



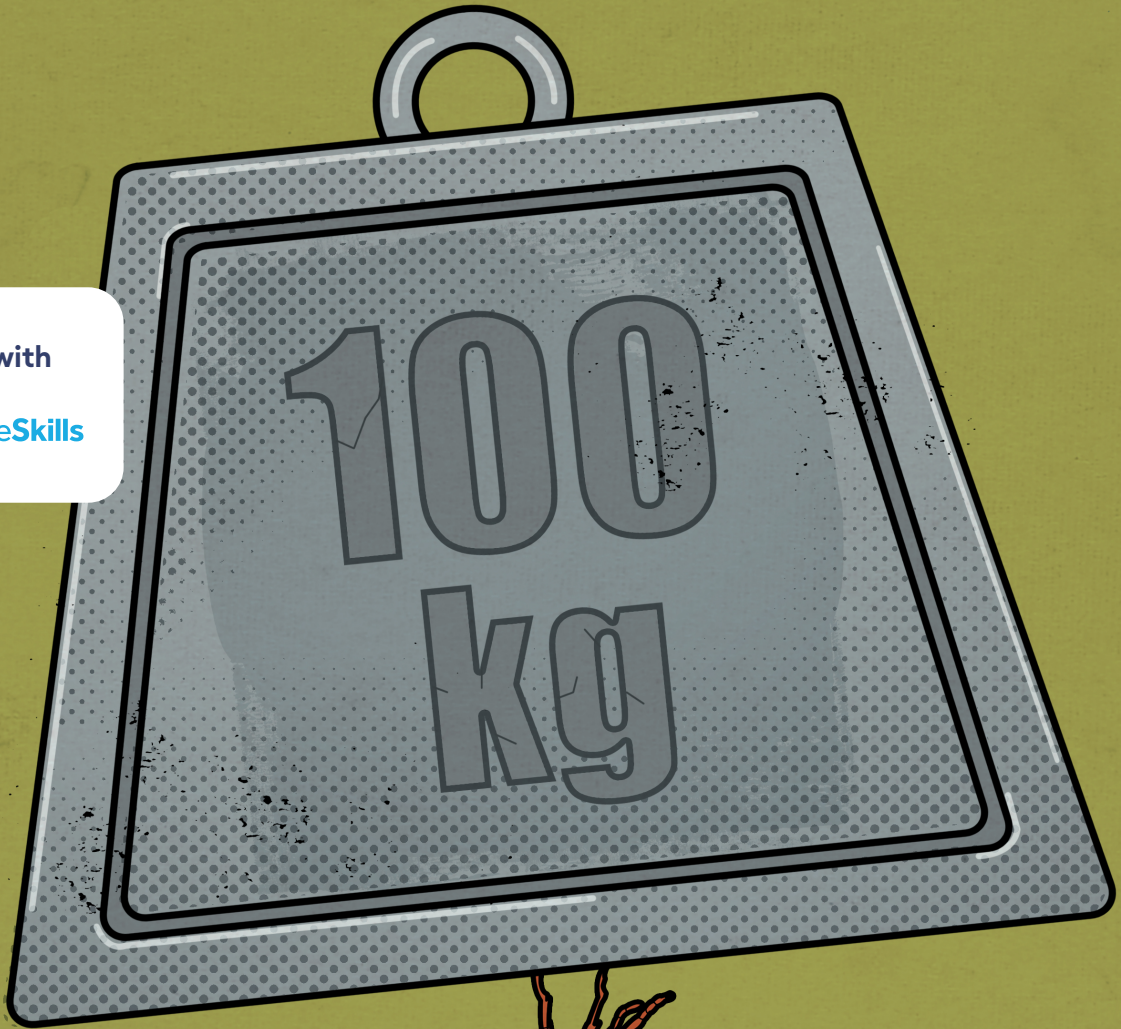
# Future Talented

SPRING 2022  
ISSUE 9

BRINGING THE WORLD OF WORK TO LIFE

In partnership with

 BARCLAYS | LifeSkills



LESSON PLANS ON:

FEEDBACK // CHARACTER STRENGTHS  
PERSONAL PURPOSE // LEARNING STYLES



Future  
Talented



# HELPING YOUNG PEOPLE TO FIND THEIR PURPOSE AND STRENGTHS



**JIM CARRICK-BIRTWELL**  
CEO, FUTURE TALENT LEARNING

**W**

hen young people take the time to explore what motivates and drives them, they can develop a sense of purpose that guides them through the many choices, opportunities and challenges they face – at school and beyond. It's an important insight that support students to choose rewarding careers, and ultimately, to lead productive and satisfying lives.

