

# Personal behaviour for success

**Level 1 (600/6549/7)**

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## Unit overview

This unit is designed to enable learners to learn about the consequences of different behaviours and attitudes, as well as identifying strategies for modifying them in order to break down barriers and developing an awareness of how behaviour contributes to or affects personal success.

Learners will understand how their own behaviour can be affected by different factors, firstly through identifying situations where their behaviour will differ and then explaining why these situations lead to changes. They will also explore the factors involved in influencing behaviour and how this might be manifested both positively and negatively.

By exploring the consequences and appropriateness of different codes of behaviour, learners will establish how different situations can be influenced using verbal communication, body language and dress codes. They will also learn how to use techniques and strategies that will support the management of their behaviour in different situations.

Whilst the main emphasis in this unit is on modelling the type of behaviour that will support learners in getting and keeping a job, it will also enable them to respond more appropriately in home and social settings as well.

Learners undertaking this unit are likely to have had limited success in previous learning environments or be reluctant to engage in learning. The aim is to develop their confidence, awareness and self-esteem, and to help them move beyond self-management and towards managing their responses to the behaviour of others, in order to achieve personal success.

Some activities will lead to the creation of whole-class resources, which can be shared by all learners. Tutors should prepare carefully for these activities whilst encouraging learners to make individual contributions and record their own evidence.

## Unit resources

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials for the Personal Behaviour units consist of:

- video clips
- podcasts
- interactive activities
- learner resource sheets.

## Video clips

Delivery of this unit can be supported by the use of four video clips. These take the form of short, powerful dramas to engage learners at all levels and get them thinking about their own attitudes, motivation and personal behaviours. All four films are linked via a common story line and a fictional workplace setting. Each film lasts approximately 6 minutes and focuses on a particular character, revealing their personal challenges and responses, telling their individual story, and showing how they communicate with each other and with their employer.

The four films are designed to be shown individually and can be shown in any order to suit your delivery model. You can choose to show all four clips one after the other at the beginning of the course, and then come back to selected clips at particular points in the delivery of the unit content.

The films relate closely to key topics in the Personal Behaviour units and will enable you to facilitate constructive class discussions about issues arising from the actions of the characters on screen. The notes below provide suggestions for where you can draw links to the unit content from each story and prompts for discussion. Full transcripts for each film are available on the website [file names: sfl\_pss\_vidtranscript\_ben.pdf, sfl\_pss\_vidtranscript\_donna.pdf, sfl\_pss\_vidtranscript\_craig.pdf, sfl\_pss\_vidtranscript\_stef.pdf]

### **'Give me a break!' – Ben's story**

[Duration 6.43 minutes]

Ben (aged 19) is going for his third interview in a week. He is used to rejection, has had little work experience and is just looking for a break. This time he's meeting Jay, a local businessman and owner of a distribution centre where Ben's friend Stef works. Ben's interview doesn't go well – he clearly lacks enthusiasm, his appearance and body language let him down, and Jay becomes exasperated by his negative, defeatist attitude. Later that day, Ben bumps into Stef and admits that he blew his chances at the interview. Stef says she'll put in a good word with Jay. Ben decides to give it another go and asks Jay to see him again. This time, Jay recognises some fighting spirit and potential in Ben and gives him a chance. Ben knuckles down and at the end of the film, we see him getting his first payslip. He's finally got his break.

Links to Level 1 unit content; possible themes for delivery and / or discussion:

Topic 1: How factors affect behaviour

- Workplace expectations and conventions
- Manners, politeness
- Peer pressure
- Attaining a goal

Topic 2: How codes of behaviour influence different situations

- Body language (boredom, enthusiasm)
- Speaking and listening skills
- Positive and negative signals
- Appropriate dress code

Topic 3: Strategies to use to manage behaviour

- Overcoming negative mindsets and barriers to achievement
- Self-appraisal
- Adapting behaviour to achieve desired goals

Topic 4: Managing own behaviour

- Incentive
- Purpose
- Attitude
- Taking responsibility
- Showing initiative

Topic 5: How personal behaviour affects personal success

- Confidence and personal success
- Achieving goals
- Getting a job, keeping a job

Suggested prompts for discussion:

- Why was Ben's first interview unsuccessful?
- What did Ben do well?
- What could Ben have done differently?
- Why do you think Jay gave Ben another chance?
- How might an employer expect us to behave in an interview?
- What is appropriate language/body language to use in an interview?
- What techniques can we use to show that we have a positive attitude at interview?
- What techniques can we use to overcome negative feelings or mindsets?

## 'Whatever!' – Donna's story

[Duration 6.34 minutes]

Donna (aged 18) is on work experience at the distribution centre. She believes she is destined for better things. Singing is her passion and she has an audition soon at a local club. She doesn't bother to engage with her co-workers and they make fun of her – they don't think she has a chance of making it in the entertainment business, since her talent is not as great as her passion. Donna has an attitude at work but is capable of turning on the charm when she wants to. Jay, her boss, overhears her talking on the phone in a professional manner to someone about her audition and decides she could be a real asset to his business, dealing with clients on reception. Donna doesn't get the job in the club, but accepts the reality check and rises to the challenge of her new role at work.

Links to Level 1 unit content; possible themes for delivery and / or discussion:

Topic 1: How factors affect behaviour

- Enthusiasm, confidence
- Adapting behaviour to suit different situations
- Showing determination, effort

Topic 2: How codes of behaviour influence different situations

- Face-to-face communication skills
- Formal and informal situations
- Speaking skills
- Positive and negative body language

Topic 3: Strategies to use to manage behaviour

- Over-enthusiasm
- Self-awareness
- Understanding your own strengths and weaknesses
- Communication
- Awareness, respecting others

Topic 4: Managing own behaviour

- Showing initiative
- Dealing with praise, criticism or conflict
- Self-appraisal
- Skills development
- Co-operation

Topic 5: How personal behaviour affects personal success

- Popularity in the workplace
- Self-esteem
- Achieving goals
- Doing a good job
- Keeping a job

Suggested prompts for discussion:

- Why did Jay give Donna a new opportunity?
- Why is it important to know our own strengths and weaknesses?
- How can we adapt our communication methods to suit different situations?
- How can our personal behaviour affect whether or not we are successful?
- Why is it important to have a positive attitude at work?
- Does it matter if we don't achieve our dreams?

