

## Skills for Success – Introducing the Skills for Success *Lesson Plan*

### Concept:

Skills for Success are required to thrive and succeed in today's rapidly changing world.

Student learning associated with this concept can support achievement of provincial learning outcomes:

**NB 1, 2, 3**

**NL 1, 13, 15**

**NS 1, 2, 4, 7, 10**

**PEI 2, 5**

### Rationale:

This lesson serves as an initial introduction to the Skills for Success.

Through this lesson, students in high school will learn about the 9 skills introduced in the Skills for Success framework and why they are important to their success in learning, life and the workplace.

Students will investigate and reflect on each of the skills identified in this framework. They may have previously completed a series of self-assessments using myBlueprint or other resources. Students can compare what they have already learned about themselves to their new learning about these nine skills.

It is important for students to recognize that self-assessment results provide them with a snapshot of themselves at a given point in time based on information that they have submitted. An updated self-assessment tool is not yet available on the Skills for Success website however students can still complete [Essential Skills self-assessments](#) to support their learning in this lesson. Students should be encouraged to redo self-assessments at a later point in time as the findings may change because they acquire new knowledge and have new lived experiences.

### **Inquiry Based Question Related to Concept and Student Learning:**

*How can your understanding of Skills for Success prepare you for success in school, in your personal lives and in achieving your career goals?*

*How can you use your learning about Skills for Success in planning for your future?*

*How can you use your learning about Skills for Success to establish goals?*

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

Teachers can support student learning through the facilitation of the following lesson; the delivery of this lesson may require one to two class time periods:

- Teachers will introduce the topic of Skills for Success through explicit instruction. A [presentation](#) is attached to support this instruction; teachers can modify this presentation to support the needs of the students in their classroom. Through this lesson teachers will support students in their understanding of the Skills for Success framework, the skills found in this framework and why they are important across multiple settings.
- [Videos](#) on each of the skills can be found on the Skills for Success website; they are also embedded in the presentation.
  - Working in a small group or with a partner, students can select a video from the bank of videos provided. Students will view and discuss what they observe in the video and report back to the class on their learning. Students can select more than one skill video to examine. The skill videos can be randomly or strategically assigned or students can select ones that resonate with them or ones they would like to learn more about. Below are some guiding questions that can be used in support of this activity:  
*Why did you choose this/these particular skills to learn about (if the skill videos were not assigned)?*  
*How is this skill described in the video?*  
*Why is it of importance for everyone?*  
*Were there specific examples provided for this skill in the video?*  
*How would this skill be of importance to you (in school, in your personal lives, in planning for your future)?*
- An [activity chart](#) provided in the presentation can be used to further support student understanding of this concept. Students can use this chart to document how the Skills for Success are used and developed across subject content areas in school (sample chart attached). An alternative to using this chart is to set up a carousel learning experience. This will require the teacher to post the subject areas on the wall or on tables around the classroom. Working with a partner or in a small group, students can discuss the Skills for Success and the subject area, documenting their comments on chart paper as they move station to station. This type of activity encourages all types of learners and allows students to actively demonstrate the skills they are learning about. This aspect of the activity should be included in the debrief. Guiding questions for this activity may include:  
*Which skills do you use or have you developed in this course?*  
*How have you demonstrated this skill in this particular course? Provide specific examples.*
- At the conclusion of this activity, students can upload a reflection to their myBlueprint portfolio as evidence of their learning about the importance of

skill development in setting and pursuing career goals. Sample guiding questions for this reflection may include:

*What have you learned about the importance of skill development in supporting your personal success in school and planning for your future?*

*If you could choose one skill to focus on for development, what would that be and why?*

Suggestions for collecting Evidence of Learning and Assessment:

- Students can reflect on what they have learned about the importance of skill development in achieving success in school and in planning for their future. A suggestion has been provided on this in the previous section. When students reflect, they are sharing how new knowledge, experiences, and understandings impact their perspective. Teachers may choose to provide guiding questions to assist students in their reflections. See suggestions in previous section.
- Students can submit their completed charts as evidence of their learning about the Skills for Success. They can include a summary of what they have learned, making connections to strategies they can develop and implement to support achievement of career goals.
- Students can submit evidence of their learning from the “station” activity; this can be a product and reflection based on what was expected in the activity;
- Teacher observation can also inform student assessment. As students are engaged in classroom discussions, 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.

Teachers can access resources to support delivery of this lesson in the Resources/ Teaching Strategy Folder. This lesson presents an opportunity for teachers to collaborate in supporting student learning about the role of skill development in career planning. Cross curricular learning will help students understand the why and relevance of their learning.