

The cycle of life

3 steps to the activity realisation



Step 1 – preparation phase

By doing this exercise, young people will learn to reflect about the cycle of life. Therefore, get yourself started by thinking about how to connect this topic with young people's lives: What interests and what concerns them? Note down some inspiring statements that you could tell, why this exercise is of value to the youth. By raising awareness in that there is a beginning, middle and end to everything in life, they will understand that they too, are in their own cycle of life. You would want to employ a mindset that acknowledges the ups and downs they might have already experienced in their lives.

Next, think about what you want them to reflect during the life-line mapping in Step 2. What feelings and experiences might belong to their cycle of life? For Step 2, you can also prepare moderation cards and write down the key words of the guiding questions. On separate pieces of paper, participants write down their experiences based on the guiding questions. During the discussion these can be matched with the moderation cards.

Lastly, ensure that you implement this exercise in a trustful atmosphere that invites young adults to share their experiences with the group.

Step 2 – activity phase

Firstly, approach young people by involving them in an informal conversation and ask them how they are feeling right now. Explain to them what life-line mapping is and why it can be helpful. Reflecting on key moments in one's life allows us to identify how we deal with challenges and opportunities. Because the aim and value of the exercise is for young people to become more aware of their creative power, by reflecting on their personal cycle of life.

After exchanging a short conversation, ask to think about/note down some key moments/life transitions they have experienced. The questions below serve as a guidance:

- ▼ **Challenges and opportunities** they might have overcome. How have they managed to overcome them? What is their attitude towards taking risks?
- ▼ **Future plans** they have. How to reach those?
- ▼ **Skills** they might have acquired through experiencing life transitions; what other skills will they need for achieving their future plans?
- ▼ **Reaching out to others** (i.e. adults, role models); what do young people think about asking for help from others, if they need it or which networks can they rely on?
- ▼ **Self-care**; how do young people deal with their emotions, for example if they are worried?



Type of activity:
Life-line mapping

Value of the activity:
This activity is helpful, if you want young people to become more aware of their creative power. It supports them in acknowledging where they are in life and that they can choose the attitude with which to look ahead.



Timing:

Preparation: 20 min.
Implementation: 40 min.
Checking learning progress: 10 min.



Activity follow-up:

<https://www.youtube.com/watch?v=ZToicYchIOU>



Other value case box components:

It is recommended to implement this exercise in trustful atmosphere.

Material:

Moderation cards & pins



Value quoted:

Step 3 – wrap up phase

Finally, engage them in a short reflection process. Ask how they felt doing this activity. Explain to them again the aim of the exercise and highlight the most important findings.



Your notes:

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V ...

V ...

V ...

V ...

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