



Co-funded by  
the European Union

# CURRICULUM

## Lesson Plans

# MODULE 4 – Sharing personal information in the workplace

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Erasmus+ | Project number: 2022-1-CY01-KA220-ADU-000088959



# Content

<b><i>Lesson 1: Sharing appropriate information</i></b> .....	<b>2</b>
MODULE 4. Lesson 1: Activity 1 .....	4
MODULE 4. Lesson 1: Activity 2 .....	5
MODULE 4. Lesson 1: Activity 3 .....	7
MODULE 4. Lesson 1: Activity 4 .....	9
MODULE 4. Lesson 1: Activity 5 .....	12
<b><i>Lesson 2: Disclosure - Making Wise Choices (a)</i></b> .....	<b>14</b>
MODULE 4. Lesson 2: Activity 1 .....	16
MODULE 4. Lesson 2: Activity 2 .....	18
MODULE 4. Lesson 2: Activity 3 .....	20
MODULE 4. Lesson 2: Activity 4 .....	21
MODULE 4. Lesson 2: Activity 5 .....	24
MODULE 4. Lesson 2: Activity 6 .....	26
<b><i>Lesson 3: Disclosure - Making Wise Choices (b)</i></b> .....	<b>27</b>
MODULE 4. Lesson 3: Activity 1 .....	28
MODULE 4. Lesson 3: Activity 2 .....	29
MODULE 4. Lesson 3: Activity 3 .....	30
MODULE 4. Lesson 3: Activity 4 .....	36
MODULE 4. Lesson 3: Activity 5 .....	38
<b><i>APPENTICES</i></b> .....	<b>39</b>
Appendix 1. ....	39
Appendix 2. ....	41
Appendix 3. ....	42
Appendix 4. ....	43
Appendix 5. ....	44
Appendix 6. ....	45
Appendix 7. ....	47

## Lesson 1: Sharing appropriate information

---

Lesson title	Sharing appropriate information
<b>Objectives</b>	<p><b>The objectives of Lesson 1 are to:</b></p> <ul style="list-style-type: none"><li>• Introduce and explain the concept of personal information.</li><li>• Understand the risks of sharing/not sharing personal information.</li><li>• Identify scenarios where sharing is appropriate/not appropriate at work.</li></ul>
<b>Week</b>	Week 1
<b>Duration</b>	1.5 hours
<b>Key terms</b>	<p><b>Personal information</b></p> <p><b>Process of sharing personal information</b></p> <p><b>The right to personal information</b></p> <p><b>Choosing whom to share personal information with</b></p>
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 1 participants will be able to:</b></p> <ul style="list-style-type: none"><li>✓ Name and analyse at least 5 different examples of personal information.</li><li>✓ Refer to who has the right to their personal information and who does not.</li><li>✓ Be able to discuss the advantages/disadvantages of sharing basic personal information at work environments.</li><li>✓ Plan for sharing/not sharing personal information depending on the work context.</li></ul>
<b>Learning methods</b>	<p><b>Discussion</b></p> <p><b>Dyadic work</b></p> <p><b>Worksheet</b></p>

	<b>Scenarios</b>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>
<b>Reference</b>	<p>Javier, K. (2019). Self-disclosure Exercise. Retrieved from <a href="https://medium.com/@javik/directions-working-alone-label-each-of-the-following-statements-7f3d86bb97c7">https://medium.com/@javik/directions-working-alone-label-each-of-the-following-statements-7f3d86bb97c7</a>.</p> <p>Brown, B. (2020). Courage and vulnerability Part I: Definitions and Myths. Retrieved from <a href="https://brenebrown.com/hubs/daring-classrooms-hub/">https://brenebrown.com/hubs/daring-classrooms-hub/</a>.</p> <p>Collins, N. and Miller, L. (1994). 'Self-disclosure and Liking,' Psychological Bulletin, Volume 116, Issue 3, November 1994.</p> <p>Sprecher, S. et al. (2013). 'Taking Turns: Reciprocal Self-Disclosure Promotes Liking in Initial Interactions,' Journal of Experimental Social Psychology, Volume 49, Issue 5, September 2013.</p>

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
<b>MODULE 4. Lesson 1: Activity 1</b>			
Brief mindfulness practice	10 min	<p><b>Purpose:</b> To bring participants in touch with their physical and emotional experience while interacting with others on personal topics.</p> <p><b>Instructions:</b> Ask participants to get into pairs for a short exercise. Explain that this is a short ‘noticing our interpersonal communication exercise’. The facilitator will set a specific question. Both members of each pair need to ask and respond to the question. The question will be <b>“Describe your favourite food”</b>.</p> <p>The facilitator will provide an example of answering this question. They will emphasize all the <b>five senses</b> including <b>contextual information</b> (i.e., place, time of year) and then they will ask the group to observe their own body language.</p> <p>For example, “My favourite food is ice-cream! I eat ice-cream on hot summer days by the beach! I love lemon flavour and it is sweet and sour. It reminds me of my grandmother’s lemonades”.</p> <p>The facilitator can ask questions to encourage observation: ‘What did my body language say about me and this food?’ In the same way, I would like you to notice both yourself while</p>	Pair work Discussion

Steps	Duration	Description	Resources, activities & materials
		<p>discussing about your favourite food and your partner while discussing theirs.</p> <p><b>Debrief:</b></p> <p>People may notice that are reluctant to overshare in this type of exercises, or share just enough, or not at all. Some useful question to notice this gradation are:</p> <ul style="list-style-type: none"> <li>➤ “How much information did your partner share about their favourite food?”</li> <li>➤ “How much of this was personal and private and how much was basic information?”</li> <li>➤ “For those of you who chose to share truly personal and private information, what was the difference in bodily reaction/ sensation?”</li> <li>➤ “How did your partner react when you shared something personal/private?”</li> </ul> <p><b>Summary:</b></p> <p>Sometimes sharing personal information help us come close and connect emotionally to others. Other times, it may be awkward or uncomfortable. Noticing our bodily signals as well as those of others gives us important information about how we feel. Note however that our bodily signals are not always reliable and other cues need to be considered.</p> <p>What are some other cues to consider in order to decide whether to share personal information or not?</p>	
<p><b>MODULE 4. Lesson 1: Activity 2</b></p>			

