

3

TALENT TOOLS



INTRODUCTION

TALENT TOOLS

This chapter presents various tools that help in identifying, naming, and consciously addressing the talents of youth. If youth are more conscious about their talents, and those of others, it will strengthen their self-confidence as well as belief in their capacity to contribute to change.

For our approach to talent, we build on the inclusive vision of talent promoted by Luk Dewulf (more info on <https://www.mytalentbuilder.com>). Mr. Dewulf is an educator, talent coach, and author of several books on talents. From the inclusive vision of talent, he asserts that talent is universal: no matter where you are or who you are, everyone has talents. We all possess a unique combination of talents. However, we are not always aware of them, and it

takes good circumstances and opportunities to be able to develop and use them. The tools described here guide facilitators in working in an active and inclusive manner with the talents of youth.

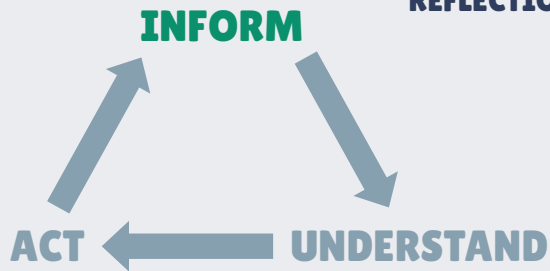
In the tools, we use the Talent Cards designed by Luk Dewulf. You can order them in English for €19.99 at <https://www.lannoo.be/nl/go-your-talent-0>.

In addition to the group work we suggest here, Luk Dewulf developed an individual screening tool to discover one's own unique talent profile: www.mytalentbuilder.com/en-gb

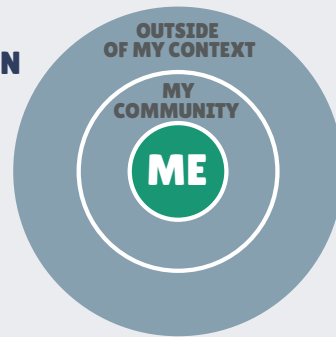
You are welcome to use any other talent methodology and adapt the tools accordingly.



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 15 minutes



MATERIAL

- Talent Cards
Luk Dewulf
(see p42)

USED METHODS

- Plenary conversation
- Presenting

OBJECTIVES

- Youth get to know the structure of the Talent Cards.
- Youth can connect the talent words to their own personality and recognise the talent words in others.
- Youth can explain the talents to others.
- Youth understand how everyone has a different set of talents that define the activities they are good at.

1 GETTING TO KNOW THE TALENT CARDS

A SHORT EXERCISE TO GET TO KNOW THE TALENT CARDS MADE BY LUK DEWULF

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

DESCRIPTION OF THE PROCESS

Start by asking the group:

- What is Talent?
- What does it make you think of?
- Do you think everyone has (a) talent(s)?
- What are famous talents?
- Who are famous talented people?

Lay the Talent Cards out on the table with the drawing facing up. Explain that these cards are designed based on research. They choose not to focus on activities, but on identified qualities that are common for a diverse set of people.

Some words sound logical, they make sense immediately. Other words are more abstract. We will take some time to get to know them.

Give the youth the following instructions. Each time briefly discuss the cards they have chosen.

1. Find a card that starts with the first letter of your first name (or if that is not possible: your last name). Present yourself using this word (for example: I am Simon, the Solid Rock – I am Prinka, a Visual Organizer).
2. Find a card that you think is clear-at-first-sight, where the talent word explains itself.
3. Find a very vague card – one that you do not understand by the title.

Each time, invite the youth to share their chosen card and and ask:

- Does this really suit you or not?
- Does it perhaps fit someone else in this group?
- Do you know anyone who might have this talent?

DEBRIEFING

If you continue with another activity on talent, you can keep the debriefing short.

1. Ask if the cards were useful to describe talents in a new way. What is the impact of looking at talent like this (not as an activity but as a personality trait)?
2. Ask what the youth think of the cards:
 - Do they agree these words are ‘universal talents’ (meaning several people worldwide have the same quality)?
 - Do the words help to explain themselves to others?
 - Does it help to better understand others and their way of thinking or their behavior?

