

## Activity 1.1: What are 'personal and social skills' and what can be observed?

### *Materials needed*

Video/DVD.

Materials for activities from the Activities for learners ring binder.

Examples of participants' own frameworks and activities.

Handout 1.1: 'A possible personal and social skills framework'.

### *Use of video*



**Introduction:** use for **background**. The CPD workshop began with participants taking part in icebreaker activities. Watch this part of the video to get a feel for the atmosphere.

**Preparation: What are personal and social skills:** use for **background** to set the scene.

**activity Preparation: What are personal and social skills:** Use for Activity 1.1.

### *Instructions*

1. Describe how the activity is aimed at achieving:

- a common understanding of what is meant by 'personal and social skills', and exploring the benefits of this;
- an agreed framework for assessing learners' personal and social skills.

2. Divide participants into groups of three to five.

3. Either: play the video sequence in which learners are building paper towers. Ask groups to note the personal and social skills they see learners using.

Or: allocate to each group one activity from the Activities for learners ring binder. When they have completed the activity, ask them to identify the personal and social skills they used.

4. Take feedback on the skills identified. Discuss the ways in which 'personal and social skills' are being identified.

5. Compare this with Dr Ged Lombard's definition of personal and social skills: *the ability to attain personal goals in social situations.*

Distribute Handout 1.1: 'A possible skills framework'. Discuss both in relation to any frameworks that participants are currently using.

6. End this part of the session by amending an existing framework, or creating a new one, that participants are willing to commit to using.

### **Self-study suggestion: activity 1.1**

1. By yourself, or with a colleague, follow the process described above for the facilitated activity.