**Princes Trust**

**Achieve Programme**

**Interpersonal Skills and Time Management Entry Level Three**

1. **Be able to recognise a range of interpersonal skills**
   1. **Give an example of positive body language**

Paste of photograph of you in the space below showing positive body language. Write around the photo **why** is it positive body language.

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* 1. **Give an example of negative body language**

Paste a photograph in the space below showing negative body language. Write around the photo **why** it is negative body language.

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1. **Understand the importance of self-management** 
   1. **identify why time management is important**

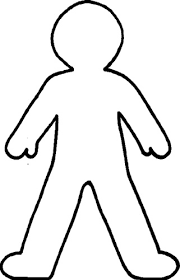
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* 1. **select ways to manage time**

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* 1. **identify signs of stress**

**on the outline of the person below draw / write the signs which show that someone might be stressed**

**[](https://www.google.co.uk/imgres?imgurl=http%3A%2F%2Fclipart-library.com%2Fimages%2F6cr5Ery9i.jpg&imgrefurl=http%3A%2F%2Fclipart-library.com%2Fblank-person-template.html&docid=qh_W9v3ibJ_slM&tbnid=Kl881ydU_QLN3M%3A&vet=10ahUKEwjszJa4lPTjAhWInhQKHag_DVoQMwh8KAQwBA..i&w=321&h=500&bih=607&biw=1280&q=outline%20of%20a%20person&ved=0ahUKEwjszJa4lPTjAhWInhQKHag_DVoQMwh8KAQwBA&iact=mrc&uact=8)**

* 1. **give examples of how to manage stress appropriately**

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1. **Be able to demonstrate appropriate interpersonal skills**
   1. **use appropriate body language for a specific situation**
   2. **allow others to express their views / responses without interrupting**

Paired Assessment Task:

You must present a one-minute talk on a topic of your choice to another member of the class.

This talk will be given in front of the class. You will be assessed on your body language when both delivering your talk and when listening to your partner deliver their talk.

Once you have given your talk you must respond to at least one question and / or response from your partner without interrupting.

You cannot interrupt your partner while they are giving their talk. At the end of their talk you must react to what you heard by asking at least one question and / or giving at least one response.

Evidence generated for this task is annotated photographs and a teacher witness statement.

**Annotated photographs of me giving my talk:**

**Annotated Photographs of me listening to my partner giving their talk:**

**Teacher Witness Statement**

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| --- | --- |
| Element | Teacher Comment |
| Eye contact |  |
| Facial Expressions |  |
| Posture |  |
| Gestures |  |
| Listening to talk |  |
| Quality of responses / questions |  |
| Ability to listen without interrupting |  |

1. **Be able to review own interpersonal and self-management skills** 
   1. **give examples of how to improve own interpersonal or self-management skills**

Using the feedback from your peers and your teacher suggest ways you can improve your own interpersonal skills:

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Using what you have learnt from this unit suggest ways you can better improve your own self-management skills in the future:

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**Self-Evaluation of Unit**

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| **I can / did** | 😊 | ☹ |
| Give an example of positive body language |  |  |
| Give an example of negative body language |  |  |
| Identify why time management is important |  |  |
| Select ways to manage time |  |  |
| Identify signs of stress |  |  |
| Give examples of ways to manage stress appropriately |  |  |
| Use appropriate body language for a specific situation |  |  |
| Allow others to express their views /responses without interrupting |  |  |
| Give examples of how to improve own interpersonal skills |  |  |
| Give examples of how to improve own self-management skills |  |  |

I did well in:

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I could do better in:

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In the next unit I will:

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How has this unit affected your future plans?

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How can Mrs Plunkett make this unit better in the future:

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