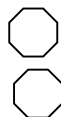


LEVEL	1
LEARNING OUTCOME	LO1: Students can analyse their strengths, competences and moral compass in their own environment
SPECIFIC LEARNING OUTCOME	Students can analyse their strengths regarding soft skills
KEYWORDS	soft skills working in teams
INTRODUCTION	This evaluation enables the students to think about soft skill and evaluate soft skills in teams with another student or teacher
HOW TO WORK WITH THIS MATERIAL	<ul style="list-style-type: none"> • Watch the video. • Develop questions on the video. • Fill in the Questionnaire and compare your results with a partner, discuss the differences and similarities. • Let students write a summary of the content. • Discuss it in class.
TIMING	approx. 2 hours

Watch the video:

<https://www.youtube.com/watch?v=Tiy2LONr050>

**self-evaluation (student)****evaluation of another person (student/teacher)**

How to do it: Please choose a student or teacher who knows you well. Mark the numbers and evaluate one person individually, then sit together with your sheets and evaluate the equal and different numbers. Try to give examples for your judgement and feedback for the person you evaluate. Write an overall conclusion afterwards.

	5 4 3 2 1	
easy to get in contact	□□□□□	holding back
lively	□□□□□	quiet
open	□□□□□	closed up
interested	□□□□□	uninterested
high engagement	□□□□□	not engaged
flexible	□□□□□	inflexible
responsible	□□□□□	irresponsible
creative	□□□□□	not creative
observant	□□□□□	non observant
recognizes duties	□□□□□	avoids duties
plans carefully	□□□□□	no planning abilities
observes situations and acts appropriately	□□□□□	doesn't recognizes social situations
carefully using prejudices	□□□□□	using prejudices quickly
socially active	□□□□□	keeps social distance
appropriate social affection	□□□□□	inappropriate social affection
respectful	□□□□□	disrespectful
good communication skills	□□□□□	bad communication skills
shows feelings appropriate	□□□□□	shows feelings inappropriate
interest in ideas of other people	□□□□□	only interested in own approach
asks a lot	□□□□□	asks never
passes on information	□□□□□	doesn't pass on information
accepts critics	□□□□□	neglects critics
speaks out critical aspects	□□□□□	never criticises



reflects situations	□□□□□	avoids reflexion
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