

Lesson Plan 6

Topic: Self-presentation – in real life and on paper.

Brief description of activities:

The main objective of the classes is to prepare young people how to look for a job in an effective and practical way. The first part allows students to collect and systematize information about themselves using the SWOT analysis. The second part is devoted to the drafting the Euro pass CV - a uniform template allowing every European to present their skills to a prospective employer.

Objectives: students

- determine their strengths and weaknesses using SWOT analysis and can present them
- prepare Europass CVs
- recognize the need to plan their professional career
- revise personality adjective
- practice speaking
- fill in a form in English correctly

Methods and techniques:

- working with a worksheet
- individual work

Materials and Tools:

- worksheets: Chinese portrait (Appendix 6.1), As I See Myself (Appendix 6.2), SWOT analysis (Appendix 6.3)
- computers with the Internet access

Preparation for classes:

- preparing the classroom
- making the copies of: Chinese portrait (Appendix 6.1), As I see myself (Appendix 6.2), SWOT analysis (Appendix 6.3) for each participant

Class duration: 2 hours (45min each)

Class activities in brief:

1. After welcoming students, suggest a warm-up exercise – hand out small cards (3 per person) and ask them to write on them three most positive features of their characters - each on a separate sheet. Collect the cards and put them in a box, and then ask each participant to draw one and read aloud the feature, as if it was their own virtue. When the exercise is completed, talk with young people about their feelings and knowledge about themselves.
2. Explain that the next task, entitled "Chinese Portrait" will allow young people to look at themselves in a different way. The task is very individual, and the projection technique plays a large role. Give each student a worksheet "Chinese Portrait" (Appendix 6.1). Ask them to write down the answers on the basis of associations, without deliberating about the answers -while maintaining the order of activities given in the instructions.
3. When the task is completed each student should carefully read the summary, considering the threads, tendencies and other features appearing there in the context of oneself.
4. Encourage students to discuss the self-image that emerges from previous exercises.
5. Inform the students that the next step is to diagnose the strengths and weaknesses of each of the participants. Distribute among the students "As I See Myself" worksheet (Appendix 6.2) and

ask them to prepare a list of attributes and skills that they possess, by sticking the notes describing these skills in the right places. They should use the supplied materials to complete the task.

6. The next step of this exercise will be a SWOT analysis, which allows to identify:
 - a. the strengths that should be developed;
 - b. the weaknesses which should be eliminated whenever it is possible;
 - c. the opportunities which should be used;
 - d. potential threats to be avoided.
7. Discuss the rules for the preparation of the SWOT analysis, and then distribute among the students SWOT analysis worksheets (Annex 6.3). Ask them to try to concentrate and work on their own.
8. Explain to students that the preparation of a SWOT analysis greatly simplifies the work on application documents (CV and covering letter) needed in the recruitment process.
9. Instruct the students that the next stage is to prepare the Europass CV – a universal document enabling any European to present their skills. The uniform template of the Europass CV in different languages can be downloaded from <http://europass.cedefop.europa.eu> . Filling in the document they should keep the layout and delete only those items that would remain blank the printout. It is interesting that in the "European CV" a great emphasis is placed on the separation of social skills (related to working in a team), organizational (including managing others and planning work), technical (related to the operation of machinery and equipment), art (e.g. playing instruments) and computer. Each of these is described in detail while also specifying how they were acquired - at courses, by your own activity, etc. Similarly, there is also a specific way of determining foreign languages - the manual describes six different levels of proficiency, and the following skills are evaluated: listening, reading, communication, speaking and writing.
10. Ask students to download and fill in the template document from the website, introduce the guidelines for filling Europass CV (<http://europass.cedefop.europa.eu/pl/documents/curriculum-vitae/templates-instructions>). While the students are preparing the documents provide advice and guidance.
11. When the task is finished students print their document and share their experiences other students.

Chinese Portrait Worksheet

based on: Vocational Signposts. Support for the modernisation of vocational schools

If it were possible, what animal would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it were possible, what famous person would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it were possible, what famous person of the opposite sex would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it was possible, what machine, mechanism or instrument would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it were possible, what colour would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it were possible, what city would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

If it was possible, what song or tune would you like to be:

.....

