

Workplace skills and rights



Unit
Making it real



Length:
95 minutes

About this lesson

To assess their own employability skills and identify those that they may need to develop further students will identify important soft skills that apply to more than one career they're interested in, explain how these skills manifest on the job, and research how they'll be protected by workers' rights and responsibilities in a career of interest.

Learning objectives

By the end of this lesson, students will:

- explore skills and behaviours that employers look for, such as time management, dependability, good attitude, communication skills, and problem solving
- explain why these skills and behaviours are important to various careers and how they manifest on the job
- assess their own employability skills
- research workers' rights and responsibilities to learn how an industry or job is protected by employment standards

Driving question

What skills and attitudes do employers value?

Future-ready skills

Evaluating

Self-awareness

Research

Lesson breakdown

25

minutes

Activity 1: Transferable skills

In this activity, students will compare 3 career profiles for 3 overlapping soft skills and add and rate these skills on their Xello **About me** profile.

45

minutes

Activity 2: Xello Lesson: Workplace skills and attitudes

Direct students to complete the Xello lesson titled **Workplace skills and attitudes** to explore the skills and attitudes employers value.

25

minutes

Activity 3: My workplace rights

In this activity, students will research their workplace rights and responsibilities to learn how they are protected by employment standards.



Xello entry point

As part of the first activity students will update 3 saved careers, which is a prerequisite for the Xello lesson:

Workplace skills and attitudes. It is also recommended students complete **Matchmaker** and the **Explore career matches** lesson.

Vocabulary

- Transferable skills
- Soft skills
- Reliability
- Positive attitude
- Enthusiasm for learning
- Ethical behaviourbehaviour
- Good workplace etiquette
- Workplace rights

Ontario career studies

B1.1 identify some recent and evolving technological, economic, and social trends that have influenced the world of work, both locally and globally, noting their impact on the kind of work we do and how we do it as well as on workers' rights and responsibilities, and analyze the possible impact of those trends on their own choices now and in the future

B1.3 reflect on how the transferable skills they have developed so far have aided them in their learning and in life, and identify the skills that they may need to develop further

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Activity 1: Transferable skills



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25 minutes

Inquiry prompts

- What are soft skills?
- How are workplace skills like transferable skills?
- What skills will benefit my job performance?

Before you begin

- Students should have 3 saved careers.

Teaching strategies

In this activity, students will compare 3 career profiles for 3 overlapping soft skills and add and rate these skills on their Xello About me profile.

- 1 Define the term soft skills with your class.
- 2 Provide the [instructions](#) on the next page to your students.

Materials required

- [Student instructions](#)
- Computer or tablet with internet access

Artifacts

Students will explore 3 saved careers for common workplace skills and then record and rate 3 transferable soft skills in the **Skills** section on your **About me** profile.

Culminating project tip

Add your students' questions about workplace skills and rights to the discussion guide. For example: What is one skill you learned early in your career, or while still in school, that you still use today?

Transferable skills

Student instructions

Workplace skills are not specific to one career. They are often called soft skills or transferable skills. These are the skills you'd need to succeed in most workplaces. In contrast, hard skills are the knowledge and abilities specific to the job. They are usually easy to define and evaluate. In this activity you'll identify important soft skills that would benefit your performance in each.

- 1 In Xello, select 3 career profiles that you're interested in to compare soft skills. If you haven't already, save each career.
- 2 As you review each career profile consult this list of soft skills to help you identify 3 skills that apply to all 3 careers. Keep in mind, how does this skill help you do the tasks required for the career?

| | | | |
|-----------------|-----------------|-------------------|-----------------------|
| Communication | Setting goals | Leadership | Self-management |
| Adaptable | Creativity | Willing to learn | Dealing with pressure |
| Teamwork | Innovating | Positive attitude | Resolving conflicts |
| Decision making | Public speaking | Time management | Critical thinking |
| Problem solving | Organized | Initiative | Reliable |

- 3 Record and rate these 3 transferable soft skills in the **Skills** section on your **About me** profile. Think about experiences where you already perform these skills, how would you rate your performance?

Activity 2 - Xello Lesson: Workplace skills and attitudes



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Length:
45 minutes

About this activity

In Activity 1, students compared 3 career profiles for 3 overlapping soft skills and added and rated these skills on their Xello **About Me** profile.

