksheet 1.11 'The talents interview'.
- 3 Ask youth to interview each other and to write down the answers in the model. A is the interviewee, B is the interviewer, C writes down the answers. Change roles when the interview is over.
- 4 When the interviews are done, ask youth to present each other's talents to the rest of the group.

Reflection

Reflect shortly on how youth experienced this way of interviewing. What did they learn about the others they didn't know before? What did they learn themselves by telling others about their own talents?

Tips

Explain to the youth that the challenge of interviewing somebody is to listen carefully without judging what the other person is telling you. It is important to give the other person the opportunity to tell his/her story and learn something from it.

Further examination

Let youth interview their parents or somebody in the company. It can be a way for them to attain insight in the talents of other people.

MY TALENTS IN AN HISTORIC OVERVIEW

Goal

Youth reflect on the question in which period and in which situations they developed and used their talents.

Preparation

Take several sheets of paper (A4 size) and crayons/markers with you, enough for the number of participants. Put all tables in a square, so group members can see each other.

Explanation

'We need to practice talking about things that went well. Especially at school, we often speak about things that didn't go well and which need to be improved. We doubt if that is really motivating us to do things differently. A different option is to talk about things we are good at. That might make us happier and it will motivate us to experiment doing certain things in a different way. That is what we will do in this exercise.'

Performance

- 1 Let youth take a sheet of paper and let them draw a history line from the first day of the course/industrial training till to today.
- 2 Let them draw or write down on that line when they had positive experiences:
 - when were you in your element?
 - when were you doing something you are good at?
 - when were you proud of yourself?
- 3 Let them write down:
 - what they were doing during those moments?
 - which talents did they use?
 - what they were good at and what they enjoyed doing?
 - in what kind of environment, they excel (in what role, with which people, in which surroundings: school, at home, at work, with parents)?
- 4 Let youth sit in pairs and let them tell each other what they have drawn and written. How should their line be understood?

Reflection

During the group reflection, ask who would like to share their line with the group. Ask your group what they think of looking at their talents in this way. Which conclusions can be drawn after this exercise? Can they think of things they would like to do differently next time? Or will they do it just the same?

Tips

Make your own history line, so you experience what the youth may find challenging. This helps you to answer their questions. All history lines are good. There is no bad line: everyone experienced the past the way they did. Look at every drawing with respect. To think about your own behaviour in this way, is a difficult exercise to do.

Further examination

Repeat this exercise several times during the school year. Youth will learn to look systematically at their behaviour and they will notice the changes they have gone through. By comparing their new and old history lines, they will be able to put their development into words.

MY COAT OF ARMS!

Goal

Youth visualize their identity in an image.

Preparation

To prepare this exercise you could take along a few pictures/examples of the coat of arms of Zanzibar or of your own hometown. Make sure that you have enough copies of worksheet 1.13 'My coat of arms' or draw one on a big sheet of a flipchart. Collect enough magazines and materials like sheets, scissors, crayons, markers and tape to do the exercise.

Explanation

'In the past, a coat of arms of a Sultan for example, showed his background, his travels, his wealth or the family story. Cities, the royal family or the Sultan family, they all have coat of arms that are still used to this day. You will create your own coat of arms in this exercise. It will show who you are, as it contains in a nutshell the most important information about you.'



Performance

- 1 Distribute worksheet 1.13 'My coat of arms' with an empty coat of arms. Ask youth how they would like to present themselves to the rest of the world? Who are they? What is important to them? What interests them? To create their coat of arms, they can use text, images or make a drawing.
- 2 Youth will put their coat of arms on the wall in the classroom, so that they can look at each other's presentations.
- 3 Everyone will get a turn to present his/her coat of arms to the class and to explain what it means and what it tells about him/her.
- 4 Ask the youth to take a picture, a selfie of their coat of arms.

Reflection

Ask youth if they are happy with their self-portrait. Were they able to express what they wanted to express? Ask feedback from other group members: do they think the coat of arms represents the person who made it? To conclude: What did they like about the exercise?

Tips

When you want to make a big 'coats of arms' you can also give participants large sheets of paper. First you yourself draw the empty coat of arms on the whiteboard or on a flipchart as an example and then you ask youth to copy it themselves on their sheet.

THE ELEVATOR PITCH: TELLING WHAT I AM GOOD AT IN 60 SECONDS!

Goal

Youth practice to present their qualities in a very short time.