On a **Summary** worksheet write three reasons for your choice

On a **Summary** worksheet write three reasons for your choice

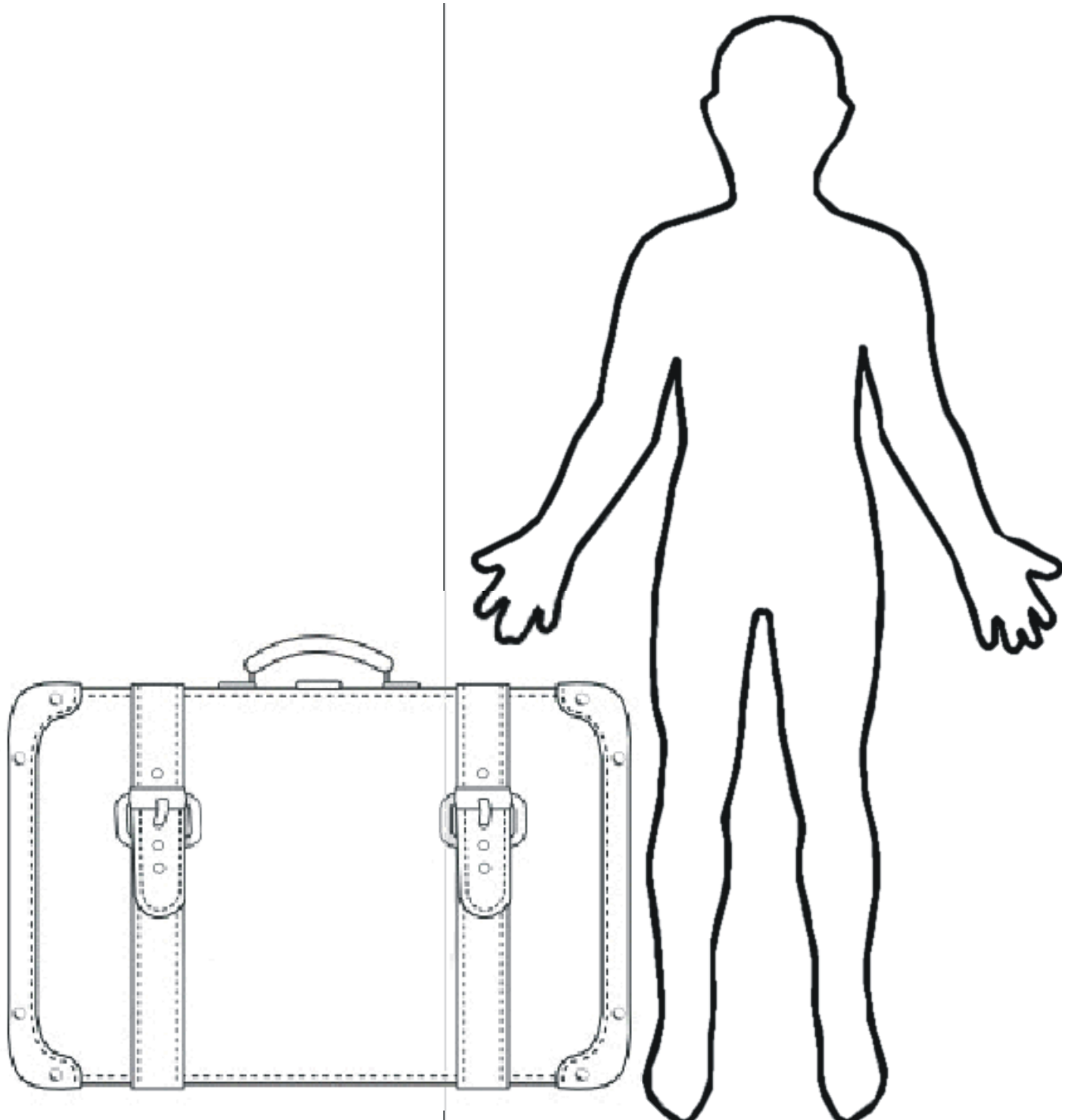
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Summary

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Worksheet: *As I See Myself*

With the help of the terms contained in the traits and skills list, build your graphic characteristics of the personality placing traits inside the outline, and skills inside the suitcase.



A list of personality traits

aggressive	active	ambitious
antipathetic	listless	arrogant
cheeky	hopeless	carefree
ruthless	timid	clever
greedy	willing to help others	inquisitive
patient	tender	goals pursuing
delicate	annoying	despotic
good	inquiring	accurate and precise
witty	proud	selfish
eloquent	empathetic	energetic
talkative	silly	violent
noisy	generous	idealist
individualist	intelligent	ironic
quarrelsome	amorous	communicative
communicative	consistent	critical
reckless	lazy	logical
loyal	mild	greedy
dawdler	wise	erratic
nervous	careless	shy
tactless	independent	indifferent
dutiful	reliable	brave
brilliant	operative	protective
optimist	open	full of beans
pessimist	self-confident	diligent
stimulating	suspicious	sneaky, wily
crazy	obedient	serious
slow	diligent	practical
truthful	churlish,	cunning, clever
enterprising,	depressed	punctual
conceited	talkative	distracted
dependable	independent	open-hearted
stingy	modest	effective
sad	calm	perceptive
firm	careful	daft
strict	likeable	mad
gallant	sincere	happy
quick in action,	bold	funny
tactful	cowardly	dull
tolerant	thoughtful	honest
emotional	helpful	stubborn
polite	resentful	charming
enchanting	talented	in a good mood
in a bad mood	grateful	big-hearted

astute observer,	sensitive	wonderful
weak	educated	haughty
forgiving	persistent,	challenging, provocative
with a sense of humor	imaginative	amusing
concerned	conceited	envious
ashamed	jealous	crestfallen
decided	determined	capable
disciplined	graceful	snappish
cold, indifferent	malicious	bored
zwariowan		

A list of skills

adapt to the situation	analyse data	be patient
be responsible/reliable	be precise	be detailed
be decisive	take care of ...	determine
Be concentrated for a long time	carefully follow instructions	advise people
provide guidance	meet deadlines	improvise
initiate actions	instruct	interpret data
unite people	manage the company	manage people
Manage people	communicate	contact with people
control costs	control the situation	coordinate activities
motivate others	think logically	think ahead
supervise	make contact	negotiate
watch	operate the machine	assess the situation
respect others	design/ work out...	organize
achieve the set objective	pilot	make decisions
raise money	promote	carry out negotiations
speak in public	carry out recruitment	hold meetings
predict	lead people	prepare reports
publish	cope	deal with difficult situations
cope with stress	edit	solve problems
develop interest	work effectively	convince/persuade effectively

Appendix 6.3

Worksheet: SWOT Analysis

Carry out a SWOT analysis of yourself. You can use questions included in the table, however, it is worth considering also your own exceptional factors or ideas. Use the material from the previous exercise.

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> - what are the best features of your character? - what can you do? - in what way are better than others? - what certificates have you got? - what do your friends, family and other people value in you? - how do you help others? - what are you interested in? - what makes you proud? 	<ul style="list-style-type: none"> - what are the disadvantages of your character? - What habits interfere with your actions? - what do you usually do worse than your peers? - what can you do better? - what do your friends accuse you of, what are they not happy about? - what don't you like doing? - what activities do you usually avoid? - in what type of activities do you need help? - are you completely satisfied with your qualifications and skills?
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> - who can you rely on and who can you count on? - to whom you are not afraid to reveal your true face? - where you can find support? - what events may embolden and encourage you to show your own personality? - where you can look for favourable circumstances for your actions? - what trend in your neighborhood can you fit in and use it for your own purpose? 	<ul style="list-style-type: none"> - what situations may be adverse to you? - in what situations you do not dare to show your strengths or weaknesses? - what may be the negative effects of showing your personality? - how may others react to the information about your strengths and weaknesses? - what trends in the environment can stop you from achieving your goals?