Social Studies: Meta-skills & Marine Careers (2 lessons)	P4-7

Pupils learn about meta-skills in one lesson, and in the second lesson learn about the broad range of marine jobs and new technologies that help us to preserve and protect this key environment.

| **Lesson One:**
Meta-skills

Lesson Two:
TCH 2-02a, TCH 2-07a, Digital Skills | **Extension Activities:**
Reach out to local organisations or groups involved in the marine or aquatic environments for their expertise, or ask pupils to make interview questions they can answer in person or digitally.

Use activities from Scottish Wildlife Trust's Coastal or freshwater pack: https://scottishwildlifetrust.org.uk/things-to-do/learn/for-educators/

Create a survey for the community about their level of knowledge of the aquatic environment, create a graph from the results, and create an education initiative where pupils raise awareness of aquatic wildlife, careers, or technology. |

Learning Outcomes/Intentions

We are learning to evaluate our meta-skills and their importance in our lives
I can name three meta-skills
I can explain why a meta-skill is important in my life or my future
I can evaluate my skill level for one meta-skill and explain my reasoning

We are learning to research and explain a future career in the aquatic sector
I can name a job within the aquatic sector
I can look up information about a job within the aquatic sector
I can decide what information is relevant for a job profile
I can decide which meta-skills are important for a job and explain my reasoning

Key words
Meta-skills
Communication
Adapting
Sense-making
Marine/Aquatic

6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
13 CLIMATE ACTION
14 LIFE BELOW WATER

UNCRC 24, 28, 29

Lesson One: Meta Skills		
15 mins	Introduce the concept of meta skills, by filling in the blanks as a class. For some of them which may be new words to the class, discuss examples or ask questions. E.g. critical thinking – ask pupils what film they've watched recently, and what they liked about it and what they thought could be improved.	Further reading on meta-skills for teachers here. Meta-Skills presentation
15 mins	Communication deep dive! Why is communication important? Who thinks they're good at it? Play a game of telephone/mixed messages and give each table the same message to pass around. Then when everyone is done, remind them of the meta-skill integrity – play by the rules of the game and don't change the answer based on what other tables say! Ask for their answers and reveal what your phrase was. Next, in pairs, one pupil gathers their pencil case or pens etc and makes a maze while the other closes their eyes. They must direct their friend to walk their fingers through the maze with words alone, then they can swap over. Ask again, who still thinks they're good at communication?	
10 mins	Creativity deep dive! Hand out a few random shapes to each group and ask them to **collaborate** and together make your prompts. E.g. cat, tractor, happiness (the last one is tricky!)	A collection of paper or card shapes – a couple of circles, triangles, and rectangles of different sizes and then a couple of random curved shapes.
5 mins	Adapting deep dive! Try playing wordle. As you play, you get more clues, meaning you have to adapt and try different things as you go.	Suggestions for other meta skills included below.
15 mins	Sense-making deep dive! Use the digital resource "connections" we've made (either on the board using whiteboards or on ipads/laptops). Pupils make 4 groups of 4 similar words on their whiteboards. No discussing! Pupils can also make their own quizzes: https://connectionsgame.org/create/	https://connectionsgame.org/game/?F1X573 & https://connectionsgame.org/game/?3PUWZ4 (a harder one) or an easier one: https://connectionsgame.org/game/?MWD87V

	Or you could play a game like Codewords for older pupils: http://codewordsgame.com	
10 mins	Ask pupils to think about themselves and write down, on whiteboards, their top 3 meta-skills. Use their answers to draw the lesson to a close and review on what they've learnt.	

Lesson Two: Aquatic jobs and meta skills		
10 mins	Recap the last session and ensure pupils understand the importance of meta skills.	
10 mins	Talk about the importance of water from the information on the slides and ask pupils to brainstorm jobs around the water	Aquatic Careers presentation
20 mins	Pupils take our personality quiz to find a job that might suit them.	https://m3ybf0ex.forms.app/personality-quiz It may be useful to have the laptops/ipads already set up, but you can also walk the pupils through it for their digital skills.
20 mins	Pupils create a job profile based on what they got or another of the career options on the slides. • A basic job description (what they would be doing) • Key responsibilities • A drawing of them in their job	Discuss how to research and find accurate/trustworthy information. We do not recommend using AI such as ChatGPT for that reason. Researching could include typing "[job title] job description" into a search engine or using the suggests from the powerpoint. Other key things to search: River health officer – look up Galloway Fisheries Trust Environmental Artist – look up Andy Goldsworthy
5 mins	Ask pupils to fill in the final box of three meta-skills they think their job would need, using the table of skills on the presentation.	
10 mins	Look at some of the new technology in the aquatic sector and what it's used for – emphasise that by the time they're in the workforce, these will be widely used and there'll be other new, exciting things. Maybe they'll develop it themselves!	
5 mins	Plenary – recap learning	