

## Part A

<p><b>Target group</b></p> <p>Young migrants and refugees aged 16-18, CEF A0 - A1</p>	
<p><b>Method</b></p> <p>Create a mind map for your own life and career planning</p>	<p><b>Required time</b></p> <p>45 min (extendable to 90 min)</p>
<p><b>Background information for the teaching session</b></p> <p>In this module, students are asked to think about their future and visualize it in a mind map. In doing so, they map out the complexity of life planning to some extent by taking into account different areas such as career, partnership, friendship and family, place of residence and lifestyle, leisure activities, etc.</p> <p>In order to be able to map out their ideas adequately, they first create this mind map in their native language. Additional symbols, which are universally understandable or whose meaning has been clarified within the learning group, help to consider further life plans and possibilities.</p> <p>At the end of the lesson, the students have visualized their first life goals in their mind map, which can be linked to in the further course, for example through career counseling, and which can be increasingly differentiated.</p>	



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## Learning Outcomes

Life and career planning are a challenge for everyone, even more so when it happens in a foreign context. Therefore, the main goal is to give the learners time to think about their future in all its facets. Having a concrete (professional) goal also represents a decisive contribution to integration (self-competence).

In addition to the mind map, which serves as an initial personal orientation, the students expand their topic-related vocabulary (methodological competence/ language skills). There is a differentiated word list for the areas of occupation, personal relationships, living situation and leisure activities, which also depict socio-cultural values and norms of the country of migration, for example same-sex partnerships.

## Short description of the lesson

After a brief introduction to the topic of life and career orientation by the teacher, the students collect initial ideas for their future in a mind map. This is initially done in their native language so that their ideas are not limited by (still) insufficient language skills.

In order to show additional options in different areas of life and to achieve the most comprehensive result possible, the students receive word lists with symbols. The students now translate the words from the mind map into their native language and then add terms from the word list if necessary. Finally, the students transfer the mind map into their second language, color it and illustrate it with their own drawings, photos, icons provided, etc.

### Equipment needed:

- Version for teachers, list of symbols (**M0**)
- Translation options (computer, cell phone, iPad, dictionary)
- Pre-structured mind map as a copy template (DIN A4 or A3) (**M1**)
- List of words and symbols (**M2**)
- Writing and drawing tools, scissors, paper (DIN A4 or A3), (for further options: photographs, pictures etc.)

### How to use:

The teacher briefly introduces the topic of the module "Life and career orientation" and leads with the impulse question: "Who do I want to be?" to the task (plenary, 10 minutes).

Teacher:

- shows the mind map (**M1**) on the beamer or as a printout
- explains the words contained in it and the task

Students collect ideas for their future in the areas of housing, people, leisure and work (individual work, 15 minutes).

Students:

- write these down in their native language.
  - orientate themselves on the structure and the terms of the mind map
- Extension: Students with the same native language can then exchange their results with a partner (3-5 minutes).

The teacher discusses the next step with the class (plenary, 5 minutes).

Teacher:

- explains the next task and the word lists (**M2**).
- provides translation resources (iPads, computers, dictionaries).

The following work phase for the students consists of acquiring or expanding a topic-related vocabulary (individual work, 15 minutes).

The students:

- translate the words from the mind map and the word lists.
- write down the translation on the worksheets (**M1** and **M2**) and/ or on index cards/ a vocabulary notebook etc.
- add their own ideas, words, and symbols to the word lists to complete their mind map.

Extension: It is a good idea to give the students time to recreate the mind-map in the second language only and then to personalize it with their own drawings, photos, etc. (individual work, 30-45 minutes).

The students:

- re-write the contents of their mind-map in their second language.
- supplement them with pictures, drawings, photos, collages, etc.
- use other design possibilities (e.g. digital) to visualize their ideas.

### **Additional information**

- Students should be familiar with the mind-map method.
- The teacher should make sure that only words/phrases and not complete sentences are translated.
- The word lists (M2) have a differentiating task. The more demanding level for advanced learners is marked with an asterisk \*.



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