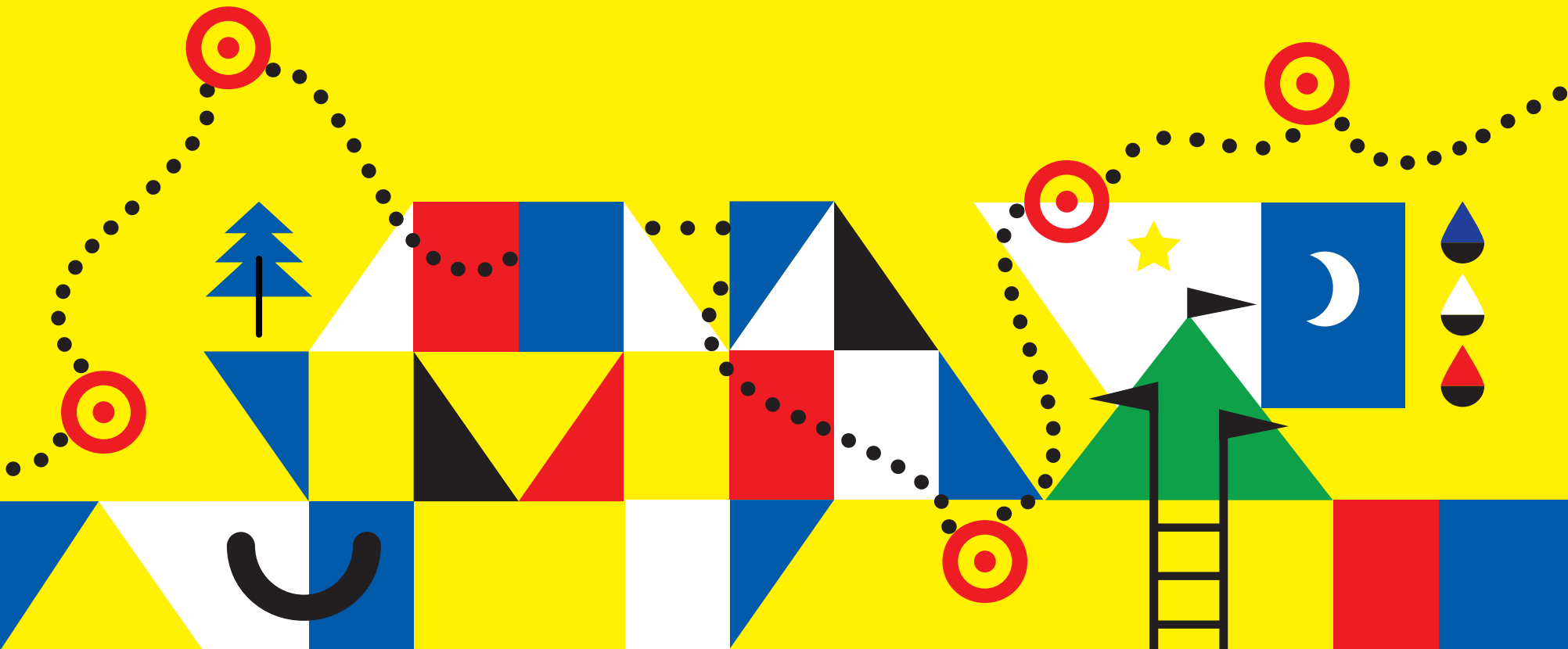


LINJA



7th YEAR

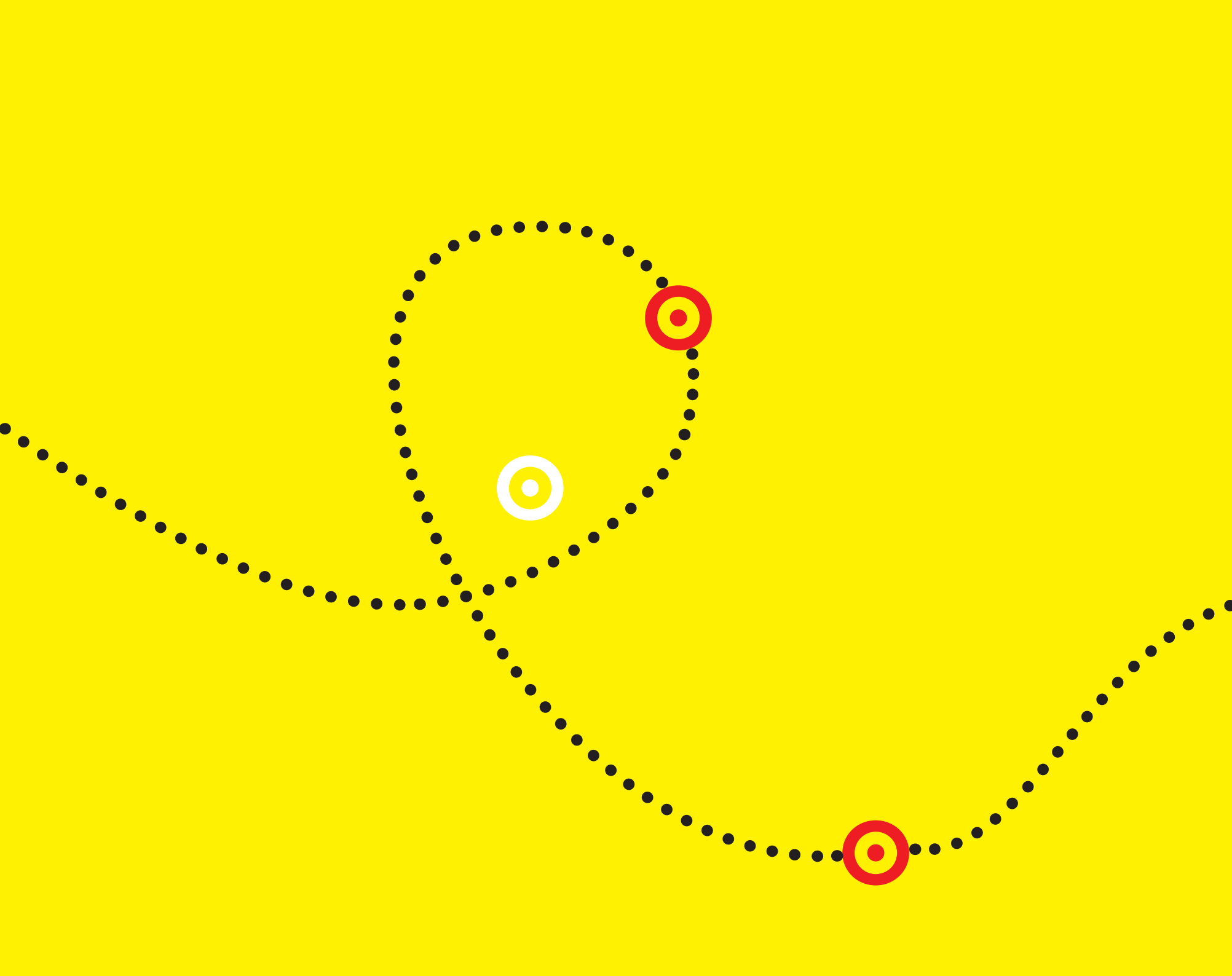
▶ I like	6
▶ I am	10
▶ Using my skills	14
▶ I learn	18
▶ Power of words	22

8th YEAR

▶ What is important to you?	28
▶ Why?	32
▶ Stereotypes or not?	36
▶ Useful praise	40
▶ Overcoming challenges	44

9th YEAR

▶ Knowing different options	50
▶ Towards change	56
▶ Stressed out?	60
▶ Step by step	62
▶ Dreams	66



OMA
LINJA



YEAR

I like

"If you're always trying to be normal you will never know how amazing you can be."
- MAYA ANGELOU



1

ANSWER the following questions.

What's your favourite ice cream flavour?



.....

If you could be an animal, what animal would you be?



.....

If you knew you could not fail, what would you do?



.....

What is your favourite piece of clothing?



.....

If you were a country, what country would you be?



.....

What's your favourite TV series or film?

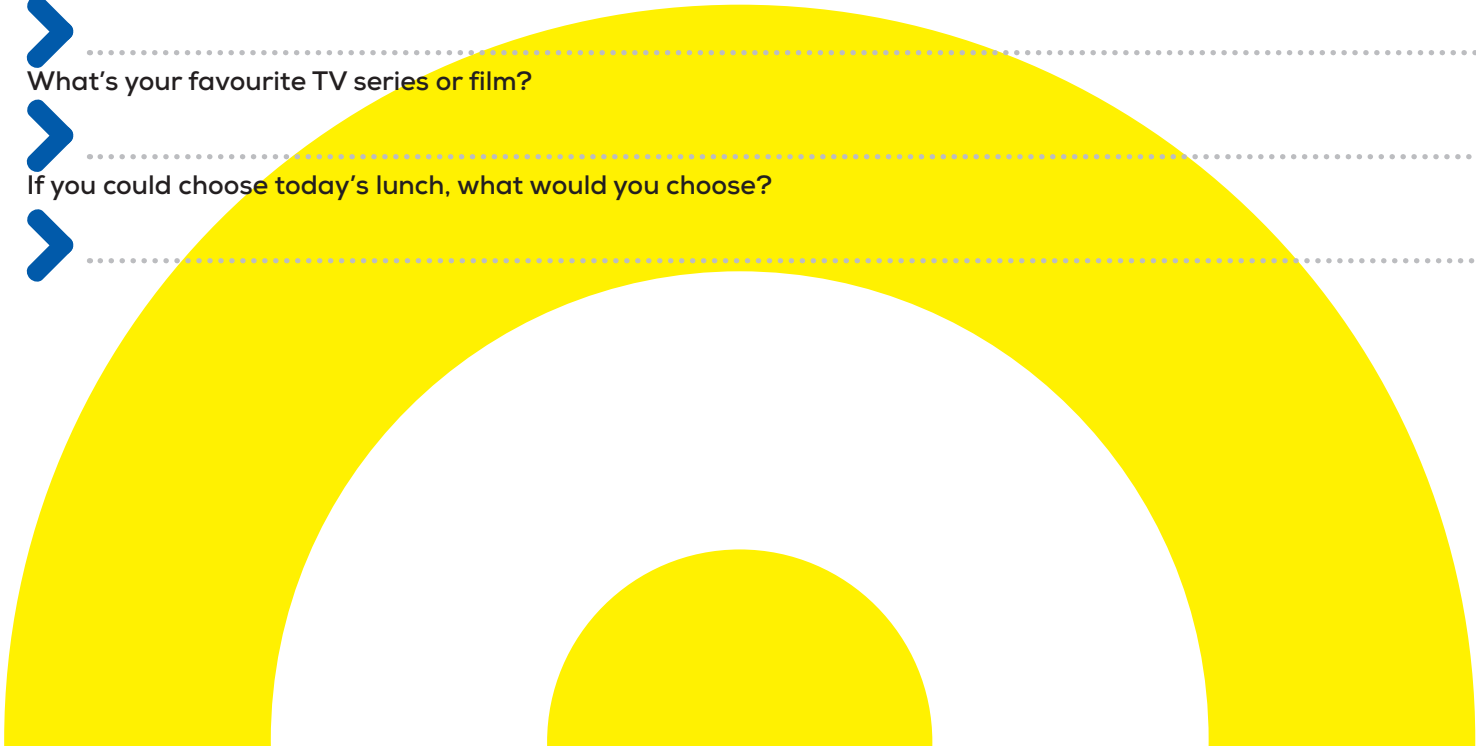


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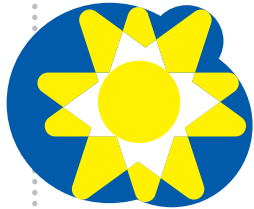
If you could choose today's lunch, what would you choose?



