

TITLE: Differentiating Hard and Soft Skills.

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will state the differences between hard and soft skills.
- Students will be able to locate specific information and details in a short reading and write about their soft skills.
- Students will be able to compose “yes/no” questions and use “be” with adjectives.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> <li>• dependable</li> <li>• positive</li> <li>• motivated</li> <li>• organized</li> <li>• effective</li> <li>• flexible</li> <li>• confident</li> </ul>	<ul style="list-style-type: none"> <li>• Employment Soft Skills Infographic (project on the board, or print one copy before class to use with a document reader)</li> <li>• Introduction Skills Practice (project on the board or print one copy before class to use with a document reader)</li> <li>• Presentation Soft Skills Article (enough copies for the class)</li> <li>• Guided Practice Vocabulary Practice (print this out and precut before class for pairing activity)</li> <li>• Guided Practice Question Answer Worksheet</li> <li>• “My Soft Skills” handout</li> <li>• Application Paragraph Writing for Expansion (if needed)</li> <li>• Evaluation Hard and Soft Skills (optional)</li> </ul>



WARM UP (10 minutes)

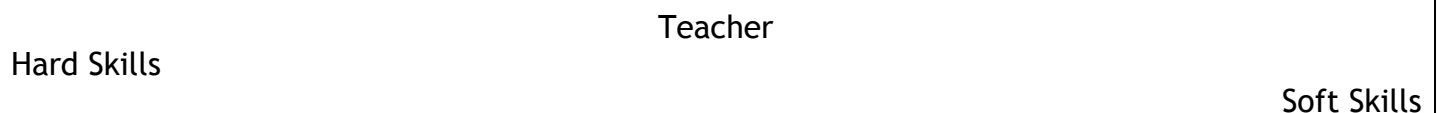
Welcome students to class. Project the “Employment Soft Skills Infographic” on the board or print one copy before the class to use with a document reader. Point to each one and ask students if they could describe a person with such soft skills in a workplace. Allow about five to ten minutes for students to share their previous experiences or knowledge about soft skills. Also, insert some adjectives that are associated with such soft skills. For example, a positive person is friendly and cooperative. Someone who is dependable can be described as responsible and punctual.



INTRODUCTION (15 minutes)

Tell students that hard skills are specific technical skills you do in a job like driving, painting, cooking, answering the phone, speaking a particular language, and so on. If you get hired as a chef at an Italian restaurant, you are expected to know how to cook different pasta dishes. Soft skills, on the other hand, are personal qualities or characteristics that help you to interact well with other people.

Write down “Teacher” on the board and draw a quick “T” diagram under the word. To the left, write hard skills and to the right, write soft skills.





## INTRODUCTION (15 minutes)

Ask students what kind of hard skills a teacher needs to have. Answers may vary from teaching the subject, writing, reading, grading the work, etc. Then, ask what kind of soft skills a teacher needs. Again, answers may vary, such as patient, compassionate, friendly, punctual, responsible, etc. As students brainstorm with you, ask the students where to write the words they say and write them on the side they suggest (left (hard skills)/right (soft skills)). Have students negotiate where to put them if they have different opinions. Write the word where they say. Once you have at least three adjectives on the board for each side, confirm and verify whether the location of each adjective is correct.

Project the “Introduction Skills Practice” on the board and tell students they will be practicing distinguishing between hard and soft skills next.

Ask students to identify whether each skill is a hard or a soft skill. Go down the list and have students select a hard or a soft skill for each skill. After each skill is identified correctly, ask students what kind of adjectives would describe such soft skills and write each adjective next to each item. (Some suggestions are added to the answer key for your reference. You may use your own adjectives.)

Note: This worksheet has the answer key at the lower half of the page, so make sure you only project the questions. You may print this out before class and use a document reader instead.



## PRESENTATION (30 minutes)

Tell students they will read an article about soft skills titled, “*Five Reasons Why Soft Skills are More Important Than Ever.*” Hand out the “Presentation Soft Skills” article. First, read the first paragraph together with the class. Reiterate the differences between hard and soft skills.

Next, you will read the next paragraph “Hard Skills are Useless Without Soft Skills” and demonstrate how to apply a reading skill to better comprehend the article.

### Mini Reading Lesson:

Write down the subtitle “Hard Skills are Useless Without Soft Skills” on the board. Underneath the subtitle, convert the statement to a yes/no question and write down “Are hard skills useless without soft skills?” Point out the sentence structure how the words hard skills and are have been switched and a question mark has been added. Next, read the rest of the paragraph out loud. Then, have students answer the question based on the article. (Answer: “Yes, hard skills are useless without soft skills.”) Ask students to scan and state some reasons and evidence from the article. Explain to students that this is an important reading skill since the question prompts them to answer the question and find the gist, main idea, of the paragraph.

Remember to check students’ understanding of what interpersonal skills are. Share some of the characteristics of interpersonal skills: attentive, patient, responsible, punctual, and cooperative. This is also a good time to explain essential vocabulary: dependable, positive, motivated, organized, effective, flexible, confident. You can use the “Guided Practice Vocabulary Practice”



### PRESENTATION (30 minutes)

worksheet and describe the different attributes. As you can see, some are interchangeable (dependable & responsible, helpful & considerate).

Inform students that they will read the rest of the article with a partner in the Guided Practice.



### GUIDED PRACTICE (25 minutes)

Hand out the “Guided Practice Question Answer Worksheet” and go over it with the class. Answer any questions that may come up.

Students will work with a partner and will do a jigsaw reading activity. In order to pair them up, hand out the “Guided Practice Vocabulary Practice” (You should print this out and precut it before class) and hand out the precut pieces to students. Have students match soft skills with correct attributes. You may need to show students how to do this before asking them to pair out on their own. For example: “Dependable” will match with “Trustworthy and realible.”

Verify that all students are paired up correctly by having each pair read their skill and their attribute. Once students are all paired up correctly (by skill and attribute), assign each pair a paragraph (paragraph 3, 4, 5, 6) by giving each pair a Post-It or small piece of paper with the number 3, 4, 5 or 6 corresponding to the paragraph number on their reading. Depending on the number of students you have, you will end up with several pairs reading the same paragraph.

Have each pair focus on their respective paragraph (on their Post-It or piece of paper) and have them fill the worksheet out: 1) Paragraph subtitle, 2) Yes/No Question from the subtitle, 3) Answer, and 4) List the reasons and evidence from the reading to support their answer. Give students about 10-15 minutes to do this with their partner.

Walk around to make sure students understand how to convert a statement into a question and/or answer any questions that may come up. However, encourage your students to ask their peers for assistance as they work on this. By this level, this should be a quick review of yes/no questions.



### COMMUNICATIVE PRACTICE (25 minutes)

Tell students to form new groups consisting of student representatives of paragraphs 3, 4, 5, and 6 in each group and show them where to sit with their new group. Encourage students to practice their English as they figure out how they are going to regroup. Each new group should have at least one student who read and focused on paragraph 3, 4, 5, and 6. If you have an odd number of students, encourage the groups that don't have representatives to do the additional information that they are missing. An alternative would be to have them join a group and have duplicate number representatives.

Once the new groups are established, each student should take a turn presenting the information they gathered from their paragraph. Tell the students to go in order from 3 - 5. Monitor the activity and assist students as needed.



### COMMUNICATIVE PRACTICE (25 minutes)

At the end of the practice, tell students to thank their partners and return to their seats.

Demonstrate how they will share their part of the article. Remind students to be attentive while others share their findings. While students listen to others, ask students to circle the soft skills the article mentions and make a vocabulary list in their notebooks.

Have each group come to the board and write the soft skills they have identified. Once all the groups have shared, review the soft skills on the board with the class.



### APPLICATION (30 minutes)

Now that students understand soft skills, tell the students that they will be doing an activity to evaluate their soft skills. Hand out the “My Soft Skills” handout and display it using an electronic board, a poster or duplicate the activity on the white board.

Tell the students to put an X in the box next to their soft skills, to write a list of the soft skills they want to develop in the spaces provided, and to write a list of what they need to do to develop these soft skills.

If they finish early, have students talk to their partner about the soft skills they have and the soft skills they want to develop.

#### Mini-Grammar Lesson:

Remind students they will use adjectives with “Be.”

Write down the following example sentences on the board.

- I **am** patient.
- I need to **be** responsible.
- The employer will look for someone who **is** cooperative.



