



2018 Future

Fayette Workforce

Teacher in the Workplace Program

LESSON PLANS

Lesson Plan Title: Soft Skills Speed Dating

General Information

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Subject(s): English 9

Topic: Soft Skills Speed Dating

Grade-Level(s): 9

Partner Company: Healthcare

Summary: The students will be set up facing one another as if they were participating in a speed dating event. The idea of speed dating is to meet as many people as possible and learn as much as possible about them in a short amount of time. The idea here is similar. Students will be given task cards that contain an interview-style question asking for an example of how they have exercised a soft skill such as work ethic, courtesy, teamwork, self-management, confidence, and punctuality. Once students have rotated through each speed dating round, they will use the information they provided to their speed dating counterpart to consider what they need to know in order to successfully interview and be hired for a job. Based on the soft skills they discovered in the speed dating activity, students will create interview questions to host mock interviews with their peers.

Resources:

Soft Skill Speed Dating Task Cards

Pencils

Paper

Alignment to PA Standards for Career Education and Work

13.1.11 A. Relate careers to individual interests, abilities, and aptitudes.

13.2.11 A. Apply effective speaking and listening skills in a job interview.

13.2.11 E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge.

13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.

Desired Results

Established Goals:

What relevant goals will this lesson address?

Students will be able to identify the soft skills necessary to obtain a job in the current workforce. Soft skills were consistently mentioned as the most important set of skills an individual can bring to the workforce. Many companies in the healthcare industry stressed the ability to teach many job-specific skills, but that soft skills were difficult for companies to teach, as many of them are learned over repeated exposure in authentic situations over time.

Overarching Understandings:

What are the big ideas?

Students will be able to identify soft skills pertinent to success in the healthcare industry.

What misunderstandings are predictable?

Are these skills really that important?

Why wouldn't job-specific skills be more important?

Aren't soft skills just common sense things to do?

You can't learn soft skills if you don't just naturally possess them.

Essential Question(s):

What provocative question will foster inquiry, understanding, and transfer of learning.

How can I effectively convey my experience with a soft skill to an employer?

Why are soft skills important to employers?

Are there soft skills that are more important than others?

Knowledge:

What key knowledge will students acquire as a result of this unit?

Students will acquire an understanding of the importance of soft skills in the workplace.

Students will learn the interview process.

Skills:

What key skills will students acquire as a result of this unit?

Students will learn the types of soft skills employers are looking for.

Students will fine tune their interviewing skills.

Students will practice their communication/speaking skills during their soft skills speed dating and mock interviews.

Assessment Evidence

Performance Task:

Through what authentic performance task(s) will students demonstrate the desired understandings?

The students will be assessed based on their ability to explain their experience with different soft skills to their partner.

The students will be assessed based on their ability to answer mock interview questions.

By what criteria will performances be judged?

Students will be assessed using a checklist.

Other Evidence:

Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

In addition to the checklist to be used during the mock interview, students will be formatively assessed based on teacher observation.

How will students reflect upon and self-assess their learning?

Students will be required to self-assess through the speed dating questions and mock interview questions.

Lesson outline/activities (1-3 days)

Launch:

The teacher will host a round table discussion of what soft skills mean, what soft skills actually are, and the types of soft skills. The discussion will include brainstorming amongst the students as to why these skills are important to employers.

Explore:

Students will be split in half and asked to arrange their desks facing one another. Each student in the room will possess a task card that contains a soft skill and a question or prompt about that soft skill that they will ask of their partner. Students will be allotted a certain amount of time to give their answers. Once the bell rings, one set of students will rotate to the right. This process will be repeated until the students land with their original partner. This will give students the opportunity to address all of the prompts or questions about each soft skill.

Summarize:

Once students return to their original partner, they will take about ten minutes to formulate interview questions based on the soft skills they learned. Students will then conduct a mock interview with their partner. Each student will have a turn to be the interviewer and the interviewee.