TIPS FOR THE FACILITATOR

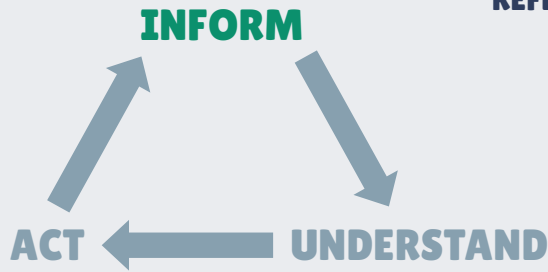
Take some time to get to know the cards yourself before doing this activity. It helps if you can give some extra information or examples with the more difficult words.

If you have identified your own talents, use these examples to show what insights it can bring:

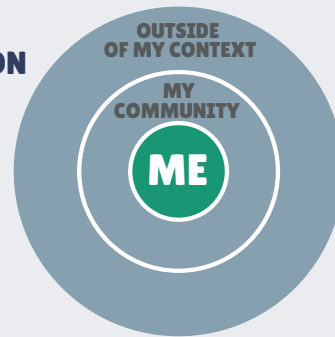
- Explain how you knew the talent in one context, but that this word helps to see it can maybe also be useful in other contexts (see tool ‘3.7 Talent in another context’).
- Explain how insights in different talents can help you to better cooperate with colleagues.
- ...



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 20 minutes



MATERIAL

- Talent Cards Luk Dewulf (see p42)
- 3.2.1 PowerPoint to project (<https://kiyo-ngo.be/tool-box-active-citizenship>)

USED METHODS

- Working in pairs or small groups
- Plenary conversation

OBJECTIVES

- Youth understand what 'talent' means
- Youth are informed and understand how everyone has talents and why it is important to be aware of your talents
- Youth understand how everyone has a different set of talents that can define an activity
- Youth know what the difference is between talents & skills

2 INCLUSIVE VISION ON TALENTS

"NO MATTER WHERE YOU ARE OR WHO YOU ARE, EVERYONE HAS TALENTS". THIS TOOL EXPLAINS THE INCLUSIVE VISION ON TALENTS AND WHY IT IS IMPORTANT FOR YOUTH TO BE AWARE OF THEIR TALENTS.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

NEEDS FOR PRIOR KNOWLEDGE

This tool will work best if the participants are already familiar with the Talent Cards. We suggest using the tool '3.1 Getting to know the Talent Cards' or '3.3 Talent reception'.

DESCRIPTION OF THE PROCESS

1ST PART: EXCLUSIVE AND INCLUSIVE VISION ON TALENT

- Some have talent, some don't
- Talent is about excellence, about being able to do something super well, the word is only used for the very best
- Being a virtuoso musician, a record-breaking sportswoman, an inspiring leader, ...

By contrast, an inclusive vision states that :

- Talent is universal, no matter where you are or who you are: everyone has talents
- We all have a unique combination of talents
- However, we are not always aware of them
- It takes good circumstances and opportunities to be able to develop and use them

Talent shows itself in any activity that:

- Goes very easily, without effort.
- It is highly satisfying, gives you energy, recharges your batteries.
- Makes time fly by (flow)
- Talent is about having a unique gift. (Often you are not aware of it because it goes so effortless and has always been this way for you)
- Talent is about who you are, about your identity.

Talent is not the activity!

2ND PART: RECOGNISING TALENTS IN OTHERS

It is significant for the youth to understand that the ‘activity’ is not equivalent to the ‘talent’. Talent is what makes you thrive in an activity.

Show pictures of 2 (or more) famous people in the same category (for example music, sports, politics, chefs,...). Ask the youth who they are: “This is (name), their famous talent is ...”

For example: In Belgium, we use a picture of 2 football players in the national team: Kevin De Bruyne and Romelu Lukaku. Many people would say “football” is their talent.

Explain that when we look at talent in an inclusive way, we see a difference between the activity and the talent. We do use our talents to become good at activities. And: based on our talents, some activities might go more easily than others.

Lay out the Talent Cards and challenge the youth to choose some talents for the 2 people in the pictures, reflect on what makes both of them good at the activity?

For example: Kevin De Bruyne and Romelu Lukaku are both Mindful movers (“you feel better and focus more easily when you move”), but they also have some very different talents, that make them professional football players.

Kevin De Bruyne is a

- Growth nurturer (“you see what others are good at and help them even get better”)
- Intuitive thinker (“you intuitively understand things”, “you find an environment that allows for people to think and act intuitively”)
- ...

