



COMPETENCE MAPPING PROGRAMME

Target group: Pupils, age 13-14 in the last year of the elementary school, before the application procedure for the secondary school¹

Duration: 6 meetings, 2 or 3 hours long each

Base for the method: Tree of life with other training elements in order to help in the carrier choice

Methodological notes

1. In the trainings we used warm-ups for several purposes: if the pupils were tired or they lost the focus, if there were discipline problems we used a warmer to create a new atmosphere or to be able to restart the process.
2. Also time by time trainers offered a 5-15 minutes break to help pupils in their "recreation".
3. In the description below we do not describe the warmers, and we do not show the space of the breaks. Trainers have to apply these activities in the recent situation.

¹ In Hungary children start primary school at the age of 6 and they learn there 4, 6 or 8 years. The secondary school can have 8, 6 or 4 grades depending on the length of the primary school studies. In our case pupils learn 8 years in the primary school and they apply to a 4-year secondary school.



The Tree of the Life²

The Tree of the life approach enables people to speak about their lives in ways that make them stronger. The “tree of life” originated as a way of working in a group situation and aims to bring out of the participants creative abilities, highlights existing skills thereby building self-esteem, looks to the future and generally takes a positive stance. It involves people drawing their own ‘tree of life’ in which they get to speak of their ‘roots’ (where they come from, heritage, family), their skills and knowledges, their hopes and dreams, as well as the special people in their lives. The participants then join their trees into a ‘forest of life’ and, in groups, discuss some of the ‘storms’ that affect their lives and ways that they respond to these storms, protect themselves, and each other.

² Based on: <http://dulwichcentre.com.au/the-tree-of-life/>:



TIME	TOPIC	AIM	ACTIVITY	SIZE OF GROUP	EQUIPMENT
I.	drawing of the tree				
10	presentation of the programme	to have an idea about the training's aim, to create a common space		whole group	
10	learn each other's names in a playful way	create group identity, good atmosphere		whole group	
10	learn about each other	to strengthen the group cohesion, to find common characteristics, to start thinking about characteristics, attitudes or skills	Participants sit on their chairs, which are placed in a circle. One person stands in the middle of the circle and say one characteristic about him/herself (preferable inner characteristics). Those who share the mentioned characteristics have to stand up and sit on another chair. The person who does not find place for him/herself will go to the center and say his/her characteristic...	whole group	
10	common rules	to create the framework of the training	to create common rules (e.g.: active participation, eating and drinking in the training, breaks, respect, etc.) in the framework of discussion, brainstorming	whole group	flipchart
15	trees	to start to think of trees, to share feelings about trees	photos are on the floor, each participant chooses his/her favourite photo, and then tells to the group members why	small groups	photos of trees



10	trees	to start thinking about trees, to share memories about trees	own stories, memories related to trees - share with the group members. The groups constituted in the previous task continue work together here.	small groups	
45	tree and I	to start to think about ourselves	drawing the tree	individual	A3 papers, pencil, felt pen, crayons, list with the names of the parts of the tree
10	tree and I	sharing the trees	Participants tell the group: What is my relationship with my tree?	whole group	
15	group of trees - forest	from individual to group identity, similarities, differences, debate, to find common solution	Participants put the trees together - as a forest - and in group discussion we examine what our forest of life is like. What is in common? Let's give a name to the forest	whole group	
15	storms/difficulties	putting our lives in wider context, examination of possibilities and resources and difficulties as well	What kind of problems can appear in our forest, in our life (in this case try to find common points in current life situation, career choice, how to reach our goals) What kind of storms do we have to face?	whole group	



5	closing	close the section, evaluate the 1st meeting	Everybody says one sentence: how do I feel now?	whole group	
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II.	Our past and present				
10	resuscitation of the 1st meeting		Review names and rules again if it is needed. We introduce the democratic conversation method: the person who has the ball in his/her hands is only allowed to speak (the person who speaks gives the ball to the next or he/she gives the ball to the person who asks for it)	whole group	ball
10	learn each other's names	group cohesion and to get familiar with characteristics	we stand in a circle, everybody (one after the other) says his/her name with an alliterating attributive	whole group	
10	Warm-up		How are you today? In what way are you waiting for today's common work? We stand in a circle, everybody shows a movement that can describe his/her morning and feelings	whole group	
25	ground - present	self-knowledge, self-reflexion	everybody shows one movement related to his/her present situation or feelings (which was on the drawing) and explains it (one sentence)	whole group	
10	in 1 year	self-knowledge, future plan	Indicate with 2 different colours your present situation and the place where you would like to be in one year time. Also pupils add info about the school they would like to continue their studies	individual	printed jelly baby trees, felt pen



20	categories	make sure that all participants understand the tree metaphor, and the meaning of the parts of the tree	presentation, discussion	whole group	list with the names of the parts of the tree
10	tree and I	self-knowledge, self-reflexion	drawing of the tree (continue the drawing if needed)	individual	A3 papers, pencil, felt pen, crayons, list with the names of the parts of the tree
20	my roots	self-knowledge, self-reflexion, role of people, memories in my life, self-consciousness, feelings	Share the info about roots in small groups, discussion, then show one to the big group in the form of a statue. Trainers ask about feelings.	small groups	
5	evaluation	self-reflexion, consciousness	Each participant answers in one word/sentence to the question: what do you take home from today's activities/thoughts? Or What was the best/the worst today?	whole group	



