

# Bringing Skills to the Classroom

Materials for High School Teachers and Guidance Counselors

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A Publication of the 3C Skills Collaborative

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## ABSTRACT

This manual presents materials through which teachers/counselors in all subjects can help students define and understand the skills they will need in their careers, post-secondary education and as citizens. It begins with an overview of 38 skills grouped into ten categories, followed by a Student Skills Assessment of the 38 skills that teachers/counselors can introduce at any stage in a high school student's program. This is followed by guidelines for teacher/counselors evaluations of the Student Skills, compact lessons for each skill, and includes a plan for which students can use to practice and continue to assess their development of each skill.

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## Preface

This manual is a publication of the 3C Skills Collaborative, which I founded in 2009. Using a list of specific skills elaborated in my book, *10 Things Employers Want You to Learn in College*, published in 2003 (Revised Edition to be published in 2012), I created a class of undergraduates who benefited from using my skills approach. These students develop and test materials, and work with administrators, guidance counselors, teachers, and students in high school. The course is now in its fourth semester.

While the students in the class have created ideas and generated preliminary rough draft materials, they have not created professional curriculum materials. Fortunately, I was able to call Lisa Welsien, who worked with me as a teaching assistant, a researcher and a curriculum writer while she was an undergraduate. She graduated with a Bachelor's degree in Policy Studies from Syracuse University's Maxwell School of Citizenship and Public Affairs and the College of Arts and Sciences in 2002. Lisa then graduated from Harvard University in 2003 with a M.Ed. in Teaching and Curriculum. During four years of teaching at a New York City public high school, Lisa taught both English and Social Science curricula. She also coordinated the city's largest mentoring program. She took on numerous leadership roles within the school community and, as an Adjunct Instructor in Syracuse University's Public Affairs Department, additionally taught college student-interns about educational policymaking. After making a personal move to Nairobi, Kenya, for her husband's work with the United Nations, Lisa consulted on emergency educational data collection and analysis for UNICEF during the post-election violence crisis of 2008. Currently still residing in Kenya with her husband and two children, Lisa is interested in expanding her work related to curriculum development and teacher preparation, and she is available for educational consulting positions.

This manual is a cooperative effort supported by more than 40 Syracuse University undergraduates, several teachers and administrators and by the students who have tested some of the material, but Lisa is the writer of the manual and the creator of much of the content for the curriculum materials. More than just a "hired gun" to get our material in professional shape, Lisa is a colleague who is the primary writer. She also is a critical contributor to the entire 3C Skills Collaborative enterprise.

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All of the materials in this manual can be downloaded free of charge from our website: <http://3cskills.org>



## Part One: Overview

This manual is designed for schools, teachers, and counselors who want to help students understand how a specific list of skills can impact their futures. It can help teachers motivate their students to develop those skills in their academic work, school activities and everyday lives. The **Student Skills Assessment** and **Lesson Plans** build on the list of 38 skills presented in Bill Coplin's *10 Things Employers Want You to Learn in College*.

This section provides an explanation of the 3C Skills Approach, the list of 3C Skills and their definitions, and how teachers/counselors may use the remaining materials to help students practice the skills throughout their high school years and beyond.



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## The 3C Skills Approach

The 3C Skills Approach is based on two simple ideas:

**Idea #1:** If you give students knowledge, they will be able to pass a test for a day; if you give students skills, they will be able to obtain and apply knowledge in careers, college and citizenship for the rest of their lives.

**Idea #2:** If you create awareness of and commitment to an educational goal, the students will find a path to gaining competence within and outside the formal educational setting.

These two ideas are gaining currency among many researchers and professional educational organizations, including The Partnership for 21<sup>st</sup> Century Skills, the Metiri Group, McREL, and the Change Leadership Group at Harvard's Graduate School of Education. Please read Part Five of this manual to find out what these organizations are doing to pursue skills education as a change agent for American education.

All of the material in this manual helps teachers/counselors help their students use practice and continuous self-assessment to develop the 38 skills they need to succeed in career, post-secondary education and as citizens. The materials do not directly provide instruction in the skills themselves although educators can easily add activities that do.

The 3C Skills Collaborative materials seek to raise the priority given to skills in the educational mission of all high school and post-secondary education. The 3C Skills approach does not deny the importance of knowledge, but it does require that knowledge be, as Benjamin Franklin said, useful and not ornamental.

### Career

The **Student Skills Assessment** and **Lesson Plans** will help students prepare for careers in two ways. First, it will introduce them to, and have them see the value of the skills employers want. They can exercise the skills in their coursework, extra-curricular activities, internships and jobs. The included skills are considered essential for success in any career a student may pursue.

Second, many of the 38 skills will help students begin to explore career paths. Communication skills will help them learn from professionals about careers, and using databases like O-Net will help students do career searches. The Collaborative plans to develop career-focused lesson plans in future editions of this manual, but gaining the skills to explore careers is the most essential step.



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## College

We use the term **college** as shorthand for everything, ranging from the “college of hard knocks” to the traditional 4-year liberal arts programs. This includes all types of learning immediately following high school graduation, which fall into these categories:

- Straight to work
- Apprenticeship training
- Military programs
- Gap year experiences
- Technical certificate programs and vocational schools
- Preparatory programs
- Two-year community college programs
- Traditional four year undergraduate programs

The **Student Skills Assessment**, and the **Lesson Plans** presented here, will help students understand 38 skills that are as essential for college performance as they are for workplace performance. They will also be valuable in exploring the full range of post-secondary options by teaching students to collect and analyze information so they can make good choices about the programs they select. Applying the 38 skills affords students the opportunity to plan and choose beneficial post-secondary options.

The Collaborative recognizes that while the college attendance rate is closing in on 75% across the United States, **the college success rate remains less than 50% for four-year colleges** and is even poorer for two-year community college programs, as reported in Bill Coplin’s book, *10 Things Employers Want You to Learn in College*. Improvement is impossible so long as many, perhaps even the majority of, students in four-year colleges continue to make poor post-secondary program choices or fail to plan for and understand the role of those programs in their pursuit of career success.

## Citizenship

These 38 skills are also crucial for students to become effective citizens. In today’s society, students need to have the proper skills to communicate, work with and influence people, obtain critical information, ask the right questions and problem-solve. Exploring the rights and responsibilities of citizens in the 21<sup>st</sup> Century, including voting, paying taxes, attending board meetings, volunteering and running for office, can help students practice all of the 38 skills.

## Materials

The materials presented in this manual are content and ideological free. They are designed to accomplish the simple educational goal of raising awareness and gaining commitment from students to develop their 38 skills. This goal can be pursued in all courses of instruction in any subject matter and in courses specifically dedicated to developing skill competence. They are also designed to encourage students to practice continuous self-assessment on skill improvement and to monitor those improvements as they advance through high school and beyond.



## The List of Everyday Skills for Career, College and Citizenship



### **Taking Responsibility**

Motivate Yourself • Be Ethical • Manage Your Time • Manage Your Money



### **Developing Physical Skills**

Stay Well • Look Good • Type 35 WPM Error Free • Take Usable Notes



### **Communicating Verbally**

Converse One-on-One • Present to Groups • Use Visual Displays



### **Communicating in Writing**

Write Well • Edit and Proof • Use Word-Processing Tools • Communicate Electronically



### **Working Directly with People**

Build Good Relationships • Work in Teams • Teach Others



### **Influencing People**

Manage Effectively • Sell Successfully • Politick Wisely • Lead Effectively



### **Gathering Information**

Use Library Holdings • Use Commercial Databases • Search the Web • Conduct Interviews • Use Surveys • Keep and Use Records



### **Using Quantitative Tools**

Use Numbers • Use Graphs and Tables • Use Spreadsheet Programs



### **Asking and Answering the Right Questions**

Detect Nonsense • Pay Attention to Detail • Apply Knowledge • Evaluate Actions and Policies



### **Solving Problems**

Identify Problems • Develop Solutions • Launch Solutions

The list of skills first appeared in Bill Coplin's *10 Things Employers Want You to Learn in College* (Ten Speed Press, 2003) and now serves as the basis for the educational materials and publications of 3C Skills Cooperative. Bill Coplin can be contacted at [wdcoplin@syr.edu](mailto:wdcoplin@syr.edu). Educational materials for high school and college can be downloaded free of charge from <http://www.3cskills.org>.



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## The 38 3CSkills Definitions

**Skill 1 *Motivate Yourself:*** working hard, showing enthusiasm, exceeding expectations, and continuously striving to improve oneself.

**Skill 2 *Be Ethical:*** telling the truth to yourself and others, complying with rules and regulations, and fulfilling all commitments.

**Skill 3 *Manage Your Time:*** planning ahead to ensure that all responsibilities are completed proficiently by their deadlines.

**Skill 4 *Manage Your Money:*** making sure not to spend more money than you are earning; being able to pay your debts and track long-term savings and investments.

**Skill 5 *Stay Well:*** having the mental alertness and physical energy necessary to complete tasks to the best of one's ability.

**Skill 6 *Look Good:*** presenting a professional appearance.

**Skill 7 *Type 35 WPM Error Free:*** typing a minimum of 35 words per minute on a computer keyboard mistake-free.

**Skill 8 *Take Usable Notes:*** recording or summarizing relevant information, read or heard, in a form that you will be able to use later.

**Skill 9 *Converse One-on-One:*** conveying ideas and sharing thoughts with another person.

**Skill 10 *Present to Groups:*** speaking clearly, confidently, and concisely to others.

**Skill 11 *Use Visual Displays:*** presenting your idea well through charts, illustrations, diagrams and images.

**Skill 12 *Write Well:*** effectively communicating, using text, in order to convey one's ideas, knowledge, and opinions.

**Skill 13 *Edit and Proof:*** frequently reviewing and correcting mistakes in one's work.

**Skill 14 *Use Word Processing Tools:*** operating basic word processing programs, and their features, for different types of products.

**Skill 15 *Communicate Electronically:*** using e-mail and other electronic-based mediums to send and receive messages with proper etiquette.

**Skill 16 *Build Good Relationships:*** forming and maintaining positive relations with others.

**Skill 17 *Work in Teams:*** working with others to successfully complete specific tasks.

**Skill 18 *Teach Others:*** helping others acquire specific skills and knowledge.



**Skill 19 *Manage Effectively*:** assigning tasks to a group of people for whom you are responsible, and ensuring that those tasks are completed on time and meet defined standards.

**Skill 20 *Sell Successfully*:** convincing someone to approve an idea or buy a product.

**Skill 21 *Politick Wisely*:** winning the support of people in power to accomplish a positive change or prevent a negative change.

**Skill 22 *Lead Effectively*:** inspiring others and guiding their actions to reach a common goal.

**Skill 23 *Use Library Holdings*:** searching through archives, databases, and records for information on a topic relevant to an area of research or interest.

**Skill 24 *Use Commercial Databases*:** using certain online sources, different than websites, to gain reliable information.

**Skill 25 *Search the Web*:** using the Internet to obtain relevant information quickly and efficiently.

**Skill 26 *Conduct Interviews*:** obtaining information from a person for direct and concise research.

**Skill 27 *Use Surveys*:** administering and analyzing surveys to collect data for a specific purpose.

**Skill 28 *Keep and Use Records*:** creating and maintaining records such as financial records (budget), personal records (birth certificate), and legal records (settlements) to be used for your own benefit.

**Skill 29 *Use Numbers*:** applying mathematical and statistical tools in everyday life.

**Skill 30 *Use Graphs and Tables*:** creating visual representations of data from a spreadsheet.

**Skill 31 *Use Spreadsheet Programs*:** using graphs and tables to interpret collected data.

**Skill 32 *Detect Nonsense*:** recognizing the inaccuracy of information that is presented as factual whether from people, institutions or the media.

**Skill 33 *Pay Attention to Detail*:** being precise and accurate in answering questions, making decisions, and creating documents, records, and projects.

**Skill 34 *Apply Knowledge*:** using the information you have to make informed decisions and reach conclusions.

**Skill 35 *Evaluate Actions and Policies*:** being able to identify goals, measure those goals, and determine the goals' successes and failures.

**Skill 36 *Identify Problems*:** knowing how to define a problem and come up with evidence to support the problem's existence.

**Skill 37 *Develop Solutions*:** creating a solution to eliminate a problem or ameliorate its negative effects.

**Skill 38 *Launch Solutions*:** effectively implementing a plan or policy to solve or ameliorate a problem.



## Categories of Skills

All 38 skills are a lot of skills to approach when thinking about curriculum. For that reason, we suggest thinking of the 38 in three categories: basic, intermediate and higher. Unfortunately, these groups do not relate to the 10 Skill Sets, which becomes apparent in reading this section, but using them will help make decisions about how and when to teach what skills. The three categories are defined as:

- **Basic** skills that are the foundation for other skills
- **Intermediate** skills that students will need most often
- **Advanced** skills that all professionals should have

The table below indicates which skills fall into which categories:

<b><u>Basic</u></b>	<b><u>Intermediate</u></b>	<b><u>Advanced</u></b>
Motivate Yourself	Be Ethical	Manage Your Money
Manage Your Time	Look Good	Teach Others
Stay Well	Present to Groups	Politick Wisely
Type 35 WPM Error Free	Use Visual Displays	Lead Effectively
Take Usable Notes	Edit and Proof	Use Commercial Databases
Converse One-on-One	Use Word-Processing Tools	Use Surveys
Write Well	Communicate Electronically	Use Spreadsheet Programs
Build Good Relationships	Work in Teams	Detect Nonsense
Sell Successfully	Manage Effectively	Evaluate Actions and Policies
Keep and Use Records	Use Library Holdings	Launch Solutions
Use Numbers	Search the Web	
Pay Attention to Detail	Conduct Interviews	
Identify Problems	Use Graphs and Tables	
	Apply Knowledge	
	Develop Solutions	

Ideally, students should practice all of these skills all of the time, which is why it is best to start the curriculum with the **Student Skills Assessment**. However, if selecting which **Lesson Plans** to teach or when to teach them, it might make sense to use these categories to help establish a list of priorities. Additionally, reading and evaluating the entire set of 38 skills creates a significant amount of work for teachers/counselors, as you will read in Part Three. It might also overwhelm students, as you will read in Part Two. Given this, teachers/counselors might first choose to focus on 3-5 skills from the “Basic” category to see how students respond and then move on from there.



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## An Evolving System

As previously mentioned, the mission of the Collaborative is to give students the specific skill sets they will need to respond to real life situations in positive, character-building ways whether it is in school, in a job or in the community. As Aristotle once noted, “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” Our goal is to encourage students to make a habit of consciously practicing and evaluating their own skill development.

The 3CSkills Collaborative envisions a comprehensive approach to raising awareness and developing commitment among students to develop their competence in skills not just with the two sets of materials in this manual, but in other ways as well. School administrators and teachers/counselors can do the following to help foster such awareness and commitment:

- Consistently use the same list of skills on the following: the school web sites, prominently placed signs, materials to teachers, parents and community organizations, teacher’s syllabi and public announcements (PSA’s) over the school intercom or public access television.
- Implement policies and practices that effectively hold students accountable.
- Allow students and other stakeholders to have a sustained and effective voice in school governance.
- Create graduation and/or course requirements for experienced-based activities.
- Configure physical facilities to allow for individual computer work and group projects.

These five elements will help students commit to and develop their skills throughout high school.

To support the **Student Skills Assessment** as well as the **Lesson Plans**, two other initiatives are now underway.

1. A Skills Advising Program, where college students from Syracuse University provide one-on-one advice to high school students through email and phone, much like a personal skills trainer to students. We are also field-testing an approach in which high school seniors will be trained to become peer-skills trainers to students in their freshman, sophomore or junior years.
2. 30-second videos that could be used in classes or as public service announcements in those schools that use the videos for their daily announcements. These videos will introduce the 38 skills and emphasize their importance.

Information on these two products will be available via the 3C Skills website ([www.3cskills.org](http://www.3cskills.org)).

One final point about the visions of the 3C Skills Collaborative is that all of the effort will be directed at empowering teachers/counselors to help their students gain the skills. Teachers/counselors can change the list of skills or can restructure the activities and forms as they wish. They can use any of the material provided as long as they indicate the source of material and share with others the material that is developed. This is a bottom-up movement that will be successful only if it better prepares our students for their futures.



## Part Two: Student Skills Assessment

The 3C Skills' collaboration with more than 50 high school teachers has started with an activity based around a student self-assessment with feedback by the teacher. Teachers have introduced the idea of skills and the list of the 38 skills to students in a relatively short period time, from 10 to 40 minutes, and then asked students to complete the **Student Skills Assessment**, appearing in this section, as class work or homework.

The section that follows this one will explain the different ways in which teachers/counselors can provide feedback to students on the **Student Skills Assessment**.



### Student Skills Assessment – Directions

For each of the 38 skills in the chart below, rate what you believe to be your current proficiency from 1 (poor) to 4 (excellent) using the guidelines below, and in no more than 2 sentences explain why you gave yourself that rating in the “evidence” column. At the bottom of the chart, list 5 skills that you rated as a 1 or 2 and would like to immediately improve.

1 (poor)	2 (fair)	3 (good)	4 (excellent)
I have no skill; I’m not even sure I understand the skill.	I have some experience and competence in exercising the skill.	I have exercised the skill competently on several occasions.	I can exercise the skill at the level of a professional with many years of experience.

Please use the examples below as a point of reference for providing your evidence. Remember that your evidence for each skill must support the rating you give yourself.

Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: TAKING RESPONSIBILITY</b>				
<b>1. Motivate Yourself</b>	2	I usually don’t do well in math but I was really worried about an upcoming test so I sucked it up and studied two extra hours. My grade ended up being a lot higher than normal.		
<b>15. Communicate Electronically</b>	2	I send emails and text messages all the time so I am good at knowing how to do all that, but I often use Internet slang and don’t exactly re-read my messages before sending them. One time I even sent my boss an email full of spelling errors and slang, and he didn’t understand what I was trying to say.		
<b>28. Keep and Use Records</b>	3	Every month when I get my paycheck I store my pay stubs in a chronological file folder in a safe drawer; I also do the same with my cell phone bill and my receipts from when I spend money. This helps me keep track of the money I get and my biggest expenses.		



