

Introduction to meta-skills

Teacher notes



Aim

To introduce the concept of meta-skills to young people and look at why meta-skills are so important. Young people will have the opportunity to explore and reflect on their own meta-skills.

Curriculum Links (Mapping)

CFE

- HWB 3-19a - I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

Career Education Standard 3 - 18

- I can demonstrate and apply the skills I have across the curriculum in relation to the world of work.
- I can identify my interests, strengths and skills and use them to make informed choices.

Learning Intentions

Young people will:

- Understand the meaning of meta-skills.
- Understand why meta-skills are important.
- Reflect and explore meta-skills.

Success Criteria

Young people will be able to:

- Describe meta-skills.
- Identify when they are using their own meta-skills.
- Give a real-life example of when they have used their meta-skills.

	Description	Resources	Time
1.	Introduction - What are meta-skills? <p>Explain that meta-skills are the human competences and qualities which will help us reach our potential in life, study and work. They aren't new, all of us already have meta-skills but we all have a different mix of skills. Highlight to the class that it is our human skills (meta-skills) that enable us to learn and think for ourselves, be open to new ideas and able to learn new things and adapt. Explain that we are going to look at our own meta-skills and think about which skills we would like to work on to help us in life, study and work. Take the class through the meta-skills on slide 3 and discuss.</p>	<p>Introducing meta-skills PowerPoint</p> <p>Slide 3</p>	15 mins

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	<p>We can't predict what the future holds, so it's important that people can adapt their skills and experience to take on new jobs with new challenges.</p> <p>Understanding your own skills better can help you think more effectively about learning and work.</p> <p>Give an example of how you use your own meta-skills.</p> <p>For example: driving to work you would have to focus, you would have to be making sense and adapting to the environment outside the car or weather conditions, also using integrity by following the rules and being a courteous driver and getting to work on time.</p>		
2.	<p>Discuss - Why are meta-skills important?</p> <p>Explore why meta-skills are becoming more important – this is because we need to use meta-skills in order to cope with the fast pace of change in life and future work. We have all seen how technology has massively changed how we work and live.</p> <p>Advancements in technology have also created new job opportunities. Jobs like app developer, ethical hacker, and energy engineer are all careers that didn't even exist 15 years ago. These are jobs that pupils couldn't have planned for when they were choosing their subjects!</p> <p>Change will happen and the world of work will keep evolving; affecting not just the type of work we do, but the way we do it. Some of the changes are that people have multiple jobs and more frequent job changes, meaning that people will have to upskill, reskill and adapt throughout their working life.</p> <p>Interconnectivity and access to information is growing continually affecting many areas of work and learning with endless sources of data. People are more often communicating with each other remotely or through digital platforms. Using mobiles for all sorts of activities. (mobile phones are an example of this, Slide 6) https://blog.textedly.com/smartphone-history-when-were-smartphones-invented</p> <p>Change can be exciting and lead to lots of new opportunities and possibilities however we need our meta-skills to be able to learn and adapt and take advantage of these new opportunities and possibilities.</p> <p>Although we can't predict the future of work, we can prepare for it. We only have to look at our mobile phones to see and understand how quickly technology changes and how it impacts on our lives.</p>	<p>Introducing meta-skills PowerPoint</p> <p>Slide 5</p> <p>Slide 6</p> <p>Slide 7</p>	

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	<p><i>Optional - Choose one of the short films to show why meta-skills are becoming increasingly more important in the future.</i></p> <p>Future Jobs & Industry Skills 4.0: Thriving in the Future</p> <p>Discuss with class what jobs may exist in the future</p> <p>Ask learners if they can think of any other jobs which may exist in the future and which jobs they think may disappear. For example: there are now less people working at the supermarket checkouts, however more people are working at 'selecting produce' for online shopping and an increase in delivery drivers.</p>	Slide 8 & 9													
3.	<p>Activity – What meta-skills did you use today?</p> <p>Choose from one of the activities in the appendix or you may have your own activity which would work just as well. This activity is used as an opportunity for pupils to use and identify their meta-skills .</p> <ul style="list-style-type: none">• Allow pupils to organise themselves e.g., size of group, choice of resources etc.• Ensure that learners have access to the meta-skills poster (electronic or paper copy).• Once the activity is completed, learners identify which meta-skills they have used during the activity.• Below are some suggested questions to ask pupils in order generate discussion, please note the meta-skills are only suggestions and may vary for different individuals. <table><tr><th>Question</th><th>Meta-skills used</th></tr><tr><td><i>How did you work out what to do? e.g. who to work with, what resources to use?</i></td><td><i>Communication, Sense Making, Initiative, Creativity, Focusing</i></td></tr><tr><td><i>How did you start the activity, did you make a plan?</i></td><td><i>Critical Thinking, Collaborating</i></td></tr><tr><td><i>Were you a leader or a follower in the group?</i></td><td><i>Leading, Communication, Curiosity</i></td></tr><tr><td><i>Did you work as a group or all individually?</i></td><td><i>Feeling, Integrity, Adapting</i></td></tr><tr><td><i>How did you communicate during the activity?</i></td><td><i>Communication, Collaborating, Creativity</i></td></tr></table>	Question	Meta-skills used	<i>How did you work out what to do? e.g. who to work with, what resources to use?</i>	<i>Communication, Sense Making, Initiative, Creativity, Focusing</i>	<i>How did you start the activity, did you make a plan?</i>	<i>Critical Thinking, Collaborating</i>	<i>Were you a leader or a follower in the group?</i>	<i>Leading, Communication, Curiosity</i>	<i>Did you work as a group or all individually?</i>	<i>Feeling, Integrity, Adapting</i>	<i>How did you communicate during the activity?</i>	<i>Communication, Collaborating, Creativity</i>	Slide 10 & 11 Meta-skills poster Pupil worksheet	15 mins
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	<ul style="list-style-type: none"> Pupils should record their meta-skills on their worksheet. Ask for volunteers from the class to explain how they used their meta-skills – and then discuss as a class highlighting that we all use meta-skills in different combinations. <p><i>Optional - You may wish to use the meta-skills video inserts on www.myworldofwork.co.uk to illustrate individual meta-skills.</i></p>	meta-skills videos	
4.	<p>Using slides 13,14 and 15 discuss meta-skills in more detail.</p> <p>Explain that meta-skills are not used in isolation and are used together, e.g., working in a group involves using communication, collaboration, integrity and possibly others depending on the task. Remind pupils that we all use a different mix of meta-skills in different contexts.</p>	Slide 13,14, and 15	15 mins
5.	<p>Activity - Reflecting on your own skills.</p> <p>Using the pupil worksheet, pupils should answer one or more of the questions on slide 16 – using their own examples and identifying which meta-skills they used.</p> <p>Remember these are just the first steps, designed to get pupils thinking.</p>	<p>Slide 16</p> <p>Pupil worksheet</p>	
	<p>Follow Up</p> <p>In the next lesson in this series, <i>Developing meta-skills</i>, pupils will have the opportunity to build on the work they have completed in this lesson. Pupils will explore why they should develop their meta-skills.</p>		

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Appendix

Example Activities

Select one of the following activities for the class to undertake (time approx. 15 minutes). Each of the 4 options involves the learners in group sizes of between 2 and 6.

<p>1. <u>Build a paper aeroplane</u></p> <p>https://www.wikihow.com/Make-a-Paper-Airplane</p> <p>In a specified time, each group to collaborate to design and make a paper aeroplane and the winning group is the group whose plane goes the farthest. Group to decide distribution of tasks themselves.</p> <p>Issue each group with A4 paper, colouring pens, stickers, Sellotape etc.</p> <p>Hints and tips:</p> <ul style="list-style-type: none"> • Start by folding a piece of A4 paper in half lengthwise. • Bring the top corners towards the centre crease. • Fold the angled top edges towards the crease again. • Use a ruler to press the folds down if pressing with your fingernail doesn't work. • <p>Competition:</p> <ul style="list-style-type: none"> • Throws should be from a standing position only. • 3 attempts per group and only one plane per group. • The thrower needs to have both feet on the ground. • Extra points for style can be awarded. 	<p>2. <u>Build the tallest structure with shoes</u></p> <p>https://www.youtube.com/watch?v=KxvR2CIO04M</p> <p>In a specified time (we recommend between 5 and 10 minutes), each group has to work together to make a tower using only their own shoes. The winning group is the group with the tallest structure.</p> <p>Hints and tips:</p> <ul style="list-style-type: none"> • Each group has to have an equal number of pupils. If the numbers don't allow for this teacher may have to add shoes. • Shoes can only touch each other or the floor i.e. can't use the walls or any other props to help. <p>Competition</p> <ul style="list-style-type: none"> • Winning group is the group with the tallest structure of shoes.
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3. Twenty-one

This is an activity which is done without any verbal communication and with each group standing in a circle. The purpose of this activity is for the total number of fingers held up by all the learners in the group to add up to 21.

Hints and Tips

- Each group should start by appointing a “counter” who will add up all the ‘held up’ fingers.
- The counter is the only person who can speak as the counting is being completed.
- The counter can participate or not.

Competition

- The game starts with all learners standing facing each other with their hands behind their backs.
- The counter shouts, 1,2,3 and then all learners hold out a number (0-10) fingers and the counter adds them up.
- If all the fingers add up to 21 then the group has won.
- If no group has won, then the above process is repeated.

4. Build a Tall Tower

<https://www.teachingexpertise.com/classroom-ideas/build-a-tower-activity-for-kids/>

In a specified time, each group to collaborate and design to make the tallest structure they can with the materials they have selected.

Choice of materials: paper cups, Sellotape, spaghetti, paper, straws, *BluTack* and paperclips.

Hints and tips:

- Groups can select from all of the above or alternatively teachers ensure all groups have the same materials.

Competition

- At the end of the time period, groups display their creation, the tallest standing structure is the winner.