

WorldSkills London 2011

Teaching Resource Pack

Unit 3: Improving Skills for Work



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Showcasing skills
that shape our world





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Unit 3: Improving Skills for Work Session Overview

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 or 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.





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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.

Topic	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 yourself 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.



Thought Box

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

Briefly describe the event or activity:

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

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:

What information did you need to include in developing a plan of the event or activity?

Why do you think it is important to review any targets that you were set?

What could have helped you in achieving your targets?

What would you have changed in the original plan if you had the chance?

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.

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

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