Steps	Duration	Description	Resources, activities & materials
<p><b>Short introduction to the topic</b></p>	<p><b>15 min</b></p>	<p><b>Purpose:</b></p> <p>To explore the concept of personal and private information. The facilitator aims at defining personal information, ranging from sensitive details like ethnicity and health information to less sensitive but still important data such as addresses and family information. The goal is to create awareness about the diverse nature of personal information, its significance in various contexts such as employment and relationships, and the importance of making informed choices about what to disclose.</p> <p><b>Procedure:</b></p> <p>The facilitator introduces the topic of personal and private information, providing a comprehensive definition that includes both sensitive and less sensitive aspects.</p> <p>The facilitator may say the following:</p> <p>“Personal information is a wide range of information which can usually be used to identify an individual or contain details about an individual. It covers a broad range of information, some of it is sensitive (such as one’s ethnicity, political beliefs, criminal record, religious beliefs, identity card, health information, sexual orientation) or less sensitive personal information which however may be important to someone (e.g., their address, phone number, date of birth, family information, photographs, memories, personal experiences, likes/dislikes).</p> <p>Personal information can be necessary to help us get a job and create relationships, yet, we have the right to</p>	<p><b>PowerPoint presentation</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p>understand which information we are obligated to disclose at the workplace, and proceed with making informed choices about the information we share.”</p> <p><b>Note to the Facilitator:</b> The facilitator encourages a discussion on the importance of personal information in different aspects of life, such as job applications and social interactions.</p> <p><b>Summary:</b></p> <p>Participants' understanding of personal and private information will be enhanced by defining the broad spectrum of personal data and discussing its relevance in various contexts. The activity emphasizes the need for balance between the necessity of sharing personal information for job opportunities and relationship building versus the right to privacy.</p>	
<b>MODULE 4. Lesson 1: Activity 3</b>			
<b>Exercise in small groups</b>	<b>20 min</b>	<p><b>Purpose:</b></p> <p>The purpose of this activity is to facilitate a group discussion on the varying levels of risk associated with sharing different types of information in a workplace. By encouraging participants to identify and categorize information into different risk levels, the activity aims at raising awareness of the importance of discerning what information should be shared and what should be kept private, thereby promoting effective communication and decision-making in professional settings.</p>	<b>Pair work, written exercise, Question and discussion and debate</b>



Steps	Duration	Description	Resources, activities & materials
		<p><b>Procedure:</b></p> <p>The facilitator provides a worksheet to be considered in small groups of 3-4 participants. The worksheet titled PERSONAL INFORMATION DISCLOSURE HANDOUT 1 (Appendix 1) includes a list of several types of personal/sensitive information.</p> <p>In groups, participants will discuss the level of risk of sharing too personal or detailed information in a workplace. Certain pairs will be encouraged to identify the High, Very High or no disclosure items, while other pairs will be asked about moderate and low risk items.</p> <p><b>General questions for the group:</b></p> <ul style="list-style-type: none"> <li>➤ How did it feel to identify personal information that was risky to share?</li> <li>➤ Are there any common characteristics among these pieces of information?</li> <li>➤ What would happen if we shared no personal information in the workplace?</li> <li>➤ How can we tell what is appropriate?</li> <li>➤ Are there any cues for information sharing in the workplace?</li> <li>➤ Is there any way that our personal values can guide us on whether sharing information or keeping it private is an effective way forward?</li> </ul> <p>The facilitator will encourage different opinions to be expressed in the group and develop a debate on what should/should not be shared in the workplace.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Summary:</b></p> <p>Choosing what kind of personal information to disclose at work can be tricky and it can depend on the environment, group of people, and the relationships that are developed. Nonetheless as we saw from the exercise, some information is trickier to be shared than others, and we may decide to discuss such issues in the workplace with more care.</p> <p>The facilitator introduces the idea that oversharing can be equally damaging as not sharing. The first can make us feel too exposed and trigger rejecting responses from others, while the second can leave us socially alone and lonely.</p>	
<p><b>MODULE 4. Lesson 1: Activity 4</b></p>			
<p><b>Finding balance in sharing: Exercise</b></p>	<p><b>20 min</b></p>	<p><b>Purpose:</b> To challenge common myths associated with sharing personal information. Participants explore the complexities of being vulnerable in communication, emphasizing that courage is required to discuss feelings, needs, and personal experiences. The goal is to promote a more realistic and nuanced understanding of sharing personal information.</p> <p><b>Procedure:</b></p> <p>Following from the previous work, sometimes we choose to share personal information. Talking about ourselves requires courage (talking from the heart). Being courageous in communication means that we can practise, in certain occasions, to:</p> <ul style="list-style-type: none"> <li>➤ Talk about how we feel.</li> </ul>	

Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> <li>➤ Ask what we need.</li> <li>➤ Be honest in our communication.</li> <li>➤ Be kind to others.</li> <li>➤ Be brave even when feeling scared.</li> </ul> <p>To be brave when talking about ourselves, we need to accept allowing some vulnerability (sometimes we can show feelings or show what we care about).</p> <p>Please remember that we can be both brave and scared, especially if we choose to talk about ourselves.</p> <p>The facilitator will introduce a list of myths, found also in FINDING BALANCE IN SHARING HANDOUT 2 (Appendix 2), regarding sharing personal information, for discussion in the group. The myths can be presented without the label ‘myth’ on a PowerPoint presentation to encourage discussion.</p> <p><b>Myth 1.</b></p> <p>I am weak if I feel scared about sharing a negative piece of information about myself.</p> <p>The idea here is that fear is natural when we choose to open up to others about ourselves as it is humane to worry about judgement. Although the risk is there, if we choose carefully who to open up to, we might feel validated and accepted.</p> <p><b>Myth 2.</b></p> <p>I will never be vulnerable in front of others by sharing personal information (e.g. criminal record). I either get the job, or I don’t and that’s it.</p> <p>Sometimes allowing certain people to understand our struggle and our effort can open opportunities for us and can</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>let people give us a hand. Allowing people to support us strengthens healthy relationships.</p> <p><b>Myth 3.</b></p> <p>I can do it without anyone’s help. No one needs to know how important or hard this is for me.</p> <p>Being isolated can be very demotivating and heavy. Sharing the struggle can give us hope and can provide us with solutions we have not considered.</p> <p><b>Myth 4.</b></p> <p>If I say the things I am supposed to say I will not feel any uncertainty or discomfort.</p> <p>There are no guarantees that uncertainty or discomfort will not show up. Every time we open up a little bit to others, we might feel this way, however, sometimes this is necessary for building strong relationships.</p> <p><b>Myth 5.</b></p> <p>I don’t trust anyone and therefore I cannot share anything about myself (be vulnerable) with anyone.</p> <p>Sometimes we believe that we must completely trust someone before we share a little bit of information about ourselves. This is not accurate. We need to assess the person and the situation, yet, some risk is always present when we share information about ourselves with others. Trust grows over time.</p> <p><b>Summary:</b></p>	