### EVALUATION: (15 minutes)

When students complete their writings, collect them and evaluate students’ understanding of soft skills and their use of “Be” with soft skills adjectives. You may walk around the class to check their writings.

Another way to evaluate students is to use the “Evaluation Hard and Soft Skills.” Print and make enough copies before class. Hand them out and give students five minutes to identify and circle five soft skills. Go over the answers quickly with class.



### EXTENSION (Time may vary)

- Option 1: Kahoot! - Kahoot! is an online app that students can download to their smart phones. It’s fun, meeting the 21<sup>st</sup> Century skill of play, passion and purpose beyond the classroom. This lesson includes a Quiz to provide a fun way for you and the students to assess their knowledge of soft vs. hard skills. The best way to do a Kahoot! quiz (or any of the other

**EXTENSION (Time may vary)**

Kahoot! activities) is to instruct the students to download the app prior to (as in the day before) the activity. It can take SEVERAL minutes for even a few, tech-savvy students to get this done. If you have many, non-tech savvy students, downloading Kahoot! is a lesson in itself. (You need to sign up and create an account. Once you sign in, you're able to access pre-made Kahoot games on hard and soft skills. Simply go to Find Kahoots and type hard and soft skills in the search window. Preview the game before you play in your class. You can duplicate and edit the game as well.)

- Option 2: Conversation activity- Encourage students to talk about soft skills in a workplace. Write down different job titles on pieces of paper. Have students form a small group of four to five students. Give each group a job title and have students discuss necessary soft skills for the particular job. Once students are done with a job title, have them switch job titles with other groups, if time allows.
- Option 3: Students can expand their vocabulary by finding out more vocabulary about soft skills and characteristics. Ask students to form a small group of three to students. Hand out blank pieces of paper, one for each group. Give groups five minutes to find new vocabulary and write them down on the paper. Students may use dictionary apps or dictionaries. The group with the most new vocabulary wins.
- Option 4: Hand out the "Application Paragraph Writing." Point out to the title (the first letter of each word in the title needs to be capitalized), the indentation (explain how to leave an indent in the beginning of each paragraph), and how to double-space. Make sure students understand a format for paragraph writing. Tell students to write one paragraph about their hard and soft skills. Remind students hard skills are technical skills that are required to perform a job duty while soft skills are abilities to work well with others. Give students about 20 minutes to complete their writing. Walk around and make sure students are using correct "Be" with adjectives.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Answer comprehension questions based on a short reading passage.

**COLLEGE/WORKFORCE PREP:**

- Identify workplace soft skills, such as customer care, communication, personal qualities, and leadership/teamwork skills.

**DIGITAL PREP:**

- Use technology for English language learning.

**21<sup>ST</sup> CENTURY SKILLS**

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

**ONLINE RESOURCES:**

## CORE LESSON COMPONENTS:

- [87 Soft Skills Training](https://training.simplicable.com/training/new/87-soft-skills)  
(<https://training.simplicable.com/training/new/87-soft-skills>)

## ADAPTATIONS:

## Multi-level:

**Guided Practice:** When students pair soft skills and corresponding attributes, assign some advanced students to walk around and check to make sure students are paired correctly.

**Application:** Depending on students' levels, you can modify this writing activity. Low students may write lists while advanced students write a paragraph or two-paragraph writing, one on hard skills and one on soft skills.

**Multi-Level:** Advanced students can write a list of the hard and soft skills they use in their jobs. (Note: A stay-at-home mom/dad has a job that requires MANY hard and soft skills to do successfully. Full-time students do, too.)

**High Tech: Communicative Practice-** If using computers, have students look up soft skills and search images that represent them and share with the group.

**Low Tech:** Make sure to print all the necessary documents to use with a document reader if a computer and a projector aren't available in your class.

**No tech:** No tech needed. Use posters and the print version of the Kahoot! quiz. Students can access more information about soft skills, "hot" and trending jobs and videos at the websites listed under "Resources".

## TEACHER TIPS:

- **Teacher Tip 1- Presentation:** Students may need more time to learn soft skills vocabulary and their attributes. Spend enough time so students can use them in the Guided Practice and Communicative Practice.
- **Teacher Tip 2- Communicative Practice:** When talking about different jobs and soft skills, ask students about their jobs. Use students' jobs as examples when talking about soft skills.