### 'Why me?' – Craig's story

[Duration 5.49 minutes]

Craig (who is in his 30s) grew up with Jay, the owner of the distribution centre. They go back a long way, but Jay has made a success of his life, whereas Craig has been in and out of prison and struggles to keep it together. He suffers from depression, is regularly late for work, and is antagonistic towards his co-workers. He's had several formal warnings from Jay about his behaviour. He used to be a good team player – he was referee of a youth football team but his criminal record means he can no longer do this. He finds it hard to see his positive traits and kicks back at any opportunity. Having been reprimanded by Jay for being late again, Craig takes his anger out on Stef, a single mum. His anger turns to aggression and after attacking Ben, Jay finally fires him.

Links to Level 1 unit content; possible themes for delivery and / or discussion:

Topic 1: How factors affect behaviour

- Adapting behaviour to suit different situations
- Politeness, thoughtfulness (lack of)
- Conventions, rules and regulations
- Feelings or mood, personal circumstances

Topic 2: How codes of behaviour influence different situations

- Face-to-face communication skills
- Positive and negative body language
- Unintentional gestures
- Hygiene, dress

Topic 3: Strategies to use to manage behaviour

- Positive and negative behaviours
- Anger
- Emotional outbursts
- Asking for help
- Self-respect
- Stress management

Topic 4: Managing own behaviour

- Motivation, attitude
- Taking responsibility
- Dealing with criticism or conflict
- Skills development

Topic 5: How personal behaviour affects personal success

- Popularity in the workplace/local community
- Respect
- Securing a position of trust
- Keeping a job

Suggested prompts for discussion:

- What could Craig learn from the experience at the warehouse?
- How could Craig have avoided getting fired? At what points in the story could he have chosen to act differently?
- Why is teamwork important?
- How do you think Craig's behaviour affects the other characters in the film?
- Why is it important to be able to deal with fair criticism and not take it personally?
- What techniques can we use to avoid bringing our personal problems to work?
- Why is aggressive behaviour not tolerated in the workplace?
- Why is it important to be aware of other people's behaviour and to respond appropriately?

- How can we avoid conflict in the workplace?
- Why is it important to be punctual?
- Why is it important to be well-presented, clean and tidy at work?

### 'Got to keep it together' – Stef's story

[Duration 6.51 minutes]

Stef (who is in her 20s) is a single mum to daughter Sophie, aged 2 and a half. She's doing well with a part-time job at the distribution centre, but money is always tight. With the support of her family, she's slowly digging herself out of debt. Since having Sophie, Stef has had to grow up – she's learned that she needs to adapt and get along with people because she now has so much to lose. Juggling motherhood and her job exhausts her and she gets stressed at times. We see Stef running late one morning but she remembers to keep in touch with Jay, her boss, and lets him know she'll make up the time later. Her day goes from bad to worse when she has to meet a deadline and the label printer breaks down. Meanwhile, Sophie's nursery calls to say she's ill and has to be picked up. Stef loses her temper and bursts into Jay's office to complain. She is about to walk out for good but, calmed down by her friend Ben, she decides she needs to apologise for her behaviour. She remembers there's too much at stake to let the pressure get to her.

Links to Level 1 unit content; possible themes for delivery and / or discussion:

Topic 1: How factors affect behaviour

- Encouragement, feelings or mood
- Personal circumstances
- Stress or pressure
- Showing determination, effort

Topic 2: How codes of behaviour influence different situations

- Face-to-face communication
- Speaking skills

Topic 3: Strategies to use to manage behaviour

- Reliability
- Emotional outbursts (think before you act, learn from your mistakes)
- Asking for help
- Keeping things in perspective
- Time management, stress management

Topic 4: Managing own behaviour

- Consideration for others' feelings
- Thinking about how actions affect others
- Punctuality
- Taking responsibility

Topic 5: How personal behaviour affects personal success

- Motivation
- Organisation skills
- Recognising strengths and weaknesses

Suggested prompts for discussion:

- Why is it important to communicate appropriately with your employer and your colleagues at work?
- What techniques can we use to handle stress if things get on top of us?
- What might have happened if Stef had walked out after her bust-up with Jay?
- Why is it important to know when to ask for help?
- Why should we try to think about our long-term goals and not just the short term?

## Podcasts

In addition to the video clips, you can play four short podcasts to your learners. In each recording, one of the characters from the films shares their personal insight about their own experiences and behaviours. Learners can download these podcasts if they wish, and play them on their own mobile devices (subject to compatibility).

You might consider playing the podcasts to learners immediately after they have viewed the relevant film and while the issues are still fresh in their minds. Once downloaded to their own device, you could remind learners to revisit them every so often to remind themselves of the hints and tips suggested by the characters. Full transcripts for the audio recordings are available on the website. [File name: sfl\_pss\_audiotranscripts.pdf]

## Interactive activities

Our interactive quizzes consist of simple multiple-choice questions and sorting activities. You can use these as a front-of-class tool to check understanding or to reinforce learners' knowledge. Each knowledge check provides simple feedback, which can help you identify areas for improvement or highlight exceptional performance.

### Quiz 1: Appropriate behaviour

Contains five questions to test knowledge and understanding about appropriate behaviour at work.

### Quiz 2: Making a good impression

Contains six questions to test knowledge and understanding about communication skills, body language and personal presentation.

### Quiz 3: Managing behaviour

Contains six questions to test knowledge and understanding of techniques to manage and control behaviour and emotions.