Romelu Lukaku is a

- Boundary pusher (“you want to outperform yourself”, “you thrive in an environment where your achievement can make a difference”)
- People Connector (“you connect people because you intuitively know who will get along”)
- Visible achiever (“you like it when people appreciate your work and talent”)
- ...

Discuss with the youth why it could be useful to discover the talent behind an activity.

- If you know what makes you good at something, you might also see what other things you still have to learn to become even better.
- It's good to identify your talents because they are also useful in other context or activities as well (see tool '3.7 Talent in another context')
- Knowing the talents of others, might make it easier to collaborate with them, because you understand the differences and see how you can complement each other.
- Finally, explain to the youth that they have the RIGHT to develop their talents, according to the UNCRC: Article 29.

DEBRIEFING

- What did you learn?
- What does it change for you, knowing that everybody, everywhere, has talents?
- How could you use this inclusive vision on talent in your daily life?

TIPS FOR THE FACILITATOR

Being aware of your talents and being able to use them well is obviously incredible for getting 'in flow' and having positive energy. However, there might also be a downside. People can also use their talents 'in overdrive', which can involve a risk.

We can look at talents like a river: when you use your talent in action, you are 'in flow' and you can even continue doing that without losing much energy. But this river can also go too fast, and can expand. If the banks are not strong enough, everything around it becomes a swamp. It is important to be able to set your own boundaries ("build your own dykes").

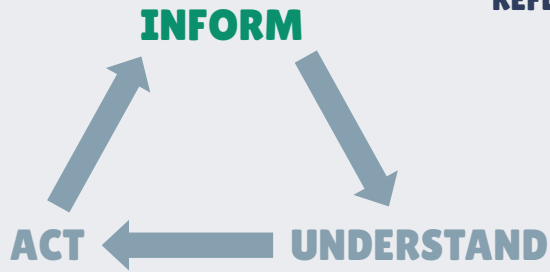
For example:

- The talent 'Busy Bee' can be perceived or feel as 'running around without structure or purpose'
- To-Do planner: you may come across as 'bossy'
- Here and now champion: the risk exists that you often come too late
- Source of unique ideas: you may get stuck in only giving ideas but not making them concrete
- Balance seeker: you might not be able to come to a decision
- ...

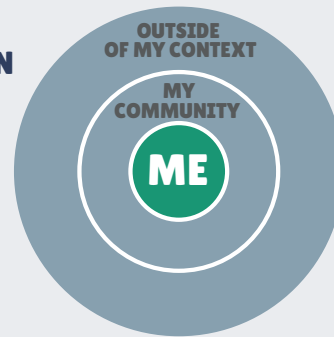
As a facilitator, it is good to recognise these 'pitfalls' with youth and guide them in setting boundaries. For example, a yes trooper is not helped with the statement 'just say no more often'. This will frustrate the yes trooper. What might help is reflecting together in a qualitative way.

As an extra exercise, you can invite the youth to think of their talents and how they could get 'in overdrive'.

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 20 minutes



MATERIAL

- Talent Cards
Luk Dewulf
(see p42)
- 3.3.1 Questions,
to project or
print (1/pair)

USED METHOD

- Plenary conversation

OBJECTIVES

- Youth can connect the talent words to their own personality
- Youth realize that every talent has its advantages and challenges
- Youth understand how everyone has a different set of talents that define the activities they are good at

3 TALENT RECEPTION

YOUTH PRESENT THEMSELVES AND THEIR TALENTS. THEY DISCUSS IF THEY RECOGNIZE THE DESCRIPTIONS ON THE TALENT CARDS

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

DESCRIPTION OF THE PROCESS

Lay out the Talent Cards on tables or on the floor, visible to everyone. Invite the youth to walk around for some minutes and read several cards, to get used to the language and set up.

1ST PART: REFLECTION

Invite the youth to choose 1 (or 2) Talent Card(s) that really resonate with them or makes them happy because they think it applies to them. Give them time to read the back carefully (who, where and advice). Let them think of examples of a situation in which they used the talent.

2ND PART: RECEPTION

Invite the group to imagine they are at a 'reception'. Challenge them to speak to at least 2 different people.

Walk around and tell each other about the talent you have selected. First person 1 explains their talent. Give examples of situations or activities in which you used the talent to make it specific. The other person listens actively, asks questions, and really tries to understand their partner's ideas and feelings about this talent. When you're done, you switch: person 2 explains their talent, person 1 asks questions.

Consider to project or print the following questions in annex 3.3.1 to help guide the conversation.

