



Lesson 12: Skills and Attitudes

To raise awareness of the world of work and careers and to help students think about the wider skills and attitudes required for work. To introduce or recycle language and vocabulary with speaking activities related to work and careers.

Level: Pre-intermediate and above (equivalent to CEF level B1 and above)

Time: 90 mins

Materials: 2 large pieces of paper. Individual sheets of paper each with a letter of alphabet in bold at the top. Tape for displaying groups finished work.

How to use this lesson: This lesson is about building self-awareness and encourages students to think about the world of work, career choices and the skills needed for employability. This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise. Allow time in class for students to discuss the different exercises.

Procedure

Lead-in – 15 minutes

Get the class to brainstorm as many occupations/careers/jobs they can think of (20-30 occupations). Write these up on the whiteboard.

On separate pieces of flip chart paper write “SKILLS” and “ATTITUDES” and elicit from students definitions or words they associate with either heading. You may want to read the official definitions from the dictionary

skill – the ability to do something well, usually as a result of experience and training

attitude – someone’s opinions or feelings about something, especially as shown by their behaviour

(definitions taken from www.macmilladictionary.com)

Be sure that everyone understands the definition of the terms before proceeding with the lesson.

In this activity, students will work in small groups to brainstorm necessary workplace skills and attitudes associated with letters of the alphabet, A-Z. Each group will associate one skill or attitude for getting a job and one skill or attitude for keeping a job with their assigned letters. After the associations are completed, each group will share their assigned ABCs with the whole group.

STEPS:

1. Establish the focus for the lesson by asking the students what skills or attributes they think of when they see the letter “C” (or any letter of the alphabet). Allow for one or two responses.
2. Explain to students that they will be doing a similar kind of association activity that will relate to skills and attitudes for getting and keeping a job. Make sure they realize that getting and keeping a job depends on many skills and attitudes and that those skills and attitudes may (or may not) vary with the type of job.
3. Divide the class into groups of 4 – 5 students. Distribute to each group a page that has a letter of the alphabet written in a large font at the top of the page. Mix the pages (letters) during the distribution so that each group does not have consecutive letters.

For lower-ability students, give each group two or three (non-consecutive) letters on one page

4. Explain that each group should work together to brainstorm and write on the page below the large letter:
 - ▶ one skill or attitude for getting a job
 - ▶ one skill or attitude for keeping a job



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5. Use one letter to model the activity for the class.

Example: Letter C

Skill: confidence (or creativity)

Attitude: careful (or consistent)

6. Allow about 5–10 minutes for the brainstorming process. Call time.

7. Beginning with any group, ask them to share their results. Remember that this is a brainstorm process so all answers should be accepted.

As each group reports back, have the remaining students write these in Table 1 (on student's handout). *Give students 1-2 minutes to list any careers or jobs that might need that skill and attribute and to write these in the left-hand-column.

Example: Letter C suggestions for jobs or careers: craft maker, cake decorator, clinician

(for lower ability students, careers do not necessarily have to begin with the letter, for example, they may suggest surgeon, tailor etc.)

**Optional follow-up – what skills and attitudes do I have/want to develop?*

- ▶ Ask students to think about which of these skills and attributes they have/do. How would they 'rate' them?
- ▶ For those they think they already have or do really well, they should write a 😊
- ▶ For any they feel they may have in some measure, or have the ability to develop further they should draw a 😐
- ▶ For those they feel they don't have or haven't yet developed they should put a 😞
- ▶ Ask students to look over the skills or attitudes they marked 😞. Which do they feel they would most like to develop? Why?
- ▶ Ask students to discuss in their group the skills and attributes they want to develop, why they feel these skills or attributes are important, and what their next step(s) should be in developing them. What is their goal?

*These sections can be completed for homework and used as a warm up for the following class.

Bring closure to the lesson by emphasising or encouraging students to conclude that no one skill or attitude brings success in the workplace. Instead, there are many skills and attitudes that are necessary for a successful workplace and those skills and attitudes may change daily based on the work to be done.



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Careers / Jobs / Occupations

What careers or jobs might need that skill and attribute?

CAREER	SKILL	ATTITUDE	My rating 😊 😐 !

Q. Which skills or attitude would I most like to develop?

Q. Why?

Q. What is my next step(s) in developing this.

Q. What is my goal?