To help frame this process of exploration, we have themed one of the lesson plans in this issue around finding personal purpose, outlining an 'ikigai' exercise that young people can undertake at school with a careers leader or teacher, or at home with a parent or caregiver. This will help them to pinpoint what inspires them to get up in the morning and how they could apply this passion to their future career.

It's just one of four practical lesson plans covering core human skills that we share in this edition of Future TalentEd; the others focus on identifying character strengths (central to finding our purpose), understanding learning styles (and how we learn best), plus giving and receiving constructive feedback.

## PURPOSE SUPPORTS STUDENTS TO CHOOSE REWARDING CAREERS

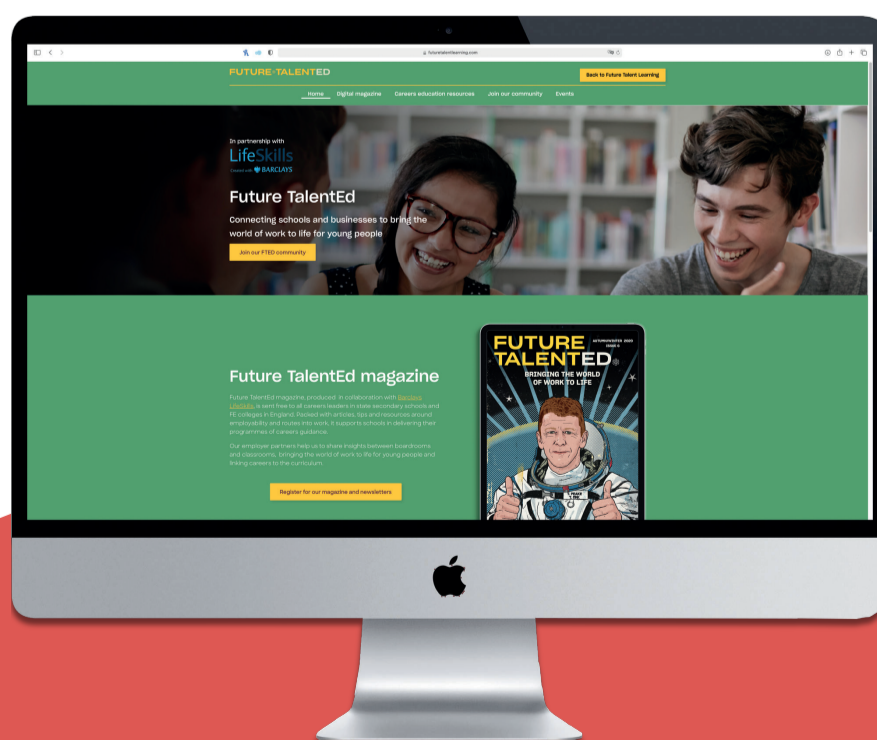
There are also accompanying extension activities from our sponsoring partner Barclays LifeSkills. To navigate the full range of LifeSkills resources, you can follow the carefully curated [skills for the workplace](#) and [personal development](#) pathways.

Our aim at Future TalentEd is to help equip young people from all backgrounds with the interpersonal skills to grow in confidence and competence – and to enter and thrive in the world of work.

We hope you enjoy and make practical use of this term's edition.

*Jim*

**Jim Carrick-Birtwell**  
CEO, Future Talent Learning



### FUTURE TALENTED WEBSITE

Visit our website, featuring a wealth of careers-related content, plus practical tools and resources for schools.

[futuretalentlearning.com/futuretalented](http://futuretalentlearning.com/futuretalented)

# CONTENTS



## P5:

**What are character strengths?**

**Lesson:** Unleashing our secret superpowers

**LifeSkills:** Spin the wheel of strengths

---

## P8:

**What are learning styles?**

**Lesson:** How we all learn differently

**LifeSkills:** Become a lifelong learner

---

## P11:

**What is personal purpose?**

**Lesson:** Find your personal purpose (ikigai)

**LifeSkills:** Put your purpose into a business

---

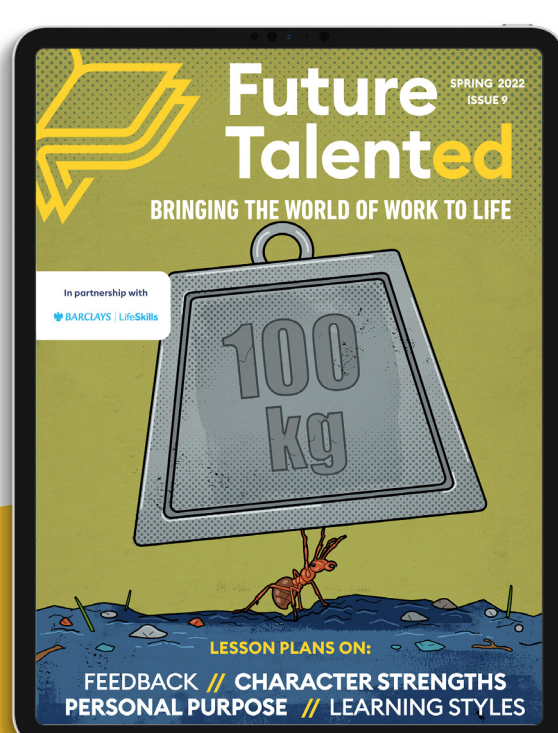
## P14:

**What is feedback?**

**Lesson:** How we get better every day

**LifeSkills:** How do you respond to others?

---



## WHO IS THIS MAGAZINE FOR?

Future TalentEd is aimed at an audience of careers leaders and students in secondary schools and FE colleges, plus parents, guardians and caregivers.

If you have any queries, please contact Sarah Wild at [sarah.wild@futuretalentlearning.com](mailto:sarah.wild@futuretalentlearning.com)

## EDITORIAL

Sarah Wild // Editor

Mary Appleton // Editor in Chief

Elizabeth Waddell // Editorial Assistant

---

## DESIGN

Graeme Sapsed // Head of Design

Sean Barnes-Murphy // Freelance Designer

---

## MARKETING

Lorna Lewis // Digital Marketing Lead

---

## ADVERTISING

Claire Harvey // Employer Partnerships Lead

Jim Carrick-Birtwell // CEO

---

[info@futuretalented.co.uk](mailto:info@futuretalented.co.uk)

© 2022 Future TalentEd All material published by Future TalentEd is copyright and remains the property of the publishers. No material may be reproduced without the written permission of the publishers. The publishers do not necessarily agree with the views expressed by contributors, nor do they accept responsibility for any errors of interpretation in the subject matter of this publication.



# character strengths

## WHAT ARE CHARACTER STRENGTHS?




According to psychologist Martin Seligman, the happiest people are those who recognise and make use of their unique combination of **signature character strengths**. While talents are inherent – we are born with them and cannot acquire or forget them during our lives – strengths are the things we are good at and which we can improve and enhance.

Seligman lists 24 character strengths, which range from creativity and teamwork to fairness and humour. People typically have varying degrees of each strength – so we will be high in some character strengths, average or low in others; the low scores are not necessarily weaknesses, but lesser strengths in comparison to the others.

Knowing what we are good at, and harnessing these strengths, feeds into our self-awareness. It enables us to live **engaged and meaningful lives** and to make **better-informed choices** about everything from our studies and career paths to our hobbies and relationships. We are also able to pinpoint our development needs and work on our weaker skills.


### Why is understanding our strengths a life skill?


 Knowing what we excel at encourages us to **aim higher and achieve more**, while recognising our weaknesses gives us a clearer idea of the things that hold us back.


 Exploring what we are good at **increases our self-awareness** and gives us a better understanding of how our skills complement other peoples'.

 Pinpointing our strengths may give us a **new appreciation for attributes that we previously undervalued** in ourselves.

### How does knowing our strengths help prepare us for the world of work?

 We have a head start when applying for jobs or further study because we can narrow down our options and know how to describe and sell our skills.

 We function better in teams when we know what strengths we bring into the mix and how they complement other peoples'.

 We are motivated to continue growing and learning.





# UNLEASHING OUR SECRET SUPERPOWERS

## A BIT ABOUT STRENGTHS

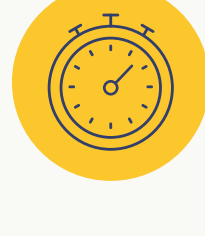
Just as every Marvel character has a unique combination of strengths, so do we. Ours might not be invisibility or telepathy, but they are every bit as invaluable and critical to our future success (and happiness). Psychologist Martin Seligman found that there are 24 universal human strengths and he developed a free assessment to help you find out which are your top 5.

If any students want to explore more, they can take part in the [VIA Strength Survey for Children](#).

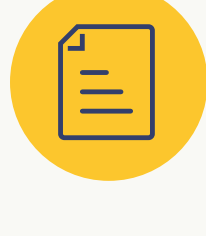
Seligman found that if we can use just 1 of our signature strengths every day we are likely to be happier and more successful. In fact, he found the impact of using our strengths on our mental health to be so powerful it was even stronger and more long-lasting than any anti-depressant.



## To run a strengths exercise, you will need:

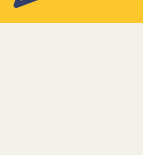


25 minutes

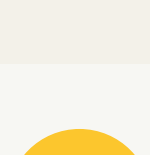


A copy of the handout for each person

## TEACHER NOTES



### Explaining the strengths activity:



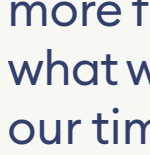
**1 minute** Explain that, today, we're going to do an exercise about strengths. This is going to help us explore our personal strengths and where we might be able to use them more.