Preparation

To prepare them for this exercise, give the youth some questions to answer as homework (about 1 week in advance). A question you could ask them for example, is: 'If I would ask your mother or father (or you brother/sister/best friend) what you are good at, what would they answer?'. Or you could give the youth the following list of questions to answer:

- Who am I?
- What is my strong side?
- What do I find important in my life?
- What am I good at?
- What do I want to accomplish?
- What makes me special?

Ask youth to prepare a 60 second pitch on basis of the answers they have prepared.

Preparation for the actual pitch: make sure the classroom is set up for presentations. Only chairs, no tables. Think about in which order you would like the youth to present their pitches. For example: a boy-girl alternation, someone who volunteers to go first and then let the group decide who will follow, or someone who goes first and chooses who is next, etc.

Explanation

'Many companies nowadays make use of the so called 'elevator pitch'. This is a way to present yourself in 60 seconds, for example to people in an interview committee. The idea behind a quick presentation is that it looks as if you are talking with a colleague who stands next to you in an elevator. There is not much time to talk. Just imagine that you want something from that person and you want him/her to make curious about you. Your colleague goes to the 10th floor, which means you have 10 floors to arouse his/her interest. The elevator takes exactly 60 seconds to get to the 10th floor. That is how much time you have. We are going to look at your elevator pitches today.'

Performance

- 1 Explain in which order you are going to listen to the pitches and why you choose this order.
- 2 After every pitch, you ask the youth to write down the name of the person they listened to/watched and add one word that expresses what they think of that pitch.
- 3 After 5 pitches, you organize a short evaluation on basis of what the participants have written down.
- 4 After all the pitches, you have another more elaborate reflection on the pitches in which you give feedback and tell them what you observed and what they could improve.

Reflection

The reflection at the end of this exercise gives general feedback on what you saw. Make sure the feedback on WHAT they tell about their qualities is mainly positive, as the participant tried to emphasize positive elements of him-/herself. Try to give some tips on HOW to improve their pitch and HOW to make it more effective.

Tips

Have a video camera ready (use your phone or the phone of the presenter) to record the pitches, so the youth can save their pitch and use it to improve their presentation if they want. Make clear that the pitches are for their own use only and won't be shared outside the classroom. Make your own notes of observation during the pitches. What do you see? You can use these notes for the reflection at the end of this exercise. Keep an eye on the time: a pitch should only last 60 seconds. You can use a timer or the alarm on your phone. Emphasize the advantage of practicing an elevator pitch for a job interview or a first interview for an internship. Youth should save their elevator pitch on their phone: in this way, they can improve it when they need to. Tell youth that they could memorize their pitch, so they can repeat it or use parts of it to make a good (first) impression in a new situation.

Further examination

Do this exercise several times in a year. It should make the youth more confident in what they are good at, which results in better pitches. This exercise is useful for the youth to discover that they are making progress.



HIDDEN TALENTS: THE SUNSHINE OF THE DAY!

Goal

Youth practice how to ask and receive feedback on their hidden qualities. They will also point at hidden talents of others.

Preparation

Make sure there is room to walk around, no tables or chairs. Make sure you have enough sheets of paper and pens (A4).

Explanation

'A characteristic of having a talent is that you often don't recognize what you are good at. This is because this talent comes naturally to you. That's what we call 'hidden talents'. During this exercise, you'll receive feedback on your hidden talents.'

Performance

- 1 Stick a sheet of paper (A4) on everybody's back and make sure that everyone has a pen.
- 2 Ask the youth to walk through the room and let them ask each other: 'Do you see hidden talents in me? Please write them on the paper'.
- 3 If so, ask them to write down qualities, strengths and talents for fellow group members on the sheet that's on their backs.
- 4 When they have finished writing down something on someone's back, they proceed to someone else, ask whether he/she sees hidden talents and ask that person to write them down on the sheet.
- 5 This exercise can either last about 10 minutes, or you go on as long as the group has the energy to interact, or till the moment you see that on each sheet several hidden talents are written down.
- 6 Ask to share in pairs what is written down on the sheet of paper on their backs.
- 7 Let youth take a picture of the sheet of paper, so that they can keep it.

Reflection

Ask youth how they feel about walking around like this. What did they experience? What did they think about writing something down on someone else's back? Were they pleased with what was written down on their sheet of paper? Make sure youth don't pass judgements too much.

