

Learning Intentions

- Students will understand the term 'skill';
- Students will be able to identify and evidence skills of different professions;
- Students will be able to identify and evidence their own skill-set in light of chosen profession.

Success Criteria

- Students will understand the term 'skill';
- Students will be able to research skills of key careers.
- Students will be able to identify and evidence their own skill-set in light of chosen profession;
- Students will complete the Education section on KLOODLE.

Resources

Interactive whiteboard. Students arranged around tables in small groups (4-6). Sugar paper and pens for each group. Netbooks / access to IT suite / mobile phones

Activity

1. STARTER: Teacher led questioning - what is the definition of a 'skill'?

Students to discuss and verbally feedback. Answers may include:

- the ability to do something well; -the 'le

-the 'learned' ability to carry out a task;

- an action that can be practised in order to improve; expertise in a specific field.
- 2. Verbal tennis: in pairs, students to take turns to list as many skills as possible that may be considered desirable to the workplace or higher study. Note down.

Share with others on the desk – to extend list as much as possible.

5 mins

5 mins

3. Students consider an occupation they are interested in or teacher provides pairs with one of the following occupations (or occupations relevant to students on course):

5 mins

Dentist – Mechanic – Hairdresser – Journalist – Accountant – Primary school teacher – Chef – Counsellor – Architect – Actor – Pharmacist – Electrician – Archaeologist – Surveyor – Nurse – Cashier – Police officer

Students record top 5 skills for each profession on the worksheet and write they might demonstrate the skill.

4. Using the research list of 5 skills, pairs discuss how these skills might be **demonstrated**.

For instance, a highly desired skill for 'dentistry' is **manual dexterity** – student might write 'artwork, embroidery or model making.' For 'hairdressing', **communication** is important – student might write 'public speaking, member of sports teams, student councils or subject activities.'

Other more general evidence points might include:

5 mins

Photographs – Word documents (examples of coursework etc.) – Spreadsheets - Newspaper articles - MP3 / MP4 / WAV files – Weblinks – Blog posts – PowerPoints – PDFs

Rest of lesson.

5. Teacher to introduce KLOODLE and students to register. Students complete Skills Audit badge.

Hwk: Students to complete 'Education' section independently on KLOODLE.

Students to bring evidence for 'skills' to next lesson (photographs / uploads of certificates / docs / j ournal entries / details of work experience placements / MP3 or MP4 files / weblinks etc.).