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| Unit: | What is success? | Suggested Order: 6 of 7 |
| Topic: | Skills for success: | |
| Key Objectives: | To know what skills are essential for success and to evaluate our own strengths and weaknesses | |
| Resources: | Lesson PowerPoint  Skills for success – Individual Reflection  Skills for success – Modelled Version | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | BRAINSTORM: What skills does everyone need at work? | Elicit prior knowledge | *Students tend to pick specific skills rather than general skills e.g. use a computer* |
| 5 Mins | Teacher Input – Top 10 skills voted by employers |  |
| 5 Mins | Definition Task – students use a dictionary and their own knowledge to write a definition of each of the 10 words. | Consolidate understanding – develop literacy skills | *If students are very weak, you may want to make this a definition matching task rather than a dictionary task!* |
| 5 Mins | Students use the Skills for Success Modelled example sheet to link activities at school / home to the skills that are needed in the workplace e.g. : “I have never handed a homework in late” used as evidence of planning and organisation. | * Students recognise the links between activities in school and their future success * Students understand the importance of extra-curricular activities |  |
| 15 Mins | Independent Work: Students identify how a range of other activities (e.g. vice-captain of a rugby team; setting up a chess club in school) can be used to evidence skills that are needed in the workplace |  |
| 15 Mins | Reflection: Students now complete the Skills for Success Reflection sheet for themselves (focusing on 4 different skills). | Self-awareness | *Students with low self-esteem will struggle with this task. You may need a bank of examples to help them.* |
| 10 Mins | If time, students share the skills that they can confidently evidence and the skills that they need to develop |

Opportunities to differentiate / personalise: The modelled examples can be modified to suit the class – the examples chosen on the sheet are deliberately quite aspirational, but you may feel that students will not identify with setting up a chess club etc.