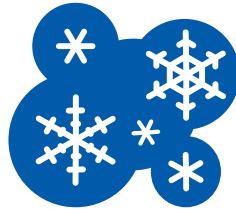
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2 CHOOSE one of the two alternatives.



SUMMER
or
WINTER



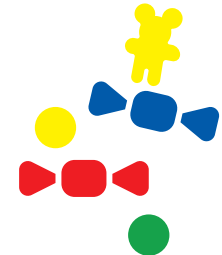
BEACH
or
CITY



JUICE
or
SODA



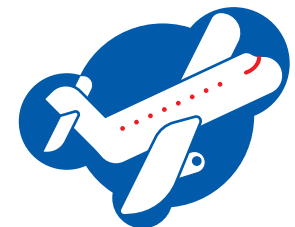
ICE CREAM
or
SWEETS



FOOTBALL
or
ICE HOCKEY



SHIP
or
AEROPLANE?





COMPLETE the sentences.

SCHOOL

At school, I like...



.....
.....
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My least favourite thing about school mornings is...



.....
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The best thing about my class is...



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FREE TIME

With my friends, I like...



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.....
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When I'm alone....



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My ideal holiday would be...



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FUTURE

When I finish comprehensive school, I want to...



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My dream profession is...



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When I grow up, I will...



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I am

*"You are braver
than you believe,
smarter than you
seem, and stronger
than you think."*

- CHRISTOPHER ROBIN (Winnie
the Pooh)



1

LINK the roles with the strengths.



Leader: Gives turns to speak and ensures that all tasks are allocated to someone and completed on schedule.

Secretary: Takes care of practical matters and takes notes of the group's discussion.

Inventor: Has an amazingly rich imagination, creates new ideas and solutions. Can find solutions to even the most demanding challenges when given the time to think.

Doer: Responsible and realistic. Works hard and has good organisational skills. Thanks to the doer, practical matters are performed according to plans.

Finisher: Perfectionist with great attention to detail. Works precisely to ensure optimal focus and a high-quality end result. Performs well under pressure.

Curious

Co-operative

Solution-oriented

Patient

Meticulous

Full of ideas

Efficient

Hard-working

Quick-witted

Realistic

2

THINK about your strengths and skills you have used at school, in your free time, hobbies, or at home. **SELECT** the strengths and skills that describe you the best and mark them with an x.

STRENGTHS

- reliable
- honest
- responsible
- meticulous
- conscientious
- practical
- careful
- precise
- persistent
- punctual
- orderly
- consistent
- patient
- relaxed
- calm
- confident
- flexible
- open-minded
- cheerful
- bubbly
- kind
- emotional
- open
- co-operative
- efficient
- competitive
- determined
- convincing
- quick-witted

- independent
- bold
- spontaneous
- curious
- eager to learn
- thoughtful
- critical
- creative
- resourceful

SOCIAL SKILLS

- presentation skills
- group work skills
- information seeking skills
- conversational skills
- listening skills
- persuasion skills
- sales skills

IT SKILLS

- software skills, which?

- social media skills, which?

- programming skills, which languages?

TECHNICAL SKILLS

- repairing vehicles
- building

OTHER SKILLS

- logical deduction
- spatial ability
- problem solving
- written expression
- oral expression
- artistic skills
- physical skills
- outdoor skills

- knowing styles and trends
- household skills

LANGUAGE SKILLS

- Finnish
- Swedish
- English
- other, please specify

OTHER PERSONAL SKILLS

- Do you have a strength or skill that was not on the list?

3

CHOOSE one strength or skill from your list. Give an example of how it is reflected in your way of acting or thinking. This is also a good way to describe your strengths in a job interview or an entrance exam.

SKILL/STRENGTH:

WHEN, where and how have you used this strength or skill?

HOW was your skill or strength useful in that situation?

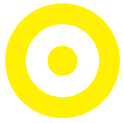
THINK of professions where your strength or skills might be useful:

--	--	--

Using my skills

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
- ALBERT EINSTEIN





A transferrable skill or strength is something that you are using in a different context than where you have learnt it.



WRITE here what you do in your free time.

"I play football. Playing has taught me co-operation skills, which I will also need in my summer job as an ice cream vendor."

"I draw a lot in my free time. My creative thinking abilities have been helpful in my job as babysitter."

A large rectangular area with a dotted border, containing horizontal dotted lines for writing.

2

START by thinking about which skills and strengths you use in your free time activities and list them on the left-hand side of the table below. Next, think of professions where your skills or strengths might be useful. There is an example on the first row.

SKILL/STRENGTH	EXAMPLES OF PROFESSIONS
<i>Concentration skills</i>	<i>Doctor, police officer, sales representative, construction worker, etc.</i>





I learn

"A person who never made a mistake never tried anything new."

- ALBERT EINSTEIN



1

INTERVIEW the teacher. **WRITE** their answers below.

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- Techniques that support learning
- Mind map
 - Memory cards
 - Pacing/dividing up the studying
 - Mock exams
 - Teaching others
 - Underlining
 - Making summaries
 - Learning from mistakes



Everyone can learn! You just have to find your own way and pace.

2

ANSWER the following questions about yourself.

What would you like to learn during this school year that feels difficult to learn right now?

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How could you learn this?

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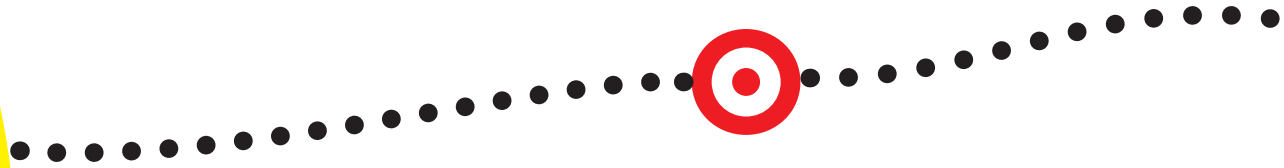
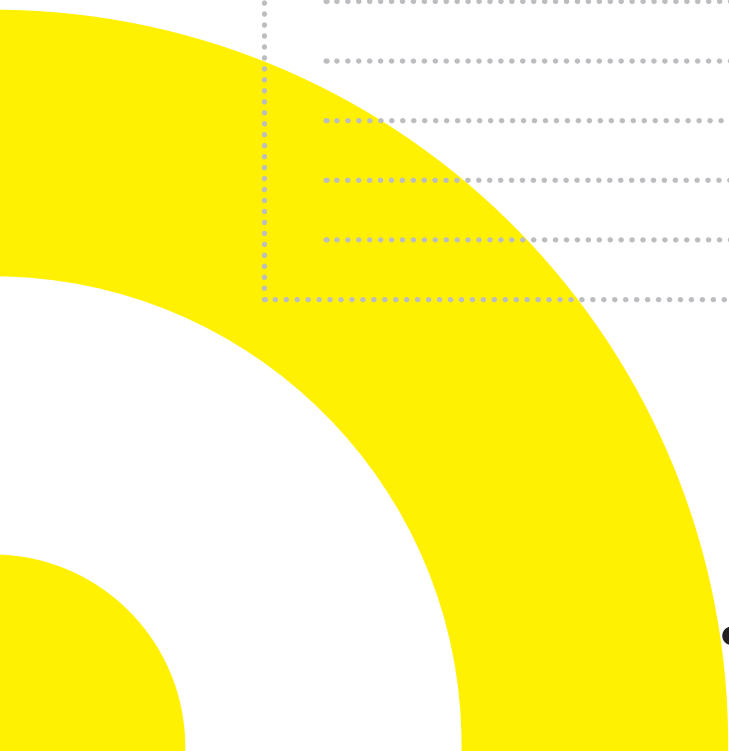
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Power of words

*"Words can inspire.
And words can
destroy. Choose yours
well."*

- ROBIN SHARMA



1

WRITE a positive letter to the main character of the video in pairs.

A large rectangular area with a dotted border and horizontal dotted lines inside, intended for writing a letter. The area is mostly empty, with a few black dots on the left and right sides.



THINK about yourself as a member of the class:

How do the words and actions of your classmates affect you?



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.....
.....

When was the last time you defended someone weaker than yourself?



.....
.....
.....

In what kinds of situations have the opinions of others helped you? And when have they been harmful?



.....
.....
.....

My three best qualities

1

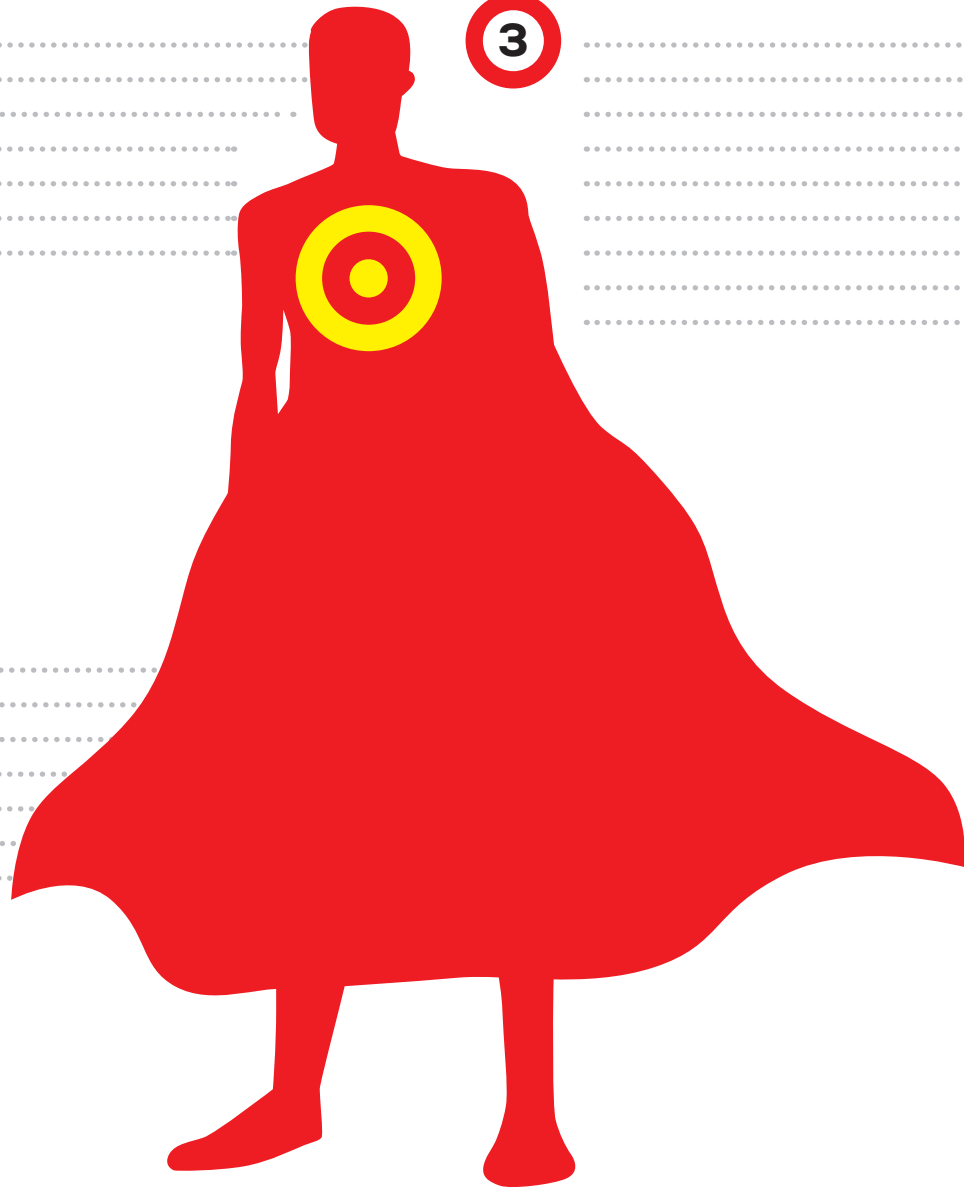
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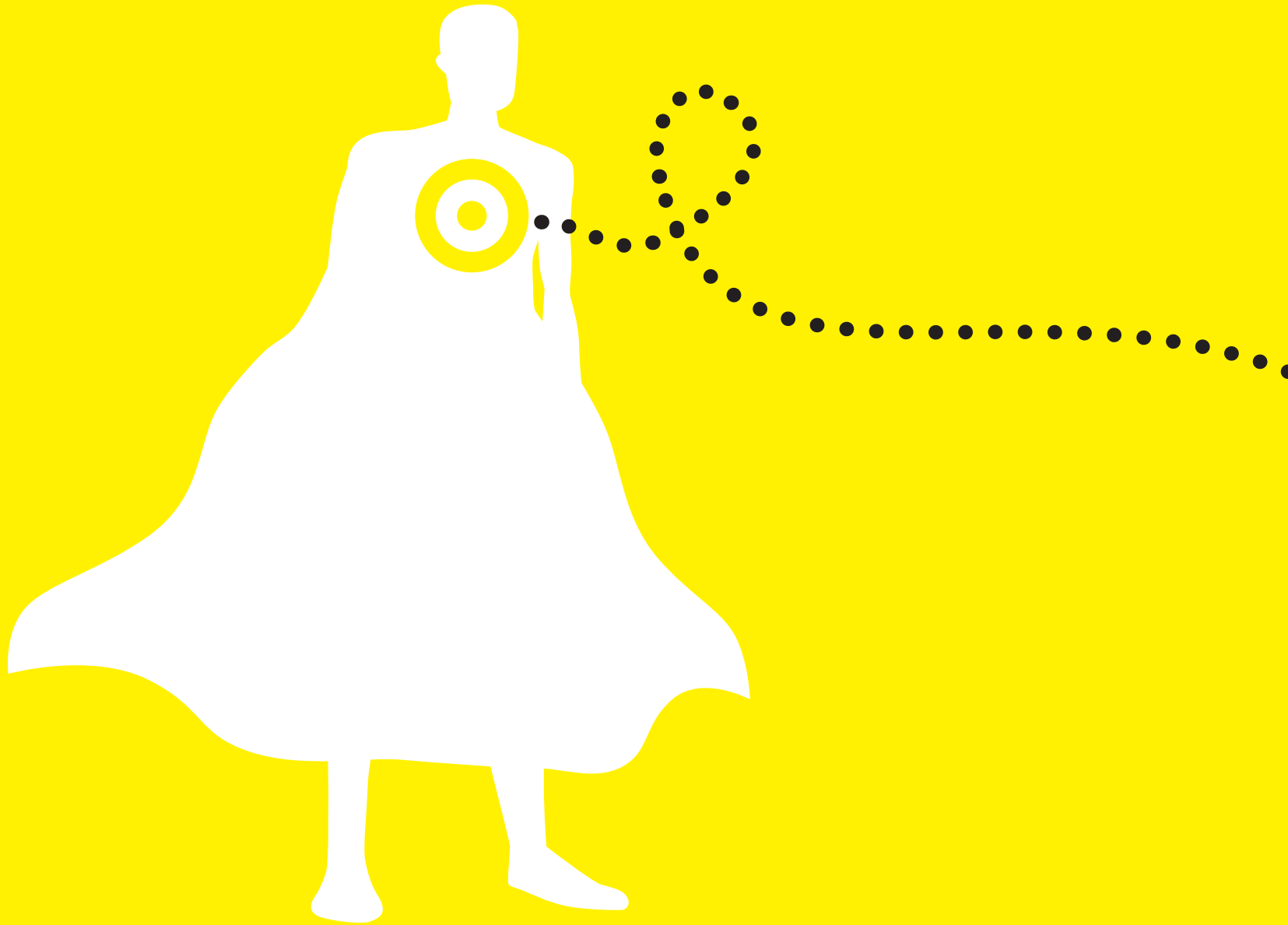
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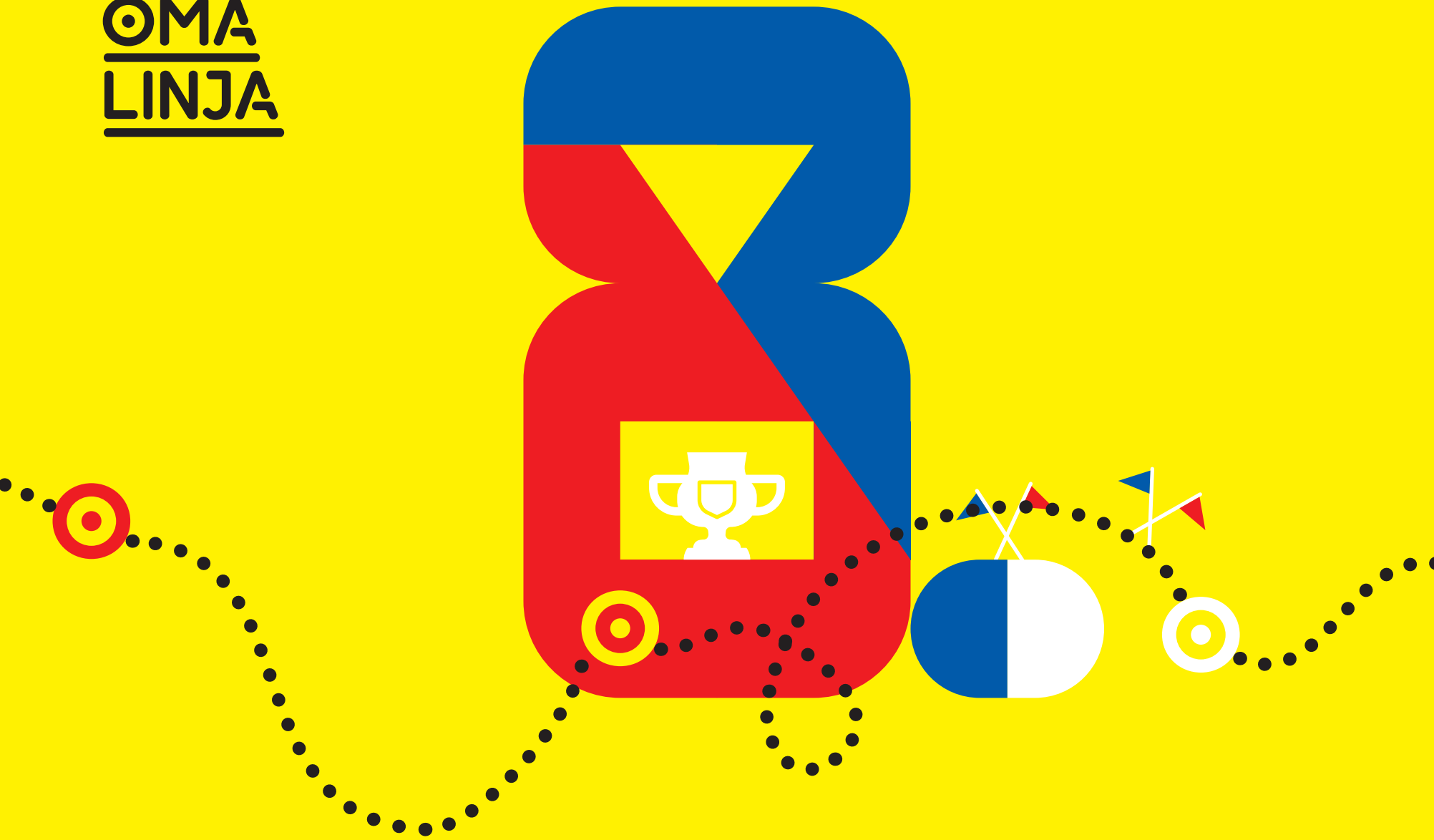
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OMA
LINJA



YEAR

What is important to you?



*"Success is liking
yourself, liking what
you do, and liking
how you do it."*

- MAYA ANGELOU

1

LOOK AT the following words that describe values. Which of them are important to you? Select 3–5 and write them in the space below.

HAPPINESS	HEALTH	FAITH	STRENGTH	JUSTICE
ENJOYMENT	BEAUTY	HOPE	WEALTH	EQUALITY
JOY	TRUTH	FRIENDSHIP	MONEY	GOODNESS
PLEASURE	KNOWLEDGE	LOVE	POWER	ANIMAL RIGHTS
LIFE	SCIENCE	HONOUR	WINNING	SELFISHNESS



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2

WRITE the three values you selected in your group and pair each value with a profession.
SPECIFY how the value is reflected in the profession.

Value

Profession

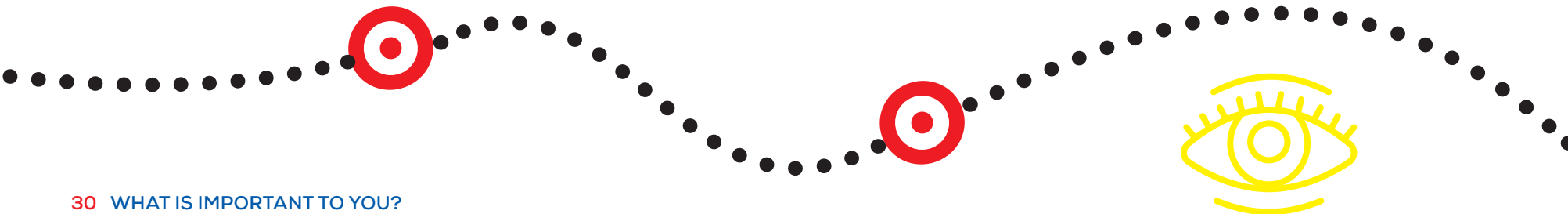












How are your chosen values reflected in the professions?

.....