### Student Skills Assessment

Name: \_\_\_\_\_

Date of First Assessment: \_\_\_\_\_

Skill	Student Rating & Evidence	Teacher/Counselor Rating & Coaching
<b>SKILL SET: TAKING RESPONSIBILITY</b>		
1. Motivate Yourself		
2. Be Ethical		
3. Manage Your Time		
4. Manage Your Money		



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: DEVELOPING PHYSICAL SKILLS</b>				
5. Stay Well				
6. Look Good				
7. Type 35 WPM Error Free				
8. Take Usable Notes				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: COMMUNICATING VERBALLY</b>				
9. Converse One-on-One				
10. Present to Groups				
11. Use Visual Displays				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: COMMUNICATING IN WRITING</b>				
12. Write Well				
13. Edit and Proof				
14. Use Word Processing Tools				
15. Communicate Electronically				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: WORKING DIRECTLY WITH PEOPLE</b>				
16. Build Good Relationship				
17. Work in Teams				
18. Teach Others				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: INFLUENCING PEOPLE</b>				
19. Manage Effectively				
20. Sell Successfully				
21. Politick Wisely				
22. Lead Effectively				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: GATHERING INFORMATION</b>				
23. Use Library Holdings				
24. Use Commercial Databases				
25. Search the Web				
26. Conduct Interviews				
27. Use Surveys				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
28. Keep and Use Records				
<b>SKILL SET: USING QUANTITATIVE TOOLS</b>				
29. Use Numbers				
30. Use Graphs and Tables				
31. Use Spreadsheet Programs				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: ASKING AND ANSWERING THE RIGHT QUESTIONS</b>				
32. Detect Nonsense				
33. Pay Attention to Detail				
34. Apply Knowledge				
35. Evaluate Actions and Policies				



Skill	Student Rating & Evidence		Teacher/Counselor Rating & Coaching	
<b>SKILL SET: SOLVING PROBLEMS</b>				
<b>36. Identify Problems</b>				
<b>37. Develop Solutions</b>				
<b>38. Launch Solutions</b>				

Now, list the 5 skills that you would like to improve, starting now.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- 



## Part Three: Teacher/Counselor Evaluation

After students have completed the **Student Skills Assessment**, teachers/counselors should collect the assessments to evaluate them. For a teacher/counselor evaluating a student's assessment, we have provided three tools to assist in giving the most useful feedback possible. For effective evaluation, this section includes the following tools:

1. **Skills Assessment Ratings Rubric:** This document should be used for the teacher/counselor to determine the correct rating a student should give him/herself for each skill. There is space on the **Student Skills Assessment** for the teacher to provide the rating they believe to be accurate.
2. **Teacher/Counselor Evidence Evaluation and Coaching Matrix:** This matrix helps teachers/counselors provide specific coaching for students to understand their self-assessment better. After teachers/counselors have used the **Skills Assessment Ratings Rubric** to give students an appropriate rating for a skill, they should use this matrix to coach students in understanding their level of proficiency in that skill. There is space provided for such feedback on the **Student Skills Assessment** next to where the teachers/counselors give their ratings.
3. **FOR TEACHERS ONLY Grading Suggestions:** This provides an option for teachers who want to quantify their students' performance on the **Student Skills Assessment** rather than just use it as a qualitative indicator.

After carefully providing proper ratings and coaching to the students on their initial assessments, teachers/counselors have several options as to how they can proceed:

1. Do nothing else formally but try to refer to the skills in class.
2. Require students to complete another assessment later in the course and provide additional feedback.
3. Require students to complete the "**Skill #: \_\_\_\_\_ - Development Plan**" used in our **Lesson Plans** for three to five of the skills they listed that they want to improve; then, have them update those plans regularly, such as each semester/term or month or as part of other written assignments. Additionally, teachers/counselors can encourage students to use the three categories of skills provided on page 11 to help them prioritize which skills to work on first.
4. Using the assessment results, identify several skills to work on with a class or group of students, and use the appropriate **Lesson Plans** to help students learn more about those skills.
5. Commit to teaching all 38 skills in the classroom using the provided **Lesson Plans** (or tailored versions of them) and ensure that students complete the "**Skill #: \_\_\_\_\_ - Development Plan**" at the end of each lesson. Compare those plans to their initial assessments and see how students are progressing. In this case, students should keep the assessment and plans together in a portfolio. Ideally, at the end of the course the students should retake the **Student Skills Assessment** to evaluate how their skills have developed (or if they just got better at providing accurate evidence).



## Skills Assessment Ratings Rubric

Students will develop each of the 38 skills at a different pace. The four levels of skill proficiency provide some general guidelines that will help students evaluate themselves and teachers/counselors develop more precise measurements of skills achievement. Four levels of proficiency are specifically defined for each skill beginning on the next page with the general definition of each level as follows:

<b>1 – Poor</b>	<b>2 - Fair</b>	<b>3 - Good</b>	<b>4 - Excellent</b>
Student has no skill and does not even seem to understand the skill.	Student has some experience and competence in exercising the skill.	Student has exercised the skill competently on several occasions.	Student can exercise the skill at the level of a professional with many years of experience.

It is possible that a teacher/counselor can use his or her knowledge of the student if there has been time for sustained observation; however, it is most important that the teacher use the evidence the student provides in order to establish a proper rating (and the teacher/counselor should do this independently of how the student has rated him/herself). If a student hasn't provided sufficient evidence, the teacher's default rating should be a 1.

**For example, if a student rates himself as a 3 for Skill 12: *Writes Well* and provides this evidence: “people like my writing,” the teacher/counselor would give the student a 1 instead and give feedback such as, “Poor evidence and I have yet to see much of your writing.”**

**Another example for the same skill is that a student might rate herself as a 3 with the evidence that she gets A's in English, but the teacher could say respond, “This is only one piece of evidence and I haven't seen your writing, so I give you a 2.”**



<b>SKILL SET: TAKING RESPONSIBILITY</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>1. Motivate Yourself</b>	<ul style="list-style-type: none"> <li>• Incapable of setting priorities between competing tasks</li> <li>• Unable to maintain personal commitments and promises to others</li> <li>• No evidence of personal motivation to complete tasks</li> <li>• Often distracted and unfocused</li> </ul>	<ul style="list-style-type: none"> <li>• Can set priorities, but does not always reach the end goal</li> <li>• Does not always follow through on commitments and promises</li> <li>• Works hard, but needs some outside motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Sets priorities</li> <li>• Motivated to finish work and achieve goals</li> <li>• Has good work habits</li> </ul>	<ul style="list-style-type: none"> <li>• Sets priorities and reaches goals</li> <li>• Keeps commitments and follow through</li> <li>• Demonstrates personal accountability</li> <li>• Has strong will to achieve</li> <li>• Has effective work ethic</li> </ul>
<b>2. Be Ethical</b>	<ul style="list-style-type: none"> <li>• Demonstrates immoral behavior</li> <li>• Makes mostly irresponsible choices</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates integrity some of the time</li> <li>• Makes some irresponsible choices</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates integrity and moral behavior most of the time</li> <li>• Makes mostly responsible decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates integrity and high moral behavior</li> <li>• Acts responsibly with the interests of a larger community in mind</li> </ul>
<b>3. Manage Your Time</b>	<ul style="list-style-type: none"> <li>• Procrastinates and misses important deadlines</li> <li>• Cannot multi-task</li> <li>• Cannot create a schedule to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Puts off work and has difficulty meeting deadlines</li> <li>• Plans a schedule, but cannot follow it</li> </ul>	<ul style="list-style-type: none"> <li>• Completes tasks and assignments on time</li> <li>• Can handle a few projects at once</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and sets priorities</li> <li>• Plans and follows a schedule that leads to completes tasks and assignments</li> <li>• Handles multiple tasks and projects at once</li> <li>• Meets deadlines</li> </ul>
<b>4. Manage Your Money</b>	<ul style="list-style-type: none"> <li>• Overspends income/reckless buyer</li> <li>• Does not weigh costs and benefits of purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Spends money haphazardly, but does not overspend bank account</li> <li>• Does not have a checkbook</li> </ul>	<ul style="list-style-type: none"> <li>• Has a checkbook, but does not use it</li> <li>• Considers costs and benefits of most purchases</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps expenses in line with income</li> <li>• Balances a checkbook and pays bills</li> <li>• Considers costs and benefits of all investments</li> </ul>



<b>SKILL SET: DEVELOPING PHYSICAL SKILLS</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>5. Stay Well</b>	<ul style="list-style-type: none"> <li>Eats unhealthily</li> <li>Does not follow consistent sleep or exercise schedule</li> <li>Often overtired, depressed, and distracted</li> </ul>	<ul style="list-style-type: none"> <li>Eats somewhat unhealthily</li> <li>Exercises irregularly</li> <li>Has trouble staying energized and alert</li> </ul>	<ul style="list-style-type: none"> <li>Eats a mostly balanced diet</li> <li>Gets enough sleep and exercise, but not on consistent basis</li> <li>Stays energized and alert most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Eats a balanced diet</li> <li>Gets enough rest and exercise</li> <li>Stays energized and alert</li> </ul>
<b>6. Look Good</b>	<ul style="list-style-type: none"> <li>Looks unkempt, disheveled, and unprofessional</li> </ul>	<ul style="list-style-type: none"> <li>Looks satisfactory, but not professional</li> </ul>	<ul style="list-style-type: none"> <li>Looks neat and respectable</li> </ul>	<ul style="list-style-type: none"> <li>Looks well-groomed, presentable, and professional</li> </ul>
<b>7. Type 35 WPM Error Free</b>	<ul style="list-style-type: none"> <li>Types 15 words-per-minute with multiple errors</li> </ul>	<ul style="list-style-type: none"> <li>Types 25 words-per-minute with 3 errors or less</li> </ul>	<ul style="list-style-type: none"> <li>Types 35 words-per-minute error free</li> </ul>	<ul style="list-style-type: none"> <li>Types 40 words-per-minute or more, error free</li> </ul>
<b>8. Take Usable Notes</b>	<ul style="list-style-type: none"> <li>Has completely illegible handwriting</li> <li>Takes incomplete, unorganized notes</li> </ul>	<ul style="list-style-type: none"> <li>Has somewhat legible handwriting, but others cannot read it</li> <li>Takes notes, but inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Has mostly legible handwriting that others can read</li> <li>Takes good notes, but others cannot always understand them</li> </ul>	<ul style="list-style-type: none"> <li>Has legible handwriting</li> <li>Takes good, well organized notes that others can also use</li> </ul>



<b>SKILL SET: COMMUNICATING VERBALLY</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>9. Converse One-on-One</b>	<ul style="list-style-type: none"> <li>• Talks the entire time, not allowing other party to speak or ask questions</li> <li>• Uses inappropriate vocabulary</li> <li>• Shows disregard or disinterest toward the other party</li> </ul>	<ul style="list-style-type: none"> <li>• Talks most of the time, for more than 30 seconds at a time</li> <li>• Shows interest and listens to other party, but does not ask any questions</li> <li>• Uses a few inappropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>• Asks 1-2 questions to check for mutual understanding</li> <li>• Talks more than 30 seconds a few times</li> <li>• Uses some terms or vocabulary that the other party does not understand</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions to check for mutual understanding</li> <li>• Never talks more than 30 seconds at a time</li> <li>• Uses terms that both parties understand</li> <li>• Carefully listens to the other party</li> </ul>
<b>10. Present to Groups</b>	<ul style="list-style-type: none"> <li>• Unable to stay on task during presentations, completely unorganized and distracted</li> <li>• Presents way too fast or too slowly</li> <li>• Makes no eye contact</li> <li>• Unable to answer questions or give clear, intelligent responses</li> <li>• Overly nervous, anxious, or panicky in front of big crowds</li> </ul>	<ul style="list-style-type: none"> <li>• Does a presentation, but with many distractions and tangents</li> <li>• Presents at an uneven pace</li> <li>• Makes eye contact, but inconsistently</li> <li>• Has difficulty receiving questions and rarely gives clear answers</li> <li>• Shows nervousness and anxiousness during presentations in front of a crowd</li> </ul>	<ul style="list-style-type: none"> <li>• Stays on task most of the time during presentations, but goes on a few tangents</li> <li>• Presents at a reasonable pace</li> <li>• Makes eye contact most of the time</li> <li>• Receives questions well, but does not always give clear, intelligent answers</li> <li>• Becomes nervous before a presentation in front of a crowd, but still follows through</li> </ul>	<ul style="list-style-type: none"> <li>• Stays on task during presentations</li> <li>• Presents at a good pace</li> <li>• Makes eye contact throughout entire presentation</li> <li>• Receives questions well</li> <li>• Gives clear answers</li> <li>• Does not fear a crowd</li> </ul>
<b>11. Use Visual Displays</b>	<ul style="list-style-type: none"> <li>• Completely unfamiliar with PowerPoint</li> <li>• Unable to create any form of handout</li> <li>• Unable to include displays into presentations</li> <li>• Creates posters or displays that are unorganized or incoherent</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat familiar with PowerPoint, can make basic text slides</li> <li>• Can design a handout, but it is not organized or clear</li> <li>• Inappropriately integrates displays into presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Is proficient in PowerPoint</li> <li>• Able to create organized handouts, but lacks creativity</li> <li>• Integrates displays into presentations, but could improve execution</li> </ul>	<ul style="list-style-type: none"> <li>• Has advanced skill in PowerPoint</li> <li>• Able to create handouts, overheads, and newsprint-like papers</li> <li>• Masters and organizes content to integrate displays into presentations</li> </ul>



<b>SKILL SET: COMMUNICATING IN WRITING</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>12. Write Well</b>	<ul style="list-style-type: none"> <li>• Cannot express ideas clearly or concisely</li> <li>• Cannot write persuasively</li> </ul>	<ul style="list-style-type: none"> <li>• Can communicate ideas, but not in a concise manner</li> <li>• Has difficulty constructing arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Can quickly, clearly, and succinctly write a proposal presenting an idea that others have to buy into</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience with writing memos, technical and grant writing</li> <li>• Able to brief others about a problem and propose solutions in writing</li> </ul>
<b>13. Edit and Proof</b>	<ul style="list-style-type: none"> <li>• Cannot identify basic grammar, mechanical, and spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify some grammar, mechanical, and spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Can spot a lack of subject and verb agreement and a paragraph without a topic sentence upon sight</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify both basic and advanced grammar, mechanical, and spelling mistakes</li> <li>• Able to revise drafts, organize content, choose the right words, and ensure text is understandable/interesting</li> <li>• Familiar with basic symbols for editing</li> </ul>
<b>14. Use Word-Processing Tools</b>	<ul style="list-style-type: none"> <li>• Unfamiliar with Microsoft Word and cannot identify basic editing tools</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with basic editing tools in Microsoft Word (Spelling and Grammar; Cut, Copy, and Paste; Word Count)</li> </ul>	<ul style="list-style-type: none"> <li>• Can create a professional-looking resume in a Word document that can be sent by email</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the following functions: Spelling and Grammar; Cut, Copy, and Paste; Tracking; Bullets and Numbering; Find and Replace; Header and Footer; Styles and Formatting; Insert Table; Borders and Shading; and Word Count</li> </ul>
<b>15. Communicate Electronically</b>	<ul style="list-style-type: none"> <li>• Unfamiliar with online storage facilities like GoogleDocs or RefWorks</li> <li>• Cannot send e-mails or attachments</li> </ul>	<ul style="list-style-type: none"> <li>• Can send a basic text e-mail</li> <li>• Can identify and access online storage facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the Web as a document storage facility</li> <li>• Can use emails to send information and attachments</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps an organized inbox</li> <li>• Responds to e-mails in a timely manner</li> </ul>



<b>SKILL SET: WORKING DIRECTLY WITH PEOPLE</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>16. Build Good Relationships</b>	<ul style="list-style-type: none"> <li>• Is ignorant of or uninformed about different cultural, ethnic, social, and economic backgrounds</li> <li>• Unable to communicate to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of different cultural, ethnic, social, and economic backgrounds</li> <li>• Able to communicate and discuss conflicts, but cannot resolve them</li> </ul>	<ul style="list-style-type: none"> <li>• Is aware of and informed about different cultural, ethnic, social, and economic backgrounds</li> <li>• Communicates to help resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Is sensitive to and understands different cultural, ethnic, social, and economic backgrounds</li> <li>• Communicates clearly to resolve conflicts</li> </ul>
<b>17. Work in Teams</b>	<ul style="list-style-type: none"> <li>• Incapable of working with others</li> <li>• Is easily irritated by team members</li> <li>• Is intolerant of others' ideas and contributions</li> <li>• Has a completely negative attitude</li> <li>• Discourages team members</li> </ul>	<ul style="list-style-type: none"> <li>• Is somewhat impatient with group members, which interferes with group success</li> <li>• Criticizes team members</li> <li>• Has a negative attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Can work with group members, but is uncomfortable or easily agitated</li> <li>• Communicates effectively most of the time</li> <li>• Has difficulty staying positive</li> <li>• Can motivate some team members, but not all</li> </ul>	<ul style="list-style-type: none"> <li>• Is patient with and tolerant of group members</li> <li>• Communicates effectively</li> <li>• Works efficiently with group members</li> <li>• Stays positive</li> <li>• Motivates others</li> </ul>
<b>18. Teach Others</b>	<ul style="list-style-type: none"> <li>• Incapable of motivating learners</li> <li>• Unable to teach and coach others</li> <li>• Serves as a poor role model</li> <li>• Sets a bad example as a leader</li> </ul>	<ul style="list-style-type: none"> <li>• Can motivate learners, but has difficulty</li> <li>• Serves as a role model, but others question specific choices</li> </ul>	<ul style="list-style-type: none"> <li>• Can motivate some learners, but strategies are not broad enough to reach others</li> <li>• Serves as a good role model most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Implements strategies to motivate the learner</li> <li>• Works as a mentor and coach</li> <li>• Serves as a good role model all of the time</li> <li>• Sets an example for others to follow</li> </ul>



