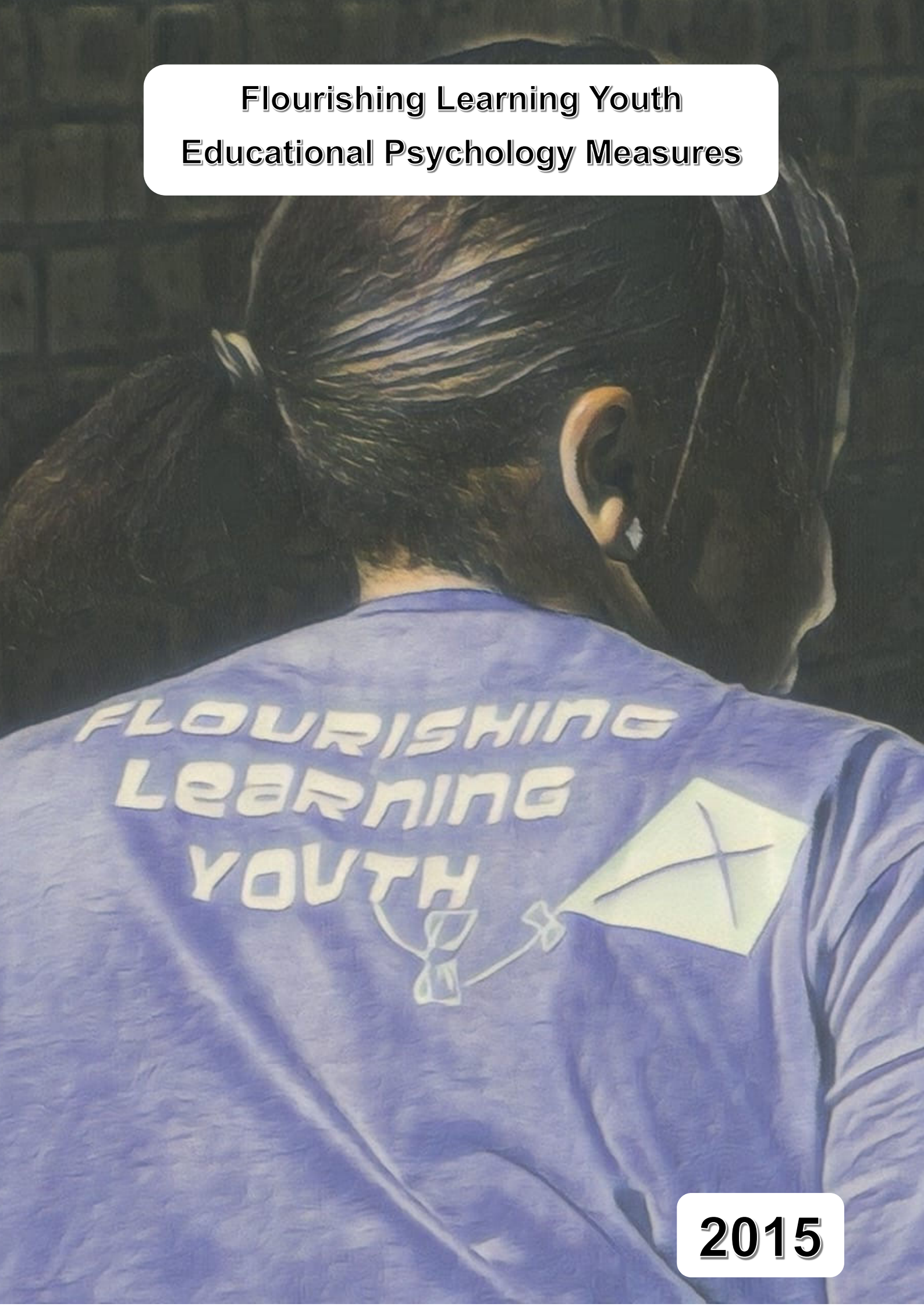


**Flourishing Learning Youth
Educational Psychology Measures**



2015

Introduction

This booklet was developed in 2015, under supervision of professor Liesel Ebersöhn, by second year Master of Educational Psychology students at the University of Pretoria as part of the career counselling module (BOP 805). It served as a contextually and culturally responsive educational psychology professional practice guide for group-based assessment and therapeutic intervention with Grade 9-clients in a South African high school (remote, border-community of Mpumalanga).

The 2015-cohort of educational psychology students, who participated in the Centre for the Study of Resilience curricular- and community engagement project (FLY: Flourishing Learning Youth), co-generated this educational psychology resource pack. The structured group-based resources are suitable for use with young people in similar low-and-middle-income, Global South settings to support informal career counselling.

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Assessor booklet

Focus	Tool
<i>Interest</i>	Card sorting Sandtray MCM
<i>Values/ Culture</i>	Sandtray Role Models Values Authentic Happiness MSCI (My Future Career) Kinetic Family Drawing Journey Bag Ubuntu hand: meaning of name
<i>Personality</i>	Sandtray Authentic Happiness Collage Ubuntu Hand: what do you like best about yourself? Journey bag MSCI (My Future Career) Write me a letter
<i>Context / Rurality</i>	Sandtray MSCI (My Future Career) Collage Role Models Kinetic Family Drawing Journey bag <i>Possibly: Write me a letter</i>
<i>Aspirations</i>	Career Ice breaker Card sorting Collage Role Models Footprints
<i>Ability</i>	Incomplete Sentences Academic Records Write me a Letter (error analysis) MCM: shows confidence in doing a specific job
<i>Emotions</i>	Sandtray Incomplete Sentences Draw a person in the rain Kinetic Family Drawing <i>Possibly- Write me a letter</i>
<i>Study/School</i>	Incomplete sentences Ubuntu hand: favourite and least favourite subjects Collage Footprints
<i>Career Knowledge</i>	Career Ice Breaker Card sorting Values Collage Role model Footprints MCM Write me a letter
<i>Adaptability</i>	Sandtray Draw a person in the rain Journey Bag Collage

Day 1

	Activity	Time
1.	Ubuntu Hand	15min
2.	Career Ice Breaker	30min
3.	Card sorting	15 min
4.	Values	20 min
5.	Role Models	10 min
6.	Collage	45min
7.	Incomplete sentences	10 min
8.	My System of Career Influence (Adapted to My Future Career)	20min
9.	Sandtrays (split over day 1 and 2, majority of focus on day 1)	Variable
<i>(see day 2)</i>	Homework: The journey bag (part 1)	10 min
10.	Reflection or closing activity: Write a letter to me about today	15min

Activity 1: Ubuntu Hand

Time: 15 min

Materials:

- Paper
- Pens
- Coloured pencils

Domains:

- Personality
- Culture

Instructions:

- Ask the client to trace their hand on a piece of paper
- Get them to introduce themselves to us by writing different parts of who they are on each finger of their hand.
 - What is your name?
 - What does your name mean?
 - Who is your favourite person?
 - What is your favourite place?
 - What do you like best about yourself?
- Allow the clients to decorate their hands to represent who they are

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Ubuntu Hand</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 2: Exploring Careers (Career Ice Breaker)

Time: 30 min

Materials:

- Facilitator and clients ☒

Aim:

- Introduce the purpose of the assessment
- Engage the clients in the creation of their own knowledge
- Allow clients to explore the definition of a career in terms of life design
- Avoid imposition of inappropriate conceptualisation
- To create rapport with clients at the beginning of the session
- The activity should emphasise the idea that career, and career planning, begins today, as this will become a theme that will be continued into the activities that follow the ice breaker.

