



STRENGTHS ATLAS – Material



This product was created as part of the “Bildungsbrücken bauen” (Building Bridges with Education) programme from Deutscher Volkshochschul-Verband e.V.

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Published June 2018



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Material 1: Strengths map

Sketch your personal life journey? Choose a different colour for each of the areas (family, places you've lived, and activities). Sketch the personal importance of the stated areas of life in the various phases of your life. For phases which were very important, mark these with a wide bar. If they were not as relevant, make the bar correspondingly narrower. Enter particular events. Add comments to your sketch.

Template: My strengths map

Family

Places I've lived

Age

Friends

Jobs

Educational institutions

Other activity (household)

Other activity (social life)

Other activity (caring for older people and children)

Other activity (medical expertise)

Other activity (handicraft)

Other activity (agriculture)

Other activity (creativity)

Other activities

Intercultural skills

1. Foreign language

2. Foreign language

3. Foreign language

4. Foreign language

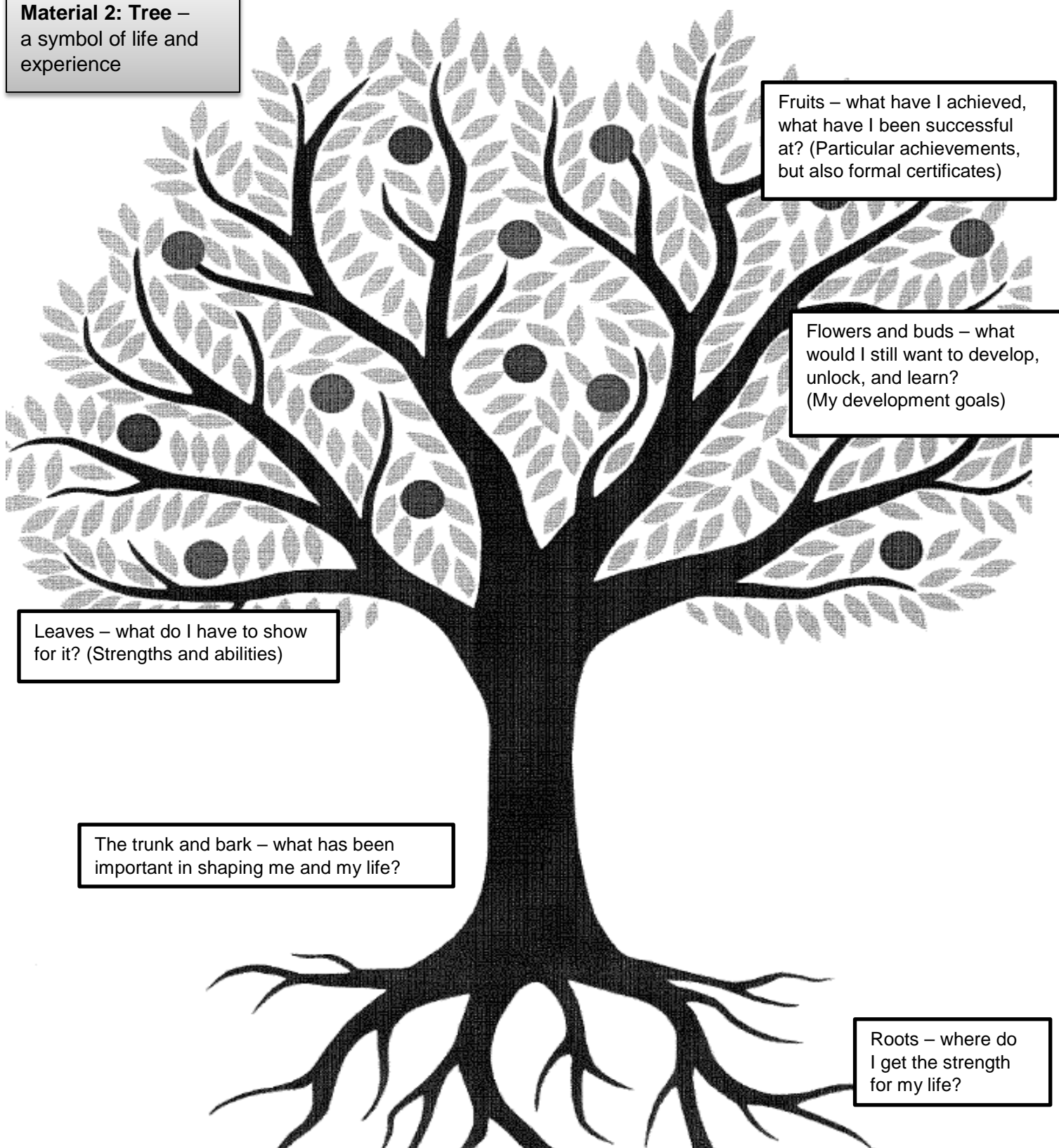
Role models

Values

Personal contacts

Authorship: DVV; created in the “Bildungsbrücken bauen” project

Material 2: Tree –
a symbol of life and
experience



Leaves – what do I have to show
for it? (Strengths and abilities)

The trunk and bark – what has been
important in shaping me and my life?

Fruits – what have I achieved,
what have I been successful
at? (Particular achievements,
but also formal certificates)

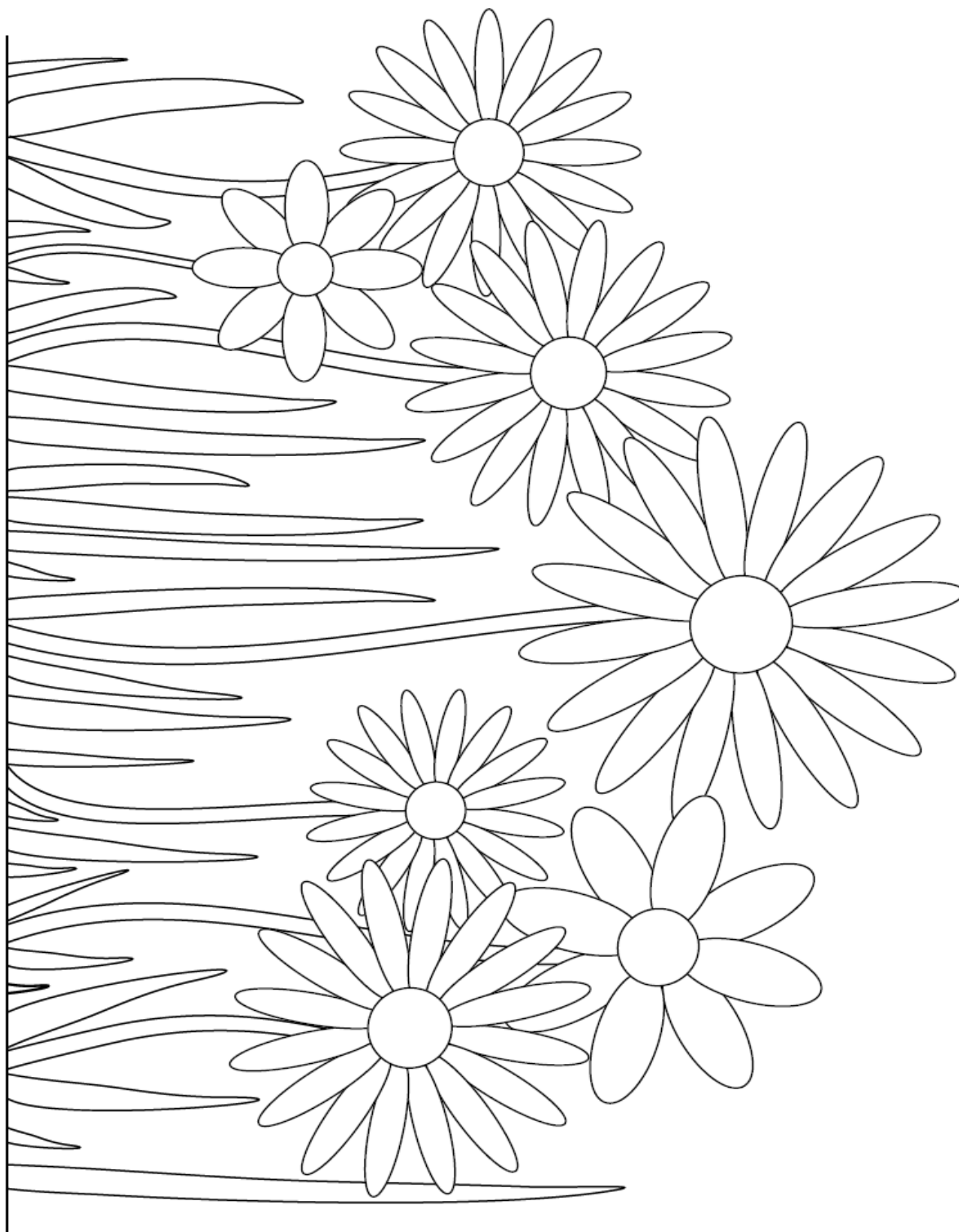
Flowers and buds – what
would I still want to develop,
unlock, and learn?
(My development goals)

Roots – where do
I get the strength
for my life?