SKILL SET: INFLUENCING PEOPLE				
SKILL RATING	1 (poor)	2 (fair)	3 (good)	4 (excellent)
<b>19. Manage Effectively</b>	<ul style="list-style-type: none"> <li>• Cannot convince others to do anything</li> <li>• Shows disrespect for others</li> <li>• Ignores feedback</li> <li>• Does not take criticism well</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages others to complete assigned jobs, but is not respected as a leader and manager</li> <li>• Criticizes the work of others</li> <li>• Dismisses the thoughts and feedback of others</li> </ul>	<ul style="list-style-type: none"> <li>• Convinces others to do their assigned jobs, but not always completely</li> <li>• Motivates others to perform, but not at the highest standards</li> <li>• Listens to others most of the time, disregard their suggestions or feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Convinces others to do their assigned jobs competently</li> <li>• Motivates others to perform</li> <li>• Has respect for others</li> <li>• Listens to others</li> <li>• Encourages feedback</li> </ul>
<b>20. Sell Successfully</b>	<ul style="list-style-type: none"> <li>• Cannot continue forward with a task after one rejection</li> <li>• Gives up easily</li> <li>• Has no knowledge of product at all</li> </ul>	<ul style="list-style-type: none"> <li>• Is discouraged after a rejection or criticism</li> <li>• Needs constant motivation and reassurance from others to continue working hard</li> <li>• Has very little knowledge of the product</li> </ul>	<ul style="list-style-type: none"> <li>• Is discouraged after rejection or criticism, but continues on</li> <li>• Works hard most of the time, but needs encouragement from others</li> <li>• Has a good understanding and knowledge of the product</li> </ul>	<ul style="list-style-type: none"> <li>• Copes with sustained and continuous rejection</li> <li>• Keeps pressure on oneself to work hard</li> <li>• Has sound knowledge of the product</li> </ul>
<b>21. Politick Wisely</b>	<ul style="list-style-type: none"> <li>• Can't identify players and stakeholders at all</li> <li>• Gets angry because players and stakeholders don't agree with proposal</li> <li>• Thinks a good idea will automatically get political support</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes opposition from stakeholders and players but doesn't know what needs to be done</li> <li>• Thinks good arguments will win over those in opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify most important players in support and opposition and tries to figure out how to increase support for proposal</li> <li>• Can develop and implement strategies in addition to presenting a case for the policy</li> </ul>	<ul style="list-style-type: none"> <li>• Takes reasonable actions to win over players who are against the policy</li> <li>• Succeeds in improving the chances of the policy being accepted even though it may not still happen</li> </ul>
<b>22. Lead Effectively</b>	<ul style="list-style-type: none"> <li>• Cannot develop an initiative to motivate others to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Has some ideas or initiatives, but cannot motivate others to support them</li> </ul>	<ul style="list-style-type: none"> <li>• Takes on an initiative and motivates followers to support it, but does not always follow through</li> </ul>	<ul style="list-style-type: none"> <li>• Takes on an initiative based on a vision and motivates followers to support that vision</li> </ul>



<b>SKILL SET: GATHERING INFORMATION</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>23. Use Library Holdings</b>	<ul style="list-style-type: none"> <li>Is unaware of what library catalogues or databases are or what they are used for</li> </ul>	<ul style="list-style-type: none"> <li>Knows what library catalogues and databases are, but does not know how to use them</li> </ul>	<ul style="list-style-type: none"> <li>Can use library catalogues or databases in a variety of fields</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to use and apply information through gathering information from library catalogues and databases</li> </ul>
<b>24. Use Commercial Databases</b>	<ul style="list-style-type: none"> <li>Is unaware of commercial databases or what they are used for</li> </ul>	<ul style="list-style-type: none"> <li>Knows what commercial databases are, but does not know how to use them</li> </ul>	<ul style="list-style-type: none"> <li>Can use the commercial databases LexisNexis and ProQuest Direct</li> </ul>	<ul style="list-style-type: none"> <li>Can use a wide variety of commercial databases</li> </ul>
<b>25. Search the Web</b>	<ul style="list-style-type: none"> <li>Does not know of any search engines on the web</li> <li>Cannot condense topics into search terms</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to search terms in search engines, but does not know where to go after receiving search results</li> <li>Cannot find useful information on the web</li> </ul>	<ul style="list-style-type: none"> <li>Can find contact information for someone they know</li> <li>Can use at least three different search engines</li> <li>Locates desirable internships and jobs through web searches</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to be able to search any subject on the web through a wide variety of search methods</li> <li>Knows what search results are reliable or unreliable</li> </ul>
<b>26. Conduct Interviews</b>	<ul style="list-style-type: none"> <li>Cannot come up with questions that pertain to the interview</li> <li>Has poor communication with interviewee</li> </ul>	<ul style="list-style-type: none"> <li>Asks simple questions pertaining to a known topic in an interview</li> <li>Uses basic communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Has conducted at least two interviews about possible careers</li> <li>Asks questions that are relevant to the topic of the interview</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to effectively communicate with interviewee</li> <li>Asks interviewee in-depth and multi-dimensional questions</li> </ul>
<b>27. Use Surveys</b>	<ul style="list-style-type: none"> <li>Lacks an understanding of what surveys are</li> <li>Cannot create or analyze a survey</li> </ul>	<ul style="list-style-type: none"> <li>Understands what surveys are and how to use them, but cannot come up with one on own</li> <li>Cannot look at a survey and fully understand it</li> </ul>	<ul style="list-style-type: none"> <li>Whenever gets survey results, asks critical questions about the sample and nature of the questions</li> </ul>	<ul style="list-style-type: none"> <li>Can create a survey and analyze the results</li> <li>Understands results of surveys and can draw conclusions from them</li> </ul>
<b>28. Keep and Use Records</b>	<ul style="list-style-type: none"> <li>Does not keep track of what is accomplished or worked on in a given time period</li> <li>Does not keep records</li> </ul>	<ul style="list-style-type: none"> <li>Keeps track of activities, but not well enough for someone else to use</li> <li>Does not use records</li> </ul>	<ul style="list-style-type: none"> <li>Keeps a daily log that can document to someone else what has been done</li> <li>Can use records if needed</li> </ul>	<ul style="list-style-type: none"> <li>Know importance of, keeps and uses records often for a variety of reasons</li> </ul>



SKILL RATING	1 (poor)	2 (fair)	3 (good)	4 (excellent)
<b>SKILL SET: USING QUANTITATIVE TOOLS</b>				
<b>29. Use Numbers</b>	<ul style="list-style-type: none"> <li>• Cannot do basic arithmetic (adding, subtracting, multiplying, and dividing)</li> <li>• Cannot recognize or do any mathematic equations</li> <li>• Cannot analyze a group of numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Can do basic arithmetic</li> <li>• Knows mathematic equations, but cannot use numbers to solve the equations</li> <li>• Can look at a group of numbers and see the relationship between them, but cannot analyze them</li> </ul>	<ul style="list-style-type: none"> <li>• Is proficient in arithmetic</li> <li>• Can determine the percent change between the GPA in the fall semester and the spring semester</li> <li>• Can use numbers in basic mathematic equations</li> <li>• Can analyze a group of numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Excels in arithmetic</li> <li>• Demonstrates an understanding and is able to substitute numbers into mathematic equations with little or no problems</li> <li>• Frequently uses numbers to provide evidence and strengthen arguments</li> </ul>
<b>30. Use Graphs and Tables</b>	<ul style="list-style-type: none"> <li>• Does not understand what graphs would be useful for</li> <li>• Cannot use numbers to create graphs and tables</li> </ul>	<ul style="list-style-type: none"> <li>• Understands what graphs and tables are used for</li> <li>• Can create tables, but cannot turn the tables into graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Can display a group of numbers by use of a graphs and tables</li> <li>• Can use graphs and tables to prove a point</li> </ul>	<ul style="list-style-type: none"> <li>• Understands many different types of graphs and tables and can look at numbers to see which ones would be the most effective to use</li> <li>• Uses graphs and tables frequently to prove points in arguments</li> </ul>
<b>31. Use Spreadsheet Programs</b>	<ul style="list-style-type: none"> <li>• Does not know how to use or understand spreadsheet programs</li> </ul>	<ul style="list-style-type: none"> <li>• Understands what spreadsheet programs are used for, but cannot use the program to generate tables or graphs from the data given</li> </ul>	<ul style="list-style-type: none"> <li>• Can visualize how to do a spreadsheet when given a large amount of data that needs to be analyzed</li> <li>• Can set up a spreadsheet and generate tables and graphs using given data</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates exceptional knowledge of how to use spreadsheet programs</li> <li>• Can generate complex graphs from data sets</li> </ul>



<b>SKILL SET: ASKING AND ANSWERING THE RIGHT QUESTIONS</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>32. Detect Nonsense</b>	<ul style="list-style-type: none"> <li>Assumes that everything people say is correct</li> <li>Cannot understand that perceptions and values bias information</li> </ul>	<ul style="list-style-type: none"> <li>Questions the accuracy of information given, but does not research to determine the validity</li> <li>Shows a broad understanding of ways that perceptions and values bias information.</li> </ul>	<ul style="list-style-type: none"> <li>Determines the accuracy of information through research and evaluation</li> <li>Understands how perceptions and values bias information</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates and researches the information given to them at all times to determine the accuracy of information</li> <li>Knows how outside influences can bias information and can detect which types of perceptions and values are biasing the information</li> </ul>
<b>33. Pay Attention to Detail</b>	<ul style="list-style-type: none"> <li>Overlooks most details that are given in directions by only doing the basic requirements</li> <li>Does not use references to understand benefits and costs when coming to conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Follows most directions, but often makes little mistakes or overlooks minor details</li> <li>Uses references to understand benefits and costs when coming to conclusions on occasion</li> </ul>	<ul style="list-style-type: none"> <li>Follows and execute all aspects of directions</li> <li>Draws conclusions and understand the causes and implications of events from documents</li> </ul>	<ul style="list-style-type: none"> <li>Always completes all assigned tasks without forgetting the minor requirements</li> <li>Understands benefits and costs by always using references that will give minor details that may have been overlooked otherwise</li> </ul>
<b>34. Apply Knowledge</b>	<ul style="list-style-type: none"> <li>Never uses facts to make arguments stronger or develop solutions</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses facts to make arguments stronger or to develop solutions, but other times use opinions and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Uses facts in a meaningful way to make arguments stronger and to develop solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>Always uses facts to make arguments stronger and to develop solutions to problems</li> </ul>
<b>35. Evaluate Actions and Policies</b>	<ul style="list-style-type: none"> <li>Cannot identify or measure goals</li> <li>Cannot determine what is a success and what is a failure</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and measure obscure, basic goals</li> <li>Can identify successes and failures, but not what caused the success or failure</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and measure clear goals</li> <li>Can define success and failure</li> <li>Can determine what caused the success or failure</li> </ul>	<ul style="list-style-type: none"> <li>Sets, identifies, measures, and achieves clear goals</li> <li>Provides reliable evidence as to what caused the success or failure</li> </ul>



<b>SKILL SET: ASKING AND ANSWERING THE RIGHT QUESTIONS</b>				
<b>SKILL RATING</b>	<b>1 (poor)</b>	<b>2 (fair)</b>	<b>3 (good)</b>	<b>4 (excellent)</b>
<b>36. Identify Problems</b>	<ul style="list-style-type: none"> <li>Does not observe that a problem exists</li> </ul>	<ul style="list-style-type: none"> <li>Can identify specific problems that exist, but cannot provide evidence to prove that the problem exists</li> </ul>	<ul style="list-style-type: none"> <li>Can verify that specific problems exist using evidence</li> </ul>	<ul style="list-style-type: none"> <li>Verifies that specific problems exist using reputable evidence from reliable resources</li> </ul>
<b>37. Develop Solutions</b>	<ul style="list-style-type: none"> <li>Cannot come up with any ways to solve the problem at hand</li> </ul>	<ul style="list-style-type: none"> <li>Only comes up with solutions that are unreasonable or nearly impossible to implement</li> <li>Researches basic practices that can be applied toward the problem creatively</li> </ul>	<ul style="list-style-type: none"> <li>Comes up with solutions that are reasonable and possible to launch</li> <li>Researches the best practices and can apply them to the problem creatively</li> </ul>	<ul style="list-style-type: none"> <li>Comes up with logical and creative ways to solve problems</li> <li>Conducts extensive research to make sure that the solution being developed is the best solution using benefits and costs</li> </ul>
<b>38. Launch Solutions</b>	<ul style="list-style-type: none"> <li>Cannot find a way to launch the solution that was developed</li> <li>Cannot come up with any resources that can aid in the launch of the solution</li> </ul>	<ul style="list-style-type: none"> <li>Can find ways to launch the solution developed, but does not use appropriate resources to aid in implementing the solution</li> </ul>	<ul style="list-style-type: none"> <li>Can launch the developed solution in an effective and timely manner</li> <li>Collaborates with players to implement a solution</li> </ul>	<ul style="list-style-type: none"> <li>Launches solutions using all available resources and players in a timely and effective manner</li> </ul>



## Teacher/Counselor Evidence Evaluation and Coaching Matrix

*This section offers guidance on evaluating the evidence students provide for their ratings of each of the 38 skills.*

*Use the scale below to make sure their evidence matches the ratings they give.*

*Please note that these are only general evaluation guidelines that are still being field-tested.*

Rating	Skill Level	Description of Evidence
1	Poor	Demonstrates no skill, unclear whether s/he understands the definition, or no concrete evidence given.
2	Fair	Provides some evidence of some experience and competence in exercising the skill at his/her age level.
3	Good	Demonstrates with concrete evidence that s/he has exercised the skill competently on many occasions at his/her age level.
4	Excellent	Provides concrete evidence that s/he competently exercised the skill at the level of a professional with many years of experience.

1. After using the **Skills Assessment Ratings Rubric** to confirm or correct the rating the student has given, teachers/counselors should use the matrix below to evaluate the quality of a student's evidence and providing coaching on what s/he might want to consider in order to better understand his/her own skill level.
2. On the **Student Skills Assessment** there is a box for teachers/counselors to confirm or correct the rating that the student evidence warrants for each skill, as well as space to provide "coaching"-type feedback that can be found in the matrix below.
3. The last section of the assessment, which is to list five goals, should **only** include skills for which the student has rated him/herself as a 1 or a 2.



**SKILL SET: TAKING RESPONSIBILITY**

<b>Skill</b>	<b>Examples of Student Evidence</b> Student states/describes/explains...	<b>Coaching Questions to Ask Students</b>
<b>1. Motivate Yourself</b>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Goals or priorities</li> <li>• How s/he keeps commitments (for example, hands papers in on time), or not</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever set a goal for yourself?</li> <li>• What did you do to reach that goal?</li> <li>• How often do you get your work done on time?</li> <li>• How can you prove your work of high quality?</li> </ul>
<b>2. Be Ethical</b>	<ul style="list-style-type: none"> <li>• Why s/he is dependable, or not</li> <li>• How s/he is responsible for his/her actions, or not</li> <li>• When s/he cheated, or avoid cheating</li> <li>• When s/he asked someone else to lie on his/her behalf or was asked to lie for someone else</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever cheated on an exam?</li> <li>• Do you lie to your parents, teachers, or peers often?</li> <li>• Have you ever done something even though you felt it was the wrong thing to do?</li> </ul>
<b>3. Manage Your Time</b>	<ul style="list-style-type: none"> <li>• Success or failure to meet a deadline</li> <li>• Ability to meet deadlines (for example, has been on yearbook staff for a year and has never missed a deadline)</li> <li>• Ability to use a planner to plan and set priorities</li> <li>• Schedule allowing for the completion of tasks and assignments</li> <li>• Ability to meet multiple and coinciding deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Do you own a planner?</li> <li>• Do you hand in your homework on time?</li> <li>• How do you keep track of when homework is due?</li> <li>• Do you get to school on time, if so, how?</li> <li>• Do you get to work on time?</li> <li>• How do you keep track of your work or practice schedule?</li> </ul>
<b>4. Manage Your Money</b>	<ul style="list-style-type: none"> <li>• Ability to keep expenses in line with income (for example, lists how much money he makes and spends each month)</li> <li>• Use of a balanced checkbook</li> <li>• Ability to pay bills on time</li> <li>• Consider the costs and benefits before making a purchase</li> </ul>	<ul style="list-style-type: none"> <li>• From where do you get your money?</li> <li>• How to you keep track of how much money you have?</li> <li>• Can you think of a time when you had to borrow money from your parents or friends?</li> <li>• How do you decide what to buy and what not to buy?</li> <li>• Do you save any of your money?</li> </ul>



**SKILL SET: DEVELOPING PHYSICAL SKILLS**

<b>Skill</b>	<b>Examples of Student Evidence</b> Student states/describes/explains...	<b>Coaching Questions to Ask Students</b>
<b>5. Stay Well</b>	<ul style="list-style-type: none"> <li>• Diet</li> <li>• Exercise routine</li> <li>• Number of hours of sleep each night</li> <li>• Number of school absences</li> </ul>	<ul style="list-style-type: none"> <li>• What types of food do you eat?</li> <li>• Do you exercise regularly?</li> <li>• Do you get sick often?</li> <li>• How many days of school did you miss due to illness last year?</li> </ul>
<b>6. Look Good</b>	<ul style="list-style-type: none"> <li>• Appearance for an interview presentation or formal occasion</li> <li>• How student considers his/her appearance in an effort to make a good impression for different occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever had to dress up for a formal occasion?</li> <li>• Have you ever gone to a job interview or presentation? What did you wear?</li> <li>• Would you wear the same clothes to a college interview that you wear to school?</li> </ul>
<b>7. Type 35 WPM Error Free</b>	<ul style="list-style-type: none"> <li>• Score on a typing test</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever taken a typing test and if so, what was your score?</li> <li>• Can you type without looking at the keyboard?</li> <li>• How often do you find yourself making typos while writing papers or reports?</li> </ul>
<b>8. Take Usable Notes</b>	<ul style="list-style-type: none"> <li>• Time when s/he could or could not use notes to study</li> <li>• Ability of other students to use his/her notes to study or copy when absent, or not</li> <li>• Frequency of bringing a pen and paper to a meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Do you friends ask to borrow your notes when you miss class? Why or Why not?</li> <li>• Do you use your notes to study for tests? Why or why not?</li> <li>• Can you read and understand your notes?</li> <li>• Can you easily locate a specific piece of information in your notes?</li> </ul>



**SKILL SET: COMMUNICATING VERBALLY**

Skill	Examples of Student Evidence Student states/describes/explains...	Coaching Questions to Ask Students
<b>9. Converse One-on-One</b>	<ul style="list-style-type: none"> <li>• Ability to clearly make a point in his/her argument</li> <li>• Ability to clearly answer a question</li> <li>• When s/he had to explain something to another person</li> <li>• When s/he asked a question and received an answer</li> </ul>	<ul style="list-style-type: none"> <li>• Do you ask questions the teacher can understand in class?</li> <li>• Have you ever successfully explained something to another person?</li> <li>• Have you ever tried to make a point in a discussion?</li> <li>• Are people able to understand the points you try to make in a discussion?</li> </ul>
<b>10. Present to Groups</b>	<ul style="list-style-type: none"> <li>• Class presentation/grade on a class presentation</li> <li>• School performance</li> <li>• Public speech</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever done a class presentation?</li> <li>• How did you do?</li> <li>• How do you know how well you did?</li> <li>• Have you ever given a speech?</li> <li>• Did people seem to understand your point of view when you gave your speech?</li> </ul>
<b>11. Use Visual Displays</b>	<ul style="list-style-type: none"> <li>• Use of PowerPoint during a presentation</li> <li>• Creation of a map or an outline</li> <li>• Creation of a flyer or handout to make a point</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever used PowerPoint to make a presentation?</li> <li>• Have you ever created a poster or a flyer?</li> </ul>

