



For young people with special educational needs and disabilities

# Skills lesson part two: Building my skills

Age range: 14+

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
40 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>Understand the key skills that employers want from young people so they can do their job well</li> <li>Recognise how well they currently perform each skill, how to improve them, and how to demonstrate evidence when talking to employers</li> </ul>	<ul style="list-style-type: none"> <li>Building my skills presentation slides</li> <li>Build your skills student worksheet</li> </ul>

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, [download the content guide](#).

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

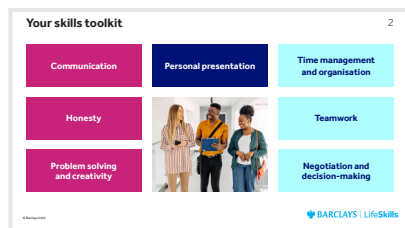
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# Activity one

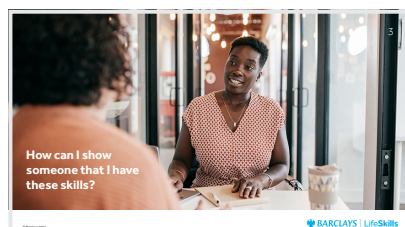
## Discover your skills

### 1. Review what the key personal skills are



- Start by asking students to name some of the personal skills they think employers might value
- Show **slide 2** and discuss the definitions and explanations of eight key employability skills, explaining that these can form a skills toolkit that can help students at school, and at work
- The skills that will be explored in this lesson are:
  - Enthusiasm and initiative
  - Communication
  - Honesty
  - Personal presentation
  - Teamwork
  - Time management and organisation
  - Problem solving and creativity
  - Negotiation and decision-making

### 2. Encourage students to describe their skills

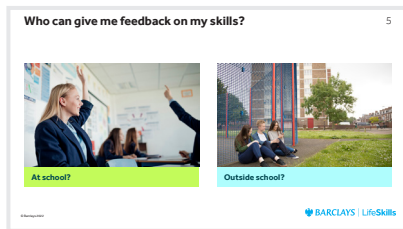


- Show **slide 3** and explain that it's not enough just to say you have these skills – students need to prove it using examples
- Discuss with students what it's like to talk about their skills. Do they feel confident or do they find this hard?
- Remind them that most of them will already use these skills to some extent, but it can be difficult to recognise when we are using them, such as problem solving or using your initiative, because we don't usually think of what we are doing in this way: it requires students to examine what they do in a new way
- Encourage students to identify and talk about examples of the skills they gain from their everyday social lives, such as presenting ideas in class, a charity event or playing in a football team
- Ask students to work in pairs, using the **Build your skills student worksheet**. Each student should choose one or two of the skills from the tool box on **slide 2**, and discuss with their partner some examples they could give to demonstrate that they have this skill
- Invite students to share the ideas they have discussed and write some of the best examples on the board of how they can demonstrate their skills
- Show **slide 4**. Ask students when they might need to be able to describe their skills to someone else in the near future and talk through the examples on the slide

# Activity one

## Building your skills (cont'd)

### 3. Discover how strong these skills are

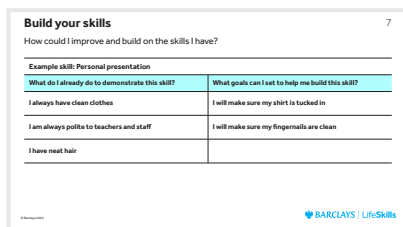


- Discuss the idea of self-awareness: the idea that we're not always good at knowing how well we can use our skills. Some people may be over-confident in their skills while others may not realise how good they are
- Show **slide 5** and discuss who could help students get a more realistic idea of their skills; for example, peers, teachers, careers advisers, sports coaches, and parents. Show **slide 6** to check they have covered all of the suggestions and summarise

# Activity two

## Improving your skills

### 1. Find ways to improve skills



- Ask students to look back at **Build your skills student worksheet**
- Using one of the skills from the tool kit as an example, start by discussing how students might need to improve or change the way they demonstrate this skill when starting a job
- Students could suggest different jobs and then share ideas on what a good demonstration of this skill might look like
- Show **slide 7** and work through the example skill of personal presentation to help students understand how they could set goals to improve this skill
- If time permits, or over several sessions (for example during tutor time), cover more skills in this way. You might need to supply students with multiple copies of **Build your skills student worksheet** for completion
- Encourage students to gather pictures and other evidence that can remind them and help them articulate their ideas. This could go in a folder or binder along with each sheet. This could be a follow-up or homework task. Show **slide 8** to suggest other places where this evidence of their skills might be useful to share

### 2. Reflect on the activity

- Ask the students what it was like to think about their own skills: did it help to clarify what skills they have and how they can improve?
- Share ideas for how students could improve how they use each skill
- Explain that students should revisit each sheet in a few weeks and repeat the activity, to see how they have improved and think of more ideas
- Hand out **Build your skills student summary** as a summary of what you have covered in this activity

## Extension

- Create an 'inspiration wall': write the skills on a blank wall or board. Give each student some sticky notes and ask them to write down their ideas for how they would improve each skill. Add the ideas under the relevant skill so everyone can read them and get inspiration
- Discuss ways to share progress and celebrate when students can consistently show improvement

## Summary

- Discuss how students can keep track of their progress
- Establish that it's important to do new things consistently; for example, always having polished shoes and shirt tucked in, not just once or twice before going back to being scruffy
- Help students identify how they can keep a copy of their ideas, look back at it from time to time to check their progress and get feedback on their improvement



# Skills lesson part two: Building my skills

## Build your skills

<b>The skill I have chosen is:</b>	<b>Date:</b>
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What do I already do to demonstrate this skill?	What goals can I set to help me build this skill?

At a later date, think about whether you have met your goals and rate whether you have improved your skill.

How have I improved?

Did I meet my goal?	How much have I improved my skill?

# Skills lesson part two: Building my skills

## Build your skills summary

Your personal skills are the tools you need to do your best and make the most of life.

<b>Personal presentation</b>	<b>Enthusiasm and initiative</b>	<b>Communication and literacy</b>	<b>Time management and organisation</b>
<b>Honesty</b>	<b>Problem solving and creativity</b>	<b>Teamwork</b>	<b>Negotiation and decision-making</b>

If you want to get a good job, you need to be able to talk or write about these skills and prove you can use them.

You can probably use most of them already, but there may be room for improvement. How good at each skill are you? Can you think of examples that prove it? How could you get better at using each skill? If you want to stand out in your application or interview, you need plenty of good examples you can share.

Look at the grid you completed on one of your skills and remember to look for ways to improve your skills. There is always room for improvement!

Here's an example.

### Example skill: Personal presentation

<b>What do I already do to demonstrate this skill?</b>	<b>What goals can I set to help me build this skill?</b>
I always have clean clothes	I will make sure my shirt is tucked in
I am always polite to teachers and staff	I will make sure my fingernails are clean
I have neat hair	