Two **scenario-type interactives** are available for you to use with learners, in small or larger groups, on a whiteboard or a computer screen. In these scenarios, characters face everyday challenges and, with your help, learners can explore the implications of the action taken by each character. As the facilitator, you can read out the scenarios to learners and get them to discuss the situation before voting on whether they agree with the action taken. A range of advisors who are known to the character then give their opinions about the situation and learners can discuss whether these opinions have changed their view and vote again if required. These activities will help to get learners talking about the consequences of various actions and decisions, helping them to engage with potential issues or challenges that they may face.

### Scenario 1: Behaviour in the workplace

### Scenario 2: Dealing with criticism

Instructions for facilitating the scenario interactives:

- 1 Select a character by clicking on one of the figures.
- 2 Read out the character's scenario to the class and ask them to discuss whether this person behaved in the best way. Ask the class to take a vote and then click 'Yes' or 'No'.
- 3 Click on each of the advisor figures to read their opinions.
- 4 Ask the class if they want to change their mind now they have read these responses.
- 5 Click on 'Back to characters' and repeat steps 1 to 4 for the second character.
- 6 Click on 'Summary' button. This screen recaps the results of the class votes.
- 7 Click on 'Class Views'. There are three statements. Ask the class to vote independently for the statement they **most** agree with. Make a note of

how many votes are cast for each statement and slide the buttons to reflect the scores.

- 8 Finally, click 'Submit' to see the scores shown as percentages.

### Decision tree: Ben's interview

In this interactive decision-making activity we follow Ben as he prepares for an interview. He has to decide what to wear, deal with bus cancellations and seek feedback after his interview.

The activity allows learners to consider a range of options and make decisions throughout each stage of a given situation. Feedback is provided about the choices they make along the way. Tutors can enhance the richness of this feedback and extend learners' understanding by encouraging in-depth discussion of each of the behaviours and consequences as you work through the activity together.

Instructions for facilitating the Decision tree activity:

- 1 Click on 'Start' to begin.
- 2 Read the information on the screen to the class.
- 3 As a group, learners need to decide on the best course of action to take.
- 4 Follow the instructions on the screens until the activity ends. If you take a 'wrong' turn, you may have to go back to the beginning and start again.

### Learner resource sheets

These stand-alone sheets can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 onwards includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

## Learning and teaching activities in this unit

### Resource sheet 1: Changing places

The purpose of this sheet is to encourage learners to consider a range of common environments in which they are likely to find themselves, either in their current lives or the near future. By discussing the environments represented on the resource sheet – covering home, work and social situations – learners will start thinking about whether they might need to change their behaviour to suit the environment and the people they might find there. Learners should begin to show an appreciation of other people's attitudes and reactions.

Begin the session by imagining yourself in a job role or situation; describe the clothing you would wear or the way you would behave. Begin each scenario by asking 'Where am I now?' Learners should be encouraged to guess the setting or context. The learners should be able to feed back on the appropriateness of the behaviour in the situations described and where changes would be needed.

Examples could include:

- Example 1: I am dressed all in white and moving from side to side like a crab. It's very hot here and people are shouting from one end of the room to the other. I am being very careful not to drop anything and to make everything look really well presented and appealing. I have to work really fast so that I do not keep people waiting. [A chef in a professional kitchen] Other work-based situations can be used instead, such as a job interview.
- Example 2: I have put on my most comfortable clothes. This is somewhere that I can put my feet up and not worry about what anybody thinks about me. Sometimes I have visitors and I might make them a cup of tea and have a laugh. I do not feel under pressure in this environment as I make the rules. [Relaxing at home]
- Example 3: Everyone has made an effort to look good in this environment. There are people of all ages all dressed up and smiling. People start by sitting quietly and listening, then they are drinking

and eating and making polite conversation. There is cheering and laughing and crying all at the same time. Everyone started out on their best behaviour but they've relaxed as time goes on and they all end up dancing. [At a wedding]

Tutors should ensure learners understand why the person described is behaving in this fashion as well as where they would be. Encourage learners to recognise that we all change our behaviour in different situations for a wide variety of reasons.

Distribute the resource sheet to the group. Explore the three settings shown on the sheet and encourage learners to discuss answers to the following questions:

- How do you behave at home?
- How do/would you behave at work?
- How do you behave in social situations?
- Why does it differ?
- What makes you change your behaviour in these three situations?

Capture learners' suggestions for alternative situations where their behaviour changes (and the reasons why) on a poster to use as a class resource.



### Extension activity

To extend the discussion, ask learners to reflect on the detail of each of the given situations in order to be more specific about appropriate (and inappropriate) behaviour. They may also wish to think of their own scenarios and discuss them in pairs or small groups. You may wish to provide images from magazines to stimulate further ideas.

### Activity 1: Where does your behaviour change?

In this activity, learners must identify situations where their behaviour is different. An example of a social situation has been provided on the activity sheet. Learners must make another suggestion for a social situation, then add three further situations, one of which must be work-related. Learners can write or type into the space provided in the spider diagram. Alternatively, they may wish to attach pictures from newspapers, magazines or the Internet, or draw their own pictures. If multiple pictures are attached, learners should decide how to group their images to best demonstrate the different situations where their behaviour will change and must label the pictures with a brief caption.

It will be helpful for future reference if learners then work together to produce a mind map or poster which pools their ideas about different situations and the way their behaviour will change. This poster can be

displayed on the wall during the period they are studying this unit. If learners do not also complete individual activity sheets, you may need to provide individual witness statements to indicate the learner's contribution to the evidence in the class poster.

## Resource sheet 2: What happened?

The purpose of this sheet is to stimulate discussion about the reasons for adopting different behaviour in different situations. The image shows a game of consequences, where the questions are focused on an interview situation.

