

## Tutor Guide

This activity is about helping young people understand that different forms of work often have a lot in common and call for very similar skills (and personal qualities). As such, many of the skills (and personal qualities) people acquire in a job are transferable to other forms of employment.

### **ACEG Framework: Elements of careers and work-related education**

#### **Self-development through careers and work-related education**

- Self-improvement as a learner

#### **Developing skills for career management and employability**

- Preparing for employability
- Showing initiative and enterprise

### **Functional Skills**

#### **Functional ICT Level 1 Skill:**

- Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context

#### **Functional English (Writing) Level 1 Skill:**

- Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

### **Instructions**

1. Instruct students to login to [www.talkingjobs.net](http://www.talkingjobs.net) and spend some time exploring one of the modules. This is an open ended starter activity.
2. Having spent 10-15 minutes exploring, ask them to pick two or three contrasting jobs each. The jobs they choose don't have to be in the same module, but should be different from each other in the group.
3. Now ask them to create a new document and save it to the machine they are working on and with their name title 'Transferable Skills' at the top.
4. Ask them now to read the information panels (i button) for the Job they have selected and use the 'copy text' function to copy the information to the clipboard and then paste it into the new document. Repeat this for each of the jobs, and then save (and print?) the document.
5. Once done, ask them to write down the skills and qualities that apply to all of the jobs they have selected.
6. As they will be working on different roles, share this information as a group, adding to the list of transferable skills as they go.
7. Now working from the fuller list, ask them to write down which of these transferable skills they believe are the most important, and why. You can also ask them which of these skills they already have or would like to have in the future.
8. To close, ask them to complete the Self-Evaluation Form with the following three questions
  - What have I learned from today's session?
  - How does it relate to me?
  - What am I going to do next?

#### **AFL**

- Self-Assessment

#### **AOL**

- Discussion
- Marked Worksheets

**Resources:** Internet access to [www.talkingjobs.net](http://www.talkingjobs.net), pens/ pencils, printouts for each student including instructions for activity 5, transferable skills & self-evaluation form.

## Student Instructions

1. Login to [www.talkingjobs.net](http://www.talkingjobs.net) and spend some time exploring the modules for 10-15 minutes.
2. Now pick two or three jobs only, they don't have to be in the same module, but make sure they are different to other people in your group.
3. Outside of Talking Jobs, create a new blank document and save it to the machine you are working on. You could give the blank page the title 'Transferable Skills' and later on create sub headers if you want.
4. Now return to [www.talkingjobs.net](http://www.talkingjobs.net) and open the information panels (the 'i' button) for the first job (chosen in step 2) and copy the information into your new document.
5. Repeat this for each of the jobs, then save (and print?) the document.
6. Read through the new document and identify the skills and qualities that apply across more than one job. These are known as transferable skills.
7. Write them down on in the space provided below or create your own table in the document.
8. Working as a group now share and discuss the transferable skills you have each found.
9. Add each new transferable skill shared to your own list as you go.
10. Now write down which of these transferable skills you think is the most important, and why.
11. To close, complete the Self-Evaluation Form.

## Worksheet & Self-Evaluation Form

Name:

Form:

Tutor:

Date:

## Worksheet for Transferable Skills

Make your list here of skills here

Which is the most important and why?

## Self-Evaluation Form

What have I learned from today's session?

How does it relate to me?

What am I going to do next?

## **BA5 Transferable Skills**

*How our skills and qualities may  
be useful across different roles*

Mapped to KS3 but suitable for all  
Small group, class size, one to one