Tips

At the beginning of the exercise emphasize the importance of writing down positive feedback. The exercise is not about giving negative comment. Join the group, ask the participants to tell you your hidden talents and you write down something on every participant's sheet of paper. A great way of giving unexpected compliments!

Further examination

If you feel that the group is safe enough, you could add the following exercise: 'Write down (on another sheet of paper) what you'd like to learn from that participant'.

THE TALENTS IN OUR GROUP

Goal

Youth reflect on their own talents using what others say about them.

Preparation

Make sure that there are enough sets of cards with qualities of worksheet 1.16 'The talents in our group' printed on them. You'll need a set per two participants. Store the cards in an envelope. When you need a new set of cards, you can download it from www.vso.nl/cbet and www.vsointernational.org/cbet. You will find links to the Career Development programme, this topic and this worksheet.

Explanation

'During this exercise, we will tell each other which talents we think each of us has. We will do this by using a lot of cards that have all kinds of talents printed on them. Then we will ask each other questions.'

Performance

- 1 Divide the group into pairs and give them the set of cards of worksheet 1.16 'The talents in our group'.
- 2 Let youth put the cards on the table, face up.
- 3 One participant of each pair (A) will choose 5 cards with a quality that he/she thinks suits the other person (B) and he/she shows these cards to (B).
- 4 Participant A explains why he/she has chosen these qualities for the groupmate B and in which situations he/she saw him/her using those qualities. Does person B recognize these qualities? How? In which situation? After this, ask the participant (B) to write down those talents in his/her notebook and A put the cards back on the table, face up.
- 5 Then participant (B) will now choose 5 cards he/she thinks they apply to him/her. Participant (B) shows these cards to groupmate (A), gives his motivation why he/she has chosen these talents and gives examples of moments he/she used these talents. Ask person B to add his/her talents to his/her list.
- 6 Repeat the exercise. Now it is the turn of person (B) to choose 5 cards with talents that he/she thinks that suit groupmate (A). Again, have an explanation given by (B) and participant (A) writes down the 5 talents and he/she will choose 5 cards for him/herself.
- 7 Make sure that both have a list of 10 talents. Let youth put the cards in the envelope. You need them for other groups.

Reflection

What do youth think of working in this way? Did they hear new things from their fellow groupmates, something that might be of importance to them for the future? How do they like the list of talents?

Tips

For this exercise, it is important to stress that it is about pointing at someone's talents, his/her positive qualities and strengths. As a trainer you can make more cards with talents that you find that are missing and add them to the current cards. Youth can do the same for talents they miss.

Further examination

Another way of doing this exercise is to use the cards in a group session. Somebody takes a talent from the set and gives this card to a classmate in the group who has that talent. Let them explain in what kind of a situation that person shows that talent. Ask the person whether he/she recognizes that talent. Then another card will be taken by another person and will be addressed to somebody else. When nobody can be addressed having that talent, just take another card.



SELF-PORTRAIT, A SELFIE



Goal

Youth show others who they are by writing down their own qualities. Others will get the opportunity to add qualities.

Preparation

Make sure youth will have room enough to hang their writings on the wall and that all participants can walk along the self-portraits that are produced. Make sure that there are enough large sheets of paper, markers in different colours and masking tape.

Explanation

'We will make a self-portrait of our strengths. We all have a self-image, consciously or unconsciously. But, that self-image is not necessarily in line with how other people see us or how they approach us. So, in this exercise we will explore if our self-image corresponds with the image others have about us.'

Performance

- 1 Everyone will get a large sheet of paper and several markers.
- 2 Let youth write their name on the sheet of paper and all their strengths/qualities they can think of. All qualities they show in school, at work or at home are allowed.
- 3 Ask youth to hang the sheets on the wall.
- 4 Ask youth to walk around and have a look at each other's self-portraits. Make sure they get a chance to explain their work and to ask questions. They are also allowed to add qualities to the lists of their groupmates.
- 5 Let youth take a picture of their self-portrait.

Reflection

Ask youth how they liked to fill in their own self-portrait. Did they find it easy to express their own strengths? How did they feel about adding strengths to the lists of their group members? Did they find that easier to do, or not? Did they find out things they didn't know about themselves before this exercise? Did other people add strengths they didn't realize they had?

Tips

As a trainer, participate as well when everyone is invited to add qualities to other participants' lists. A perfect opportunity to give unexpected compliments!

