**Delivery Notes**

**Activity:**

Transferable Skills

**Aim of the activity:**

The aim of the activity is to help students to understand what transferable skills are, how confident they are with each skill and how to improve their existing skills. Students will also explore the STAR technique to demonstrate how they have transferable skills.

**Duration:**

50-60 minutes

**Resources:**

PowerPoints:

* *Transferable Skills*

Word Documents:

* *Resource one (confidence scale sheet)*
* *Resource 2 (list of skills) cut up into cards*

**Delivering the activity (instructions):**

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| **Slide** | **Duration** | **Delivery** |
| 1 |  | * Put this slide up as learners enter and get settled. |
| 2 | * 5 minutes | * Explain the LO’s which will be covered in the session. On a white board/flip chart ask students what skills are needed for employment. (Give an example if they are struggling). |
| 3 | * 5 minutes | * Get the learners to (in pairs) to talk about what they think transferable skills are. Encourage them to come up with some examples. |
| 4 | * 2 minutes | * Talk through the slide explain what transferable skills are. |
| 5 | * 2 minutes | * Pick a few of the skills as examples and mention what they mean and why it’s important. |
| 6 | * 10 minutes | * In small groups get the students to write down nine transferable skills which they think are needed. Give plain paper to all students and get them to draw a diamond grid on the plain paper. Get them to label the grid most important at the top and least important at the bottom. Then get the students to stick each post it notes on the diamond model based on order of importance. Go around the group and see what they have come up with. |
| 7 | * 5 minutes | * Hand out resources one to each student. Get the students to number on a scale of 1-5 how confident they are they have each of those skills on the paper. Explain to them it all begins with knowledge and reflection and encourage them to be honest. Then get the students to draw upon the skills and share with the group. |
| 8 | * 5 minutes | * Hand put resources two (this should be cut up into cards beforehand). In pairs get the students to take a card each and come up with ideas of how they could improve this skill, what activities they could do. Then share with the rest of the class. |
| 9 | * 5 minutes | * Read the slide on ways to improve existing skills. Trying new things - challenging yourself * Staying positive – being resilient to knock backs and learning from them. * thinking of others’ perspectives and feelings as well as your own |
| 10 | * 5 minutes | * Give more examples of how they can develop their transferable skills * More examples to improve upon your skills: * Volunteering – offer to help a person or cause * Work experience – experience the world of work * Join a sports team – develop teamwork skills * Organise an event – a festival, fundraiser, sports match * Joins a society/group – follow your passion |
| 11 | * 10 minutes | * Using the cards (resource 2), each pair will interview each other by drawing on a skill. Explain to the students these questions are called competency questions. By doing this, you will be given an opportunity to prove your skills in this area, putting them into context, and helping yourself understand how you meet and have that skill. * Use the STAR technique to formulate answer. |
| 12 | * 5 minutes | * Explain to the students using a STAR method will allow them to fit in detailed responses and stay to the point when answering an interview question. * Talk through each part of the STAR method. |
| 13 | * 5 minutes | * This is an independent and reflective exercise. Using the discussions we had today, get the students to come up with three declaration or promises they are making to themselves to improve or acquire a skill. * Tell the students to try and make this as realistic as possible, so they can meet their goals. * E.g. punctuality, team working skills, writing skills, presenting skills. |
| 14 |  | * Say thank you and answer any questions students may have |
| 15 |  | * Leave this up as students are leaving |