Domains:

- Career knowledge
- Aspirations

Instructions:

- Group members define career in their own words: If possible, initiate a discussion about the clients' definitions of words such as career, job etc. The idea here is to create some debate – and the understanding that career planning is about life design. This should go on for about 5 minutes, but may need to be skipped or altered depending on the language barriers and abilities of the groups and students.
- Will be expected to answer questions such as:
 - What is a career?
 - How does a career fit into your life?
 - When does a career begin and end?
- Collaborate to present definition in a creative way: The group members will be asked to present their agreed upon definitions of careers. Creativity should be emphasised, and ideas such as songs, “TV interviews”, plays and dances have been suggested. Read your group and see which one suits them. With permission, the presentations may be recorded, with the possibility of putting them on social media.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Exploring Careers (Ice Breaker)</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 3: Card Sort¹

Time: 15 min

Materials:

- A3 posters
- Pen or pencil

Domains:

- Interest
- Aspirations
- Career knowledge

Instructions:

The different careers will be on an A3 poster. The name of each career will be written under the career in English and also in a language the clients can understand. The client will be asked to choose FIVE careers he/she is interested in and FIVE that he or she is not interested in. There will also be an empty space where the client can add a career in that he/she is interested in.

The clients will then be asked to cut out the FIVE careers that they are most interested in and those they are least interested in, and rank them from best to worst on the sheet attached.

They should also describe why they like or don't like the career.

¹ Maree, J. G. (2012). Career counselling in South African institutions of higher learning in the 21st century: Rediscovering the potential of qualitative approaches. *South African Journal of Higher Education*, 26(3), 515–531.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Card Sort</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 4: Values

Time: 20min

Materials:

- A printed list of values
- Pen/pencil

Domains:

- Values
- Career knowledge

Instruction:

There are ten values on this page for you to choose from. Please choose five values which correspond with you.

Prompts:

- a) Which values did you select?
- b) Place the values from 5-1 in order of importance? 5 is the most important, followed by 4, then by 3, 2 and 1 as the least important out of the values you picked. c) Tell me what each value means to you?
- d) How come is this value important to you? (probe on each value)
- e) Who in your community, school, family or other contexts shares the same values as you?
- f) What do you admire about the person/people who share the same value as you?
- g) How are the values different from the other values which you did not select?
- h) How do you see the value linked to your career?
- i) How will you practice these values in your work environment?
- j) Explain to a friend, family or teacher the meaning of these values.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Values</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 5: Role Models

Time: 10 min

Materials:

- Pen/pencil
- Client's book

Domains:

- Values / Culture
- Context / Rurality
- Aspirations
- Career knowledge

Instruction:

Write the following in your books: Write the names of 3 people you looked up to as a client
OR 3 people you would like to pattern your life after. Describe who they are and why they inspire you.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Role Models</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 6: Collage

Time: 45 Minutes

Materials:

- M2's example collage
- Magazines or newspapers
- Scissors
- Glue
- Paper to stick pictures on

Domains:

- Adaptability
- Career Knowledge
- Study / School
- Aspirations
- Context / Rurality
- Personality

Instructions:

- Each master's student will make their own version of a collage that is partially completed. Then we will take a magazine and look for a few pictures and stick them down so the clients know what is expected of them.
- *"Make a collage which looks at the career which you want to choose in the next 10 years".*

Prompts:

- a) Tell me about the pictures on your collage.
- b) What do these pictures represent?
- c) Which picture represents you?
- d) What do you see yourself doing yourself doing in the five years?
- e) What do you need to study in order to reach your goals?
- f) Which school subjects do you need to get to your goals?
- g) What type of resources do you need in order to reach your goals?
- h) How will you obtain the resources?
- i) How will you use your resource?
- j) Is there anything you would like to tell me about your collage?
- k) Explain the collage to a friend, family or teacher.

* Use what the client tells you to probe further.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Collage</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 7: Incomplete Sentences²

Time: 10 min

Materials:

- Incomplete sentence sheet
- Pen / Pencil

Domains:

- Ability
- Study/school
- Emotions

Instructions:

- Complete the following sentences

² Holaday, M., Smith, D. A., & Sherry, A. (2000). Sentence Completion Tests: A Review of the Literature and Results of a Survey of Members of the Society for Personality Assessment. *Journal of Personality Assessment*, 74(3), 371–383. https://doi.org/10.1207/S15327752JPA7403_3

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Incomplete Sentences</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 8: My Future Career

(Adapted from My System of Career Influence)³

Time: 20 minutes

Materials:

- 70 colour printed worksheets (Corneli will provide those)
- Pens/pencils
- Pre-recorded explanation of instructions

Domains:

- Values / Culture
- Personality
- Context / Rurality

Instructions:

- Explain to clients that we all make certain choices in life and that these choices can have a big impact on our future decisions.
- Ask clients to think about choices they have made, especially those that had a huge impact on their lives.
- Explain that there are certain things in our lives that have an impact on these choices that we make.
- These things that can influence our lives and the choices we make can include the following:
 1. Interpersonal influences (who am I?)
 - My age.
 - My gender.
 - My personality.
 - Any disabilities that influence who I am?
 - Am I healthy?
 - What am I good at doing?
 - My culture.
 - My values (what I believe).
 - My interests (what do I like).
 2. Other people in my life o My teachers (what do they think of me).
 - My parents (what would they like me to do as a career).
 - My friends (what do they say about me).
 - My role model (what do I like about this person).
 3. Environmental influences
 - Financial support.
 - What jobs are available in my area?
 - Is there transport available to these jobs?
 - Do I have the opportunity to study at a college or university?
 - What would this cost?

³ McMahon, M., Patton, W., & Watson, M. (2015). *My System of Career Influences*. In M. McMahon & M. Watson (Eds.), *Career Assessment: Qualitative Approaches* (pp. 163–179). Springer.

4. My past, present and future

- Things from the past that may influence my choices are... (e.g. a story I have read, someone I have met).
 - Things from the present that may influence my choices are... (e.g. I want to stay in my environment or I want to move away, an ill parent that will need me to stay here).
 - Things from my future that may influence my choices are... (e.g. I want to make a lot of money; I want to have a big family).
- Ask clients to write the answers to the questions above on the answer sheet inside the appropriate box.