Introduce the session by discussing places where the learners may encounter rules and encourage them to recognise why these are required; for example, in sport, in the workplace, in society, in hospitals, or at school. Learners should be encouraged to give examples of rules that are easy to follow and those that they find more difficult. They may also be able to think of situations where they have experienced a change in rules and how it affected them; for example, losing an age-related benefit such as discounts on trains or moving to a different school. A good example to illustrate the idea that rules are not always straightforward is the use of mobile phones. There are a variety of situations where the use of mobile phones is not acceptable but it is not always clear and may also be dependent on the expectations of others. For example, it is clearly defined in law that using a mobile phone while driving is unacceptable; however, it might not be clear if it is appropriate to answer a mobile phone at work or while out with a friend.

It is important to recognise that expectations can govern appropriate behaviour, even if these 'rules' are not always clearly defined. Playing the game of consequences with the learners can help to illustrate this.

Write the following questions on a whiteboard or flipchart. Reveal them one at a time:

- 1 Where are you going?
- 2 What are you wearing?
- 3 How would you greet the first person you saw?
- 4 What would you take with you?
- 5 How will others expect you to behave?
- 6 How long will you stay?
- 7 What will you say when you leave?

Each learner begins with a blank sheet of paper and answers the first question at the top. They then fold the paper to hide their answer before

passing the paper along. Each learner then answers question 2 on the sheet they are given, without referring to the answer given for question 1. Learners can give any response they like or can continue the 'story' they began on their first sheet. Learners must continue folding over the paper and passing it on until all the questions are answered and each sheet contains a complete 'story'. The sheets can then be unfolded and read in their entirety.

Inevitably, much of the behaviour described will be inappropriate and often humorously so. Discussion should centre on the appropriateness, or otherwise, of the behaviour and the possible consequences in the situation described.

Learners can also be asked to consider Ben's story as shown in the example on the resource sheet. Would Ben get the job? What behaviour will help him? What might hinder him?

### **Activity 2: What would you do?**

In this activity, learners must decide how they would react in a variety of challenging situations covering both work and social occasions. All involve rudeness on the part of an individual they are with. To complete the activity, they must explain their responses and explore why their behaviour might need to be different.

Learners may write directly onto the activity sheet or discuss their responses with the tutor. If the latter, evidence must be captured via a witness statement. You may also wish to provide alternative scenarios according to suggestions in the unit amplification; for example, being ill on a work day, coping with childcare issues, transport problems or offering to help someone in difficulty.

### **Resource sheet 3: Listen before you speak**

The purpose of this sheet is to introduce learners to two scenarios that they must role-play in order to complete the companion activity. Learners will need to reflect on challenging situations and consider how to respond appropriately. Learners should be encouraged to consider the impact of their verbal communication and how they can take command by considering their words more carefully.

Begin this session by prompting the learners to ask you a simple question; for example, would you like a cup of tea? When the learners ask the question, do not reply. Staying silent for anything up to 30 seconds will elicit a range of responses. Ask learners to suggest how the silence made them feel. Did they consider it rude? Make a list of suggestions on a

whiteboard or flipchart. Learners should now appreciate the importance of a verbal response, even if it is only a simple acknowledgement, and how a lack of response can contribute to how people feel.

Ask learners to repeat the question; this time respond with a short, curt 'No, thank you'. Encourage learners to consider how this response made them feel. Did they feel disappointed or even a little rejected? Capture these suggestions on the whiteboard or flipchart.

Ask learners to repeat the question for a third and final time. This time, smile and respond by saying 'Yes please, that's really kind of you and I appreciate the offer'. Again, capture learners' suggestions about how the response made them feel.

Other ways of illustrating the importance of verbal communication could involve games such as 'Who am I?' or 'Twenty questions', where only yes or no responses are permitted. When communication is more limited, learners will have to work harder to be clearer.

Encourage learners to identify occasions when they might need to communicate face-to-face. Examples could include talking to friends or family, communicating with colleagues at work, taking messages, understanding instructions or more formal situations, such as a job interview. Other verbal communication skills they will need to consider include active listening, being clear (getting their message across), tone of voice (to ensure they don't come across as angry or rude) and the urgency of their message (understanding when something is important and how to communicate this).

In addition to the role-plays provided on the resource sheet, you are free to create your own scenarios to encourage face-to-face communication, simulate phone calls, or demonstrate the exchange of key information in both formal and informal situations. Customised role-plays can be increasingly challenging as learners become more confident with unforeseen circumstances.

Learners could rehearse and repeat the role-plays, taking on different roles or acting as an observer to provide feedback for others. They can also experiment by changing key elements in their delivery; for example, their tone of voice, volume or vocabulary.

### **Activity 3: How did it go?**

In this activity, learners will take part in two role-plays using information provided on the accompanying resource sheet. Each learner must play the role of both Donna – who is dealing with a customer in reception – and Stef – who needs to phone a friend to ask about childcare. Learners

can work with other learners, who will play the roles of the customer and Stef's friend Tracey, or with the tutor as appropriate.

It is recommended that the role-plays are video recorded to assist in the evaluation for the activity. If this is not possible, ensure that learners are observed by the tutor or by other learners so that a richer discussion can take place.

To complete the activity sheet, learners must describe how they communicated in their role-plays and capture evidence in note form on the activity sheet. Alternatively, learners can be video recorded during the evaluation or observed by a tutor, with an accompanying witness statement.

To provide evidence for the assessment criteria, learners must demonstrate knowledge of two different types of verbal communication (in the case of these role-plays, a face-to-face conversation and a telephone call), using both listening and speaking skills effectively.

Prompts are given on the activity sheet to guide discussion. Learners are asked to think about:

- how well they spoke
- how well they listened
- additional factors like their tone of voice.



### Extension activity

To extend the activity, more able learners may wish to provide evidence from real-life situations, which must be observed by the tutor.

## Resource sheet 4: Is body language important?

The purpose of this sheet is to encourage learners to consider the impact of body language when communicating. Introduce the sheet by asking learners whether they think body language is important. Elicit suggestions for examples of body language they have observed; for example, crossed arms when someone is defensive or anxious.

