

Know Your Skills and Know Your CV teachers guide

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Know Your Skills

Know Your Skills is an online learning module for ages 15-24. It helps young people understand what skills are and how they can develop them. You can use Know Your Skills in a classroom or with individuals, on its own or to prepare for using other Careers New Zealand online tools eg, Skill Matcher or CV4Me.

This guide contains introductory and follow-up activities that can help you use Know Your Skills with your students.

1. Know Your Skills content overview

Know Your Skills takes about 20 minutes to complete. It covers the following areas:

What are skills and why have them?

- students are introduced to the concept of skills through a slideshow of people demonstrating skills through everyday activities.
- students are introduced to the three concepts that run through the module: showing evidence of your skills when applying for a job, transferable skills, and that everybody has different skills and levels of skills.

How do skills transfer across your life?

- students learn about transferable skills. They follow Tane's career journey as he builds on skills, gains new ones and uses the same skills in different areas of his life.
- students check their understanding of transferable skills by matching tasks to corresponding skills.

Identifying skills

- students identify the skills they have out of a list of 20 universal skills on the Skills quick reference worksheet.
- students practice what they have learned about different tasks requiring similar skills. They pick the skills two different activities have in common.

Displaying your skills

- students look at ways to show a potential employer evidence of their skills when applying for a job. They use the Skills quick reference worksheet to do this.

Summary

- students answer five true-or-false questions to check their understanding of what they've learned: showing evidence of skills when applying for a job, transferable skills, and that everybody has different skills and levels of skills.
- students reflect on what they have learned and rate their level of confidence before and after completing the module.
- students explore the next steps they can take to apply what they have learned in Know Your Skills.

2. Know Your Skills learning outcomes

2.1 Learning objectives

At the end of using Know Your Skills, students will be able to:

- identify the skills that are used in different activities
- assess how often they use their skills, and give evidence of these skills
- evaluate their own learning through this module.

2.2 Career competencies

student outcomes	career competency	key competency
I am more aware of how to identify my key skills and strengths	developing self-awareness	managing self
I have increased my knowledge of how I can gain skills through work and other activities	developing self-awareness	managing self
I am better able to recognise how the same skills can be used for many different jobs	exploring opportunities	thinking
I have a better idea of how to present my skills to an employer	deciding and acting	managing self, thinking

2.3. Unit standards

The suggested activities support the following unit standards:

504 Produce a CV	Level 1, version 5
3483 Fill in a form	Level 1, version 5
4252 Produce a targeted résumé	Level 2, version 4
12383 Explore career options and their implications	Level 2, version 3
4251 Plan a career pathway	Level 3, version 4

3. Using Know Your Skills with individuals

You might like to use Know Your Skills as part of career planning:

- in one-to-one sessions with students. You could ask students to use Know Your Skills before your discussion together.
- to help students with self-reflection and career management skills.

Possible questions and prompts:

- How has your understanding of skills changed after using this module?
- What are some ways you could use what you have learned?
- Are you able to list your own skills and examples to demonstrate these? What else would help you do this?
- What is one thing you could apply to your own situation now?
- What do you think your friends or family would say about your skills?
- If someone asked you to describe your skills, what would they be?
- Which of your own skills did you recognise in Tane's story?
- What is one thing you will now do differently because of what you learned in the module?
- How could you use what you have learned from this module to help you take your next steps?
- What will your next steps be?

4. Using Know Your Skills in a classroom setting

4.1 Key messages

- A skill is something you do well which can be useful to yourself and to an employer. A skill often needs to be worked at over time before it becomes something you are really good at.
- You probably have more skills than you think you do. Your friends or family members are often able to recognise skills you may not know you have.
- Transferable skills are skills that can be used in many different situations eg, good time keeping – handing in school work on time, being on time for your part-time job, being home when your parents tell you to be.
- It is important to tailor your CV to the job you are applying for. Show the employer you have the skills they are looking for.

4.2 Preparation

We suggest completing Know Your Skills but using the Skills quick reference worksheet as a follow-up activity.

1. Look through the activities and decide which ones you will do before and after the module.
2. Decide how you will use Know Your Skills.
3. Make copies of the Understanding the language of skills worksheet on page 12 and the Skills quick reference worksheet in the module as needed.

4.3 Suggested introductory activities

Use any of the following activities to prepare students to use Know Your Skills. Many of these activities use the Understanding the language of skills worksheet.

