



Activity overview

Get your students reflecting on the activities they take part in, both in and out of school, what they have learned and developed as a result, and how this can help them to highlight their key skills in the future.

Learning objectives

- ▶ To enable students to reflect on what they have achieved and how they can use these achievements to talk about the skills they have learned and market themselves.
- ▶ To come up with a personal profile where students outline their key skill set and give evidence to back up their assertions.
- ▶ To give students who do not currently do many extra-curricular activities the opportunity to see the value of getting more involved.

Activity

- ▶ Ice-breaker activity: ask students to come up with possible activities they could get involved in at school and write them up on the whiteboard, such as lunchtime and after-school clubs, volunteering, sports teams, debating/Model United Nations, mentoring younger students, school council, Duke of Edinburgh, Young Enterprise, music groups, theatre productions, creative writing groups or the school magazine. You could highlight that some activities such as Music Board exams and LAMDA exams may equate to Ucas points.
- ▶ Now ask students to come up with reasons why people might not get involved and try to dispel those barriers. 'It's not cool': lots of famous bands originally got together at school; 'It's expensive': many school opportunities are free, as is volunteering, which is also great for gaining experience; 'I'm too busy': surely you really can spare a bit of time?; 'It's boring': why not set up your own club/magazine/group?

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AT A GLANCE

- ★ **Age group**
11-14
- ★ **Activity type**
Individual reflective activity
- ★ **Suggested subject setting**
Make use of this activity during form time or a tutor period or within an appropriate section of the PSHE/PSE/PDMU/Health and Wellbeing framework
- ★ **Student resources**
Worksheet: Showcasing my skills

- ▶ Think. Pair. Share. Students come up with ideas of what skills you might gain from being involved in these activities. These can also be written up on the whiteboard.
- ▶ Students complete the skills section of the worksheet evaluating what they do themselves. Those who do not already do a great deal can be encouraged to get involved by setting some short and long term goals to try to motivate and not daunt them.
- ▶ Read out the model profiles to students to show what they should be aiming to write about themselves. Point out the phrases in bold that are particularly good examples of details to incorporate.
- ▶ To finish, students can write a personal profile showcasing the skills they have outlined in the boxes on the worksheet.

Suggestions for 14-16

- ▶ Students can focus on how to write a good CV to help them think about their attributes. If they did the 'Showcasing my skills' worksheet lower down the school, they could adapt their personal profile to start their CV. If you have access to an interactive whiteboard you could show them this article: www.nationalcareersservice.direct.gov.uk/tools/cv/Pages/default.aspx.

Suggestions for 16-18

- ▶ Students will focus on preparation for writing their personal statement. Start with a discussion based on these 10 things to put in your personal statement: www.which.co.uk/personalstatementtop10.
- ▶ What do admissions tutors really want in a personal statement? Show this short video clip from the Which? University website: www.which.co.uk/admissiotutortips. Follow this up with a feedback session to elicit what key information the students have retained.

Extension activities

- ▶ For 11-14 - Using ICT facilities, students could go through the school website to see what other activities they could get involved in and also look into local volunteering opportunities.
- ▶ For 14-16 - Using an online CV builder, students can start writing their own CV in the classroom or ICT suite.
- ▶ For 16-18 - Try this carousel group activity. Create an imaginary candidate (e.g. Thomas, who wants to study English) and ask each group to tackle a different one of the 10 bullet points from www.which.co.uk/personalstatementtop10 with the learning outcome of writing a short paragraph of a personal statement each. Alternatively, if you have a number of sessions, each group could create their own imaginary candidate and try to write a whole personal statement (shorter than the actual one, of course). You can also explore personal statements - the student guide to selling yourself - a discussion based around this article: www.which.co.uk/personalstatementwork. To build interview tips and practice, show some clips from *The Apprentice* interview sessions: www.youtube.com/results?search_query=the+apprentice+interviews+best+bits
- ▶ For 16-18 - Talk through how best to prepare for an interview and, if time permits, get students to interview each other.

Discovering more

- ▶ 10 things not to put in your personal statement: www.which.co.uk/personalstatementnos
- ▶ The Getting into Uni guide: www.which.co.uk/uniguide
- ▶ UniTasterDays - for examples of outreach and university events: www.unitasterdays.com