The image on the sheet shows a man covering his eyes and then his ears. In the first example, he could hear the words spoken but he wouldn't be able to see the accompanying body language. In the second example, he would be able to see the body language but he wouldn't be able to hear the words spoken.

Use this image to introduce a class game that utilises the same principles.

- 1 Divide the class into groups of four learners.

- 2 Assign each learner a role within the group. Learner 1 will be the speaker. Learner 2 will cover their eyes but not their ears. Learner 3 will cover their ears but not their eyes. Learner 4 will see and hear the message delivered normally.
- 3 Ask learner 1 to deliver a message to their group. This could be a description of their favourite hobby or pastime, or a description of something they did that morning – for example; this morning, I had cereal for breakfast with a glass of orange juice and a banana. The learner should speak normally and adopt the body language that comes naturally to them.
- 4 Learner 1 should now deliver the same message again. However, this time, they should deliberately adopt different body language; for example, they can change their stance, posture, facial expression, eye contact, gestures, movement or use of personal space. You may need to make suggestions to each group.
- 5 Encourage learners to discuss the outcome in their groups. Did Learner 2 notice anything different in the second delivery? Did Learner 3, who could not hear either message, change their opinion of what was being discussed as a result of the change in body language? How did Learner 4 feel that the change in body language affected the overall message? How did Learner 1 feel when they changed their body language?

This can be an interesting exercise. When one sense is removed, others can become heightened and it will also help learners to appreciate that when one of our key senses is missing, we might not always get the whole message. Learners should be encouraged to recognise that this has implications for some forms of communication, such as telephone calls.

Other games to encourage awareness of non-verbal communication include charades, miming, lip-reading, and Give us a Clue.

#### **Activity 4: Reading body language**

In this activity, learners must interpret the body language in two different images in order to answer the questions on the sheet. The images feature characters from the Skilled for Life videos in work-related scenarios as detailed below.

- Image 1: We see Craig and Ben in a confrontational situation. The focus is on Craig's body language, which is aggressive and antagonistic.
- Image 2: We see Ben and Jay in an interview situation. The focus is on Ben's body language, which is engaged and positive.

Beneath each image are a series of targeted questions. Learners are encouraged to explore what the individual's body language reveals about their emotions, how it might affect those around them and how it might influence the outcome of the situation. Ensure learners consider all aspects of body language, including facial expressions and personal space.

Answers can be written onto the activity sheet, or learners can be video recorded or observed by a tutor, with an accompanying witness statement.



### Extension activity

To extend the activity, provide a selection of images from newspapers, magazines or the Internet illustrating a wider range of body language for learners to evaluate. General questions are provided below to apply to each image:

- What does the person's body language tell you about how they are feeling?
- How do you think other people might react to their body language?
- What do you think will happen next?

### Resource sheet 5: When would you wear these?

The purpose of this sheet is to encourage learners to recognise that the clothing they wear will need to change depending on the situation they are in. The illustrations on the sheet portray a range of different items of clothing to generate discussion. Ask learners to consider each image and answer the following questions:

- When would you wear this item of clothing?
- Why would you wear it?

You can extend the discussion by gathering additional items of clothing – or images of them – and asking learners to choose their attire based on a given situation; for example, what would I wear if I were attending an interview/going out with friends/working in a warehouse?

### Activity 5: Choosing your clothes

In this activity, learners must identify three different situations where the clothes they wear can affect the outcome. An example has been provided on the activity sheet along with space for the learner to add three further situations, one of which must be work-related.



### Extension activity

To extend this activity, ask learners to research the clothing worn for a number of different job roles in their local area; for example, at college, a local supermarket, a local restaurant, a hotel, etc. Where appropriate, learners can visit the chosen locations to take photographs or make sketches or notes.

Learners can use the evidence generated to prepare a leaflet for one of their chosen locations illustrating how to dress appropriately. The leaflet should include information about what to wear and why it is important; for example, safety or customer identification.

### Resource sheet 6: Stef's story

The purpose of this sheet is to introduce the learners to Stef's story and the idea that they can use techniques to help them manage their behaviour in challenging situations. If you do not wish to use the video, you can source other exemplars; for example from television soaps or Internet video-streaming sites. If it isn't possible to watch the Skilled for Life video, see page 10 for the synopsis of Stef's story. Transcripts are included on the website for you to read from when the video cannot be viewed. The file name is sfl\_pss\_vidtranscript\_stef.pdf.

Introduce the sheet with a discussion about what it can feel like to have a bad day. Ask learners for suggestions of strategies or techniques they have successfully used in the past. It is important that learners recognise that, while they may not have control over the situation in which they find themselves, they can control the way they respond to it.

Introduce the video and ask learners to look for the ways in which Stef manages her own behaviour throughout her challenging day. It may be helpful to split the group, so that some watch the clip for examples of how Stef copes well and others watch for examples where she could improve.

Learners may struggle to make notes as they watch; encourage them to watch whilst trying to note and remember one thing each time. Watching the video for a second time will give them a chance to look for a second example, while building up their awareness of what is happening. Learners may wish to use post-it notes to record their ideas.

After learners have watched the video, draw out their responses in a group discussion. What did Stef do well? What techniques did they see her using? What would they have done differently?

## Activity 6: Managing behaviour

In this activity, learners must use evidence gathered while watching the video of Stef's story to answer questions on the sheet. It is not advisable to ask learners to write on the activity sheet while they are viewing the video and they may wish to watch the clip for a second time before recording their observations. Open questions are provided in the event that a different exemplar video is chosen.

Answers should be drawn from notes taken during the video and the resultant group discussion to generate feedback.

In the final part of the activity, learners must compare two strategies they observed and choose the one they feel had the best result.



### Extension activity

To extend the activity, learners can role-play the techniques they observed in the video. This will be of benefit in helping learners to practise useful strategies for managing their behaviour, as well as giving them more concrete evidence on which to base their evaluation of the most effective strategy to use.