- Explain why you chose this talent.
- Describe a situation or context where you use this talent. In these situations: what do you feel?
- What descriptions on the talent card do you recognize?
- What do you disagree with or does not apply?
- What other ideas or insights does this card bring you?

ALTERNATIVES

Depending on the available time, you can deepen the reflection on the chosen Talent Card. Inviting the youth to write down their answers.

- When did you show this talent? Explain the situation and your (re)action.
- Did you ever get remarks about it from someone else? What did they say? How did it make you feel?
- What aspects of the description on the card do you recognize? • Can you give examples of situations where you cannot use or show your talent at all?
- What do you think of the advices? Do you recognise these challenges? Would you try out the tips? What would be different?

DEBRIEFING

Individual reflection

- How did it make you feel to explain this?
- How did other people react to your talent?
- Does this way of 'presenting ourselves' work well? Does it give you confidence?
- What do you feel after the reception?
- Did you read or learn anything that makes you happy?

Group reflection

- Did you learn something new about the other person?
- How does it feel to look at each other with these 'glasses'?
- Did you learn anything that can improve the way you work together in the future?

Reflection on our environment

How was it to read the explanation of a 'good environment for you'? Can you give examples of talents that are very useful in schoolwork (or other serious focused contexts) and others that might actually be a burden there? For instance being a Mindful mover might help you in sports, but might be annoying in class, Think things through might be useful when you have time – but might be annoying when you have to make quick decisions with a group.

Explain that every talent has its advantages and challenges, and that it is good to look for an environment that supports the talent and minimizes the challenges.

TIPS FOR THE FACILITATOR

Some words on the Talent Cards are abstract. It can be useful to use tool '3.1 Getting to know the Talent Cards' before this one.

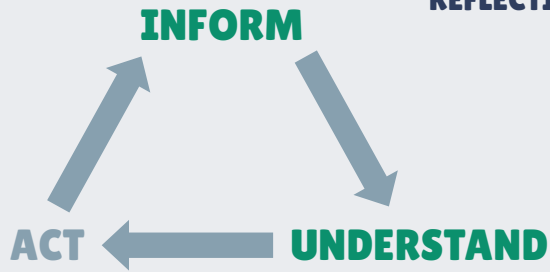
We suggest that everyone speaks to at least 2 other people, it is up to you as a facilitator to decide how long this exercise should go on.

Walk around and listen in, show the youth how to listen actively and how to ask questions that make the other person reflect and talk. If needed, remind the youth to switch partners after some minutes.

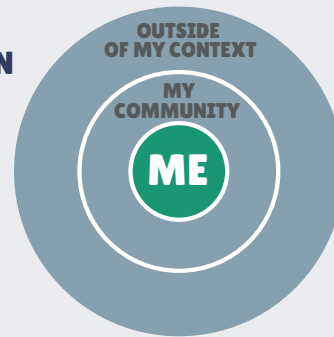
Good to know: it is normal that people don't see their own talents as talents. They do and use it every day, often they don't see how life would be without it or how others do it differently. The conversations might bring out new insights and even new talents, that's great!



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 50 min



MATERIAL

- Talent Cards
Luk Dewulf (see p42)
- To print (1/pair) :
 - 3.4.1 Interview questions
 - 3.4.2 All talents

USED METHOD

- Interview

OBJECTIVES

- Youth can connect the talent words to their own personality and explain this to others
- Youth can identify talents in others
- Youth can give and receive compliments
- Youth understand how everyone has a different set of talents

4 TALENT INTERVIEW

YOUTH INTERVIEW EACH OTHER ABOUT A HAPPY MEMORY AND IDENTIFY TALENTS THAT ARE HIDDEN IN OR CONNECTED TO THE STORY

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

NEEDS FOR PRIOR KNOWLEDGE

This activity will work better if the youth are already familiar with the Talent Cards. Consider using tool 3.1 'Getting to know the Talent Cards'.

DESCRIPTION OF THE PROCESS

1ST PART: GIVING AND RECEIVING A COMPLIMENT:

Put the Talent Cards on the table and gather around. Invite the youth to find a Talent Card that they believe fits the person on their right and share it with them. Take some time to explain why many people find it difficult to receive compliments without giving or saying something back. Challenge the youth to receive the message gracefully and just say thank you.

Explain that normally, if you identified a talent that really matches this person, you will see a smile in their eyes and they will recognize it.

If A B C D E are standing next to each other, first A explains their choice to B and C to D. When this is done, the youth turn around to exchange with their other neighbour. (So B explains to C and D to E and 'X' to A)

2ND PART: TALENT INTERVIEW

It is important that every youth selects a very specific memory where they felt happy or when the time passed by quickly. Not 'I'm always happy when I go to the beach with my friends', but 'this one time when we were at the beach with person X, Y and Z, and we were singing this song and decided to ...'. Everyone first takes 5 minutes to think about an activity.

We suggest to use about 20 minutes per story. One person starts to talk, the other asks the questions (see annex 3.4.1).

- Why did you get so happy during this activity?
- How exactly did it go? What happened?
- Who was involved?
- Whose idea was it?
- What made it so special or different?
- Where was this? Can you describe the setting?

Give every pair a full list of the talent words (see annex 3.4.2), so the interviewer can search for a word that fits the story during the interview.

Invite the interviewers to imagine themselves as private detectives: keep asking extra questions to really understand the story and your partner's role in it. When you connect the story to a Talent Card ask if your partner recognizes it.

Explain why we are doing this: It often happens that people don't see their own talents as talents. They do and use them every day. They don't see how life would be without it or how others do it differently.

4 TALENT INTERVIEW

DEBRIEFING

Questions you can ask:

- How was it to do this exercise?
- How was it to receive suggestion of talents?
- What did you think?
- What did you feel?
- How can you use this new information in your daily life?
- Do you recognize this talent in other happy memories?
- How was it to look for questions in your partners story?
- Was it difficult?
- What happened if you found a talent?

TIPS FOR THE FACILITATOR

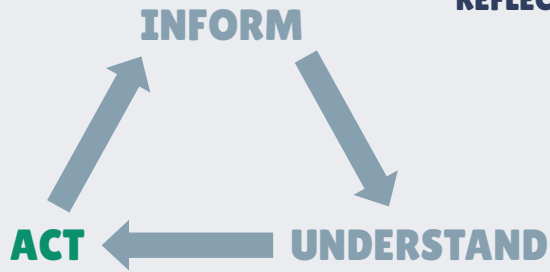
It is important that the youth pick a very specific memory! If a duo gets stuck, invite the speaker to choose another memory.

Tip: some of the more vague Talents Cards are very useful in this exercise, since they are easier to connect to a story for example:

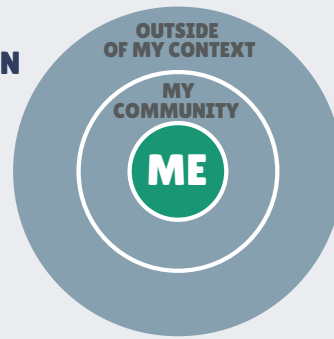
- Here and now champion
- Ignition key
- Boundary pusher
- Community member



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 40 min



MATERIAL

- Annex 3.4.2 All talents (to print 1 per group)
- Post-its and pens (1 per person)
- Per group:
 - 20 sticks of spaghetti
 - 1 meter of masking tape
 - 1 meter of string
 - 1 pair of scissors
 - 1 marshmallow
 - 1 measuring tool
- A timer
- (Optional: music)

USED METHOD

- Working in groups

OBJECTIVES

- Youth reflect on how they used their talents in an activity
- Youth realize that every talent has its advantages and challenges, and that you can look for the right environment
- Youth can identify talents in others

5 MARSHMALLOW CHALLENGE

THE YOUTH BUILD THE HIGHEST POSSIBLE SPAGHETTI TOWER WITH A MARSHMALLOW ON TOP. BEFORE, DURING AND AFTER THIS CHALLENGE, THEY REFLECT ON THEIR OWN AND EACH OTHER'S TALENTS.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

Action and commitment

- Solution oriented
- Aware about own role and responsibility in the system
- Innovative and creative skills
- Leadership and role model

NEEDS FOR PRIOR KNOWLEDGE

This is an experience based exercise to practice the new insights about talents. To facilitate it as described below, the youth should be familiar with the Talents Cards and have identified their own main talents before starting (see tools 3.3 'Talent reception' and 3.4 'Talent Interview').

DESCRIPTION OF THE PROCESS

Put the Talent Cards on the table.

Explain that in 5 minutes, you'll present an internationally famous challenge, to be executed in small groups. The first goal is to win the challenge. But there is a second goal: to reflect on your own and other people's talents while doing so.

