



Session 8

My skills and qualities



foundation for
people with
learning disabilities



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When I grow up

Session 8

My skills and qualities

Objectives

- To support young people to identify their own skills and qualities, which may contribute to their CV or work profile at a later date
- To consider how these skills and qualities might match those sought by employers.
- This session builds on the themes explored in session 7, in which students were supported to draw up a list of local employers and discuss which skills and qualities they might require for particular jobs.

Preparation

Equipment

- Laptop and projector
- Whiteboard or flipchart
- Flipchart papers from previous session

You will also need to download and print out the following:

Good Employee game instructions, cards and activity sheet (repeated from session 5)

'My top qualities' activity sheet

Employment Skills game instructions and cards

'My top skills' activity sheet

Session outline and resources

1. Review and reflection

2. Exercise: Good Employee game



1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



2. Exercise: Good Employee game

Resources needed: Good employee game instructions, cards and activity sheet
'My top qualities' activity sheet

This game aims to explore the qualities that employers generally find appealing in employees. Please refer to the separate instructions from session 5.

When you have finished playing the game, ask each person to list their top three qualities on the 'My top qualities' activity sheet and give an example of when they demonstrated each of them.

3. Exercise: Employment Skills game

4. Discussion



3. Exercise: Employment Skills game

Resources: Employment Skills game instructions and cards
'My top skills' activity sheet

This game has a similar format to the previous game, but focuses on skills rather than qualities. Please refer to the separate instructions.

When you have finished playing the game, ask each person to list their top three skills on the 'My top skills' activity sheet and give an example of when they demonstrated each of them.



4. Discussion

End the session with a group discussion about what they have learned – this should include the fact that not only do they already have a range of qualities that employers desire, but that some have emerging skills that can be further improved with the right support.

My top qualities activity sheet



Name: _____

These are some of the qualities I have that will be useful when I have a job

1st

My quality:

An example of this is when...

2nd

My quality:

An example of this is when...

3rd

My quality:

An example of this is when...

My top skills activity sheet

Name: _____



These are some of the skills I have that will be useful when I have a job:

1st

My skill:

An example of this is when...

2nd

My skill:

An example of this is when...

3rd

My skill:

An example of this is when...

'Employment Skills' game instructions

Purpose of the game

This game has been developed as a fun and accessible tool to encourage students to explore what employers are looking for in an employee.

The aim of the game is to get them thinking about the skills and competencies that they have developed at home and at school as they have grown up, which an employer might find useful.

Resources

The resource pack consists of PDF materials which you can use or adapt to suit your own group.

There are three sheets featuring 24 different skills. Print each sheet twice and cut it into cards. Laminate each card, backed once with a green question mark and once with an orange question mark.



You will require one set of cards for each group. You also need to print a copy of the 'My top skills' activity sheet for each student.

It will take 20-30 minutes to complete the game and activity sheet.

Instructions

1. Divide the students into groups (or you can play with just one if you have a small class) and give each a set of cards (i.e. 24 orange and 24 green).
2. Ask them to spread the cards out on the table with the orange and green question marks facing upwards.
3. Explain how the game is played: the object is to match all the green and orange cards. The first team to match all their cards wins.
4. One by one each member of the group picks up first a green and then an orange card. They must read and discuss what each card says – this is a crucial part of the game. Sometimes you will need to prompt them to do this.
5. When the students find matching cards they can keep them face up for everyone to see.
6. It may be useful to ask them to pick up two green, then two orange cards, instead of just one. This can help speed the game up, especially if one group has finished far ahead of the others.
7. When all the cards have been paired, give each student an activity sheet to complete. They may need reminding that this part of the exercise does not require them to work with the group, and that it focuses on identifying their own individual skills and competencies.
8. When they have done this, ask them to pick their number one skill from their top three and get them to feed back to everyone else.



'Employment Skills' game cards

Typing



Computers



Money



Maths



Sports



Painting



Cooking



Hair and beauty



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'Employment Skills' game cards

Writing

My name



Good memory



Carpentry



Entertaining



Animal care



Gardening



Design



Public speaking



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'Employment Skills' game cards

People skills



Good ideas



Reading



Fashion



Arts and crafts



Caring for others



Photography/film



Organised



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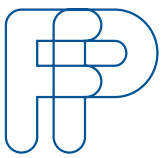
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**foundation for
people with
learning disabilities**

**Colechurch House
1 London Bridge Walk
London SE1 2SX
United Kingdom**

Telephone

020 7803 1100

Email

info@learningdisabilities.org.uk

Website

www.learningdisabilities.org.uk

Part of the



Mental Health
Foundation

Registered Charity No.

England 801130

Scotland SC039714

Company Registration No. 2350846

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