## Resource sheet 7: What choice would you make?

The purpose of this sheet is to introduce the idea that the choices learners make each day, even if relatively simple, will have an effect on their lives. Discussion should be centred around focusing the learner on practical ideas for managing situations and behaviour that they find challenging. The image shows a person lying in bed, imagining two alternative outcomes for the day ahead based on their actions. In one scenario, they hit snooze on their alarm clock and are late for work. In the other, they get up straight away and arrive at work on time, smartly dressed and well prepared for the day ahead.

Generate a discussion about the techniques that learners can use to manage their own behaviour; for example, self-management, self-awareness, self-respect, honesty, time management (as in the example shown on the sheet) and co-operation.

To complement this, discuss the skills that are valued by employers; for example, enthusiasm, reliability, determination, honesty, a sense of humour and good manners.

You may wish to set up a strategy bank, asking each learner to note down an example of a positive behavioural trait they have and a behavioural trait they would like to improve. Place all the examples into a container

and draw out each anonymous example in turn. Encourage the group to discuss each example. How might this person have achieved the behaviour in the positive example and how might others emulate this? What techniques could the person use to manage the behaviour that they wish to improve? For example; if a learner felt they weren't confident about answering the telephone at work because they didn't know what to say, they could ask their manager or a co-worker for help or suggestions for suitable phrases to use. If a learner felt they were bad at handling stressful situations and ended up shouting at others for no reason, they could use techniques such as taking a deep breath, counting to 10 or pausing before they spoke.

### Activity 7: Techniques for managing behaviour

In this activity, learners are presented with five different scenarios – both social and work-based – and asked to suggest suitable techniques for managing their behaviour in each situation. A list of example techniques are provided on the sheet, however some responses are not desirable and learners must recognise this in their answers.

For each situation, learners must choose two of the example techniques provided and list them in column 2 of the table. They must also make at least one additional suggestion of their own in column 3. It is likely that the same techniques will apply in more than one situation; however, it is important that you ensure learners do not use the same examples throughout. Encourage them to think of suggestions that are particularly applicable to the situation described.



#### Extension activity

To extend the activity, ask learners to select their favourite techniques for managing behaviour and produce a series of prompt cards to use in future challenging situations. These cards can also be used for learning outcome 4.

Learners could also work together to create a display poster that matches challenging situations to potential behaviour management techniques.

### Resource sheet 8: Craig's story

The purpose of this sheet is to introduce the learners to Craig's story and the idea that their own behaviour will impact on other people. If you do not wish to use the video, you can source other exemplars; for example from television soaps or Internet video-streaming sites. If it isn't possible to watch the Skilled for Life video, see page 8 for the synopsis of Craig's story. Transcripts are included on the website for you to read from when the video cannot be viewed. The file name is sfl\_pss\_vidtranscript\_craig.pdf.

Introduce the video and ask learners to consider what they think about how Craig reacts when asked about his lateness.

Learners may struggle to make notes as they watch; encourage them to watch whilst trying to note and remember one thing each time. Watching the video for a second time will give them a chance to look for a second example, while building up their awareness of what is happening. Learners may wish to use post-it notes to record their ideas.

After learners have watched the video, draw out their responses in a group discussion. What would they have done differently? How could Craig have turned things around? Is it possible for him to change his ways and, if so, what are the key things he needs to work on?

Learners may have their own experiences with punctuality and could suggest specific techniques that they have used effectively in the past. Learners can work together to create a mind map or poster collating all the self-management techniques they can think of to address issues with punctuality. This can be referred back to as required.

### **Activity 8: Managing behaviour – role-plays**

In this activity, learners must take part in two role-plays with a partner. Each of the scenarios is left open-ended so that learners can influence the outcome themselves by applying techniques to manage their behaviour.

Before undertaking the role-plays, learners should be given time to consider each of the situations on the sheet and make notes of techniques they could use to bring about a positive outcome. During the role-play, learners can utilise the materials they have prepared. They may wish to carry out each role-play more than once in order to rehearse different approaches. This will enable them to better evaluate the different strategies. Learners should be encouraged to admit any mistakes they made during the role-play in order to demonstrate how they might change their actions to improve the outcome.

If necessary, you can amend the situations provided or suggest alternative scenarios, either social or work-related. However, it is important that learners are able to demonstrate how they would modify their behaviour in at least two different situations, which are unfamiliar and, in at least one case, work-related.

Evidence can be captured using video recording, or via a witness statement or observation record. Learners who find role-play challenging may work with the tutor on an individual basis to demonstrate their responses; however, writing about them on the sheet will not provide enough evidence to meet the assessment criteria on its own.

## Resource sheet 9: Craig's story (2)

The purpose of this sheet is to remind the learners of Craig's story and introduce the idea that their own behaviour will impact on other people and vice versa. If you do not wish to use the video, you can source other exemplars; for example from television soaps or Internet video-streaming sites. If it isn't possible to watch the Skilled for Life video, see page 8 for the synopsis of Craig's story. Transcripts are included on the website for you to read from when the video cannot be viewed. The file name is sfl\_pss\_vidtranscript\_craig.pdf.

As Craig's story is also used in Activity 8, you only need show the relevant section of the clip where Craig's attitude towards Stef is offensive and he provokes Ben, resulting in a physical attack. This section begins at 01.30 minutes. On this occasion, learners should pay particular attention to the reactions of other people – in this case Stef and Ben – to Craig's negative behaviour.

Learners may struggle to make notes as they watch; encourage them to watch whilst trying to note and remember one thing each time. Watching the video for a second time will give them a chance to look for a second example, while building up their awareness of what is happening.

Learners could be nominated to observe one character carefully, before feeding back details of what happened and what they felt was good or bad about their character's reactions. Learners can begin to discuss how they would act differently and provide justification for their choices. They should also discuss situations where positive behaviour has an effect on other people.

