

# CAREER COUNSELLING



# PRACTICAL APPROACH

## Lesson Plan Building self-awareness

<b>Level, age of the students:</b>	14 – 16
<b>Subject:</b>	Form teacher lesson
<b>Subjects involved:</b>	IT, Hungarian language and Communication, Visual Arts
<b>Aims:</b>	Developing self-knowledge and emotional intelligence. Building self-awareness.
<b>Suggested # of students per group:</b>	15 – 20
<b>Time of the main activity:</b>	15'
<b>Material:</b>	Wrapping paper, pens, felt-tip pens, coloured paper, postcards, newsprint, scissors, glue, A5 pre-punched sheets, projector, laptop, mobile phone. Pim Wilson Blob Tree Test: <a href="https://themindsjournal.com/choose-a-blob-figure/">https://themindsjournal.com/choose-a-blob-figure/</a> Mentimeter voting application.
<b>Competences:</b>	Communication in the native language, social competence, digital competence.
<b>Preparatory actions if any:</b>	A5 sized pre-punched sheets of paper (preferably old print-outs with one of their pages being blank) Ask students to bring old postcards, coloured sheets, felt-tip pens, glue, scissors from home.
<b>Expected results:</b>	Students will learn to ask questions about themselves and become more aware of the fact that knowing themselves is the key to a more balanced life.
<b>Expected difficulties:</b>	Pupils find it difficult to open up. They are passive, less involved: as the form teacher's lesson is not a general academic subject where their performance is assessed, they are not motivated enough, as there is no "stakes" or consequences to the work in the lesson.



**Follow up if any:**

During the school year, we will work on the project in 2-3 more form teacher lessons and each student will create their own Me-Book.



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TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
10'	<p><b>I. Preparatory activity</b></p> <p><b>Aim:</b> To make students reflect on issues related to self-awareness. To develop emotional intelligence.</p> <p>⇒ T: The teacher projects the Pim Wilson tree (Blob Tree Test).</p> <p>⇒ T: You will work in pairs! Look at the picture well and answer three questions:</p> <ol style="list-style-type: none"> <li>1) Which figure/blob are you in the picture?</li> <li>2) Which character/blob do you want to be?</li> <li>3) Which figure/blob do you identify your partner with?</li> </ol> <p>⇒ T: Discuss your choice in pairs.</p> <p>⇒ Ss: Students discuss their choices in pairs.</p> <p>⇒ T: What have you found? Is anyone surprised that his/her partner identified him/her with a very different figure? Who would like to share their experience?</p>	<p>Individual work</p> <p>Pair work</p>



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15'	<p><b>II. Main activity:</b> Making a Me-book.  <b>Aim:</b> To develop self-awareness, strengthen identity and develop self-image.</p> <p>⇒ T: In the coming lessons, you will be compiling a Me-book. Everyone will receive 5 A5sized sheets of punched paper. We will staple these together to make a "book", a Me-book. Each sheet will have a question and your own answers. First, let's decide together what the questions of the book will be. I will project a set of questions. Choose the questions you think are the best. Vote with Mentimeter application.</p> <p>⇒ Ss: Students select these top 5 questions using Mentimeter voting app.</p> <p>⇒ T: Now write the questions you have chosen at the top of the page. Put one question on each page.</p> <p>⇒ T: At home, answer any three questions and write down your answers. If you like, you can use coloured paper, markers, scissors, glue to make your ideas as creative as possible.</p>	Individual work
5'	<p><b>III. Closing activity</b>  <b>Aim:</b> Evaluation, collecting reflections.</p> <p>⇒ T: How did you feel in the lesson? Which part did you like? Did you find it useful? What do you think of the Me-Book?</p> <p>⇒ SS: Students respond. (Preferably include both positive and negative criticism with reasons.)</p> <p>⇒ T: The Me-book project will continue in the coming lessons.</p>	Questions-answers

