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LEARNING BOX OF UNPLUGGED ACTIVITIES

My Strength Circle

In this activity, participants reflect on their daily life and experiences to recognise their strengths and positive qualities. They share and discuss these in a supportive group setting. By the end, they feel more confident and aware of their abilities.

Target Group

☑ Low-skilled adults with low digital competences
☑ Low-skilled adults with limited formal education or qualifications
☑ Low-skilled adults with low participation in lifelong learning/training opportunities

Learning Objectives

- Identify at least three personal strengths or abilities from their personal life.
- Recognise positive patterns in their past experiences and achievements.
- Focus on important qualities that define their abilities and character.
- Express positive statements about themselves in a clear and confident way.

Theme

Life and Career Competences

Positive Self-Acceptance
(55+ adults, vulnerable people);

Duration

60–80 minutes

Level

Beginner

Competence Areas

a) Innovation Competences
☐ Creativity
☑ Critical thinking
☐ Problem solving
☑ Communication
☑ Collaboration

b) Information Literacy Competences
☑ Ability to access, understand, and critically analyse information
☑ Interpretation of digital and visual content
☑ Awareness of media influence and biases

Computational Thinking Steps Used

- ☑ Decomposition
- ☑ Pattern recognition
- ☑ Abstraction
- ☐ Algorithmic thinking

Methodological Approach

- ☐ Gamification
- ☐ Challenge-Based Learning
- ☑ Collaborative learning
- ☑ Experiential learning

c) Life and Career Competences

- ☑ Flexibility and adaptability
- ☑ Initiative and autonomy
- ☑ Sociability and intercultural competence
- ☐ Productivity
- ☐ Leadership and responsibility

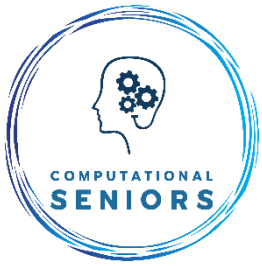
Learning Outcomes

By the end of the activity, adult learners will be able to:

- Identify and describe at least three personal strengths demonstrated in their personal lives;
- Recognise recurring positive patterns in their behaviour, experiences, and interactions with others;
- Select the personal qualities that best represent their abilities and character;
- Formulate clear and positive statements about themselves;
- Share their strengths with others in a respectful and supportive group setting, where they feel comfortable doing so.

Notes

- Only basic materials are required, such as paper and pens.
- Arrange adult learners in a circle, where appropriate, to create a welcoming, inclusive, and psychologically safe atmosphere.
- Use simple, familiar, and concrete language, avoiding abstract concepts or difficult terminology.
- Provide practical examples of personal strengths if adult learners find it difficult to identify or describe their own qualities.
- Allow adult learners sufficient time to reflect before answering.
- Encourage participation without placing pressure on individuals to speak or share personal information.
- Be sensitive to cultural differences in how people describe personal qualities, achievements, and self-confidence.
- Ensure that all feedback is respectful, specific, and encouraging.
- Avoid comparing adult learners or presenting some strengths as more valuable than others.
- Maintain a positive and supportive tone throughout the activity.



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Step 1. Decomposition

When adult learners sit in a circle, they are asked to reflect on their daily lives and past experiences by dividing them into several familiar areas, such as family life, work, hobbies, relationships, community involvement, and everyday responsibilities.

They are asked to:

- Identify the main areas of their lives;
- Recall activities, responsibilities, or situations within each area;
- Identify what they do well in each area;
- Provide or write down one or more concrete examples.

Facilitator Support

- Facilitator may ask: “What activities do you do regularly?”, “What responsibilities do you manage in your daily life?”, “What are you good at?”
- Help Adult learners focus on specific actions and experiences rather than abstract personal qualities. For example, instead of saying, “I am a good person,” a participant might say, “I regularly help my neighbour with shopping.”
- Encourage everyone to contribute.

This step helps Adult learners see their experience in a structured way

Step 2. Pattern Recognition

Adult learners review the examples identified in the previous step and look for strengths that appear repeatedly across different areas of their lives.

They are asked to:

- Compare the examples from different life areas;

- Identify abilities or positive qualities that appear more than once (e.g., helping others, being responsible, solving problems, completing tasks);
- Recognise positive patterns in their behaviour and interactions with others;
- Consider which strengths other people may value in them.

Facilitator Support

- Facilitator may ask: “Which strength appears in several of your examples?”, “What do you often do well?”, “What do other people ask you to help with?”.
- Encourage adult learners to discuss their observations in pairs or small groups where appropriate.
- Highlight recurring strengths without comparing adult learners or ranking personal qualities.

This step helps adult learners recognise that their strengths are not isolated events but consistent qualities demonstrated across different situations.

Step 3. Abstraction

Adult learners focus on the most important strengths identified during the previous steps and select those that best represent them.

They are asked to:

- Choose two or three key strengths that appear most consistently;
- Express each strength using simple and positive language (e.g., “I am reliable because...”, “I am helpful because...”, “I am patient when...”);
- Ignore less important details.

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Facilitator Support

- Facilitator may ask: “Which strengths best describe you?”, “Which strength appears most often in your examples?” and etc.
- Encourage adult learners to use simple, specific, and affirmative statements.
- Support those who find self-expression difficult by offering examples or inviting other group members to provide respectful observations.

This step helps adult learners move from individual experiences to a clear understanding of their core personal strengths and positive qualities.