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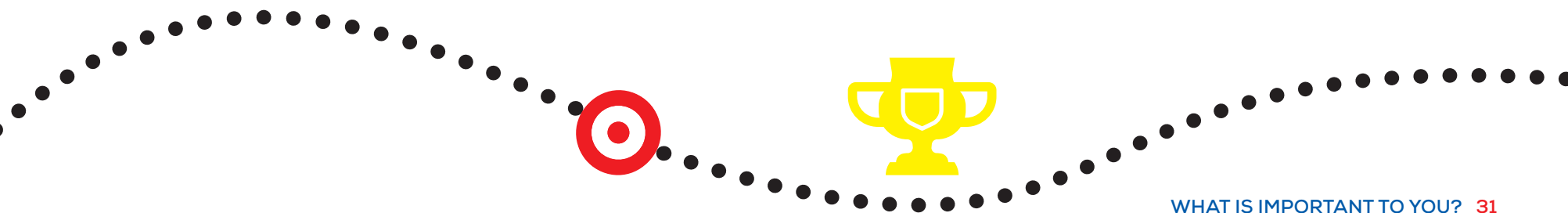
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Why?

*"Live to please
others, and everyone
will love you, except
yourself."
- PAULO COELHO*



1

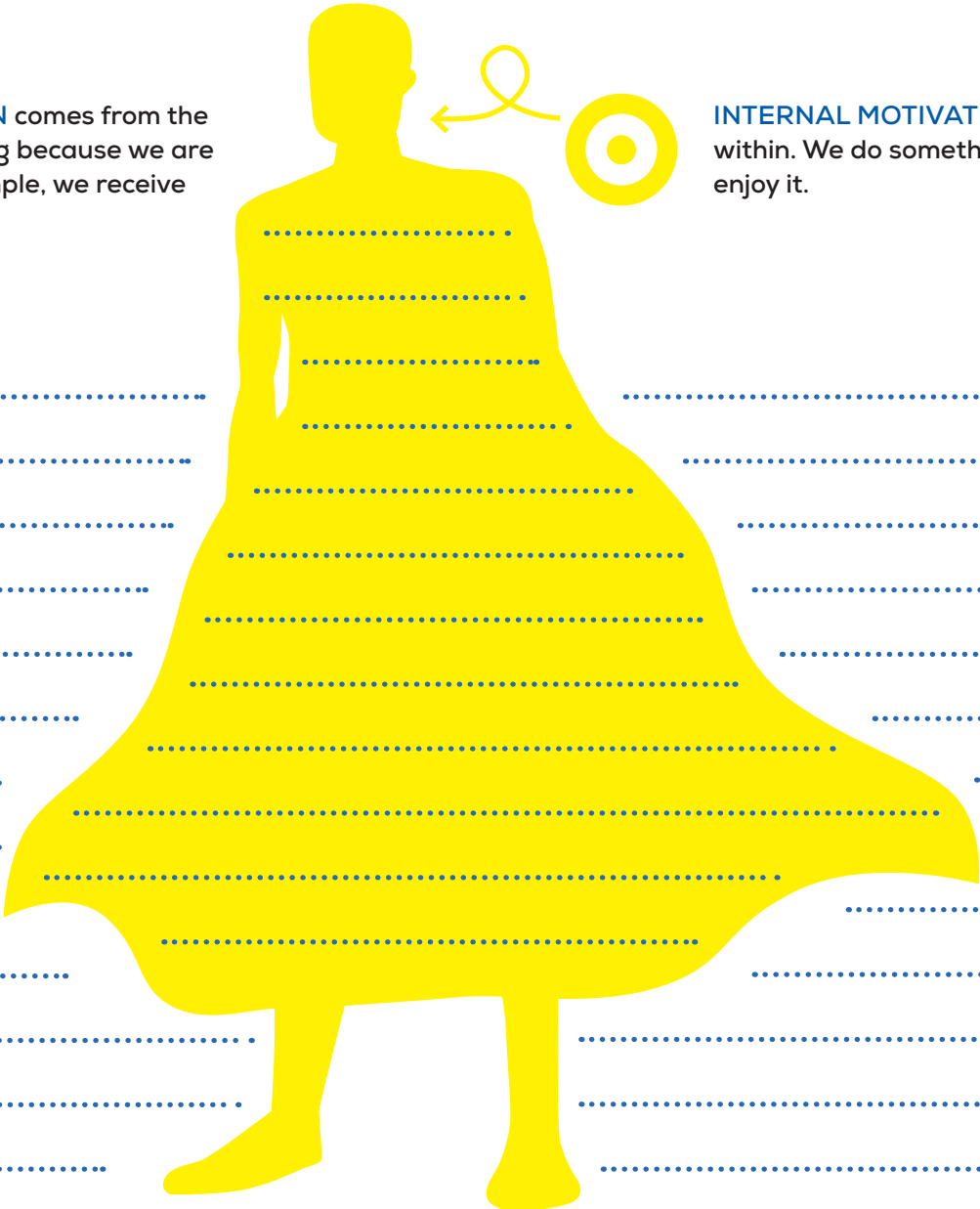
THINK of what makes you come to school in the morning. **WRITE** external motives around the character. **WRITE** internal motives inside the character. If you're not sure whether the motive is internal or external, write it on the outline.



EXTERNAL MOTIVATION comes from the outside. We do something because we are rewarded for it (for example, we receive money or acceptance).



INTERNAL MOTIVATION comes from within. We do something because we enjoy it.

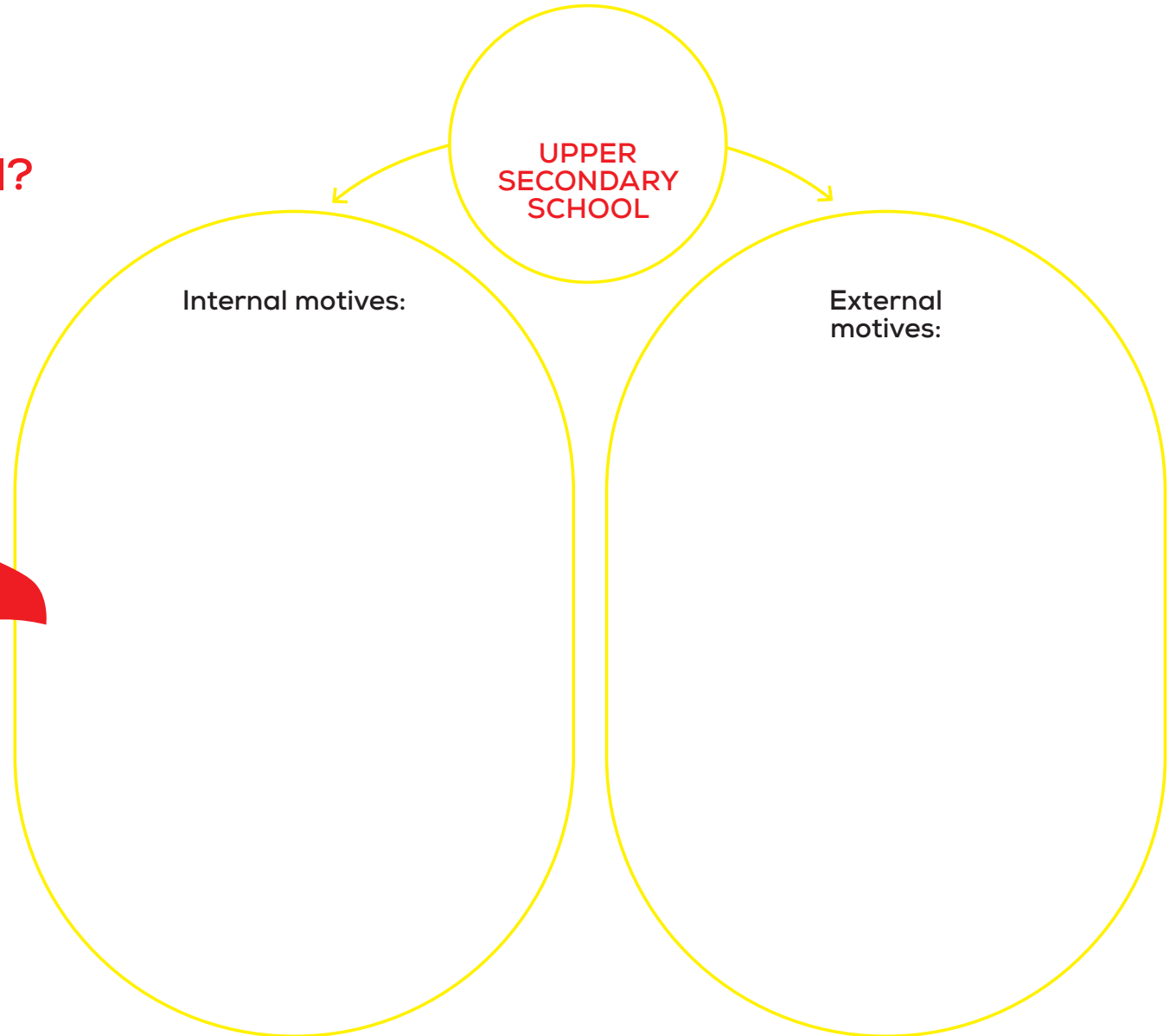
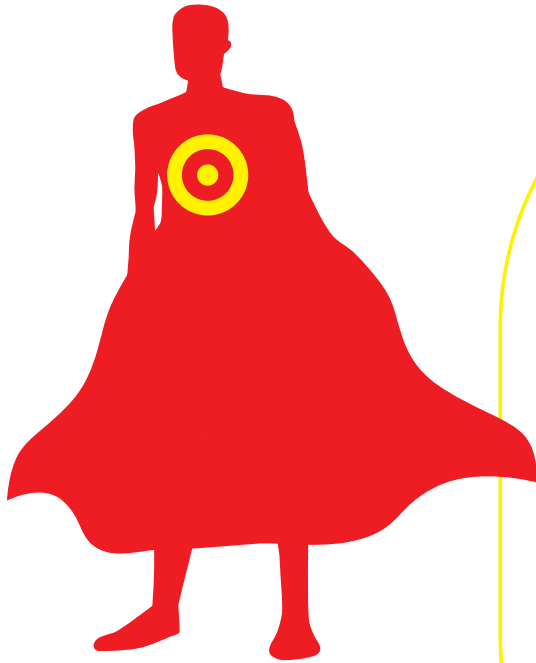