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: My Future Career</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 9: Sandtray⁴

Time: Highly variable, will be done throughout day 1 and 2 (anywhere from 5 min to 45 min)

Try to complete the majority of clients' trays on the first day

Materials:

- Sandtray: painted blue on the inside, filled halfway with sand.
- Miniatures
- Water
- Notepad and pen for taking notes
- Camera

Domains:

- Adaptability
- Emotions
- Context / Rurality
- Sand Tray

Instruction:

- Clients will be taken from the group one at a time to do a sandtray.
- *"Build your world in the sand/ build a world in the sand/ create your world in the sand/ create a world in the sand".*

Prompts:

- a) What is the title of your world/ scene?
- b) Tell me about it?
- c) Tell me more about what is happening?
- d) Which miniature represents you?
- e) Ask about other miniatures in the tray.
- f) Who has the most power?
- g) If you could be anywhere in the tray, where would that be?
- h) Ask further questions using the information that the client gives you.

⁴ Homeyer, L. E., & Sweeney, D. S. (2017). *Sandtray Therapy*. In C. Malchiodi (Ed.), *The Handbook of Sandplay Therapy* (pp. 245–262). Routledge.

General comments /Reflections

Day 1

Activity: Sandplay

Name

[illegible]

[illegible]

Activity 10: Write me a Letter About Today (Reflection and Closing Activity)

Time: 20 minutes

Materials:

- Blank-lined page
- Envelope

Domains:

- Personality
- Career knowledge
- Ability
- *Possibly: emotions*
- *Possibly: context*

Instructions:

- Hand out the blank, lined paper to each client.
- Invite the client to share a little more about him or herself.
- You can also ask the client to include a short paragraph about how they experienced their first day.
- Suggest that if there is anything that they would like to tell you that they think you should know, add it to this letter.
- Stress that this is confidential and will not be seen by anyone else.
- Ask the client to put the letter inside the envelope and write their name on the front
- To be taken home by the M2 and a short response is given along the lines of : thank you for sharing with me and noting one or two interesting things about them or comparing a trait they described in themselves to their participation in the day's activities, or merely commenting on the positive impression they made on you during the activities

<i>General comments/Reflections</i>	
<i>Day 1</i>	<i>Activity: Write me a letter</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Day 2

11.	Journey Bag	40 min
12.	Draw a person in the rain	15 min
13.	Kinetic Family Drawing	15 min
14.	Adapted Authentic Happiness Scale	30 min
(See day 1)	Sand trays	variable
16.	Footprints: closing activity	20 min
EXTRA		
	Draw an Animal	15 min
	Sticker Game	10 min
	Career Charades	15 min

Activity 11: The Journey Bag & Reflection

Time: 40 min (10 minutes on Day 1 to explain what the clients need to do, 30 minutes on Day 2 to complete the two worksheets)

Materials:

- A journey bag for each client
- Worksheets
- Pen/pencil

Domains:

- Personality
- Values / Culture
- Context / Rurality
- Adaptability

Instructions:

1) The journey bag will be utilised at the end of the first day. The clients will be given the journey bags and asked to choose an object/item that represents them or describes them in some way, and to bring it with them on the second day, in their bags. The following instruction may be used, and adapted as necessary:

'I would like you to find something that represents you, or tells me something about who you are as a person. Put it in your bag and remember to bring it with tomorrow. We will talk about our objects and write about them tomorrow.'

The instruction should be preceded by an example, where the facilitator selects an object and briefly describes how the item represents him/her.

The bags can also be used to assess adaptability. Along with the first instruction, the clients can be asked to bring something that symbolises a challenge that they have overcome.

The following instruction could be used:

'Find an object that tells something about a challenge or problem that you have overcome in your past. Put it in your bag and remember to bring it tomorrow'

2) On the second day, the clients will bring their items to school with them. The items can be discussed in the group, should the clients be willing to share. The worksheet must then be completed by the clients, with help provided by the facilitator where necessary.

3) The journey bags can then be utilised to contain the rest of the activities completed in the books by the clients.

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Journey Bag</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 12: Draw a Person in The Rain⁵

Time: 15 min

Materials:

- Printed paper with instruction
- Pencils

Domains:

- Emotions
- Adaptability

Instructions:

- *"Draw a person in the rain"*

⁵ Lichtenberg, E. F. (2013). Draw-a-person-in-the rain test. In *Drawings in assessment and psychotherapy* (pp. 164-183). Routledge.

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Draw a person in the rain</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

<i>General comments/Reflections</i>	
<i>Day 2</i>	Activity: MCM
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 13: Kinetic Family Drawing⁶

Time: 15 min

Materials:

- Printed paper with instructions
- Pencils

Domains:

- Emotions
- Values/ Culture
- Context / Rurality

Instructions:

- *“Draw your family. **Or:** Draw the people you live with at home. Each person must be doing something”*

⁶ Amod, Z., Gericke, R., & Bain, K. (2013). *Projective assessment using the draw-a-person test and kinetic family drawing in South Africa*. In C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (pp. 373–394). Oxford University Press.

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: KFD</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 14: Adapted Authentic Happiness Signature Strengths Scale⁷

Time:

30 minutes

Materials

- Printed questionnaire
- Printed sheet to rank strengths and give examples of how they used their strengths
- Pencils

Domains:

- Values
- Personality

Aim:

The questionnaire aims to measure an individual's signature strengths. This will describe their personality and the ways in which they act most commonly. It gives qualitative data as to how they use their strengths, and thus their context and daily life experiences, and shows us whether or not they have understood the descriptions of the strengths correctly. Error analysis can also be done on their answers to understand their language skills.

Instructions:

- Tell the clients to think about the past month and the different situations they encountered
- Ask the clients to complete the form as honestly as they can. They must complete all of the questions.
- Tell them *"Each person has different strengths or things that they are good at. Don't try to answer in a way that you think would sound the best. Answer the questions in a way that describes how you actually acted because everyone will have strengths in different ways"*.
- Get them to try and think of specific situations they have encountered.
- They should put a cross in the block which describes how often they used the strength. Explain that never means that it doesn't happen, occasionally means it happens only sometimes, half the time means in they use that strength in half of the circumstances that come up, usually means most times and always means every single time. Explain that never is the least and always is the most.
- If they are not sure or they didn't have any experiences like the question describes they should colour not applicable.
- Once they have completed the questionnaire, ask them to find their personal strengths by circling the numbers where they selected the answer of "always".
- On the extra sheet get them to write the name of the strength and describe an example of when they used that strength.

⁷ Seligman, M. E. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Signature Strengths</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Activity 15: Footprints: What steps do you need to take?

Time: 20 min

Materials:

- A person figurine/toy
- 3x pairs of footprints per client
- Glue to stick the footprints
- Client booklet to stick footprints in
- Pen/pencil to write the steps

Domains:

- Career knowledge
- Aspirations
- Study / School

Rationale:

The footstep activity was designed as a way to give clients practical ways of reaching their study and/or career goals. The activity was designed with the goal to hold the client responsible and accountable for their study/career goals. Having goals are often accompanied by a lack of clarity on how to achieve them or even what first steps to take. By engaging in this activity we can ensure that clients have practical guidelines to fall back on in their journey to actualize their study/career goals between our first and second visit.