Give participants an A3 sheet of paper and ask them to draw a tree with roots, trunk, leaves, and flowers. They should then enter their roots, etc.

The task may take 20 minutes or longer.

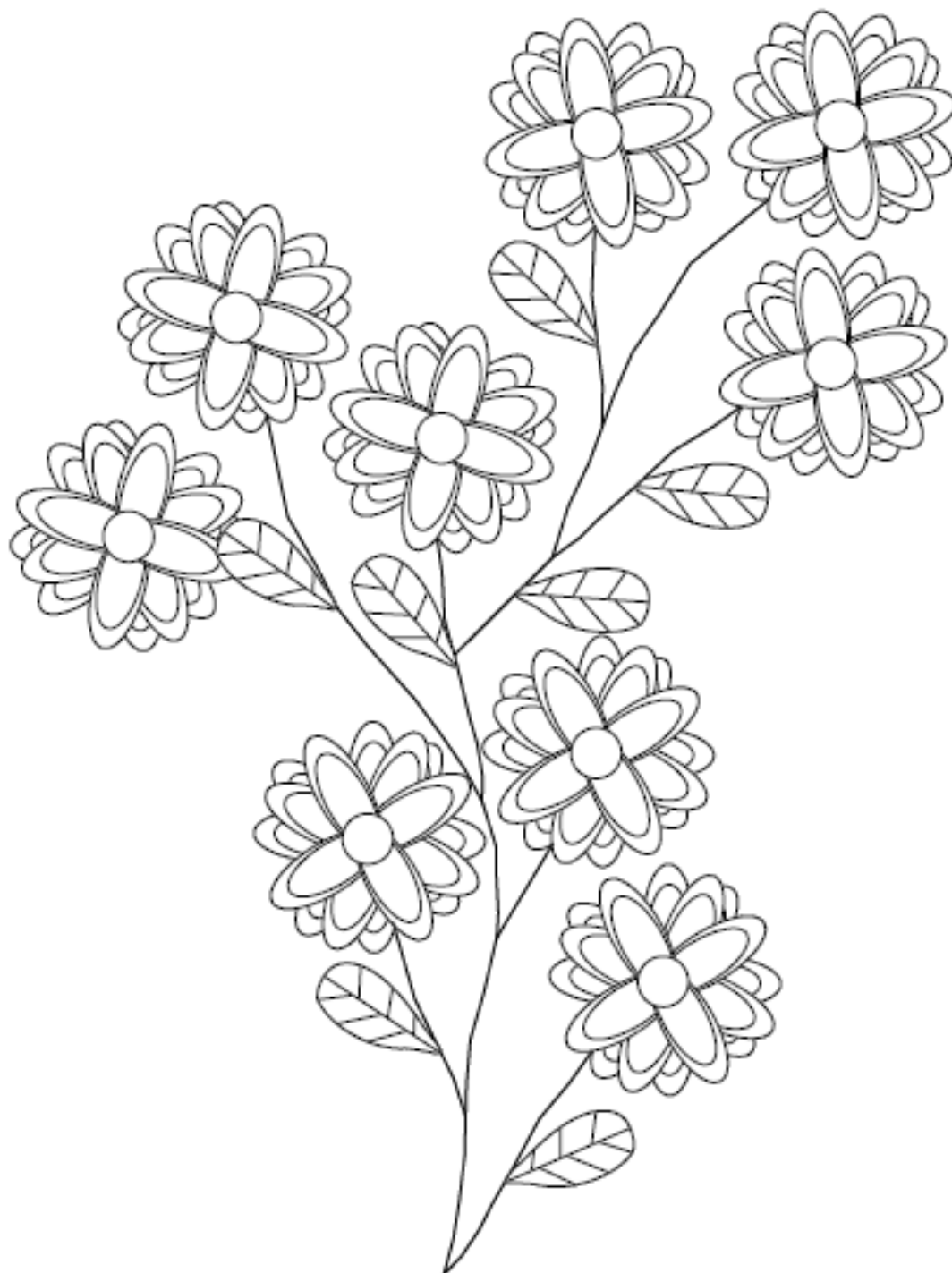
It will be quicker if the rough structure of the tree is already provided and the participants just need to draw in the elements. (Authorship: Ries, Zürich 1998)

Material 3: Flower meadow

Give the participants an A3 sheet of paper and ask them to draw a flower meadow with roots, stems, leaves, and flowers. Use the tree method for orientation here. The task may take 20 minutes or longer.