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III.	Outer resources				
10	resuscitation of the 2 nd meeting		clarification of activities – if needed	whole group	ball
25	my important people	self-knowledge, self-reflexion, me and my relations, self-consciousness	Trainers give 2-3 cut-out leaves to the participants, who write names of important people in their lives on each paper. Participants put their leaves on a common tree which is drawn by the trainer and they tell to the rest of the group their choices.	individual, then whole group	cut-out leaves, flipchart, felt pens, a big tree drew by the trainer
25	my presents in my life	self-knowledge, self-reflexion, people and abilities I can count on – strengths, self-consciousness	Trainers give 2-3 cut-out fruits to the participants, who write important presents of their lives (skills, people, anything they never had to work for) on each paper. Participants put their leaves on the common tree and they tell to the rest of the group their choices.	individual, then whole group	cut-out fruits, flipchart, felt pens
15	my dreams, my goals	self-knowledge, future plan	pupils who feel they want to share one of their dreams or plans tell it to the group, and those who can connect/who are inspired by the dream stand next to the person and say another dream or point of view	whole group	
15	profession ABC	mapping professions	in the framework of a brainstorming we assign a profession to each letter of the ABC and the trainer writes them on the flipchart	whole group	flipchart, felt pen
15	evaluation, questions			whole group	



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IV	Professions and competencies				
5	resuscitation of the 3rd meeting		clarification of activities - if needed	whole group	ball
10	introduction of the story which will serve as a basis for further activities about professions, about knowledge and competencies related to the professions		The story: Mister X and Madame Luisa have great plans in their lives. They decided to get married; Mister X inherited 30 million HUF from his old aunt, of which they want to build a common future. Mister X and Mme Luisa played a lot when they were children, but their parents spoiled them, so they do not know how to go forward. What do you think they must do to achieve their goals? They want to organize their wedding, they need an apartment or house where they live, and they want to travel. What do you think what kind of professionals are needed in order to implement their plans? While going to the bank, Mr. X enters a large pothole with his bicycle and he has a lot of pain, in addition his coat tears as well. What happens to him then? Who does he meet? Trainers give a copy of the story for each group and participants start to think about the story and its background with the guideline prepared by the trainers.	whole group	flipchart, printed story
20	activity related to the story	professions related to problems	discussion	small groups	paper, pen,



					flipchart
20	activity related to the story	knowledge, skill, ability, competence	discussion about abilities, skills which are important in the different professional fields	small groups	paper, pen, flipchart
15	competence ABC	competences, group work	Each pair pulls several (3-4) letters of the ABC from a hat and tries to find as many competences with the initial letters as they can. The pairs write each competence onto a separate post-it. The group which writes the biggest number of competences in 10 minutes wins.	pairs	flipchart, post-it, pens, letters of the ABC, hat
15	competence-flower	competences, skills, self-knowledge, empowerment	Each participant has to write one positive thing (competence, skill, attitude, activity) about him/herself in 5 categories (one on each petal): home, school, friends, hobby, sport. Then pairs change their flowers and try to give more positive feedback to each other.	individual/pairs	5-petaled flower drawing, pens
20	outdoor game	competences, group work	There are two parallel lines of people. Between the lines, in the middle of the playing area stands the hunter. He/she tells a competence which is true for him/her. Those other players to whom the competence is typical run far behind the lines. Meanwhile, the hunter is trying to catch them. The person who he/she manage to grip the first time, become the new hunter. In case of dispute, the referee decides.	whole group	crayon



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V.	my future				
10	warmer	group cohesion, cooperation	The group members stand in a circle and hold each others hands. Then – without letting go of the hands – some lift up their hands, and others have to slip under them, until a big “live knot” is created. The goal is to undo the knot and create the original circle without letting go of the neighbours' hands.	whole group	
20	resources for development	Inner-outer resources	What do you think your partner/pair has to do to reach his or her goals?	small /whole group	
10	my future profession 1	self-knowledge, planning	What do I want to be if I grow up? What do I still need to reach my goal? What do I already have, what is missing or has to be developed or improved? We give the Jelly baby tree back to each owner and ask the students to think about the route to reach from one figure to the other (direction: from down to up).	individual	jelly baby papers and trees - worked out previously by the participants
20	my future profession 2	self-consciousness	discussion of the previous task, collection of mentioned competences, knowledge - list in 2 categories: what participants already have and what they miss or want to develop	whole group	flipchart



10	concentric rings	empowerment, knowledge of others	participants are standing in pairs in 2 concentric rounds. Everybody says one thing that he/she find worthy in the other person. Then the inner circle takes a step to the right and we continue with the task until we reach the original pairs.	whole group	
10	outdoor game	group work, cooperation, strategy making		whole group	stopwatch, hulla hoop
TIME	TOPIC	AIM	ACTIVITY	SIZE OF GROUP	EQUIPMENT
VI	how to overcome difficulties?				
60	show	strategies to overcome difficulties	Trainers create small groups. All groups choose a genre and prepare a performance (opera, rap, musical, poem, advertisement, etc) about how to overcome difficulties or how to work for missing competencies (we use the list made in the last meeting - "my future profession" task).	small groups / whole group	list of having and needed competences and knowledge (from the previous meeting)

15	certificate				certificates
10	evaluation of the whole process				
10	closing and conclusion				



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