It will be done on the first visit and on the second visit we can follow up with each client to see the progress that they have made. The footsteps also focus on bringing all the information together. So not only do we give them study and career information but we are also more useful to them in the sense of practically assisting the clients to design a plan containing various practical steps in achieving what the assessments recommend.

Aims:

- It serves as a tool in:
 - a) Summarising the activities and knowledge over the past 2 days
 - b) Designing an action plan to achieve your goals,
 - c) Making clients aware of assets already available to them,
 - d) Making clients aware of new ways (methods) to achieve their goals,
 - e) Building new career focused behaviour in clients,
 - f) Fostering accountability and responsibility.

Instructions:

- The footsteps activity entails asking each client to draw an outline of themselves at the left hand edge of the page (if turned 90 degrees to the right). They will be asked to write what they found as being the most important about themselves and what they learnt over the past 2 days in this outline.
- In the clouds they will be asked to think of some goals they would like to set according to the new information they have learnt.
- In the footprints they will be asked to write the first steps that they need to take in order for their study/career goals to be actualized.
- This is done in group-format and can be discussed between group members.
- Bring their attention to how their current actions such as subject choice and academic performance are also steps in their future career.
- It serves as a great tool in:

- g) Summarising the activities and knowledge over the past 2 days
- h) Designing an action plan to achieve your goals,
- i) Making clients aware of assets already available to them,
- j) Making clients aware of new ways (methods) to achieve their goals,
- k) Building new career focused behaviour in clients,
- l) Fostering accountability and responsibility.

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Footprints</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Extra: Draw or Sculpt An Animal

Time: 15min

Aim:

- Possible projective analysis of personality traits
- To encourage the clients to connect with the fauna and flora in their surroundings
- To acknowledge the positives in specific environments

Materials:

- Paper
- Pen / Pencil
- Clay

Instructions:

"If you could be an animal, which animal would you be? Draw it on the page or sculpt it from clay. Make sure to draw its environment (place it lives, home) too or sculpt the environment where the animal is. When you are done say why you chose the animal and what is best about its environment."

- Why would you be this animal? In what way are you similar? How are you different?
- What is best about the animal's environment, place he or she lives or his or her home?

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Draw or Sculpt an Animal</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Extra: Sticker Game

Time: 10min

Aim:

- To allow the clients to have fun
- To encourage building of career knowledge
- To encourage bonding in the group
- To build rapport

Materials:

- Stickers
- Pen / Pencil

Instructions:

- Give each client a sticker and a pen
- Ask them to write a career on the sticker
- Get them to stick their sticker on a group member's forehead, making sure they do not see what the sticker says
- They need to guess what career is written on their head
- They may ask their friends the following questions
 - Who do I work with?
 - Where do I work?
 - What hours do I work? Or: What time do I go to work?
 - What do I wear to work?
 - Do I have to study to do this job?
 - Does X community member do this job?

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Sticker Game</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	

Extra: Career Charades

Time:

as needed

Materials:

- None (optional: list of careers to give the learners ideas).

Aim:

To encourage interaction within the group; to create rapport with facilitator; increase knowledge and awareness of careers.

Instructions:

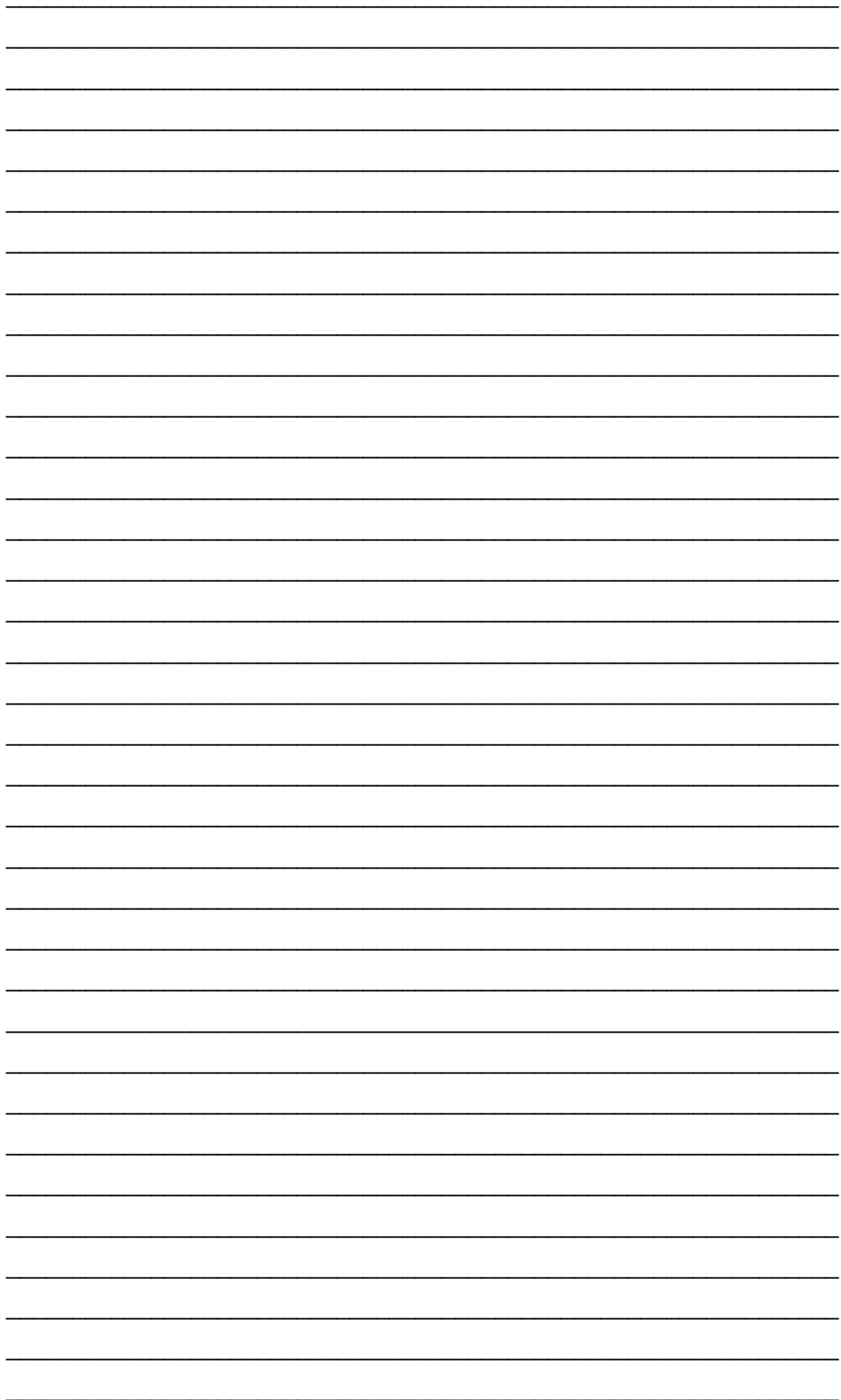
- The objective is for the learners to guess what career is being modelled (without the use of words). Therefore, gestures and actions must be utilised to represent a particular job. One learner stands in front of the rest, who are preferably seated. The career is modelled, and the learners compete to see who can correctly guess the career first.
 - the game can be played as a group: Each learner has a chance to model a career that the others must guess, and
 - the learners can be divided into two groups: Each group can come up with careers and learners from each group model them for the other group to guess. This way, a score can be kept and competition encouraged. Choice of format is dependent on the number of learners and the nature of the group.
- Say: *'We are going to play a game/have a competition. It is called 'Career Charades'. You must choose a job, without telling anyone what it is. Then, stand up and act it out, using only your body, without saying any words. The rest of us will try to guess what job you have chosen.'* The instruction should be accompanied by an example acted out by each facilitator (such as a doctor or nurse with a stethoscope).

