OWNERSHIP OF LEARNING

LESSON 7-3 ▲ PERSONAL SKILLS

**LEARNING GOALS/OUTCOMES**

* Identify ten different personal skills.
* Explain why ‘skills’ are defined as ‘things you can do’ rather than ‘things you are good at.’
* Use written descriptions of famous people to determine their skills sets.
* Provide examples of personal skills being used successfully.

**MATERIALS NEEDED**

* **Student Handouts:**
* Got Skills?
* Skills Checklist
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students list things that people can do.** Ask students to think of one skill. Tell them a skill is “something a person can do”. Ask all students at the same time to write a skill on the board. Review the skills with students. Remove similar skills. Ask students to think of another skill not listed on the board. Ask them all at once to write another skill on the board. Briefly review.
2. **Students identify skills required for school success.** Ask students to review all the listed skills and identify the ones required to be successful in school. Circle the skills that students identify. Ask students to identify key school success skills that are not listed on the board.
3. **Introduce students to the lesson.** Tell students that today’s lesson is designed to help them define their top skills. Knowing their best skills helps students to apply for work effectively, make post-secondary plans, and define skills for personal development.
4. **Students predict the skills of famous people.** Give each student a copy of the *Got Skills?* Handout. Read to the class the descriptions of the three famous individuals outlined in the handout. After each description, ask the students to brainstorm a written list of skills the individuals can do and are known for. Each student writes the list of skills on their worksheet.
* **Sample skills for Michael Jordan** – Athletic Quickness, Physical Coordination, Strength, Creativity, Leadership, Money Management, Stress Management
* **Sample skills for Lady GaGa** – Dancing Skills, Musical Skills, Creativity, Fashion Sense, Expressing Feelings, Selling Others, Money Management, Self-Motivated
* **Sample skills for Hillary Clinton** – Leadership, Public Speaking, People Skills, Strategic Planning, Money Management, Adapting Skills, Organizational Skills, Motivating Others, Multi-Tasking.
1. **Groups of students evaluate the skills of famous people.** Put students into groups of two or three. Using the short description of the three famous individuals on *Got Skills*, ask students to discuss the questions on the worksheet. After some discussion time, review questions with the class.

As part of answering the fourth question, tell students that the word ‘good’ is someone’s opinion. For example, one student with a B in math may think they are ‘not good’ while another student achieving a C+ may think they are good at math. It is wiser to ask someone, “Of all the things you can do, which ones can you do the best?”

1. **Students identify their own top ten skills.** Distribute the *Skills Checklist* to each student. Have students begin by reviewing the skills words and placing a checkmark to the left of any words that represent something they can do. Remind students to stay focused on what they can do rather than what they think they are good at. After identifying things they can do, ask them to circle the ten words that represent the skills they do best.
2. **Students identify five examples of their top ten skills.** Ask students to complete the second half of the *Skills Checklist*. Ask them to pick a top skill and to identify something they have done that illustrates their ability to use that skill. Review the two examples on the handout and give them time to write five examples.
3. **Students compare skills examples with other students.** Ask students to pair with one other student. Ask one of them to pretend to be an employer who asks the question, “Can you tell me five of your top skills and provide examples of how you used that skill successfully?” Have students switch roles after that question is answered.

Finish this part of the lesson by asking students if they have any questions about skills and their value for creating the future each student desires.

1. **Students compare themselves to famous people.** Using the skill lists of famous individuals, and the personal skill lists the students just created, have the students analyze the two lists for similarities and differences. Ask students to write answers to the following three questions on their *Journal Page*:
* Which famous person is most similar to you in skills – Jordan, Gaga, or Clinton? What is similar between you two?
* When you look at your top skills, what percentage of them are you regularly using in your life today? What top skills are you not using?
* What skills would you like to develop? Which ones do you not have at all? Which ones do you have that you’d like to develop further?

**STUDENT PRODUCTS**

* **Completed *Skills Checklist***
* **Completed *Journal Page***

OWNERSHIP OF LEARNING

LESSON 7-3 STUDENT HANDOUT

 GOT SKILLS?

Michael Jordan is well-known for his skills on the basketball court, the amount of time he could stay in the air to shoot the ball and for the number on his jersey, 23. Michael has had a successful line of shoes, clothing, cologne, and now advertisements.

***Describe the skills Michael Jordan has:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lady Gaga is well-known for her music and entertainment. She has become a cultural sensation and one of the top performers in the world today. She has created new dance moves, styles and music in her career.

