### WorldSkills London 2011

Teaching Resource Pack

Unit 3: Improving Skills for Work



Showcasing skills that shape our world











## Unit 3: Improving Skills for Work Session Overview



Showcasing skills that shape our world

#### **Background**

The WorldSkills London 2011 Competition will be held at ExCeL London from 5-8 October 2011.

#### In this resource pack learners will:

- Identify the skills used in completing a particular task or activity.
- Rank the skills they possess in order of importance and identify those which they need to develop.
- Begin to reflect on an activity or event they were involved in.

#### **Starter Activity:**

Working in pairs or small groups learners identify and record key facts about a partner.

Learners feedback the information they obtain to the class.

#### **Learning Activity:**

Working in pairs or small groups, learners describe an activity or event they have been involved in organising or setting up. They complete a series of questions which challenge their understanding of the stages required to complete the activity or event.

#### **Reflective Activity:**

Learners are encouraged to reflect on the activity and their role/involvement. They are invited to think about the use of targets in planning and reviewing progress against targets as well any changes they would make to ensure the success of the activity or event.

#### **Developmental Activity:**

Learners identify the range of skills they have used in completing the chosen activity or event. They then decide whether they are competent in the identified skill(s) or whether further improvement of development of the skill(s) is required.

#### **Learner Checklist**

Learners can:

- Review and evaluate their own skills in relation to a given scenario.
- Reflect on their use of their skills and identify those which require improvement and/or further development.





# **Unit 3: Improving Skills for Work**Session Planner



The following suggested plan is based around a 60 minute practical activity session. The session focuses on identifying personal skills and identifying those needing further improvement or development.

Торіс	Timing	Learning Outcomes	Teaching Activities	Learning Activities	
Gathering facts and information	15mins	Learners demonstrate understanding of the need for good listening & comprehension skills.	Facilitation of paired/ group discussion involving listening, recording and responding to information provided.	Working in pairs or small groups to introduce themselves to their partner(s), each learner records any key information and feeds- back this information to the class.	
Identifying personal skills	15mins	Learners demonstrate an understanding of the skills required for particular jobs and careers.	Facilitation of an activity which enables learners to identify their personal skills.	Paired/group activity identifying personal skills needed for a given activity.	
Reflecting on learning from an activity	10mins	Learners demonstrate ability to reflect on their own experience.	Encourage learners to reflect on their experience of their involvement in the preparation of an event or activity and the skills they used.	Completion of an activity sheet identifying particular aspects of learner reflections on the activity or event.	
Identifying personal skills for development	20mins	Learners are able to identify the key aspects of the session and apply these to identifying and classifying particular skills.	Provision of a summary of the session and facilitates question and answer.	Completion of activities testing learning and understanding of the session.	

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#### **Activity Brief:**

This project focuses on developing your ability to improve your personal skills in key areas needed for the world of work. You will need to work with a partner or in a small group of peers.

#### **Starter Activity:**

Working with a partner or in a small group introduce your self to your partner/group. Record details of your partners name, age, hobbies or any other information you think would be useful. Be prepared to present the information you have obtained back to the class.

#### **Learning Activity:**

Working with a partner describe a recent event or activity you have taken part in, or been involved with, at the planning stage.



Was there a plan? If so list the key stages of the plan (as you remember them!).

What were you required to do to make sure the event or activity went ahead as planned?

Did the event or activity go ahead? Did everything go to plan?



#### **Thought Box**

In working as part of a team why do you think it is important to have good communication skills?

#### **Thought Box**

Did you plan the event or activity? What was your role in the plan? What were your targets?

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#### **Reflective Activity**

Having completed the previous task describe the event or task to your partner.

Once you have described your event or activity you will now listen to the description of an event or task given by your partner.

By reviewing your role in your event and noting key aspects of the information you obtained from your partner in this task complete the following the task given below:

	rmation did you need to include in developing a plan of or activity?	
Why do y	ou think it is important to review any targets that you were	set?
What cou	d have helped you in achieving your targets?	
What wo	ıld you have changed in the original plan if you had the char	nce?
What did	you learn from completing the activity or event?	

#### **Thought Box**

What do we mean by the words:

Efficiency

Effectiveness

Competence

It would be useful to look up the meaning of these words in a dictionary or ask your teacher/tutor.

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#### **Developmental Activity**

This activity will focus on identifying and ranking the skills you used in the event or activity you have previously discussed with your partner. It will help you to analyse the skills you have and identify those which you feel could be developed further.

#### **Learning Activity:**

By reviewing what you did in the activity or event you described, carry out the following tasks by completing the table below:

- 1. Write the skills you used in the left-hand column of the table below. If you run out of space, ask your teacher for another copy of the table.
- 2. For each skill, decide if it's a transferable (T), self-management (SM) or specialist (S) skill and tick the right box.
- 3. Then decide if you are competent (C) in this skill, need to improve it (I) or would like the chance to develop it further (D), and tick the right box.

#### Thought Box

What do we mean by the terms:

'soft' skills

'hard' skills

Identify situations where these are used.

What are the tasks to be completed?	Type of skill		Level of skill			
be completed:	T	SM	S	C	I	D

#### Thought Box:

**Hard** and **soft** skills can be classified under the following types:

#### **Transferable Skills:**

These are skills which can be obtained in different settings not just in the work place. Examples of these are leading or persuading people. These can be either soft or hard skills.

#### Specialist(or technical) Skills:

These are normally **hard** skills which are specific to a particular area of work. They are usually obtained by work experience or through specialist training. Examples are using scientific, engineering or catering equipment.

#### **Self Management:**

These skills can be gained and used in a variety of settings and include such skills as using your time effectively for example. These can be either hard or soft skills.

For more information about our Education Experience Programme and how you can get involved please contact:

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