

*Life stories...*

**Final task:** Graphical representation of one's own life.

**Objectives in relation to the competence of learning to learn**

- Distinguish between important elements from incidental ones
- Identify logical links between events
- Reconstruct information

**Framework of Learning to learn descriptors**

Time Management	<b>Organization of the information</b>	Motivation and self-esteem	Team work
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**Descriptors:**

**8.-** I am able to identify what is important from what is not

**11.-** I am able to arrange elements according to given criteria (alphabetical order, chronological order, etc.).

**12.-** I am able to sort information by subject, usefulness, interest...

**15.-** I am able to represent by means of outlines and concept maps the structure and content of a text

<b>Areas of knowledge within Adult Education</b>	<b>Level I/II/III</b>
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<b>Core skills</b>	<b>Communication and social skills</b>	<b>Science – Technology</b>
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**Objectives**

- To get to know oneself better
- To value one's own experience
- To recognise our successes
- To identify our strengths



**Evaluation**

Evaluation of, at least, the following aspects:

- What part/s of the work that you found easier to carry out?
- What part/s of the work that you found more difficult to carry out?
- Did you found it easy to organise all the various pieces of information regarding your life?
- Did you find it easy to arrange all the information according to the given criteria?
- Do you think the final result gives a proper idea of the main events that have happened in your life?

**Preparation**

Timing	Materials	Activity to be done	Where
10 hours in class + time at home  (the timing is an estimate. It can be changed according to the needs of the learners, teacher)	Paper, pen, colours, various materials	groups, individual	In classroom, at home

**Process**

0.- Presentation of the task, objectives and evaluation.

1.- The teacher proposes to the class that they represent in a graphical manner the timeline and most significant **positive** events of their life. Firstly he will stimulate an introductory debate in which each member of the class should express in a synchronic way what have been the most important events that have occurred during their lifetime, in particular focusing on three main aspects: private life, educational life, professional life. Each participant should be free to contribute to the talk deciding what to share with the rest of the group. This discussion allows each participant to focus on himself and recover some of the positive aspects of one’s public and private life, which people sometimes do not recall (but that at some point of their life had a relevant meaning). All the participants are free to ask questions (always taking care not to ask questions like “why...?” or avoiding going into private or intimate questions).

**2.-** The learners will then be asked to reflect on themselves and on their life and reproduce on paper a chronological diagram/graphic which highlights the main events that have characterised their lives.

The diagram will consist of three parallel lines which will represent respectively one of the three threads of the life of each individual:

Line one: private life

Line two: educational life

Line three: professional life

Each learner will be able to identify what are the main and most significant events that have occurred in their life, paying attention to distinguish between important and incidental events, and explaining what this/these events meant in their life.

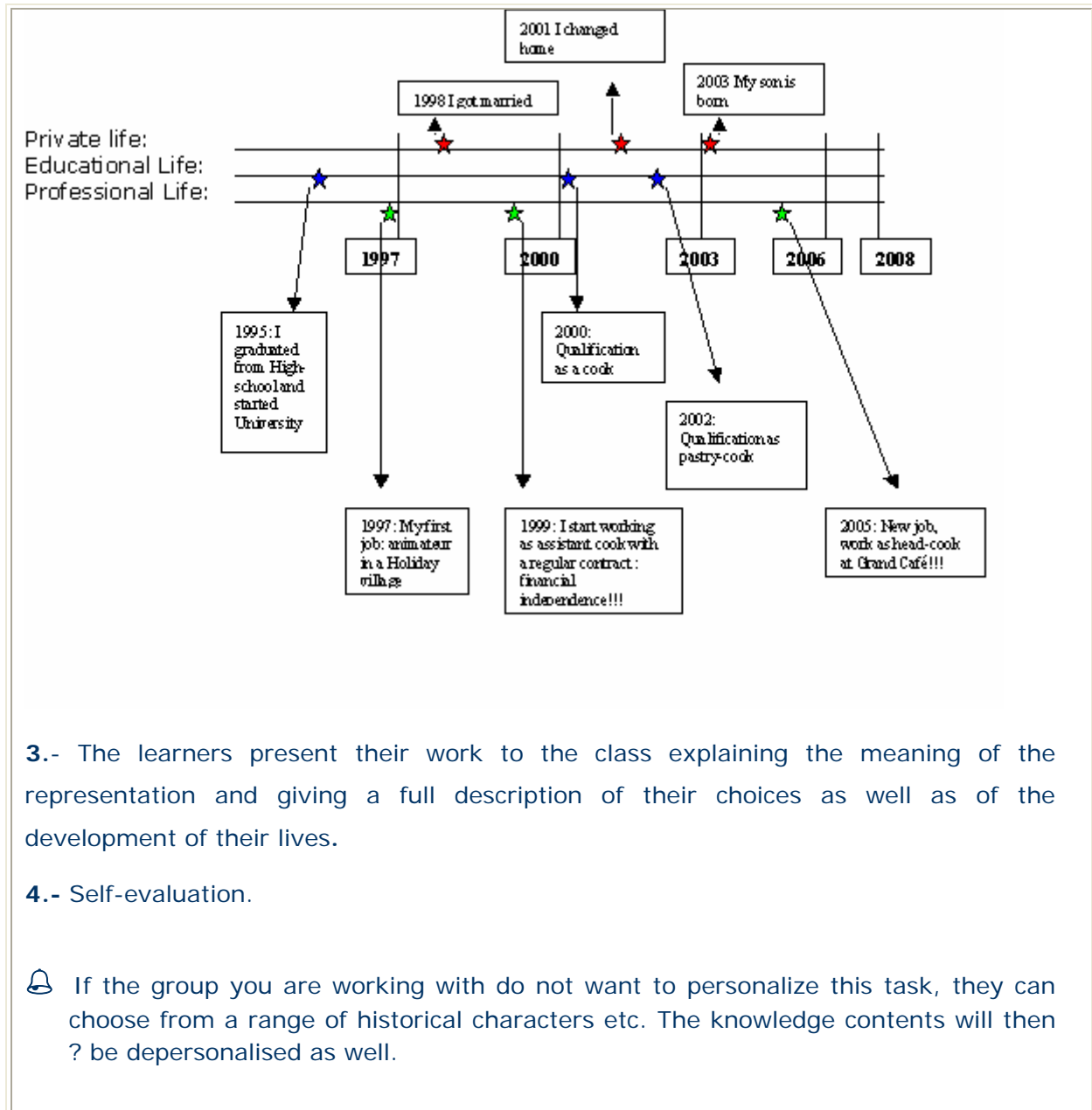
They are asked to take note of each significant event as it comes to their mind and then to arrange the chosen events for each "life-line" in a list following chronological order. This information is then assembled graphically on the three lines following the chronological order but also paying attention that the events clearly show the differences in their timing, their correlation, etc.?