***Describe the skills Lady Gaga has:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hillary Rodham Clinton served as the Secretary of State for the U.S. President. Previously she was a senator of New York and the First Lady while her husband, Bill Clinton was President. Hillary is known for her leadership in advocating for women’s and children’s rights. She has been recognized as one of the 100 most influential lawyers in America.

**Describe the skills Hillary Rodham Clinton has:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions**

1. What skills do these three people have in common?
2. How does a person’s skill set influence the person they become?
3. Most people define skills as “what a person is good at.” A more modern definition is “what a person can do.” Why do you think some people believe ‘good’ is an ineffective word to use when defining skills?

OWNERSHIP OF LEARNING

LESSON 7-3 STUDENT HANDOUT

 SKILLS CHECKLIST

Academic Skills \_\_\_\_ Fixing/Repairing Things \_\_\_\_ People Skills \_\_\_\_

Acting/Performing \_\_\_\_ Foreign Language Skills \_\_\_\_ Physical Coordination \_\_\_\_

Athletic Quickness/Speed \_\_\_\_ Fund-Raising Skills \_\_\_\_ Physical Strength \_\_\_\_

Building/Constructing \_\_\_\_ Helping/Caring for Others \_\_\_\_ Precision/Detail Skills \_\_\_\_

Coaching/Teaching \_\_\_\_ Improvising/Adapting \_\_\_\_ Problem-Solving Skills \_\_\_\_

Communication Skills \_\_\_\_ Influencing/Selling Others \_\_\_\_ Product Assembly \_\_\_\_

Computer/Tech Skills \_\_\_\_ Interviewing/Questioning \_\_\_\_ Project Planning \_\_\_\_

Conflict Resolution \_\_\_\_ Investigating/Analyzing \_\_\_\_ Reading Skills \_\_\_\_

Cooking/Tasting \_\_\_\_ Leadership Skills \_\_\_\_ Record-Keeping \_\_\_\_

Creativity/Ideas \_\_\_\_ Learning Quickly \_\_\_\_ Research Skills \_\_\_\_

Customer Service Skills \_\_\_\_ Listening to Others \_\_\_\_ Resilience/Toughness \_\_\_\_

Dance/Rhythmic Skills \_\_\_\_ Managing Others \_\_\_\_ Rules Management \_\_\_\_

Data Analysis \_\_\_\_ Mathematical Thinking \_\_\_\_ Self-Management \_\_\_\_

Decision-Making \_\_\_\_ Measuring/Calculating \_\_\_\_ Speaking/Debating \_\_\_\_

Decorating Skills \_\_\_\_ Mechanical Reasoning \_\_\_\_ Spelling/Editing \_\_\_\_

Designing Skills \_\_\_\_ Meeting Management \_\_\_\_ Strategic Planning \_\_\_\_

Directional/Map Skills \_\_\_\_ Money Management \_\_\_\_ Stress Management \_\_\_\_

Drawing/Cartooning \_\_\_\_ Motivating Others/Self \_\_\_\_ Study Skills \_\_\_\_

Entertaining/Amusing \_\_\_\_ Multi-Tasking Skills \_\_\_\_ Teamwork Skills \_\_\_\_

Estimating Skills \_\_\_\_ Musical Skills \_\_\_\_ Test-Taking Skills \_\_\_\_

Evaluating/Assessing \_\_\_\_ Negotiating/Reasoning \_\_\_\_ Time Management \_\_\_\_

Expressing Feelings \_\_\_\_ Organizing/Coordinating \_\_\_\_ Trouble-Shooting Skills \_\_\_\_

Fashion Sense/Sewing \_\_\_\_ Operating Equipment \_\_\_\_ Writing Skills \_\_\_\_

**EXAMPLES OF TOP SKILLS**

Identify five top skills and provide an example where those skills were used successfully in school, home, or the community.

Example: Academic Skills – Honor roll for the past two years.

Example: Organizing Skills – Coordinated bike transition zone at local Triathlon.

**1.**

**2.**

**3.**

**4.**

**5.**

OWNERSHIP OF LEARNING

LESSON 7-3 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 7-3 | *PERSONAL SKILLS***

***Q1:*** Which famous person is most similar to you in skills – Jordan, Gaga, or Clinton? What is similar between you two?

***Q2:*** When you look at your top skills, what percentage of them are you regularly using in your life today? What top skills are you not using?

***Q3:*** What skills would you like to develop? Which ones do you not have at all? Which ones do you have that you’d like to develop further?

***Answers:***