**SKILL SET: COMMUNICATING IN WRITING**

<b>12. Write Well</b>	<ul style="list-style-type: none"> <li>• Writing a memo, resume, proposal, agenda, persuasive essay, argumentative essay, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever written <i>x, y, or z</i>?</li> <li>• Do you know how to write <i>x, y, or z</i>?</li> </ul>
<b>13. Edit and Proof</b>	<ul style="list-style-type: none"> <li>• Looking over papers for grammatical and spelling errors before submitting them</li> <li>• Writing and revising multiple drafts for his/her papers</li> <li>• Peer editing another student’s paper</li> <li>• Losing points on a written assignment for poor organization/grammar/spelling/word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Do you take the time to edit your papers before handing them in?</li> <li>• Do you write more than one rough draft when you write papers?</li> <li>• Do you edit your emails before sending them?</li> <li>• Do you ever ask others to edit your work?</li> </ul>



Skill	Examples of Student Evidence Student states/describes/explains...	Coaching Questions to Ask Students
<b>14. Use Word Processing Tools</b>	<ul style="list-style-type: none"> <li>• Ability to create a professional-looking resume or memo</li> <li>• Ability to use specific functions like Spelling and Grammar check, Cut, Copy and Paste, Tracking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever written a resume in Microsoft Word?</li> <li>• How often do you use Microsoft Word?</li> <li>• Can you identify or use any of the tools in Microsoft Word?</li> </ul>
<b>15. Communicate Electronically</b>	<ul style="list-style-type: none"> <li>• Use of e-mail, facebook, or twitter to communicate</li> <li>• Use of web storage for papers and resumes</li> </ul>	<ul style="list-style-type: none"> <li>• Do you use your e-mail? How often?</li> <li>• Do you send attachments via e-mail?</li> <li>• Do you use facebook, texting, or twitter?</li> </ul>
<b>SKILL SET: WORKING DIRECTLY WITH PEOPLE</b>		
<b>16. Build Good Relationship</b>	<ul style="list-style-type: none"> <li>• Talking to someone to resolve a conflict</li> <li>• Building a relationship with a teacher, boss, co-worker, teammate or peer despite differences</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever gone out of your way to meet someone different than yourself?</li> <li>• Do you try to build a relationship with your teachers?</li> <li>• Have you ever worked with another person to avoid or resolve conflict?</li> </ul>
<b>17. Work in Teams</b>	<ul style="list-style-type: none"> <li>• Working on a group project</li> <li>• Playing on a sports team</li> <li>• Working with a group in an extra-curricular activity</li> <li>• Working with others in a job setting</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever worked on a group project?</li> <li>• How did your group work together during your group project?</li> <li>• Did you help the group work together, or make it harder for the group to work together? How do you know?</li> </ul>
<b>18. Teach Others</b>	<ul style="list-style-type: none"> <li>• Teaching/explaining something to someone else</li> <li>• Mentoring and/or coaching</li> <li>• Acting as a role model or example for others</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever been a mentor for a peer, or someone younger than you?</li> <li>• Have you ever had to explain something to another person?</li> <li>• Have you ever acted as a role model for others?</li> <li>• Have you ever tutored someone, or helped someone with homework?</li> </ul>



**SKILL SET: INFLUENCING PEOPLE**

<b>Skill</b>	<b>Examples of Student Evidence</b> Student states/describes/explains...	<b>Coaching Questions to Ask Students</b>
<b>19. Manage Effectively</b>	<ul style="list-style-type: none"> <li>Assigning jobs and/or deadlines to others (for example, for a group project or at a job or on a team)</li> <li>Acting as a third party to resolve a conflict</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever had to assign jobs for everyone in a group during a group project?</li> <li>As the captain of a team, have you had to figure out how to get your teammates to perform well?</li> </ul>
<b>20. Sell Successfully</b>	<ul style="list-style-type: none"> <li>Successfully raising funds for a cause, or not</li> <li>Convincing someone to agree with his/her way of thinking, or not</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever had to raise funds for an organization?</li> <li>Have you ever petitioned for anything?</li> <li>Have you ever run for a position in student government?</li> </ul>
<b>21. Politick Wisely</b>	<ul style="list-style-type: none"> <li>Proposing an action to a group or someone in power</li> <li>Winning an elected position in some student group</li> <li>Speaking to players on both sides of an issue</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever run for an elected position? If so, what happened?</li> <li>Have you ever come up with an idea that requires a decision by someone with authority or with a group to which you belong? If so, what happened?</li> </ul>
<b>22. Lead Effectively</b>	<ul style="list-style-type: none"> <li>Motivating others to accomplish a goal, or not</li> <li>Holding minor or major leadership positions at work or playing a sport or in an organization or team project</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever held a leadership position?</li> <li>Can you think of a time when you motivated others to follow you?</li> <li>Do people ever go to you for advice, direction, or support?</li> </ul>
<b>SKILL SET: GATHERING INFORMATION</b>		
<b>23. Use Library Holdings</b>	<ul style="list-style-type: none"> <li>Using a card- catalogue to find research material</li> <li>What microfiche is</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever used the card catalogue to find a book at the library?</li> <li>Have you ever taken a book out of the library for research purposes?</li> </ul>
<b>24. Use Commercial Databases</b>	<ul style="list-style-type: none"> <li>Using a commercial databases to gather research, including Lexis-Nexis or ProQuest Direct</li> </ul>	<ul style="list-style-type: none"> <li>Have you written a research paper?</li> <li>Have you ever asked a librarian for help finding research?</li> <li>What is the difference between doing a Google search and using an online database?</li> </ul>



Skill	Examples of Student Evidence Student states/describes/explains...	Coaching Questions to Ask Students
<b>25. Search the Web</b>	<ul style="list-style-type: none"> <li>• Using the web to locate newspaper articles</li> <li>• Understanding that opinionated blogs and many other websites are not credible or reliable sources</li> <li>• Ability to find a telephone number online</li> <li>• Use of various search engines</li> <li>• Locating a job or an internship online</li> </ul>	<ul style="list-style-type: none"> <li>• How can you tell if your online search results are from reliable sources?</li> <li>• Do you know how to find contact information online?</li> </ul>
<b>26. Conduct Interviews</b>	<ul style="list-style-type: none"> <li>• Conducting an interview</li> <li>• Asking another person about himself or herself</li> <li>• Speaking with a professional about the path s/he took to get into career and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever gone to an interview or spoken to a panel about your college or career aspirations?</li> <li>• Are you able to get the information you need from others when you ask questions?</li> </ul>
<b>27. Use Surveys</b>	<ul style="list-style-type: none"> <li>• Creating a survey</li> <li>• Analyzing survey results</li> <li>• Looking at surveys in a statistics course</li> <li>• Reading about surveys, and questioned their design</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever created a survey?</li> <li>• Have you ever used a survey and questioned its design?</li> <li>• Have you ever heard about the results of a survey?</li> </ul>
<b>28. Keep and Use Records</b>	<ul style="list-style-type: none"> <li>• Keeping a list of accomplishments, courses and credits taken or those required to take in the future</li> <li>• Keeping track of expenditures and income through filing system or computer database</li> <li>• Documenting hours for a job or community service</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever had to keep track of community service hours, or hours you spend at work?</li> <li>• How do you know how much money you owe people, or people owe you?</li> <li>• Do you keep track of your own grades? If so, how?</li> </ul>



### SKILL SET: USING QUANTITATIVE TOOLS

Skill	Examples of Student Evidence Student states/describes/explains...	Coaching Questions to Ask Students
<b>29. Use Numbers</b>	<ul style="list-style-type: none"> <li>Ability to do arithmetic</li> <li>Ability to calculate a tip without a calculator</li> </ul>	<ul style="list-style-type: none"> <li>Do you know how to calculate percentages or percent change?</li> <li>Can you add, subtract, multiply and divide in your head?</li> </ul>
<b>30. Use Graphs and Tables</b>	<ul style="list-style-type: none"> <li>Creation or analyses of a graph or table</li> <li>Explaining to others what a graph or table was showing</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever made a bar chart, pie chart or line graph in any of your classes?</li> <li>Are you able to look at a line graph and understand the relationship between the variables?</li> <li>Have you ever used a graph or a chart to present data to others?</li> </ul>
<b>31. Use Spreadsheet Programs</b>	<ul style="list-style-type: none"> <li>Use of Microsoft Excel</li> <li>Use of a table for science class</li> <li>Use of a data table for a job</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever used Microsoft Excel?</li> <li>Do you know how to read a data table?</li> <li>Have you ever made a data table?</li> </ul>

### SKILL SET: ASKING AND ANSWERING THE RIGHT QUESTIONS

<b>32. Detect Nonsense</b>	<ul style="list-style-type: none"> <li>Asking questions to uncover the truth</li> <li>Questioning the facts of a document or the source of information</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever encountered a situation where you felt like your friend was lying to you? How did you confirm or react?</li> <li>Have you ever read a document or heard a report and recognized that the information was biased?</li> </ul>
<b>33. Pay Attention to Detail</b>	<ul style="list-style-type: none"> <li>Having a grade lowered for making grammatical errors</li> <li>Writing accurate research papers and reference pages</li> <li>Being good at following directions closely and specifically</li> </ul>	<ul style="list-style-type: none"> <li>Have you ever made a mistake because you weren't paying attention to directions?</li> <li>Have you ever missed a stop sign because you overlooked it?</li> <li>Have you ever forgotten to fill out a question on a test?</li> <li>Do you lose points for grammatical errors on papers?</li> <li>Do you ever lose points on math tests for forgetting a sign, or making simple errors?</li> </ul>



Skill	Examples of Student Evidence Student states/describes/explains...	Coaching Questions to Ask Students
<b>34. Apply Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognizing an error in someone’s thinking using knowledge of the subject</li> <li>• Applying knowledge from the classroom in the real world</li> <li>• Applying experience in the real world to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Do you ever talk about what you’ve learned in school to your parents or friends outside of class?</li> <li>• Have you ever been able to explain something you’ve learned in school to someone who doesn’t go to school with you?</li> <li>• Have you ever understood a subject in school better because you learned about it outside of the classroom?</li> </ul>
<b>35. Evaluate Actions and Policies</b>	<ul style="list-style-type: none"> <li>• Setting clear goals</li> <li>• Determining if goals were met, or not</li> <li>• Reaching or failing to reach a goal</li> <li>• Realizing that a certain policy was effective or not</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever set a goal for yourself?</li> <li>• How do you know if you’ve reached a goal or not?</li> <li>• How do you know if a school policy is effective or not?</li> </ul>
<b>SKILL SET: SOLVING PROBLEMS</b>		
<b>36. Identify Problems</b>	<ul style="list-style-type: none"> <li>• Ability to verify that specific problems exist using reputable evidence from reliable resources</li> <li>• Ability to measure a problem</li> </ul>	<ul style="list-style-type: none"> <li>• When in a debate with someone, how do you try to prove your case?</li> <li>• How do you know if a problem exists?</li> </ul>
<b>37. Develop Solutions</b>	<ul style="list-style-type: none"> <li>• Ability to come up with logical and creative ways to solve problems</li> <li>• Ability to conduct research to ensure the solution being developed is the best solution</li> <li>• Ability to use benefits and costs to evaluate a solution’s quality</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever planned an event or gathering?</li> <li>• Have you ever been faced with a problem? How have you dealt with the problem?</li> </ul>
<b>38. Launch Solutions</b>	<ul style="list-style-type: none"> <li>• Had to implement a plan created by a club, or during a class project</li> <li>• Could look at possible solutions to a problem and make the decision as to which solution should be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• What is your process for making a decision when given a number of choices?</li> <li>• What kind of problems have you solved at your job and how?</li> </ul>



## FOR TEACHERS ONLY Grading Suggestions

The assessment is intended for students to begin recognizing the 38 skills and to be a reference point for their initial competence in each skill. The feedback teachers provide is the most important part of the assessment's evaluation. Many teachers will choose to give students a Credit/No Credit (pass/fail) grade based on whether they completed the assessment seriously. However, if a teacher is looking to provide a numerical or letter grade for this assessment, here is one suggestion (which does not include the list of 5 skills to improve that comes after the chart):

$$\frac{\text{\# of questions answered with ratings that correlate well to the evidence provided}}{38 \text{ total skills}} \times 100 = \% \text{ grade}$$

The Collaborative does not specifically endorse this type of grading system, but understands the reality that most schools or school systems require teachers to be accountable for their students' grades in a numerical way. Ideally, teachers will figure out the best way to "grade" their students on their **Student Skills Assessment**, given their own requirements and mandates.



## Part Four: Lesson Plans

It is important to clarify from the outset that **the following lessons are not designed for students to develop or practice each of the 38 skills.** More specifically, each lesson has the instructional objectives that students will be able to define each skill and why it is important, as well as develop their own plans for how to improve their proficiency in each skill.



## How to Use the Lesson Plans

The **Lesson Plans** are designed to be used in a variety of course situations ranging from the sequential use of all 38 plans throughout a full semester or year-long course to selective use in existing classes or advising and guidance periods. Each is self-sufficient, but many overlap and reinforce each other; additionally the **Lesson Plans** are grouped into skill sets, which can help teachers in deciding when and how to present them. Teachers/counselors should view the entire set of **Lesson Plans** as a menu from which they can select one item, a combination plate, a meal or an entire buffet. The Collaborative recognizes the need for utmost flexibility so that teachers/counselors may feasibly incorporate content into their own classrooms with maximum ease and efficacy.



## A Common Approach

All 38 of the **Lesson Plans** have the same format. Before reading further in this section, please first review the structure below, which should facilitate navigation through all 38 lessons.

**Objectives of what the students will be able to do at the end of the lesson:** To keep educators focused on their instructional goals.

**Provided Materials:** A list of provided handouts or materials that the students need to actively participate in the lesson plan.

**Skill Definition:** Provided definitions of each of the 38 skills.

**Warm Up Brainstorm:** An initial discussion/note-taking brainstorm session led by the teacher with participation from the class to introduce the skill.

**Guided Activity:** An interactive activity where teachers will provide instructions and students will actively participate.

**Independent Practice:** The independent practice will instruct educators to hand out the common assignment explained below, called **Skill #: \_\_\_\_\_ - Development Plan**.

Much like in the initial **Student Skills Assessment**, students are asked to rate themselves on the skill presented, provide evidence to support their rating and create a plan to improve the skill over the next year. This assignment is also meant to allow for teacher/counselor evaluation of the students' progress. It is to be graded for the quality of the responses using the **Part Three: Teacher/Counselor Evaluation** section of this manual for support. The common assignment appears on the following page.

**Evaluation:** Educators are instructed to assess the quality of the plans completed by the students and provide feedback using the **Part Three: Teacher/Counselor Evaluation** section of this manual; additionally they can compare the students' development plans to the responses they gave for each skill in their initial **Student Skills Assessments**.

**Extension Activities:** Where possible, suggestions for activities to offer skill practice or ways to incorporate skill practice and understanding into daily classroom routines have been provided.



**Skill #:** \_\_\_\_\_ **Development Plan**

Rate yourself 1-4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities that will help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific class or academic experience, job, internship, student activity or community service project. They should be listed in order from the most important to the least important to your skill development.

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## Skill Set: Taking Responsibility

Taking Responsibility is the fundamental skill set that introduces students to the idea that they are accountable for their own actions, behaviors, and the impressions they give others of themselves. It is critical for students to learn as early as possible that nobody else is going to make sure their deadlines are met, that they get places on time, and that they don't overdraw their checking account.

The following skills are included in Taking Responsibility:

- Skill 1: *Motivate Yourself*
- Skill 2: *Be Ethical*
- Skill 3: *Manage Your Time*
- Skill 4: *Manage Your Money*



## Skill 1: *Motivate Yourself*

Students will be able to (SWBAT):

1. Define the skill *Motivate Yourself* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Motivate Yourself*.

**Provided Materials:** Skill 1: *Motivate Yourself* – Development Plan

**Skill Definition:** *Motivate Yourself* means working hard, showing enthusiasm, exceeding expectations, and continuously striving to improve oneself.

**Warm Up Brainstorm (5-10 minutes):** Ask students to identify characteristics of a motivated person. Write their responses on the board or ask a student to do so; the class should also record the responses in their notebooks. Some characteristics that students might say:

- Hardworking
- Enthusiastic
- Goal-oriented
- Completes tasks to the best of his/her ability
- Opportunity-seeking
- Not lazy
- Feels a driving force to accomplish something

After the brainstorm, write the provided skill definition on the board for students to record in their notes and explain that the characteristics from the discussion are essential for personal motivation.

**Guided Activity (25 minutes):** Choose three volunteers. One volunteer will act as an employer hiring someone to work in an office as a salesperson for a paper company (think of the TV show “The Office”). Independently, assign the other volunteers the roles of ‘**motivated applicant**’ and ‘**unmotivated applicant.**’ Be sure the class does not know who the motivated applicant is and who the unmotivated applicant is. Instruct the motivated applicant to demonstrate characteristics discussed in the previous activity and then instruct the unmotivated applicant to act in the opposite manner. Using the interview questions below, the employer will interview each job applicant in front of the class.

**At their completion, each student in the class should write down which applicant they would want to hire and why;** after they’ve written their responses have students vote by raising their hands. Ideally, the students will have chosen the ‘motivated applicant’, but be sure to allow discussion if there is disagreement.

Ask students to explain what helped make their decision and how this applies to real life situations like college interviews, job interviews, renting an apartment, etc. Conclude by reminding students that motivated people are much more likely to ‘get the job.’



**Interview Questions**

1. Why do you want this job?
2. What are two of your qualities that you think will be valuable to this office and in your role as a salesperson here?
3. What are your professional goals for the next five years?
4. How do you see your position in this office helping to achieve those goals?
5. If I asked your previous colleagues to tell me about their experience working with you in the past, what do you think they would say about you?

\*The student playing the employer can ask a few other questions at his/her discretion if s/he chooses, or you can add additional questions to make the situation seem real.

**Independent Practice (5-10 minutes):** Students complete the **Skill 1: *Motivate Yourself* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 1 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Provide rewards for students who are not lazy and demonstrate superior motivation.
- Encourage students to keep a log of their goals, steps they plan to take to accomplish their goals, and “reflection” on how it feels when they have finished their goals.
- Create community goals as a class that everyone can work towards together.
- Assign students to learn about successful people in all industries (business, entertainment, athletics, government, etc.) and give brief presentations to their classmates about what has specifically made those individuals successful; call the series “Profiles in Motivation” and have students put the pictures of their success stories around the room as well.



