



# Adaptability

Age range: 7-11

 **BARCLAYS** | LifeSkills



# Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity students will be able to: <ul style="list-style-type: none"> <li>• Explain the skill of adaptability</li> <li>• Identify how adaptability can help them throughout education and into the workplace</li> <li>• Discuss how they have shown this skill in their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability slides</li> </ul>

This lesson has been developed for pupils aged 7-11, to introduce the skill of adaptability and help them understand its importance both throughout education and later on in the world of work. Through class discussions, a practical activity and case studies, pupils will start to understand how they can begin to show the skill of adaptability at home and at school. Completing this lesson supports The Skills Builder Framework for teamwork and problem solving.

The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

## Contents

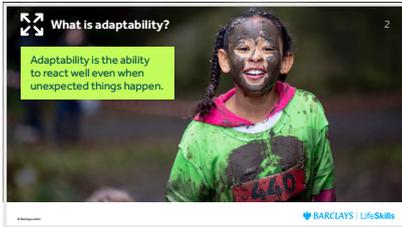
Activities	Time	Page
Activity one: What is adaptability?	10 mins	3
Activity two: Adapting to different scenarios	20 mins	4
Activity three: Case studies	30 mins	5

## Word bank

- **Edit:** To change something
- **Equipment:** Items you need for a task/situation
- **Horse riding instructor:** Someone who teaches people how to ride horses
- **Nurse:** Someone who looks after those who are unwell
- **Shop assistant:** Someone who works in a shop
- **Swimming teacher:** Someone who teaches people how to swim
- **Vlogger:** Someone who films videos and posts them online

# Activity one

## What is adaptability?



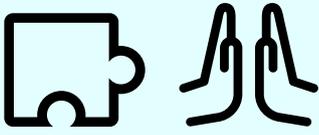
Start by showing your pupils this [short animation](#) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills in the world of work is that they can be used in any industry and almost any job.

Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

**Show slide 2 and discuss the following definition of adaptability: the ability to react well even when unexpected things happen.**

Ask pupils to think about why adaptability is important and how they might show it already at home, school or at an after school club. If you are working with younger pupils or those who need more support, you could provide an example like starting in a new class and having to adapt to being in a new place.



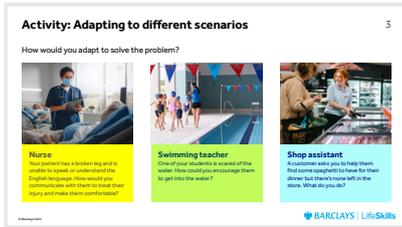
Problem solving      Teamwork

- Steps 0-3 of the Skills Builder Framework for teamwork
- Steps 0-3 of the Skills Builder Framework for problem solving



# Activity two

## Adapting to different scenarios



If you are working with a younger age group, we recommend completing this activity as a whole class to ensure pupils understand the scenario and come up with solutions together. Older pupils or those who need less support can complete it in pairs or small groups.

Show **slide 3** and ask pupils to imagine themselves in the following job role scenarios and discuss how they could adapt their behaviour to reach a positive result. Different scenarios will be better suited to different age ranges, and you could create your own job role scenarios that are relevant to your class.

- **Nurse** – Your patient has a broken leg and is unable to speak or understand the English language

### How could you communicate with them to treat their injury and make them comfortable?

Get pupils to think about all of the possible solutions to this scenario and the other people they could seek help from, for example a translator. Can they think of the pros/cons of using this solution? For example, a translator might not be available but they would be able to translate correctly

- **Swimming teacher** – One of your pupils is scared of the water

### How could you encourage them to get into the water?

Ask the class to discuss ways in which they could help their pupil with their fear of water. For example playing a game to try and make it seem less scary or asking the pupil to sit on the edge with just their legs in the water to help them get more used to the experience. Can they think of reasons why asking for help from someone else could help them be adaptable and solve a problem?

- **Shop assistant** – A customer asks you to help them find some spaghetti to have for their dinner but there's none left in the store

### What do you do?

Get pupils to think of ways they could help this customer. Can they think of different possible solutions? For example suggesting another type of pasta they could have instead, letting them know when it will be back in stock or suggesting a nearby shop that has spaghetti



Problem solving



Teamwork

- Steps 0-5 of the Skills Builder Framework for teamwork
- Steps 1-5 of the Skills Builder Framework for problem solving

# Activity three: Case studies

In this section you will find a written and film case study that help demonstrate the skill of adaptability. You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

## Case study 1: Evie



Read through the BBC Bitesize case study below about Evie, a horse riding instructor, or visit the BBC Bitesize website to view the full case study by clicking [here](#). Start by discussing this job; does your class know what a horse riding instructor does? Explain what they might do in a typical day at work. For example, teach a lesson or clean the stables.

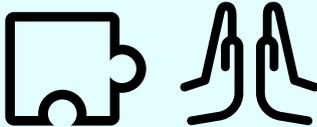
**“I teach people how to ride and look after horses. In my job I need to be adaptable so I can change my teaching style to suit different ages, abilities and personalities. I also need to be able to support the horses and be able to adapt to their needs as things don’t always go to plan when working with animals.”**



Display **slide 4** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

### Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Evie has shown adaptability in her job. For example, she changes her teaching style to suit each of her students



Problem solving

Teamwork

- Steps 3-4 of the Skills Builder Framework for teamwork
- Steps 4-5 of the Skills Builder Framework for problem solving

**What other skills might Evie need to look after the horses and be a teacher?**

### Discussion prompts for older pupils or those who need less support:

**How does Evie show adaptability in her job?**

**Why do you think adaptability is an important skill for a horse riding instructor?**

**How might Evie deal with something not going to plan, such as a horse not being suitable for a particular rider? For example, pair them with a different horse**

**Can you think of anything else that may mean she has to adapt her approach? For example, a rider feeling scared of a horse**

# Activity three: Case studies

## Case study 2: Issac



Head over to the BBC Bitesize website to watch its film, as a class, about Isaac who is a filmmaker and vlogger, by clicking [here](#) or by clicking the link on **slide 5**. Before playing the film, you may want to discuss some background to this job with your class.

For example, filmmakers and vloggers record videos using cameras then edit them together to make a film that they might then upload to video sharing platforms.

After watching the film, work through the below discussion prompts with your class.



Problem solving

- Steps 4-5 of the Skills Builder Framework for problem solving

### Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Isaac has shown adaptability in his job. For example, he taught himself how to edit videos using his feet

**What can they remember from the film? What other skills might Isaac need?**

**How has being adaptable helped Issac in his job?**

### Discussion prompts for older pupils or those who need less support:

**How does Isaac show adaptability in his job?**

**Why do you think adaptability is an important skill for a filmmaker and vlogger? For example, something may do wrong on the day they are filming, such as forgetting some of their equipment or bad weather on an outdoor shoot**

**Can you think of any other jobs where adaptability would be an important skill?**