

Teaching materials for secondary education · 41st ONCE School Contest

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PREVENT

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SETTING THE SCENE

DESCRIPTION OF THE DYNAMIC:

In this first dynamic, the **intrapersonal skills** of the students will be worked on.

These types of skills help students to know and value themselves better, thus facilitating their relationships with others.

Through self-knowledge and inner reflection, this dynamic will help them to define themselves, highlighting their character, as well as their tastes and hobbies.

The statement on the sheet places the students in a gamified context that will allow them to open up and expose their personality.

Ask them not to write their real name on the sheet, since at the end of the dynamic all the sheets will be shared and it will be interesting to check how much the students know each other, as well as the hobbies they share.

What are intrapersonal skills:

Intrapersonal skills are attitudes that a person has to understand their own emotions, identify them and regulate them effectively, such as self-knowledge, confidence and self-esteem.

These abilities make it easier for a person to get to know themselves, to better understand their own character and personality, so that it helps them, in turn, to relate to others.

These are related to soft skills or **Soft skills**, which are the skills that a person has to **express themselves, understand and make themselves understood**.

Active listening, understanding others and inspiring confidence are some soft skills.

EDUCATIONAL OBJECTIVES:

- Encourage self-discovery and recognition of personality, consolidating self-esteem.

- Recognize one's own skills and qualities in order to present oneself to others, in order to discover affinities that reverse situations of isolation or unwanted loneliness.

ACTIVITY DURATION:

15 minutes.

GUIDELINES FOR COMPLETION:

1. Hand out the sheet to each student; it is important that they do not put their name.
2. Ask them to silently fill in the text fields provided on the sheet and think about what it would be like to create a channel with content to gain followers.
3. Share the ideas to discuss the type of publications (what each person likes to do) and suggestions to follow (what each person would be interested in doing).
 - Exchange the cards so that the students can try to recognize each other.
 - Write on the board the types of publications that have come out, highlighting those common to the class group, as well as the interests they have shown and that they would like to do with others (suggestions to follow)
4. Discuss the diversity of tastes and hobbies that have arisen after completing the card and agree on what activities you could offer, as a class group.

[DOWNLOAD DATA SHEET](#)

DIDACTIC PURPOSE ADJUSTED TO THE WORK OF PARTICIPATION:

- Recognition of the individualities of each student.
- Reinforcement of the feeling of belonging to the group-class.

RESOURCE LIBRARY

If you have more class time or if you want to go deeper, we leave you these gamified resources to continue forming a team!