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Material 3a: Flower stalk



Give the participants an A3 sheet of paper and ask them to draw a flower meadow with roots, stems, leaves, and flowers. Use the tree method for orientation here. The task may take 20 minutes or longer.

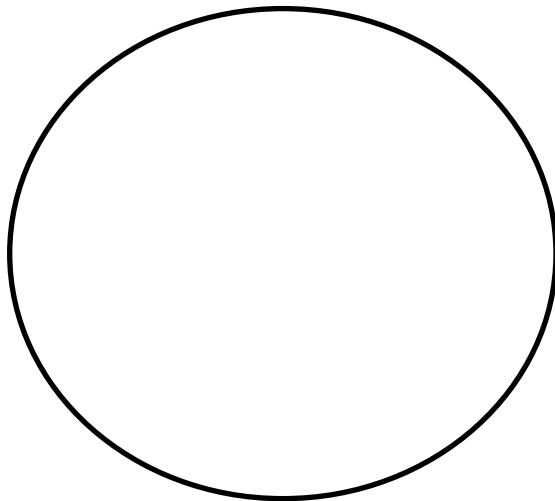
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Material 4: Circle of life

Step 1: Work on the following questions with the participants.

Preparation – phases of life

- What happened?
- – what's happening now?
- – what do I expect/hope for?
- What has shaped me? What extraordinary experiences have I had?



Step 2: Ask participants to set out their results starting from the circle, in the form of a mind map.

- Nursery and school
- Military and civil service
- Training and studies
- Internships and jobs
- Jobs
- Advanced and further training
- Family and children
- Friends and other students
- Free time and hobbies
- Volunteering

Based on Richard Nelson Bolles, 1970, "What colour is your parachute?"

Material 5: I am...

- patient with children
- patient with older people
- strong
- tidy
- friendly
- reliable
- punctual
- hardworking
- sociable
- a team player/I like working in a group
- quick
- popular
- assertive
- rarely ill
- sporty
- loyal
- brave
- perceptive
- determined
- skilled at manual work
- _____
- _____

Authorship: Monika Simikin, Mannheimer Abendakademie

- I can...**
- cook
- draw
- write well
- do calculations well
- read well and quickly
- plan and organise
- speak well
- learn successfully
- work with animals
- listen well
- deal with money
- save
- solve problems
- make things with my hands
- sew
- knit
- hang wallpaper
- draw
- _____
- _____
- _____
- _____
- _____

Authorship: Monika Simikin, Mannheimer Abendakademie

Things that are important to me

- Patience
- Hard work
- Being willing to help
- Achievement
- Friendship
- Family
- Enjoyment
- Peace
- Politeness
- Cleanliness
- Calm
- Safety
- _____
- _____
- _____
- _____

Authorship: Monika Simikin, Mannheimer Abendakademie

Material 6: Reflection questions

1. What were situations in your biography that were important to you, and where you changed or gained something?
2. In which life situation did you learn a lot?
3. In your current life situation: What stimulates you to learn something new?
4. Where do you see the strengths and energy in your current learning situation?
5. Where do you see difficulties?
6. What would you like to approach in future and how will you achieve it?

Source: Created from skills records in the training advice

Material 7: Areas of activity

Task: Please write down the activities you've performed in your life to date. The second step is to write out which tasks and requirements you have mastered in this time and what skills you have used or newly acquired in these tasks. Now write down the skills from various times of your life which you would like to continue to use/use in the future.

| Areas of activity in my life | | | |
|---------------------------------------|------------|--|--|
| Area of life | Activities | What skills do I have? What have I learned that enables me to do something? | What do I want to develop? Learn more about? |
| Household | | | |
| Family | | | |
| Children | | | |
| Work | | | |
| School | | | |
| Local area | | | |
| Hobbies | | | |
| Interests | | | |
| Particular life situations | | | |
| Life in Germany or another country | | | |

Source: Created from skills records in the training advice

Material 8: My story of success

What have I been successful at?