Steps	Duration	Description	Resources, activities & materials
		<p>This activity aims at demystifying common misconceptions surrounding personal information sharing. By discussing and challenging myths, participants gain insights into the complexities of vulnerability and courage in communication. The summary underlines the idea that being scared or uncertain is a natural part of sharing personal information, and it does not diminish one's strength. The activity promotes a more authentic and balanced understanding of the dynamics involved in talking about oneself.</p>	

**MODULE 4. Lesson 1: Activity 5**

<p><b>Conclusion / questions</b></p>	<p><b>5 min</b></p>	<p><b>Purpose:</b></p> <p>To enhance participants' understanding of personal information sharing in the workplace. The goal is to teach them how to assess the appropriateness of sharing different types of information, considering both the level of risk and the potential for building healthy relationships. The session aims at addressing the balance between sharing and maintaining privacy, debunking myths that may hinder open communication.</p> <p><b>Procedure:</b></p> <p>The facilitator reminds the group that personal information can be general or sensitive. We need to learn to assess when and where sharing personal information is useful. Closing up completely however is also not useful as it prevents the build-up of healthy relationships. In this session we considered different types of information and the level of risk in sharing them in the workplace. We also considered</p>	<p><b>Key points</b></p>
--------------------------------------	---------------------	--	--------------------------

Steps	Duration	Description	Resources, activities & materials
		<p>your willingness in sharing personal information and some myths that may hold you back from opening up to others.</p> <p><b>Summary:</b></p> <p>Participants learn the importance of finding balance between openness and privacy in the workplace. Participants gain practical skills in assessing the appropriateness of sharing personal information and debunking myths that may hinder effective communication. The session fosters a supportive environment for learning and practicing these skills, contributing to the development of healthy workplace relationships.</p>	

## Lesson 2: Disclosure - Making Wise Choices (a)

Lesson title	Disclosure - Making Wise Choices
<b>Objectives</b>	<p><b>The objectives of Lesson 2 are to:</b></p> <ul style="list-style-type: none"> <li>• Identify ways of building trust in the workplace.</li> <li>• Develop a self-presentation for the workplace including full, partial or no disclosure of past criminal record.</li> <li>• Explore the pros and cons of disclosing one’s criminal record in the workplace</li> </ul>
<b>Week</b>	Week 1
<b>Duration</b>	1.5 hours
<b>Key terms</b>	<p><b>Build-up of Safety</b></p> <p><b>Facilitated Disclosure</b></p> <p><b>Sensitive Personal Information</b></p> <p><b>Workplace Interview</b></p> <p><b>Presentation of Self</b></p> <p><b>Comfortable and Value-Based</b></p> <p><b>Full, Partial, and No Disclosure</b></p>
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 2 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Recognise the development of opportunities for sharing in a work environment.</li> <li>✓ Discuss the benefits of approaching a work environment with the intension of full disclosure compared to partial or no disclosure.</li> <li>✓ Practise talking about themselves in the context of a workplace.</li> <li>✓ Observe examples of disclosure conversations on VR to accustom themselves with the process.</li> </ul>

<b>Learning methods</b>	<b>Group work</b> <b>Brainstorming</b> <b>Worksheet</b> <b>Presentations</b> <b>VR simulation</b>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>



Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	Discussion
<b>MODULE 4. Lesson 2: Activity 1</b>			
Brief shame-based mindfulness practice	15 min	<p><b>Purpose:</b> To settle and focus on the session. To connect to the feeling of shame and create acceptance.</p> <p><b>Procedure:</b> The facilitator gives guidance based on the following steps:</p> <ol style="list-style-type: none"> <li><b>1. Take a comfortable posture, eyes closed if comfortable.</b> Begin by bringing your attention to the body sitting. Bring your attention to the base of your body as it touches the surface you are resting on. Allow your jaw to soften, shoulder blades sliding down the back and hands at rest on your lap or your thighs.</li> <li><b>2. Turn your attention to the sensation of breathing, at the level of the belly.</b> Bring your attention to the in breath and the out breath, the rising and falling of the abdomen. Perhaps allow your breath to move in and out of your body naturally, as best as you can.</li> <li><b>3. And now, gently recall a piece of sensitive personal information, perhaps something that brings the emotion of shame.</b> Be gentle with yourself here and choose whatever you are willing to. Whatever it is, turn toward this memory, experience, or situation gently, as best as you can, checking in with what thoughts emotions and body sensations are present.</li> </ol>	Brief mindfulness practice

Steps	Duration	Description	Resources, activities & materials
		<p>4. <b>Without needing to change or fix anything, begin to explore</b> what is arising or what is here right now. If there are specific thoughts, as best as you can, try to approach them as sensations of the mind, as events that come and go. If there are emotions or sensations, name or label them as they make themselves known. <i>Say to yourself shame is here or fear, anxiety or guilt, whatever it is, and stay with these for a few moments.</i></p> <p>5. <b>If the sensations are particularly intense or strong,</b> say to yourself, <i>“this is a moment of difficulty. I can be with this, it’s already here.”</i> If it is helpful to breathe into the sensations, expanding on the in breath and softening on the out breath”.</p> <p>6. <b>If this is too difficult or feels overwhelming</b> there is always the choice to bring your attention back to your breath, and the rise and fall of the abdomen, or to open your eyes, letting go of this practice. Otherwise, continue bringing your attention to the sensations of your body.</p> <p>7. <b>And now, bring your attention back to your breathing,</b> the rise and fall of your abdomen with each breath, breathing in and breathing out...</p> <p>8. <b>Now, with this shameful experience in the background, gently ask yourself:</b> <i>“Can I let this be as it is? (It’s already here, after all.) Can I let it go? (It’s already happened.) Does it need addressing? Do I have to take an action? If so, what? Can I shift my attitude, bringing a different perspective to this experience? And</i></p>	

