OWNERSHIP OF LEARNING

LESSON 9-29 ▲ MY TARGET SKILLS

**LEARNING GOALS/OUTCOMES**

* Compare skills for success in high school to personal present-day skills.
* Identify five personal “target skills” for development in 9th grade.
* List courses, types of support, activities, and part-time work that would develop a defined target skill.
* List reasons why people should develop personal skills.

**MATERIALS NEEDED**

* **Student Handouts:**
* 9th Grade Target Skills
* Journal Page

**CLASSROOM ACTIVITIES**

1. **Students identify skills they currently use every day.** Divide students into groups of three or four. Have each group stand at the board at a different place, with one person in each group as the scribe. Ask the groups to think of the skills they need in their daily lives – not just the skills needed at school, but the skills they need at home and in their recreational activities. When you say “start,” give each group one minute to write as many skills as they can on the board. Call time and have the groups compare their lists. Which group identified the most skills? What types of skills were identified? Discuss the skills students identified and how students use those skills
2. **Students identify a personal skill they are proud to have.** Ask students to return to their seats and look at the lists of skills on the board. Ask each student to silently identify one skill they are proud to have. (Students can choose their skill from the lists on the board or think of one on their own.) Ask each student to write this skill on a piece of paper and save the paper for later.
3. **Students identify skills for success in high school.** With students looking at the lists of skills on the board, ask them to call out those that are needed for success in high school. Circle those skills.Based on the words you have circled, ask students to volunteer additional skills they can think of that are needed for high school success.
4. **Students list reasons why people should develop personal skills.** Put students into teams of four or five. Ask students to imagine that their personal skills have been frozen: whatever they know how to do right now is all they will ever know how to do. Ask students to discuss what life would be like and identify the top three ways life would be different. Have them brainstorm ten or more differences in a skill-frozen world and then agree on the three biggest differences. Remind them that, in this scenario, if they have not already learned to drive, they could never learn. When new technology comes out, they would not be able to learn to use it. Ask a spokesperson for each group to read out their top three differences in the world. Encourage students to realize that the continuous development of skills is important to each individual, to the country, and to the world.
5. **Students identify five personal “target skills” for 9th grade.** Have students return to their seats.Distribute the *9th Grade Target Skills*. Tell each student that in the real world his or her skills are not frozen. Each person has the chance to develop new skills, and each person can identify skills that are particularly important to develop. These “target skills” will help them achieve their goals.

Ask each student to identify five skills they do not have now but would like to develop for high school success. They may also select skills that they already have but would like to improve. Ask for volunteers to share the target skills they have identified.
6. **Students list courses, types of support, activities, and part-time work that would develop a defined target skill.** After students have listed five target skills, ask them to think about how they could learn each skill. Tell students that skills are generally developed in two settings: in classrooms or through activities. For example, if you want to become a better golfer, you can take golf lessons or you can go to the golf course and play! Schools also offer support services for students seeking to improve skills. Ask students to write a sentence or two below each target skill on their handout summarizing how they plan to learn each target skill.
7. **Students reflect on a personal skill.** Remind students of the skill they identified at the start of the lesson, a skill they are proud to have. Ask students to imagine that skill is one of their “target skills.” Distribute the *Journal Page* and ask them to answer the following questions:
* What could I do to become even more skilled in that area?
* What type of work would I be able to do if I was one of the best in the world in that skill?
* What type of recreation, leisure, or volunteer activities could I do if I was one of the best in the world in that skill?

**STUDENT PRODUCTS**

* **Completed *9th Grade Target Skills***
* **Completed *Journal Page*** on the possibilities of a specific skill they are proud to have

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LESSON 9-29 STUDENT HANDOUT

 9TH GRADE TARGET SKILLS

What skills do you need to succeed in high school? What skills would you like to learn this year? Identify five “target skills” for 9th grade. Then write a sentence or two about how you can learn each skill this year. You might note what type of support you would need to learn the skill, or which activities, classes, or part-time work could help you develop the skill.

**Name:**

**TARGET SKILL #1:**

I can learn this skill by:

**TARGET SKILL #2:**

I can learn this skill by:

**TARGET SKILL #3:**

I can learn this skill by:

**TARGET SKILL #4:**

I can learn this skill by:

**TARGET SKILL #5:**

I can learn this skill by:

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LESSON 9-29 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 9-29 | *MY TARGET SKILLS***

Identify a skill you are proud to have. Then answer:

***Q1:*** What could I do to become even more skilled in that area?

***Q2:*** What type of work would I be able to do if I was one of the best in the world in that skill?

 ***Q3:*** What type of recreation, leisure or volunteer activities could I do if I was one of the best in the world in that skill?

***Answers:***