Ask the youth to write their 3 most important talents on a post-it. Don't show it to others.

Define your group size and number of groups based on the total number of youth. We suggest between 3 and 5 three and five

1ST PART: SELECT THE CAPTAIN

The groups will be formed based on their talents, the facilitator chooses the captains and the captains choose their teams, according to the talents available (see 3th part).

To choose the captains, ask who wrote down the following talents:

- Inspiring captain
- Ignition key
- Architect of strengths
- Fair-play promotor
- Boundary pusher

2ND PART: EXPLAIN THE CHALLENGE

- The goal of the challenge is to build the highest structure.
- Each group will receive the following material: 20 sticks of spaghetti, 1 meter of masking tape, 1 meter of string, 1 pair of scissors, 1 marshmallow. You're free to use only what you need. The masking tape, string, and spaghetti can be cut in pieces.
- The top of your structure should be the marshmallow, in 1 piece. (Cutting or eating it will disqualify your team)
- You will have 12 minutes. (The official challenge is 18 minutes, but you are a strong group, you can do it faster!)
- When the time is up, the structure should stand on its own. No hanging, leaning, or supporting it!
- Measure the height from the tabletop to the top of the marshmallow.

3TH PART: FORM THE GROUPS

Tell the captains to stand with their backs to the group and give them the list with the overview of all the different talents. Give them some time to reflect on the talents they are looking for to build a strong team.

One by one, they name a talent – whoever has this written on their paper can go stand behind this captain. The talent can be repeated by the next captain (maybe several youths wrote it down). If no one has this talent, the captain chooses another talent word.

If there are only a few people or talents left it might get harder for the captains to select a talent that is on the post-its of the remaining group. The facilitator can read the talents of the remaining participants out loud and the captains can select from this list.

4TH PART: START THE CHALLENGE

When the groups are formed, allow the captains 3 minutes to discuss the talents in their teams: why did they choose these talents, how do they think they will be useful, how do they see the team working together, maybe they have an idea on how to divide the roles, ...

Start the clock. It can be nice to put on some music.

Walk around to observe what happens (useful in the debriefing). If you can, name the talents you observe, or the talents you think they need more (for example: "Nice comment Error eagle / Source of unique ideas", or : "Where is the Handcrafter / Beauty seeker in this team?")

Remind the groups of the timing at 8, 10 and 11:30 minutes and count down from 20 seconds to 0. All hands should be in the air now and all teams should step away from their structure.

5 MARSHMALLOW CHALLENGE

ALTERNATIVES

The official challenge is 18 minutes, we proposed 12 minutes to save time.

After the first experience, the teams have learnt a lot. It can be nice to give a second challenge, where you give the teams 3 criteria that will be evaluated:

- The height of the structure
- The stability of the structure (can it take a blowpush, can it carry weight).
- The visual aesthetics of the structure

This exercise also works with other building challenges, like building a paperbridge .

DEBRIEFING

- How was it to do this exercise?
Invite every group to explain shortly what happened.
Invite everyone to share their thoughts or feelings in 1 word.
Ask the youth to show on a scale from 0 tot 5 how much they used their talents during the exercise. 0 = hand on hip level = I didn't use my talent at all, 5 = hand above your head = if we succeeded, it was thanks to my talent!
- Ask everyone to think of one idea or comment from someone in their team, they wish they would have listened to. Share these thoughts within your team.
- Ask the groups to reflect on the talents of the team captains. What did they do? Did it work? What could they have done more or less for a better result?

- Ask every group what they think are the 5 most useful talents for this challenge. Who has these talents? Was it possible to use them or did the circumstances make it difficult (for example time pressure, group dynamics, ...)? Take time to briefly share the conclusions with the big group.
- Share your own observations.

To wrap up, give some background on the international results of the challenge. Apparently, toddlers and young kids score better than business students and CEO's. Probably because they build more intuitively, they apply trial and error instead of theory (so they discover the marshmallow is actually quite heavy before the time is over).

TIPS FOR THE FACILITATOR

Remember or write down differences you observe between the groups.