Steps	Duration	Description	Resources, activities & materials
		<p>now, gently open your eyes if they have been closed and let go of this practice...</p> <p><b>Debrief:</b></p> <p>This exercise can be very challenging for participants, however, it is a great simulation to talking about sensitive personal information in the workplace. Being able to discuss such issues requires that one has processed them and can create a healthy space for feelings of shame or guilt.</p> <p>Some questions to ask are:</p> <ul style="list-style-type: none"> <li>• How challenging was it to choose a sensitive topic to focus on?</li> <li>• How possible was it to observe the negative feelings of shame without attempting to erase them?</li> </ul> <p><b>Summary:</b></p> <p>The facilitator will emphasise here that when we disclose information about ourselves it is only natural to experience difficult emotions like shame or anxiety. Strengthening the ability to have these feelings without running away or acting out can make our discussions with others more constructive and effective.</p>	
<p><b>MODULE 4. Lesson 2: Activity 2</b></p>			

Steps	Duration	Description	Resources, activities & materials
<p><b>Disclosure in the workplace (discussion)</b></p>	<p><b>20 min</b></p>	<p><b>Purpose:</b></p> <p>To discuss how to gradually disclose personal information in the workplace.</p> <p><b>Procedure:</b></p> <p>The facilitator briefly presents a series of steps and information to watch out for when deciding whether to disclose personal information in the workplace. At this stage, personal information is general and not necessarily focused on criminal record. The presentation will be informed by a group discussion and Q&amp;A.</p> <p>The facilitator says: <i>Last week we considered a series of topics on personal information which may be of high, moderate, or low risk to share in the workplace. We also saw how sharing is important in order to build relationships but that it comes with its risks and willingness to be vulnerable.</i></p> <p><i>What is then the process/cues to consider in deciding whether to disclose or not?</i></p> <p>The facilitator leads a brainstorming activity writing down the information on the board. After several opinions have been noted, the facilitator, asks:</p> <p><i>Can these cues be prioritised in terms of sequence ('what do we do first?')</i></p> <p>Ultimately the facilitator will need to organise the information according to the steps of the DISCLOSURE IN THE WORKPLACE HANDOUT 3 (Appendix 3).</p>	<p><b>Brainstorming, Q&amp;A, PowerPoint presentation</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Summary:</b></p> <p>The idea is that disclosure is not ‘all or nothing’ but a gradual process that requires observation, emotional regulation and constant decision making.</p>	
<p><b>MODULE 4. Lesson 2: Activity 3</b></p>			
<p><b>Small group work: Pros/Cons of disclosing criminal record at work interview</b></p>	<p><b>25 min</b></p>	<p><b>Purpose:</b></p> <p>To consider the process of deciding whether to disclose one’s criminal record in a work interview. The facilitator will introduce the exercise which will be completed on a worksheet in small groups. The topic will then be discussed in the large group.</p> <p><b>Procedure:</b></p> <p>The participants in a small group will consider and, if possible, note down the pros and cons of each disclosure in the workplace. The facilitator offers instructions based on the LEGAL HISTORY IN EMPLOYMENT: WEIGHING THE PROS AND CONS HANDOUT 4 (Appendix 4). The focus here will be on the criminal history information. This exercise can also be performed in the large group if the literacy level is low to support the process.</p> <p><b>Summary:</b></p> <p>The goal of the exercise is the realisation that no decision is correct and that all contain pros/cons. The important thing</p>	<p><b>Small group work &amp; discussion</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p>is to consider one’s values and contextual information. The facilitator can ask questions about values during the debrief. For example, if a group member says, “I could never disclose”, then the facilitator may ask: “what value would that be in the service of?”</p> <p>In reflecting on this, the group members may realise that their decision is in fact, based on a value (e.g., self-protection) or it may be the result of avoidance (e.g. my value is being authentic, but I am too ashamed to disclose). The facilitator can emphasize the importance of being aware of our values before deciding how to act so that we feel confident about our choice. Another important point is the ‘context’. Is one obligated to disclose (e.g., legally)? Is this a context where disclosing is irrelevant?</p>	
<p><b>MODULE 4. Lesson 2: Activity 4</b></p>			
<p><b>Preparing their self-presentation</b></p>	<p><b>30 min</b></p>	<p><b>Purpose:</b></p> <p>At this point, half of the participants will proceed with the ‘preparing their self-presentation’ exercise and half will engage with the VR activity. The purpose of this activity is for participants to identify personal information including both strengths and difficulties that they will be willing to introduce in a job interview. This task also increases individuals’ confidence in, and ability to, talk about themselves including skills and areas of improvement. This task is done in preparation of a ‘simulated interview’ that they will observe on the VR and that they will practise next.</p>	<p><b>Small group work &amp; discussion</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p><b>Procedure:</b></p> <p>The rationale of the exercise will be introduced as follows:</p> <p>“Going for a job interview can be a challenging task. Even if a job interview is not formal, we will still be asked to share some information about ourselves over the first few days of work, and we need to have a plan on how to respond to such questions.</p> <p>“Having a plan means that we can both highlight our skills and strengths and decide wisely what personal information we want to disclose.”</p> <p>“In this exercise you will be asked to study the list of strengths, skills and areas of development, and identify those characteristics, skills, knowledge, and personality factors that you feel they relate to you, and then shortlist those that you think you could share in a job interview. We will ask you to select them and consider evidence for each element that is a strength. We will ask you to also acknowledge some areas of development that you are willing to discuss in an interview and consider how you will communicate this.”</p> <p>The SELF-PRESENTATION PREPARATION HANDOUT 5 (Appendix 5) illustrates the exercise. For participants who will complete this task on the week that we will not proceed with the interview task, make sure that you keep the copy of their document so that they can use it the following week.</p> <p><b>Participants are asked to complete the first part of the worksheet on their own.</b></p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Once participants have completed the worksheet, all groups will discuss at least 2 examples of how to communicate a strength and 2 examples of how to effectively communicate an area of development.</p> <p><b>Examples for the facilitator:</b></p> <p><b>Strengths:</b></p> <p>“I am very good at promoting new products thanks to a digital marketing course, which allows me to know how to promote the company’s products online and bring in new sales.</p> <p>“I am very good at driving professionally due to my extensive experience as a lorry driver, which allows me to be confident that I will be punctual and efficient in a driver’s role.</p> <p><b>Areas of development:</b></p> <p>“I can recognise that I do not have direct experience in sales, however, I have been actively working on improving in this area by practicing my interpersonal skills and having taken courses on communication. I am confident that working on this area is a sign of personal strength and growth”.</p> <p>“I can recognise that I have not worked with computers before, however I have been actively working on improving in this area by taking weekly afternoon classes at my local school. I am confident that my knowledge will grow and that working on this area is a sign of personal growth”.</p>	