QUESTION YOUR TALENTS

Goal

Youth give their ideas and feedback on the talents of other groupmates and get feedback on their own talents.

Preparation

Organize the tables in such a way that youth can work in threesomes.

Explanation

'Other people often see clearly what our talents are. But they won't always tell us. Sometimes we think it is normal to be good at something. And sometimes we just don't know how to give each other compliments. During this exercise, we will point at each other's talents. This is a way of networking. You are using others to get to know things about yourself. On the other side, you will help groupmates by pointing at their talents and by giving them compliments.'

Performance

- 1 Divide the group into threesomes.
- 2 Ask the youth to choose roles: A, B and C. Next, person A will give feedback to B, and C will write down what A said. They will talk about the following subjects in this first round:
 - What does person (A) see as a talent of groupmate (B)?
 - Which task would (A) like to assign to (B)?
 - Which talents does (A) think that the other (B) will use?
 - What does (A) think that (B) is exceptionally good at?
 - Imagine that (B) will emigrate and (A) - who is giving feedback - will give (B) a word of farewell, what would (A) say to (B)?
- 3 After the first round, change roles. In the second round B gives feedback to C, A writes and after that in the third round, C gives feedback to A and B writes. They will talk about the same subjects, just change the letters in the instruction.

Reflection

Ask youth how they experienced that others are naming their talents. Are there things they didn't hear before? How was it to receive mainly positive feedback?

Tips

Again, this exercise is in the first place about giving positive feedback. Youth are supposed to give each other positive feedback, as they discover their own talents through the eyes of their groupmates.

Further examination

Encourage youth to ask family members or someone who is close to them to answer the same questions and to write those answers down.

A TIBETAN POEM

Goal

Youth make their own poem based on the structure of a Tibetan poem and express in this way their latent thoughts and feelings.

Preparation

Make yourself understand how to make a Tibetan poem; make one at home to see how it works or give the instruction to a colleague or friend. Organize the tables in such a way that youth can work quietly and independently. You could turn on some quiet music in the background, while youth are working on their poem. Make sure you have enough copies of worksheet 1.19 'My poem' or write down the structure on the whiteboard.

Explanation

'It is not always easy to explain your exact feelings. For example, you might be in a situation you do not feel free to tell about your feelings. Or you are afraid you will be made fun of or you might think that people find you an odd person. Therefore, it is important to learn how to express your feelings because they are always there; there's no way of switching off your feelings. There are four basic emotions: fear, anger, distress and joy. We will do something with these emotions during this exercise: we are going to write a Tibetan poem. It is a way to empty your head and to come into contact with your emotions. You don't have to create beautiful lines and they don't have to rhyme. What is important is that you write down what comes to your mind first; you write about what goes on in your head right now, at this moment.'

Performance

- 1 Distribute the empty poem structure on worksheet 1.19 'My poem' or let participants copy the structure from the whiteboard into their notebook.
- 2 First, let youth concentrate on it for a little while before they start the exercise. Make sure the group is quiet. Tell them that from now on (from the moment you play the music e.g.) everybody must be quiet, until the poem is finished.
- 3 Ask youth to choose a key word, a theme, an action or value that keeps them busy in their minds at this moment. Remind them of the previous exercises, the insights they gained, the intentions they formulated etc.
- 4 Start the writing of the poem and help the youth - line by line - what they need to write.

The Tibetan poem: instruction

Line 1: I ... (make a sentence that begins with 'I' and in which you use your key word)
Line 2: I am ... (describe where you are)
Line 3: I see ...
Line 4: what is happening?
Line 5: same as line 2

Line 6: is an emotional reaction to line 2: how does it make you feel?
Line 7: same as line 4
Line 8: is your emotional reaction to line 7
Line 9: same as line 6
Line 10: is your emotional reaction to line 2: how does it make you feel?
Line 11: same as line 8
Line 12: what is that like?
Line 13: same as line 10
Line 14: how does that feel?
Line 15: same as line 12
Line 16: what is your reaction to that?
Line 17: same as line 14
Line 18: same as line 3
Line 19: same as line 16
Line 20: same as line 1

- 5 When they have completed all the lines, ask youth to read the poem - silently - and give them first some time to reflect on it themselves.
- 6 Let youth read their poems to one another in three- or foursomes. Ask them to give back a reaction 'from their hearts'. What does the poem do to them?

