



SKILLS AND STRENGTHS >

Session plan



**START
SOMETHING**

PERSONAL, SOCIAL DEVELOPMENT

AT A GLANCE >

This session supports young people to recognise their own skills and strengths, as well as the skills they would like to develop in support of their ambitions and interests. It will help learners to build self-confidence.



LLN OPPORTUNITIES

- ✓ Write in full sentences using correct spelling, punctuation and grammar
- ✓ Use dictionaries (online or books) to look up and define key words
- ✓ Take part in a group discussion and practise speaking and listening skills



QUALIFICATION OPPORTUNITIES

- ✓ Personal Development - LO: Understand own personal development needs

LEARNING OUTCOMES >

- ✓ State what skills and strengths are
- ✓ Identify their own skills and strengths
- ✓ Identify their own areas for personal development

ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Icebreaker</u>	10-15 minutes	<u>03</u>
<u>Introduction to skills building</u>	15 minutes	<u>04</u>
<u>Recognising and improving our strengths and skills</u>	25 minutes	<u>06</u>
<u>Personal logos</u>	15 minutes	<u>08</u>
<u>Wrap up</u>	5 minutes	<u>09</u>



ICEBREAKER >

Use this icebreaker to get your group having a go at a quick, skills-based task, to start thinking about how different skills can be identified, practised and honed.



TIME REQUIRED

10-15 minutes



MATERIALS

In this activity, you will demonstrate a skill to learners and they will use the materials available to have a go at practising a skill. The materials will depend on the activities you and your group choose to showcase, but could include:

- ✓ If you have one at hand (works well with online delivery): an instrument
- ✓ If drawing: paper and pencils

ACTIVITY STEPS >

1. At the start of the session, explain to the learners what the learning outcomes are. Do a quick demonstration of a skill to your learners. The activity you choose can depend on your own hobbies – it may even be something funny or more relatable to show them something you're not 'perfect' at! E.g. drawing a doodle without taking the pen off the page or playing an instrument.
2. Ask for volunteers to have a go, showcasing their own skills using the materials they have to hand. Emphasise that they don't need to be really good at the activity they've chosen. If delivering this session in a classroom setting, you can suggest that learners work in small groups, as this might help them to feel more confident about sharing their skills. If delivering the session online, you may want to utilise a virtual break-out room or similar function to facilitate group work.
3. Ask them why they chose this activity – was it because it's something they're interested in (e.g. aspiring artists choosing to draw), something they're good at, or simply an activity they enjoy?
4. Considering the types of activities they enjoy, or have an interest in already, is a great starting point for young people when thinking about the skills and strengths they want to build on. You can explain the concepts of perseverance, dedication, motivation and consistency, to highlight that it's important to keep practising and work hard to get better at different activities.



INTRODUCTION TO SKILLS BUILDING >

Use this activity to help learners understand what skills are through real-life examples.



TIME REQUIRED

15 minutes



MATERIALS

Depending on what you have access to, you can use either:

- ✓ Flipchart paper or whiteboard and pen or virtual whiteboard tool
- ✓ Google docs or similar online document, access to internet

ACTIVITY STEPS >

1. Ask learners to contribute their own definitions of a skill and record these on flipchart paper, a whiteboard, or a Google doc / similar sharing platform if delivering online.
2. Once you've collected answers, read out the following definition:
"A skill is a learned ability – this means that it is something you can get better at, and something that can either be a strength, or an area for development".
3. Explain that we all have a mixture of skills and strengths, developed through our interests, studies, work and experiences. Skills can often also be transferable, meaning that they can be applied to different activities and tasks. By deciding which skills to hone, we can better prepare ourselves for dealing with big changes, especially when thinking about the future and careers.
4. Ask the group to suggest different types of transferable skills and write down their answers.

EXAMPLES YOU CAN USE AS PROMPTS:

- ✓ Problem solving
- ✓ Adaptability
- ✓ Teamwork
- ✓ Negotiation
- ✓ Computer programming
- ✓ Art or design
- ✓ Singing
- ✓ Numeracy
- ✓ Presenting
- ✓ Listening
- ✓ Cooking

You can also use information from the Skills Builder Partnership for more ideas on the essential skills we need to succeed:
www.skillsbuilder.org



5. Ask the group to think of a specific person who demonstrates one or more of these skills – this could be a celebrity, influencer or someone in their family or community.

YOU COULD USE THE LIST BELOW AS INSPIRATION IF THEY'RE STRUGGLING TO THINK OF SOMEONE:

- | | | |
|------------------|------------------|-------------------|
| ✓ Elon Musk | ✓ Lady GaGa | ✓ George the Poet |
| ✓ Steve Jobs | ✓ Stormzy | ✓ Rishi Sunak |
| ✓ Nadiya Hussain | ✓ Jacinda Ardern | ✓ Marcus Rashford |

6. Ask each individual to think about the following questions and give them some quiet time to write down their answers, before coming together to discuss as a group:
- How do they think this person got so good at these skills? (E.g. practising, choosing specific areas to focus on or study, learning from others, working hard)
 - What motivated this person to continue developing this skill? (E.g. motivation, tapping into their own passions and interests, wanting to help others)
 - What challenges might they have had to overcome? How might they have done that?
 - Did they find ways of transferring one skill into different areas of their work?
7. Explain that there is a key 'common denominator' between everyone's answers: each of these people got where they needed to be through a positive mindset, dedication and hard work.