## Activity 9: Dealing with other people's behaviour

In this activity, learners must role-play two situations with a partner to practise techniques for dealing with the challenging behaviour of others. Following the role-plays, they must note the techniques they used as well as evaluating the most effective techniques and the reasons why they worked in the context provided.

Before undertaking the role-plays, learners should be given time to consider each of the situations on the sheet and make notes of techniques they could use to manage behaviour and bring about a positive outcome. During the role-play, learners can utilise the materials they have prepared. They may wish to carry out each role-play more than once in order to rehearse different approaches. This will enable them to better evaluate the different strategies. Learners should be encouraged to admit any mistakes they made during the role-play in

order to demonstrate how they might change their actions to improve the outcome.

Evidence can be captured using video recording, or via a witness statement or observation record. Learners who find role-play challenging may work with the tutor on an individual basis to demonstrate their responses; however, writing about them on the sheet will not provide enough evidence to meet the assessment criteria on its own.

### **Resource sheet 10: Planning for success**

The purpose of this sheet is to introduce learners to factors that could contribute to their personal success. The personal plan shown on the resource sheet is based on the character of Donna from the Skilled for Life video clip. The video clip can be viewed here to provide context, but it is not necessary to complete the sheet. It may be helpful to explain that Donna wants to be a singer. Having suffered rejection, she has used the experience to focus on factors that could contribute to her personal success and has decided to set herself a short-term goal.

Depending on the individual learners in your group, you may wish to create a different plan or use an amended format.

Introduce the activity by encouraging learners to write down one positive adjective they would use to describe a family member, friend or another person in their group. Suggestions should be made anonymously and placed in a box. Read out the words and encourage learners to focus on each positive characteristic in turn. How might each factor contribute to personal success? Which factors might help Donna achieve her short-term goal?

Learners can use the group suggestions to compile a list of the skills and qualities they believe are important for success. These can be captured on a group poster for display, or recorded on flashcards for learners to refer to in the future.

### **Activity 10: Your plan for success**

In this activity, learners will evaluate their own achievements and explore the factors that will help them to succeed by creating their own plan for success. The plan is based on Donna's example from the resource sheet; however, learners are asked to enter two goals – one personal and one work-related. This is designed to encourage learners to recognise that the factors for success they have identified will help them in all aspects of their lives.

Learners need to reflect back on the work they have done in this unit and should be encouraged to recognise all their achievements, both large and small. They must also enter two factors that will help them succeed for each goal they set. It may be helpful for learners to refer back to ideas generated during the opening discussion. Space is provided on the activity sheet for them to capture their responses.



### Extension activity

To extend this activity, introduce the concept of SMART targets and encourage learners to revisit their plan for success to make their goals smart. They should be encouraged to give their plans a timescale and include a simple checklist of actions to take.

## Resource sheet 11: Everybody's idea of success is different

The purpose of this sheet is to help learners understand that definitions of success are deeply personal. Everyone will define his or her vision of personal success differently. This could involve popularity with friends, family, in the workplace or in the local community, gaining the respect of others, achieving personal goals, securing a position of trust, getting a job, doing a good job or keeping a job. It is important that learners work to achieve meaningful success for them and are not discouraged by the goals or expectations of others.

Where appropriate, encourage learners to share their own ideas of personal success. It may be helpful to discuss role models in order to illustrate behaviours that the learners consider successful. Ask learners to make suggestions of people who they consider to be role models (individuals they admire). In each case, take time to draw out what makes this person a role model to them. What do they do that is positive or inspirational? What is it about them that the learner wishes to emulate? A role model might be someone who is known to them personally, such as a family member, friend or member of their local community, as well as a famous person.



### Extension activity

To extend the discussion, you may wish to invite local people with positive success stories to speak to the learners. Past students of the course may be good candidates.

During the presentations, learners should take notes on the factors they wish to emulate in the examples provided by the speakers.

## Activity 11: Your route to success

In this activity, learners will explore their own definitions of success more deeply, as well as focusing on the skills and qualities they have that will help them to gain employment. Learners can also refer back to the activity sheet and any flashcards or class posters generated in Activity 10 to provide inspiration.

Learners will begin by defining their own idea of success by populating the mind map provided on the activity sheet. They may have shared their ideas with the group as part of the introductory discussion; however, this provides them with an opportunity to capture it in writing so they can refer back to it in the future.

Secondly, learners must describe how their behaviour can affect their personal success. Here, they can draw inspiration from all parts of the unit, making it relevant to their own vision of success as appropriate.

In the second part of the activity, learners will explore their skills and qualities. Begin this section of the sheet by dividing learners into pairs or small groups. Learners within their groups should offer feedback about the skills and qualities they have observed in each other. Initiate the discussion by asking the question: What good things have I learned about X? While many learners may be able to list their own skills and qualities, it is often easier, and can lead to a more rounded picture, if they also receive feedback from others. It can also help learners with a more negative impression of their own abilities to better appreciate the qualities they have.

Following discussion in their groups, learners can complete the activity sheet by sharing the skills and qualities they have, the job they wish to have and how their skills and qualities can help them obtain that job. This section may need considerable input for some learners. There are various diagnostic tools and quizzes available; for example, SelfSmart, icould, Myworksearch and various CEIAG sites. See the Useful resources section below for more information. You may wish to ask learners to do independent research about their chosen jobs, obtaining adverts or job descriptions to help structure their thoughts. Alternatively, you may be able to provide exemplars.

The final task involves drafting a personal statement or profile. This could eventually be used on a formal document, such as a CV.



### Extension activity

To extend this activity, more able learners may wish to develop the materials on the activity sheet into a longer piece of work, summarising what they have learned during the unit and how they will use it to achieve future personal success. This could take the form of a powerpoint presentation or display poster. It could be a useful tool to share with future applicants.

### Useful resources

- SelfSmart
- my Worksearch
- Television programmes, such as *Trollied* (Sky), *The Apprentice*, and recordings such as *Fawlty Towers*
- Magazines and newspapers
- Job descriptions from the Job Centre or job search websites
- Camera or smartphone for taking photographs or recording evidence
- You can download an observation record form from the Edexcel website. Visit [www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx) and select Download forms.