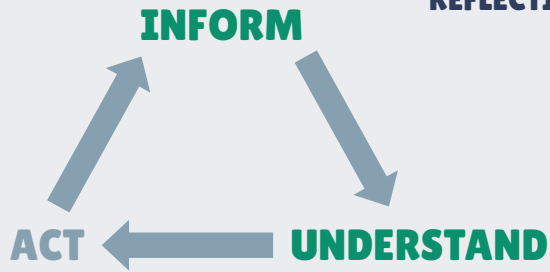
Often, there are groups that start very late (for example: when they have a 'Thinks things through' or 'Thought rewinder' in their team) and groups that finish early and doubt if they should stop touching it or keep going (they will if they have a 'Boundary pusher' or 'Source of unique ideas' in the group – but they might risk breaking it and ending up with nothing). This is great, it shows the differences we want them to experience.

Resist the need to give advice or extra material. This is experience-based learning, and a frustrating experience is as interesting to learn from as a success!

Watch this TEDTalk on the Marshmellow challenge for more information: https://www.youtube.com/watch?v=HO_yKBitO8M

(We do think planning and reflecting are important parts of a learning process and especially a process of creating one's own project – but as with everything, it should be in balance.)

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 10 min



MATERIAL

- Talent Cards Luk Dewulf (see p42)
- 3.6.1 Talent categories (to project or print)
- 3.6.2 Categories titles (to print)

USED METHOD

- Plenary conversation

OBJECTIVES

- Youth understand what 'talent' means
- Youth find out what talents are present in their group
- Youth learn why their peers might react differently
- The facilitator learns what talents are present in their group and how they could react differently to the youth, according to their talents

6 TALENT IN GROUP

EVERY PERSON HAS TALENTS. A GROUP EXISTS OF DIFFERENT PERSONS WITH DIFFERENT TALENTS. AS A GROUP MEMBER AND AS A FACILITATOR, IT'S INTERESTING TO KNOW WHAT TALENTS ARE PRESENT IN THE GROUP.

SKILLS

Relational skills

- Dealing with diversity
- Collaboration
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system

Action and commitment

- Aware about own role and responsibility

NEEDS FOR PRIOR KNOWLEDGE

As a prerequisite: youth are already introduced to the 'inclusive vision' on talents and are aware of one or more of their talents.

DESCRIPTION OF THE PROCESS

Youth need to have their talents listed or are holding one or more of the Talent Cards.

Explain that there are five talent categories, each regrouping some of the 39 talents:

- 1 Where do I get my drive from?
- 2 How do I interact with others and the environment?
- 3 How do I get others to move?
- 4 How do I organise and create?
- 5 How do I build knowledge and solve problems?

Make sure the 5 categories are visible. Invite youth to place their Talent Card in one of the categories, or to can stand close to the right category. They can check the answer via the overview sheet.

DEBRIEFING

Afterwards, the facilitator asks the youth some questions:

- What did you learn?
- What is standing out?
- Did you expect there to be more talents in one category, why?
- What categories of talents are strong in this group? How do you notice this in the group?
- Did you expect there to be fewer talents in one category, why?
- Which categories of talents are less present in this group? How do you notice this in the group?
- Do you think it is interesting to know the talents in a group? Why?
- In these categorisations, do you recognise how you function as a group?
- How does knowing these categories help you in collaborating with others?
- Do you look at yourself or others differently? Or at the group?
- Can you take what you have learned with you in your personal life (with family, friends, ...)?

TIPS FOR THE FACILITATOR

Now that you know the talents of your youth, as well as the general overview of talents in your group, you might better understand the dynamics. You can create a context in which talents can shine.

For example: do you have a silent group? That does not necessarily mean they are not interested. It could also mean that this group wants to deal mainly with knowledge and problems, and is less focused on 'interacting with others'. Now that you know this, you can anticipate and adjust your offer to the youth (for example work with specific cases on which the youth can reflect individually).

Knowing the talents of your group can be interesting in creating groups for a specific project. You can try to compose groups with optimal compatibility.

WHERE DO I GET MY DRIVE FROM

Yes trooper
Error eagle
Busy bee
Solid rock
Visable achiever
Ignition key
Novelty seeker
Boundary pusher

HOW DO I ORGANISE AND CREATE?

To-do planner
Persistent doer
Mindful mover
Source of unique ideas
Visual organiser
Beauty seeker
Here and now champion

HOW DO I BUILD KNOWLEDGE AND SOLVE PROBLEMS?