- Discuss the Understanding the language of skills worksheet with students. Ask them to think of examples of some of the skills eg, the school principal has managing and supervising skills.
- Ask students to think of a person they admire – eg, a family member or someone famous – and write down the skills they think this person has. Students can use the Understanding the language of skills worksheet for skill ideas.
- Watch a video of someone demonstrating a skill. You could find this yourself or ask students to do this. Ask students to explain what the person is doing, identify the skills they are showing, and explain why these are important for this activity. Some examples:
 - **leading or performing a haka**
This shows skills of leadership, performing, and working well with others. To lead a haka well, you have to gain the respect of your team and be able to motivate them. To perform a haka well, you have to be aware of others in your group and work together with them.
 - **showing someone how to prepare a meal**
This shows the skills of creating and designing, working with your hands, teaching, and communicating with others. To effectively show someone how to prepare a meal, you need to be able to explain what you are doing in a way others can understand and can then repeat what you have done.
- Ask students to think about things they are good at doing. Look at how these fit in with the skills on the Understanding the language of skills worksheet. Explain that there are some things employers may not necessarily consider a skill eg, fastest texter.
- Ask students to mark on each other's Understanding the language of skills worksheets the skills they think that person has and how they show it eg, you have good time-management skills because you call for me every morning and make sure I get to school on time.

4.4 Suggested follow-up activities

Consider using these activities to build on the learning students have done in Know Your Skills.

Activity 1

Reinforces the Identifying skills section of the module.

1. Ask students to complete the Skills quick reference worksheet from Know Your Skills. They will:
 - identify the skills they have
 - assess how often they use the skill
 - give examples of when they have used that skill.

Activity 2

Reinforces the Displaying your skills section of the module.

1. Explain to students the importance of showing evidence of their skills.
2. Show students statements that Tane might have written for his CV:

Leadership – I trained and coached a local under-8s rugby team

Planning – I arranged after-school practices with the rugby team

Communication – I gave my rugby team clear and simple instructions

Customer service – I worked as a supermarket checkout operator serving customers

Time-management – I showed up to work on time and served customers in a timely fashion

3. Ask students to try writing their own evidence statements. They might like to refer to their completed Skills quick reference worksheets when doing this.

Activity 3

Reinforces the Displaying your skills section of the module.

1. Ask students to write a paragraph about their skills based on the evidence statements they have written.

I have good [skills]. I have developed many skills through my involvement with [experiences]. I [describe the tasks and responsibilities you have which support your skill].

2. Ask students to complete the paragraph using three different skills.

Activities 1-3 support unit standards:

504 Produce a CV

2.2 Statements are included that promote the applicant in terms of personal qualities and skills.

3483 Fill in a form

1.1 Information is clear in meaning and accurate in detail.

1.2 Information is printed and placed in the required spaces.

4252 Produce a targeted résumé

2.3 Applicant's specifications are described in terms of their relevance to the position.

2.4 Competence and/or skill statements indicate context and level of performance and, where applicable, achievements.

12383 Explore career options and their implications

Explore areas of learning that support identified career options

2.2 Learning outcomes from each area of learning are described (includes competencies, transferable skills, knowledge, attitudes and/or values).

4251 Plan a career pathway

1.3 Own current and/or projected skills, qualifications, and knowledge are described in terms of their relevance to the selected career pathways.

3.1 Plan includes objectives that will contribute to a selected career pathway (including qualifications, specialised knowledge, skills, experience).

Activity 4

Reinforces the How do skills transfer across your life? section of the module.

1. Ask students to look at job advertisements. Get these from the newspaper or job websites such as Seek or TradeMe jobs. You could ask students to bring in one advertisement each, or you could bring enough for the whole class.
2. Ask students to compare the skills they have to the skills employers are asking for in the advertisement. Emphasise the importance of:
 - showing potential employers they have the skills the employer is looking for
 - tailoring their CVs to match the skills listed in the job advertisement.

Activity 4 supports unit standards:

4252 Produce a targeted résumé

2.3 Applicant's specifications are described in terms of their relevance to the position.

2.4 Competence and/or skill statements indicate context and level of performance and, where applicable, achievements.

12383 Explore career options and their implications

Explore areas of learning that support identified career options

2.2 Learning outcomes from each area of learning are described (includes competencies, transferable skills, knowledge, attitudes and/or values).

Activity 5

Know Your Skills can open up opportunities to talk with your students about careers. Some things to discuss:

- what they can do to enhance their existing skills
- new skills they can gain from picking up a hobby
- things they can do to become a valuable employee
- how working in one industry can lead to the development of other skills which can be transferred between careers.

Activity 5 supports unit standard:

4251 Plan a career pathway

1.3 Own current and/or projected skills, qualifications, and knowledge are described in terms of their relevance to the selected career pathways.

3.1 Plan includes objectives that will contribute to a selected career pathway (including qualifications, specialised knowledge, skills, experience).

Know Your CV

Know Your CV is an online learning module for ages 15-24. It helps young people understand what makes an effective CV and cover letter. You can use Know Your CV in a classroom or with individuals, on its own or to prepare for using other Careers New Zealand online tools such as CV4Me.

We suggest your students complete the Know Your Skills module before starting Know Your CV.

This guide contains introductory and follow-up activities that can help you use Know Your CV with your students.

1. Know Your CV content overview

Know Your CV takes about 20 minutes to complete. It covers the following areas:

Why even have a CV?

