

JMMS Daily Lesson Plan for Connections

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| Teacher : | |
| Mrs. Jackson | |
| Course/ Subject: | |
| Employability Skills - Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. | |
| Date of Instruction: | |
| Week 1 - Week 2 | |
| <p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p> | <p>Standard/s:</p> <p align="center">MS-BMF-FBM-1 MS-BMF-FBA-1 MS-BMF-FIF-1</p> |
| | <p>Learning Target:</p> <ol style="list-style-type: none"> 1. What will I be able to do when I've finished this lesson? 2. What idea, topic, or subject is important for me to learn and understand so that I can do this? 3. How will I show that I can do this, and how well will I have to do it? <p>To examine the necessary skills required to be successful in the workplace.</p> <p>Demonstrate employability skills required by business and industry.</p> <p>Students will learn the different employability skills, qualities and values that are important in the workplace.</p> <p>Students will explain why it is important to be able to describe different employability skills, qualities and attitudes</p> <p>Throughout this unit, encourage pupils to consider the following questions:</p> |

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| | <ul style="list-style-type: none"> - What are employability skills, qualities and values? - Why are they important in the workplace? - What are the benefits of practising employability skills? |
| | <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I can define employability and too identify the skills required by business and industries that make one successful. 2. I am aware of my personal interests, aptitudes, etc and how they pertain to potential career paths <p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> - be able to identify some employability skills, qualities and values; - know how to describe some employability skills, qualities and values; - recognise the importance of employability skills, qualities and values in the workplace; and - know how they can practice and develop employability skills, qualities and values. |
| | <p>Introduction/Connection:</p> <p>In this unit, pupils explore employability skills, qualities and values. In particular, they find out how employability skills, qualities and values translate into the workplace. They also practice and develop employability skills.</p> <p>This standard is designed to help students understand what it means to be an effective and successful employee.</p> <p>Professionalism, effective communication, ethical behavior, academic preparation, critical thinking, problem solving, teamwork, leadership, time management, knowledge of technology and stress management skills are detailed in this presentation as well as examples of each.</p> |

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| | <p>This lesson also highlights the importance of professionalism and having a positive work ethic in the business world.</p> <hr/> <p>DIRECT INSTRUCTION:</p> <p>Pupils explore the most common employability skills, qualities and values. They examine what these skills, qualities and values mean and why they are important.</p> <p>What are Employability Skills, Qualities and Values?</p> <p>Activity 1 Give a sticky label to each pupil in the class. Ask them to write down a word that would describe someone who is good at their job. It might be necessary to focus the pupils' thinking. If so, ask them to think about a familiar role, for example a teacher, nurse, firefighter or builder. When the pupils' have finished, collect all of the sticky labels and display them in the classroom. As a class, read and discuss the words that are written on them. Explain to the pupils that these words are examples of employability skills, qualities and values.</p> |
| <p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. Measuring and monitoring progress towards mastery of success criteria through formative assessment. TKES 1, 2, 3, 4, 5, 7, 8,10</p> | <p>GUIDED PRACTICE:</p> <p>Activity 2 Ask the pupils to get back into the same groups as in Activity 1. Provide each group with a sheet of flip chart paper with a familiar job role written on the centre, for example: - plumber; - shop assistant; - fire fighter; - nurse; - chef; - hairdresser; and/or - vet. Invite groups to agree on three skills, two values and three qualities that are important for their allocated job. Ask them to record the skills, values and qualities on their flip chart page. When they have finished, invite a reporter from each group to present and justify their choices to the rest of the class.</p> <hr/> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Activity 3 Invite the pupils to work in pairs or groups of three. Ask them to choose a job that they are familiar with. Next, ask them to generate up to five statements to illustrate why a person performing that role would require some of the employability skills, qualities and values in their everyday work. Invite the pupils to read their statements aloud and encourage the rest of the class to guess the job.</p> |

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| <p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8</p> | <p>SUMMARIZE/FORMATIVE ASSESSMENT:</p> <p>As a de-brief to this activity, use the following questions to prompt a class discussion: - Were there any similarities or differences in how the same employability skills, qualities and values were illustrated by different pairs of pupils? - In what ways was it hard to draw an image of an employability skill, quality or value? - How can a visual image of a skill make it easier to understand?</p> |