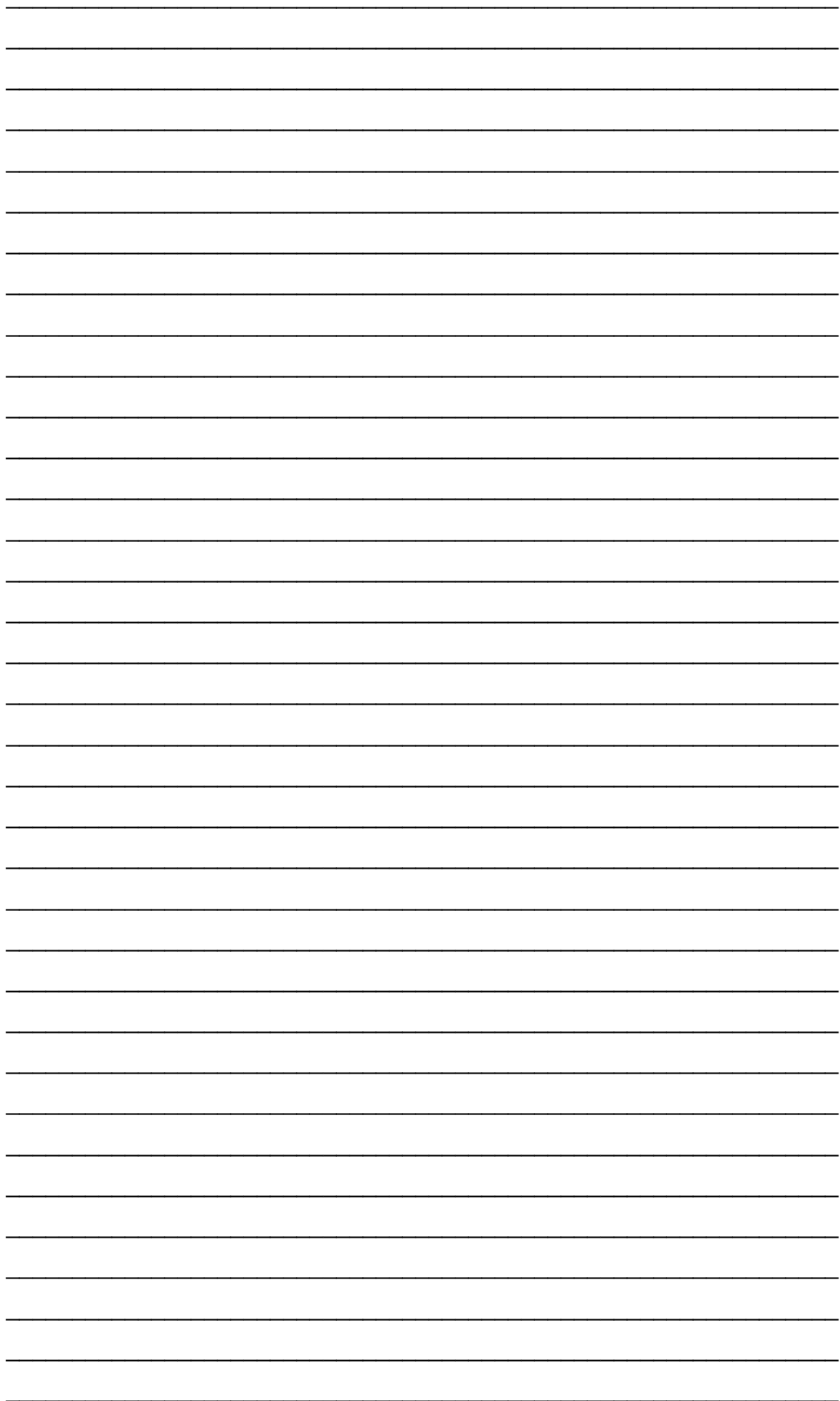
The instruction can be adapted for use with two teams as needed.

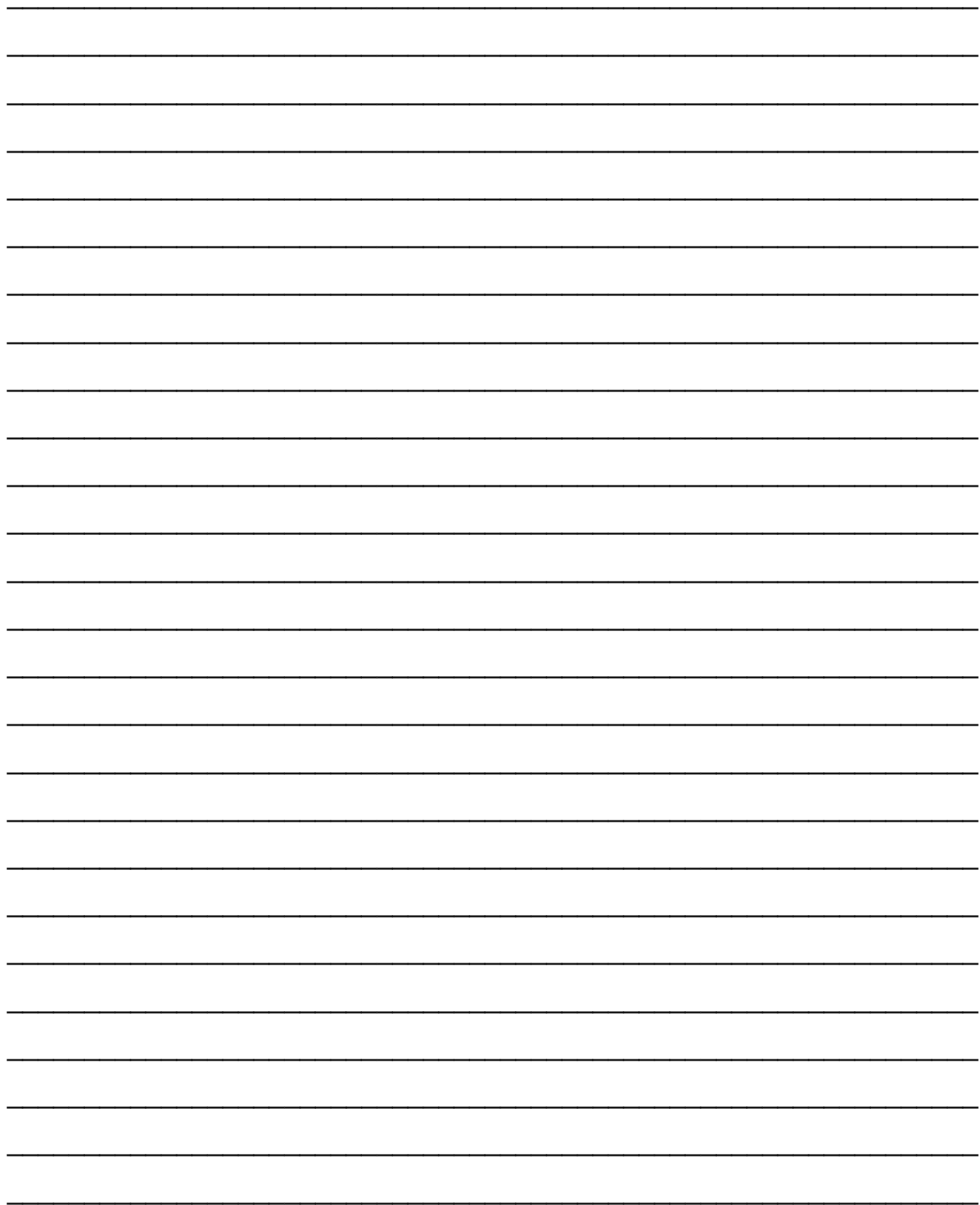
List of Careers for Career Charades to make suggestions (optional) to clients before playing the game

