

## Skills for Success – Your Skills for Success: Your Future *Lesson Plan*

### Concept:

Ensuring you have the skills needed to enter and succeed in the labour market.

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

**NB 1, 2, 3**

**NL 2, 4, 11, 14**

**NS 1, 2, 4, 7, 8, 10**

**PEI 1, 4**

### Rationale:

In this lesson, students will be introduced to the importance of appropriately identifying specific skills employers are seeking in prospective employees. It would benefit student learning on this concept if “Introducing the Skills for Success *Lesson Plan*” has already been delivered in the classroom. This introductory lesson provides the foundation for student success with their learning in this new lesson.

Many students in high school have already entered the labour market through part time jobs. They may also be considering what the future could hold for them once they have completed their high school learning. In addition to skill development in school, they have already begun their skill development journey in the workplace.

The Skills for Success framework introduces students to 9 skills that are relevant and in demand by employers across the labour market. To prepare for their future, students will need to be able to appropriately identify the specific skills employers want employees to have in their work places. Students need to be able to show they possess the skills required to be the successful candidate for a job opening. Students will also need to be able to show how they have developed and effectively applied those skills or are currently working towards developing or improving those skills. In this lesson students will come to understand that skills they have acquired and are working on are transferable between workplaces and other environments.

Many career opportunities require post-secondary education and/ or training. While the Skills for Success are important for success in the workplace, students will learn how these skills are necessary to their success in pursuing and achieving post-secondary goals.

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

*How can you show that you are able to apply and transfer skills between your learning, community and the workplace?*

*How can you show a potential employer that you have the skills they are looking for in a new employee?*

*How can you work on developing the skills needed to enter the workforce?*

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.

This lesson can be delivered at any point in the school year or teachers may choose to collaborate with colleagues in the delivery of this lesson as a collective effort during Atlantic Canada Career Week. This collaborative approach can show students how skills can be developed and applied across curriculum. This also provides an opportunity for teachers to model and reinforce the skills they are helping their students learn about.

- Teachers will recap the previous introductory lesson on Skills for Success to frame their learning in this lesson. If students have not received prior instruction on the topic, teachers are encouraged to access and use the introductory lesson to prepare students for their new learning in this lesson.
- Students will be provided with a [job posting](#) and [biography of two job seekers](#). Students will review the job posting to identify [relevant information](#) and the skills that employers have identified as essential to the position and that any applicant should possess in order to be considered for the position. In their review of the job ad, students will also look for pertinent details on why these skills are important to the position and company. Students will critically review the information provided on two job seekers to identify their skills and evidence of their skills. Based on their review of the job ad and each of the biographies, students will choose which of the job seekers is better suited for the position.
- Students will create a cover letter and résumé for the job seeker they have selected in the previous bullet. The cover letter and résumé should reflect the skills and evidence of skills to ensure they are the candidate an employer would want to interview and hire. Students may require explicit instruction on creating an effective cover letter and résumé. Teachers can refer "[Getting the Job - Your Cover Letter, Resume and Interview Lesson Plan](#)" to support explicit instruction on this topic. They can also encourage students to use

resources found in myBlueprint to guide them in creating an effective cover letter and résumé.

- Students can create a presentation using multimedia or digital tools of their choosing to highlight the skills of the job seeker. In their presentation, students should make connections between the skills and evidence found in the job seeker's biography and the Skills for Success framework.
- Students can upload their job seeker's cover letter, résumé and presentation to their myBlueprint portfolio as evidence of their learning. They should include a reflection on their learning. Some guiding questions that can support their reflective practice in this activity might include:  
*What have you learned about the importance of matching skills between a job ad and one's own personal skills? Why is this important as you prepare for the workforce?*  
*How would you describe the importance of being able to transfer skills between school, home, the community and the workforce?*  
*Why do you think it is important to show an employer that you are continuing to develop and improve the required skills? How could you effectively share this with an employer?*  
*How can ongoing skill development and improvement impact setting and achieving career goals and your future?*
- Students can compare their own personal skills to the job ad to determine if they could meet the required criteria for the position. Students can create a chart or checklist in completing the comparison; the chart/ checklist should include criteria from the job ad and student skills as well as evidence of those skills.
- As a class, students will examine the required post-secondary education or training required for the posted position. Classroom discussion of the required education/ training should allow for brainstorming of ways that skills are reinforced, developed or improved during post-secondary learning. Students should be able to explain how this skill development and experience will strengthen the applicant's potential for being hired.

#### Suggestions for collecting Evidence of Learning and Assessment:

- Students can reflect on what they have learned about the importance of matching skills and experience to job postings. Sample reflection questions were included in the previous section that can support this reflection. The student reflection can be uploaded to their myBlueprint portfolio.
- Students can submit their findings associated with the job posting and biographies along with the cover letter and résumé to the teacher for review and feedback.
- Students can deliver their presentation to their classmates and teacher on the skills and evidence of skills for the job seeker and the connections they have made between the job seeker's skills and the Skills for Success. This would

provide an opportunity for peer feedback and teacher observations of student learning.

- Teacher observations of the class discussion about post-secondary education or training required for the posted position presents another opportunity for assessment. Teachers can also have formal or informal one on one discussions with students to review their understanding of Skills for Success. This can inform the need for further explicit instruction.

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.