

Skills for Success – The Importance of Literacy Skills in the Workplace and Our Everyday Lives *Lesson Plan*

Concept:

The role of and need for literacy in achieving success, specifically reading and writing skills as identified in the Skills for Success framework, in multiple aspects of our lives.

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:

Through this lesson, students in high school will learn about the importance of literacy in the context of the Skills for Success framework including how literacy is the foundation of success in their learning, their personal lives and achievement of their career goals.

Students may have previously completed personal self-assessments to learn about their skills and interests; they can apply and compare what they have already learned about themselves to the criteria for reading and writing skills as identified in the Skills for Success framework. This will require them to reflect on their personal reading and writing skills, consider their competency levels and critically think about where and how they need to improve them to be successful in achieving their career goals.

Their investigation of reading skills will require them to critically consider how understanding and interpreting text and information supports workers in meeting job expectations, doing their job safely and learning other skills. In their investigation of writing as a skill they will critically consider the impact of effectively and appropriately communicating ideas and information in the workplace.

Inquiry Based Question Related to Concept and Student Learning:

How can you develop your reading and writing skills at home, in school and in your community?

What do you need to work on to ensure you have the reading and writing 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 learning through the facilitation of the following lesson; the delivery of this lesson may require multiple class time periods:

- Teachers will introduce the topic of literacy including reading and writing skills as described on the Skills for Success website. Through this lesson teachers will explore with students how literacy is essential to their learning across all subject content areas, in their personal lives and in preparing for and succeeding in the workplace.
 - Teachers can introduce the topic through a presentation or by sharing videos for [reading](#) and [writing](#) skills found on the Skills for Success website;
 - Students can complete [reading](#) and [writing](#) self-assessments found on the Skills for Success website. Students can share the findings of their individual self-assessments with a partner or their teacher to communicate what they learned about themselves using these self-assessment tools, what they agree with or disagree with, and what was surprising for them. Students can upload a reflection to their portfolio that includes their findings and comments about how this information can be used to support them in their learning, in their everyday lives and in a workplace setting;
 - Working in small groups students can discuss and identify ways that literacy is needed and applied in different settings. For this activity teachers will provide students with the following statement: *"Literacy is the foundation for all learning."* In their discussions, each group will focus on one of the following as it relates to this statement:
 - In their learning at school (students can brainstorm and apply this to multiple subject content areas, providing examples to support their perspectives)
 - In the everyday lives (students can brainstorm and apply this to the home lives, community involvement, through their interactions with friends etc.)
 - In the workplace (students can brainstorm and apply this to different work environments, providing examples to support their perspectives);
 - In groups, students can share their discussions and findings with their classmates, asking for their thoughts, feedback and additional suggestions.
- Students can interview individuals in the workplace (family members, neighbors, referrals etc.) to learn about the significance of reading and writing in their particular work environments.
 - As a class, students will create a series of interview questions that can be used to support this activity;
 - Students will reflect on what they have learned about the significance of reading and writing in the workplace, uploading a reflection to their portfolio;
 - To guide student reflection, teachers can support students with prompts such as:

“How can what you have learned about the importance of reading and writing skills in the workplace guide you in effectively planning for your entry into the workforce”

“How can you use what you have learned to create strategies to help you improve your reading and writing skills”;

- Students will create strategies to improve their reading and writing skills (they may wish to focus on aspect of their lives – learning, at home, the community, in pursuing post-secondary education, entering the workforce).
- Students can conduct research into a career that holds an interest for them to learn about the literacy expectations for that career; students will focus on the importance of reading and writing in these fields however should also give attention to the importance of listening and speaking.
 - Research findings can be uploaded to the students' portfolios in support of their career plan;
 - Students can deliver a presentation to the class and their teacher on their career research and findings;
 - Students and teachers can co-construct the assessment criteria for this presentation.

Suggestions for collecting Evidence of Learning and Assessment:

- Students can reflect on what they have learned about the importance of literacy (reading and writing skills) in the career they chose to research. 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 interview questions and responses for assessment. They should include a summary of what they have learned, making connections to strategies they can develop to support achievement of career goals.
- 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 self-assessments in career planning. Cross curricular learning will help students understand the why and relevance of their learning.