- | | |
|--|--|
| <ul style="list-style-type: none"> ○ ACCOUNTANT ○ ACTOR/ACTRESS ○ ADMINISTRATIVE OFFICER ○ ARTIST ○ LAWYER ○ NANNY ○ WRITER ○ BAKER ○ BANK TELLER ○ BEAUTY THERAPIST ○ HAIR DRESSER ○ POLICE OFFICIAL ○ BUILDER ○ DRIVER ○ BUTCHER ○ CARPENTER ○ CASHIER ○ CLIENT AND YOUTH CARE WORKER ○ CLEANER ○ MINISTER ○ GAME RANGER ○ ARMY / MILITARY | <ul style="list-style-type: none"> ○ POST OFFICE WORKER ○ NURSE ○ DENTIST ○ MECHANIC ○ DOCTOR ○ TEACHER ○ DOMESTIC/HOUSEHOLD WORKER ○ FARMER ○ FIRE FIGHTER ○ LEATHER TRADESMAN ○ LOCKSMITH ○ POLICE ○ MUSICIAN ○ PLUMBER ○ RECEPTIONIST ○ SEAMSTRESS ○ SOCIAL WORKER ○ TILER ○ TOUR GUIDE ○ TRAFFIC OFFICER ○ VENDOR ○ WELDER |
|--|--|

<i>General comments/Reflections</i>	
<i>Day 2</i>	<i>Activity: Career Charades</i>
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	
<i>Name</i>	







Ngilandi FLY
Educational Psychology
CLIENT Measurement Pack

2015 – Client booklet

Client booklet

Ubuntu Hand

Card Sort

Cut out the pictures of the 5 careers you like best and the 5 you like least. Stick them in the two columns and write a sentence why you like or dislike the career you selected.

	<u>5 Careers I like best</u>	
1.	Why? _____ _____ _____ _____	
2.	Why? _____ _____ _____ _____	
3.	Why? _____ _____ _____ _____	
4.	Why? _____ _____ _____ _____	
5.	Why? _____ _____ _____ _____	

5 Careers I like Least

1.

Why? _____

2.

Why? _____

3.

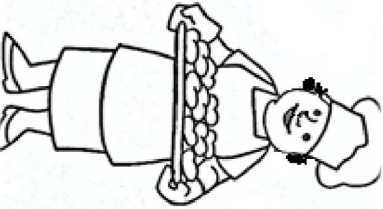
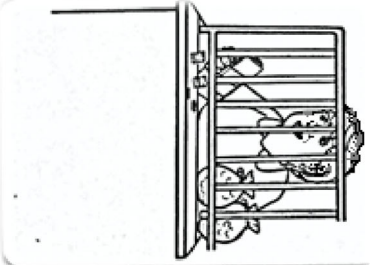
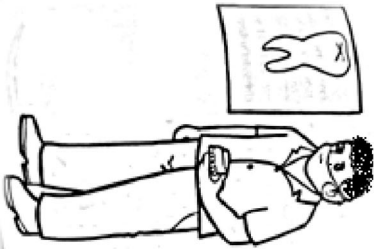
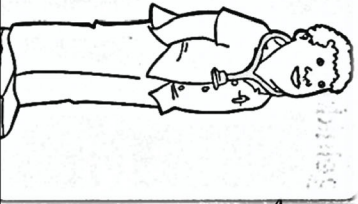
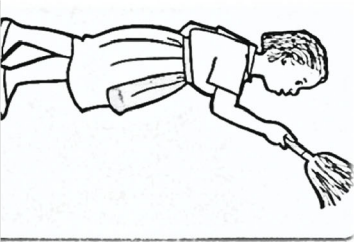
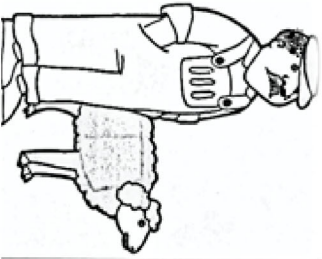
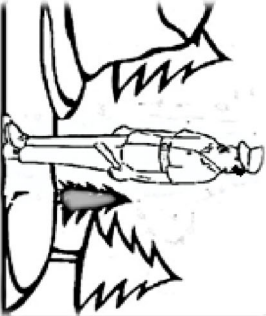
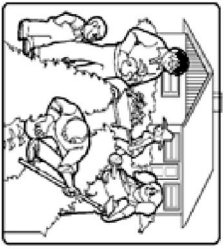
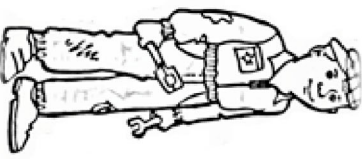
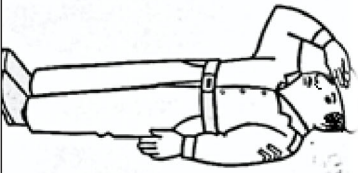
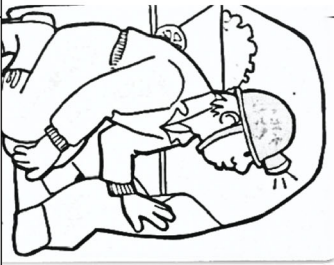
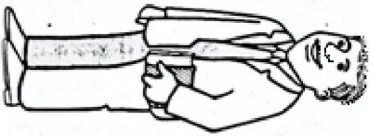
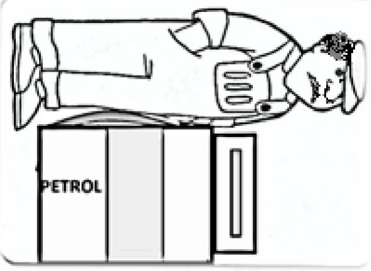
Why? _____

