

1.1 That's me

Goal

The students learn to get to know themselves better with the help of a tree symbol. They perceive their own abilities, interests and needs, thereby finding out just how important and unique these are. On this basis, they can compare themselves with others and discover commonalities as well as differences.

1st–6th grade

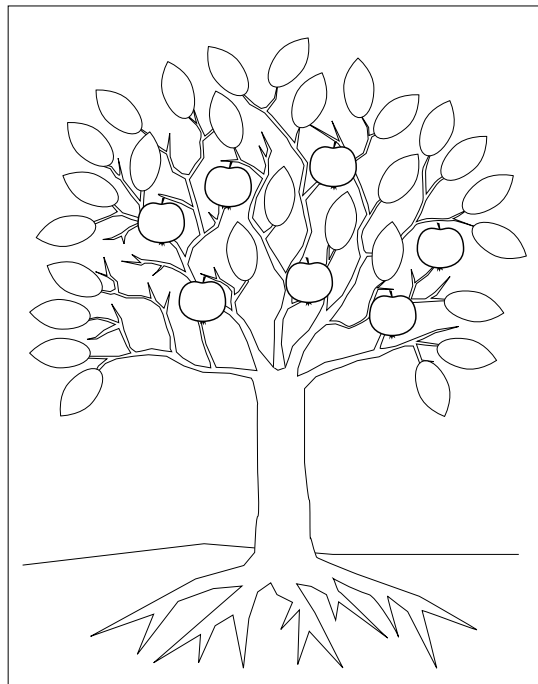
30–45 minutes



Materials:
a worksheet with the
outlines of a tree.

Procedure:

- The students receive a sheet of paper with the outlines of a tree. They learn that the tree is a figurative depiction of their own person, with the parts of the tree representing the following categories (this should be discussed and illustrated with an example on the board):
 - Roots: basic needs. What do I need to live? In what am I deeply rooted? (family, food, home, etc.).
 - Branches: abilities/strengths. What am I able to do? What are my strengths?
 - Leaves: interests/hobbies. What are my hobbies? What am I interested in?
 - Blossoms or fruit: desires/dreams. What do I wish for? What kind of dreams do I have?
 - Trunk: name/nickname.



- The students write to the individual parts of the tree what is characteristic of them. (The instructor or a classmate may help the very young students). Subsequently, they may embellish their paper with colors.
- Reflection and discussion with the class as a whole: each student presents his/her tree and with it, his/her own personality. It is useful to previously provide the students with a few sentence beginnings (maybe write them on the board), e. g. "My skills are...", "I am interested in...". Finally, commonalities and differences are discussed, including gender and age-specific similarities and differences.