



ACTIVITY 'S NAME: Self-identification of own skills

Type of activity: intrapersonal/ interpersonal

Number of participants: 6-9

Participants' academic profile(s): minimum Lower secondary education (ISCED 2)

Participants' average age: over 16 years old

Duration: 40 minutes (suggested time only and will vary dependent on your group)

Necessary materials:

Handout – My skills

Handout – My soft skills

Aim or Purpose

- To increase participants awareness of their skills and of how are built up over time because of learning and experience

Expected Outcomes

- understanding what are people's skills
- understand how and where they develop and use skills

Competencies that will be developed:

- identify their skills
- building the confidence to present evidence when applying for jobs
- plan ways to develop or improve a chosen skill

Skills that will be developed:

- language related to skills
- assessing their own skillsets

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Key terms / special vocabulary about / during the activity:

Skill - something you're learning to do or can do well

Soft skills - personal attributes that enable someone to interact effectively and harmoniously with other people

Hard skills – skills related to specific technical knowledge and training

Preparation (what needs to be prepared beforehand to make the activity's implementation successful):

- Familiarize yourself with the activities, presentation and handouts.
- Ensure access to handouts for all participants

Activity's step-by-step description:

1. As a group, brainstorm (on the board), all the things that someone could complete in one day, for example, wake up, eat breakfast, go to work, go to the gym, hobbies, sports, make dinner, get ready for the next day, watch TV and go to bed (give participants Post-it Notes to draw/write their ideas on and then stick on the board/wall).

2. Ask participants to identify what needs to be done when completing these activities (skills). Explain that different actions may be needed in different settings – home, work, community. Support participants to identify that these are called skills and that these can be improved when people practice them and that they are important to work.

Key message:

- Skills are things you have learned how to do well. Some are easy to see, eg, I can use a video camera; some are not, eg, I can solve problems.
 - You learn lots of skills in your everyday activities
 - Employers look for people with the skills needed to do the job OR the ability to develop those skills. When you apply for a job, you need to be able to show you have demonstrated these skills or how you can develop them.
3. Skills are things that you have learned to do. Give the participants the handout "MY SKILLS". For each skill listed check the circle for "Yes", "Maybe" or "No"
4. It is useful to consider skills as falling into these main areas:
- skills with people
 - skills with data
 - skills with ideas
 - skills with things (equipment/tools/vehicles)

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Ask participants to look at their skills written down that appears most often in their day and to the skills they most enjoy using in their day (listed on Handout -My skills). Can they identify where their strenghts lie?

5. When searching for a job, it is useful to be able to describe your skills. Job skills are often described in two categories: hard skills and soft skills.

- Hard skills are those you learn through on-the-job or institutional training. These include skills specific to a particular occupation.
- Soft skills are those that can be used in any occupation. These skills are often called transferable skills because you can transfer them from one job to another. Often, these are the skills that you use and develop in everyday situations, not necessarily in relation to work and mostly have to do with how you communicate and interact with people. Soft skills include organizational and team work skills, as well as qualities such as initiative and attention to detail. Employers value these soft skills even more because they can't teach them. You either have them or you don't.

Give the participants the handout "MY SOFT SKILLS". Soft skills are important to employers, colleges, work based learning providers. Many application forms now ask people to state their skills and qualities in addition to their qualifications and previous experience. Please, record your strongest soft skills in your resume.

6. Sum up: How can you use this knowledge about your skills?

- Writing your skills on your CV
- Matching your skills to a career
- Identifying skills gaps you would like to fill
- Looking at courses you can do

Recommendations (How to use the tool/resource)

The tool enables participants to see how more opportunities may become available to them if they increase their skill set, helping them to focus on their development areas.

The tool can be used in career exploration process, matching the skills with occupations and jobs.

Evaluation:

The facilitator could ask a few follow-up questions in order to assess the activity's results:

- What did you learn during the activity?
- Have you discovered anything new?

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Final observations and methodological recommendations towards the activity's implementation (do's and don'ts):

It is vital to try and include each participant in the process by using positive encouragements.

Using a circle formation for grouping participants can be an important tool in building a safe environment.

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HADOUTS – MY SKILLS

Can you do these things?

For each skill listed, check the circle for "Yes", "Maybe" or "No"

	yes	maybe	no
1. Cook			
2. Sew			
3. Clean			
4. Grow plants			
5. Make a room look nice			
6. Tell a story			
7. Play a sport			
8. Paint a picture			
9. Style hair			
10. Use a computer			
11. Help people who are upset			
12. Care for a child			
13. Do the same thing again and again and not get bored			
14. Lift heavy objects			
15. Remember details			
16. Plan a trip			
17. Entertain people			
18. Repairs objects			
19. Work as a part of a team			
20. Speack more then one language			
21. Make a budget			
22. Sell things			
23. Use a computer			
24. Finish my work in the time given			
25. Explain what I did			
26. Look after a pet			

Other things I can do:

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1. Write down the skills that appears most often in your day:

2. Write down the skills you would most enjoy using in your day:

3. Choose something you would like to be able to do, or do better.

A skill I want to develop or improve	Ways I could develop this skill

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HANDOUT – MY SOFT SKILLS

Use the worksheet below and ask yourself how advanced you are in that skill.

Rate yourself from 1 (poor) to 5 (excellent) to each skill

Soft Skill	How would you rate yourself? (1 = poor, 5 = excellent)
Perseverance Continuing in a course of action without regard to discouragement, opposition or previous failure	
Conscientiousness Thorough, careful, or vigilant; implies a desire to do a task well.	
Initiative Offer your help when you spot serious issues that others have missed.	
Attention to details Paying close attention to all of the small particulars when working on a task or project	
Good communication Listen well, talk and write clearly, ask if I don't understand	
Teamwork Get on with everyone, do my part, support my workmates, respect my manager	
Time management Organizing time effectively so that the right time is allocated to the right activity.	
Patience Accept or tolerate delay, trouble or suffering without getting angry or upset	

Review this worksheet. Which skills have more rates? Which skills are your strongest?

- _____
- _____
- _____

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