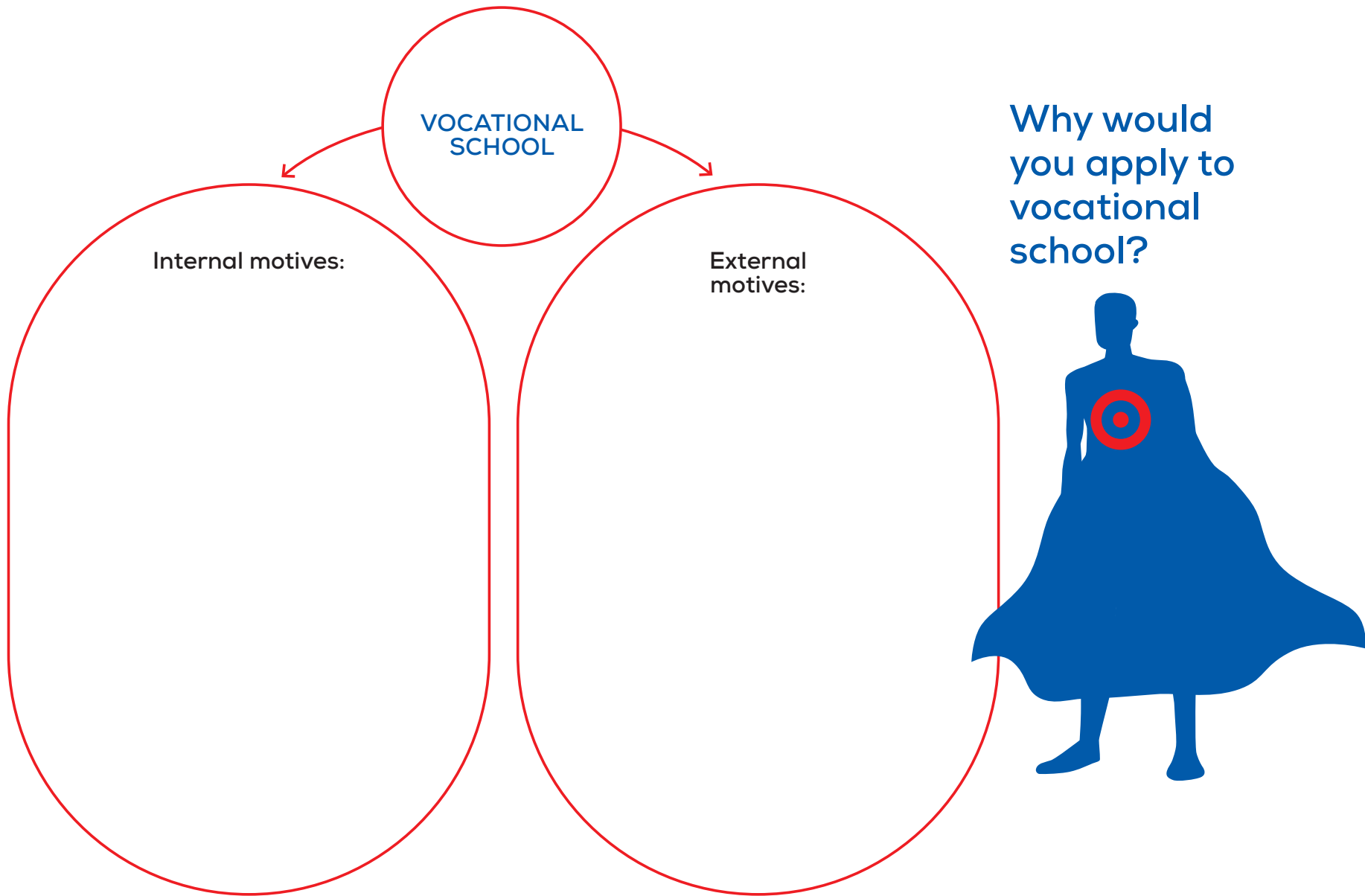
Handwriting practice lines consisting of horizontal dotted lines for writing.

2

After comprehensive school, most students continue to upper secondary school or vocational school. **WRITE** your internal and external motives for applying to either upper secondary school or vocational school below.

Why would you apply to upper secondary school?





ANALYSE the motives you have listed. Which of the two alternatives should you apply to?

Stereotypes or not?



"We are what we think, all that we are arises from our thoughts, with our thoughts we make the world."

- BUDDHA

1

This page contains the photographs of five people and a list of professions. **LINK** the characters with the professions.



STEREOTYPES are generalisations about a certain phenomenon or group of people.



2

WRITE the professions that interest you at the moment below.
Are they in a male or female dominated field?



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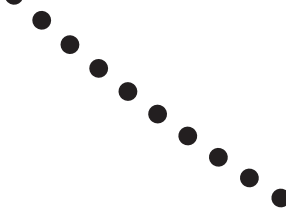
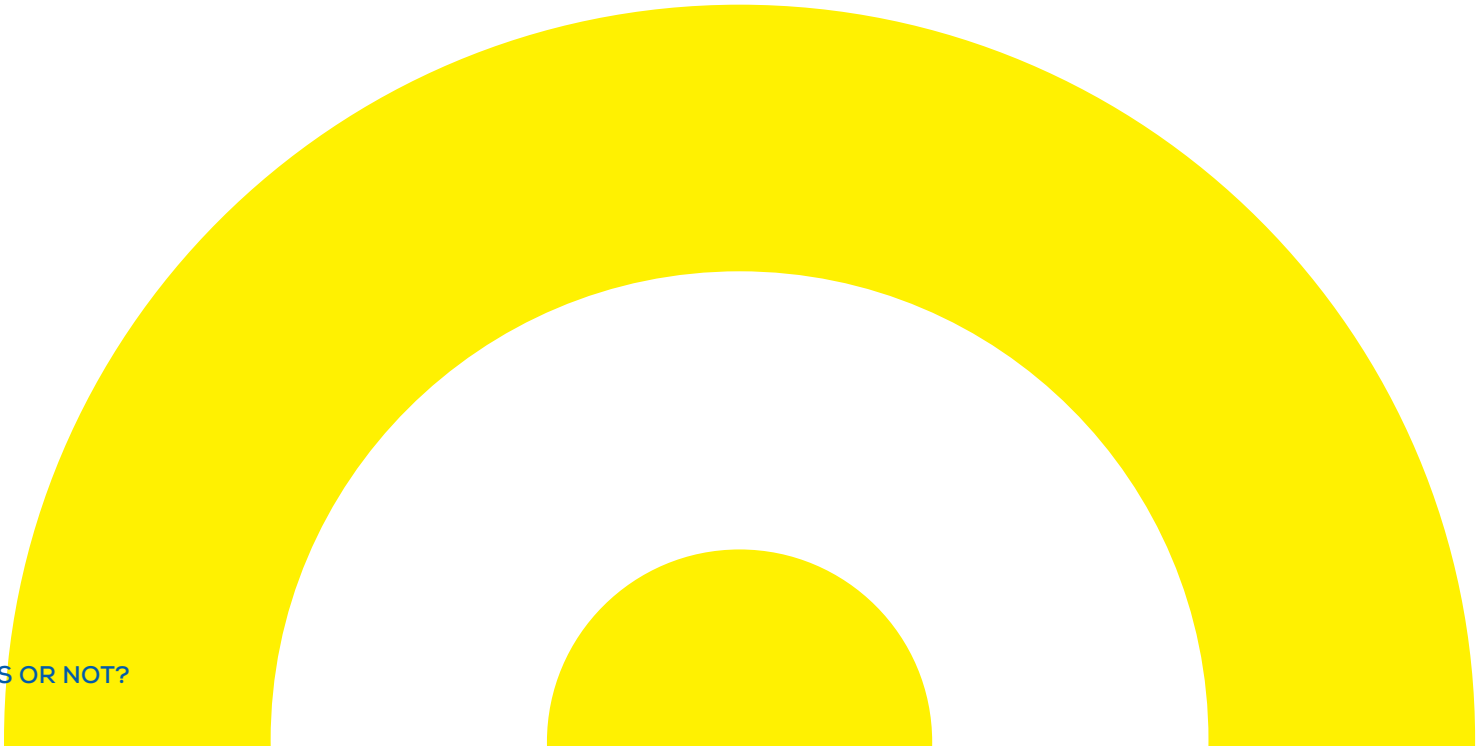
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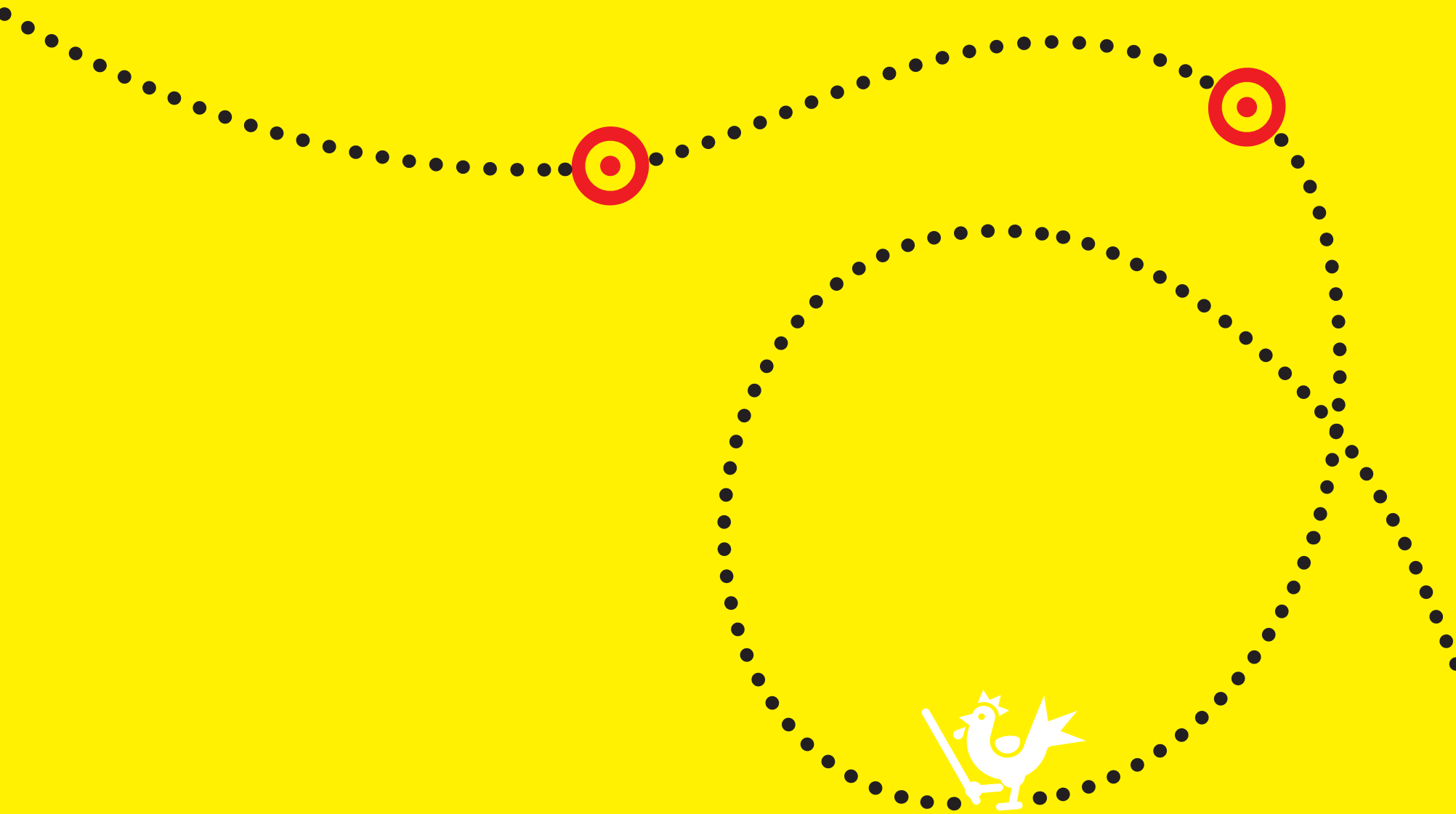
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Useful praise



"The best way to cheer yourself up is to cheer somebody else up."