**1 minute** Give each person a handout. Explain that these are the 24 universal human strengths. They've been extensively researched, and don't change regardless of age, race, upbringing or nationality.



**2 minutes** Ask the group to read through the strengths and check whether any need clarifying.

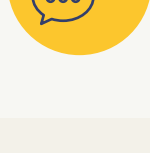


**1 minute** So how do we use these strengths? Well, it's all about identifying our top 5 and trying to use them more in our daily lives so we are happier and more fulfilled. Perhaps it's using our strengths to help us decide what we do work-wise or just using them to inform how we spend our time more generally.



**3 minutes** Explain that we're going to have a go at spotting strengths. Ask the group whether they are familiar with Wonder Woman – what would you say her top 5 strengths are? Or Ironman – what are his top 5 strengths? [There's no right or wrong here but there's a suggestion below. If Marvel characters don't resonate, ask them to pick someone famous they all know – from Billie Eilish to Barack Obama. The exercise will work regardless.]

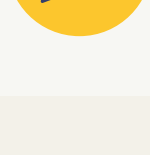
| IRON MAN           | WONDER WOMAN |
|--------------------|--------------|
| 1 Love of learning | 1 Kindness   |
| 2 Humour           | 2 Teamwork   |
| 3 Judgement        | 3 Wisdom     |
| 4 Bravery          | 4 Bravery    |
| 5 Curiosity        | 5 Integrity  |



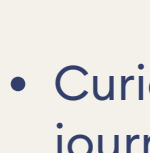
**5 minutes** Now let's start to think about our own strengths. Ask the group to circle the 5 that they feel they identify with most.



**2 minutes** Then ask students to rank those 5 strengths from their top one to their bottom one.



**5 minutes** Divide the group into pairs and ask them to brainstorm how they could each use some of their top 5 strengths more in their daily lives.



**4 minutes** In their pairs, they can now discuss what kinds of jobs these strengths could lead them into. For example:

- Curiosity, objectivity and boldness could mean a career in journalism.
- Kindness, understanding others and integrity could lead to a career in healthcare.
- Hope, purpose and creativity could be useful for a career in environmental activism.

## END THE SESSION



**1 minute** Wrap up the discussion and invite the group to research careers that might play to their top 5 strengths. You may also want to email the group the link to Seligman's assessment.

## HANDOUT: Colour version



HANDOUT 1

NAME: \_\_\_\_\_

|             |              |                  |                      |
|-------------|--------------|------------------|----------------------|
| Curiosity   | Judgment     | Creativity       | Understanding others |
| Honesty     | Integrity    | Love of learning | Energy               |
| Fairness    | Forgiveness  | Leadership       | Self-control         |
| Kindness    | Thankfulness | Hope             | Relationships        |
| Teamwork    | Bravery      | Purpose          | Wonder               |
| Objectivity | Humour       | Wisdom           | Humbleness           |

## HANDOUT: Print-friendly version



HANDOUT 1

NAME: \_\_\_\_\_

|             |              |                  |                      |
|-------------|--------------|------------------|----------------------|
| Curiosity   | Judgment     | Creativity       | Understanding others |
| Honesty     | Integrity    | Love of learning | Energy               |
| Fairness    | Forgiveness  | Leadership       | Self-control         |
| Kindness    | Thankfulness | Hope             | Relationships        |
| Teamwork    | Bravery      | Purpose          | Wonder               |
| Objectivity | Humour       | Wisdom           | Humbleness           |





# SPIN THE WHEEL OF STRENGTHS

 **BARCLAYS** | LifeSkills

**T**his interactive worksheet activity uses a Wheel of Strengths tool to help us to identify our own skills and see how they transfer between different jobs. We can also look at the skills required for alternative career options.

The worksheet can be printed or completed digitally to develop a connection between building transferable skills and good career choices.

**CLICK TO ACCESS**



# Learning styles


## WHAT ARE LEARNING STYLES?





We humans are living longer than ever before – in a world that is fast-paced, ever-changing and dominated by technology – so it's important for us to continue to learn throughout the whole of our lives, not just at school, college or university. This will help us to stay employable and relevant in the workplace as careers and skills-needs evolve. After all, we don't want to lose our jobs to the machines!


However, **not all of us learn in the same way**. In fact, psychologists have identified 4 learning styles that we explore in the following lesson plan. While we use all 4 styles at different times (and preferences can change over time), most of us tend to have 1 or 2 dominant styles. It's good to know what these are and when it's useful to try a different style to enhance our learning.

### What are the benefits of understanding how we learn as a life skill?


 Knowing how we learn best **improves the speed and quality of our learning**.


