

NH Adult Education  
Earn & Learn Lesson Plan Template  
Spring 2018

<b>PLANNING for DESIRED RESULTS</b>		
<b>Lesson Title:</b> <i>Understanding Soft Skills: What are mine?</i>	<b>Unit Title:</b> <i>Unit 1: Planning for Success</i>	
<b>EFL Level:</b>	<b>Length of Lesson in # of Hours:</b> 2 +/-	<b># of Classes:</b> 1
<b>PLANNING for DESIRED RESULTS</b>		
<b>Learner Outcome/Objectives</b> <b>By the end of this lesson, students will be able to:</b>		
<ul style="list-style-type: none"> <li>• <i>Understand what is meant by “soft skills”</i></li> <li>• <i>Understand the necessity and value of soft skills in any career OR in relation to his/her target career</i></li> <li>• <i>Identify and defend the soft skills he/she currently has</i></li> <li>• <i>Identify the soft skills he/she is lacking and identify ways to grow/strengthen weaknesses</i></li> </ul>		
<b>CCRS Level-Specific Standard(s) that Support and Align with Lesson Objective:</b>	<b>Assessment:</b>	
<ul style="list-style-type: none"> <li>• <i><b>Standard 6: TRANSITION</b> - Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formative:</b> <i>reflective statement of existing soft skills, weaknesses, future goals for improvement</i></li> <li>• <b>Summative:</b> <i>Students will be evaluated by a superior and also self-evaluate on the soft skills demonstrated in their practicum (10 professional work hours)</i></li> </ul>	
<b>Materials and Preparation Activities:</b>		
<ul style="list-style-type: none"> <li>• <i>computer, internet connection (all material/directions/links/videos posted online through LMS)</i></li> </ul>		
<b>ANTICIPATORY SET</b>		
<ul style="list-style-type: none"> <li>• <a href="https://youtu.be/cgg9byUy-V4">https://youtu.be/cgg9byUy-V4</a> (Office Space)</li> <li>• <a href="https://www.youtube.com/watch?v=Uo0KjdDJr1c">https://www.youtube.com/watch?v=Uo0KjdDJr1c</a> (Millennial Job Interview)</li> <li>• <i>map/chart skills (“hard” vs. “soft” skills) addressed in these video clips, discuss → do this digitally with <b>Socratic</b> app.</i></li> </ul>		

**ACTIVITIES for TEACHING THE LESSON**

<p><b>Step by Step Directions</b></p> <ol style="list-style-type: none"> <li>1. <i>Introduction video:</i> <a href="https://www.youtube.com/watch?v=mANeBjv_azA">https://www.youtube.com/watch?v=mANeBjv_azA</a></li> <li>2. <a href="#">Inventory Activity</a></li> <li>3. <a href="#">Reflection (on current strengths and weaknesses)</a></li> <li>4. <i>Focused enrichment</i></li> <li>5. <i>Goal / Action plan</i></li> </ol>	<p><b>Integration of Technology:</b></p> <ul style="list-style-type: none"> <li>● <i>Google Doc - shared reflection (feedback from teacher provided in doc for student review/revision)</i></li> <li>● <i>YouTube</i></li> </ul>
<ul style="list-style-type: none"> <li>● <b>Modeling</b> <ul style="list-style-type: none"> <li>○ <i>provide 3 model examples (profiles)</i></li> </ul> </li> <li>● <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ <i>use of technology to increase engagement</i></li> <li>○ <i>use of technology for formative feedback during lesson</i></li> <li>○ <i>use of rotation model (stations) to allow student choice and self-directed learning</i></li> </ul> </li> <li>● <b>Checking for Understanding</b> <ul style="list-style-type: none"> <li>○ <i>review of reflection</i></li> <li>○ <i>review/approval of goal statement</i></li> </ul> </li> <li>● <b>Guided Practice</b> <i>(skill development beyond lesson, throughout course)</i> <ul style="list-style-type: none"> <li>○ <i>elevator pitch</i></li> <li>○ <i>mock interview</i></li> <li>○ <i>reverse college fair</i></li> <li>○ <i>guest speakers</i></li> <li>○ <i>feedback from superior during and at end of 10 professional hours</i></li> </ul> </li> </ul>	<p><b>SPI:</b></p> <p><b>Contextualized Instruction:</b></p>
	<p><b>Workforce Preparation:</b></p> <ul style="list-style-type: none"> <li>● <i>Soft Skills identified as equally important (if not more) to “Hard Skills” and lacking in students entering the workforce</i></li> </ul> <p><b>Essential Components of Reading:</b></p> <p><b>Other Notes:</b></p>

## CLOSURE

- *Students will have many opportunities throughout the course to develop and strengthen their soft skills, specifically those they identified as an area of weakness and set goals to strengthen.*
- *As students reflect on a variety of guest speaker presentations, they will identify the soft skills modeled by successful professionals.*

## INDEPENDENT PRACTICE

- *Students will be expected to practice and strengthen their soft skills throughout the course, especially during their required 10 hours of professional experience. They will establish a soft skills goal for that professional experience, will be assessed by superiors on their progress in developing that goal, and will self-reflect on their progress.*

## REFLECTION

### Student Feedback:

*Ask students to reflect on their learning and the lesson, insert their feedback here.*

### Instructor Reflection:

*Reflect on the lesson by answering the following questions:*

- *What, beyond incidentals, stood out for you about the lesson? Why did this stand out?*
- *In what ways did you see students make progress? How did you know they made progress?*
- *What can you learn about the effectiveness of the lesson from the students' work?*
- *What do the results of student reflection reveal about the class or lesson?*
- *Based on your responses above, if you taught this lesson again, what would you do differently, and why? What do you hope those changes would accomplish?*

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