

Employability Skills - Skills Needed in Life and Work *Lesson Plan* (Middle/ Junior High School)

Concept:

Employability skills are needed to enter, stay in and progress in the world of work; these skills can be developed and nurtured from a young age in many different settings.

Rationale:

As part of their career research, students gathered information about a specific career to learn in general what the career is about and what is needed to enter that career, such as skills, education and training.

Through this lesson, students in middle/ junior high school will learn about basic employability skills. These are the skills employers are expecting of a new employee in order for that employee to stay in and progress in that job. As part of their learning, students will be introduced to employability skills that will be expected when they start their first part time job and needed when exploring options for their future. Students will also make connections to how these skills can be developed and benefit them in school and their personal lives.

Teachers from different curricula can engage students in this learning activity. The skills students will be learning about are important to their success in life, school and work.

Inquiry Based Question (s) Related to Student Learning:

How can you develop the employability skills needed to prepare you for your first job?

How can your role at home, school and in the community help you in your development of employability skills?

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

Teachers can support student understanding of employability skills through the facilitation of this lesson. Students will learn about key employability skills employers are looking for in their employees. Students will also explore how they can develop and apply these at school and in their personal lives.

- Teachers can introduce students to the topic of employability skills through a brief presentation and explicit instruction. Information on employability skills can be found on the [Conference Board of Canada](#) website.
- Working in small groups, students can review job ads that either they or their teacher have found through the provincial employment sites. As a group, the students can identify the skills that employers are seeking in prospective employees. Teachers may wish to distribute the same job ad to two different groups to observe whether they report on the same or different skills. This observation would support the need for further explicit instruction.
- Following a class discussion on what students have learned from instruction and their review of the job ads about employability skill, students can work with a partner to identify examples of how they may be currently demonstrating or developing some of the skills that they have learned about. Students can use a graphic organizer to chart their examples. An example is provided below: (**examples of part time employment may include babysitting, lawn mowing, dog walking, running their own business*)

| Skill | How skill has been demonstrated at home | How skill has been demonstrated at school | How skill has been demonstrated in the community | How skill has been demonstrated at part time job* |
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- Students can select three employability skills and track how they work on developing or improving these specific skills over a period of a month. They can record their progress in a journal to support future class discussions or discussions with their teacher.

Suggestions for Evidence of Learning and Assessment:

- Students can complete an exit slip at the end of the first class on this concept to validate their learning and inform the need for further instruction or clarification.

Employability Skills

3 Things I learned about Employability Skills today:

1 Thing I need more information about to help me better understand Employability Skills:

- Students can upload their completed skills chart to their myBlueprint portfolio as evidence of their learning associated with this concept. They can include a reflection and their plan for ongoing development of skills. This plan would need to be updated on a regular basis to confirm their learning and understanding of employability skills.
- Teacher observation can also inform student assessment. As students are engaged in classroom discussion, 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 self-assessment findings and to provide students with feedback. In using probing questions as part of the discussions with students, students can be more deeply engaged in reflective practice