- MARK TWAIN

1

CASE 1: What could the person be praised for? How can the person respond to the compliments?

Person giving the compliment:

.....
.....
.....

Person receiving the compliment:

.....
.....
.....

2

CASE 2: What could the person be praised for? How can the person respond to the compliments?

Person giving the compliment:

.....
.....
.....

Person receiving the compliment:

.....
.....
.....

3

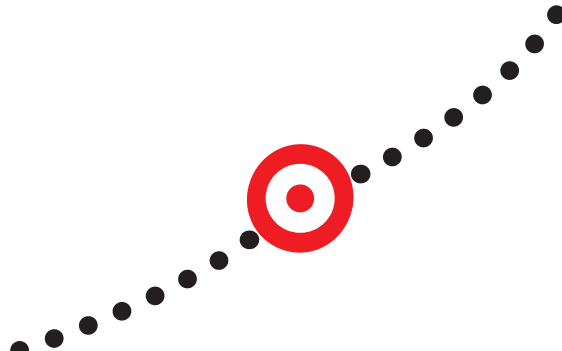
IMAGINE yourself in a situation where you have been accepted to a school of your choice after comprehensive school. HOW do you respond to people who give you compliments?

YOUR FRIEND SAYS: "I knew it! You're so good!"

YOU SAY:
.....
.....
.....

AN ADULT YOU KNOW WELL SAYS: "Such a great achievement, I'm really proud of you and happy for you."

YOU SAY:
.....
.....
.....



THE STUDENT COUNSELLOR SAYS: *"Congratulations! You achieved your goals through hard work."*

YOU SAY:

.....

.....

.....



Overcoming challenges

*"There are no walls,
there are only
bridges.
There are no closed
doors, there are only
gates."
- TOMMY TABERMANN*



1 **READ** the text in the speech bubble the teacher gave you and **THINK** of answers to the following questions in groups. **WRITE** your answers on the lines below.



How can the person influence their own situation?

➤

.....

.....

.....

.....

What should they do next?

➤

.....

.....

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.....

How could the person change their way of thinking?



.....

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.....

Where could they turn to for help, guidance, or advice?



.....

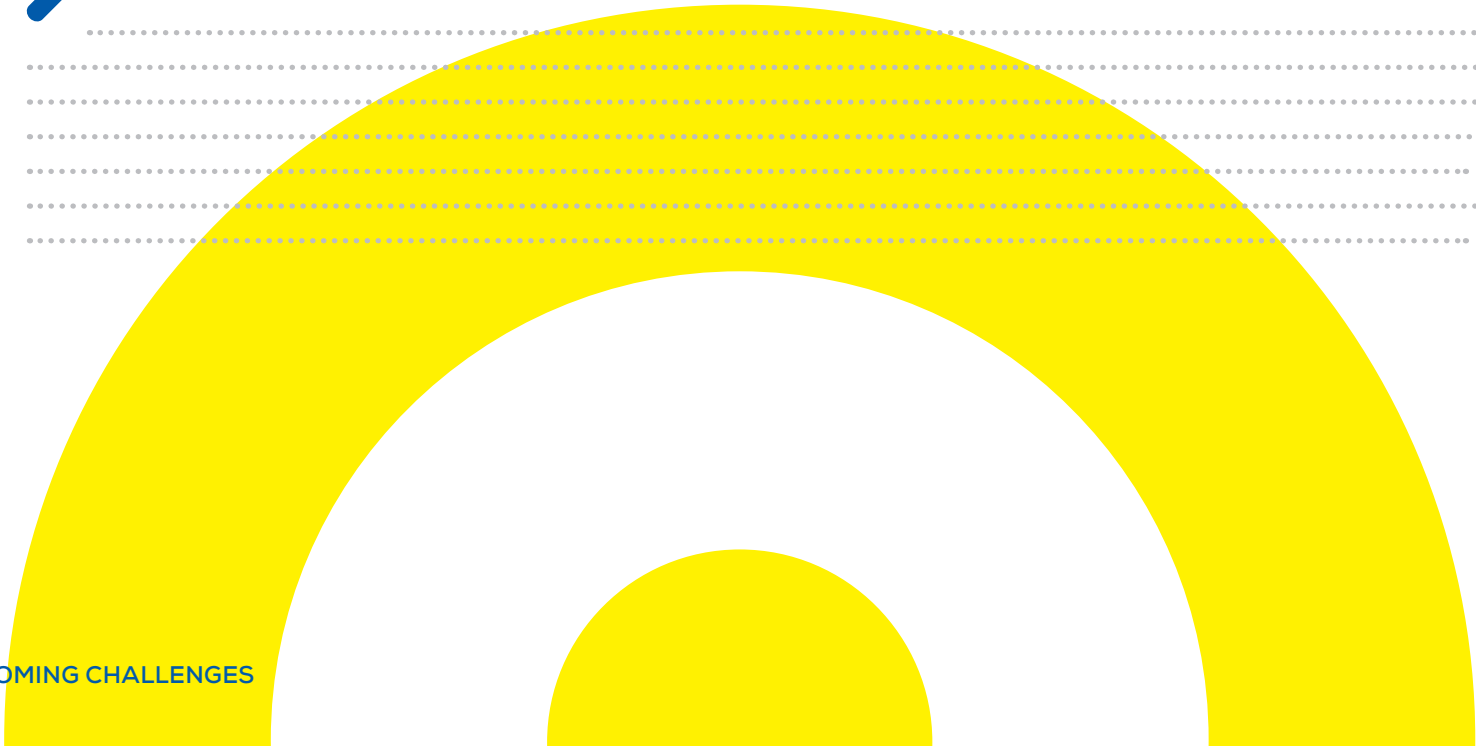
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2

WHAT are your dreams or plans for the future regarding studying or working life?
WRITE one of your plans below. Then think of challenges that you might encounter along the path and possible ways of overcoming the challenges.

YOUR DREAM



CHALLENGE



SOLUTION

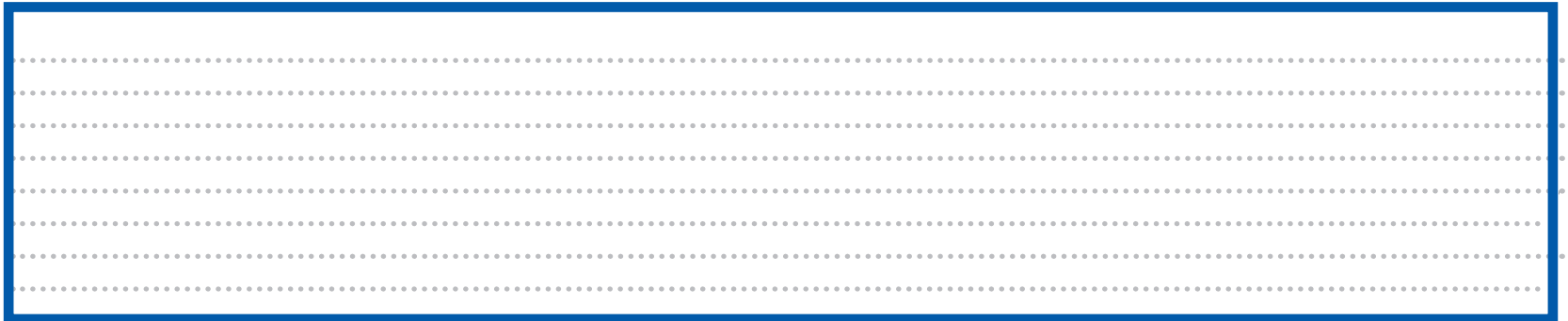


Write three motivational phrases for yourself. You can create your own phrases or look for phrases on the Internet.

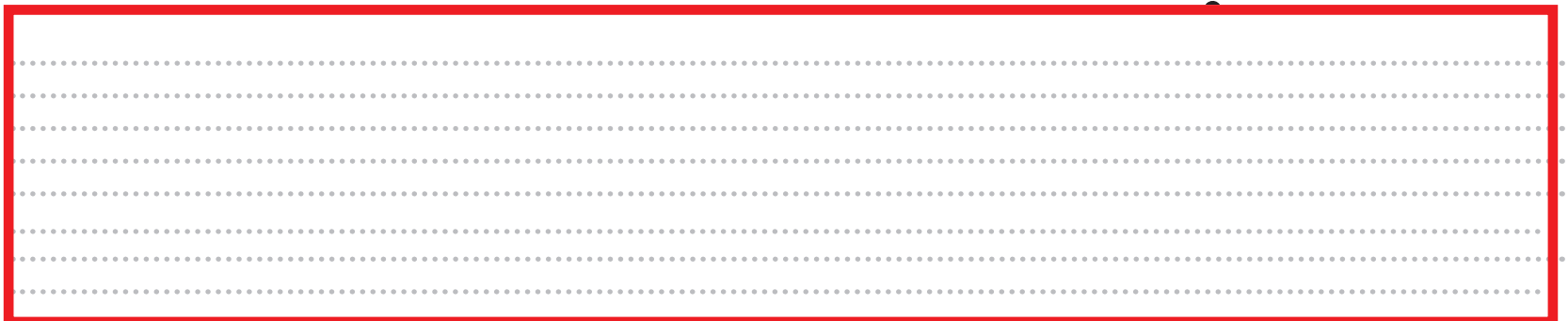
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3



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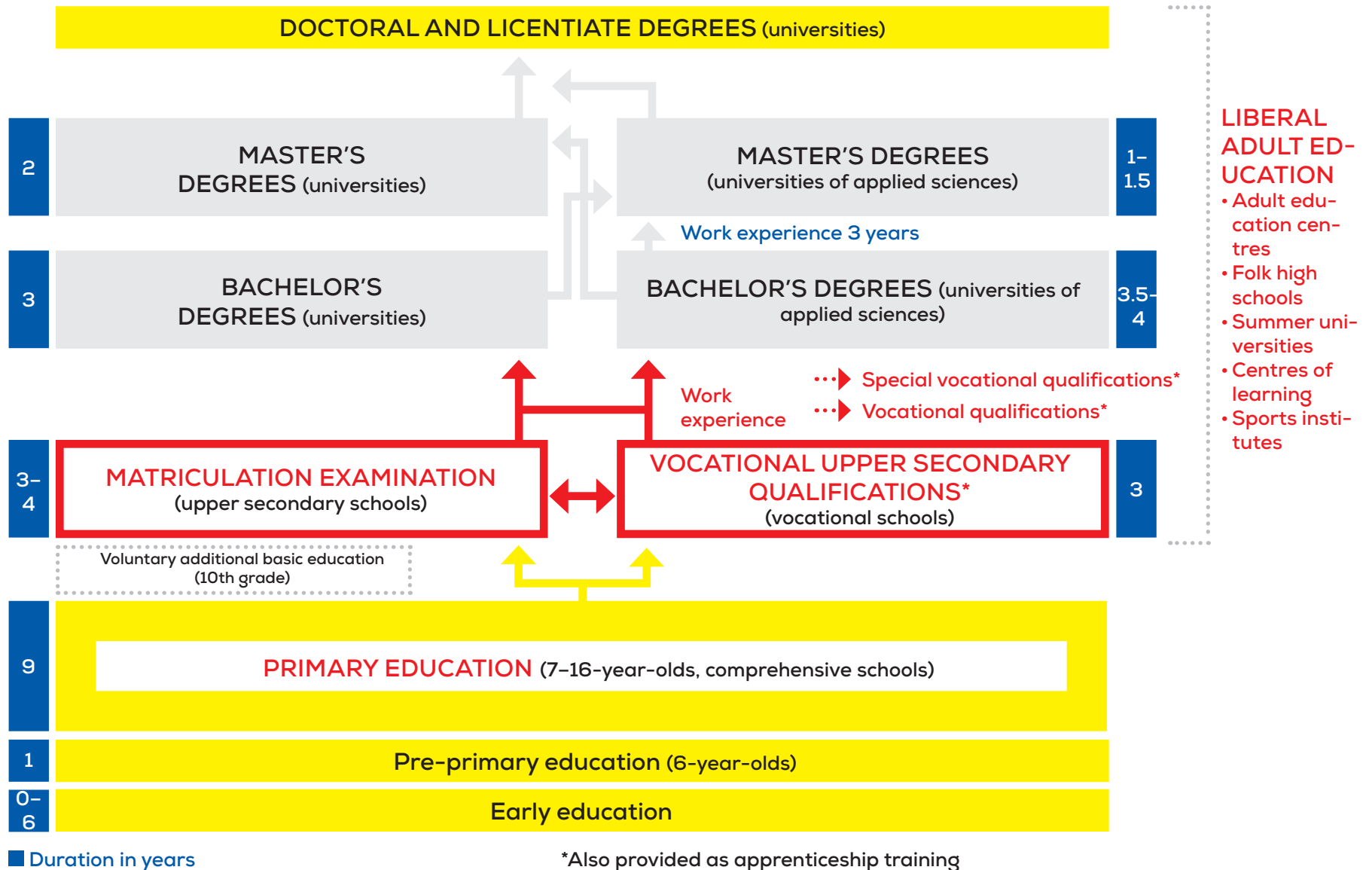
Knowing different options