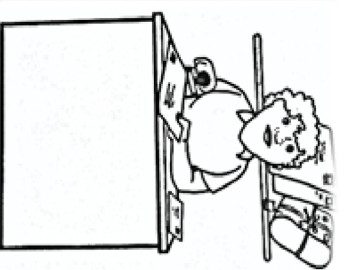
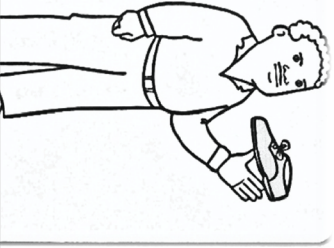
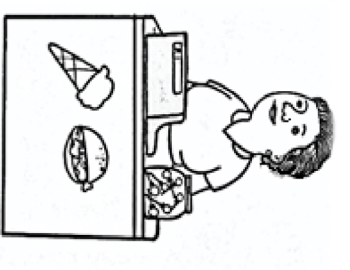
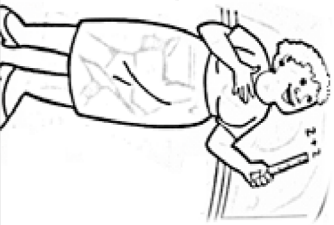
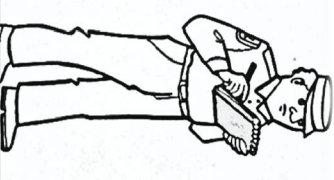
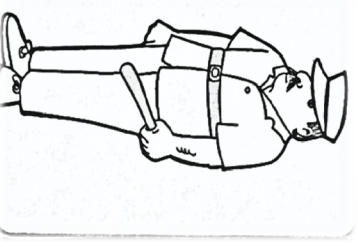
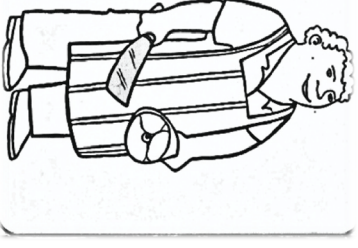
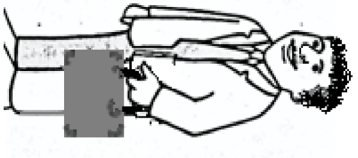
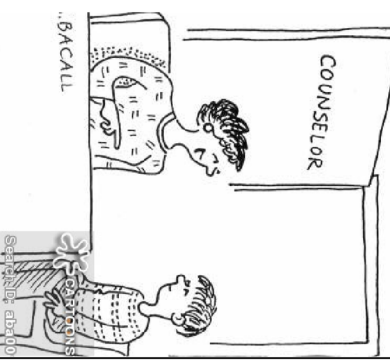
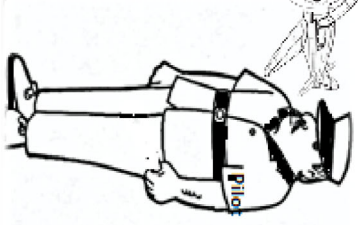
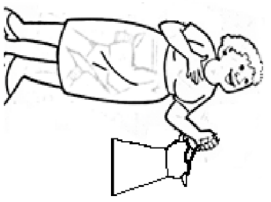
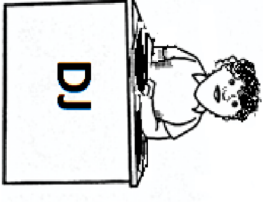
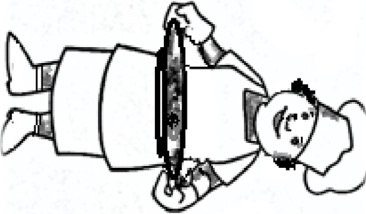
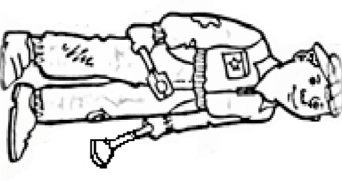
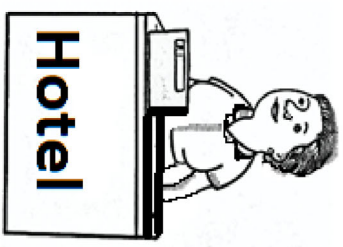
4.

Why? _____

5.

Why? _____

					
					
					
Military	Miner	Nurse	Pastor	Petrol attendant	
Domestic	Farmer		Game ranger	Gardener	Mechanic/electrician

					
Post office worker	Sales person	Shop owner/entrepreneur		Teacher	Traffic cop
					
Police	Fireman	Butcher	Politician/Lawyer	Counsellor	Pilot
					
Retail assistant	DJ		Chef	Plumber	Hotel Receptionist

Role Models

Name THREE People who you admired OR name THREE people you would like to pattern your life after. Say who they are and why they inspire you.

1. Name & who they are: _____

Why do they inspire you?

2. Name & who they are: _____

Why do they inspire you?

3. Name & who they are: _____

Why do they inspire you?

Collage

Write me a Letter About Today

Adapted Brief Strengths Scale Questions⁸

1. Think of your everyday life when you have the chance to do something different, new or something that needs you to think of a special way of doing something. How frequently are you able to **think of something clever and new that other people may not have thought of yet?** (creativity and ingenuity)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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2. Think of when you have the chance to explore and learn about something new. **How often do you want to explore something new and interesting?** (curiosity or interest)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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3. Think of when you have difficult, complicated and important decisions to make. **How often do you think through your decisions carefully, step by step and to be open to different ways of looking at the problem?** (critical thinking, open-mindedness, good judgement)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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4. Think of when you have the opportunity to learn more about some topic, in or out of school. **How often do you show a love for learning?** (love for learning)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
----------------	--------------	--------------	---------------	---------	--------

5. Think of when you have the chance to give someone advice to someone. **How often are you able to look at the situation without getting involved in it yourself and able to give good advice?** (perspective or wisdom)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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6. Think of when you experience fear or something dangerous. **How often do are you able to do something even if it makes you scared?** (bravery and courage)

⁸ *Adapted from: Brief Strengths Test. Retrieved from:

<https://www.authentic happiness.sas.upenn.edu/questionnaires/brief-strengths-test>

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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7. Think of when you have to do something that takes a lot of time and is difficult to do. **How often do you keep on trying even if you don't get it right. keep going even when it is difficult and carry on working very hard? How often do you show yourself as being determined, where you carry on even when you want to stop?** (perseverance, persistence, diligence)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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8. Think of when you can show people a side of yourself that is not who you truly are. **You can wear a mask to hide who you are but you decide not to. Instead, you decide to be honest about who you are.** (honesty and authenticity)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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9. Think of your everyday life. **How often are you excited about life?** (zest and enthusiasm)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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10. Think of your everyday life. **How often do you express your love to others like friends, family members, teachers?** (love)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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11. Think of your everyday life. **When do you show kindness to others and give to others even if you don't have to?** (kindness or generosity)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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12. Think of situations where you need to understand how others feel and why they do certain things. **How often do you understand others and are able to talk and work well with others?** (social intelligence, social skills)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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13. Think of a when you are a member of a group that needed your help and loyalty. How often do you show teamwork? (teamwork)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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14. Think of when you had to make decisions about two or more people. How often do you treat others fairly? (fairness)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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15. Think of when you are a member of a group that needs direction. How frequently do you show leadership and take control of guiding the group? (leadership)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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16. Think of when you have been hurt by someone. How often do you show forgiveness of that person? (forgiveness and mercy)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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17. Think of your everyday life. How often do you not brag about how good you are at something and you do not think you are the most important? (modesty and humility)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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18. Think of situations in which you were tempted to do something that you might later regret or that is dangerous. How frequently did you show PRUDENCE (being careful), DISCRETION (making good decisions about a situation), or CAUTION in these situations?