**Skill 1: *Motivate Yourself* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill 2: *Be Ethical*

### Students will be able to (SWBAT):

1. Define the skill *Be Ethical* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Be Ethical*.

### Provided Materials: Skill 2: *Be Ethical* – Development Plan

**Skill Definition:** *Be Ethical* means telling the truth to yourself and others, complying with rules and regulations, and fulfilling all commitments.

**Warm Up Brainstorm (5-10 minutes):** Ask the students to identify the characteristics of an ethical person. Write their responses on the board or ask a student to do so; the class should also record the responses in their notes. Some characteristics that students might say:

- Does the right thing
- Tells the truth
- Does not cheat on exams, projects or homework
- Obeys the rules
- Unselfishly does good
- Doesn't lie
- Doesn't commit crime
- Honest
- Looks out for others

After the brainstorm, write the provided skill definition on the board for students to record in their notes and discuss how the characteristics mentioned demonstrate that a person is intending to do the right thing.

**Guided Activity (20-25 minutes):** Divide the class into groups of no more than four. Read the following scenario aloud. Post the group questions below the scenario on an overhead projector or on the board; the groups should discuss the questions provided in the prompt. After four minutes, each group should share their responses with the class.

I was in the locker room after soccer practice when I saw Jenny's wallet on the floor. I knew the wallet belonged to her because she showed it to me earlier in the day; it was a new birthday gift. I asked her where it was from because I really liked it. When she told me, I knew I'd never be able to afford a wallet that nice. When I saw it in the locker room, I thought about how easy it would be to take it. I also thought about how Jenny would feel when she realized she lost her new wallet.

### Group Questions:

- What are the possible consequences if I take the wallet?*
- What are the possible consequences if I give Jenny her wallet back?*
- Which is the best decision?*
- Why is it important to consider being ethical in this situation?*



After the discussion, present a more complicated situation to the students. Repeat the group activity above using the new scenario provided below:

Someone put graffiti all over the boy's bathroom on the second floor. Our principal announced the Spring Fling Dance would be cancelled if no one confessed to the act of vandalism. Johnny had told me he wrote on the bathroom stalls. He asked me not to tell, but I didn't want to see the dance cancelled for everyone. I told the principal after school that I was the one who drew on the stalls.

**Group Questions:**

*Was this an ethical thing to do? Why or why not?*

*Was I intending to do the right thing?*

*Why is it important to always try to do the right thing? Explain.*

**Independent Practice (5-10 minutes):** Students complete the **Skill 2: *Be Ethical* – Development Plan.**

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 2 in their initial **Student Skills Assessment.**

**Extension Activities:**

- Have the class create their own “Honor Code” for behaviors in the classroom or “Checks and Balances” for how they will make sure everyone is being ethical during that class time.
- Encourage students to look for news article that deal with ethics, and the consequences of being or not being ethical; if they find an article they should write a summary and make a brief presentation to the class about it.



**Skill 2: *Be Ethical* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 3: *Manage Your Time*

**Students will be able to (SWBAT):**

1. Define the skill *Manage Your Time* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Manage Your Time*.

**Provided Materials:**

- Skill 3: *Manage Your Time* – Sample Planners
- Skill 3: *Manage Your Time* – Case Study
- Skill 3: *Manage Your Time* – Development Plan

**Skill Definition:** *Manage Your Time* means planning ahead to ensure that all responsibilities are completed proficiently by their deadlines.

**Warm Up Brainstorm (5-10 minutes):** Pass out copies of **Skill 3: *Manage Your Time* – Sample Planners**, which shows pictures of daily, weekly and monthly planners. Ask students to identify uses for each option. Write their responses on the board for them to copy in their notes. Some examples are:

**Daily:**

- To know what to do hour by hour of the day
- To keep track of what is due that day
- To record that day's homework or job responsibilities
- To list any appointments or meetings for that day

**Weekly:**

- To record homework assignments and due dates for the week
- To list all appointments and/or meetings for the week
- To outline all before/after school activities for the week
- To use the calendar in the future as a reference of what you accomplished that week

**Monthly:**

- To make note of any important events throughout the month, like birthdays, anniversaries, meetings or appointments
- To record all major assignment deadlines within the month
- To get an overview for planning large assignments, projects or vacations

Once students have identified uses of planners, ask how these uses help them manage their time. Write the provided skill definition on the board for students to record and discuss how the use of planners might help them accomplish this skill. You can also ask students if all types of planners should be used in all circumstances **and** what are some other time management tools (alarm clocks, electronic organizers/calendars or email applications that include alarms or calendars, etc.).



**Guided Activity (20-25 minutes):** Divide the class into pairs and distribute **Skill 3: *Manage Your Time – Case Study*** to all students. Either have students read the worksheet individually or ask for volunteers to read aloud.

Then with their partners, students should think about and answer the three discussion questions at the bottom of the page. After you have allowed time for the pairs to discuss, go through each question and ask for different pairs to share their answers. Use their answers to reiterate the definition of the skill ***Manage Your Time***.

**Independent Practice (5-10 minutes):** Students complete the **Skill 3: *Manage Your Time – Development Plan***.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 3 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Provide rewards for students who keep organized planners that you can monitor or check randomly.
- Assign a rotating position for a student to be the class “planner” where s/he keeps a large classroom calendar updated on assignments, exams, deadlines, events, etc.
- Reward students who are never late to class.





**Skill 3: Manage Your Time – Case Study****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_

**Directions:** After reading the case study below, discuss and take notes on the following questions at the bottom with a partner. Be prepared to share out your answers.

Donna is studying Anatomy and Physiology by distance learning at The Open Polytechnic of New Zealand. Her assignment is due on the coming Wednesday, so she started it last Friday evening after dinner.

She decided to work in her bedroom. Her softball gear was on her desk, so she put the books on her bed. She spent a while looking for a pen, but couldn't find one. However, she borrowed the pencil by the phone. When she began to read the assignment, she discovered that she needed some notes she had left at work. She thought she would therefore begin by reading the textbook, and would get the notes on Monday. After half an hour of reading, her boyfriend, Jason, rang. He asked whether she wanted to go and visit some friends. Donna decided to continue work on the assignment on Saturday.

Saturday was very busy. Her friend Sharon rang at 10:30 to ask whether Donna would be available to play softball at 2:00 that afternoon. Donna was still in bed, but she agreed to meet the others at 11:00 to do some practice. Her team won their game and they all went to the pub to celebrate. By the time Donna got home, it was too late to do any studying.

On Sunday she went to church in the morning and visited her aunt and uncle in the afternoon. She didn't remember the assignment until after dinner. She still didn't have her notes, and there were parts of the textbook she found difficult to understand. The assignment was proving to be harder than she thought it would be. She really needed some advice. She phoned her tutor but all she got was a message saying that the tutor would ring back if she left her name and number. Donna began to think that she wouldn't get the assignment finished on time. It needed to be in the tutor's mailbox on Wednesday. She'd have to do some quick work on Monday and Tuesday evenings. It wouldn't be her best work, of course, but that couldn't be helped.

On Monday she wakes up after 8:00, having found that she has forgotten to set the alarm clock. Her roommates have already gone, and there is no time for breakfast. She rushes out of the house and reaches the bus stop just as the bus is disappearing around the corner. She half runs, half walks to work, but it is already 8:45 when she reaches the clinic. She is 15 minutes late.

**Source:** [http://wikieducator.org/Time\\_Management/Activities/Case\\_Study](http://wikieducator.org/Time_Management/Activities/Case_Study)

**Questions:**

1. Identify and list Donna's time management problems.
2. List five strategies and explain how Donna could use these to overcome her time management problems.
3. Why is it important for Donna to improve her time management?



**Skill 3: *Manage Your Time* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 4: *Manage Your Money*

**Students will be able to (SWBAT):**

1. Define the skill *Manage Your Money* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Manage Your Money*.

**Provided Materials:**

- Skill 4: *Manage Your Money* – Chain Reactions
- Skill 4: *Manage Your Money* – Development Plan

**Skill Definition:** *Manage Your Money* means making sure not to spend more money than you are earning; being able to pay your debts and track long-term savings and investments.

**Warm Up Brainstorm (5-10 minutes):** Ask students to identify indicators that someone has strong money management skills. Write their responses on the board for them to record in their notes, and add the following indicators if they run out of ideas:

- Avoiding debt
- Maintaining a positive bank account
- Spending income only on necessary items
- Saving earnings
- Keeping a record of income and expenditures

Write the provided skill definition on the board for students to copy and explain how the indicators from the discussion are necessary for managing your money.

**Guided Activity (20-25 minutes):** Divide the class into 5 groups and assign each group one of the following roles to play (there is one extra role in case you need to make 6 groups):

- The government of a country
- Parents of a high school student
- A high school student
- Owner of a small local business
- Owner of a global corporation
- The Trustees of a private university

Hand out copies of **Skill 4: *Manage Your Money* – Chain Reactions** to students. Instruct students to write the role you gave them in the first box along with “poorly manages money”. **So, for example, the first group would write, “The government of a country poorly manages money.”** Each group should then brainstorm “what happens when X does not know how to manage money?” and write in the boxes that follow the chain reaction of what happens and who is affected by the situation. Give groups about 10 minutes to do this.

Then shuffle the students so there is one person from each of the original groups in each new group. Ask them to take turns sharing out their brainstorms of what happens when the people in each role mismanage their money. When the groups have finished their sharing, ask the larger class, “So why is it important to be able to manage your money?” and let them discuss what they’ve learned from the exercise. Ideally, students will mention that if you mismanage your money not only will it hurt you, but there can also be a chain reaction of other consequences.



**Independent Practice (5-10 minutes):** Students complete the **Skill 4: *Manage Your Money* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 4 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Provide students with a financial log to keep track of their income and expenditures.

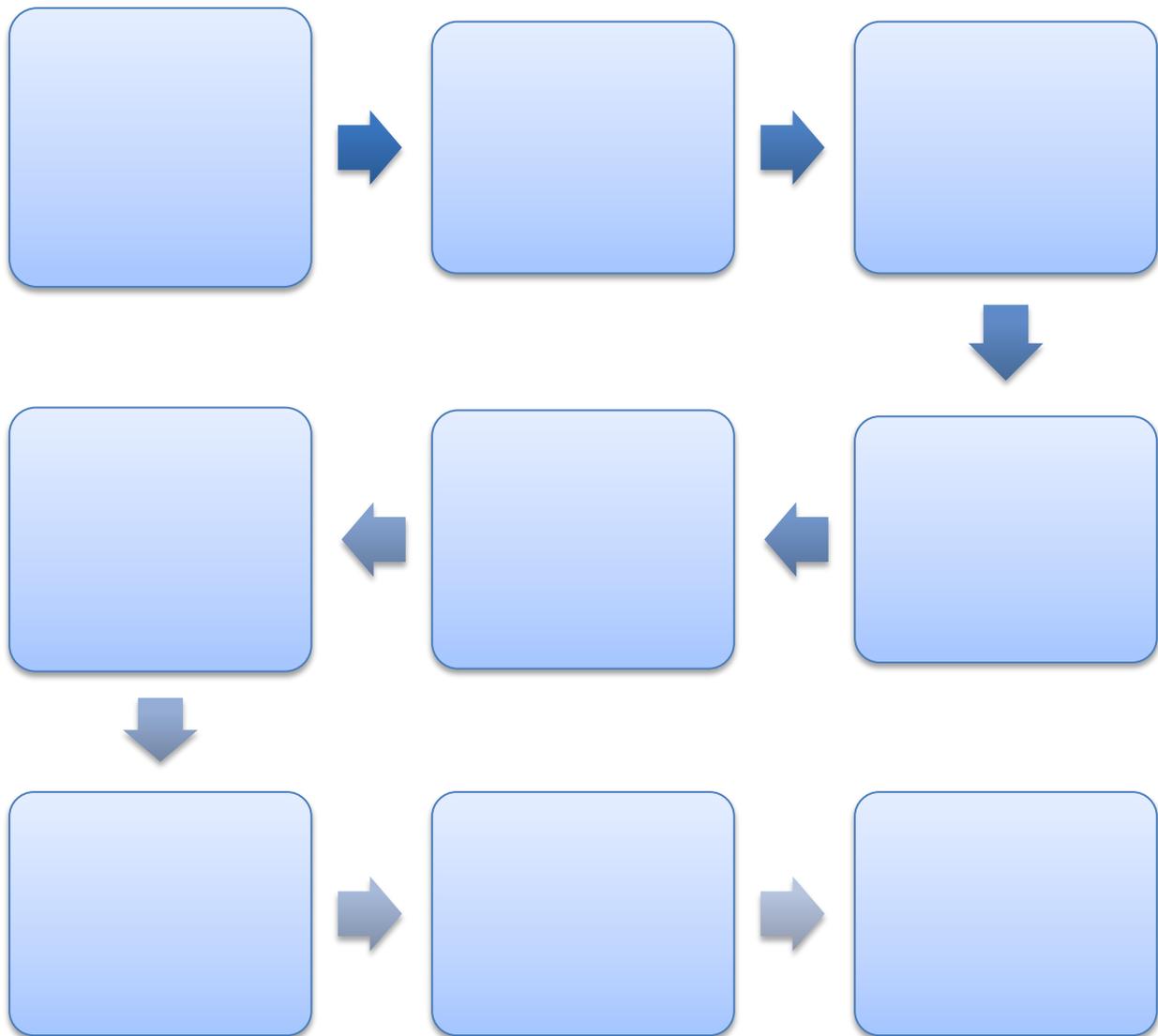


**Skill 4: Manage Your Money – Chain Reactions**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Your group will be given a role to play and your job is to figure out what happens when a person or people in that role do not manage their money well. Brainstorm and write down the chain reaction of who/what is affected by mismanagement of money in the given situation. You will be responsible for sharing your group’s ideas with students from another group.



**Skill 4: Manage Your Money – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Developing Physical Skills

Developing Physical Skills are tangible competencies that students might be surprised to find on this list. The importance of students learning to physically take care of themselves, make a good first impression, and be able to accomplish work efficiently should be emphasized because they are skills that students might not realize are important for career, college and citizenship.

The following skills are included in Developing Physical Skills:

- Skill 5: *Stay Well*
- Skill 6: *Look Good*
- Skill 7: *Type 35 WPM Error Free*
- Skill 8: *Take Usable Notes*



**Skill 5: *Stay Well*****Students will be able to (SWBAT):**

1. Define the skill *Stay Well* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Stay Well*.

**Provided Materials:** Skill 5: *Stay Well* – Development Plan

**Skill Definition:** *Stay Well* means having the mental alertness and physical energy necessary to complete tasks to the best of one's ability.

**Warm Up Brainstorm (5-10 minutes):** Begin by asking the students, “What does it mean to stay well?” Write their responses on the board or ask a student to write the responses on the board; the class should also record the responses in their notes.

Emphasize that ‘well’ implies practicing only healthy, positive and consistent habits. It does not necessarily mean being physically attractive. Write the provided skill definition on the board for students to copy and then discuss how an individual can stay well to have ‘mental alertness’ and ‘physical energy.’ Here are some key discussion points:

- Eat breakfast daily
- Consistently eat at the same time (3 meals per day)
- Drink 6-8 glasses of water per day
- Get 8-10 hours of sleep per night
- Have a consistent bed time
- Get 1 hour of intense exercise at least 4 times a week
- Avoid alcohol/drugs/and tobacco
- Maintain a strong mental health (avoid/relieve stress)

**Guided Activity (20-25 minutes):** Divide the class into small groups of about 3-4 students. Each group will be responsible for one of the following topics:

- Eating habits
- Sleeping patterns
- Exercising
- Mental health
- Avoiding tobacco/drugs/alcohol



Ask groups to discuss and write down answers to the following questions, which you can put on a handout or up on an overhead/poster/laptop:

1. What are the positive outcomes of practicing healthy habits and routines in this topic area?
2. Can you think of an example of someone (either in your real life or famous) who you believe “stays well” in this area?
3. What are the negative outcomes of practicing unhealthy habits and routines in this topic area?
4. Can you think of an example of someone (either in your real life or famous) who you believe does not “stay well” in this area?

When the groups are finished, allow each group to share out some of their answers and both the positive and negative examples they thought of. If they feel comfortable, you could also ask for volunteers to share their own personal experiences of “staying well” or not.

Conclude by going over the definition again and reminding students that “staying well” is important if they want to accomplish whatever tasks they have (in school or at work) to the best of their ability.

**Independent Practice (5-10 minutes):** Students complete the **Skill 5: *Stay Well* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 5 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Have students create meal plans, sleep schedules, exercises routines, or planned activities for “stress relief” and keep them in their planners to monitor how they are doing each week.
- Allow the students to create “staying well” goals for the entire class through which they agree to do or follow certain routines and to keep each other in check (for example, nobody will drink soda or eat junk food during the school day).



**Skill 5: *Stay Well* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 6: Look Good

**Students will be able to (SWBAT):**

1. Define the skill **Look Good** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill **Look Good**.

**Provided Materials:** Skill 6: **Look Good** – Development Plan

**Skill Definition:** **Look Good** means presenting a professional appearance.

**Warm Up Brainstorm (5-10 minutes):** Begin by writing “Look Good” at the top of a chalkboard or overhead projector. Then make four columns that say “Ways to Look Good,” “Importance of Looking Good,” “Positive Outcomes of Looking Good,” and “Negative Outcomes of Not Looking Good.” Encourage students to express what they think “Looking Good” means and encourage them to brainstorm the four categories on the board. Examples of discussion points below; students should take notes during the brainstorm:

Ways to Look Good	Importance of Looking Good	Positive Outcomes of Looking Good	Negative Outcomes of Looking Good
<ul style="list-style-type: none"> <li>▪ Appropriate Attire</li> <li>▪ Cleanliness/good hygiene</li> <li>▪ Clean Look (hair cut, face washed, etc)</li> <li>▪ Clothes clean/not ripped or stained</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation communicates a lot</li> <li>▪ To look professional</li> <li>▪ To be taken seriously</li> <li>▪ Looking good can influence behavior (i.e. clean/dressed can keep you focused/positive)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can get you the job</li> <li>▪ Can make people feel more comfortable around you</li> <li>▪ Can make you appear to be confident and approachable</li> <li>▪ Can encourage people to take you seriously</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can prevent you from getting the job</li> <li>▪ Can make people feel uncomfortable around you</li> <li>▪ Can make people not take you seriously</li> <li>▪ Can make people think you don’t know what you’re doing</li> </ul>

After the brainstorm, write the provided skill definition on the board for students to record in their notes.