Reflection

Ask a few group members who will read aloud their poems. After a poem has been read, hold a moment of silence. Do not analyze it! Let the poem speak for itself. There will be time to talk about how youth experienced the writing of their poem during reflection. For larger groups, you could let some participants read aloud their poems later in the program as a moment of reflection in between other sessions.

Tips

Explain the four basic emotions: fear, anger, distress and joy. Illustrate that to write this poem, they can choose one of these emotions or variations on these emotions (like sadness, hopelessness, ecstasy, rage, anxiety, disappointment, etc.). You could write the basic emotions on a sheet of paper or a whiteboard. Explain very clearly that youth are not supposed to think aloud, but they just need to write down in silence what comes to their minds first. Another thing you need to be very clear about is that they need to repeat several times exactly what they wrote in one of the previous lines. Ask them not to worry about the question how the poem will turn out in the end, but ask them to complete first all the lines without a lot of thinking.



PROUD OF.....



Goal

Youth discover and point out personal qualities and competences; they reflect on how to demonstrate or present their own qualities.

Preparation

Organize the room in such a way that youth can work in pairs at a table. Make sure you have enough copies of worksheet 1.20 'Proud of...!'

Explanation

'Often, we aren't aware of our strengths; we consider it as normal what we have achieved. During this exercise, you will reflect on a couple of achievements in your life of which you are proud of. Those achievements can be small or big, professional or personal. You are going to explore some important actions in your life and find out which qualities you have used at that time.'

Performance

- 1 Ask youth to answer individually the questions on worksheet 1.20 'Proud of...!'
- 2 Participants interview each other in pairs and they discuss the answers they have written down:
 - Let them tell each other (in turn) what they have written down and, if necessary, let them ask each other to clarify the situation and the actions.
 - The interviewer should help the interviewee to specify the qualities that were used to achieve the result.
- 3 Let the youth write down their personal conclusions and insights about this exercise. What do they want to remember from this exercise?

Reflection

Ask youth what they think of this exercise. Are there any other experiences they think worthwhile to reflect on? Ask everyone to share the main conclusion they have drawn from this exercise.

Tips

This is another exercise for youth to get a clear view on which qualities they use in which situation. The purpose of this exercise is that youth learn to define the talents they use in real life situations, trying to achieve their goals.

WORKSHEET 1.10

MY COMPLIMENT VOUCHER

MY COMPLIMENT VOUCHER

MY NAME: _____

I would like to receive a compliment from you. Thank you!

RETURN MESSAGE

You receive a compliment from: _____ (fill in your name)

My compliments to you are:

I know that you have those qualities, because:

Date:

Success! With great pleasure

WORKSHEET 1.11

THE TALENTS INTERVIEW

Describe something you are proud of; it can be a situation or something you did for which you received compliments.

Describe this situation briefly.
What happened? When was this?
Who was present? What did you do?

**Which qualities made you act the way you did at that time?
What made that you did such a good job?**

How visible were these qualities in your behaviour?
What did you do?
Which aspect were you most happy about?

**What made you feel proud?
Which values are connected to this feeling of pride?**

WORKSHEET 1.13

MY COAT OF ARMS!

NAME: (on the upper rim)

The way I am: (left side)

