

Objectives

Allow students to reflect on “who they are as a person”, “how they got to where they are today” and “where they want their future to be”

Risk Level: Beginner - Intermediate

Cautions: Personal details will be shared, just be aware that the maturity level needs to be set

Description: Students will be given construction paper and markers and told to map a “personal map” about their lives, encompassing major life events and people within their lives that shaped them into who they are today.

SCM: Consciousness of Self

MSL Theme:

Time: 30-60 Minutes

Materials: Personal Map Activity sheet, Construction Paper for each participant, markers for participants to create their personal maps with

Preparation: Review of the activity and an understanding of the importance of the debrief facilitation

Follow Up: Facilitate the following questions:

- Why is this activity utilized to foster leadership?
- How has your personal map shifted over time?
- How will your past experiences help you get to where you want to be in the future?

Instructions

1. The facilitator will read: “This exercise is going to challenge you to be very honest with yourself and the group. In high school it was all about fitting in and being a part of the cool crowd. College, on the other hand, is about figuring out who you really are, what you value, and what you are passionate about. The next activity is going to give you an opportunity to start reflecting on who you are and who you want to become while at the University of Dayton.”
2. The facilitator will then explain that: “Each of you will be creating a personal map. This personal map should capture the major life events and the people in your life who have shaped who you are today. Once everyone has created their personal map, there will be time to share them with the larger group. If you do not feel comfortable sharing your personal map, you do not need to. It is not necessary to disclose your deepest, darkest secrets but it is important to examine and discover who and what has shaped who you are. Be Creative! You can use both words and pictures”
3. Remind the group to please work on their maps in silence and if they have any trouble creating their map to ask themselves questions like “Who am I? What defines me? What/who is important to me? What are my interests, values, beliefs, and attitudes? How did I get here? Where am I going?”
4. The facilitator will then share his/her own personal map with the group in order to create both a sense of security within the group dynamic and also set an example of what a personal map could look like
5. The facilitator will then divide the students into small groups of 5 and will distribute markers and construction paper to each student
6. Once all of the personal maps have been created the facilitator will ask for volunteers to share theirs
7. Once the sharing with the large group has ended, the facilitator will lead the debrief questions that have been attached on this activity sheet

Notes:

Assessment

Questions: How does this activity relate to the highlighted theme?

How does this relate to your life?

Does anything you learned today make you think about an experience you have had in a new way?

Activity Specific:

Awareness of Difference:
What stood out to you about the similarities and differences between your own and others' maps?

Or
Developmental Pressures:
What personal or external forces in your life were most important in shaping who you are?
What will be most important in shaping who you become?

Instructions

Lead students in a dialogue using the assessment questions provided. Track your feedback as an assessment tool for your work, the toolbox, and leadership initiatives within the division.

Please consider sharing some of the feedback with the Standing Committee for Student Leadership Development.

Notes:

