



People Skills:

Using my skills

Age range: 11-14 and 14-16



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LifeSkills is pleased to have worked with The National Autistic Society to ensure the following lesson plan can be adapted to suit the needs of students with autism.

If teaching a lesson including students with autism, here are some key considerations when undertaking the following activities:

- Give concrete examples wherever possible, for example when discussing personal presentation, explain that this can refer to appearance, dress, choice of language
- Explain concepts clearly, such as honesty and integrity and enthusiasm and initiative. Something like honesty may be difficult to grasp as often students with autism are always honest



Student Sheet



PDF Presentation Slides

Note: see *LifeSkills Content Guide PDF* on barclayslifeskills.com for programme overview and curriculum links.

Time needed: 30-40 minutes

Aims

- To help students identify how skills are often used in the workplace
- To practice communicating their skill experience, making this relevant to the workplace and identifying how they may need to use their skills in different ways at work compared to in their current lives

Key learning outcomes

By the end of the activity students will:

- remember the ten personal skills and explain what each one means
- explain verbally how they already use these skills
- explain verbally how they would use skills in a range of workplace scenarios, noting how this may be different to the way in which they currently use them

Resources

- **Student Sheet 2.1:**
Demonstrating my skills (one per pair)
- **Student Sheet 2.2:**
Workplace challenges (one per pair)
- **Student Sheet 2.3:**
Summary: Using my skills (one per student)
- **People Skills: Using my skills PDF Presentation Slides**
Students will find their notes from Activity Two useful for completing Activity Three, so please make sure they have access to these
- Option for activity step 4: you will need two inflatable beach balls. On the first, write the ten skills using a permanent marker. On the second, cut out and stick on the six workplace challenge descriptions from **Student Sheet 2.2**

Note: students who want to collect evidence of their progress through LifeSkills can add their worksheets and summary sheets to a folder, along with any additional relevant materials.

Activity steps



PS2.1

1. Review the ten key personal skills

- Review students' understanding of the ten skills discussed in Activity One
- Show PDF Presentation Slide PS2.1 and review the idea that each student has a toolbox of skills they can use
- Ask students for a description of each skill



PS2.2



Sheet 1.2

2. Discuss how students are already using these skills

- Show PDF Presentation Slide PS2.2. Talk with students about how, at school, they are already using some or all of the key skills that employers will look for
- Ask students to use **Student Sheet 1.2** (completed in Activity One) and hand out **Student Sheet 2.1**: in small groups, they should share ideas about the ways in which they already demonstrate these skills. The situations might be at home, in school, in a sport or with friends

3. Identify how students may need to adapt their skills in different situations

- Discuss how students might use each skill differently in a workplace context
- For example, what they wear to school is probably dictated by the school uniform rules, but they must make sure they follow the rules. In the workplace, there may not be written rules but they will need to be aware of how other people dress and what their customers might expect to make sure they are dressed appropriately
- Remind students that the skills we gain from everyday experiences can also be useful for the workplace. These could include debating competitions, charity runs or playing football. Why not visit the LifeSkills YouTube playlist ([youtube.com/barclaysonline/playlists](https://www.youtube.com/barclaysonline/playlists)), and show our film explaining how social experiences can also equip us with essential skills to boost employability
- Encourage students to consider how each skill would need to be adapted to different workplaces
- For example, in some careers being clean and tidy might be less important – e.g. in the building or decorating trade – than in others, but there will still be types of dress that are not appropriate, and being as clean and tidy as possible will still make a good impression to your employer and customers



Sheet
1.2



Sheet
2.2



PS2.3

4. Match the skills to the workplace challenges

- Use **Sheet 1.2** again, and **Student Sheet 2.2**. Ask students to work in pairs and take turns to choose a workplace challenge
- They should then identify which skills will be most important for the challenge and explain how they would use each skill, giving as much detail as they can to share what they would do and why
- As an alternative activity, you could play workplace challenge as a game that provokes group or class discussion, using two beach balls prepared as described on page three. To play, throw the 'challenges' ball to a student, who reads out the situation facing them when they catch it. The rest of the group throw the 'skills' ball to each other. Each person has to explain how they would tackle the challenge using the skill that faces them when they catch it, or justify why it isn't relevant to the task
- Show PDF Presentation Slide **PS2.3**. Share ideas for each workplace challenge and discuss how the students will use their skills in different ways at work, going back to slide **PS2.2** or **PS2.1** if you want to show all ten skills

Extension ideas

- Discuss with students what they know about job hunting, applications and interviews. Where can they find out what skills are important for a job. For example, they could look for key words in the advert?
- Discuss with students the concept of a workplace culture. How do they think they might learn about the culture of a company? For example, they could see what sort of language and images are used on the company website, look for information online, read the annual report, etc. Use examples of different employers to discuss how they may have different cultures, and why it is vital that students learn to fit in by using their skills in the right way. Help students identify that personal presentation and communication are important skills for doing this

Summary discussion

- Discuss with students the importance of showing evidence of their skills verbally or in writing. Explain how employers may ask students for an example of how they currently use a skill, or to explain how they might complete a task – just like this activity
- Talk about how these skills are 'transferable': they will need to adapt the way they use the skills now for their workplace in the future

Demonstrating my skills

Student Sheet 2.1



You will already be using the top personal skills, even if you haven't realised it.

Make some notes about where you use these skills in the table below: it might be at home, at school, in a sport, in a part-time job or with your friends. Try to make sure you have at least one example for each skill.

Personal presentation

Enthusiasm and initiative

Communication and literacy

Time management and organisation

Numeracy

Integrity (honesty)

Problem-solving and creativity

Teamwork

Negotiation and decision-making

IT

Workplace challenges

Student Sheet 2.2



It's your first day: make a great impression

It's your first day at a new job. You're going to meet your new boss and colleagues and take on your first tasks. How can you make a great first impression with everyone?

It's the end of the day. You need to 'cash up'

You're in charge of the till and it's the end of the day. You need to sort and count the money in the till, check the total matches the till's records, bag up the money and take it to the bank

Plan a staff rota and send it by email

You've just been promoted to supervisor. You've got a busy month ahead. You need to plan the rota for everyone's working hours, type it up and email it, making sure everyone understands they may have to do a little extra to help

Think of great ideas for a launch party

Your employer wants to hold a party to celebrate the launch of some new products. She wants to invite your top customers to an evening event at the store. You and your colleagues must think of some ideas to make the party a success

A customer is unhappy

An important customer is on the phone. They are unhappy with the service they received and want to complain. Your manager is away and you take the call. You need to make a record of what you both say and make sure the customer is satisfied with how you handle their call

Help a new employee fit into the team

A new employee joins today. You've been asked to help them settle in. You also need to show them how to carry out some key tasks. You need to help them to become a good team member and fit in with their new company

Summary: Using my skills

Student Sheet 2.3



Your personal skills help you to do your best and make the most of life.

The good news is that you use many of these skills already, but life at work is different to life at school. When you start a job you'll need to use each skill in new and different ways, especially your personal presentation.

Getting the job you want means showing an employer that:

- you can use these skills already
- you'll know to use them in the right way when you start the job

Here's a simple way to gather your ideas and practise:

1. Choose a skill

Personal presentation

Enthusiasm and initiative

Communication and literacy

Time management and organisation

Numeracy

Integrity (honesty)

Problem-solving and creativity

Teamwork

Negotiation and decision-making

IT

2. Write down some ways you can use this skill already

3. Now write down how you might use this skill at work