Steps	Duration	Description	Resources, activities & materials
		<p>Participants are then asked to complete the second part of the worksheet on their own, creating effective communication for 2 strengths and 2 personal areas of development by filling in the sentence structure on the worksheet. The sentence structure is aligned with the examples above.</p> <p><b>Summary:</b></p> <p>The activity aims at equipping participants with the skills to present themselves positively in a job interview. They identify and reflect on strengths and areas of development, preparing effective communication strategies. The group discussion promotes shared learning, and the exercise ensures that participants are ready to engage in a simulated interview in the following session.</p>	
<p><b>MODULE 4. Lesson 2: Activity 5</b></p>			
<p><b>VR activity</b></p>	<p><b>30 min</b></p>	<p><b>Purpose:</b> To expose group members to simulated conversations involving different levels of disclosure regarding their criminal record. By observing interactions with no disclosure, full disclosure, and partial disclosure, participants will gain insights into the pros and cons of each approach. This activity aims at enhancing their understanding of the impact of disclosure on interpersonal dynamics, fostering informed decision-making in real-world situations.</p> <p><b>Procedure:</b></p>	<p><b>VR activity</b></p>

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator introduces the VR activity, explaining that participants will witness three simulated conversations involving individuals disclosing their criminal record to varying degrees.</p> <p>Participants engage with the VR environment, observing three distinct scenarios: no disclosure, full disclosure, and partial disclosure. Each scenario will showcase how the conversation unfolds based on the level of disclosure.</p> <p>After each simulation, the group engages in a discussion analysing the pros and cons of the disclosure level observed. Participants share their observations, thoughts, and potential consequences of each approach.</p> <p>Following the analysis, a structured Question and Answer session ensues. Participants can seek clarification, share perspectives, and discuss any uncertainties related to the observed interactions.</p> <p>The facilitator guides a reflective discussion, encouraging participants to consider how the VR experience may influence their own approach to disclosure in similar situations. Insights gained from the VR activity are shared within the group.</p> <p><b>Summary:</b></p> <p>The VR activity provides participants with a unique opportunity to virtually witness and analyse conversations involving disclosure of a criminal record. By exploring scenarios with no disclosure, full disclosure, and partial disclosure, participants gain a nuanced understanding of</p>	

Steps	Duration	Description	Resources, activities & materials
		the potential advantages and drawbacks associated with each approach.	

**MODULE 4. Lesson 2: Activity 6**

<b>Conclusion / questions</b>	<b>5 min</b>	<p><b>Purpose:</b></p> <p>To address the challenges individuals, face when discussing about themselves.</p> <p><b>Procedure:</b></p> <p>The facilitator begins by highlighting the difficulty individuals often encounter when talking about themselves. The importance of self-disclosure as a gradual and nuanced process is emphasized.</p> <p>The facilitator acknowledges that disclosure involves the gradual revelation of both strengths and areas of development. Participants are encouraged to recognize the significance of this process in building authentic connections.</p> <p>The facilitator discusses how paced disclosure allows us to build relationships, feel connected and gradually find communities of support.</p> <p><b>Summary:</b></p> <p>Participants will gain an understanding of how sharing personal information gradually, including strengths and areas of development, contributes to building connections and finding communities of support.</p>	<b>Key points</b>
-------------------------------	--------------	--	-------------------

## Lesson 3: Disclosure - Making Wise Choices (b)

Lesson title	Disclosure - Making Wise Choices
<b>Objectives</b>	<p><b>The objectives of Lesson 3 are to:</b></p> <ul style="list-style-type: none"> <li>• Develop a self-presentation for the workplace including full, partial or no disclosure of past criminal record.</li> <li>• Develop a specific script to use in a job interview with potential employers.</li> <li>• Practise disclosure and job interview skills.</li> </ul>
<b>Week</b>	Week 1
<b>Duration</b>	1.5 hours
<b>Key terms</b>	<p><b>Presentation of self</b></p> <p><b>Partial and no disclosure of pasts criminal record</b></p> <p><b>Dialogues on VR simulation</b></p> <p><b>Disclosing information in an interview</b></p> <p><b>Practice of answering interview questions</b></p>
<b>Learning outcomes</b>	<p><b>With the completion of Lesson 3 participants will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ Practise talking about themselves in the context of work.</li> <li>✓ Practise talking about themselves in the context of a mock work interview.</li> <li>✓ Observe examples of disclosure conversations on VR to accustom themselves with the process.</li> </ul>
<b>Learning methods</b>	<p><b>Group work</b></p> <p><b>Brainstorming</b></p> <p><b>Worksheet</b></p> <p><b>Presentations</b></p> <p><b>VR simulation</b></p>
<b>Evaluation</b>	<b>Continuous performance evaluation</b>