**Guided Activity (20-25 minutes):** Follow the discussion with small group competitions. Divide the class into groups of 4-6 students. Randomly draw different scenarios out of a hat, and every group will have thirty seconds to come up with an appropriate response to that scenario (suggested scenarios are given below, but feel free to use your own as well). Every group should prepare an answer, but you should only choose one group to present per round of competition (and make sure to do enough rounds that each group is selected). The group selected will present their ideas to the class. If another group thinks that their answer is much better than the one provided, they can **challenge** the selected group and you can choose which group’s response was most appropriate (try to limit one challenge per round). You should award extra credit or bonus points of some kind to groups who offer thorough examples reflecting on the class discussion above. After the competition, discuss why “Look Good” is an important skill, regardless of your career path.



**Suggested scenarios are as follows:**

1. You are the CEO of a large company and arrive to work to find that you have a new secretary. The secretary is wearing jeans and sneakers, a t-shirt with a sweater over it, and has a little bit of food on her face. What do you tell your new secretary?
2. You get home from school and your mom says that the local university you've applied to has an opening to interview you tomorrow and you'll have to go directly from school to the interview. What should you do to be prepared for the interview after school tomorrow?
3. It is your first day on the job as an intern at a local insurance company in their human resources department. You have no idea what the dress code at the office is. What do you decide to wear and why?
4. You are a high school teacher and during May and June it is very hot in your classroom. You wake up one morning and can't take the heat anymore; you decide to wear shorts with flip-flops and a tank top that shows off two tattoos. When you get to school, the principal pulls you aside. What does he tell you?
5. You are hired to work at McDonalds and are given a McDonalds uniform to wear to work. You think the uniform is ugly and accidentally "forget" it at home but go to work anyway. What do you think happens when you arrive to your job?
6. Your car is having a problem and you bring it in to the mechanic's shop. The mechanic is wearing a business suit. What do you think of this and how do you react?

**Independent Practice (5-10 minutes):** Students complete the **Skill 6: *Look Good* – Development Plan.**

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 6 in their initial **Student Skills Assessment.**

**Extension Activity:**

- Create "career" days for your classroom where students should dress appropriately for that particular career. For example, if you choose "CEO" as a theme, then students should dress as if they were the CEO of a company for that day (as in, wear a suit!). If you choose "receptionist", then students should dress appropriately for that position, etc.



**Skill 6: Look Good – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 7: Type 35 WPM Error Free**

For this lesson plan, each student needs exclusive use of a computer.

**Students will be able to (SWBAT):**

1. Define the skill *Type 35 WPM Error Free* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Type 35 WPM Error Free*.

**Provided Materials:** Skill 7: *Type 35 WPM Error Free* – Development Plan

**Skill Definition:** *Type 35 WPM Error Free* means typing a minimum of 35 words per minute on a computer keyboard mistake-free.

**Warm Up Brainstorm (15 minutes):** Begin by instructing students to go to the website <http://www.3cskills.org/typingtest> and take the typing test it provides. After every student has completed his or her test, lead a discussion on the importance of being able to type at least 35 WPM error free. Ask the students why it is an important skill to have and how they might use the skill in their individual lives. Write the provided skill definition on the board for students to copy in their notes and connect it to their own typing test experience. Here are some suggested discussion topics:

- Typing is necessary for most careers, and typing rapidly *and* accurately makes you more employable
- Accuracy in typing leads to stronger computer skills; i.e. writing reports, entering data, etc.
- Quick and accurate typing will help with school work as well as most jobs
- Typing quickly and accurately within a team may lead to a leadership position

**Guided Activity (20 minutes):** Divide the class into small groups of 4 students. Using the same website, instruct the students to take another typing test for 3 minutes. Once every student has completed the 3-minute test, have each group average their scores; the group with the highest score “wins” and you can use this opportunity to provide some kind of extra credit to the winning team. This activity can be repeated as time permits (or groups could appoint their fastest typist to a “type off” with the fastest typists from the other groups); collect the average scores each round to determine the winner at the conclusion of the exercise. The activity creates competition among the class, but also demonstrates that quick typists can finish a job faster and be rewarded.

**Independent Practice (5-10 minutes):** Students complete the **Skill 7: Type 35 WPM Error Free – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 7 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Create weekly typing competitions with rewards for the winner or some kind of “typing ladder” where students can challenge other students to a “type off.”



**Skill 7: Type 35 WPM Error Free – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 8: Take Usable Notes****Students will be able to (SWBAT):**

1. Define the skill *Take Usable Notes* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Take Usable Notes*.

**Provided Materials:**

- Skill 8: *Take Usable Notes* – Sample Notes 1
- Skill 8: *Take Usable Notes* – Sample Notes 2
- Skill 8: *Take Usable Notes* – Development Plan

**Skill Definition:** *Take Usable Notes* means recording or summarizing relevant information, read or heard, in a form that you will be able to use later.

**Warm Up Brainstorm (5-10):** Initiate a discussion with students about note taking. Ask students if they are conscious of how and why they take notes, if they use different kinds of note taking techniques for different classes or depending on the subject of their notes, where else they might have to take notes outside of school classrooms, etc. Jot down student thoughts and comments on the board for them to copy in their notes as well.

Write the provided skill definition on the board for students to copy.

**Guided Activity (20-25 minutes):** Provide students with the following scenario as well as copies of **Skill 8: *Take Usable Notes* – Sample Notes 1** and **Skill 8: *Take Usable Notes* – Sample Notes 2**. Allow them to work with a partner to answer the questions (note: you can make photocopies of the scenario and questions for students or show them on a projector/laptop):

**Scenario:**

Your history teacher has assigned you to write a paper about **the reasons why Europeans went to Africa**, but you missed a few days of school because of a death in your family and you do not have any notes from the lecture the teacher gave on early European contact with Africa. Your teacher tells you to borrow some notes from a classmate to complement your textbook reading so that you can do the paper. Two of your friends give you their notes to work from, but you notice that their notes are quite different. Read and answer the following questions to help you compare the two sets of notes (reminder: you don't actually have to write the paper!).

**Questions:**

1. What looks different about the two sets of notes?
2. What techniques or strategies did each note-taker use when taking notes?
3. What could each note-taker have done differently to make his/her notes more useful to you?
4. Which set of notes would you prefer to use to write the paper on the reasons why Europeans went to Africa? Why?
5. Which set of notes looks closest to the kind of notes YOU take? Why/how?



After answering the questions, ask students to share out a bit and discuss the two sets of notes. Ideally, everyone agrees that Sample 2 is a better set of notes because of a variety of strategies the note-taker used (outline form with numbers and bullets, abbreviations, minimizing words, bold/highlighting, dating their notes at the top with a title, etc.). Conclude with the question: **why** is it important to take usable notes and remind students that your notes have to be helpful to YOU but also to other people who might need them, particularly in a professional setting.

**Independent Practice (5-10 minutes):** Students complete the **Skill 8: *Take Usable Notes*** Development Plan.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 8 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Consistently provide students with a variety of note-taking strategies and/or graphic organizers to use and, hopefully, figure out which ones help them the most. There are many websites that offer these, including:
  - [http://data.bolton.ac.uk/bissto/studyskills/note/note\\_formats.htm](http://data.bolton.ac.uk/bissto/studyskills/note/note_formats.htm)
  - <http://www.mtsd.k12.wi.us/mtsd/District/msreading/PDFs/NoteTakingStrategies.pdf>
- Require that students submit their notes to be reviewed by you for big projects or exams so that you can see how their notes might be helping or hurting them.
- Create the “job” of “note taker” in your classroom and each day have a different student be responsible for taking double notes (or photocopying his/her own notes); keep the extra set of notes in a binder in the classroom so that if students are absent they can just go to the binder to copy the notes of what they missed.



**Skill 8: Take Usable Notes – Sample Notes 1**

Colonization of Africa -- were afraid to sail out. Afraid of sea monsters. But they liked the stories about gold in Africa. The Portuguese King Henry sailed south to find the gold mines and built a fort at Elmina. England and France want to trade with Africa. They begin trading. Competing with Portugal. These countries got into wars. They wanted to control Africa.

China had spices. They traded with Cairo and Venice. The Asians wanted gold, but the Muslims stopped all trade. They fought wars about religion for hundreds of years. Fought over Jerusalem. The Pope called for a crusade. This was in the Middle Ages. Spices came from Asia. In Europe they were valuable because the kings used them to become rich. They also ate them.

The Portuguese wanted to explore Africa and make a way to India. Their boats couldn't get around until Bartholomew Diaz discovered the Cape of Good Hope in 1487. Most of all, the Portuguese wanted slaves. They shipped them back from Africa. Columbus took them after he discovered America (1492). The Pope made a line in the Atlantic Ocean so the Catholics wouldn't fight. The colonies needed slaves. They sent 15 million from 1502 to the 19th century. Slaves did the hard work. They got free later after the Civil War.

Immigrants go to Africa from Europe but they don't like the hot weather and they catch diseases. The Dutch set up their own country at the Cape. Then the English conquer them.

**Source:** <http://www.vigoschools.org/~mmc3/ana%20course/Study%20Skills/2%20-%20Note%20Taking.pdf>



## Skill 8: *Take Usable Notes* – Sample Notes 2

January 15, 2010

Topic: Early European Contact with Africa (AF)/Why Did Europeans Come to AF?

### 1. Desire for gold

- Medieval legends about gold in AF.
- Prince Henry (Portuguese navigator) sent men down coast of AF to find source of gold (also to gain direct access to gold trade controlled by Muslims).
- Portuguese built forts along coast. Their ships carried gold & ivory back to Portugal (16th century).
- Then the other European states came (England, Holland, France, Spain) to set up own trading posts.
- Competed with each other for AF trade (will talk about rivalry next week).

### 2. Wanted to trade with Asia and weaken the Muslims

(Muslims had created a large empire based on the religion of Islam.)

- Religious conflict between Christianity and Islam. Fought a religious war in the 11th-12th centuries – the Crusades.
- Muslims had expanded their empire when Europe was weak. In 15th century they controlled North AF & dominated trade in Mediterranean. Controlled the spices coming from Asia, which were in great demand in Europe: used to preserve meat and sometimes used as money.
- Catholic monarchs ruled Portugal and Spain. Very religious. The Catholic monarchs wanted to force the Muslims out of Europe. (They still held part of Spain.) Wanted to convert them to Christianity.
- Muslims controlled North Africa & Mediterranean trade. If Portuguese and Spanish could sail to the Indian Ocean directly, they could get goods from China and the Muslims could not stop them. The way to Asia was the sea route around Africa. **[IMPORTANT]**

### 3. The Europeans wanted slaves

- When Portuguese explored West Africa (15th century), they sent back the first slaves (around 1440).
- Spanish conquered the New World (Mexico, Peru, etc.). (Columbus made several trips for Queen Isabella I of Spain.)
- In America (the name for the New World), they needed slaves. Most slaves were sent to America.
- Native Americans died from diseases of white men. They were also killed in the wars. There was nobody to run the mines (gold and silver).
- Sugar plantations of the Caribbean (and Brazil) needed labor. Cotton plantations in the south of U.S. also. It was hard work and nobody wanted to do it. **[IMPORTANT]**
- At least 15 million (maybe as many as 40 million) slaves were brought to work the plantations starting in 1502 until mid-19th century.

Source: <http://www.vigoschools.org/~mmc3/ana%20course/Study%20Skills/2%20-%20Note%20Taking.pdf>



**Skill 8: Take Usable Notes – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Communicating Verbally

Communicating verbally is a skill set that students will particularly find useful, regardless of what kind of work or education they choose to pursue after high school. Students might be convinced, particularly if they are in 11<sup>th</sup> or 12<sup>th</sup> grade, that they have already mastered these skills but they should understand that even older people with much more educational and professional experience constantly need to work on improving these skills.

The following skills are included in Communicating Verbally:

- Skill 9: *Converse One-on-One*
- Skill 10: *Present to Groups*
- Skill 11: *Use Visual Displays*



**Skill 9: *Converse One-on-One*****Students will be able to (SWBAT):**

1. Define the skill ***Converse One-on-One*** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill ***Converse One-on-One***.

**Provided Materials:** Skill 9: ***Converse One-on-One*** – Development Plan

**Skill Definition:** ***Converse One-on-One*** means conveying ideas and sharing thoughts with another person.

**Warm Up Brainstorm (5-10 minutes):** Ask the class what makes for a good conversation with someone, and write down their ideas on the board for them to copy. Hopefully they will suggest things like: interesting topic, good listening, reciprocation/not one-sided, respectful language, etc. Then write the provided skill definition for them to copy as well and ask them why they think this might be a skill that is useful for college, career, and citizenship.

**Guided Activity (20-25 minutes):** Put students into pairs, and give each pair two copies of one scenario from the following page that they will quickly prepare and act out for the class in a 2-3 minute skit. You can use each scenario more than once or make up more of your own.

Next, have each pair act out their scenario while the rest of the class observes for either good or bad conversation strategies. After each skit, ask the class to briefly discuss the following questions:

1. What did you see in the skit that made for good conversation?
2. What did you see in the skit that made for bad conversation?
3. Why was being good at the skill converse one-on-one important in this scenario?

**Independent Practice (5-10 minutes):** Students complete the **Skill 9: *Converse One-on-One* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 9 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Assign students to work in pairs regularly in the class where they have to make decisions together or present/defend an argument so that they practice being good listeners.
- Make appointments with students to have one-on-one conversations with them during class time (maybe about their grades or plans after high school, school activities, etc.) and then afterwards provide them with feedback on what went well or not in the conversation.



*Scenario 1:* Walking into work first thing in the morning you meet your boss coming out of his office. He greets you and begins a conversation; you do not take your iPod headphones out of your ears, you are shuffling in your bag for something, you do not make eye contact with your boss. When he says goodbye he gives you a funny look and you wonder why.

*Scenario 2:* One of your college professors wants to interview you for a work-study position in her office and you are hoping to make a good impression on her. When you arrive at her office you greet her with a handshake, take out a notebook where you have also written some questions for her, repeatedly make eye contact with her, nod your head when she is talking, and make sure to repeat some of the phrases she has used. You feel that the meeting went very well.

*Scenario 3:* You are a manager at the gift shop where you work after school, on weekends and vacations. One of the other employees doesn't seem to follow the routines you have established so that all of the necessary work gets done. You ask to have a meeting with her and when it happens you have a list of the 3 points you want to go over so that she understands why you would like her performance to change. You make sure to call her by name and to tell her all of the good things she is doing on the job. After each of the 3 points you make, you ask her if she understands or has any questions. You notice that her performance improves right away.

*Scenario 4:* You are a parent and your child is not doing well in high school. You think he doesn't take school very seriously and you sit him down to talk about why that might be. You increasingly raise your voice so that you are eventually just yelling. You do not give him a chance to talk or respond to your accusations and in the end you just make a threat that if he doesn't start doing better you will not pay anything for him to go to college. Afterwards, though, you wonder if you had an impact on your son or not.

*Scenario 5:* You are set up on a blind date with the friend of a friend. You meet at a restaurant for dinner. She seems very nice when you introduce yourself and then when you sit down, the conversation continues to get better. She asks a lot of interesting questions, makes eye contact with you, had turned the ringer off on her cell phone when you sat down, and generally does everything right in the conversation. You think it is a very good date!

*Scenario 6:* You are the editor of your school's newspaper and there is a local election coming up in your large town. You manage to secure an interview with a new candidate for Mayor and plan to ask him about his support of teenagers in their academic and extracurricular endeavors. This is important because a lot of the 12<sup>th</sup> graders in the school will be voting for the first time ever, and getting the youth vote would mean a lot to this candidate. However, during your conversation with him, you don't feel you are being taken seriously. He keeps texting on his blackberry, has a very condescending tone of voice, and doesn't express any interest in the population you represent. Based on the interview, you don't think the article you are going to write will secure many youth votes for the would-be Mayor.



**Skill 9: *Converse One-on-One* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 10: Present to Groups****Students will be able to (SWBAT):**

1. Define the skill *Present to Groups* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Present to Groups*.

**Provided Materials:**

- Skill 10: *Present to Groups* – Best/Worst Examples
- Skill 10: *Present to Groups* – Development Plan

**Skill Definition:** *Present to Groups* means speaking clearly, confidently, and concisely to others.

**Warm Up Brainstorm (5-10 minutes):** Begin by asking the class: how many of you are comfortable presenting to and or speaking in front of a group? It is expected that few students will raise their hands. At this point you want to emphasize that in this day and age there are very few college students who don't have to regularly make presentations in their coursework and that it is difficult to find a job where you won't have to present some information to some group of people at some point.

Write the provided skill definition on the board for students to copy. Ask students to share some of their personal presentation experiences (what went well, what didn't go well, etc.), what they like or don't like about presenting, and how often they might expect to give presentations on the career path that they are currently considering.

**Guided Activity (20-25 minutes):** Students will be working independently today, and you can circulate around the room to check in with them as they are working. Students should complete the chart on the handout **Skill 10: Present to Groups – Best/Worst Examples** and when everyone is finished, you should use the chart to guide a discussion about why it is important to have good presentation skills. You could have your own best/worst examples prepared as well in case students need some help.

**Independent Practice (5-10 minutes):** Students complete the **Skill 10: Present to Groups – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 10 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Regularly give the class assignments or projects that require them to present to either the whole class or smaller groups within the class. Provide a “presentation skills” rubric to help students learn the best strategies and habits for presenting, and to know on what they are being graded. Have other students use the rubric to “grade” their peers as well so they also get better at knowing what to look for in a good presentation.



**Skill 10: Present to Groups – Best/Worst Examples**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think of the very best example of a presentation you've actually seen someone give and also the worst presentation you've ever seen someone give. Answer the five questions below to compare the impact each of these presentations had on you.

	<b>Best Example</b>	<b>Worst Example</b>
1. Who gave the presentation (also, where and when if you remember)?		
2. What was the topic of the presentation?		
3. What were the main points of the presentation that the speaker emphasized?		
4. What were some strategies that the presenter used that you remember (good strategies for the best example, bad ones for the worst example)?		
5. What could you "take away" from this presentation for your own benefit when giving presentations in the future?		



**Skill 10: Present to Groups – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 11: Use Visual Displays****Students will be able to (SWBAT):**

1. Define the skill *Use Visual Displays* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Visual Displays*.

**Provided Materials:**

- Skill 11: *Use Visual Displays* – On the Job
- Skill 11: *Use Visual Displays* – Development Plan

**Skill Definition:** *Use Visual Displays* means presenting your idea well through charts, illustrations, diagrams and images.

**Warm Up Brainstorm (5-10 minutes):** Start by asking students if they prefer to listen to the news on the radio or to watch the news on TV; ask them for the reasons for their preference. At some point a student will say that watching the news on TV gives them a visual image to go along with the story, which helps them understand or remember the news. Explain that this is the same idea behind Skill 11.

