

KS4 Define activity

Learning objectives

By the end of this lesson students should be able to:

- Identify a range of transferable skills and recognise their importance for both academic and employment success
- Recognise that not all courses/careers require the same skill set
- Understand that transferable skills are acquired through a range of academic and extra curricular activities
- Reflect on their own skill set and be able to identify ways in which they can develop additional skills as required
- Complete a skills action plan to support their skills development

The session supports activity working towards **Gatsby benchmarks 3, 4 and 7.**

Teaching Sequence	Activities	Resources	Delivery Notes
Introduction (20 mins)	<p>Begin by explaining the term “transferable skills” and invite students to contribute ideas of transferable skills – you may wish to record these on a white board</p> <p>Ask students to consider how and why transferable skills are important – how do they support academic learning and future employment?</p> <p>Discuss the different ways in which students are currently developing transferable skills, you may wish to include examples to illustrate the points. Areas for consideration could include:</p> <ul style="list-style-type: none"> - Their current academic subjects – data analysis, research, written communication - Extra curricular activities such as sports of fundraising – team work, leadership verbal communication - Part time employment – reliability, time management, organisation 	<p>Access to a whiteboard (or similar)</p> <p>Pen and paper for students to take notes</p>	

	<ul style="list-style-type: none"> - Hobbies for example painting or playing music – creativity, commitment, dedication <p>Conclude discussion by asking students to consider their current subject areas in relation to future career ambitions – how are they supporting the development of relevant skills? For example, a student may wish to pursue a degree in Nursing and is currently studying GCSE Geography. Is there link between Geography skills (data analysis, research, communication) and Nursing?</p>		
Task one (5 mins)	<p>Ask students to focus on either their intended degree subject, career ambition or current favourite subject and list the skills that they feel are most beneficial for success in this area.</p> <p>Encourage them to reflect on why these skills are/will be important</p>	Pen and paper	
Task two (10-15 mins)	<p>Working alone or in small groups ask students to review 1 – 3 blogs/vlogs on the Ludus website. Can they identify and list the transferable skills that the author is developing from the activities covered in their blog?</p> <p>Additional credit for any student/group that also identifies skills developed from creating a blog/vlog</p>	<p>Access to the LUDUS website</p> <p>Pen and paper</p>	<p>All blog content can be accessed by blind/partially sighted students using a screen reader.</p> <p>All vlogs have captions enabled for students with hearing impairments</p>

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Task three (10-15 mins)	Distribute a copy of the Define action plan to all students. Using the notes from task one and two ask students to complete their own action plan to support their future skills development. If students identify a skill that they need but are currently not developing they should be encouraged to identify activities that would allow them to address this.	Define action plan Access to the LUDUS website	
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