In this activity, students will complete the **Workplace skills and attitudes** lesson in Xello. They will explore skills and behaviours that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviours are important to various careers, how they manifest on the job, and assess their own employability skills.

Inquiry prompts

- How is school like a job?
- Why is it important to develop good habits and attitudes while you're in school?
- What skills do you use at school that you'll also use in the workplace?
- What do you think would happen if you didn't demonstrate good habits or behaviours in the workplace?
- If you were in charge of a company what do you think you would do if someone came in late every day?

Before you begin

Before diving in with your students:

1. Create a copy or download the [Workplace skills and attitudes slide presentation](#) to use as a helpful teaching aid before and after the Xello lesson.
2. Review the slides (including the speaker notes section) for suggested discussion strategies and prompts.
3. Update slide 5 of the presentation with your students' Xello sign in format. If you don't know your students' Xello login format check out [Sign in to Xello](#) for support.

Teaching strategies

Use the following strategies to set your students up for success:

- 1 Before students start the Xello lesson, take 5 minutes to have them review and consider the inquiry prompts from the **Warm up** activity slide of the [Workplace skills and attitudes slide presentation](#), or choose your own. Advise students to keep these questions in mind as they complete the lesson. You will revisit these questions with them in the **Exit activity** afterwards.
- 2 Help your students log in to their Xello account. Project your screen as you model how to navigate to the lesson using your demo student account. From the student dashboard, click on a lesson to get started. If the lesson you want isn't visible, access it by selecting **View all lessons** below the lessons shown.

Materials required

- Computers or tablets with internet access
- Whiteboard/projector
- [Workplace skills and attitudes slide presentation](#)

Prerequisites

- Save 3 careers

Artifacts

Students will complete the Xello lesson: **Workplace skills and Attitudes**.

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Activity 2 - Xello Lesson: Workplace skills and attitudes



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- 3 Students finished early? If students have time after completing the Xello lesson, encourage them to locate one online government resource related to employment standards for their province. They can then add the link to the **Helpful articles** section of a saved career.
- 4 Once students have completed the Xello lesson, return to the [Workplace skills and attitudes slide presentation](#) to have students revisit the inquiry prompts you posed at the beginning of class.
- 5 **Classroom discussion strategy: I used to think: Now I think:** Encourage students to rate how important they believe it is for them to understand their workplace rights and responsibilities. Students can use a scale from 1-3 to rate importance. A rating of 1 equals not important, a rating of 2 equals important, and a rating of 3 equals very important.
- 6 Ask students if their thoughts about the importance of knowing their Workplace rights and responsibilities have changed or stayed the same since completing the Xello lesson. Example: I used to think it was not important (a rating of 1) but now I think it's important (a rating of 2).
- 7 If their rating has changed, what do they think caused this change in thinking? If their rating has stayed the same, why?

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Activity 3: My workplace rights



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25 minutes

Inquiry prompts

- Who determines my workplace rights?
- What are my rights as an employee?
- How am I protected by employment standards as a young worker?

Teaching strategies

In this activity, students will research their workplace rights and responsibilities to learn how they are protected by employment standards. It is important they know their workplace rights before starting their first part-time or summer job.

- 1 Ask your students: Who determines your workplace rights? The provincial government sets out minimum rights for most employees in public and private workplaces. It includes standards on payment of wages, public holidays, hours of work, overtime pay, vacation time and pay, statutory leaves, and termination and severance entitlements.
- 2 Direct students to create a **KWL** chart:
 - What do you already **know** about your workplace rights?
 - What do you **want** to know about your workplace rights?
 - What is one surprising thing **learned** about your workplace rights?
- 3 **Know:** Ask your students to share and record some ideas about what they already know about their workplace right, such as minimum wage and hours of work.
- 4 **Want:** Have students identify what they want to know about their workplace rights.
- 5 **Learn:** Provide students with the Ministry of Labour, Training and Skills Development [young workers factsheet](#) Provincial employment and labour government website so they can verify what they already know and record what they learned.
- 6 Create a Xello **Assignment** asking students to share the link of the website and to reflect on what they learned.
- 7 **OPTION:** Get students to share their surprising workplace right.

Materials required

- Computer or tablet with internet access

Artifacts

Students will add the employment and labour government website to a Xello **Assignment** and include a short reflection about what they learned.

Culminating project tip

Add your students' questions about workplace skills and rights to the discussion guide. For example: What is one skill you learned early in your career, or while still in school, that you still use today?