 Understanding how we learn also helps us to relate to ourselves and others and **makes us more self-aware**.


 It can be frustrating to sit in a classroom and not understand why we don't get something. If we recognise alternative learning styles, **we can try out different techniques** to see which suit the situation.


 Knowing how to learn **boosts our self-confidence, curiosity and enthusiasm for learning** and improves our wellbeing.

### Why does knowing how we learn help prepare us for the world of work?

 We are able to learn more quickly and successfully at school and university, and to stay up to date professionally.

 We are able to flex our learning styles and use our insights to help train and interact with peers and colleagues.

 We are more likely to be enthusiastic about learning and to enjoy the process, which encourages us to be curious and innovative in our roles.

 We can move between jobs, careers and sectors, confident in our ability to pick up new skills and knowledge, following our passions and aspirations.







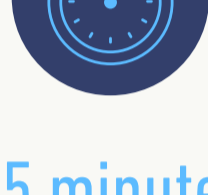
# THE SECRET OF HOW WE ALL LEARN DIFFERENTLY

## A BIT ABOUT LEARNING STYLES

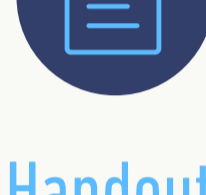
When we're young, we spend a lot of time learning. Some things will feel easier to learn than others and that's because we all learn in different ways. Say you want to learn how to get more likes on your TikToks... some people will just make loads of videos and see which gets the best response; others will spend their time watching the most-liked videos and seeing what they have in common before giving it a go themselves. So with all this learning to do (in between making TikToks), it can be useful to understand how we learn best to help us learn as effectively and efficiently as possible.



### To run this activity, you will need:



25 minutes

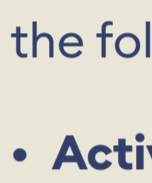


Handout

## TEACHER NOTES

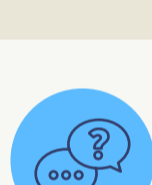


### Explaining the learning styles exercise:



**5 minutes** Distribute the handout and introduce the 4 different learning styles. Explain that psychologists found that people learn in different ways, identifying the following:

- **Activists:** Learn through doing, through new experiences and through working with others. Activists tend to like to have a go and learn as they're doing. You won't find them reading the instruction manual before plugging in their PlayStation.
- **Reflectors:** Like to watch and analyse, gathering information and taking in the big picture. They'll be the last to have a go but better at it as a result of watching everyone else first.
- **Theorist:** Learn from models, theories and principles, applying logic and rational thought. They'll typically gravitate to DT over art, to maths and science over history and English – subjects where there are theories and processes to master.
- **Pragmatists:** Like to experiment, bringing theories to life through real-life experience. Rather than learning the theory of long jump, they'd want to explore different techniques before understanding why one technique is considered better than the other. Think Isaac Newton dropping all manner of objects before consulting the science books.



**10 minutes** Divide the group into pairs and ask them to discuss:

- 1 Which learning style they think applies to them.
- 2 Examples of where they've seen themselves learning in this way.



**6 minutes** Bring the group back together and ask for a show of hands for who identifies most with each learning style. Ask the group to share any interesting insights that emerged during their discussions.



**2 minutes** Explain that no one sits perfectly in one of these boxes and there will be situations where it's helpful to try a different learning style.

- For example, when we're revising for an exam:
  - **Activist:** give a past paper a try and then mark where your gaps are.
  - **Reflector:** talk through what you've seen and learnt with someone else.
  - **Theorist:** compile lists of examples, data and information.
  - **Pragmatist:** test out your knowledge by applying it to a real situation.

## END THE SESSION



**2 minutes** Ask students to mark another learning style on their handout that they'll try out next time they are learning something new.

## HANDOUT: Colour version



**HANDOUT 1**

Can I have a go at doing this now?

**ACTIVISTS** learn from doing

- Jumps straight in
- Open-minded
- Enthusiastic

Can I have a think about that?

**REFLECTORS** learn from watching

- Hangs back
- Watchful
- Big-picture thinkers

How does this work in the real world?

**PRAGMATISTS** learn from applying ideas

- Experimental
- Likes trying out theories in real-life settings

Why does this work like that?

**THEORISTS** learn from understanding

- Logical and rational
- Likes models, systems and processes

My preferred learning style is .....

Next time I'll try .....

## HANDOUT: Print-friendly version



**HANDOUT 1**

Can I have a go at doing this now?

**ACTIVISTS** learn from doing

- Jumps straight in
- Open-minded
- Enthusiastic

Can I have a think about that?

**REFLECTORS** learn from watching

- Hangs back
- Watchful
- Big-picture thinkers

How does this work in the real world?

