



# Abilities and Preferences

Intermediate (Classes 7-10)

Advanced (Classes 11-12)



## Independence (Pestalozzi Approach)

### Instructions to Participants:

The teacher divides the students into groups of three and asks each group to think of all the different abilities they and list them. (For example 'quick at learning foreign languages, good at listening to people, able to grow vegetables')

(NB: Students should think in terms of Head, Heart and Hands abilities and, for this activity, should include under 'Heart' emotional characteristics such as 'empathy' or 'courage' as abilities.)

The teacher asks for each group in turn to name an ability, going round the groups over and over until all the abilities the groups have found have been named. Meanwhile a chosen student writes each ability named on a large sheet of paper on the wall.

The students add any further abilities that they have and list them. The teacher now asks each group to think of different working style preferences and to list them in pairs.

(NB: The teacher should give examples if necessary, for example 'Working alone or working as part of a team', 'Working indoors or working outdoors', Working under pressure or working in a relaxed way'.)

The teacher asks for a working style preference pair from each group in turn, going round the groups over and over until all the preference pairs the groups have found have been named. Meanwhile a chosen student writes each preference pair on a large sheet of paper on the wall. The students add any further working style preferences that they can think of.

### Ideas for further discussion:

Personality Tests to illustrate the differences between us all.

Talking prompts - Creating a safe space for everyone to talk/share ideas.

### Materials Needed

- Question prompts
- Discussion prompts
- Recording sheet

### Online Resources

- [Presentation:](#)  
Includes prompts for talking
- [Recording sheet](#)





# Abilities and Preferences

Intermediate (Classes 7-10) - Part 2

Advanced (Classes 11-12)



## Independence (Pestalozzi Approach)

### Instructions to Participants:

The teacher reminds the students of the activities of the previous sessions on 'Careers - Abilities and Preferences' and returns the students' worksheets to them.

Dividing the students into the same pairs as for the previous activity, instruct each pair member to prepare a two-minute presentation about his or her partner to include their partner's:

- Abilities
- Working style preferences
- Different jobs the student could do using his or her abilities and which offer his or her working style preferences

Each student makes a presentation of their partner to the rest of the students.

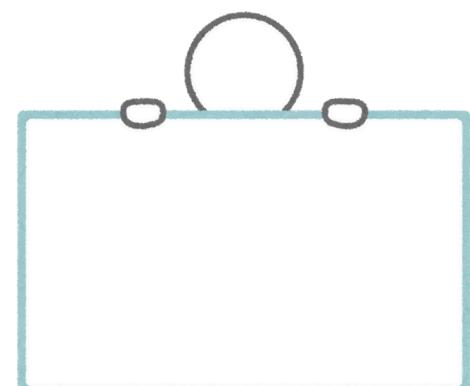
NB: As each presentation is made the rest of the students are encouraged to suggest other jobs for the student the presentation is on, based on their abilities and their working style preferences, explaining why they think the student concerned would be good at the job/s suggested).

### Materials Needed

- Question prompts
- Discussion prompts
- Recording sheet

### Online Resources

- [Presentation:](#)  
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### Prompt Examples:

#### Meet Anna

I believe that Anna would make a wonderful...

#### Because...

Alternatively, I think Anna could choose any of the following careers....as she has the skills and qualities required to...





# Abilities and Preferences

Part 2 continued

Ideas for further discussion:

- Share with other campuses online - if students are comfortable.
- Discuss how these will differ based on individuals and the community.
- Peer assessment - encourage students to provide feedback to others using 2 stars and a wish based on the presentation skills and content.

## Feedback...

★ I loved this about...

★ I enjoyed...

★ To improve you could...

**Make sure you're listening to your peers presentations, so you can offer helpful feedback on their presenting skills and the suggestions made to their partner.**





# Abilities and Preferences

Part 2 continued

Pestalozzi wanted education to be led by the students and to be relevant and useful to them. He believed that education should be a preparation for the lives we are most likely to lead as adults. He also wanted education to help make us independent and able to think for ourselves, thus enabling us to help ourselves and others.

