

11 Identify Your Skills

TRANSITION OBJECTIVE

Students will identify and practice talking about the skills they have that make them employable.

RELEVANCE TO SUCCESSFUL TRANSITION

Employers state that about 80% of job seekers they interview do not adequately present the skills they have to do the job. If students are not aware of their skills, they will not communicate effectively during an interview.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Things I am good at include . . .

❑ STEP 2: Convene Roundtable

"One thing I am very good at is ____."

❑ STEP 3: Advance Organizer

"Today you will identify and practice talking about the skills you have that make you employable."

Employability Skills	
1. CONSCIENTIOUS	9. MOTIVATED
2. COOPERATIVE	10. POLITE
3. DEPENDABLE	11. POSITIVE ATTITUDE
4. ENTHUSIASTIC	12. PUNCTUAL
5. FLEXIBLE	13. RELIABLE
6. INDEPENDENT	14. RESOURCEFUL
7. INITIATES	15. RESPONSIBLE
8. LOYAL	

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with a partner. Students draw a picture or symbol for "polite" on the **Employability Skills Worksheet**. Teacher asks students to turn to a partner and ask for a "pencil/pen" demonstrating "polite." Students discuss "polite" with a partner and then choose an example to write on their worksheet. After all words are reviewed, students select a word in their stack that describes something about themselves. Take turns using these words to make statements about themselves to a partner.



❑ STEP 4: Activity - 20 Minutes

Teacher and students choose ten **Employability Skills Word Cards**. Teacher gives explanation and example of "polite." Students restate "polite" in their own words

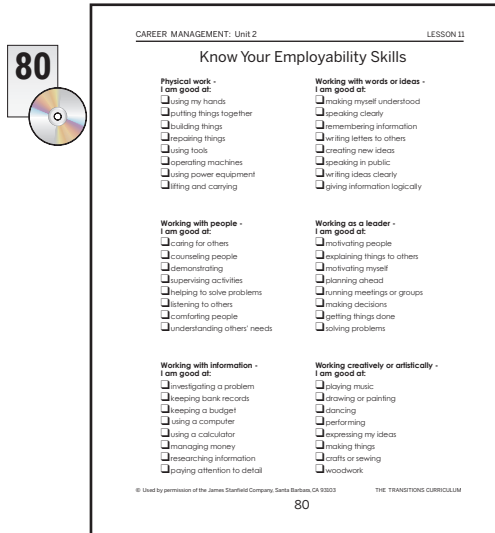
Employability Skills Definitions	
Word: Picture/Symbol Give example	Word: Picture/Symbol Give example
Word: Picture/Symbol Give example	Word: Picture/Symbol Give example
Word: Picture/Symbol Give example	Word: Picture/Symbol Give example
Word: Picture/Symbol Give example	Word: Picture/Symbol Give example
Word: Picture/Symbol Give example	Word: Picture/Symbol Give example

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❑ STEP 5: Activity - 25 Minutes

Discuss **Know Your Employability Skills**. Explain that these are many of the skills employers are looking for in their employees. Encourage

students to assess themselves carefully to identify those skills that apply to them. As you describe each skill, have students make a check next to the ones they possess. Point out that when they can pinpoint their skills, students will be able to talk about them in an interview situation.



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CAREER MANAGEMENT: Unit 2 LESSON 11

Know Your Employability Skills

Physical work - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> using my hands <input type="checkbox"/> putting things together <input type="checkbox"/> building things <input type="checkbox"/> repairing things <input type="checkbox"/> using tools <input type="checkbox"/> operating machines <input type="checkbox"/> using power equipment <input type="checkbox"/> lifting and carrying 	Working with words or ideas - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> making myself understood <input type="checkbox"/> speaking clearly <input type="checkbox"/> remembering information <input type="checkbox"/> writing letters to others <input type="checkbox"/> creating new ideas <input type="checkbox"/> speaking in public <input type="checkbox"/> writing ideas clearly <input type="checkbox"/> giving information logically
Working with people - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> caring for others <input type="checkbox"/> encouraging people <input type="checkbox"/> demonstrating <input type="checkbox"/> supervising activities <input type="checkbox"/> helping to solve problems <input type="checkbox"/> listening to others <input type="checkbox"/> comforting people <input type="checkbox"/> understanding others' needs 	Working as a leader - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> motivating people <input type="checkbox"/> explaining things to others <input type="checkbox"/> motivating myself <input type="checkbox"/> planning ahead <input type="checkbox"/> running meetings or groups <input type="checkbox"/> making decisions <input type="checkbox"/> getting things done <input type="checkbox"/> solving problems
Working with information - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> investigating a problem <input type="checkbox"/> keeping bank records <input type="checkbox"/> keeping a budget <input type="checkbox"/> using a computer <input type="checkbox"/> using a calculator <input type="checkbox"/> managing money <input type="checkbox"/> researching information <input type="checkbox"/> paying attention to detail 	Working creatively or artistically - I am good at: <ul style="list-style-type: none"> <input type="checkbox"/> playing music <input type="checkbox"/> drawing or painting <input type="checkbox"/> dancing <input type="checkbox"/> performing <input type="checkbox"/> expressing my ideas <input type="checkbox"/> making things <input type="checkbox"/> crafts or sewing <input type="checkbox"/> woodwork

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❑ STEP 6: Evaluate Outcomes

Knowing exactly what my skills are will help me "_____."

❑ STEP 7: Connecting Activity

Students make a list of all their employability skills to add to their *Transition Portfolio*.

KEY WORDS

See Employability Skills Word Cards

MATERIALS AND PREPARATION

- Student Handouts: **Employability Words**, Appendix A, page A12; **Employability Skills**, page 79; **Know Your Employability Skills**, page 80.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Management, Integrity/Honesty, Self-Esteem