"If you keep going, you won't regret it. If you give up, you will."

- UNKNOWN



The Finnish education system



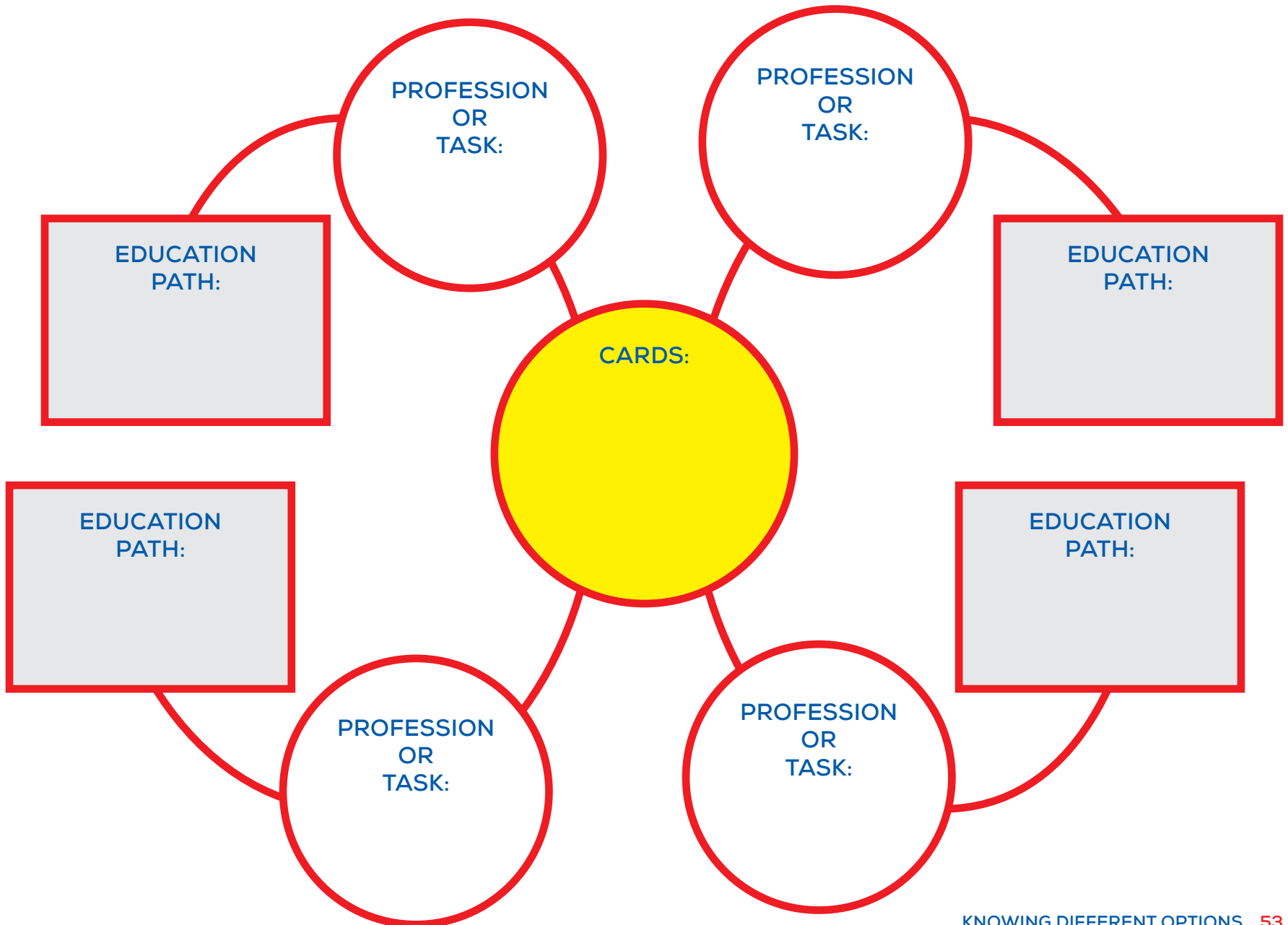
1

THE CARDS below describe typical tasks and actions in different professions. **THINK:** What would you like to work with? What could your dream job include? **CIRCLE** two cards that interest you the most.

Helping others	Education	Sales	Sports or exercise	Maintaining order	Nature and being outdoors
Making things	Being artistic	Acting	Information technology	Organising things	Being an entrepreneur
Communication (for example, social media, magazines, TV)	Arts and crafts	Performing arts	Creativity	Music	Researching things
Numbers	Design	Details	Using technology and equipment	Giving advice/ guidance to others	Solving problems

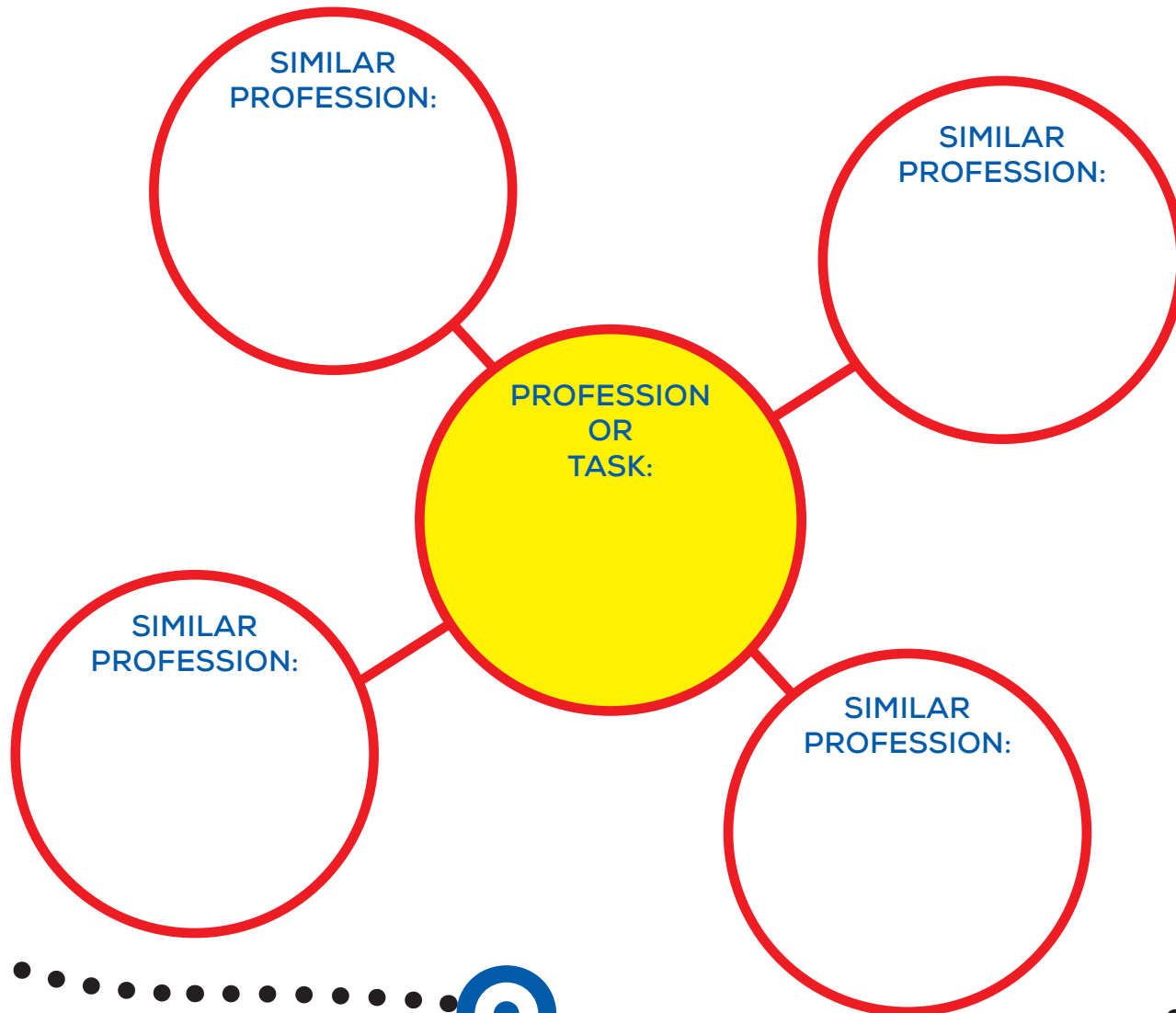
2

WRITE the content of the cards you selected in the centre. Which professions do these cards relate to? What education path leads to these professions?



3 **CHOOSE** one of the professions on the previous page and write it in the centre of the diagram.

THINK of other similar professions and complete the diagram.



Towards change

"All change is hard at first, messy in the middle and so gorgeous at the end."

– ROBIN SHARMA



1

IMAGINE yourself next autumn when you have finished comprehensive school. First, **LIST** the things that worry you or feel like threats. Then, **LIST** the things that you see as opportunities.