Steps	Duration	Description	Resources, activities & materials
<b>Brief settling into the session</b>	<b>5 min</b>	The facilitator will introduce any new members to the group and allow some time for participants to settle in.	<b>Discussion</b>
<b>MODULE 4. Lesson 3: Activity 1</b>			
<b>Brief mindful movement exercise</b>	<b>5 min</b>	<p><b>Purpose:</b> To ground oneself and connect with the here and now through using the body. Sometimes individuals prefer to use their bodies as a tool to connect with the present moment. This can also be a practical tool to use in their daily lives.</p> <p><b>Procedure:</b> Participants are asked to sit in a comfortable position, taking a couple of breaths and gradually bringing their attention to their bodies. They are asked to notice the sensation of the body on the chair. (pause). Participants are then asked to take a breath and move their arms above their head with palms facing inwards. They are asked to look up to the sky, breath out and bend at the waist coming down for the arms to touch the floor, the ankles or shins. The movement is repeated a few times.</p>	<b>Brief mindfulness practice</b>

Steps	Duration	Description	Resources, activities & materials
-------	----------	-------------	-----------------------------------



**Summary:** The exercise can invigorate and prepare participants to engage in the training session.

**MODULE 4. Lesson 3: Activity 2**

<p><b>VR activity OR PREPARING SELF-PRESENTATION EXERCISE</b></p>	<p><b>30 min</b></p>	<p>Participants who had the opportunity to engage with the VR exercise in the previous session will now be presented with the ‘preparing self-presentation exercise’ from the previous module.</p> <p>Participants who did not engage with the VR activity on disclosure will engage in this task now.</p> <p>In this VR activity, the group members will observe three conversations with no disclosure, full disclosure, and</p>	
---	----------------------	--	--

Steps	Duration	Description	Resources, activities & materials
		partial disclosure of their criminal record. The pros and cons will be analysed and a Q&A process will ensue.	

**MODULE 4. Lesson 3: Activity 3**

<p><b>Self- presentation and discussion</b> <b>‘How to talk about my past history’</b></p>	<p><b>40 min</b></p>	<p><b>Purpose:</b></p> <p>To practise presenting themselves along with information about their criminal record (if/when needed). To have a prepared script of self to manage anxiety in the workplace. In this task participants will try 3 types of response:</p> <ul style="list-style-type: none"> <li>(1) avoiding disclosure</li> <li>(2) disclosing</li> <li>(3) partial disclosure to notice the experience of each option.</li> </ul> <p>After each round participants will observe their feelings and the quality of the conversation in their group.</p> <p><b>Procedure:</b></p> <p>Group members will proceed with a case study of a work environment and will be tasked with creating a narrative of self-presentation regarding their legal history. Three narratives will be presented: a non-disclosure narrative, a disclosure narrative, and a partial disclosure narrative.</p> <p>A work context (case study) and a question and prompts for them to reflect on will be given (PERSONAL HISTORY DISCUSSIONS HANDOUT 6, Appendix 6).</p>	<p><b>Self- presentation and discussion</b></p>
--	--------------------------	---	---

Steps	Duration	Description	Resources, activities & materials
		<p>A complete self-presentation combined with other important information (strengths) was presented in a previous exercise and this work is kept for use here. For example, people can use identified strengths to talk about while disclosing or not disclosing information about their past. The facilitator will support the group participants in finding the appropriate wording for self-presentation. If literacy skills prevent writing notes, one can be supported by the facilitator.</p> <p>Participants will be allocated into groups of 3 (an interviewee, an interviewer, and an observer). Before beginning with the exercise, the facilitator will explain the case study and will present 3 examples of disclosure (non-disclosure, disclosure, partial disclosure).</p> <p>After each disclosure type a big group conversation follows. The facilitator asks about feelings related to the communication and values related to each choice; disclosure, partial disclosure, no disclosure. The facilitator is not too prescriptive about the ‘right choice’. They remain open and curious while currently focusing more on pro-social values. An example is shown below.</p> <p><b>Example for the facilitator to present the exercise:</b></p> <p>In previous exercises we discussed the pros and cons of disclosure, and we identified your personal strengths and areas of development. In this exercise we will try to practise some of these elements together. The focus here is to practise the different types of disclosure and notice how we feel in relation to our personal values. Doing something that</p>	