**PRAGMATISTS** learn from applying ideas

- Experimental
- Likes trying out theories in real-life settings

Why does this work like that?

**THEORISTS** learn from understanding

- Logical and rational
- Likes models, systems and processes

My preferred learning style is .....

Next time I'll try .....





# BECOME A LIFELONG LEARNER

 **BARCLAYS** | LifeSkills

**J**obs for life are a thing of the past. In today's rapidly changing world of work, a mindset of lifelong learning is needed so that we can easily transition to new roles and adapt ourselves to emerging technologies. This means continuing to learn throughout our lives – at school, at work and in our own time.

This blog from Barclays LifeSkill outlines the benefits of developing a lifelong mindset, highlighting the characteristics we display when we have such an attitude, and signposting related resources to help us to become self-motivated lifelong learners.

[CLICK TO ACCESS](#)



# Purpose

## WHAT IS PERSONAL PURPOSE?





Do you know what really makes you tick and brings a sense of meaning to your life?


Finding out what motivates and drives us can help guide us through the many choices, opportunities and challenges that we face, supporting us to lead productive and satisfying lives. It gives us a sense of who we are and provides clarity when setting goals.


While each of us has day-to-day objectives (for example, revising for a test or going for a run), our purpose is more constant and far-reaching than that. It's a unifying theme that reflects our passions and values, and gives us a sense that we're part of something greater than ourselves. It steers how we want our story to go. For example, we might thrive on forging positive connections with others, making a contribution within our community or fighting climate change.

### What are the benefits of finding our personal purpose?


 A sense of purpose gives us **something to aim for** and simplifies our direction in life. It helps us to navigate decisions, challenges and opportunities.


 Our purpose provides an **emotional buffer** against obstacles and setbacks, bolstering our resilience, health and wellbeing.


 Knowing and living our purpose gives us a **sense of fulfilment** above and beyond achieving success.


 Ultimately, it's a vital part of living a **happy, productive and rewarding life**.

### How does finding our personal purpose help prepare us for the world of work?

 We are better able to select the right career path for us (aligning our personal and professional purpose) and to navigate opportunities.

 We are more motivated, energetic and committed at work, enjoying greater wellbeing.

 We will be better able to inspire and lead others in an authentic way.

 We will be more resilient and able to overcome obstacles and setbacks.

**Don't worry if you can't immediately define your own personal purpose – it's a fascinating and ongoing process of discovery. That's where exercises such as 'ikigai', outlined in our lesson plan, can come in useful.**





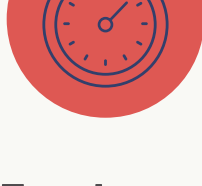
# FINDING YOUR REASON TO JUMP OUT OF BED EACH DAY

## A BIT ABOUT IKIGAI

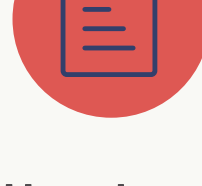
Ikigai is an ancient Japanese concept about having a fulfilling purpose in life. It can be translated as ‘the reason you get up in the morning’. It’s a bit like the difference between wanting to stay wrapped up in bed or being so excited for the day you literally chuck the duvet off. Ikigai may explain the long lifespan of the people of Okinawa, which has the world’s largest number of centenarians.



### To run this activity, you will need:



25 minutes

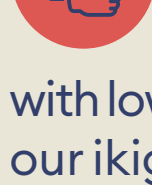


Handout

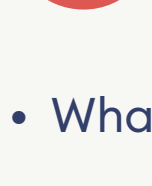
## TEACHER NOTES



### Explaining the ikigai exercise:



**1 minute** Explain that, today, we are going to try an exercise called ‘ikigai’ – having a clear purpose and direction in our lives. As adults, ikigai can help us with lower stress, better health and longer lives. But understanding our ikigai can start when we are still young, and today is about that first step.



**1 minute** Give everyone a handout. Explain that we use this Venn diagram to help us find our ikigai. The 4 circles are:

- What you love doing.
- What you’re good at (or would like to become good at over time).
- What the world around you needs (explain ‘the world’ can just mean your local community, your family or friends, or a club that you’re a member of).

• What you can be paid for.



**1 minute** Explain that Harry Potter, for example, found his ikigai – or purpose – as an auror:

- He loved defensive magic.
- He was good at it.
- The world needed people to stand up against the Dark Arts.
- He could get paid for being an auror.



