

# ***Title of the Lesson plan: Our Skills:Everybody has Skills. What are yours?***

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**Prilagodbe za učenike s teškoćama:**

- a) prilagodba fonta
- b) desno poravnanje teksta
- c) produženo vrijeme rješavanja zadataka
- d) korištenje pomagala za učenike oštećena vida (elektronička bilježnica, prijenosno računalo s brajevim retkom)

**Nastavnik dodatno pojašnjava učeniku svaki zadatak samo ukoliko to učenik zatraži, ali ne daje savjete niti sugestije za rješavanje zadataka. Za učenike oštećena vida I za učenike s disleksijom: video je moguće podijeliti u više dijelova ili pak napisati sažetak videa. Moguće je I zadatke bazirati na vještini slušanja. Zadatak Escape room učenik oštećena vida (ovisno o stupnju oštećenja) rješava**



**zadatak u paru ili manjoj grup s ostalim učenicima koji nemaju oštećenje vida. Kreativni zadatak učenik oštećena vida može riješiti I govorno. Tekstove za čitanje učenicima oštećena vida I učenicima s disleksijom potrebno je skratiti. Skraćivanje ovisi o težini oštećenja tj. disleksije. Za učenike oštećena vida potrebno je tekst ispisati u obliku obogaćenog teksta (rtf). Treba voditi računa da se ne rade tablice. Umjesto tablica potrebno je vještine ispisati u nizu. Npr. Common life skills:pa navesti vještine. Također je moguće koristiti I Immersive Reader. Učenik oštećena vida može zadatak odrađivati samostalno koristeći laptop.**

<b>Age group</b>	15-18 godina
<b>Learning space and time</b>	Classroom; 45 minutes
<b>Objectives</b>	<ul style="list-style-type: none"><li>- To make students aware of their own skills and what they are no able to do</li><li>- To practice speaking in English</li></ul>
<b>Materials</b>	Paper, pens

<b>Method</b>	<b>Razgovor, refleksija</b>	
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*UVOD: Dovrši rečenicu I am good at....*

1. The lesson will start with conversation about skills they have, or they think they have
  - What is skill? How would you define it?
  - Učenicima se daju papiri na kojima su ispisane vještine, te papir na kojemu pise grupni naziv za te vještine. Učenici u manjim grupama svrstavaju vještine u grupe.

Job skills	Life skills
<b>Leadership and management</b> <ul style="list-style-type: none"> <li>- Advising</li> <li>- Coaching</li> <li>- Conflict resolution</li> <li>- Decision making</li> <li>- Delegating</li> <li>- Diplomacy</li> <li>- Interviewing</li> <li>- Motivation</li> <li>- People management</li> <li>- Problem solving</li> <li>- Strategic thinking</li> </ul> <b>Professional skills</b> <ul style="list-style-type: none"> <li>- Dedication</li> <li>- Ethic</li> <li>- Honesty</li> <li>- Integrity</li> <li>- Patience</li> </ul>	<b>Common life skills</b> <ul style="list-style-type: none"> <li>- car maintenance</li> <li>- cleaning</li> <li>- driving</li> <li>- emergency preparedness</li> <li>- first aid and CPR</li> <li>- folding and putting away laundry</li> <li>- garden maintenance</li> <li>- basic cookery</li> <li>- grocery shopping</li> <li>- making bed</li> <li>- aking household budget</li> <li>- organizing closet, cupboard, garage</li> <li>- painting room</li> <li>- parenting</li> <li>- setting and clearing the table</li> </ul>

		<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Reliability</li> <li>- Self confidence</li> </ul> <p>Organizational skills</p> <ul style="list-style-type: none"> <li>- Categorizing dana</li> <li>- Coordinating</li> <li>- Goal setting</li> <li>- Meeting deadlines</li> <li>- Multi-tasking</li> <li>- Prioritizing</li> <li>- Scheduling</li> <li>- Strategic planning</li> <li>- Time management</li> </ul> <p>Teambuilding skills</p> <ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Communication</li> <li>- Flexibility</li> <li>- Listening</li> <li>- Observation</li> <li>- Participation</li> <li>- Respect</li> <li>- sharing</li> </ul> <p>Analytical skills</p> <ul style="list-style-type: none"> <li>- critical thinking</li> <li>- dana analyzing</li> <li>- numeracy</li> </ul>	<ul style="list-style-type: none"> <li>- studying</li> <li>- taking out trash</li> <li>- tracing personal finances</li> <li>- vacuuming</li> <li>- washing and drying clothes</li> </ul> <p>Personal life skills</p> <ul style="list-style-type: none"> <li>- adaptability</li> <li>- caring</li> <li>- common sense</li> <li>- cooperation</li> <li>- curiosity</li> <li>- effort</li> <li>- flexibility</li> <li>- friendship</li> <li>- initiative</li> <li>- integrity</li> <li>- organization</li> <li>- patience</li> <li>- perseverance</li> <li>- roblem solving</li> <li>- responsibility</li> <li>- sense of humour</li> <li>- stress management</li> <li>- verbal and non verbal communication</li> </ul> <p>Sport skills</p>	
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	<ul style="list-style-type: none"> <li>- reporting</li> <li>- research</li> <li>- troubleshooting</li> </ul>	<ul style="list-style-type: none"> <li>- concentration</li> <li>- coordination</li> <li>- dealing with pressure</li> <li>- flexibility</li> <li>- footwork</li> <li>- repetitive drill</li> <li>- power</li> <li>- precision</li> <li>- tactics</li> <li>- teamwork</li> </ul>	
	<ul style="list-style-type: none"> <li>- Which skill do you think you have?</li> <li>- Which skill would you like to have?</li> <li>- Which skill is essential today?</li> </ul> <p>2. Students are given sheet of paper with scale. They are asked to mark their personal abilities honestly for themselves. If they do not have this ability, they will mark it as 1, if they have they will mark it on the scale to which extent they think they have it.</p> <p>The exercise will be repeated at the end of the class to see if there is any changes either because people acquired skills or because they didn't know they have some skills or they thought they have it and realized they haven't</p> <p>3. Each student will be given a copy of statements and they will accomplish the task</p> <p>4. Examples of statements</p> <ul style="list-style-type: none"> <li>- I am very good at cooperating</li> <li>- I am a natural leader</li> <li>- I am good at giving feedback</li> </ul>		

	<ul style="list-style-type: none"> <li>- I am good at receiving feedback</li> <li>- I am good at helping people</li> <li>- I am innovative and I have new ideas</li> <li>- I have lots of patience</li> <li>- I am good at talking in front of the group</li> <li>- I am good at planning</li> <li>- I have a good sense of humour</li> </ul> <p>5. Participants will be asked to explain their self-esteem</p> <p><b>Reflection and evaluation</b></p> <ul style="list-style-type: none"> <li>- Were there many changes in your position the second time compared to the first time?</li> <li>- Did you gain certain skills during this training?</li> <li>- Were there areas where you underestimated yourself?</li> <li>- Were there areas where you overestimated yourself?</li> <li>- Did you learn more about yourself or others?</li> <li>- Was it difficult for you to step down a bit (if you had to)?</li> </ul>	
<p><b>Blended and remote learning environments</b></p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		

Aktivnost se može promijeniti i u online okruženju, preko platforme Teams. Nastavnik šalje materijale koje učenici trebaju proučiti, nastavnik dodatno pojašnjava nove sadržaje. Učenici dobivaju zadatke koje trebaju riješiti u grupi.