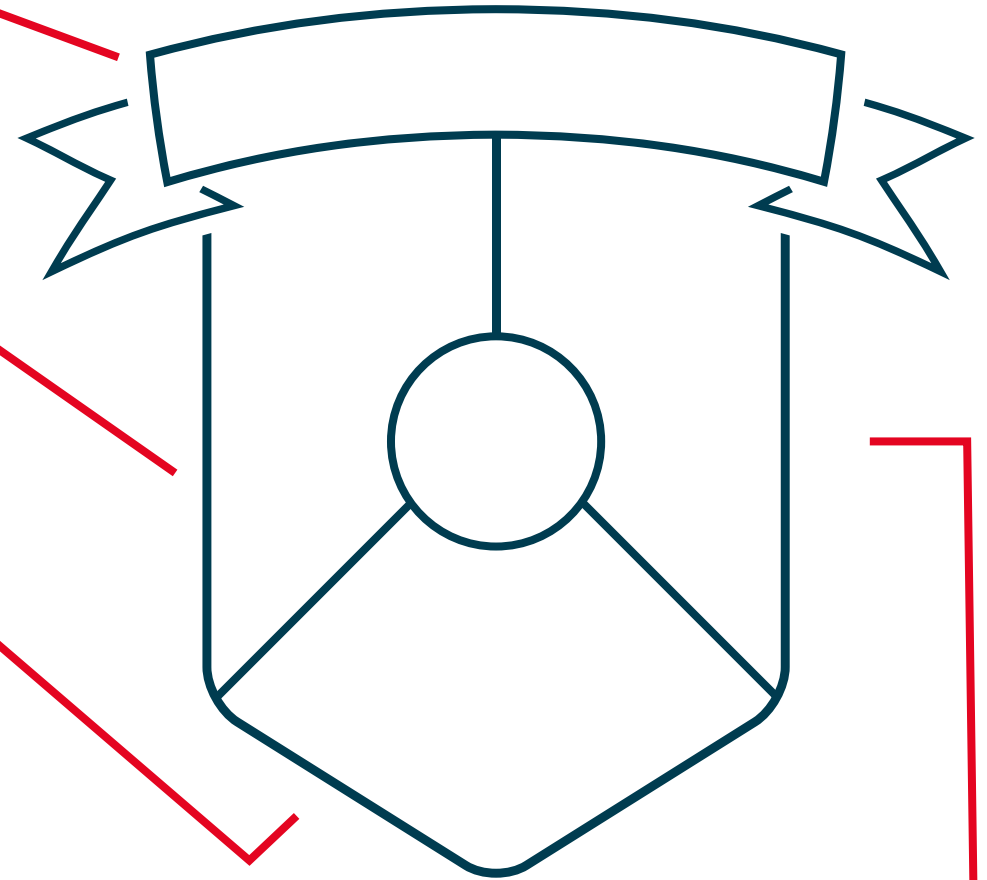
- Talents
- Qualities
- Type of person

Make a drawing or a symbol at the bottom part.

What I can do: (right side)

- Skills

Put whatever you want to write or draw in the circle in the middle.



WORKSHEET 1.16

THE TALENTS OF OUR GROUP

**I HAVE
CONFIDENCE**

I AM CHEERFUL

**I CAN MAKE
CHOICES**

I CAN LISTEN

**I AM
KNOWLEDGEABLE**

**I AM
INDEPENDENT**

I AM SKILLFUL

I HELP OTHERS

I AM FUNNY

I LOVE SPORTS

**I CAN FIND
SOLUTIONS**

I CAN PLAN

**I HAVE A STRONG
IMAGINATION**

**I CAN GIVE
SUPPORT AND
COMFORT**

**I AM WELL
ORGANIZED**

I CAN COOPERATE

**I AM INTERESTED
IN MANY THINGS**

**I CAN STAND UP
FOR MYSELF**

I AM RELIABLE

I HAVE IDEAS

I AM STRONG

**I DON'T GIVE UP
EASILY**

**I CAN MAKE
FRIENDS**

I AM CREATIVE

WORKSHEET 1.19

MY POEM

NAME _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

WORKSHEET 1.20

PROUD OF....

INDIVIDUAL PART

- 1 Describe a situation in which you achieved something you are proud of. This can be something you have done very well, something you have developed, a decision you have made etc. Questions that can help you to describe your performance are:
 - What exactly did you do?
 - Why did you do it?
 - Which steps did you take? Which actions?
 - What was your role in this event? (What was your task? Was it your initiative? Who else was involved? What was your role towards them? What was the context?)
 - What was the result of what you did/the way you acted?
- 2 Ask yourself the following question: 'Why am I so proud of my performance?'
- 3 Which skills did you need to achieve the good results? Which qualities did you use to achieve what you wanted?
- 4 In what way can you give evidences of your performance?

PERFORMANCE

Description

Why are you proud of this performance?

WORKSHEET 1.20

Knowledge / qualities

How can you show / prove your contribution(s) to the result?

PROUD OF....

INTERVIEW IN PAIRS

- 1 Tell each other (take turns) what you have written down on your worksheet and, if necessary, ask each other to clarify the situation in which the actions took place.
- 2 The interviewer should help the interviewee to specify the qualities that were used to achieve the results.

PERSONAL CONCLUSIONS

Write down your own conclusions and insights you have gained with regard to this exercise. What do you want to remember from this exercise? Which personal qualities did this exercise show you? Share one conclusion in the whole group.

Insights, qualities, and other things I want to remember with regard to this exercise:



