

# **Section Two: Getting to know each other & ourselves**

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## **LEARNING MORE ABOUT YOUR STUDENTS**

This exercise will enable the students to learn more about each other as well as being a valuable tool for ascertaining information about the students for the mentor.

### **WHAT TO DO:**

1. Photocopy and cut out the squares on the "learning more about your students" sheet.
2. Mix up the squares and place face down. Ask each of the students to pick up a square, read out what is written on it and then complete the sentence.
3. Ask the other students to either complete the same sentence or pick up another square and complete the sentence.
4. Make sure you as the mentor also participate - it is actually quite good fun!

## LEARNING MORE ABOUT YOUR STUDENTS

The best thing that happened to me was...

My favourite music is...

I am good at...

I want to be...

I am not sure about...

I am happiest when...

I get worried by..

I hope that...

I work best when...

I don't like...

I enjoy...

I believe that...

I am learning to...

I find it difficult to...

When I am older I...

I would like to...

I like...

I wish people would...

My favourite place is...

I look forward to...

I most admire...

I think what my friends like about me is...

I get energy when...

I feel most confident when...

# HOBBIES AND INTERESTS

The aim of this exercise is to identify the interests of the students and what they reveal about them. It should also stress the importance of hobbies in the search for employment.

The exercise can also be used as a tool for students to research subjects they know little about.

## WHAT TO DO:

1. Photocopy the "hobbies and interests" sheet overleaf
2. Ask students to read through the list below and
  - Put a "tick" in any box which interests them
  - Put an "X" if they have no skill or knowledge about this activity but would like to find out more
  - Pick out the top five interests and write them in the space provided
  - Each student can tell the rest of the group which hobbies they like and why. This could lead to a general discussion about which jobs these interests could lead to.

## HOBBIES AND INTERESTS

Read through the list below and put a tick in any box which interests you. Put a cross (X) if you have no skill or knowledge about this activity, but would like to know more about it. Finally, pick out the top five interests and write them in the space below in order of priority. If the list does not include your particular interest or hobby write it in.

Animals	
Archaeology	
Astronomy	
Athletics	
Badminton	
Ballet	
Beauty Care	
Beer Making	
Boxing	
Braille	
Campaigning	
Camping	
Canoeing	
Caving	
Chess	
Children	
Climbing	
Computers	
Cooking	
Cricket	
Cycling	
Dancing	
Designing	
Discos	
Debating	
Diving	
Do it yourself	
Drama	
Drawing	
Dress design	
Electronics	
Fencing	

Film making	
First aid	
Fishing	
Folk music	
French	
Gardening	
German	
Golf	
Guitar	
Gymnastics	
Hiking	
Ice Skating	
Italian	
Jewellery	
Jogging	
Judo	
Karate	
Knitting	
Life saving	
Metal work	
Model making	
Money making	
Motor bikes	
Motor cars	
Music making	
Mythology	
Nature	
Navigation	
Netball	
Painting	
Peace movement	
Photography	

Piano	
Poetry	
Pottery	
Puppetry	
Reading	
Religion	
Riding	
Rock bands	
Rugby	
Running	
Sailing	
Sculpture	
Shooting	
Singing	
Snooker	
Squash	
Sub aqua	
Swimming	
Table tennis	
Talking to people	
Tennis	
Topography	
Travelling	
Typing	
Weaving	
Welsh	
Wine making	
Woodwork	
Work with the disabled	
World affairs	
Writing	
Yoga	

Now pick out your top five and place them in order:

# WHAT SORT OF PERSON AM I?

## Self questionnaire:

Being aware of your good and bad points is the first step towards understanding yourself and other people. It allows you to become more personally effective.

Complete the following questionnaire, making sure you be as honest as you can!

My good points are:	
My bad points are:	
My worst characteristics are:	
What I would like to change about myself:	
Why I would like to make the above changes:	

# THINKING ABOUT THE FUTURE

People have very different ideas about what's important in life. Let's test your attitudes.

Read through the list of activities below. Then put the figure 1,2,3 or 4 in the box.

1 means that you don't think this is particularly important

2 means that you consider it to be quite important

3 is if you think it's very important

4 is the highest rating, where you think it is very important indeed

1. Being someone's partner in life and settling down
2. Raising a family
3. Having an interesting, full-time job
4. Improving my qualifications by studying
5. Having plenty of money to spend on clothes and entertainment
6. Having plenty of time to myself
7. Helping other people not as fortunate as me
8. Caring for children
9. Being popular with my friends
10. Going out clubbing a lot
11. Playing games and sports throughout my life
12. Developing a hobby or interest for my spare time
13. Spending a lot of time at home, DIY,
14. watching television etc.
15. Being a big help to my parents
16. Travelling around a lot in my job
17. Getting a job near my home so I don't have to travel
18. Offering help to the community

19. Improving my skills by studying and practice
20. Getting right to the top in a job
21. Starting up my own business and making a success of it
22. Working for a local club, sports association etc.
23. Taking full advantage of local leisure activities
24. Working in my spare time with other people
25. Making a lot more friends than I already have now
26. Spending time on my own to read and think instead of rushing about
27. Saving up hard to buy what I really want
28. Travelling around the world
29. Staying here with my mum, dad and family
30. Making my town a better place to live in
31. Having a comfortable home

Look at the statements where you put 3 and 4 as your mark. These give a clue as to the kind of person you are or you'd like to be. Is there a pattern?

## THINKING ABOUT THE FUTURE

### A

Please circle

- |    |   |     |    |
|----|---|-----|----|
| 1. | You think <i>job</i> and work are very important in life.   | Yes | No |
| 2. | You put getting married, parents and <i>family life</i> first in order of priorities.                           | Yes | No |
| 3. | You take very seriously your responsibilities as a <i>citizen</i> .   | Yes | No |
| 4. | You enjoy <i>leisure</i> and you want more of it.   | Yes | No |
| 5. | You are a keen <i>student</i> who wants to add to your qualifications, as well as being interested in studying. | Yes | No |
| 6. | You think your home life and <i>parents</i> are important.  | Yes | No |
| 7. | You want to be a <i>consumer</i> , that means you want to make money and spend it.                              | Yes | No |
| 8. | You are a <i>loner</i> , you prefer to be on your own and will make your own way in life.                       | Yes | No |

### B

Discuss with the student group the result of this survey attitudes. Talk about these questions within the group.

1. How important is it for people to be *work-happy*? Is it necessary for their self-esteem, their ambition, their need to have money? Can people be ambitious, happy and secure without a full-time job?
2. Is leisure becoming more important in life? Should there be more opportunities for the better use of leisure, or should we leave people to enjoy television and radio in their own homes and forget about improving the local area or providing for more leisure interest?
3. Thirty years on: how do you think you'd score then? Discuss what time and middle age do to people.

# LIFE PLANNING

## Any Ideas?

This assignment has been devised to explore your attitudes to life.

- a) What do you want to do with your life? What are your ambitions? Make a list of 20 things that you want to do in the next few years. They could be simple ideas such as learning to drive a car, or they could be ambitious plans such as climbing Mount Everest! What ambitions do you have?

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

Next, select the three ideas that you consider to be **most important**. Write A, B and C against your ideas in order of preference. Discuss your ideas with the rest of the group.

# NEEDS AND WANTS

What to do:

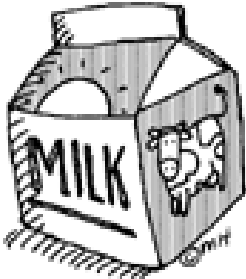

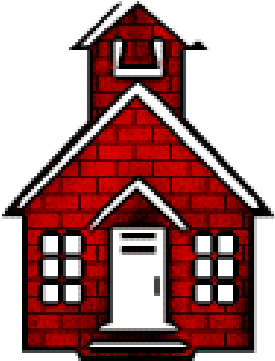




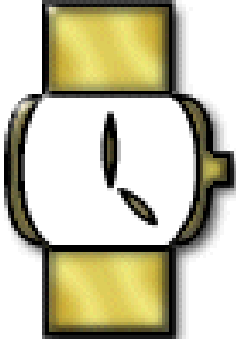

1. Photocopy and cut out the "needs and wants" cards
2. Split the students into groups and give a set of cards to each group
3. Ask the students to discuss each card in turn and decide if it is:
  - A basic need which is essential for life or;
  - Something wanted or desired but not essential

You could also give the students the opportunity of adding their own ideas for needs and wants.

Cards that students cannot agree on should be placed in an "undecided" column.

Ask the students to explain why the cards are basic needs or wants and discuss any points that arise.

		
<p><b>ball</b></p>	<p><b>bed</b></p>	<p><b>bike</b></p>
		
<p><b>bread</b></p>	<p><b>burger and chips</b></p>	<p><b>car</b></p>
		
<p><b>chocolate</b></p>	<p><b>clothes</b></p>	<p><b>medicine</b></p>

		
<p><b>milk</b></p>	<p><b>school</b></p>	<p><b>shelter</b></p>
		
<p><b>skates</b></p>	<p><b>soap</b></p>	<p><b>washing machine</b></p>
		
<p><b>water</b></p>	<p><b>watch</b></p>	<p><b>music</b></p>



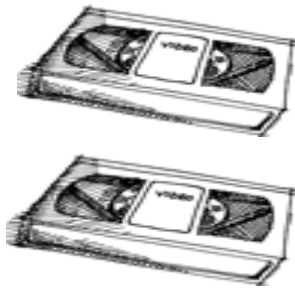
**crisps**



**cutlery**



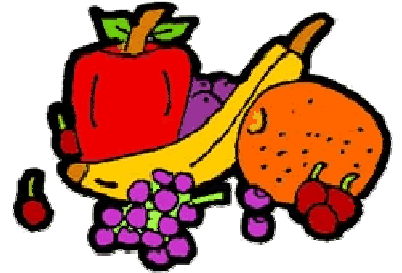
**computers**



**films**



**friends**



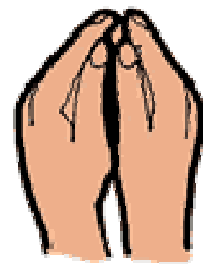
**fruit**



**heat**



**love**



**religion**

## SELF-AWARENESS - PERSONAL QUALITIES

In this section you are going to think a little more carefully and in more detail about yourself.

### Task

1. Take the self-awareness worksheet (2.15) and put ticks in the boxes which best describe you. eg. if you know that at home you are **always** confident tick this box in column B, if you only feel confident **sometimes** at school tick this box in column C. The spaces in column A are for you to add anything you feel we have missed out.
2. Exchange worksheets with another person in your group and Discuss each of the qualities listed in column A. See if your friend sees you as you appear to yourself.
3. On the next worksheet (2.16) write down any of the personal qualities you would like to improve and how you might plan to do so.

**SKILLS you may be using include -**

- recognising my personal strengths
- sympathising with other people

**add one other of your own**

## SELF-AWARENESS

A	B			C		
	At Home			At School		
Personal Quality	Always	Sometimes	Never	Always	Sometimes	Never
Cheerful						
Meticulous (Tidy)						
Careful						
Punctual						
Even-tempered						
Polite						
Honest						
Hardworking						
Confident						
Popular						
Independent						
Ambitious						
Patient						
Considerate						
Humorous						
Reliable						

The personal quality I would like to improve is \_\_\_\_\_

**MY PLAN -**

Where am I now?/ What have I already achieved?	
<i>Timescale</i>	<i>Actions I am going to take</i>
How will I know when I reach my TARGET?	
With whom am I going to discuss my ideas?	

## SELF-AWARENESS - TRANSFERABLE SKILLS

### Task

1. Take Worksheet (2.18) and cut into 'cards'.  
Lay out the four 'header cards' on a clear space on your desk in the following order:

CAN DO THIS **VERY** WELL

CAN DO THIS WELL

CAN DO THIS BUT NOT VERY  
WELL

NOT ONE OF MY  
STRENGTHS

2. Read the skills cards and place one on each of the 'header cards' according to how you feel you would rate yourself at this skill.
3. Take the cards on your pile and arrange them in order according to what you do best. Write your top ten on the Worksheet (2.24).
3. Take one of the cards from the pile that you would like to try to improve and produce a plan to do so.
- 4.

**SKILLS you may be using include -**  
-recognising my personal strengths  
-identifying skills that are transferable  
**add one of your own**

**CAN DO THIS  
*VERY* WELL**

**CAN DO THIS  
BUT NOT VERY  
WELL**

**CAN DO THIS  
WELL**

**NOT ONE OF MY  
STRENGTHS**

<b>Keep physically fit</b>	<b>Build and construct things</b>
<b>Handle things accurately and quickly</b>	<b>Put bits and pieces together - assemble things</b>
<b>Use tools - e.g. hammers, screwdrivers, kitchen utensils</b>	<b>Work out how things work</b>
<b>Co-ordinate hand and eye</b>	<b>Take part in hard physical work</b>
<b>Use my hands skillfully</b>	<b>Drive a car, ride a bicycle or motorbike</b>
<b>Fix and repair things</b>	<b>React quickly physically</b>

<b>Remember numbers or things involving figures</b>	<b>Design things, events and activities</b>
<b>Manage money and organise budgets</b>	<b>Think up new ideas</b>
<b>Work accurately with numbers in my head</b>	<b>See lots of alternative solutions to problems</b>
<b>Sort through and sift information</b>	<b>Solve problems by using my own feelings</b>
<b>Compose music</b>	<b>Convey feelings or thoughts through body, face and voice</b>
<b>Work creatively with colours, shapes or spaces</b>	<b>Think of ideas to solve problems</b>

<b>Adapt, make or do things: make good use of whatever is available: improvise</b>	<b>Make people feel welcome and accepted</b>
<b>Communicate feelings or thoughts through drawing, painting and music</b>	<b>Size up situations and people quickly and accurately</b>
<b>Take other people's ideas and develop them further</b>	<b>Help other people</b>
<b>Use information to form ideas</b>	<b>Lead and direct other people</b>
<b>Write creatively - stories or poetry</b>	<b>Give praise to other people for things they do well</b>
<b>Involve people in conversation</b>	<b>Make the first move with new people</b>

<b>Show co-ordination in physical activities</b>	<b>Research and collect information</b>
<b>Use machine tools, typewriters, sewing machines, power drills and other tools</b>	<b>Review and evaluate things that have happened</b>
<b>Have an eye for detail and accuracy</b>	<b>Follow instructions and diagrams</b>
<b>Communicate information clearly in writing</b>	<b>Find information from books, TV, radio etc.</b>
<b>Analyse information and facts</b>	<b>Maintain and update information</b>
<b>Sort and file information</b>	<b>Calculate and compute information</b>

<b>Organise people</b>	<b>Persuade people to accept an idea or to sell them something</b>
<b>Listen to and see other people's point of view</b>	<b>Explain to people how to do things</b>
<b>Motivate people and get them to want to do something</b>	<b>Show concern about how others are feeling</b>
<b>Perform in a group, on stage in public</b>	

'Top Ten' from CAN DO VERY WELL list of skills

1
2
3
4
5
6
7
8
9
10

## SELF-AWARENESS - WORK PRIORITIES

In this section you are going to think in more detail about all aspects of work that are important to you.

On worksheet 2.26 are some aspects of work with some brief descriptions of what they mean.

We rarely find a job that has all the aspects we would like.

Look through the statement cards and cut out 9 that are very important to you. There are some blank cards for you to write down any aspects of work which you think you will find important but we have not included.

Take your 9 cards and arrange them in order of importance to you on worksheet 2.27. The most important goes in the first square and the least important to you in the 9<sup>th</sup> square. When you are happy with the arrangement stick it down.

# SELF-AWARENESS

## Work Priorities Worksheet

<p><b>PRIDE</b> You want to do work you can be proud of</p>	<p><b>SECURITY</b> You want a job that is safe and has a lower chance of you being made redundant</p>	<p><b>PACE</b> You want a job where you work at your own rate - it may be very quickly or slowly</p>
<p><b>ROUTINE</b> You want a job where you do the same sort of thing most of the time</p>	<p><b>PHYSICAL</b> You want a job that is physically demanding</p>	<p><b>TEAM</b> You want a job where you are part of a team</p>
<p><b>REWARD</b> You want people to appreciate what you do</p>	<p><b>EXCITEMENT</b> You want a lot of excitement in your job</p>	<p><b>ALONE</b> You would rather work alone</p>
<p><b>MONEY</b> You want to earn a lot of money</p>	<p><b>RISK</b> You want a job where you take risks</p>	<p><b>ARTISTIC</b> You enjoy work involving drawing, designing, music, making models etc.</p>
<p><b>INTEREST</b> You want a job that you find interesting</p>	<p><b>COMMUNICATION</b> You want a job where you use writing or speech to express your ideas</p>	<p><b>ENVIRONMENT</b> You want a job where the surroundings are important to you</p>
<p><b>CHALLENGE</b> You enjoy being stretched and given new problems to do</p>	<p><b>FREEDOM</b> You want a job where you can choose when you do things and not work fixed hours</p>	<p><b>PROMOTION</b> You want a job where there is a good chance of improving your position</p>
<p><b>CREATIVE</b> You want a job where you are thinking up new ideas and ways of tackling things</p>	<p><b>PEACE</b> You prefer to have a job with few pressures or uncomfortable demands</p>	
<p><b>VARIETY</b> You would like to have a lot of different things to do</p>	<p><b>STATUS</b> You want a job where other people look up to you</p>	
<p><b>ACTIVE</b> You want a job where you are active and not sitting down all day</p>	<p><b>HELPING OTHERS</b> You want a job where you are helping other people</p>	

# SELF-AWARENESS

## Work Priorities Worksheet

1

2 3

4 5 6

7 8

9

### How did you do?

- Did you enjoy this task?
- Did you find this task easy/hard? Comment on your answer.
- Write your responses on the back of this sheet.