Background:

What exactly have I done?

What skills and qualities can be seen here?

My result:

What did I enjoy doing most?

Authorship: Talentkompass NRW [NRW Talent Compass]

Material 9-20: Things I like to do

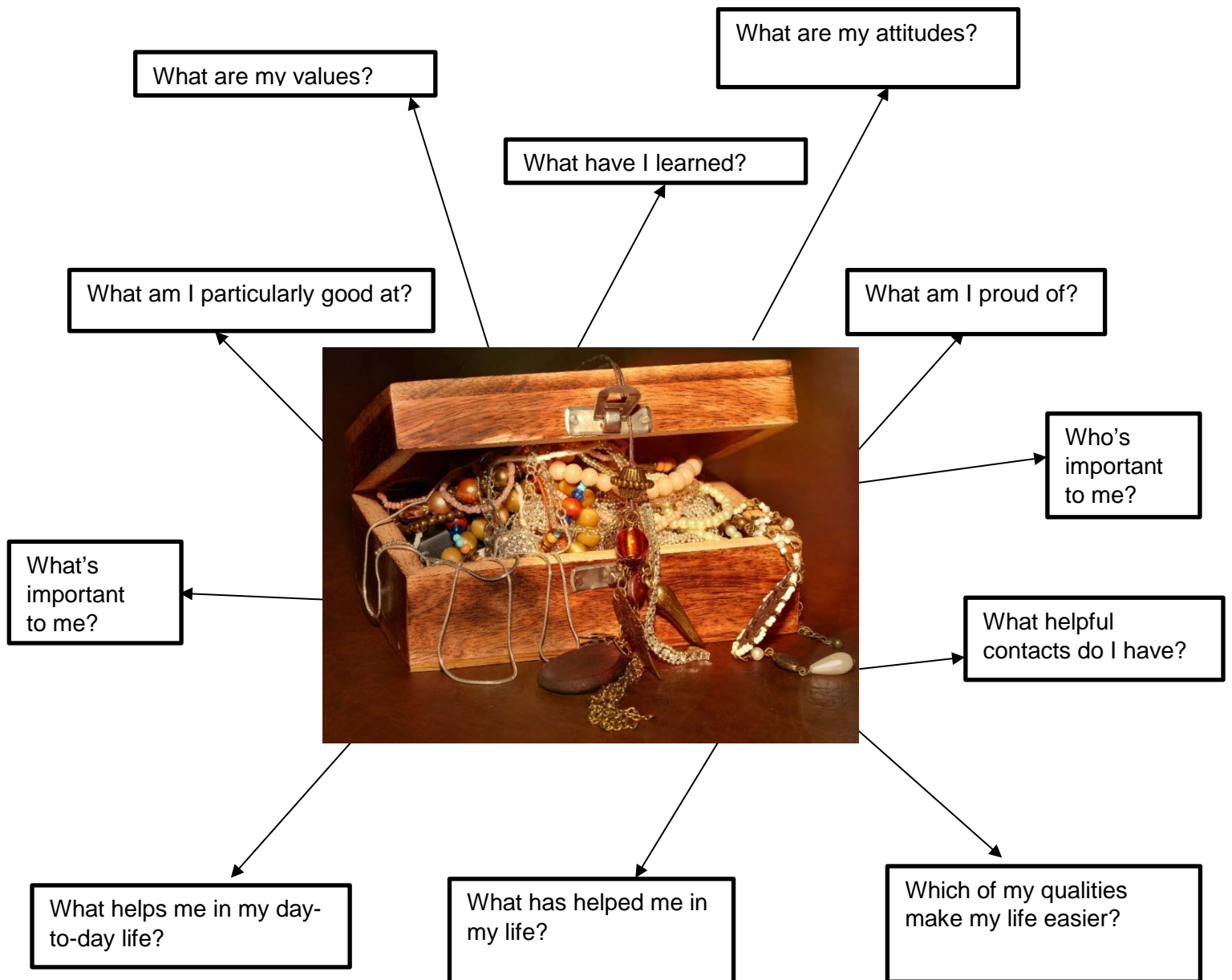
| |
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| 18. |
| 19. |
| 20. |

This is about writing down things do you enjoy without thinking about it. It's often smaller things, such as going for a walk or playing an instrument.