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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19. Think of when you experience wishes, desires, impulses, or emotions that you need to control. How often can you ignore these things when it is not appropriate to act on them? How often do you show self-control? (self-control and self-regulation)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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20. Think of your everyday life. **How often do you really like things that look beautiful and things of beauty mean a lot to you and where you feel a feeling of respect and wonder for something that is beautiful?** (appreciation of beauty and excellent & awe)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
----------------	--------------	--------------	---------------	---------	--------

21. Think of situations where someone else helps you. **How often do feel grateful for what someone has done for you?** (gratitude and thankfulness)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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22. Think of when you experience failure or a setback. **How often do you show hope and try to remember the good parts of life?** (hope and optimism)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
----------------	--------------	--------------	---------------	---------	--------

23. Think of your everyday life. **How often do you show playfulness and like to make people laugh?** (playfulness and humour)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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24. Think of your everyday life. **How often is your religion and spirituality very important to you?** (religiousness and spirituality)

Not applicable	Never/rarely	Occasionally	Half the time	Usually	Always
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Things that are Important in my Life

Value	My top 5 values (Indicate with a cross)	Rating of my top values
<u>Money</u>		
<u>Community</u> : family friends and being together		
<u>Justice</u> : fairness		
<u>Caring</u> : showing kindness to others		
<u>Education</u> : learning is important to you		
<u>Challenge</u> : you like to experience things that are difficult and force you to grow		
<u>Religion / Spirituality</u>		
<u>Culture</u> : your culture, where you come from, and your traditions are important to you		
<u>Leadership</u>		

A Day in My Life Cartoon

Waking up	Before school	On my way to school	At school

At school	At school	At home	Before bed

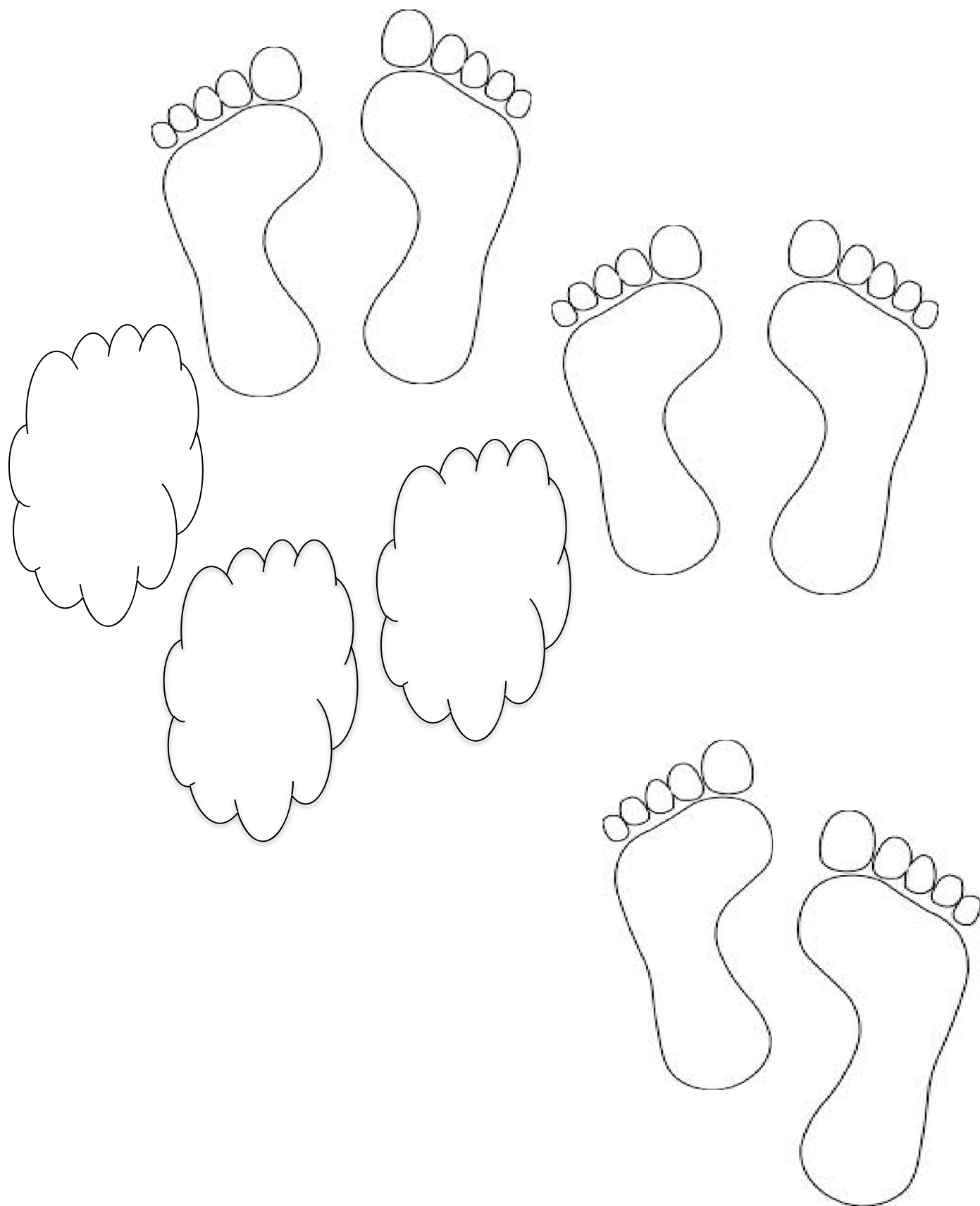
Incomplete Sentences

1. My happiest time_____
2. My greatest fear_____
3. What irritates me_____
4. I feel really sad when_____
5. I feel better when_____
6. I am really good at _____
7. I can't_____
8. I forget about time when_____
9. When I get a project or assignment I _____
10. When I struggle with my homework_____
11. My favourite subject is_____
12. My least favourite subject is _____
13. Studying for tests and exams_____
14. My favourite teacher_____

Family and Home Drawings

A large, empty rectangular box with a thin black border, occupying the majority of the page below the title. It is intended for a drawing related to the title 'Family and Home Drawings'.

Footprints



Reference list:

- Amod, Z., Gericke, R., & Bain, K. (2013). *Projective assessment using the draw-a-person test and kinetic family drawing in South Africa*. In C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (pp. 373–394). Oxford University Press.
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