

## Lesson Planning Checklist

Explore the Employability Skills Lesson Components below for practical examples of how teachers can incorporate employability skills into routine classroom activities. Hover over each skill to see the examples. Teacher and student versions of the checklist can be generated for lesson planning and reflection purposes or creating student skill profiles.

### Create Custom Lesson Planning Checklist

1. Choose a type of checklist:

- Teacher checklist  
 Student checklist

2. Select the skills to include in the checklist, or [select all](#).

3. Click Create Checklist at the bottom of the screen to export your selections as a PDF.

#### Employability Skills Lesson Components

##### APPLIED KNOWLEDGE

###### Applied Academic Skills

Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.

###### Reading skills

Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.

###### Writing skills

Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.

###### Math strategies/procedures

Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.

###### Scientific principles/procedures

Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"), and construct processes to complete a task (can occur outside of math/science classes).

###### Critical Thinking Skills

Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.

###### Thinks creatively

Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.

###### Thinks critically

Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).

###### Makes sound decisions

Students differentiate between multiple approaches and assess options (could be linked to thinking critically).

###### Solves problems

Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).

###### Reasons

Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale.

###### Plans/organizes

Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.

##### EFFECTIVE RELATIONSHIPS

###### Interpersonal Skills

###### Understands teamwork and works with others

Select All

Add to Checklist

Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.

Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.

**Responds to customer needs**

Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).

**Exercises leadership**

Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.

**Negotiates to resolve conflict**

Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).

**Respects individual differences**

Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.

**Demonstrates responsibility and self-discipline**

Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.

**Adapts and shows flexibility**

Students adapt easily to different modes of instruction and different types of assignments.

**Works independently**

Students commit to time-on-task during class and begin work without fanfare.

**Demonstrates a willingness to learn**

Students are cooperative and noticeably engaged.

**Demonstrates integrity**

Students treat work assignments with respect in that work is either original or credited correctly.

**Demonstrates professionalism**

Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.

**Takes initiative**

Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.

**Displays a positive attitude and sense of self-worth**

Students contribute positively to the class.

**Takes responsibility for professional growth**

Students are active listeners, seeking clarification and understanding when needed.

**Personal Qualities**

Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.

**WORKPLACE SKILLS**

**Resource Management**

Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.

**Manages time**

Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.

**Manages money**

Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).

**Manages resources**

Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.

**Manages personnel**

Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.

**Information Use**

Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.

**Locates**

Students use analytical strategies to determine the best medium for finding necessary information.

**Organizes**

Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.

**Uses**

Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.

**Analyzes**

Students assess information to determine which is relevant (does not have to be a mathematical analysis).

**Communicates**

Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.

**Communicates verbally**

Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.

**Listens actively**

Students are noticeably engaged through notetaking, questioning, and responding.

**Comprehends written material**

Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.

**Conveys information in writing**

Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.

**Observes carefully**

Students interpret verbal and nonverbal communication efforts of others.

**Understands and uses systems**

Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.

**Monitors systems**

Students devise methods to assess team (system) progress.

**Improves systems**

Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.

**Understands and uses technology**

Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.

**Communication Skills**

Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.

**Systems Thinking**

A team working in sync to accomplish an assignment can be thought of as a system.

**Technology Use**

In the classroom and workplace, technology skills typically refer to the use of digital electronics.

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