WP3 - POWERPACK TOOLKIT ACTIVITIES

Identity & Self-esteem: The Future Circle

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1. General Information

- Well-being dimension: Identity & Self-esteem
- Target age group: 8–12 years (early to late primary)
- Activity format: Creative activity with (group) reflection
- Duration: 30–40 minutes
- Group size: Whole class or medium groups (8–25 pupils)
- Transversal approach: Identity development, social-emotional learning, reflective thinking, citizenship, creativity

2. Learning Objectives

By the end of the activity, pupils will be able to:

- Think about and form their desires and dreams for the future.
- Express their current desires and dreams for the future.
- Practicing to show interest in the diverse dreams and desires of other group members.

3. Materials Needed

- A4 papers (one for every pupil)
- Pencils and markers
- Scissors
- Cut-outs, images, figures, shapes, stickers, etc.

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4. Activity Steps

Step 1: Introduction – What is the Future Circle? (5 minutes)

- Ask pupils:
- “What do you think about when you hear the word ‘future’?”
- Explain that:
  - We are going to think about the future. The future means later, not tomorrow and not next week, but when you are older (adult).
  - The future is something that has not happened yet. Nobody knows exactly what it will be like and that is okay. Today is not about right or wrong answers. It is about your ideas and your dreams. Everyone is different. You like different things than others, you are good at different things, you find different things important and that is a good thing.
- You will make one big circle and divide it into smaller parts.
- Each part is about one area of your life, for example:
  - Family and friends
  - Living area (where do you want to live)
  - Things you enjoy (hobbies for example)
  - Things that are important to you
  - The kind of person you want to be (think about school and learning)
  - The world (what do you think it will look like)

In each part, you will draw how you imagine this part of your life in the future.

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Step 2: Start the activity (20-30 minutes)

- Hand out the papers and make sure that there are enough materials on every table. The pupils can start creating.

Reminders to tell the pupils:

- You do not have to know exactly what you want to be later
- You do not have to be sure about anything
- Your drawing can include fantasy
- There are no wrong drawings
- What you draw today does not have to happen, may change later and shows something about who you are right now

Questions to ask the pupils when they don't know what to draw or create:

- What is important to you?
- What would you like to keep doing when you are older? Or what new things would you like to do?
- How do you want to treat other people?
- What makes you happy?
- What do you think the world will look like?

These are examples. Ask questions that are fit for the individual pupil.

Step 3: Reflection – How was it to...? (5-10 minutes)

- Once everyone is done, ask:
  - How was it to make this Future Circle and to think about the future?
  - Who would like to share one part of their circle?
  - Ask the pupils the questions of step 6 and let them share it with each other

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5. Teacher Notes & Tips

Purpose of the introduction:

- Create a safe and relaxed atmosphere
- Take away pressure (it is not a plan)
- Connect thinking about the future to identity, not performance

Helpful language to use:

- Words like: later, maybe, about, imagine
- Avoid words like: must, choose now, career

Tip: Invite sharing, for example: “Would you like to tell us about one part of your circle?” Pupils do not need to share (everything).

6. Reflection prompt for students

- Which part was the most fun to draw?
- Which part was maybe difficult to draw?
- Which part was surprising?
- Is there a part you feel proud of?
- Is there a part you would like to change later?

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7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Let the pupils who want to, show what they have made and ask simple questions in the class.

Harder Version (Late Primary / more independence):

- Let the pupils write their reflections down on a paper.
- Let the pupils interview each other about their drawings.

Adaptations for Students with Special Needs:

- Make sure there are a lot of cut-outs, images, figures, shapes and stickers on the table. This makes it easier for children to form their Future Circle.

8. References (methodological approach)

This activity is grounded in a child-centered, identity-focused and future-oriented pedagogical approach, supporting pupils in exploring who they are now and who they may become.

- **Identity development over performance**

The Future Circle emphasizes exploration of values, interests, relationships, and personal meaning rather than achievements or career choices. This reduces pressure and supports healthy self-esteem.

- **Narrative and imaginative learning**

Pupils are invited to imagine and visualize their future using drawings, symbols, and fantasy. This allows them to express thoughts that may not yet be fully verbalized.

- **Strength- and possibility-based thinking**

By focusing on what pupils enjoy, value, and care about, the activity supports a positive self-concept and encourages hope and agency.

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