Write the provided skill definition on the board for students to copy and initiate a discussion with students about their experience using visual displays to date. Highlight these points if students don't get to them on their own:

- Visual displays can be handouts, overheads or computer generated slides
- PowerPoint is the computer program used to make slides (but be careful! PowerPoint can be misused and just because you use PowerPoint doesn't mean your presentation will be good!)
- Visual displays help the audience understand and remember your main ideas

Ask students these questions as well:

- What roadblocks stand in the way of making good visual displays?
- What do you think are other main benefits of using visual displays?

**Guided Activity (20-25 minutes):** Students should work in partners to complete the handout **Skill 11: Use Visual Displays – On the Job**, which asks them to identify when/how visual displays are used in different occupations. When every pair has finished, ask them to share different occupations they chose and how they see visual displays being useful in those positions. The point should be clear that visual displays can be used in just about any job and can give you an advantage if you use them well.

**Independent Practice (5-10 minutes):** Students complete the **Skill 11: Use Visual Displays – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 11 in their initial **Student Skills Assessment**.



**Extension Activities:**

- Make sure to keep your classroom updated with relevant and useful visual displays; students can help create and maintain these displays if you assign jobs in your class.
- Give students assignments and projects that have visual components as well (sometimes using PowerPoint, sometimes using other resources) so that they get to practice their skills at creating and using visual displays.



**Skill 11: Use Visual Displays – On the Job**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** With a partner, first fill in the “Occupation” column in the chart below with 8 different possible jobs. Then decide when and how you might use visual displays in each of those jobs, as well how the visual displays could really help you if you worked in that position. The first one has been done for you.

Occupation	When and how could you use visual displays?	How could visual displays help you in that position (as compared to not using visual displays)?
Teacher	Classroom bulletin boards to show-off student work, to keep the classroom organized, to assist in teaching certain topics, and on student handouts.	Students remember things better when they aren't just told them but also see them; so students might be more attentive and knowledgeable.



**Skill 11: Use Visual Displays – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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## Skill Set: Communicating in Writing

Communicating in Writing is likely to be a skill set that students haven't thought too much about beyond their school assignments. Students today are used to doing much of their work on computers where the mistakes are corrected for them; they need to understand that it is necessary to not only use technology for writing, but also to be able to produce and correct their own work without technology as well.

The following skills are included in Communicating in Writing:

- Skill 12: *Write Well*
- Skill 13: *Edit and Proof*
- Skill 14: *Use Word Processing Tools*
- Skill 15: *Communicate Electronically*



**Skill 12: Write Well****Students will be able to (SWBAT):**

1. Define the skill **Write Well** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill **Write Well**.

**Provided Materials:**

- Skill 12: **Write Well** – Sample College Essay 1
- Skill 12: **Write Well** – Sample College Essay 2
- Skill 12: **Write Well** – Development Plan

**Skill Definition:** *Write Well* means effectively communicating, using text, in order to convey one's ideas, knowledge, and opinions.

**Warm Up Brainstorm (5-10 minutes):** Make one list with your students of people who have to write well in their careers, which can include almost anyone. Then make a second list with your students to identify possible occasions when they will actually have to write well. The list can include (but is not limited to): college essay, school paper, resume or cover letter, business proposal, instructions or directions for someone else to follow, request for a raise, complaint to a politician, etc. After the two lists are complete, write the provided skill definition on the board for students to copy along with both lists. When students look at both lists and the skill definition, you should emphasize that this is a very important skill regardless of what kind of job you have.

**Guided Activity (20-25 minutes):** Distribute the **Skill 12: Write Well – Sample College Essay 1 and 2** handouts. Explain that soon they will have to write college essays and writing them well can make a very big difference in determining whether they are accepted or not. One of the sample essays is “good” and uses proper writing techniques, where the other does not. Ask the students to read each essay and decide which sample was written better. When students are finished reading the essays, ask them to arrange themselves into pairs where they should discuss which applicant would be admitted. Ask each pair to report which student they chose and why to the entire class. The class should realize that the student who wrote the stronger essay is also the student most likely to be admitted to the college.

**Independent Practice (5-10 minutes):** Students complete the **Skill 12: Write Well – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 12 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Ideally, you are providing your students with many opportunities to write well and receive feedback from you in their coursework.



## Skill 12: *Write Well* – Sample College Essay 1

By Sanju Poudel

In summer 2003, my aunt suggested I deliver babies. That was what volunteering at her small town hospital in Bharatpur, Nepal meant to me anyway. The more she insisted, the more frustrated I became, fearing what I felt would be another one of my parents' ways for me to build character. My aunt, on the other hand, was determined to show me otherwise and literally dragged me to her work on a rickshaw. Throughout the ride, I did not hold back my aggravation. After all, what did I know about small time hospitals?

Nevertheless, I had certain expectations of the well-known hospital before entering. I pictured succeeding red-bricked buildings with tidy carpeted rooms and people arriving in cars for minor checkups. I imagined how in each room a doctor with a white lab coat and a stethoscope around his/her neck would be consulting individual patients.

However, the very moment the rickshaw slid through the gate, my naïve conceptions dissolved into disease, disorder, and destitution: the truth of what was in front of me. Hesitating to get out of the rickshaw and stepping into a foreign world that was threatening to suppress my innocence, I closed my eyes. I closed my eyes to the make-shift wooden stretchers carrying frail men and women stomaching their inevitable deaths; I closed my eyes to a young girl with a tattered school uniform and undone ribbons leading a blind woman by the hand; I closed my eyes to the sorry, languishing environment of which I did not want to be a part.

My astonishment peaked when entering the maternity ward. In what I considered a room fit for two patients, there were fifteen women sprawled in rusting, metal-framed beds with sheets on the floor. In the little gaps about the room were green plastic pans where the women would uncomfortably station themselves to urinate and vomit in. I immediately imagined all of these women in nice comfortable beds in their own separate rooms, which was the way my mom had given birth to my younger brother in New York.

The longer I stayed in the hospital, the more I wanted to help these people. Although the hospital had initially been a place I was reluctant to even see, I ended up visiting everyday that week even if merely to speak to the patients. It was because of this day that I finally understood why my aunt continues to refuse better paying jobs abroad. Her strong conviction of returning to her native land and using her education to help her own people has filtered into me. Before this event, I had always planned on living in New York and indulging in its luxuries. Now, however, the prospect of going back to my home country and living among a community to whom I can lend a hand is much more appealing. At the end of the day, I was very thankful that my aunt had pushed me into an experience I now consider to be a crossroads in my life.



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**Skill 12: Write Well – Sample College Essay 2**

By Emily Allen

I have always wanted to play professional hockey. It's a big dream of mine and I am really good at hockey already. I think that going to college can help me get to a place where I can play professional hockey because I can go to the gym a lot. As a college student, you have a lot more freedom and with that freedom I will be able to work out more and get on the ice more so that I can get better than I already am. I know that college is going to be really hard but I think that if I set my mind to doing well with my work and stuff that I will be able to be successful during college.

Every kid has a dream to do something big in their life and going to college and playing hockey is mine. I even want to go to the Olympics one day. That's how big my dream is. There are so many opportunities for me to do well in college and I can't wait to take advantage and make my dream come true so that I can be successful and make my parents proud.

Some people think that I am crazy for having my life's ambition to play hockey. I don't think people give me enough credit for the effort I put into it and the drive that I have behind me. My dad told me that my first word was hockey and that ever since then I have done everything in my day to day life directed at the dream of one day making it big on the ice. Dreaming big is something that I consider to be a very strong character trait of a person. If you can't dream big, then you can't do big things. I don't think that life is worth living unless you're willing to make the most of it. College is a chance where everyone is allowed to make it big by fulfilling their dreams. I can't wait to have the opportunity to do that.

One important memory I have about hockey was the game where I scored the overtime goal against our rivalry team. It was a really good game and it was scoreless until the third period and then each team scored a goal. So with a tie of 1-1 at the end of the period we went into overtime and we were all really tired and just wanted to win against Barrington because we knew that we could and with fourteen seconds left in overtime I scored and everyone in the rink went crazy! Everyone jumped on me and then my team and I went out to dinner and everyone was so happy but especially me.

It was that night that I realized that I could really do big things. If I just set my mind to scoring, I was going to score. My thoughts are the same thing for college. If something in college happens that I really want, like to make the team, then I will definitely get it. I think that I would be a strong asset to your school because I am good at staying focused and making things happen for myself. This is an important quality to have because you can motivate other students at your school to do the same thing. I can inspire people I come into contact with with my dreams just as I was inspired by other athletes and people with big dreams.



**Skill 12: Write Well – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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### Skill 13: Edit and Proof

#### Students will be able to (SWBAT):

1. Define the skill *Edit and Proof* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Edit and Proof*.

#### Provided Materials: Skill 13: *Edit and Proof*– Development Plan

**Skill Definition:** *Edit and Proof* means frequently reviewing and correcting mistakes in one's work.

#### Warm Up Brainstorm (5-10 minutes):

 Write the following two sentences on the board.

The panda is a bear that eats shoots and leaves.

The panda is a bear that eats, shoots, and leaves.

Ask students to discuss the different meanings of the two sentences, even though they are constructed of the exact same words. Obviously the commas, or lack of commas, dramatically change the meaning and reality of the sentence. See if the students can come up with any other examples of how making a simple grammatical mistake can completely alter meaning\*\*.

Then write the provided skill definition on the board for students to copy. Ask the class how often they review and correct their work before handing it in, or if they usually just do the work and pass it in without looking over it (which is usually the most common answer among teenagers). Remind them that in college and/or the workplace, if you don't review your work to catch mistakes such as the panda example, it can really affect how well you perform and are perceived.

#### \*\*If you want to tell them the original joke, it is as follows:

A panda walks into a café. He orders a sandwich, eats it, then draws a gun and proceeds to fire it at the other patrons.

"Why?" asks the confused, surviving waiter amidst the carnage, as the panda makes towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

"Well, I'm a panda," he says, at the door. "Look it up."

The waiter turns to the relevant entry in the manual and, sure enough, finds an explanation. "Panda. Large black-and-white bear-like mammal, native to China. Eats, shoots, and leaves."

**Guided Activity (20-25 minutes):** Divide the class into groups of 3-5 students. Assign each student in the group a role in one of the provided skits below to act out for the class (if you have more students you will need to come up with more skits):

- **Skit One:** An employee presents a new product proposal to a group of co-workers. On presentation material, the name of the new product is misspelled, causing the employee to mispronounce the product's name. The employee attempts to correct himself, but some of the co-workers become frustrated. They ask why the mistake was not caught and tell the presenter errors like misspellings are very unprofessional. All co-workers act disengaged throughout the remainder of the employee's presentation. **Roles:** Employee, co-workers.



- **Skit Two:** A newspaper journalist missed a factual error in his or her article about a governor's speech in yesterday's paper. Now the governor's office is calling to complain. The newspaper editor is furious that the journalist did not take the necessary time to check the facts of his or her article before sending it to the publisher; additionally, the publisher is mad at the editor for not having caught the journalist's mistake. Mistakes like this one are bad for the reputation of the newspaper. **Roles:** journalist, editor, publisher, governor's office, other reporters (possibly).
- **Skit Three:** A lab technician makes notes in a patient's file indicating that the blood test conducted on the patient says that the patient **does not** have cancer (or any other life-threatening illness). But the lab technician made a mistake when quickly writing down the notes and did not double check her work before the file went to the patient's doctor, who now reports to the patient that, unfortunately, he has cancer. By the time the lab technician catches up to the doctor and patient, the patient has already been suffering from this devastating news and begins to talk about suing the hospital. **Roles:** lab technician, doctor, patient, patient's family members (possibly).
- **Skit Four:** Students are taking a standardized test for the state and a big part of the test involves filling in 50 questions on a scantron card. One student in the class accidentally skips #2 on the scantron and fills in the answer to #2 in a #3 bubble. This throws off all of his answers for the rest of the test and the student does not go back to check all of his answers after finishing the exam. When the teacher gives the students their grades back a few days later, the student completely failed the test even though he felt very confident and was very strong in the subject area. **Roles:** students, teacher.

After each skit is acted out, ask students to recognize how each scenario identifies the importance of editing and proofreading. They can explain by citing how the main actor in each skit could have avoided making an error.

**Independent Practice (5-10 minutes):** Students complete the **Skill 13: *Edit and Proof* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 13 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Give students opportunities to peer-edit the work of their classmates.
- Assign students "editing and proofing" assignments where they have to provide feedback and correct mistakes in a document; this could even be used as a competition for extra credit in the class where the students are trying to find more mistakes/errors than others.
- Grade harshly for editing/proofing mistakes so that students get the idea that it is a critical skill.



**Skill 13: *Edit and Proof* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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**Skill 14: Use Word Processing Tools**

For this lesson plan, each student needs exclusive use of a computer.

**Students will be able to (SWBAT):**

1. Define the skill *Use Word Processing Tools* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Word Processing Tools*.

**Provided Materials:**

- Skill 14: *Use Word Processing Tools* – In-class Assignment
- Skill 14: *Use Word Processing Tools* – Development Plan

**Skill Definition:** *Use Word Processing Tools* means operating basic word processing programs, and their features, for different types of products.

**Warm Up Brainstorm (5-10 minutes):** Facilitate a discussion about the importance of typed products. Your discussion can include: asking students what they think the benefits of Microsoft Word are; mentioning the editing tools that Microsoft Word has, including spell and grammar check; highlighting that typed products look more professional if done well; include that competency in word processing programs is necessary in both work and school environments.

Write the provided skill definition on the board for students to copy. Ask students to identify why they might need to use Microsoft Word or another word processor; their reasons might include:

- Typing and formatting a lab report for science class
- Completing a downloaded application for a job
- Composing a college essay
- Creating a memo to send to your Congressional representative about an issue that is important to you
- Being able to use formatting tools to make a columned newspaper article
- Double-spacing a term paper
- Making a bulleted list
- Constructing an outline
- Creating a historical timeline
- Keeping your resume updated

**Guided Activity (20-25 minutes):** Students will realize the importance of mastering word processing tools by comparing a typed assignment to a handwritten assignment using the worksheet provided, **Skill 14: Use Word Processing Tools – In-class Assignment**. The worksheet has detailed instructions about formatting and the content students need to include. The students should complete both versions of the assignment: typed and handwritten. After they have finished the assignment, lead a class discussion to compare and contrast the two versions of the assignments and the benefits or drawbacks of doing it each way. The main point should be that the typed product looks more professional, is easier to read and understand, and was faster to produce!

**Independent Practice (5-10 minutes):** Students complete the **Skill 14: Use Word Processing Tools – Development Plan**.



**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 14 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Require students to type all or much of their work for your class, including homework, essays, projects, take-home exams, etc.



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**Skill 14: Use Word Processing Tools – In-class Assignment**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Follow the formatting techniques provided below to create a typed document. Duplicate this document by handwriting the same information and using as many of the formatting techniques below as possible. Use the space provided, under the instructions, for the handwritten version of the assignment.

- Write at least 200 words about why typing documents is important (you can use examples from the class discussion).
- Make sure there are at least 3 bullet points in your document.
- Use font size and format: **12, Times New Roman, regular.**
- At the top, right-hand side of your page, write your name and the date.
- Use one-inch margins on all sides of the document.
- Format the document as if you're writing a formal letter.
- Double-check spelling and grammar.
- Make sure you are indenting where needed.



**Skill 14: Use Word Processing Tools – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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**Skill 15: Communicate Electronically****Students will be able to (SWBAT):**

1. Define the skill *Communicate Electronically* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Communicate Electronically*.

**Provided Materials:** Skill 15: *Communicate Electronically* - Development Plan

**Skill Definition:** *Communicate Electronically* means using e-mail and other electronic-based mediums to send and receive messages with proper etiquette.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy. It is unlikely that you will find anyone in your class who hasn't used email before, but check just to make sure. Then ask the class for other ways to communicate electronically besides e-mail. Examples of other ways to use electronic communication are:

- Cell phones: Sending text messages to friends, using voicemail to relay information
- School-related websites: Using Dropbox on Blackboard for your assignments
- Facebook: Creating Facebook Events for your student organization, posting information on friends' walls
- Twitter: Tweeting/re-tweeting information and events

Conclude discussion by asking students what would be the disadvantages if everyone else around them could use all of these forms of communication and they could not.

**Guided Activity (20-25 minutes):** Students should be able to identify the benefits of using electronic sources to send information. Divide the class into five groups. Assign each group to one of five sources for communicating electronically: e-mail, school-related websites, cell phones, Facebook and Twitter. Each group should generate a list examining the costs and benefits (or pros and cons) of each source. Students can draw from personal experiences to provide concrete evidence of the source's benefit and each group should come up with a creative way to share the benefits and costs of each type of communication. For example, students could use skits, demonstrations, or a visual display. The way students present their analysis should indicate why sending information electronically is important.

**Independent Practice (5-10 minutes):** Students complete the **Skill 15: Communicate Electronically – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 15 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Require students to email you copies of their assignments instead of turning in hard copies.
- Keep student grades updated on a school-related website and encourage them to monitor their progress in your class by using that program.



**Skill 15: *Communicate Electronically* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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## Skill Set: Working Directly with People

Working Directly with People is a vital skill set for life after high school. There are virtually no jobs that do not require individuals to work with others in some capacity, and schools of all types across the country embrace the concept of having students do “group work” as part of their learning process.

The following skills are included in Working Directly with People:

- Skill 16: *Build Good Relationships*
- Skill 17: *Work in Teams*
- Skill 18: *Teach Others*



## Skill 16: Build Good Relationships

### Students will be able to (SWBAT):

1. Define the skill ***Build Good Relationships*** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill ***Build Good Relationships***.

### Provided Materials:

- Skill 16: ***Build Good Relationships*** – On the Job
- Skill 16: ***Build Good Relationships*** – Development Plan

**Skill Definition:** ***Build Good Relationships*** means forming and maintaining positive relations with others.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy. Then use Dale Carnegie's *How to Win Friends and Influence People* principles below to give a one-minute presentation on a principle you think is most important for building a good relationship (you can also have these on the board or overhead for students to at least see or copy).

### Six principles from Dale Carnegie's *How to Win Friends and Influence People*

- Don't criticize, condemn, or complain.
- Give honest and sincere appreciation.
- Give the other person a fine reputation to live up to.
- Praise every improvement.
- Try honestly to see things from the other person's point of view.
- Be a good listener. Encourage others to talk about themselves.

For example, if using “Don't criticize, condemn, or complain,” devote 30 seconds to describing how you established a good relationship with someone by not criticizing, condemning or complaining, and for the last 30 seconds explain how beneficial the principal was to you. Invite students to also give examples from their lives, making sure that they emphasize the benefits of the principle. Remind students that it will always be important to be able to build good relationships with people.

**Guided Activity (20-25 minutes):** Pair students up and give them the provided handout, **Skill 16: *Build Good Relationships – On the Job*** to complete together. When all pairs are finished, ask students to share their responses and have students notice the variety of good answers.

