

Skills for Success – What They Are and Why They Are Important *Lesson Plan* (Middle/ Junior High School)

Concept:

Skills for Success is a framework of skills needed for work, learning and life. Specifically, these skills help prepare people for success in the workplace.

Rationale:

Through this lesson, students in middle/ junior high school will learn about Skills for Success, the skills that have been identified in the Skills for Success framework and why they are necessary to achieving success in life, learning and the workplace.

As part of their learning, students will be introduced to the Skills for Success framework, identifying skills they feel they currently possess (including how they know this) and which ones they feel they need to improve. This will require students to explore strategies for development and improvement.

Students may have already conducted career research and can use this new learning to draw inferences about the career they researched and what is needed and expected by employers for success in that career.

Teachers from different curricula can engage students in this learning activity. The skills students will be learning about are important to their success in life, school and work.

Inquiry Based Question (s) Related to Student Learning:

How can you develop your Skills for Success at home, in school and in your community?

What do you need to work on to ensure you have the skills necessary to be successful in life and at work? How would you go about this?

Teachers should register students for a myBlueprint account to support learning associated with this lesson.

Teachers can support student understanding of Skills for Success skills through the facilitation of this lesson. Two options are provided to support student learning about this concept. It is recognized that schools across Atlantic Canada may follow different setups and processes so teachers are encouraged to modify the lessons to meet their needs and learning environments.

Option A

Atlantic Canada Career Week is celebrated during the first week of November each year. Teachers in different subject areas can choose to collaborate on a week-long project and plan that engages students and teachers across curriculum. This approach can address the meeting of several curriculum outcomes.

- Teachers can introduce the topic of Skills for Success with their homeroom classrooms. A draft of a presentation is attached to help teachers introduce this concept. Teachers can also use the video found on the home page of the Careers Atlantic Canada website to support the introduction of this concept (<https://careersatlanticcanada.ca/>).
- At the start of the first class of each day during Atlantic Canada Career Week, teachers will use the videos from the Skills for Success website (<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>) to introduce each of the skills that make up this framework.
- Students will maintain a daily journal of how they are using the skills introduced that morning in each of their classrooms.
- At the end of the Atlantic Canada Career week, students can review and reflect on what they have learned about how they develop and use their skills in school to support their learning, uploading their findings to their myBlueprint Portfolio.

Option B

Throughout the school year (or a period of time agreed upon by the students and teacher), students will maintain a log of how they are demonstrating their Skills for Success, as well as creating strategies for the development and improvement of specific skills.

- Teachers can introduce the topic of Skills for Success with their homeroom classrooms. A draft of a presentation is attached to help teachers introduce this concept. Teachers can also use the video found on the home page of the Careers Atlantic Canada website to support the introduction of this concept (<https://careersatlanticcanada.ca/>).
- Students can document each of the 9 skills in a log (see example below).
- At the end of the recording period, students will reflect on their proficiency level with each of the skills. Using their reflections as a starting point, they will identify skills they need to develop or improve. Students will create strategies they can use to develop or improve two of their personal skills. They may choose to collaborate on strategies with classmates in a small group, they may choose to interview an adult from a workplace on strategies or they may choose to receive feedback from a teacher/ family member or coach on strategies for improvement. Once strategies have been identified, students should track and reflect on progress weekly for a period of 4 weeks. Students and teachers can agree on a format for tracking progress.

Skill	Where this Skill Has Been Demonstrated (home, school, community)	How This Skill Has Been Demonstrated.

Suggestions for Evidence of Learning and Assessment:

- Students can complete an exit slip at the end of the first class on this concept to validate their learning and inform the need for further instruction or clarification.

Skills for Success Exit Slip

3 Things I learned about Skills for Success today:

1 Thing I need more information about to help me better understand Skills for Success:

- Students can upload their completed skills log/ journals to their myBlueprint portfolio as evidence of their learning associated with this concept. They can include a reflection and their plan for ongoing development of skills. This plan would need to be updated on a regular basis to confirm their learning and understanding of Skills for Success.
- Students can create interview questions about strategies for an employer, teacher, family or community member and upload the questions and their feedback to their myBlueprint portfolio to show how they are working towards creating strategies for improvement.
- Teacher observation can also inform student assessment. As students are engaged in classroom discussion, teachers can determine their level of understanding to identify where additional explicit instruction may be needed for the whole class or for individual students. Teachers can have formal or informal one on one discussions with students to review skills strategies/ interview findings and to provide students with feedback. In using probing questions as part of the discussions with students, teachers are modelling questioning practices with students to guide and help them be more deeply engaged in reflective practice.