**Teachers’ notes**

**Work Developing Skills through Volunteering B1.3**

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| **Learning outcomes**Crowd-Sourcing, Crowd, Folk, People  By the end of the lesson students will have:   * understood the difference between hard and soft skills * discussed the hard and soft skills people have developed through volunteering * discussed when and how soft skills can be developed |

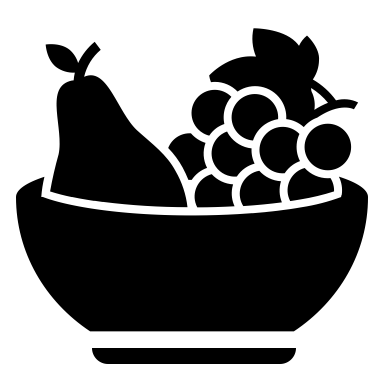
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| **Materials**  Student handout / PPT  Appendix 1  All images from www.pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives. | **PPT** |
| **15**  **minutes** | * Begin the lesson by displaying the definitions of hard and soft skills. Try to elicit some examples of hard and soft skills to check they have understood the difference. If they struggle, give them a few examples e.g. driving, making difficult decisions, working to deadlines etc. You may need to focus on the meaning of ‘people skills’ – the ability to work, live and communicate effectively with other people. Highlight the fact that these days whilst hard skills are very important, many employers are more interested in soft skills so it is important to know what they are and to develop them * Focus students on the glossary and check understanding of the vocabulary before they attempt the task. * Pair students/create breakout rooms and ask students to decide whether the skills in the first box are hard or soft skills. In some cases, they might be both e.g. training – it’s possible to be trained to deliver training but there are also soft skills involved in training such as working with people. Conduct whole class feedback.   **[Suggested answers:**  *hard skills* = customer service, record keeping, training people, repairing things, operating machinery, accounting, knowledge of computer software programmes  *soft skills* = customer service, problem solving, training people, leadership skills, working under pressure, working with different types of people, organisation of people and events, making decisions, time management  Customer service could be in both boxes: there are aspects of customer service which can be taught but at the same time, good customer service also involves ‘people skills’ | **PPT**  **Activity 1** |
| **20 minutes** | * Explain that they are now going to work in groups to read about three people’s experiences of volunteering with an organisation called Skilling up which helps people from disadvantaged families to improve their lives through training and social activities. Check understanding of the meaning of ‘disadvantaged’ before they do the activity. * Each person in the group, will be given a card with information about the 3 volunteers. The first person will give the other people in the group information about the person they have on their card. Then, as a group, they should decide what hard or soft skills that person has and use the information to complete the table.   **[Suggested answers:**  **George**  *hard skills* = a new accounting system, training skills  *soft skills* = organisational skills (running workshops), working with different type of people (working with attendees on workshops),  training skills, time management / working under pressure  **Leila**  *hard skills* = counselling skills  *soft skills* = working in a team, managing / leading a team, communication skills, counselling skills  **Zoltan**  *hard skills* = how to repair different things, record keeping, setting up an accounting system, customer service  soft skills = problem solving, training / teaching, working with different types of people, communication, customer service | **PPT**  **Activity 2** |
| **15**  **minutes** | * Explain that whilst some people naturally have many soft skills, they can be developed in every day tasks. Tell students to think about what soft skills can be developed by doing the things in the shape. Start with an example e.g. *organising a party* – communication (getting in touch with people / the venue), organisation (of the food/ event), time management – ensuring that everything is done in good time thus meeting a deadline * Put students into pairs / create breakout rooms to think about what soft skills could be / are being developed in each scenario. Conduct whole class feedback. | **PPT**  **Activity 3** |
| **5 minutes** | * Conduct a plenary and ask students to reflect on how they can/are developing their own soft skills.   N.B. This is the first of a series of lessons about volunteering. the first lesson focused on why people volunteer. Subsequent lessons focus more on the skills gained from volunteering and different volunteering roles. | **PPT**  **Activity 4** |

**Work Developing skills through volunteering**

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**Activity 1: Hard Skills V Soft Skills**

**Hard skills** are the skills or knowledge you learn through education, training or work experience and are specific to particular roles. For example, a chef needs to know how to cook and needs a lot of knowledge about different foods.

**Soft skills** are people or social skills that can be used in any role, job or social situation. Examples include effective communication or working in a team.



Work with a partner to sort the skills/knowledge into hard and soft skills. There may be some that can be put in both boxes.

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| \*customer service \*record keeping \*problem solving \*repairing things \*training others  \*leadership skills \*operating machinery \* time management \*handing money  \*working with different types of people \*organisation of people and events \*accounting  \*knowledge of computer software programmes \*making decisions \*counselling skills |

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| **Glossary**  **customer service** - treating customers in a polite and helpful way  **record keeping** - organising and storing information and documents related to an organisation’s activities  **to repair something** - put something that is damaged, broken or not working back into a condition where it can be used again  **time management**- ability to organise the time you have available well  = activity of listening to somebody and giving them advice on their problems |

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| **Hard Skills**  cooking  knowledge of different foods | **Soft Skills**  effective communication  working in a team |

**Activity 2: Hard and soft skills gained from volunteering**

***George****,* ***Leila***and ***Zoltan***volunteer for Skilling up, an organisation that helps people from disadvantaged families to improve their lives through training and social activities. 

Work in groups. Your teacher will give each of you a card with information about one of the volunteers. Tell each other about your volunteer.

Use the information to complete the table noting the hard and soft skills each of the volunteers have developed in their time at Skilling Up.

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|  | **Hard skills** | **Soft skills** |
| **George** |  |  |
| **Leila** |  |  |
| **Zoltan** |  |  |

**Activity 3: Developing soft skills**

Some people naturally have a lot of soft skills, whilst other people take time to develop them. What soft skills could be developed doing the things in the shapes? Why? How?







**Activity 4: Reflection**

Is it easier to develop hard or soft skills?

Why are soft skills important?

What can you do to develop your soft skills for the future?

**Appendix 1**

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| **George**  I’ve been working as a voluntary finance officer. I studied accountancy in Syria but they use a different accounting system over here which I’ve had to learn. Because I understand finance, I have also been running workshops on managing your money for young people. I’ve never done any teaching before but I’ve had some useful guidance on how to organise the training to make it useful for everyone. Some of the people find the workshops difficult or lose interest easily, so it’s important to think of ways of involving everyone. There’s a lot to do and I only volunteer a few hours a week, so I have had to learn how to manage my time effectively to make sure I get everything done.  **run (a workshop)** - to organise and be in control of (a workshop/ organisation etc) |
| **Leila**  Before joining Skilling up, I had no experience of counselling but I was sent on a training course and now I’m part of a team delivering counselling sessions for young people. In fact, it was the first team I was a member of and now I am actually organising it! Counselling is challenging in many ways; it’s important to listen very carefully to what people are telling you rather than simply doing all the talking yourself!  **challenging** - difficult and tests your ability and determination |
| **Zoltan**  I hate throwing things away when they don’t work. It’s such a waste. So I decided to teach myself how to repair things. Now I teach other people how to do it at Skilling Up. Local people bring us their broken things or things that don’t work and we try to work out ways of repairing them. We don’t always have an immediate answer so have to do some research to work out what to do! They give us a donation for our time and for the materials. I’ve had to learn how to set up a simple accounting system and teach the other volunteers how to use it. I’ve also learnt how to deal with our customers and the other volunteers by email, on the phone and face to face.  **a donation** - money or things given to help a person or organisation |