**2 minutes** Very often the conversations about future careers are all about what you’re good at and what you can get paid for, but that can often land people jobs that make them unhappy. It’s important to note that ikigai looks different for everyone, for example:

- **Person A** and **Person B** are both quick readers and have amazing memories so they do well in exams. As a result, they’re both told they’d make great lawyers. They know that the world needs lawyers and that they can definitely get paid for being lawyers– so they both become lawyers.
- **Person A** gets a real buzz out of the pursuit of justice. They’re passionate about criminal law and giving people a fair trial. They love racing through crime dramas on Netflix. For them, being a lawyer is a privilege and the long evenings reading through case papers is worthwhile for the rush of the courtroom. They love their job.
- **Person B** loves to party. They love planning events, they love finding cool venues and DJs. For them, being a lawyer makes them miserable. The late nights reading are lonely and tiresome; the rush of the courtroom is scary and stressful. They do not love their job.

The ikigai process could have helped Person B identify what they loved, helping steer them away from being a lawyer and towards an events or project management role.



**5 minutes** So let’s have a go. For each of the circles, ask students to write down at least 3 things.



**3 minutes** Ask them to look for the areas of overlap or links between things. For example, you love animals and are good at science, so what could this mean?



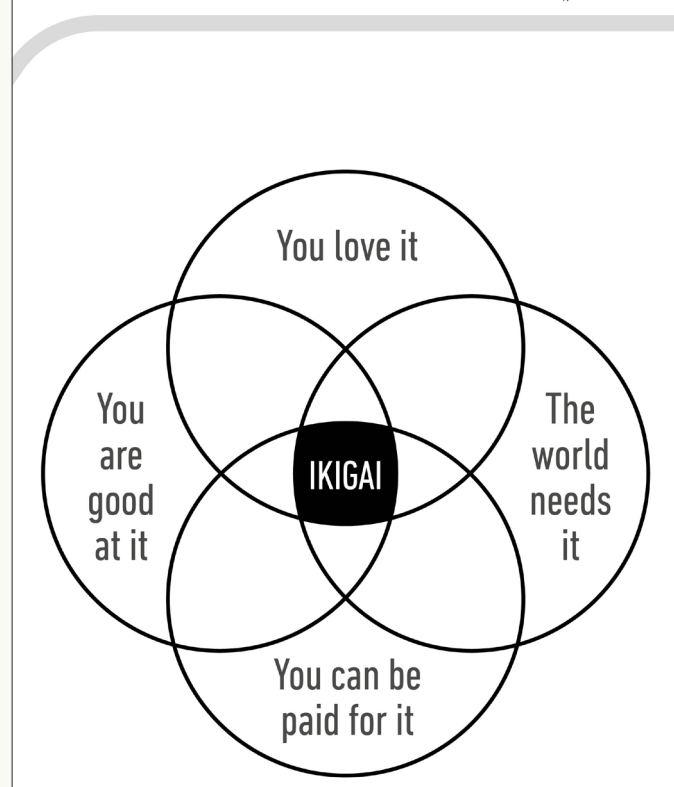
**10 minutes** Get the group into pairs to share their circles and what features in them.

## END THE SESSION



**2 minutes** Ask everyone to make a note of 2 ideas they can think about more and who they want to discuss these with.

## HANDOUT: Print-friendly version








# PUT YOUR PURPOSE INTO A BUSINESS

 BARCLAYS | LifeSkills

**M**otivated by a strong sense of purpose, today's young people are more entrepreneurial than generations before them, starting up twice as many businesses today as the baby boomers did at the same point in their careers, according to research.

This lesson plan provides an introduction to setting up a business so that we can:

-  **understand the skills needed to be enterprising and our strengths in these areas.**
-  **identify the 7 key steps to setting up a business and how to apply these.**
-  **demonstrate how to plan and pitch a business idea.**

In addition, the *Starting a business handbook* includes useful tips and websites to refer to and can be used to plan your future business ideas in more depth.

[CLICK TO ACCESS](#)



# Feedback

## WHAT IS FEEDBACK?







Feedback is the giving and receiving of helpful information or constructive criticism about how well we perform in tasks, or in different areas of our lives. Whether positive or negative, this can be enlightening, motivating and incredibly supportive, helping us to build on strengths and improve on weaknesses. However, when provided in the wrong way, feedback can be very disheartening. That's why the words "could I just give you some feedback?" are enough to fill even the bravest of us with dread.

Knowing how to give feedback well and to receive it in a positive way can help us to continue growing and improving and to help others to do the same.

One effective model we might follow is Kim Scott's 'Radical Candor' approach. This advises us to combine being clear and direct with being compassionate and kind. Feedback can easily fall into 2 distinct traps: pleasant but fairly meaningless praise that leaves us feeling slightly patronised, or tactless verbal assaults that leave us reeling for days. We need to learn how to give people a helpful steer in the right direction while still showing them that we do really care and want the best for them.

## What are the benefits of being able to give and receive feedback as a life skill?

-  When we are able to receive feedback, **we become more self-aware** and better able to pinpoint our personal strengths and weaknesses.
-  Giving effective feedback to others helps us to help them and **improves our relationships**.
-  Giving and receiving feedback **teaches us to listen** and to communicate.
-  Feedback **inspires and motivates us to carry on learning** and developing.

## How does being able to give and receive feedback prepare us for the world of work?

-  We are more likely to recognise our strengths and identify career paths that suit our skills.
-  We are more self-aware and interact better with others.
-  We continue to learn and improve our performance and to help colleagues to learn and improve.
-  We become leaders who are able to listen and communicate well.





# HOW WE GET BETTER EVERY DAY

## A BIT ABOUT FEEDBACK

When we're young, learning and improving ourselves comes easily. But as we get older, we get jobs, we get to be an expert at certain things and we rely on feedback to help us to continue learning and improving. Think about all the best sportsmen and women – they've only got so good because of regular feedback on their performance from a coach or manager. But sadly, feedback isn't something we're very good at giving to each other. A recent study found that a third of adults get no feedback in the workplace. And a big part of the problem is we don't know how to give feedback in the right way.



### To run this activity, you will need:



20 minutes

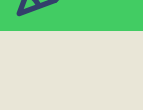


A bucket, bin or box

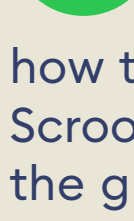



6 balls of crumpled-up paper rescued from the recycling bin

## TEACHER NOTES




### Explaining the 'feedback bucket' exercise:


 **2 minutes** Feedback can change people's lives – it sounds grand but it's true. It can help people improve their work, make better decisions, change how they behave so they're more successful in life. Look at Scrooge in *A Christmas Carol*. The feedback he received from the ghosts of Christmas past, present and future turned his life around. But Scrooge also demonstrates just how hard it is to take feedback on board. Three ghosts had to try elaborate stunts to get him to change his ways. So let's take a look at why feedback matters, how it can improve our performance and how to deliver it so people listen.

 **3 minutes** The feedback bucket:

- Ask a volunteer to sit on the chair and not to look behind them. Place the bucket somewhere behind the chair so they can't see where it is.
- Give the student the 6 balls and explain that there is a bucket behind them. They should try and throw the balls into the bucket without looking.
- Ask the rest of the group to stay quiet and not to give anything away that would help. Allow all 6 balls to be thrown but do not offer any feedback or encouragement.

 **3 minutes** When they've thrown all the balls, ask the volunteer how they felt about it.

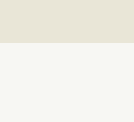
- What was it like to receive no direction on their performance?
- Did they know how they were doing?
- What feedback would have helped?

 **3 minutes** Explain that you're going to repeat the exercise, this time giving feedback.

- Ask the rest of the group to give feedback after each throw.

 **3 minutes** Ask the group to share their thoughts on the following:

- What feedback was helpful and unhelpful?
  - Did the person's performance improve? Was there too much feedback? Was it clear or conflicting?
- What other feedback did the volunteer need to be successful?
  - Did they feel comfortable receiving feedback? Were they open to it?
- What did you learn about feedback?

 **4 minutes** Explain that the Situation-Constructive-Kind model can help us think about giving feedback simply and easily.

**Situation:** What was happening?

- In the 'feedback bucket' exercise – was the volunteer throwing too hard/not hard enough. Were they letting go of the ball at the wrong moment? Were they rushing their throws?

**Constructive:** What specifically could the person do to improve?

- Ask the group for an example of this from the feedback bucket exercise. [Things like: let go of the ball earlier when your hand is level to your shoulder, be gentler with your throws, visualise the bucket as 2m directly behind you.]

**Kind:** How can you motivate them to act on your feedback?

- Ask the group for an example of this from the feedback bucket exercise. [Things like: Encouragement – "you're so nearly there". Empathy – "I'd have missed too". Reinforcement of positive qualities: "Don't worry if this is hard, you're good at lots of other things".]

## END THE SESSION



 **2 minutes** Ask the group to share how they could use this model in the future.





# LEARN HOW YOU RESPOND TO DIFFERENT PEOPLE

 BARCLAYS | LifeSkills

It's not always easy to admit to our own weaknesses, take responsibility for our mistakes or to accept advice from other people.

This LifeSkills activity (designed for younger students but applicable to a range of ages) sets out a table, asking us to think about how we communicate with others, particularly in a school setting, and how we deal with feedback. The exercise can help us to identify areas where we are staying positive and communicating productively, and perhaps some areas where there is room for improvement.

LifeSkills has some broader learning to help you hone your listening skills when working in teams, with reflective questions around what's being communicated. **Listening skills are important for handling feedback.**

[CLICK TO ACCESS](#)







**Future  
Talented**