

Matching Skills to Job Opportunities *Lesson Plan*

Concept:

The importance of aligning skills with job requirements to ensure there is a match, and not a mismatch

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

NB 2

NL 1, 4, 11, 15

NS 2, 4, 5, 8, 10

PEI 2, 3

Rationale:

As students explore careers that hold an interest for them, they must also be attentive to the skills required for entry into and ongoing success in those jobs. If students have not yet been introduced to employability skills and the importance of the transferability of skills, this lesson presents a good opportunity to do so. Using their knowledge and understanding of skills, students will analyse the importance of matching skills essential for individual success in the labour market to job requirements. Through their learning, students will also come to understand that matching skills is important not only for the success of employees but for employers (company/ business) as well. In this lesson, students will also examine why there may be a mismatch of skills for new workers entering the labour market and explore strategies, such as mentoring and training, that can support workers in addressing any mismatch. It is also important for students to recognize that a serious mismatch can occur when skills are less advanced than what is expected in a job and improvement does not happen or when an employee is overqualified for a position. Either situation can result in employee dissatisfaction with the job as well as a decrease in motivation, morale and productivity in the workplace.

Inquiry Based Question (s) Related to Student Learning:

*How can matching of skills support a successful transition into the labour market?
Why is the matching of skills significant to a successful transition into the labour market?*

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 on alignment of skills with career interests and job postings; the delivery of this lesson may require a number of class time periods:

- Through explicit instruction, teachers can introduce students to the topic of Employability Skills. The [Conference Board of Canada website](#) provides information on the skills necessary to “enter, stay in and progress in the world of work”. As part of this discussion, teachers and students can share how employability skills can be developed at home, at school, at work, and in the community. Significant to this discussion would be the role of family, friends, teachers, neighbors, employers, and co-workers in supporting the development of these skills. Information found on this website can support a facilitated classroom discussion.
- Extension activities to support student learning could include:
 - Engaging students in a peer assessment of employability skills. Working with a partner, each student can identify and share examples of how they have observed the other individual demonstrating specific employability skills in different settings.
 - Working in pairs, students can identify examples of how each of the employability skills (see Conference Board of Canada) have been or can be demonstrated in their daily lives (see example below).

| <i>Skill</i> | <i>How skill has been demonstrated at home</i> | <i>How skill has been demonstrated at school</i> | <i>How skill has been demonstrated in the community</i> | <i>How skill has been demonstrated at part time job</i> |
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- Students can individually complete self-assessments of their employability skills, providing evidence of those skills and reflecting on how they can be used to support their entry into the labour market.
- Students can create a visual to show how the skills that have been identified have been (or can be) demonstrated in different situations or experiences or students can create a visual of experiences and situations that can support the development of employability skills. This will further help their understanding of the importance of transferable skills.
- Students can access provincial/ federal government job bank/ LMI sites to gather information on skills and knowledge required for entry into a specific career that is of interest to them. As part of their investigation students can

create a T Chart that represents the skills and knowledge needed to enter that specific field.

- Students can compare the skills required for entry into this career with skills they believe they currently possess or are developing. Students should be prepared to provide evidence of their skills or ongoing skill development.
- Students can identify strategies for acquiring the knowledge required for entry into this career (training, post-secondary requirements, certifications etc).
- As an extension to support their learning, students should access current job ads to determine if the skills they possess match the skills that company is seeking in their ideal candidate.

Suggestions for Evidence of Learning and Assessment:

- Having completed the Who Am I self-assessments in their myBlueprint accounts, students can complete a compatibility survey to learn about careers that match the results of their self-assessments. In the overview section for each of these careers, students can review the skills considered essential for success. Students can reflect on their findings, adding their completed compatibility survey and reflections to their labour market/ career portfolio. Teachers may choose to provide guiding questions to assist students in their reflections. Questions may include:
 - How have you demonstrated the skills required for this career in your personal life? If you do not presently demonstrate the skills needed for entry into this career, how can you develop them?
 - What do you think the impact would be on your success in this career if your skills do not match?
 - How have you demonstrated that you use and transfer skills between various settings and experiences such as school, community, home and your part-time job? How can this support you in your transition into the workforce?
- Students can upload their completed employability skill's self-assessments and reflections to their labour market/ career portfolio in myBlueprint as evidence of their learning.
- As evidence of their learning, students can submit their completed T-Charts along with an overview that shows their understanding of skills and knowledge required for entry into a job. The overview could address why those particular skills are important and differentiate from the required knowledge; students can include their strategies for developing the required knowledge. Students should also include a reflection on any investigations

they conducted into current job ads, showing their understanding of the importance of matching skills to jobs.

- As evidence of their understanding of employability skills, students can upload to their labour market/ career portfolio in myBlueprint, the visual they have created that represents how they apply their employability skills in their everyday lives. Students can upload photos, videos and other representations of skills as evidence that support their skill development.

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. In addition to Career Education courses, teachers can consider how students are able to meet cross curricular learning outcomes in other courses such as English/ French Language Arts, Multimedia, Social Studies, Fine Arts etc. A cross curricular focus also supports a unified approach in addressing the “why” of what students are learning. Students can develop an awareness of how and why what they are learning connects to them, their community and their future.