

## Using a person specification - lesson plan

**Employability – Using a person specification****Topic:** Employability**Level:** E3 / Int 1 / B1**Time:** 90 minutes**Aims**

- To develop learners' vocabulary of skills and personal attributes
- To develop learners' ability to distinguish between skills and attributes (optional activity)
- To provide practice of using a person specification

**Introduction**

This lesson helps learners to be able to use a person specification when applying for work. They will develop their understanding of the vocabulary used to describe personal skills and attributes in an employability context. It will then help them to identify examples of how they have demonstrated these skills.

To prepare before the lesson:

**Resource A** (images of jobs) - print one copy of each to display on the wall. You could include your own images here, especially if they are relevant to learners' lives/experience. Decide which pictures you will use during task 1 and write down 3 or 4 skills and attributes for each picture.

**Resource B** (vocabulary matching) - print one copy per learner

**Resource C** (worksheet - match job to skills/attributes) - print one per pair/group of learners

**Resource D** (sample person specification) – print one for each learner, you may want to provide some alternative specifications.

**Resource E** (example cards) – print and cut up one set for each group of learners. If you have chosen to use an alternative specification for **Resource E** then you may need to choose different examples to use.

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**Procedure****Warmer (5 mins)**

- Before the lesson, stick images around the classroom (**Resource A**). Ask learners to move around to look at pictures then ask learners to return to their seats. Elicit job titles.

**Task 1 – present vocabulary: skills and personal attributes (10 mins)**

- Stick two pictures from warmer on whiteboard, then write your list of skills/attributes around them at random, and ask learners to match suitable words to each job.
- Ask for further qualities a person needs to do these jobs and write suggestions on whiteboard - use learner feedback to check understanding (keep information on whiteboard to refer to in task 2)

**Task 2 – vocabulary definitions (10 mins)**

- Give out the definitions matching activity (**Resource B**) and ask learners to complete individually, then compare answers with their neighbour. Monitor and correct.

**Task 3 – matching skills and personal attributes to jobs (15 mins)**

- Put learners into groups and ask them to complete the worksheet (**Resource C**).
- Monitor, then check the answers.
- Clarify the meaning of any new vocabulary. Check the use of nouns/adjectives, eg the attribute is 'flexibility', an employee is 'flexible'.

**Differentiation**

- faster finishing groups/individuals could add further vocabulary to worksheet, using dictionary to check meanings

**Task 4 – distinguish skills from personal attributes (15 mins) OPTIONAL TASK**

- Using the information from task 1, say that some words refer to the character of the person (attributes) and some words to the things they know how to do (skills). Give an example, then ask the class to decide which of the words are skills and which are attributes. As learners give suggestions, underline the skills to distinguish them.
- Ask learners to get back into groups and underline the skills on the worksheet (**Resource C**). Monitor then check the answers open class.

### Task 5 – person specification (15 mins)

Note, you may wish to use alternative person specifications here, depending on the interests of your learners.

- Write 'Assistant Manager - supermarket' on whiteboard and ask learners what this job involves / if anyone has any experience of doing this job etc, to clarify the context.
- Ask learners what specific skills this job might need - referring to vocabulary from the lesson or learners' own ideas/experience.
- Put learners into pairs and ask them to list at least 5 skills (not attributes) that this job requires. As pairs complete the task, join them up to make groups of 4 and tell them to compare suggestions.
- Give each group of 4 a copy of the Person Specification (**Resource D**) and ask learners to compare their ideas with the specification criteria.
- Ask learners what they think the Person Specification is for. Elicit suggestions and clarify that is how employers choose which candidate to employ. Elicit suggestions as to how it can be helpful when applying for jobs.
- Elicit feedback about any other skills learners identified and clarify the meaning of any new vocabulary eg delegate, ability to.
- Highlight commonly used adjectives/adverbs in this context eg excellent, strong, well-developed. Model sentences eg 'I have strong communication skills', 'I am extremely well-organised'.

### Task 6 – identify and describe own skills (20 mins)

- Give learners the example cards (**Resource E**) and ask them to work in small groups to match the cards to points on the person specification. Start by giving an example.
- Elicit the answers from groups and highlight that learners will need to find examples from their own experience for the points on a person specification.
- Ask learners to work individually and to try and identify examples from their own experience to match the criteria on the person specification. Ask learners to make notes of these examples. Some learners will find it challenging to find examples for all points on the specification used, particularly for learners who would like to do different jobs.
- Put learners in pairs and tell them to describe their skills/attributes and give an example.
- After a few minutes, bring the class back together and ask for feedback. Encourage learners to use full sentences to describe their skills and check for pronunciation of key vocabulary.

### Cooler - end to end vocabulary game (5 mins)

- To recap some vocabulary from the lesson, say a piece of vocabulary from the lesson, then ask the learner on your left to give another word from the lesson which begins with the final letter of the word you gave, eg sense of humour - reliable. Continue around the

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class. Keep the activity light-hearted and allow other employability-related words if necessary. The class could adjudicate on allowable words.

**Extension activities / Homework**

Learners could write up their skills/attributes and examples from their experience in the form of a brief personal statement.



**Answers**

Resource C

skills: interpersonal skills, numeracy, communication skills, problem-solving, driving, time management, customer service

attributes: caring, patient, teamwork, helpful, polite, honest, self-motivated, well-organised, creative, flexible, attention to detail, responsible

