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: 6.1, 6.6, 6.7, 6.8, 7.1, 7.6, 7.7, 7.8, 8.6, 8.7, 8.8, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7

History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1

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.

1. 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.
2. 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.
3. 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.
4. ***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:

[Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success](https://www.dol.gov/odep/topics/youth/softskills/) (<https://www.dol.gov/odep/topics/youth/softskills/>), U.S. Department of Labor, Office of Disability Employment Policy.

[Workplace Readiness Skills (WRS) Assessment: Virginia Overview](https://www.ctecs.org/virginia/virginia-overview) (<https://www.ctecs.org/virginia/virginia-overview>), Career and Technical Education Consortium of States (CTECS).

[Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources](http://cteresource.org/wrs/index.html) (<http://cteresource.org/wrs/index.html>), Career and Technical Education (CTE) Resource Center.