



For young people with special educational needs and disabilities

# Skills lesson part one: Transferable skills

Age range: 14+

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>Identify which personal skills can be applied in life and work</li> <li>Identify techniques for increasing motivation and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Skills lesson part one: Transferable skills student worksheet</li> <li>Skills lesson part one: Transferable skills presentation slides</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.

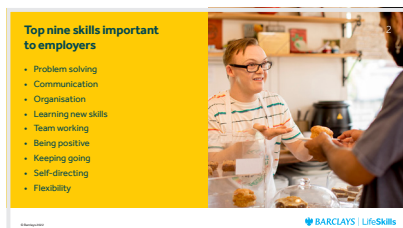
## Contents

Activities	Time	Page
Activity one: Introducing transferable skills	55 mins	3
Summary	5 mins	4

# Activity one

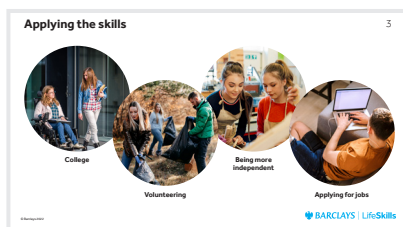
## Activity one: Introducing transferable skills

### 1. Review of skills



- Explain to students that there are certain skills that make them more employable. If they have already completed activities on some of these skills before this lesson, recap what was covered
- To put these into a relatable context, you could point out some examples of the skills you know the students have or have demonstrated since coming into the room e.g. you made me feel welcome and relaxed because you smiled when I came into the room - this shows that you are positive and good communicating
- Ask students to suggest nine skills they think are important to employers. Gather some ideas then show **slide 2** as a summary
- Remind students that these are all skills that we develop over time through experience, practise and support from others. They are skills that can be developed and improved, and ones that employers will test and value. They are not skills that can be learnt and tested in the same way as an academic skill – but can be practiced and developed

### 2. Applying these skills



- Explain to students that they're going to complete an activity that will help them think about potentially challenging situations where they might need to apply a range of skills
- Split the students into small groups. Put up **slide 3** and ask the groups to choose one situation for discussion. Try to get a spread of situations across the groups if you have sufficient numbers so that each situation is discussed at least once
- Hand out **Applying your skills in different scenarios student worksheet**, and ask the groups to write down their scenario and think about the skills they would need to apply in meeting the challenges which might come from each situation and add those to the sheet and show **slide 3** again as examples of skills
- Ask groups to share their ideas and compare the skills needed in the different situations. Help them identify the key skill areas that are needed in each case. Students can record the ideas for the situations they haven't reviewed themselves on the sheet

# Activity one

## Activity one: Introducing transferable skills (cont'd)

### 3. Top tips for staying positive


**What would you do?**

**Alfie's story**

Alfie is 15 years old and thinking about what he would like to do when he leaves school when he is 18. He wants to be ready to apply for jobs before he leaves school.

Alfie has had work experience at two different employers, one in a large supermarket and one in an office. He has also done some volunteering at a charity shop. He had some good feedback, but wasn't invited to stay on after the work experience placement.

Alfie understands he needs to do lots of preparation for applying for jobs and there may be different types of interviews. Part of Alfie's preparation is to apply for Saturday job whilst he is still at school.



BARCLAYS | LifeSkills

- Ask the groups if anyone can think of a situation where something didn't go to plan and what they learnt to do differently from that experience. Have an example from your own experience that you can share to start them off and explain that it is important to stay positive even when things are challenging
- Use **slide 4** to discuss Alfie's scenario and ask students to think about what his challenges might be and how being positive could help him stay motivated to get a job
- By building resilience and staying motivated we can use other skills from our skills 'toolbox' to help us. After allowing students a few minutes to suggest things that Alfie could do to stay motivated and improve his job search, discuss the strategies on **slide 5**
- Show **slide 6** and explore the tips on the page drawing on real life examples where possible. You may want to consider some particular challenges facing your group of young people to make this relatable

### 4. Transferring the skills

Word	Explanation	Evidence needed
Communication		
Initiative		
Flexible		
Commitment		
Proactive		
Resilience		

BARCLAYS | LifeSkills

- Show **slide 7**. These are words that commonly appear in job advertisements. Ask students what these words can tell you about the job and the skills you need for it, and come up with some definitions
- Ask small groups to discuss how they could demonstrate that they have these skills during an application or interview process
- After a discussion, hand out **Recruitment buzzwords student worksheet** and talk through the examples of how they could demonstrate that they have these skills and recap the definitions of each of the words. If more appropriate for your group, use the sheet as an aid but use simplified definitions

## Summary

- Reinforce the importance of developing personal skills through reflection and selfawareness, working with others and taking feedback on your performance. Explain that it is these skills that make us 'well-rounded' individuals with a 'toolkit' of skills to draw on. The more developed and complete our skills set is, the more prepared we will feel and successful we will be

# Skills lesson part one: Transferable skills

## Applying your skills in different scenarios

Write down the challenge selected by your group and think about the skills you need to overcome it

Scenario	Challenges	Skills
Applying for jobs		
Going to college		
Volunteering in a local charity shop		
Being more independent		

# Skills lesson part one: Transferable skills

## Recruitment buzzwords

Word	Explanation	Evidence needed
<b>Communication</b>	Good skills in English (reading and writing). Confident with speaking and listening in a range of situations	Examples of situations where skills have been demonstrated with a variety of people at all levels
<b>Qualified</b>	Not just a qualification on paper but how the knowledge gained can be applied	Evidence of situations where you've put something you've learnt into practice
<b>Flexible</b>	Taking on extra work and/or responsibility with enthusiasm. Readily accommodating a change in task/plan	Examples of situations where you've done something extra without expecting recognition
<b>Committment</b>	This could mean the job has a heavy workload or unsociable hours. A job where you might need to work hard but the experience will be worth it	Examples of an activity you've undertaken that required a lot of effort to see it through, e.g. Duke of Edinburgh Award challenge or volunteering
<b>Passionate</b>	Motivated by the field of work more than any financial reward. An area of work where you have a deep interest and knowledge base that you want to develop	Evidence of a subject or activity that you've developed a strong interest in and spend time developing. This may not link directly to the area of work advertised but will demonstrate that you can develop a passion for something that interests you
<b>Innovative</b>	Not just a creative thinker but skills needed in problem solving. Someone who can find ways to overcome challenges	Examples of situations where you've had to go through a problem-solving process, e.g. working with others to create a solution or organise work activity