

Victorian Careers Curriculum Framework

**Lesson Plan: Personal skills**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA A: PERSONAL MANAGEMENT |
| 2. Interact positively and effectively with others | 2.2 Develop abilities for building positive relationships in life (II) | 2.2.3 Explore interpersonal and group communication skills |

Teachers’ notes: Personal skills

**Outcome**

Identify personal skills.

**Rationale**

Personal skills play an important role in the workforce, for example when networking or dealing with people.

Students need to recognise their own skills and identify those that they already have and those that they may need to consider for particular jobs.

**Task description**

Suggested level: Years 7 and 8, but also suitable for Years 9 and 10

1. In small groups, students discuss the topic ‘What is a skill?’. The teacher then facilitates a brief whole-class discussion on this topic.

2. Students work in small groups and identify personal skills that may have a bearing on an individual’s career plans. The teacher provides a list of up to ten well-known occupations and students write down the skills suitable for these occupations. Students could be given a basic framework to use such as:

a. Occupation title (e.g. salesperson, scientist, bank teller, nurse, tiler, police officer)

b. Skills

c. Health and physique d. Interests

e. Personality

f. Education and training

g. Special requirements.

3. Students complete the Coding my skills worksheet individually.

4. Using the Coding my skills worksheet, students rank the ten skills they currently consider most useful in the world of work.

5. Students complete the Checklist worksheet individually and then participate in small-group discussions on their findings.

**Extension activities**

• Update dictionary of terms in portfolio.

• Completed worksheets may be placed in student portfolios.

• Students identify personal skills that they need for a job they are interested in pursuing.

• Students identify those personal skills that they need to develop, and plan how to do so.

**Number of student worksheets for this Lesson Plan – 2**

• Coding my skills

• Checklist.

**Suggested resources**

• Student worksheets Coding my skills and Checklist

• myfuture website at: www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

• Job Guide – in print (Section 1) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)

• [M](http://www.deewr.jobguide.gov.au/)indMatters website at www[.mindmatters.edu.au](http://www.mindmatters.edu.au/default.asp)

• [J](http://www.mindmatters.edu.au/default.asp)ob Explorer website at www[.jobsearch.gov.au/JobExplorer](http://jobsearch.gov.au/Careers/pages/joboutlook.aspx)

This activity links to the Identifying step in www.myfutur[e.edu.au](http://www.myfuture.edu.au/)

Student Worksheet 1: Personal skills

**Coding my skills**

A skill is something you do well, such as skateboarding, reading or speaking in public etc.

We all have skills and it is important that you recognise the skills you have now and the skills you need to develop.

1. Read through the list of skills in the table. You will probably have some of these skills already.

Read through them carefully using the examples to help you understand them.

2. Develop a key for them by using four different colours or patterns for the categories, for example:

Red: very good at

Blue: can do

Green: would like to develop

Grey: doesn’t apply to me.

3. Now code the list of skills on the blank table, according to your key.

4. You might like to add some skills that are not already in the table.

**My skills**

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| Skill | Example | Colour code |
| Teamwork | Helping a new student to settle into your class |  |
| Working with numbers | Saving pocket money or wages, balancing a bank account |  |
| Being creative | Writing stories, using computer graphics, painting, photography |  |
| Staying fit | Practising and playing sport regularly |  |
| Communication – listening | To friends and teachers etc. to ensure you pass on messages accurately |  |
| Developing technology/computer skills | Operating a camcorder, using a computer |  |
| Planning and organising | Arranging the school disco or a team for a local competition |  |
| Information gathering and research | Finding information for a school assignment |  |
| Problem-solving | Working out how to get to a place, solving puzzles |  |
| Designing new things | Handcrafts, technicrafts, clothing |  |
| Assembling or repairing things | Repairing punctures to bike tyres, assembling kits |  |
| Learning new skills | New dance steps, subjects, sports skills |  |
| Managing | Your time, your money, others in a team |  |
| Following instructions | Getting a meal ready, following a recipe |  |
| Showing initiative | Getting on with things without having to be told |  |

Student Worksheet 2: Personal skills

**Checklist**

Use this sheet to keep an up-to-date list of your skills.

1. Look at the skills you have already worked through on previous worksheets.

2. Now complete this checklist by writing in all the things you are very good at.

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| My skill | How I learned this skill and/or how I currently apply this skill | A job that requires this skill |
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