OWNERSHIP OF LEARNING

LESSON 6-4 ▲ SHARPENING MY SKILLS

**LEARNING GOALS/OUTCOMES**

* Create a comprehensive list of things people can do.
* Create a list of skills students possess and a list of skills they can acquire.
* Identify skills required to be successful in various types of work and/or life activities.

**MATERIALS NEEDED**

* **Student Handouts:**
* Things People Can Do Worksheet
* Journal Page
* **Teacher version of *Things People Can Do* Handout to be used for demonstration**
* ***A Day in the Life of Me!* Handout from Lesson 6-3**

**CLASSROOM ACTIVITIES**

1. **Students learn the definition of ‘skills’.** Ask students if they remember any of the items they listed. Have they taken any steps to learn this about any new interests? Allow students to share any progress or questions they might have.   
     
   Tell students that today’s activities will focus on ‘skills’. A skill is something that you can do. You can learn any skill you don’t have. You can improve any skill you do have. A person with a lot of well developed skills is more likely to be successful in the things they do.
2. **Students discuss the difference between interests and skills.** Tell students the following:
   * Interests are things people LIKE to do. When people get involved in education, work, recreation, leisure, and/or volunteer activities that relate to their interests, they are more likely to be happy in those activities.
   * Skills are things we CAN do. When people get involved in education, work, recreation, leisure, and/or volunteer activities that relate to their skills, they are more likely to be successful in those activities.

Having a good sense of your skills helps you to better understand what you have to offer today in work, learning, or other life activities. More importantly, it helps you to define what skills you want to develop or improve, in order to become high school ready by the end of 8th grade.

1. **Students use their timeline from Lesson 6.3 to list daily activities.** Have students take out *A Day in the Life of Me* from Lesson 6-3 and distribute the *Things People Can Do* Worksheet. Have students list the various activities of their day into the appropriate categories. (Sleep category will not be used for this activity).
2. **Students identify their skills set.** Model the activity by showing students your copy of *Things People Can Do*. Show how you identified the skill set you used to accomplish some tasks. Model one for each category. Ask students to list the skills they use to accomplish each activity or task. Some students will need your help identifying skills used to accomplish each activity.
3. **Students create a master list of skills.** As a class, come up with a master list of skills derived from the whole class. Use a large sheet of butcher paper or use the document camera and a blank worksheet to compile the list. Have students clarify their skills as they contribute.
4. **Students identify skills they seek to develop.** Have students compare their list with the master class list. Are there any skills on the master list that a student wants but does not have? Are there skills that they have and would like to develop further? Ask students to list them in the “Skills I Need” section of the handout.
5. **Students relate skills to jobs and school.** Put the career ‘CSI Investigator’ on the board. Ask students to identify skills from the master list that would be needed to be successful in this career. Change the career title to ‘School Principal’ and ask the same. Ask the students to identify two or three others job titles and identify the skills required. Finally, point out that they each have the job of ‘Middle School Student’. Ask them to identify the skills required to be successful.
6. **Students define key skills for personal development.** Ask students to reflect on the list of skills they developed. Have them identify the three skills they most need to develop to be successful in high school. Ask them to write on their Journal Page what they plan to do in the next three months to improve those three skills.

**STUDENT PRODUCTS**

* **Completed *Things People Can Do Worksheet***
* **Completed *Journal Page***

OWNERSHIP OF LEARNING

LESSON 6-4 STUDENT HANDOUT

THINGS PEOPLE CAN DO WORKSHEET

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Categories** | **IN-SCHOOL TIME** | **FAMILY TIME** | **CHORES** | **FUN/ LEISURE** | **STUDY TIME** |
| **Activities**  A list of the different things I do throughout my day |  |  |  |  |  |
| **Skills I Have**  A list of the skills I use when I am involved in the activities above |  |  |  |  |  |
| **Skills I Need**  A list of skills I need that I can develop through school courses and involvement in life activities |  |  |  |  |  |

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LESSON 6-4 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 6-4 | *SHARPENING MY SKILLS***

***Q1:*** In order for you to be successful in high school, what three skills are most important for you to “sharpen?”

***Q2:*** What will you do in the next three months to begin development of those three skills?

***Answers:***