



I don't have any skills. What can I put on a resume?

SKILLS BINGO

SUMMARY	Students play the <i>SKILLS</i> bingo game. After completing it, they work in small groups to identify skills used in different activities. To optimize its impact, this activity should be followed by completion of the entire <i>SKILLS</i> assessment component on CIS.
OBJECTIVES	Students will: <ol style="list-style-type: none">1. Recognize skills used in their activities and accomplishments.2. Begin the process of identifying their preferred skills.
PREPARATION	Review Bingo rules and directions for the <i>SKILLS Bingo</i> adaptation.
MATERIALS	<i>SKILLS Bingo</i> cards — one per student <i>Activities and Accomplishments</i> worksheets — one per student <i>SKILLS Worksheets</i> — one per student Prize(s) for winner(s) Flip chart or chalkboard
COMPUTER USE	None. However, this is an excellent introduction to the <i>SKILLS</i> component of CIS which could be used soon after this activity.
SUBJECT AREA	English, Social Science, Guidance, The Arts
TIME REQUIRED	One 50-minute class period
GROUP SIZE	Small group, class

STEPS

1. Give each student one *SKILLS Bingo* card.
2. Review Bingo rules: complete a line of boxes (across, down or diagonally); everyone gets the Free box in the center; yell “Bingo!” when completed.
3. Have students move around the room until they find people who fit the description in a box. People then sign their name on the appropriate line. Only one signature per person is allowed on each bingo card.
4. Keep asking people until a line is complete and someone wins.
5. The first person to yell “Bingo!” wins a prize. Present prize to winner.
6. Ask students what skills were involved in playing the game. Record responses on flip chart or chalkboard.
7. Give each participant one *Activities and Accomplishments* worksheet and one *SKILLS Worksheet*.
8. Group students in threes and have them identify the skills used to complete three or four of the activities on the worksheet. Every group member should have done at least one activity. Refer to the *SKILLS Worksheet* for ideas and skills words.

continued

9. Upon completion, ask a few students to share their *Activities and Accomplishments* skills list with the large group.
10. Discuss what they learned about each other and themselves. Consider how activities and accomplishments can reveal people's skills or their interest in developing particular skills.
11. Give an overview of the SKILLS tool: It is one of many different types of career assessment instruments. Each instrument helps a person understand a specific aspect of themselves, such as interests, aptitudes, values, and personality types. SKILLS looks at your skills preferences.
12. Give definition of a skill: "goal-directed behavior that has been or can be strengthened through practice." Emphasize that a skill can be learned.
13. Have students identify at least 20 skills based on their *Activities and Accomplishments*.

Recommended continuation:

14. Explain that during the next few class sessions, students will use the SKILLS component of the CIS program. They will identify skills they enjoy using, then a computer program will match lists to occupations.
15. Proceed with the formal six-step process outlined on the *SKILLS Worksheet*.

VARIATIONS

1. Vary items on the Bingo card to introduce other topics, such as work experience or transition issues.
2. Have students develop their own Bingo cards based on their "known" activities and accomplishments before proceeding with the SKILLS component.

ALLIED ACTIVITIES

Career Self-Portrait

Skills Match

ASSESSMENT STRATEGIES

Students will:

1. Complete the *SKILLS Bingo* worksheet.
2. Complete the *Activities and Accomplishments* worksheet.
3. Identify and discuss skills used in activities and accomplishments.
4. Identify at least 20 skills to be used in the SKILLS assessment process.



STUDENT WORKSHEETS

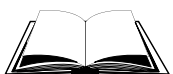
SKILLS Bingo cards

Activities and Accomplishments

SKILLS Worksheets

PORTFOLIO

SKILLS Bingo card with *Activities and Accomplishments* worksheet



INSTRUCTIONAL NOTES

Presenting SKILLS to Students

continued

SORTING

Subject/Program Area: Any, Career Focus, Career-Related Learning, English, Guidance

Grade Level: 9, 10, 11, 12

CIS Component: SKILLS

STANDARDS

CRLS: Career Development, Communication, Teamwork

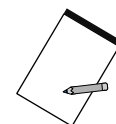
SCANS: Information, Interpersonal, Thinking Skills

NCDG: Positive self-concept, Skills to interact positively with others, Career information skills

ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Analysis



SKILLS BINGO CARD

Directions: Each box identifies something that someone in this class may have accomplished. Interact with class members to find out if any of the listed items pertains to them. If so, ask them to sign their name on the appropriate line. (Even though more than one item may match a person, each person should sign only one blank spot per card.)

S	K	I	L	L
Baked cookies _____	Played a team sport _____	Rearranged a room _____	Assembled a document _____	Been a lifeguard _____
Answered a business phone _____	Cared for a pet _____	Helped a friend solve a problem _____	Acted in a play _____	Drawn a design _____
Organized a tool box _____	Mended clothes _____	FREE _____	Given directions to find a place _____	Written a poem _____
Fixed a leaky faucet _____	Played a musical instrument _____	Read stories to children _____	Driven a tractor _____	Designed an outfit _____
Planned a trip _____	Choreographed a dance routine _____	Sold raffle tickets _____	Changed oil in a car _____	Held an office _____

Accomplishments Worksheet for *SKILLS* Bingo

Directions: Under each activity/accomplishment, record the skills used. Refer to the 72 skills listed in the *SKILLS Worksheet*.

Baked cookies	Played a team sport	Rearranged a room	Assembled a document	Been a lifeguard	Answered a business phone
Cared for a pet	Helped a friend solve a problem	Acted in a play	Drawn a design	Organized a tool box	Mended clothes
Given directions to find a place	Written a poem	Fixed a leaky faucet	Played a musical instrument	Read stories to children	Driven a tractor
Designed an outfit	Planned a trip	Choreographed a dance routine	Sold raffle tickets	Changed oil in a car	Held an office