A collection of nice things can help during the difficult times. Participants can write the list on a special piece of paper and make it look nice.

Source: Barbara Sher "Wishcraft. Vom Wunschtraum zum erfüllten Leben" ["Wishcraft, from the idle wish to the fulfilled life"] (Universitas Verlag (Tübingen))

Material 10: My personal treasure chest



Created as part of the "Bildungsbrücken bauen" project.

Material 11: From the idea to the goal

Word the goal clearly:

- - feelgood factor - positive as an approximation goal - self-effective - motivating - specific - scheduled - realistic - environmentally friendly

1. Draft

2. Draft

3. Draft – that's where I want to go!

Overcoming obstacles/what do I need to do now? (Overcoming obstacles = recognising them as opportunities)

Obstacle = opportunity

More specifically:

ideas for success:

What I'll do:

- **Planning: how do I make a start now? Specific planning**

This product is being created in the framework of the
"Bildungsbrücken bauen" ("Building Bridges with Education")
project run by Deutscher Volkshochschul-Verband e.V.

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für Internationale
Zusammenarbeit (GIZ) GmbH

Im Auftrag des

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wirtschaftliche Zusammenarbeit
und Entwicklung

Programm **Perspektive Heimat**

- When:
- What:
- What needs to be borne in mind:
- Who can support me? / Who do I need to think of?
- With what resources:
- What/who can help me?
- In case of emergency, will I?

Authorship: Talentkompass NRW [NRW Talent Compass]

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Material 12: The options sun

The options sun is a method that enables various alternatives to be presented straightforwardly and easily.

The relevant subject, e.g. current professional options, is written in the centre of the flipchart (or A4 sheet).

Record options as rays: the various options from this subject area are recorded as rays of sunlight, with one option per ray. First, it's necessary to secure the options that the client already has in their heart and mind.

The advisor then uses his/her own skill to expand the options, sending out other options from the client's stories, and also actively making suggestions.

Then, the client should initially estimate and note how attractive the options are on a scale from 0 to 10.

In the second round, the client should then assess and mark in another colour the feasibility of the options on a scale from 0 to 10, and discuss the result

In most cases, one to two options arise from the picture which are both attractive and seem sufficiently feasible. These can then be further discussed and where applicable reviewed using an affect balance.

What is an affect balance? And what is it used for?

The decision for a particular option can be reviewed again using an affect balance. Specific measures can then be set out at the same time:

- what could the client do to make the positive value of the option increase and the negative decrease?

An affect balance is also useful for an internal consideration as to whether an option is positive or negative.

Authorship: IFL, Irmgard Betzler

Material 13: Picture maps

Picture maps are laid out and associated with certain questions. The participants look for a picture that attracts them at that moment. For example, a picture may become a symbol for a goal that the participant would like to achieve

