

MAPPING THE PERSONAL



MAIN FEATURES

Strengthened skills (TASC Cluster)	CONSTRUCT
Suitable for	Teachers, Students
Difficulty level	Low
Individual setting	No
Group setup	Yes
Minimum number of participants	1
Average duration	30-60 minutes
Special Equipment	No
Online version	Yes

1. OVERVIEW (THIS PART APPEARS IMMEDIATELY WHEN YOU OPEN THE EXERCISE)

This exercise for individuals and groups helps students to gain self-awareness and self-development and, when conducted in groups, to understand each other better, to communicate and collaborate better.

"Mapping creates excitement for a project as it almost immediately provides a powerful insight into a community. Weaving mapping into the connective tissue of narrative, dialogue, and art-centric approaches underpins conversation, vision, and the complex reality of what exists in our community and who we are." (Ganley, 2011).

Individuals can map their own values; the groups, formal institutions and associations to which they belong or feel connected. (see exercise on community mapping)

In this exercise, we focus on personnel mapping, i.e. a mapping exercise at the individual level.

Personal maps are a suitable medium for self-development, as they provide an easy way to sort ideas, thoughts, and concepts, and you can use it for personal development and as a source of motivation.

If you feel that your students need to improve their relationships or that they need to get to know each other better, you can use personal maps to do so. The technique helps to identify common topics for which to start a conversation in a simple way.

2. OBJECTIVE / BENEFITS

Personal maps help to discover one's inner self, generate an in-depth understanding of our problems, and help find a solution to achieve life's goals.

It is ideal for visual learners, many people prefer visual learning, and in this sense, a map is a good way to get to know yourself.

They are also a suitable way to discover the connection between thoughts and ideas that may not have been known to you before.

The personal map is simple and easy to apply the practice. It can help students get to know each other better and have better communication and collaboration. It can help them talk about their personal lives, so it's easier for them to get into and empathy together. Even a short conversation about something close and dear to their heart can give a sense of security in the other person. This will make it easier for everyone to express their opinions and respect each other.



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3. Related SKILLS CLUSTERS

The personal map is about self-awareness and thus contributes to personal free will. If used in a group, it can support the creation of a shared understanding and sense of belonging and thus support the personal agency.

As explained in this exercise, the different ways the personal map can be used can help create mutual respect and understanding. It can be used for a better shared understanding of the other person or to gain insight into a student's values, thoughts, and feelings regarding a particular set of solutions.

Therefore the exercise is linked to CONSTRUCTION.

4. HOW TO DO THE EXERCISE

Step 1 / Preparation:

(MANDATORY to explain how to prepare and introduce the exercise to the student)

The teacher introduces the exercise, if implemented at the individual level, explains to the student the purpose of the personal map (which could range from simply getting to know the student better to supporting him in (future) career or study choices or acquiring information on specific problems he may face).

If in a group environment, the teacher explains the purpose of the exercise, for example, as an icebreaker to get to know each other (for example, at the beginning of the academic year) or to identify common interests, challenges or problems. Depending on how the exercise is conducted (as indicated at the final stage, there are several ways to conduct the exercise), the teacher explains the process.

Step 2

The exercise starts by putting your name in the centre and then reselling interest categories around it. The most commonly used categories are: work, education, friends, family, hobbies, goals, values, and home.

You can use different colours or colored sticky notes to represent your ideas, thoughts, stuff, etc., related to a specific category.

Step 3



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Slowly fill in each of the categories. Categories are not fixed; you can edit categories along with what you find interesting as you go.

Place the elements most important to you or to which you identify closest to you and organise those less important or connected further afield. Rearrange the sticky notes to indicate how each element relates to the other.

If you feel that students are reluctant or skeptical of the exercise, you could start with an example and draw your map.

Final step / Conclusion:

(MANDATORY to explain what to do to conclude the exercise)

At the end of the exercise the teacher can ask students to present their personal map to the rest, or use the for their own analysis (and not share it with the group).

There are several ways you can use the resulting personal maps:

- Each student creates a map about himself, which is then exchanged.
- Students are divided into pairs and make personal maps of each other. They will be able to ask and talk about what interests them.
- Ask one student to create another student's map during a specific period, such as a week. The idea is that during different moments, for example, the lunch break, the person who makes the personal map tries, through conversations, to fill in the map. Of course, they cannot ask direct questions, such as "What are your hobbies?". You will see how many mistakes you make and how much new information you will learn during the week. In addition, the student whose map is about will feel like a celebrity during the week because of all the questions about their :) life.
- **'A test' with personal maps.** Once everyone has prepared a map, you can create a fun test, asking your students several questions about the personal maps you create.

5. CLOSING

Fix the map of each person to the wall and look at them all for patterns, similarities and differences, for what they tell you about this group. .

After the session, the results can be analysed

- At the level of an individual;
- At group level.

The teacher himself can use a student's map to get to know him better and engage in a conversation about the things that motivate or worry him.

When using it in groups, once personal maps have been shared; the teacher can analyse them, identify common elements, topics, etc., and use them to create a feeling of belonging or increase awareness and understanding of each other's differences, thus increasing mutual respect.

The questions that the teacher may ask after the exercise are:

- What ideas/thoughts/feelings do you have after creating your own or someone else's map?
- Has the process changed your ideas/thoughts/feelings about your fellow students?
- What did you learn about yourself and your fellow students during the exercise and creation of personal maps?

6. SPECIFIC MATERIALS

You will need to have

- A3 card
- Sticky notes
- Colored pencils or markers

7. TIPS AND TRICKS

- Be careful when using it. Use the personal map, thinking about your students
- Allow students to share what they think, don't force them to share something specific.
- Make students feel free by sharing their side.
- Make sure that mapping doesn't last long enough to discourage students.
- When working in groups, try not to focus the discussion on just one topic, which may only affect 2-3 people.
- If personal maps are new for your students, create your first map with them and then continue with someone who offers to try it out.

8. ON-LINE VERSION



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The exercise can be done online, and basically follows the same steps as the offline version. In this case, a video conferencing tool should be used to allow students to discuss. While in a face-to-face environment, the teacher can monitor and interact with multiple groups at once (and guide them in the process), online, this can only be done using a video conferencing app that allows break-out rooms, where couples or trios can discuss with each other, while the teacher listens. For a group of 2 or 3, breakout options are not necessary.

If you have students who spend limited time together in person or follow online education, you can do personal map exercises from remotely, for example, through a video call. If you want to compile maps continuously and create them easily, you can use different online tools to work with them, for example, [Miro Board](#), [Mural](#)

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