Lesson Plan

Continuous Learning and Adaptability

Objectives: The student will explore continuous learning and adaptability and will evaluate the importance of these attributes in the workplace.

Workplace Readiness Skill: **Demonstrate continuous learning and adaptability.**

Demonstration includes

- *describing the importance of continuous learning*
- *identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes)*
- *modifying work performance based on feedback (i.e., being coachable)*
- *acquiring industry-related professional skills and knowledge (e.g., credentials/certifications)*
- *adapting to changing job requirements.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate creativity and innovation.
- Demonstrate listening and speaking skills.
- Collaborate with team members.
- Demonstrate career- and life-management skills.
- Manage time and resources.
- Demonstrate reading and writing skills.

Correlations to Virginia Standards of Learning (SOL):

- English: 6.C, 6.DSR, 6.RI, 6.W, 6.LU, 7.C, 7.DSR, 7.RI, 7.W, 7.LU, 8.DSR, 8.RI, 8.W, 8.LU, 9.DSR, 9.RI, 9.W, 9.LU, 10.C, 10.DSR, 10.RI, 10.W, 10.LU, 11.DSR, 11.RI, 11.W, 11.LU, 12.DSR, 12.RI, 12.W, 12.LU
- History and Social Science: WHI.1, WHI.10, WHII.9, WHII.10, WII.12, VUS.1, VUS.9, VUS.10, VUS.12, VUS.13, USII.3, USII.5, USII.6, CE.11, CE.12, CE.14

Instructional Steps:

1. ***Introduce the lesson.*** Explain to students they will be exploring how to demonstrate continuous learning and adaptability and why these are so important in the workplace.

2. ***Discuss the question:*** *How do you show what you know—and what you want to know? How will you go about showing future employers, or potential employers, that you value continuous learning and adaptability?* Possible responses may include:

    - Highlighting continuous learning experiences on a résumé or during a job interview
    - Inquiring about professional development opportunities within the organization
    - Keeping a log of opportunities and experiences related to continuous learning, including documentation of participation

Tell students they will work with a group to explore these methods and more.

3. ***Work, and learn, together.*** Divide students into small groups and distribute the *Continuous Learning: Showing What You Know* handout. Read the activity options together. Have each group choose an option and provide students with additional materials, if needed, and a timeline for completion.

4. ***Share and discuss.*** Ask groups to present their work to the class. At the end of each presentation, encourage students to highlight the most important elements of their product and to answer any questions. Create a wall chart to record the various ways to demonstrate continuous learning. After the presentations and discussions are complete, ask students to take a step back and think about *why* continuous learning is important.

5. ***Seek out the "why."*** Ask: *Why* do people try to get better at hobbies, sports, or activities? Solicit students' answers, providing examples if needed. Responses may include, but are not limited to, working toward an award or other recognition, participating at a more advanced level or with more advanced peers, increasing self-confidence, or simply doing more of what they love. Tell students that these reasons may also apply to continuing learning in the workplace. Ask them to think of additional advantages to learning new career-related information and skills.

6. ***Debrief and what's next.*** To conclude the discussion, and/or as an exit ticket for the day, have students complete the prompts on the back of the handout. Remind students that you will continue to refer to these skills throughout the year. That's what continuous learning is about, after all!

Formative Assessment:

- Use your observations of students as they complete the activities to identify misconceptions and questions. Address these as appropriate.
- Responses to the exit ticket questions can provide evidence of student understanding or misconceptions.

Options for Adaptation/Differentiation:

- Complete an activity from the handout, *Continuous Learning: Showing What You Know*, as a whole-class discussion.
- To extend the activity, ask students to use the Internet to research continuous-learning opportunities in their areas of interest.

Suggestions for Follow-up:

- Make the group products available in the classroom for further exploration.
- If you created a wall chart during the discussion, post it in the classroom.

Teacher Resources:

- Workplace Readiness Skills (WRS) Assessment: Virginia Overview (https://www.ctecs.org/virginia/virginia-overview), Career and Technical Education Consortium of States (CTECS).
- Workplace Readiness Skills (https://www.cteresource.org/resources/workplace-readiness-skills/), Career and Technical Education (CTE) Resource Center.

Handout

Continuous Learning: Showing What You Know

How will you show what you know? Choose one of the following options to explore ways of demonstrating continuous learning.

1. **Ace the Interview**: Imagine a job interview is taking place, and the interviewer wants to find out about the job candidate's plan for continuous learning. Write a script for and/or perform a role-play of the interview, including the following:

- Specific questions the interviewer could ask related to continuous learning.
- The job candidate's responses, including specific examples of continuous learning in his or her past and plans for the future.

If you have time: Perform two versions of the role-play—one that shows what to do and one that shows what *not* to do.

2. **Rock the Résumé**: What would the résumé of a lifelong learner look like? Create a résumé for someone who has been working in a field related to your CTE course for a few years and who is looking for a new position. You may include the following:

- Industry credentials
- Relevant courses or training
- Work-based learning experiences
- Membership and participation in professional organizations
- Other evidence of continuous learning

If you have time: Put your résumé to music! Create a song, rap, or poem version of the résumé to perform for the class.

3. **Paint a Portrait**: What does a lifelong learner look like? Create a portrait of a lifelong learner, using symbols to convey how your subject demonstrates continuous learning. Label your portrait with explanations of the symbols. Here are two examples:

- Subject is wearing a "thinking cap"—symbolizes industry-related knowledge.
- Subject is carrying a diploma—symbolizes career-related high school or college courses.

If you have time: Go three-dimensional (3D)! Use costumes and props to dress up a classmate as a lifelong learner. Explain your costuming choices to the class.

Group Presentations

Group	My Notes (*What are some ways to show continuous learning?*)

Exit Ticket

1. What is one way to demonstrate continuous learning?

2. In your own words, why is continuous learning important in the workplace?