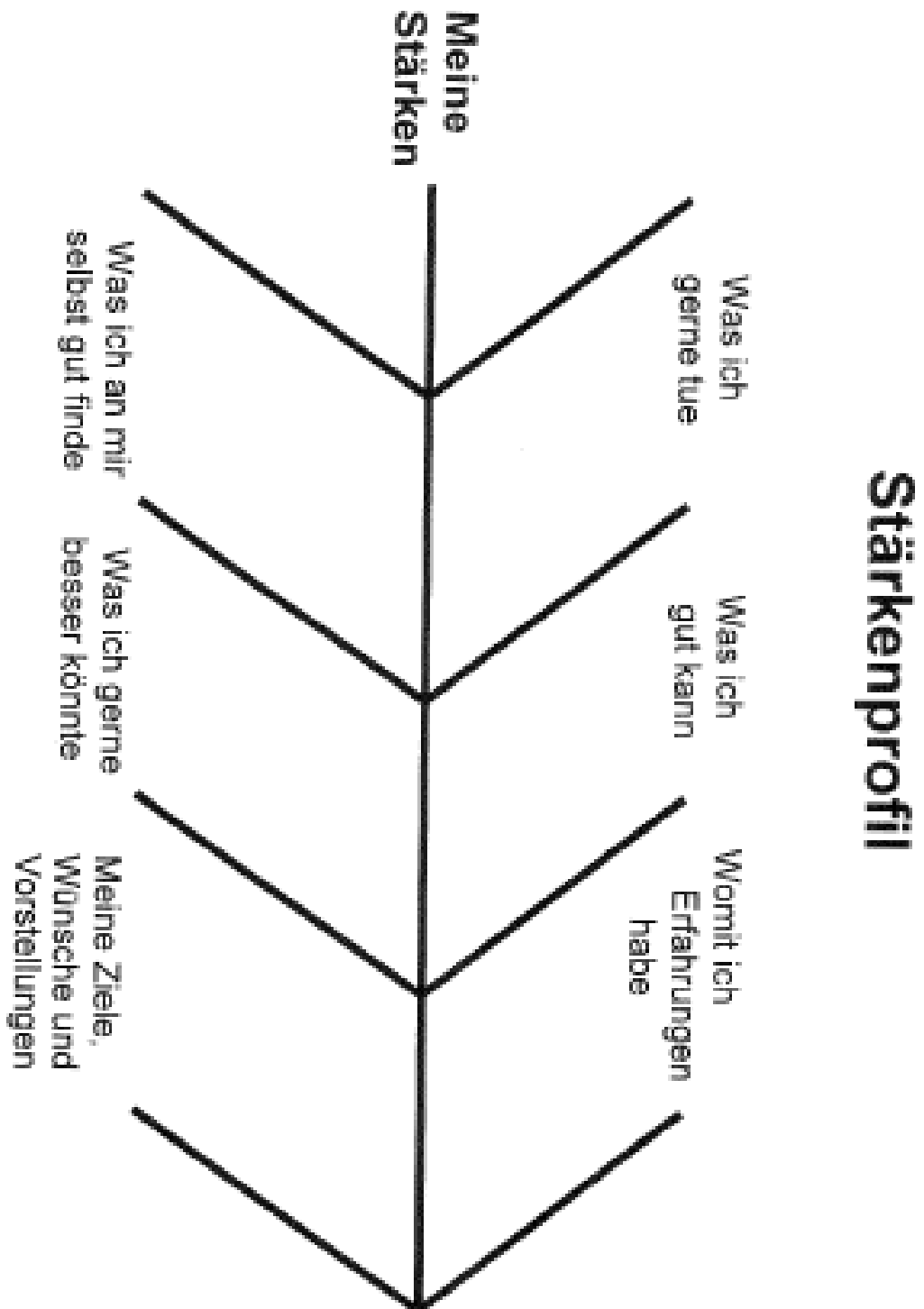
Pictures that are associated with certain ideas and goals are more easily remembered. Participants receive a copy of the picture, to act as an anchor that reminds them of their goals, for example.



Source: <https://www.123effizientdabei.de>

Authorship: Picture maps from the Zurich resource model following Maja Storch

Material 14: Strengths profile



| | |
|--|-----------------------------------|
| Stärkenprofil | Strengths profile |
| Meine Stärken | My strengths |
| Was ich gerne tue | What I enjoy doing |
| Was ich gut kann | What I'm good at |
| Womit ich Erfahrungen habe | What I have experience in |
| Was ich an mir selbst gut finde | What I like about myself |
| Was ich gerne besser könnte | What I would like to do better |
| Meine Ziele, Wünsche und Vorstellungen | My goals, desires and conceptions |

Source: Created from skills records in the training advice

Material 15: Identification of skills (brief)

Family name: _____

First name: _____

Place/country of birth: _____

Date of birth: _____

Phone number: _____

Email address: _____

Single: Married: Husband/wife works as a _____

Children: _____ Age of children: _____

What languages do speak:

How long did you spend at school: _____

School certificate: What/when/where: _____

Profession: _____

Training qualification What/when/where: _____

Other activities: _____

Studies: _____

Degree What/when/where: _____

1. How long did you spend at school?

2. What did you particularly enjoy at school? Which subjects were you particularly good at?

3. What activities did you do after school? What did you particularly enjoy?

4. Do you have professional experience? If yes, what? For how long and where did you work in this area? Did you enjoy working in your profession? What did you like best?

5. Did you work or do an internship in Germany? If yes, what exactly did you do? What did you particularly enjoy about this and why?

6. What would you like to do/work as in your home country?

7. How will you achieve the goals that you set yourself for the period after return?

8. Are there people who you can contact in your home country / with whom you are already in contact, who will/can help you during your reintegration?

Authorship: Mannheimer Abendakademie