Steps	Duration	Description	Resources, activities & materials
		<p>we value is not always easy, but it may feel more ‘suited’ to us in the moment of the experience.</p> <p>In the first example, the facilitator will ask the participants to practise full disclosure using the general idea that we used in the previous exercise.</p> <p><b>Outline of communication for full disclosure:</b> Present the area of development, what am I doing to improve, positive dimension.</p> <p>Question from the interlocutor:</p> <p>“I see a gap in your CV, can you explain this?”</p> <p>“I would like to be honest and let you know that I have been in prison due to personal difficulties with controlling my anger. I now fully understand what led to this, and I am actively working on managing my anger and improve my communication through workshops. I believe I am now a good communicator (strength). I believe that working on myself and assuming responsibility for my actions is a sign of growth which I will continue to pursue”.</p> <p>Participants practise full disclosure in groups (5 minutes each person) and then the group discusses the experience, the feelings, and the related values.</p> <p><b>Example dialogue:</b></p> <p><b>Facilitator:</b> “How did it feel to engage in full disclosure?”</p> <p><b>Participant:</b> “It felt odd. I believe that people will reject us if we say this.”</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Facilitator:</b> “It can bring up difficult feelings... such as worry about the reaction.” “Did anyone experience a different reaction?”</p> <p><b>Participant:</b> “It strangely felt liberating, like a relief to say it”.</p> <p><b>Facilitator:</b> “I wonder if it relates to any personal values that you have and that we may have identified in previous lessons”.</p> <p><b>Participant:</b> “Maybe it is something about being independent, not having to hide”.</p> <p><b>Facilitator:</b> “Ok, Yes, sometimes something difficult can also be linked to our prosocial values.”</p> <p>In the second example, we ask you to practise non-disclosure and similarly notice your reaction to this process.</p> <p><b>Outline of communication for non-disclosure.</b> The goal of the training will not be to train individuals to be dishonest. The example will illustrate avoidance in answering the question.</p> <p>Question from the interlocutor:</p> <p>“I see a gap in your CV, can you explain this?”</p> <p>“Yes, I acknowledge the gap. However, I would not like to talk about this period extensively as it is a private matter. I am happy to discuss more about my previous experience and the skills that I can bring to this role”.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>Participants practise no disclosure in groups (5 minutes each person) and then the group discusses the experience, the feelings, and the related values.</p> <p><b>Example dialogue:</b></p> <p><b>Facilitator:</b> “How did it feel to avoid disclosure?”</p> <p><b>Participant:</b> “It felt odd. I believe that people will reject us if we say this.” “It is better to just lie or say we were ill or something”.</p> <p><b>Facilitator:</b> “Yes, avoiding the question can bring up difficult feelings... such as worry about the reaction.” “Did anyone lie in their answer?”</p> <p><b>Participant:</b> “Yes, I said that I was taking care of my kids for a while.”</p> <p><b>Facilitator:</b> “What was the experience of this like?”</p> <p><b>Participant:</b> “It felt awkward. Like I was going to get caught!”</p> <p><b>Facilitator:</b> “Yes it can be worrying as well.” “I wonder if lying is conflicting with any personal values that you have and that we may have identified in previous lessons”.</p> <p><b>Participant:</b> “Maybe it is something about connecting with others. I think that lying stops that.”</p> <p><b>Facilitator:</b> “Ok, Yes, lying can do that.”</p> <p>In the third example, we ask you to practise partial disclosure and similarly, to notice your reaction to this process.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Outline of communication for partial disclosure.</b> The goal of the training will not be to train individuals to be dishonest. The example will illustrate avoidance in providing all the details of their imprisonment history.</p> <p>Question from the interlocutor:</p> <p>“I see a gap in your CV, can you explain this?”</p> <p>“Yes, I would prefer not to go into too much detail about this, but I would like you to know that I had some legal issues during this time. The issues are unrelated to my application for work here. I needed some time to sort them out, but I assure you that they will not affect my job here”.</p> <p>Participants practise partial disclosure in groups (5 minutes for each person) and then the group discusses the experience, the feelings, and the related values.</p> <p><b>Example dialogue:</b></p> <p><b>Facilitator:</b> “How did it feel to engage in partial disclosure?”</p> <p><b>Participant:</b> “It felt odd. I believe that people will be curious if we say this.”</p> <p><b>Facilitator:</b> “Yes, not being fully outright with the information can also bring up difficult feelings... such as worry about the reaction.”</p> <p><b>Participant:</b> “What if they ask more information?”</p> <p><b>Facilitator:</b> “If we decide to maintain partial disclosure, we can assertively repeat “there were some personal legal issues which are unrelated to the job. I have worked towards resolving them.”</p>	

Steps	Duration	Description	Resources, activities & materials
		<p><b>Participant:</b> “It felt awkward, but it keeps a certain boundary.”</p> <p><b>Facilitator:</b> “Yes. I wonder if this approach is related to personal value for someone?”</p> <p><b>Participant:</b> “Maybe it is something about being respectful of self and others”.</p> <p><b>Facilitator:</b> “Ok, Yes, balancing the needs of both sides.”</p> <p><b>Summary:</b></p> <p>The participants may reflect on the differences between disclosure and non/disclosure choices in this exercise. Ideas may be generated and contexts in which disclosure is appropriate according to one’s personal values will be discussed. Care should be taken that people are not trained to lie or deceive others. If this comes up, we can return to the conversation about having the right to keep personal information protected. Care should also be taken that people are informed that some work roles require criminal checks. In these job roles being able to talk about the past openly is of great importance.</p>	
<p><b>MODULE 4. Lesson 3: Activity 4</b></p>			
<p><b>Bring the elements of</b></p>	<p><b>10 min</b></p>	<p><b>Purpose:</b></p> <p>For participants to identify some key elements from the previous exercises to keep as part of a memorised script of</p>	<p><b>Group discussion</b></p>

Steps	Duration	Description	Resources, activities & materials
disclosure together		<p>how to present themselves. They are then encouraged to share in the group the key elements of their self-presentation that they feel they can communicate to others in their future job search. Elements introduced can be both strengths and areas of development.</p> <p><b>Procedure:</b></p> <p>Participants are briefly asked to consider these 3 modules on disclosure and consider what they have learned about presenting themselves. If possible, they are asked to review some of their handouts from the previous sessions.</p> <p>They are then asked to make a short note (SELF-DISCLOSURE: INTEGRATING STRENGTHS AND ADDRESSING AREAS OF DEVELOPMENT - HANDOUT 7, Appendix 7) on what information they think is important to remember on how to present themselves for future communication in the workplace.</p> <p>Finally, participants are encouraged to share this information with the group. The facilitator will seek to validate critical thinking about these issues and not enforce a specific opinion. When prosocial values are mentioned, these are to be emphasized by the facilitator.</p> <p><b>Summary:</b></p> <p>This group discussion activity is meant to summarise the critical discussion on disclosure completed in the past 3 lessons. Participants may feel more ready to discuss these issues or they may still be contemplating about a decision on the topic of disclosure. The purpose of these modules is</p>	

Steps	Duration	Description	Resources, activities & materials
		not to give participants a certain decision forward but to elicit critical thinking and self-reflection.	
<b>MODULE 4. Lesson 3: Activity 5</b>			
<b>Conclusion / questions</b>	<b>5 min</b>	The facilitator emphasizes the difficulty of talking about oneself. The facilitator acknowledges disclosure as a gradual process which includes being able to talk about our strengths and our areas of development. Paced disclosure allows us to build relationships, feel connected and gradually find communities of support.	<b>Key points</b>

# APPENTICES

## Appendix 1

### HANDOUT 1: PERSONAL INFORMATION DISCLOSURE

Working with your pair, consider each of the following statements containing personal information. Next, label each item based on its level of risk in sharing it in a work environment.

**L** = (low risk): you believe that it is appropriate to disclose this information to almost anyone in the workplace.

**M** = (moderate risk): you believe that it is appropriate to disclose this information to those you know well and have already established a friendship with.

**H** = (high risk): you would disclose this information only to the few friends that you know for some time now, that you have grown to trust and consider intimate friends.

**X** = you would never disclose this information to no one.

N.	Statement	Risk level
1.	Your hobbies, how you like to best spend your time.	
2.	Your likes in music.	
3.	Your educational background and your grades at school and feeling about this.	
4.	Your political views.	
5.	Your views about the rights of minority individuals or groups.	
6.	Personal habits of yours that you dislike.	