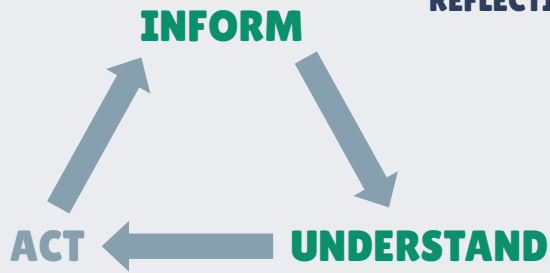
Balance seeker
Knowledge sponge
Think things through
Structure finder
Past-present connector
Thought rewinder
Future user

HOW DO I INTERACT WITH OTHERS AND THE ENVIRONMENT?

Mood reader
Engaged listener
Fair-play promotor
Wordsmith
Quiet assistant
Loyal friend

HOW DO I GET OTHERS TO MOVE?

Selective perfectionnist
Growth nurturer
Inspiring captain
Bridge builder
Architects of strenghts
Silver-lining catcher
People connector

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 20 min

**MATERIAL**

- Talent Cards
Luk Dewulf
(see p42)

USED METHOD

- Working in pairs or small groups

OBJECTIVES

- Youth see the importance of using talents
- Youth reflect on how their talents can be used to realise rights in other contexts

7 TALENT IN ANOTHER CONTEXT

WITH THIS TOOL YOUTH PUT NEW INFORMATION ON TALENTS IN PRACTICE AND DEEPEN SELF-REFLECTION.

SKILLS**Critical Thinking**

- Self-reflection, knowledge and insight
- Insight into other context and reference frameworks

Action focus and commitment

- Solution oriented
- Willingness to change
- Aware about own role and responsibility in the system
- Innovative and creative skills
- Visualize positive future

NEEDS FOR PRIOR KNOWLEDGE :

Make sure the youth are familiar with the Talent Cards and have already identified some of their own talents.

DESCRIPTION OF THE PROCESS**1ST PART: WARM UP**

Lay out the Talent Cards and ask the youth to write down three to five talents they identify with. Ask them to reflect on the context where they use this talent easily (eg. school, family, friends, sport or hobby club, ...).

For example: Being a Mindful Mover might help you in sports, but might be annoying in class, Think things through is useful when you have time but might be annoying when you have to make quick decisions with a group.

2ND PART: FICTIONAL SITUATION

Present some situations and ask the youth to think about how their talents could be helpful (individually or in pairs).

Ask 'How could using your talent(s) help to (partially) resolve this situation?

'How could using your talent make you feel stronger?'

Examples of situations:

- Looking for a student job
- Looking for an internship
- Organising a trip
- Resolving a conflict with your parents
- Determining your study choice
- ...

For example if you have 'Community member' as a talent, you can use this to discuss the challenge with others around you, and come to a solution together.

3RD PART: REAL LIFE SITUATION

Ask youth to pair up and share their talents with the each other. Next, ask the youth to think about a conflict or difficult situation they experienced recently. First person A explains their situation to person B. Person B helps to check if person A's talents can be useful in this situation. When this is done, switch roles: person B explains their situation and person A helps to find solutions based on person B's talents.

ALTERNATIVES

As a follow-up, after this session you could ask the youth to be mindful of their talents next time they face a difficult situation.

In a subsequent session, you can then discuss which talent they used and how it contributed to a solution.

To further push the reflection of the youth, you could also ask them to reflect on the use of their talents in contributing to or in creating an impact at a community or societal level.

Ask the youth to reflect on how they could use their talents for making a positive change regarding one of these situations:

- Creating an advocacy campaign for more green in your city, addressed to both the city council and the city population.
- Building a school in a remote village where there is none yet.
- Highlighting the situation of children who are refugees and are being held in detention centres (including their difficult living conditions, lack of education, and exposure to violence) on the current government's political agenda.
- Raise awareness on a specific conflict situation in the world for a specific target group.
- Organising the care of street dogs in Greece.
- Saving the sea turtle from plastic pollution in ...
- Cleaning the beach in ...
- ...

The youth can work in groups of 3 or 4 and discuss their talents. What do they have to offer and in what way are they similar or complementary to each other.

DEBRIEFING

This reflection could ensure that youth deal with challenges more consciously. They can rely on their strengths and talents to find solutions, and show resilience in doing so.

Questions you can ask:

- How do you feel?
- How do you appreciate your talent(s) after this exercise?
- Do you think that being more aware of your talent will help you to more consciously use it in the future?
- How do you feel about your talent(s) in relation to the talents of others?
- Could you use your talent(s) to defend your rights and those of others? Could you give an example?