Threats:

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Opportunities:

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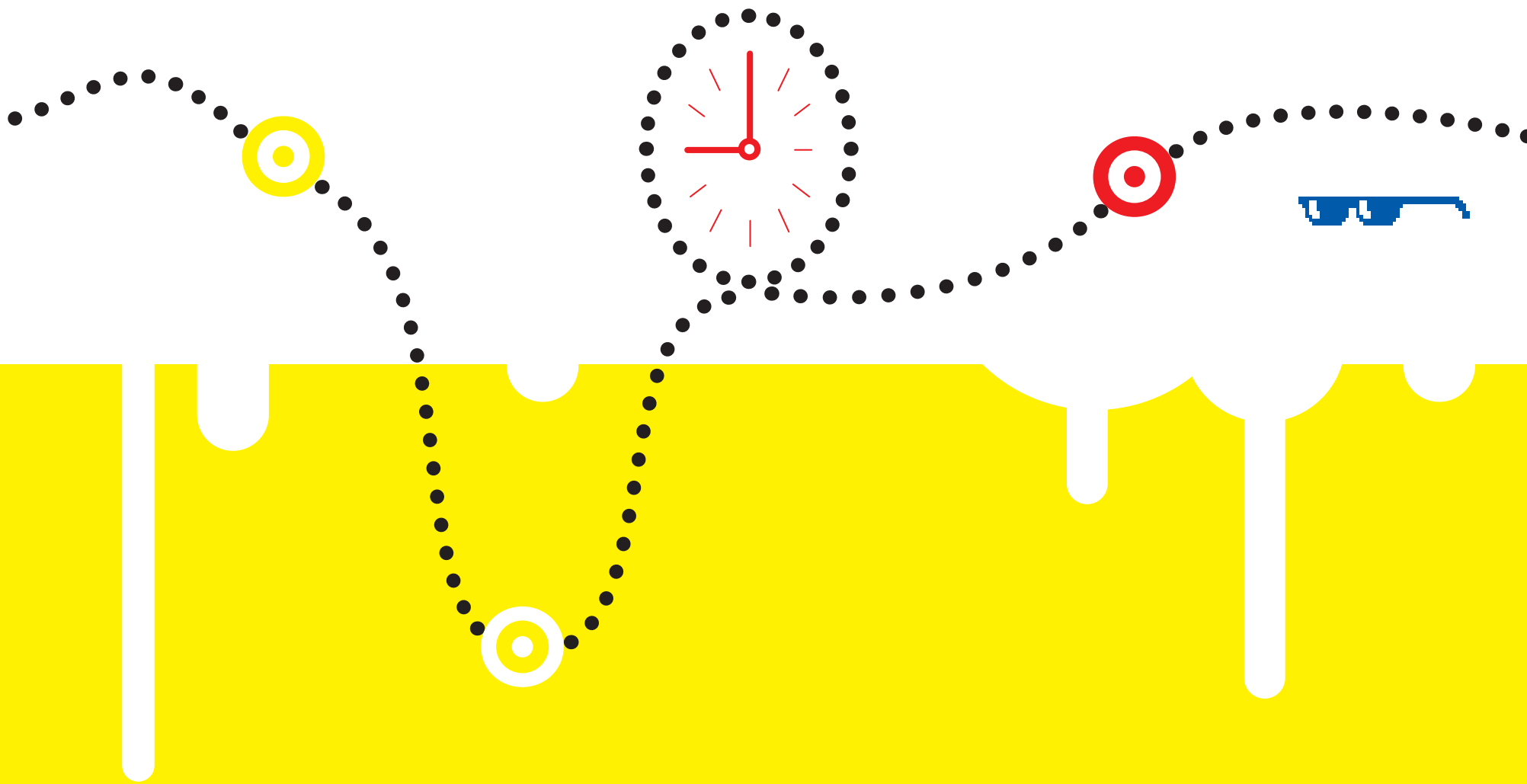
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2

WHAT should you do to make the opportunities you listed above come true?

A large rectangular area defined by a dotted border, containing 18 horizontal dotted lines for writing. To the right of this area is a large dotted arrow pointing towards the right edge of the page.



Stressed out?

*"It's not what
you look at that
matters, it's what
you see."*
- HENRY D. THOREAU



1 FILL IN the following boxes:

A) What can cause stress?

B) What are the signs of stress?

C) How can stress be relieved?

--	--	--

2 ANSWER the following questions:

What makes you feel stressed when you think about continuing onwards in your studies?

.....

How do you notice that you're stressed out?

.....

How can you relieve your stress?

.....

Step by step



*"It's your road,
and yours alone.
Others may walk
it with you, but no
one can walk it for
you."*

- RUMI



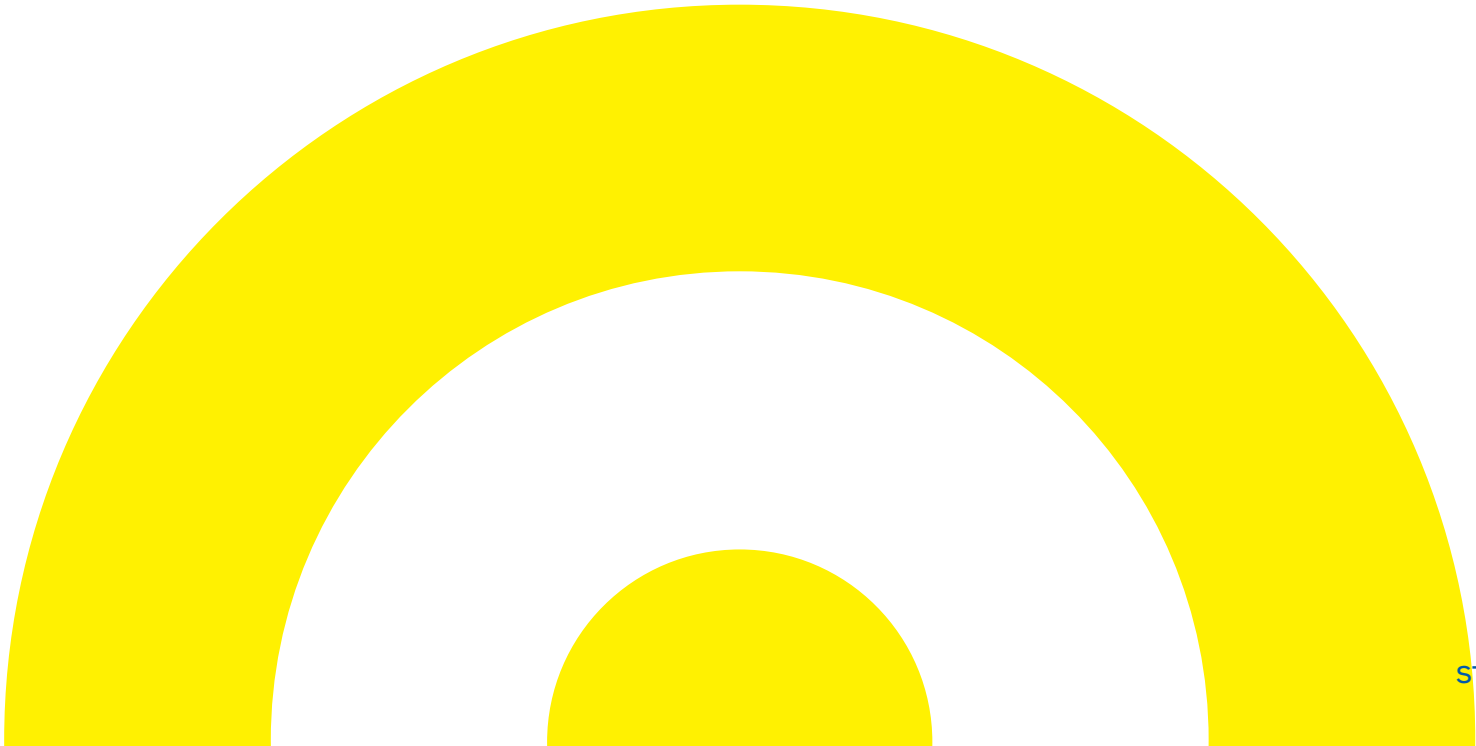
It is a good idea to divide your goal into smaller milestones. Milestones help you reach your overall goal.



Remember that the goal should be realistic, measurable, and concrete.

CONSIDER THE FOLLOWING WHEN YOU SET MILESTONES FOR YOURSELF:

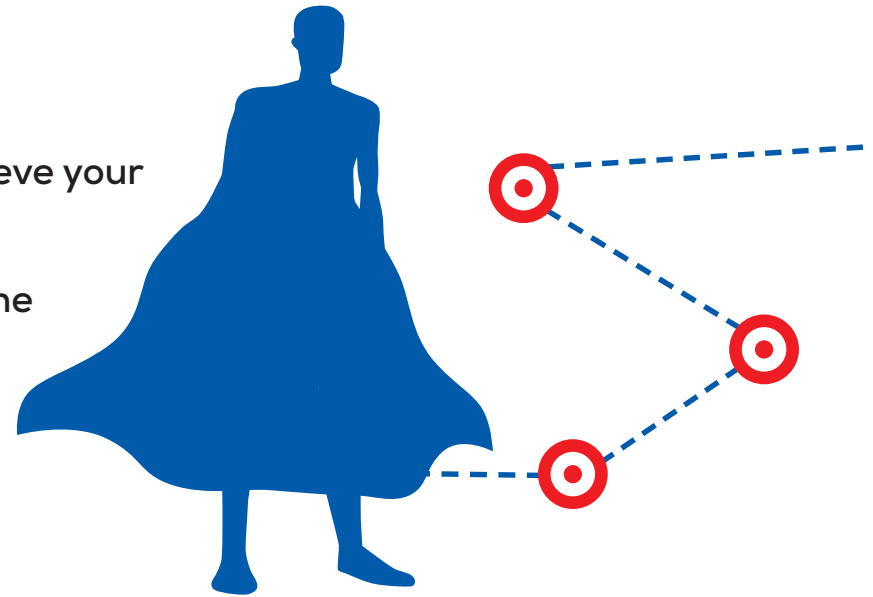
- What will you do to achieve the milestone?
- Can you achieve the milestone?
- When will you achieve the milestone?



WRITE your goal in the yellow box.

PROCEED towards your goal one milestone at a time. Milestones can be small or big steps that help you achieve your goal.

WRITE down your milestones, using the questions on the previous page as guidance.



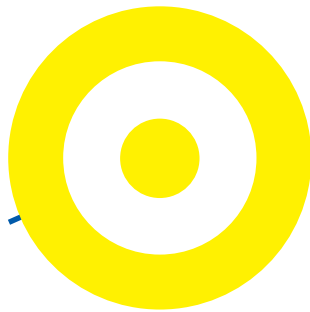
1 **MILESTONE**
What will I do? When will I do it?

.....

2 **MILESTONE**
What will I do? When will I do it?

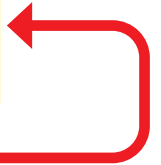
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MY GOAL:

Empty yellow rectangular box for writing a goal.



MILESTONE

What will I do? When will I do it?

Two horizontal dotted lines for writing details for milestone 4.



MILESTONE

What will I do? When will I do it?

Two horizontal dotted lines for writing details for milestone 3.



Dreams

*"All our dreams
can come true,
if we have the
courage to
pursue them."*
- WALT DISNEY



WHAT do you dream about? Describe your dreams on this page by drawing, writing and/or using images from magazines.



OMA
LINJA
PARAS
LINJA

Authors: Dionne Pounds, Kaisa
Törnroos, Mikko Nykänen, Jan Wieland



Työterveyslaitos