<b>7.</b>	Personal characteristics of yours that you are proud of.	
<b>8.</b>	Your religious views and your religious participation, if any.	
<b>9.</b>	The details of the unhappiest memories of your life.	
<b>10.</b>	The details of the happiest memories of your life.	
<b>11.</b>	The actions that you have most regretted in your life and why.	
<b>12.</b>	Your guiltiest secrets.	
<b>13.</b>	Your views on how a husband and wife should live in their marriage.	
<b>14.</b>	The main unfulfilled dreams of your life.	
<b>15.</b>	What you do, if anything, to stay physically fit.	
<b>16.</b>	The aspects of your body that you are most pleased with.	
<b>17.</b>	The features of your appearance that you are most displeased with.	
<b>18.</b>	The person in your life which you most resent and the reasons why.	
<b>19.</b>	The person in your life whom you most admire and the reasons why.	
<b>20.</b>	Your stronger fears.	
<b>21.</b>	Your stronger hopes.	
<b>22.</b>	The people with whom you have been sexually intimate and your relationship details with each.	
<b>23.</b>	The details of your criminal history.	
<b>24.</b>	A brief mention of a criminal history (no details).	

## Appendix 2

### HANDOUT 2: FINDING BALANCE IN SHARING

**Instructions:** Consider these statements and discuss in your groups your opinion on whether they are accurate.

N.	Statement
1.	I am weak if I feel scared about sharing a negative piece of information about myself.
2.	I will never be vulnerable in front of others by sharing personal information (e.g. criminal record). I either get the job, or I don't and that's it.
3.	I can do it without anyone's help. No one needs to know how important or hard this is for me.
4.	If I say the things I am supposed to say I will not feel any uncertainty or discomfort.
5.	I don't trust anyone and therefore I cannot share anything about myself (be vulnerable) with anyone.

## Appendix 3

### HANDOUT 3: DISCLOSURE IN THE WORKPLACE

#### 1. Wait and watch

- Is this an environment where people share?
- What and how much do they share?

#### 2. Consider your motives

- Am I doing it to create connections or for some other reason (e.g., distract attention, gain advantage)?

#### 3. Choose your moment and how

- If the topic is sensitive, find an appropriate time, and make a private, face-to-face conversation

#### 4. Go slowly with disclosure

- Start connecting with new people by sharing more superficial information and then gradually add more for deeper connections

#### 5. Don't forget to listen to others

- Disclosure is a two-way process. Listen to others and keep their information safe.

## Appendix 4

### HANDOUT 4: LEGAL HISTORY IN EMPLOYMENT: WEIGHING THE PROS AND CONS

#### 1. No disclosure of legal history

Sometimes people choose to keep sensitive information about their criminal record confidential and do not discuss this with an employer. This can have its pros and cons. Consider them in this exercise.

Pros of no disclosure	Cons of no disclosure

#### 2. Disclosure of legal history

Sometimes people choose to discuss sensitive information about their criminal record with an employer. This can have its pros and cons. Consider them in this exercise.

Pros of disclosure	Cons of disclosure

#### 3. Partial disclosure

Sometimes people choose to discuss sensitive information about their criminal record partially with an employer without telling the whole story. This can have its pros and cons. Consider them in this exercise.

Pros of partial disclosure	Cons of partial disclosure

## Appendix 5

### HANDOUT 5: SELF-PRESENTATION PREPARATION

#### Part 1.

**Choose** some strengths, skills, and areas of development that you identify in yourself.

**Tick** those that you would be willing to share in a job interview.

Adaptability		Impatient	
Problem solver		Nervous with public speaking	
Good communication skills		Difficulty with teamwork	
Good at teamwork		Perfectionistic	
Leadership ability		Talking too much	
Time management		Being quite isolated	
Attention to detail		Being very critical of others	
Creative		Being very critical of self	
Critical thinking		Difficulty in saying no	
Resilient		Limited experience in this field	
Self-motivated		Taking work too personally	
Flexible		Difficult to balance work and life	
Good at customer service		Little flexibility	
Good with technology		Criminal record	
Good with manual skills			
Good at solving conflict			
Good at cognitive tasks			
Good at _____			
Good at _____			

## Part 2

**Now choose 2 strengths and 2 areas of development to talk about.**

Follow the structure of the sentence below to talk about your strengths:

“I am very good at (add your strength) due to my (add a specific example of an experience), which allows me to (describe what you can do with this strength at work)”.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Now choose 2 areas of development on that you are willing to talk about.**

**Be brave and consider sharing your incarceration history (just for practice!)**

“I can recognise that (mention an area of development), however I have been actively working on improving this area by (write down what you have been doing to improve). I am confident that my (knowledge/ability/skill) will grow and that working on this area is a sign of personal growth”.

**Example:**

“I can recognise that (my substance use history has led me to several bad choices), however I have been actively working on staying healthy (by attending workshops, support sessions and living a healthy life). I am confident that my (personal strength and self-management) will grow and that working on myself is a sign of personal growth”.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Appendix 6

## HANDOUT 6: PERSONAL HISTORY DISCUSSIONS

How do I talk about my past history (including/excluding criminal history)

### Work case study:

Retail, general equipment store, tools.

This company is known for having an open hiring policy. Having a clean criminal record is not required here. The work environment seems friendly and so is the manager.



Interview question to practise:

**I see a gap in your CV, can you talk me through that?**

#### Prompts for Disclosure (Necessary information, no detail)

- I would like to be honest...
- I have grown...
- I have learnt...
- I understand now...
- I am responsible for...
- The situation was....
- Presently my legal status is...
- I have support from...
- I can assure you that...
- I am comfortable to share that...

## Appendix 7

### HANDOUT 7: SELF-DISCLOSURE: INTEGRATING STRENGTHS AND ADDRESSING AREAS OF DEVELOPMENT

Bringing the elements of self-disclosure together.

**Instructions:** In our group, we will identify the elements of self-presentation that we can memorise to effectively communicate in the workplace.

1. What information about your personal strengths do you want to memorise?
  
  
  
  
  
  
  
  
  
  
2. What information about your areas of development can you share? How will you share it?