EXTENSION:

Ask young people to create a presentation, creative story, collage or drawing to highlight the points they've covered. These can be presented, put on display or kept on record to show their progression.



RECOGNISING AND IMPROVING OUR SKILLS AND STRENGTHS >

This activity will enable learners to identify their skills and understand how they can improve their skills and strengths.



TIME REQUIRED

25 minutes



MATERIALS

- ✓ Pens
- ✓ Strengths and development worksheet
- ✓ If working online with groups, utilise features like virtual breakout rooms or a document sharing platform



QUALIFICATION OPPORTUNITIES

- ✓ Identify/give examples/describe (a) personal strength(s)
- ✓ Identify (an)/give examples of/describe areas of own personal development

ACTIVITY STEPS >

1. Ask the group to think of examples of skills they feel confident about, or that they are keen to build on and develop more. These could be skills for a dream job, or other areas of their lives e.g. being a better captain on their sports team, getting more followers on their social media or building stronger relationships with their family and friends. If you know the group well, draw out some of their interests and help them think about how they link to a relevant skill. Remind them that lots of these can be transferable skills – in other words, they could help them get better at different activities in a variety of situations.
2. Share the My skills and strengths worksheet. Ask the learners to tick the skills, on their own worksheet, that they feel they have from that list. In the second table, they need to write down their top 3-4 skills and write examples of where/when they have shown that skill. Encourage them to think about how the same skill can be transferred, practised and shown through different activities.
3. Working with a partner (face to face, in virtual breakout rooms or using shared online documents), ask one person in each pair to talk about the skills they have ticked, asking for feedback on any additional skills they think they have and adding these to the worksheet. After a few minutes, ask pairs to switch roles.
4. Next, ask the group to circle skills that they want to develop from the list, and write 2-3 of these in the second table on the worksheet.
5. Still working in pairs, ask them to consider why they have identified these skills/areas for development before writing these reasons down in the final column on their worksheet.



EXTENSION:

1. Encourage learners to use a careers information site such as [iCould.com](https://www.icould.com) or nationalcareers.service.gov.uk to read about the skills needed in different jobs.
2. Ask them to compare the skills for chosen jobs with those that they have identified and discuss how to further the develop required skills.
3. Ask them to add this information to the worksheet.



PERSONAL LOGOS

Use this activity to encourage learners to visually represent their skills and strengths, and pitch them to the group.



TIME REQUIRED

15 minutes



MATERIALS

Depending on what you have access to, you can use either:

- ✓ Paper and coloured pens
- ✓ Computers, phones or tablets and internet access



QUALIFICATION OPPORTUNITIES

- ✓ Identify/give examples/ describe (a) personal strength(s)

ACTIVITY STEPS

1. Explain that shields and logos have been used over many years with words and pictures to visually represent the strengths and identity of an organisation, individual or group. You could show examples from a football club, or the logos and creative that companies use on their websites and social media. Explain that even as individuals, the way we portray our own 'brand' – our values, ambitions, strengths – can be really important to how we come across to others, including employers.
2. Tell the group that they're going to think about their own 'personal brand' – what would they say about their own strengths, values and ambitions to give the best possible impression of themselves? Provide paper and pens or ask them to create a Word document if the lesson is being run remotely.
3. Ask learners to create their own interpretation of a 'shield' – they could create a traditional shield, or could think out of the box by designing a logo, Instagram post, a digital badge etc. They could even imagine that they're creating this with a specific goal in mind e.g. something they would put on their social media or a CV. They may want to research examples online.
4. Ask each learner to plan a presentation of their shield for the rest of the group in an 'elevator pitch' style session. Depending on the time you have, you may want them to do this in groups – this is also a good opportunity for them to practise skills like teamwork and leadership. Tell them that they will only have a minute to present, so it's important that they think about how they will:
 - Communicate their idea clearly and concisely
 - Get the main points across
 - Bring lots of energy and excitement to really sell their idea
5. Once they've finished presenting, ask others in the group to offer feedback. Reflect on the skills that they have practised and shown through this e.g. presentation, listening, communication.



WRAP UP >



TIME REQUIRED

5 minutes

- ✓ Remind young people that the outcomes for the session were to be able to:
 - State what skills and strengths are
 - Identify their own skills and strengths
 - Identify their own areas for personal development
- ✓ Ask what has been learned as part of this session.
- ✓ Can they identify their skills and strengths?
- ✓ Do they see their relevance in life and future plans?
- ✓ Do they feel more confident about their skills and strengths?



Prince's Trust

**START
SOMETHING**