# Task Sheet: Color Cards

Provided by: Click F1

**General information of task for teacher**

| Title of the task sheet | Color Cards |
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| **Targeted 21st Century Skill** | Learning and Innovation / Digital Literacy/ Career and Life |
| **Brief description of the competences the students will learn** (Including, for example what scientific theory this is based on) | This session is based on the theory of the color model of Carl Jung. |
| **Specialty/Target group** *(If applicable)* | This is a good activity for participants in groups who are just getting to know each other. Workshops on the influence of media and advertising are also possible within media literacy lessons for every age group from 10 years. |
| **Learning outcome(s) for the vocational profession** | This activity invites learners to reflect on some of their own cultural values, and asks them to explore the potential impact of cultural differences as they work in a new country or culture |
| **Tools needed for this lesson plan/ task sheet** *(If applicable)* | Available in SOCVOC site: 1. We have 6 different colored cards for the 2 assignments. Each color represents a different group of properties.<br>• Do you respond quickly, are you very direct in your responses, do you like to be the center of attention? Then you are red.<br>• If you organize a lot of things, but you react a little slower and more cautiously, then you are blue<br>• If you are calm, balanced, focused on the now and want to feel and experience, then you are green.<br>• Are you averse to routine, future-oriented and impulsive? Then you are black.<br>• If you like adventure, meeting people, are curious, then you are orange-yellow<br>• If you don't like conflict, you make everyone feel good, you like homeliness and atmosphere, then you are orange-brown<br>2. For assignment 1 we have player cards with cases |

| | 3. For assignment 2 we have a picture card with all well-known brands.<br>4. For assignment 3, the collage, magazines, glue, and/or paint and/or colored markers are needed |
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| **Approximate time to complete the task** | 2 x 60 minutes |
| **Suggested more comprehensive methodical guide for doing/carrying out the task (for the teacher or student)** | The 4-color model is based on the ideas of Carl Gustav Jung. The Swiss psychologist and psychiatrist introduced the concept of psychological preferences. The Bridge Personality links those preferences to 4 colors. They give you insight into your own reactions and behavior in an appealing way and help you to understand why other people show very different behavior.The color model is often used in work situations or in (new) groups to better understand why and how someone reacts to you or with you. Colors-model are also used in advertising to sell products. |
| **License information (if we have a general one on the website, it is not necessary separately for each educational material)** | *This is not necessary for this task.* |

## Lesson plan of the task

| **Warming up** | A warming up exercise and associate colors with feelings and habits. |
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| **Explanation for the students at the start** | The learners experience the differences between the individuals and how to learn from the differences and work together. |
| **Task description for the students** | Every person has a color sound that is determined by character but also by background, your roots, your circumstances, what you have learned. In this assignment, all group members are given the opportunity to tell something about themselves and what kind of person they are.<br><br>1. The color round: Everyone choose a card that you think suits you. Look at the different words on the card and explain why they apply to you. The workshop leader is the discussion leader and ensures interaction by creating safety, asking questions, and providing space to respond.<br>2. The cases (playing card players): this is followed by a game with (uncomfortable) cases, in which everyone responds in their own way.<br>3. Discussion. |

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| **Additional activities for the students** | They also use colors in advertisements. Properties are associated with brands that cause them to evoke a certain feeling. Is it healthy, flashy, reliable, attractive. Advertisers know the messages of colors and thus respond to the audience's feelings.<br><br>1. Round 1: Guess brands. The picture card contains well-known brands and logos. The name of the brand has been wiped out. Do you recognize the brand and what type of product it is?<br>2. Round 2: What do the colors represent. For each brand, state why it has this color and what it stands for. Then take the color cards and check together whether it is correct. Do you know which phrase (slogan) they use with this brand? Do you know other striking brands and slogans?<br>3. Round 3: stick, draw, color your own brand. What type of product is, think of a sentence (a slogan) that represents this brand.<br>4. Discussion: is it always true what a brand says or is it mainly about attracting customers? |
| **Extra resources for learners** | https://www.debonogroup.com/services/core-programs/six-thinking-hats/ |
| **Self-reflection for students** | 1. Group reflection<br>2. Students hold their own color card with with self-written comments |
| **Feedback on the solution (if applicable) / Possibility to check** | The teachers survey how the The students subsequently rate (on a scale of 1=none to 5=excellent) how much they learned from the exercises |

## Additional information

### *The values at work checklist*

| Direct | | | | | Indirect | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I prefer people to go directly to the point and not to spend time beating around the bush | | | | | I think it is important to avoid conflict even if it means only hinting at difficult issues. | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Being frank<br><br>It is important to be frank, open and honest at all times, even at the risk of causing others to lose face and experience shame. | | | | | Saving face<br><br>It is important that nothing I do causes others to lose face, even if this means that I have to find other ways of transmitting important information. | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Theory<br><br>I prefer to learn by receiving and absorbing information from an expert source | | | | | Practise<br><br>I prefer to learn by exploring, practising and experimenting with new ideas. | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Deal<br><br>When I have a job to do, I prefer to focus on the task: walking straight into the situation, sorting things out and moving on | | | | | Relationship<br><br>When I have a job to do, I prefer to focus on the people: spending time getting to know those I will work wit | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Prompt<br><br>I prefer people to stick strictly to measurable and structured deadlines. Being on time is the key to efficiency. | | | | | Flexible<br><br>I prefer people to take a flexible approach to timekeeping. Being flexible about deadlines is the key to efficiency. | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Teacher<br><br>I prefer to give out precise and detailed instructions to people I work with. It is important that people do what they are told. | | | | | Facilitator<br><br>I prefer to guide people towards making as many of their own decisions as possible. It is important people take the initiative at work | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| Informal | | | | | Formal | | | | |

| I prefer to talk with people in an informal way, regardless of who they are or what position they hold | | | | | I prefer to show the proper level of respect for position and status by using formal titles, surnames or polite forms of address. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |
| **Logic**<br><br>I prefer to stick to logic and facts when I am arguing a case. In business, emotions should be controlled as much as possible. | | | | | **Feeling**<br><br>I prefer to display emotions and warmth when I am arguing a case. In business, emotions should be listened to and respected. | | | | |
| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |

# Family

## Warmth

## CONVIVIALITY

## Safe

## Harmony

## Positivity

## Carefree

Orange/
Brown

# Nature

Healthy

Durable

Grow

Harmony

Stability

Posivity

Green

# Unique

EXPENSIVE

Wealth          Luxury

EXCLUSIVE          MYSTERIOUS

STUBBORN

Black

SOCVOC

## Trustworthy.

Faith

DISCIPLINE

SUCCESFUL

Calm

HONEST

peace

Blue

SOCVOC

# Cheerful

## Warmth

## Joy

## Spontaneously

## Social

## CURIOUS

## Freedom

**Yellow/ Orange**

SOCVOC

ENHANCEMENT OF SOCIAL SKILLS DURING VOCATIONAL TRAINING IN PRISON

# Action

Energetic

Power

Inexpensive

Sexy

CHEEKY

LEADER

RED

SOCVOC