### Websites

- [www.icould.com](http://www.icould.com) – A careers advice and job search site, which includes a 'buzz test' to establish personal strengths and qualities, and inspirational stories and exemplars.
- [www.plotr.co.uk](http://www.plotr.co.uk) – An online platform for career inspiration and preparation. Offers information about careers via inspiring videos and personalises advice for young people. Includes employer details and work experience opportunities.
- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> – Information from the National Careers Service including career tools such as a CV builder, job profiles and careers advice.
- [www.princes-trust.org](http://www.princes-trust.org) – For information on support, programmes and courses available by area.
- [www.inspiringthefuture.org](http://www.inspiringthefuture.org) – A free service which allows people from all sectors and professions to work with state schools and colleges to help young people achieve their potential.
- [www.cegnet.co.uk/newsletters/oct12/files/Employability.pdf](http://www.cegnet.co.uk/newsletters/oct12/files/Employability.pdf) – Archived materials from various employability projects and the resources linked to them.

## Answers to activities

### Activity 1: Where does your behaviour change?

Each learner must provide evidence of four different situations where their behaviour would be different or need to be changed. At least one work-related situation should be included. Evidence could be recorded as a mind-map, chart, or poster with illustrations or photographs where appropriate, as well as a written list. If completed as a group activity, tutors must provide a witness statement to indicate the individual learner's contributions.

Learner answers will vary.

### Activity 2: What would you do?

Learners must provide written explanations or records of a discussion with the tutor to capture their explanation about why their behaviour will change in a variety of given situations.

Learner answers will vary but factors could include: expectations, conventions, manners, rules and regulations, enthusiasm, peer pressure, confidence, familiarity, environment, and triggers such as other people's behaviour, encouragement, feelings or mood, personal circumstances, physical influences (such as feeling tired or ill), the sequence of events, stress or pressure.

### Activity 3: How did it go?

Learners must describe how they communicated in their role-plays, capturing this evidence in note form on the activity sheet or via video recordings or witness statements/observation records.

Learner answers will vary.

### Activity 4: Reading body language

Learners must interpret the body language of individuals from the Skilled for Life video in two images provided on the sheet. Evidence can be captured on the activity sheet or via video recordings or witness statements/observation records.

Learner answers will vary but learners should focus on the following aspects of the body language shown when answering the questions: stance, posture, facial expression, eye contact, mirroring, gestures, implied movement, personal space and touch.

- Craig: body language is aggressive and confrontational as evidenced by his angry facial expression, threatening gestures and invasion of personal space. This is likely to provoke Ben and could make the

situation worse. Craig is likely to get in trouble for behaving in this way at work and might even lose his job.

- Ben: body language is relatively open as evidenced by his uncrossed legs and arms, as well as his facial expression and alert posture. This is likely to make a good impression on Jay who is more likely to hire him for the job.

### Activity 5: Choosing your clothes

Learners must provide three examples of situations they might be in where their choice of clothes might affect the outcome. One example must be work-related.

Learner answers will vary. Examples could include: dressing to relax at home, dressing formally for work or an interview, wearing a uniform to show authority or dressing for safety (personal protective equipment).

### Activity 6: Managing behaviour

Learners must provide examples of positive and negative behaviours evidenced in the video clip, as well as two strategies for managing behaviour and an evaluation of their relative effectiveness. Evidence can be captured on the activity sheet or via video recordings or witness statements/observation records.

Learner answers will vary.

- 1 Positive behaviours could include evidence of focus, enthusiasm, reliability, confidence, determination or perseverance.
- 2 Negative behaviours could include evidence of rudeness, anger, emotional outbursts or over-enthusiasm.
- 3 Strategies could include asking for help, taking time out, using model behaviour, keeping things in perspective or having a goal.
- 4 Learner opinion as to the most effective strategy will be determined by the context and any justification they can provide.

### Activity 7: Techniques for managing behaviour

Learners must suggest appropriate techniques for managing their behaviour in a variety of given situations. Evidence can be captured on the activity sheet or via video recordings or witness statements/observation records.

Learner answers will vary.

- Interview: techniques could include pausing, taking a deep breath and any other appropriate responses.
- Late bus: techniques could include phoning a friend, communicating with work, asking for help and any other appropriate responses.

- Spilled drink: techniques could include taking a deep breath, asking for help and any other appropriate responses.
- Photocopier jam: techniques could include asking for help, communicating with someone who can repair it and any other appropriate responses.
- Someone is picking on you: techniques could include asking for help, taking a deep breath, leaving the room and any other appropriate responses.

### **Activity 8: Managing behaviour – role-plays**

Learners must take part in two role-plays to demonstrate techniques they can use to manage their behaviour and influence the outcome of a situation. Evidence can be captured via video recordings or witness statements/observation records.

Learner answers will vary. Techniques could include self-management, including time management, self-appraisal, goal setting, planning, note-making, cooperation, skills development and listening to criticism.

### **Activity 9: Dealing with other people's behaviour**

Learners must take part in two role-plays to demonstrate techniques they can use to manage their response to the challenging behaviour of others. Evidence can be captured via video recordings or witness statements/observation records.

Learner answers will vary. Techniques could include showing respect for others, listening to their ideas and opinions, considering others' feelings and thinking about how their actions might affect others.

### **Activity 10: Your plan for success**

Learners must populate a personalised plan for success, including two factors that will help them succeed in each goal they set.

Learner goals will vary. Factors could include types of behaviour, motivation levels, attitude, communication skills, dress code, enthusiasm, punctuality, organisation skills, luck, timing, opportunity, vision, self-confidence and self-esteem.

### **Activity 11: Your route to success**

Learners must define their personal ideas of success before explaining how their behaviour can affect their success. They will then list their skills and qualities before applying them to their desired job.

Learner answers will vary.