- students are introduced to the basic principles of a good CV through a video of an employer critiquing a pile of unsuitable CVs.
- students check their understanding of the basics of a good CV by sorting statements into fact or fiction.

What does a CV look like?

- students learn about the information they need to include in a CV. They read through annotated sections of a CV, looking at the purpose of each section and the information it should include.
- students check their understanding of the information that needs to go in a CV by sorting statements into what should or should not be included.
- students look at the main types of CV formats and how each type suits different situations and purposes.
- students check their understanding of CV types by matching different formats to the person whose situation it most suits.

Skills... what skills?

- students identify the skills they have out of a list of 20 universal skills on the Skills quick reference worksheet
- students look at how they can translate skills to fit what a job description asks for.

How do I write a cover letter?

- students are introduced to the basic principles of a good cover letter. They read tips on cover letter writing and look at examples of good and bad cover letters.
- students check what they have learned about writing a good cover letter. They see how many errors they can identify in a sample cover letter.

Summary

- students review the main points to remember when writing a CV and a cover letter and answer true-or-false questions to check their understanding of what they've learned: tailor CVs and cover letters to the job you are applying for, be honest in your CV, let your referees know you're putting them in your CV, keep your CV and cover letter brief and to the point.
- students explore the next steps they can take to build on what they have learned in Know Your CV.

2. Know Your CV learning outcomes

2.1 Learning objectives

Using Know Your CV, students will:

- test their knowledge of what makes a good CV
- identify the information a CV should include
- match CV types to specific situations
- work out how to show evidence of skills
- identify the errors in a cover letter.

2.2 Career competencies

student outcomes	career competency	key competency
I am better able to describe the elements of an effective CV and cover letter	deciding and acting	thinking
I can more easily tell what sort of CV is best for a particular purpose or situation	deciding and acting	thinking
I have a better idea of how to translate my skills to fit a job description	deciding and acting	managing self, thinking

2.3. Unit standards

Know Your CV and the suggested activities support the following unit standards:

504 Produce a CV Level 1, version 5	4252 Produce a targeted résumé Level 2, version 4
<p>2.2 Statements are included that promote the applicant in terms of personal qualities and skills.</p> <p>2.3 Details are provided for two referees known to the applicant.</p> <p>2.4 Spelling and grammar are correct.</p>	<p>2.2 Applicant information is included.</p> <p>2.3 Applicant's specifications are described in terms of their relevance to the position.</p> <p>2.4 Competence and/or skill statements indicate context and level of performance and, where applicable, achievements.</p> <p>2.6 Referee details are provided.</p> <p>2.7 Résumé is error free.</p> <p>2.8 Overall presentation of résumé creates a favourable impression of the applicant.</p>

4.3 Suggested introductory activities

If students have not completed Know Your Skills, the first activity will help them get up to speed.

- Using the Understanding the language of skills worksheet on page 12, help students think about the things they do inside or outside of school and how these have helped them gain skills. This worksheet is a simplified version of the Skills quick reference worksheet.

Ask them to choose two skills and write a sentence or two about each one, identifying the skill and explaining how they developed it.

Example: I am good at *working with others*. I developed this skill by *being involved with a netball team*. Some things I did were *plan and work with my teammates towards our common goal of winning a game*. *Sometimes my ideas were taken on board and sometimes they weren't, but I focused on what would work for the whole team*.

- Start a general class discussion about CVs: What is a CV? Do you have one? When would you use one? What do you think should be in a CV?
- Ask students to plan a TV or newspaper ad with themselves as the product. Get them to focus on what their strongest selling points would be.

4.4 Suggested follow-up activities

Consider using these questions and activities to support the learning students have done in Know Your CV.

- What are some things you will do differently with your CV now after using the module? Who can help you with this?
- How will you keep your CV up to date in the future? What do you need to be aware of? What kinds of things do you think you will update it with?

Activity 1

- Ask students to look at job advertisements in newspapers or on websites and choose a job they are interested in now or might consider in the future.
- Ask students to identify the skills the employer is asking for and which they should highlight in a cover letter.

Extension: Get students to take note of the skills the employer is asking for but which they do not yet have. Ask them to think about how they could develop these skills.

Activity 2

- Ask students to think of someone they know well eg, a family member or someone famous.
- Ask students what they think this person's CV would look like. What experience or skills do they have? What CV format would best suit this person's experiences?

Career Kete: Decide and Prepare

The Decide and Prepare section of the Career Kete offers additional activity ideas based on a simpler version of a CV and cover letter.

Understanding the language of skills

Skill	
Communicating with others in a work or social setting	
Working with figures	
Writing	
Leadership	
Creating and designing	
Working with your hands	
Managing and supervising	
Planning and organising	
Time management	
Decision making	
Following instructions	
Teaching and coaching	
Helping others	
Performing	
Problem solving	
Investigating	
Working well with others	
Customer service	
Sales and persuading	