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

Concept:
The role of and need for numeracy skills in multiple aspects of our lives.

Student learning associated with this concept can support achievement of provincial learning outcomes:
NB 1, 2
NL 1, 13, 15
NS 1, 2, 5, 7, 10
PEI 2, 4

Rationale:
Through this lesson, students in high school will learn about the importance of numeracy in the context of the Skills for Success framework and how it is needed, used and applied 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 numeracy skills as identified in the Skills for Success framework.
Through their investigation of numeracy skills students will examine how they use numeracy skills in all aspects of their everyday lives. In considering their personal numeracy skills, students will reflect on their confidence and competency levels including how these can impact them socially, financially, and as future workers.

Inquiry Based Question Related to Concept and Student Learning:
How can you develop your numeracy skills at home, in school and in your community?
How can your confidence in your numeracy skills impact your well-being?
What do you need to work on to ensure you have the numeracy 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 numeracy skills as described on the Skills for Success website. Through this lesson teachers will support students in their understanding of how numeracy 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 the video on numeracy skills found on the Skills for Success website;
- Students can complete a numeracy skill self-assessment 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 their competency level, how this information can be used to support them in their learning, in their everyday lives and in a workplace setting;
- Teachers can create multiple stations in their classroom representing different ways numeracy is needed and used. Students can work in small groups, rotating between the stations (or a set number of stations) to discuss how and why numeracy is applied and is relevant in each of the stations. Stations may include:
    - Students can be provided with information on heating costs of a home for the past 12 months. They will plot the monthly cost on a graph and draw conclusions on factors that could have caused heating costs to change each month;
    - Students can be provided with a recipe that would feed two people however 6 people are expected for dinner. This will require them to alter the recipe to allow for the additional people;
    - Students will be provided with grocery flyers (print or electronic) and asked to comparison shop when calculating the cost of a grocery order for the week (a grocery order will need to be created by the teacher). Students will be provided with a grocery budget and will need to stay within that budget;
    - Students can estimate measurements of their classroom, then conduct an actual measurement of the classroom comparing their estimation to the actual measurement. They can brainstorm other ways they estimate (in school, at home or at work) and why that is important;
    - Students will be provided with a list of tasks along with amount of time that may be needed to complete the tasks as well as a deadline for completion of the tasks. These tasks could be school, home or workplace based. They will create a timeline and plan for completion of the tasks;
    - Students will research the costs of a post-secondary program and create a budget and plan to cover the cost of that program;
    - Students will compare salary levels for a given job in each of the provinces (refer wages found on the Government of Canada job bank). They will create a bar graph that represents each of the

salaries and explain how this information can be used to support their career choices and achievement of personal goals and lifestyle;
        - Students can chart ways they use numeracy skills in each of the classes they are registered for in high school.
    - Students can share their discussions and findings with their teacher and classmates.
- Students can create a list or log how they use their numeracy skills in school, at home and in other settings for a period of 1 week. They can reflect on when they felt confident in their numeracy skill and when they struggled. Using this log, they can create a strategy to improve their numeracy skill. This will require them to document the progress of their plan for a period of time. Students can upload their log, plan and progress to their myBlueprint portfolio as evidence of how they can use their numeracy skill as part of their career plan.
- Students can interview individuals in the workplace (family members, neighbors, referrals etc.) to learn about the significance of numeracy 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 numeracy 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 numeracy 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 numeracy skills";
    - Students will create strategies to improve their numeracy skills (they may wish to focus on a specific 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 importance of numeracy skills in that career.
    - 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 numeracy 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.
- 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 self-assessments in career planning. Cross curricular learning will help students understand the why and relevance of their learning.