The three lines will be divided into regular and well defined intervals of time so that in the final result it will be clearly visible how the events of each line interlope and coincide with the others.

Finally, it is up to each participant to add decorative elements to the graphic: drawings, collages, pictures, etc.


**Each participant can obviously choose the information to share with the group in order to avoid the exposition of private questions which the individual wants to keep reserved.**

This is an example of the final result:



3.- The learners present their work to the class explaining the meaning of the representation and giving a full description of their choices as well as of the development of their lives.

4.- Self-evaluation.

 If the group you are working with do not want to personalize this task, they can choose from a range of historical characters etc. The knowledge contents will then ? be depersonalised as well.

## Guidelines about learning styles

The aim of this activity is to develop the capability to select information and re-organise it in order to give a graphical representation of the main events which have occurred in one's life.

The first phase of the activity aims at stimulating a reflection upon one's own life and to stimulate the emergence of all the important facts which have characterised the life of the learner in three main fields: private life, educational life and professional life.


Then the activity promotes the systematisation and re-organisation of all the elements following a well defined chronological pattern and the transfer of these elements into a graphical form, which clearly illustrates the succession and interpolation of them.

For the development of the task, the following learning styles will be considered:

- **Visual:** Learners with a visual preference base their learning activities on the use of images (pictures, mind-maps, etc.). Their learning skills are enhanced when they can visualise the object of their learning. In promoting this activity the teacher should write on the board and explain verbally/orally all the various phases into which the activity is articulated. For what concerns the activity proposed?, the visual learners can prompt their memory by using observations or their pictures and photo-albums, these are always a good means to recover and actualise significant past events that sometimes are taken for granted or are left at the back of our mind due to some more urgent or recent facts.
- **Auditory:** Learners with this learning preference need to receive clear and punctual oral information. In order to facilitate the participation of this group the activity proposes various moments of debate and confrontation between all class members and groups, which must be followed by a clear summary of all decisions taken, of the results and of the tasks assigned to this group. For this activity this group will have the chance to develop their preference for audio elements. For them the first phase of the activity will be extremely important as this involves a free talk aimed at making the flow of significant past events come to mind.
- **Read / write:** learners with this preference achieve more effective learning through reading information and writing down notes that allow concepts and ideas to emerge clearly from the mass of information received. In developing this activity the teacher could write on the board and explain verbally/orally all the various phases into which the activity is articulated and the learners will

have to take notes.

- **Kinesthetic:** learners with this preference need to participate actively in the implementation of the activity in order to get the most effective learning, through movement, research of materials, etc. For this kind of learner it is important both to participate actively to the first debating phase of the activity and also in the phase of realisation of the final product. Apart from the drawing and compiling of the scheme they could also realise the same work using various techniques, a collage, or using various materials to represent the graphic.

 The teacher should also encourage the learners to set their fantasy free and, although keeping in mind the guideline for the graphic/diagram to be realised, each learner can add further materials like photos, drawing, texts etc. or realise the diagram using different materials: coloured wool threads, stones, object of any kind, etc.