**Independent Practice (5-10 minutes):** Students complete the **Skill 16: *Build Good Relationships – Development Plan***.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 16 in their initial **Student Skills Assessment**.

### Extension Activity:

- Model Dale Carnegie's principles in classroom on a daily basis and provide situations for students to practice them as well.



### Skill 16: *Build Good Relationships – On the Job*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** With a partner, use the examples provided to complete the rest of the blank boxes in the chart. Note that in the last four examples you have to come up with the “jobs” as well. Be prepared to share your answers with the class.

If you are a(n)...	...you need to build a good relationship with...	because if you do OR because if you don't...
Teacher	the school custodian(s)	if you do s/he will help you whenever you need to move, paint, repair or throw away something.
Plumber	local electricians	
Lawyer		
Non-profit Employee		if you don't they can tell people not to read your website or attend your community meetings.
Realtor		
College Student		
Local Politician		
Soldier		if you don't, your might be risking your life.
Doctor	your nurses	
Car mechanic		
Environmentalist		
	a business person	



**Skill 16: Build Good Relationships – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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## Skill 17: *Work in Teams*

### Students will be able to (SWBAT):

1. Define the skill *Work in Teams* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Work in Teams*

### Provided Materials: Skill 17: *Work in Teams* – Development Plan

**Skill Definition:** *Work in Teams* means working with others to successfully complete specific tasks.

**Warm Up Brainstorm (5-10 minutes):** Start your discussion today by asking the question, “If you were coaching a basketball team, would you tell all five members to chase the person who has the ball?” The students should quickly point out that if the person with the ball passes to any of the other four members of the team, they could easily score. Then discuss the problems with having a ball hog on the team. Ask students to identify a few non-sports related instances where teamwork plays an important role.

Write the provided skill definition on the board for students to copy. Remind them of the value of teamwork and how it plays a critical role in the activities of any business or organization that a student may be involved with.

**Guided Activity (20-25 minutes):** There are many team-building exercises with which you are probably already familiar – the point of doing a teamwork exercise today is to show that if students don’t work as a team they cannot accomplish their goal.

For this activity, the class should be divided into evenly numbered teams and given this task:

**The principal of your school has said that a new code of conduct will be created for all students and adults in the school. He would like student input for the code of conduct and would prefer for students to work together in small groups to make proposals to him with 5 rules (only!) that they think are most important for a healthy school community (examples: no cell phones in school and a standardized dress code). The group that makes the most thoughtful and meaningful rules – considering that the code will be for all members of the school community – will be publically rewarded for their contribution.**

Observe the activity in the role of the “principal” and take note of which teams are really working well together. You can have them share their list of 5 and choose to reward one of the teams that you think worked well together. After this, have students share out their process for creating the rules as a team: what was difficult or not about agreeing on the 5 rules, how do they think they worked together as a team, and why was it important to work together as a team?



Another “lighter” and more “hands on” activity to try is the human knot game: Split the students into groups of four or six and stand in a circle. Using their right hand, have students grab the right hand of the person directly across from them. Then have them use their left hand to grab the left hand of the person standing to the right of the person that is holding their right hand. Now have the students untangle, as a group, back into one open circle without letting go of hands or dislocating any joints. Take a few minutes at the end to question how students found teamwork to be important.

**Independent Practice (5-10 minutes):** Students complete the **Skill 17: *Work in Teams* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 17 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Provide students with various opportunities to work in teams to accomplish work in your classroom.
- Assign group work in class as a chance for students to experiment with different roles they can play in the group. Do not always let the same student facilitate the group work; instead, assign that student a more “behind the scenes” role in the group and appoint a new person to lead the group. It is helpful to students to have clearly defined roles so, if possible, provide them with specific roles and change them up with different projects. Students will learn about the different ways one can be part of a team.
- Provide a rubric for students to be graded on when they do group or team work so that they can receive clear feedback on how they worked as a team and how their individual contributions helped or hurt the group.



**Skill 17: *Work in Teams* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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## Skill 18: *Teach Others*

### Students will be able to (SWBAT):

1. Define the skill *Teach Others* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Teach Others*.

### Provided Materials:

- Skill 18: *Teach Others* – On the Job
- Skill 18: *Teach Others* – Development Plan

**Skill Definition:** *Teach Others* means helping others acquire specific skills and knowledge.

**Warm Up Brainstorm (5-10 minutes):** Ask your class, “What does a teacher do?” Write down these key ideas on the board and push them to break the misconception that teachers just tell others what they know. Emphasize that teaching is setting goals for others, coaching them through activities to meet those goals and providing feedback on how well they are doing. You might do this by asking students to identify someone who has taught them something outside of the classroom, or a time when they taught someone else. Write the provided skill definition on the board for students to copy and remind students that everyone has some skill or knowledge to teach someone else.

**Guided Activity (20-25 minutes):** With a partner, each student should complete the provided handout, **Skill 18: *Teach Others* – On the Job**, with the understanding that you don’t have to be a teacher to teach skills or knowledge to someone else.

When they are finished with the charts, ask pairs to share their answers and keep track of how many different situations the students came up with for each occupation/role to teach others. Use these data to emphasize that at some point everyone will have to teach!

**Independent Practice (5-10 minutes):** Students complete the **Skill 18: *Teach Others* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 18 in their initial **Student Skills Assessment**.

### Extension Activity:

- Ask students to give mini-lessons in your class to teach specific skills or knowledge they have that might benefit their classmates. For example, maybe one student has a great resume and could give a mini-lesson on resume writing.
- When assigning a project, include a “teaching” component where the students have to give a presentation that teaches other students what they learned from the project.



**Skill 18: Teach Others – On the Job**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Think about the different times when people might have to teach others something, even if they aren't necessarily official "teachers". Complete the chart below with examples that highlight why it is important for everyone to be able to teach, regardless of what occupation or "role" they play.

Occupation/ Role	On what occasion might you have to teach someone something?	How might it affect your job if you aren't able to teach something to others?
CEO of a corporation		
Grandparent		
Taxi driver		
Hair stylist		
Investment banker		
Salesperson		
Teenager		
Airline pilot		
Pharmacist		
Humanitarian aid worker		



### Skill 18: *Teach Others* – Development Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Influencing People

The skill set Influencing People is likely to start exploring territory that students have not considered before. Also considered “soft” skills, learning the importance of being able to influence people can really help students decide what kind of post-secondary options they might like to pursue in terms of education or work.

The following skills are included in Influencing People:

- Skill 19: *Manage Effectively*
- Skill 20: *Sell Successfully*
- Skill 21: *Politick Wisely*
- Skill 22: *Lead Effectively*



**Skill 19: *Manage Effectively*****Students will be able to (SWBAT):**

1. Define the skill *Manage Effectively* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Manage Effectively*.

**Provided Materials:** Skill 19: *Manage Effectively* – Development Plan

**Skill Definition:** *Manage Effectively* means assigning tasks to a group of people for whom you are responsible, and ensuring that those tasks are completed on time and meet defined standards.

**Warm Up Brainstorm (5-10 minutes):** Make a two-column chart on the board to have students brainstorm a list of the characteristics of an effective manager and characteristics of an ineffective manager, and list them on the board. Potential characteristics of an effective manager might include:

- Takes responsibility for the entire performance of a group
- Communicates tasks and responsibilities to the group in a clear way
- Models a good work ethic
- Articulates standards to a group
- Ensures that the group meets those standards
- Applies the mission of an organization to employee standards
- Mediates well
- Encourages others
- Arrives to work on time

Ask for examples of managers your students have worked for or observed. Prompt students to state whether this person exemplified the characteristics of an effective or ineffective manager, and explain why. Write the provided skill definition on the board for students to record and ask students why it is important to be able to manage effectively.

**Guided Activity (20-25 minutes):** Divide the class into groups of no more than four students. Assign each group a management position, such as:

- Manager of a movie theater
- Stage manager in a show
- Floor manager in a factory
- Executive manager in a corporation
- Student manager of the school newspaper
- English department chair at a high school (aka: manager of the English teachers)
- Day shift nurse manager in a hospital ward



Give each group five minutes to come up with a list of responsibilities that manager might have. Then, give each group a minute to explain their management position and its responsibilities to the class. Here is a list of example responsibilities:

- Assign tasks to workers
- Tell workers what is expected of them
- Check to make sure workers do what they are supposed to do
- Recognize problems with production and job performance
- Correct those problems to generate higher quality job performance
- Model appropriate behaviors for subordinates to emulate
- Encourage workers to work to the best of their ability
- Assign deadlines
- Write reports on production quality
- Advise on hiring and firing of workers if asked to do so
- Mediate disputes between workers
- Administer the payroll
- Communicate with the boss to make workers are doing what is expected
- Deal with customers when they ask for someone superior to your workers

At the end of the presentations, ask students why they think being able to “manage effectively” is important. Stress that without a manager, none of the responsibilities the students mentioned would be accomplished, and most organizations would be very unproductive or chaotic (encourage them to think of the character Michael Scott from the TV show “The Office”, who in most circumstances is an ineffective manager).

**Independent Practice (5-10 minutes):** Students complete the **Skill 19: *Manage Effectively* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 19 in their initial **Student Skills Assessment**.

**Extension Activity:**

- When giving group work, assign students to be “managers” of their groups, and rotate who gets this position each time. This will give students a chance to practice their management skills. Some type of written reflection should be included in this assignment to help students process and build on the experience of being a “manager.”



**Skill 19: Manage Effectively – Development Plan**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 20: Sell Successfully****Students will be able to (SWBAT):**

1. Define the skill *Sell Successfully* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Sell Successfully*.

**Provided Materials:** Skill 20: *Sell Successfully* – Development Plan

**Skill Definition:** *Sell Successfully* means convincing someone to approve an idea or buy a product.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy. Ask students to brainstorm situations where they have sold something or would have to sell something (if you think the latter would be more helpful for students). Be sure to write their ideas on the board, which might include **selling**...

- personal qualifications and skills to potential employers during a job or college admissions interview
- a concept for an advertisement at an advertising firm
- a product or product idea as an entrepreneur
- insurance as an insurance salesperson
- shoes at a retail store in the mall
- Girl Scout cookies
- personal qualifications, skills and ideals while running for a political office
- the university you work for to potential students

Continue the discussion about selling using the following statement:

**Selling is important in all professions because it involves synthesizing information and persuading people.**

Good salespeople must convince others that their ideas or products are worth the price or commitment. An idea will not be put into action unless successfully sold to those in power. This is applicable in any career. For example, entrepreneurs sell their ideas to make marketable products, companies sell their projects and solutions so clients will hire them, politicians sell their ideas to voters to be elected, mechanics sell their skills and services to clients who they hope will return and bring additional customers.

**Guided Activity (20-25 minutes):** Divide the class into small groups and give students these goals:

- convince a local grocery store to hire you.
- sell a product (example: a computer, a desk, a piece of chalk or another classroom object).
- convince the class to donate money to the ASPCA.



Tasks may be assigned to more than one group or you can create more tasks. After five minutes, give each group a minute to sell their solutions, qualifications or products to the class. After all groups have gone, ask the class to vote on which group was the most convincing. Be clear that a group cannot vote for themselves. If there is a tie, the teacher may break the tie.

After this, ask students what the winning group did to convince the rest of the class their solution was best. Create a list of responses on the board for students to record in their notes and discuss how these responses reflect the important characteristics of a salesperson. Suggested characteristics of a salesperson might be:

- Knowledge of the product or idea being sold
- Ability to show enthusiasm for product or idea
- Ability to listen to others
- Ability to appeal to the interests of others (empathy)
- Ability to make a good first impression (likable)
- Ability to display the value or importance of an idea or product
- Persuasiveness

Remind students that in the end, everyone is competing to sell their own thoughts/ ideas/ beliefs/ products and having these characteristics can help you sell yours successfully.

**Independent Practice (5-10 minutes):** Students complete the **Skill 20: *Sell Successfully* – Development Plan.**

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 20 in their initial **Student Skills Assessment.**

**Extension Activities:**

- Encourage students to work on their sales skills by having to give persuasive arguments/ debates in class or writing persuasive essays.
- Create regular competitions in your class where students have a brief period of time to prepare a “pitch” to sell something and then get feedback from his/her classmates on their salesperson characteristics.



**Skill 20: Sell Successfully – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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## Skill 21: *Politick Wisely*

### Students will be able to (SWBAT):

1. Define the skill *Politick Wisely* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Politick Wisely*.

### Provided Materials: Skill 21: *Politick Wisely* – Development Plan

**Skill Definition:** *Politick Wisely* means winning the support of people in power to accomplish a positive change or prevent a negative change.

**Warm Up Brainstorm (5-10 minutes):** Begin by writing the provided skill definition on the board. Give students a quick overview of this skill. The following list includes the points you may want to make:

- The politics you read in the newspaper about government and elections have the same dynamics as the politics within any institution. For example, just as a politician appeals to his constituents while running for office, a businessman will appeal to a company when making a sales pitch or going into a job interview.
- People like to keep doing what they have been doing, so change is very hard.
- Some people have a lot more power than others do and those with power like to keep it.
- If you want change, you have to get those with power to accept it.

Next, ask the students to identify reasons why employers would like their employees to have good political skills. Some examples include, but are not limited to, the following:

- An employee representing his company must win the support of potential company clients for the company to be hired.
- If the company needs a grant or a loan for a project, employees must politick wisely to get the necessary funding from those in power.
- An employee working in sales must politick wisely with clients to make a profitable sale. A car salesperson is an example.
- If employees recognize a problem in the office, for example that workers don't take lunch breaks and the quality of work declines after lunch, employees can politick to convince people in power to make changes. In this case, the employee might convince the boss to require everyone to take a lunch break.
- When a client is upset with the company, an employee must politick wisely to influence the client and come to a beneficial agreement with the client.



**Guided Activity (20-25 minutes):** Ask students to identify three different school rules they would like to see changed. These should be school policies the students are familiar with, such as:

- Homeroom attendance
- Eating in class policy
- Gum chewing policy
- Bell schedule
- Sign-out policy
- Tardiness policy
- Homework policies
- Recycling policy
- School dance policies

Divide the class into three groups and assign each group one policy; they must identify what the current policy is and what they would like the new policy to be. Ask each group to list three powerful people who might be in favor of the change and three powerful people who might be against the change. After each group presents its list, ask why these powerful people are important, what power they have and what would happen if the people in power weren't supportive of the change. Emphasize the fact that change will not occur unless the people in power agree that change is beneficial for them.

Choose one of the group's policies as an example and discuss with the class how they could "politick wisely" to gain more support for the policy change, and why being able to do so is an important skill.

**Independent Practice (5-10 minutes):** Students complete the **Skill 21: *Politick Wisely* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 21 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Give students extra credit for bringing in news articles that describe efforts in "politicking wisely." For example, if a politician is trying to get a particular bill passed, an article that describes what the politician is doing could be used.
- Assign students a project to actually work on a policy issue that actually came up in this lesson. They would be required to establish a plan and arrange for meetings with key players in the school community. For example, if they think the "tardiness policy" of the school is too strict, actually have them try to get it changed.



**Skill 21: *Politick Wisely* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill 22: *Lead Effectively*

### Students will be able to (SWBAT):

1. Define the skill *Lead Effectively* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Lead Effectively*.

### Provided Materials: Skill 22: *Lead Effectively* – Development Plan

**Skill Definition:** *Lead Effectively* means inspiring others and guiding their actions to reach a common goal.

**Warm Up Brainstorm (5-10 minutes):** Ask students to name great leaders, and identify the leadership characteristics these people have. During this discussion, write the list of leaders and their characteristics on the board for students to copy. A sample list of leadership characteristics follows:

- Trustworthy
- Honorable
- Confident
- Goal- oriented
- Decisive
- Effective Communicator
- Motivational
- Patient
- Respectful of followers
- Able to inspire the loyalty of followers

Once this list is complete, write the provided skill definition on the board for students to copy in their notes. Tell the students that aspiring or working to portray these characteristics is important in becoming an effective leader.

**Guided Activity (20-25 minutes):** Divide the class into groups of no more than four. Tell the students that a coach is an example of a leader. Ask students to imagine that their school is looking to hire a new basketball coach, and the athletic director is deciding between two potential coaches.

**Coach 1:** Lets the players substitute themselves whenever they want. He doesn't expect the team to win, and he doesn't make adjustments when the team is losing.

**Coach 2:** Makes himself available to his players before and after practice. He understands the strengths and weaknesses of every player. Every season, his goal is for the team to win over 50% of their games.

Ask each group to pretend they are members of the basketball team. Give the groups one minute to choose which coach they would rather have. Once the groups choose, give them five minutes to write a list of what they think their team will accomplish under their chosen coach and what qualities their coach has that will help them accomplish their goals. After five minutes, groups will present their lists to the class. In the presentation, groups should state which coach they chose, and use the lists they created to explain why their coach would be a good leader.



After the presentations, tell the groups that they chose the coach based on the leadership characteristics that were described. Explain that it is the leadership of the coach that determines how the team will perform during the season, which is why hiring an effective leader is very important, as is true in most organizations/workplaces.

**Independent Practice (5-10 minutes):** Students complete the **Skill 22: *Lead Effectively* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 22 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Create leadership positions within your class for students to gain leadership experience.
- Choose a different leadership characteristic each week and encourage students to focus on improving that quality; additionally, you could assign extra credit to students who do an exemplary job in that particular leadership characteristic.
- Have students conduct research projects on specific leaders who have different and specific strengths.



**Skill 22: Lead Effectively – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Gathering Information

One of the downsides of modern technology is that today's students have very poor skills when it comes to finding information in any way other than doing a Google search. The skills in this set are designed to introduce students to the other ways that data and information can be acquired, and the importance of using these other methods.

The following skills are included in Gathering Information:

- Skill 23: *Use Library Holdings*
- Skill 24: *Use Commercial Databases*
- Skill 25: *Search the Web*
- Skill 26: *Conduct Interviews*
- Skill 27: *Use Surveys*
- Skill 28: *Keep and Use Records*



**Skill 23: Use Library Holdings****Students will be able to (SWBAT):**

1. Define the skill *Use Library Holdings* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Library Holdings*.

**Provided Materials:**

- Skill 23: *Use Library Holdings* – New York Times Article
- Skill 23: *Use Library Holdings* – Development Plan

**Skill Definition:** *Use Library Holdings* means searching through archives, databases, and records for information on a topic relevant to an area of research or interest.

**Warm Up Brainstorm (5-10 minutes):** To begin, write the provided skill definition on the board for the class to record. Survey students to see how many have checked out books from the school library, who has used a computer in the library, and who has used the card catalog. Explain that these are only a handful of resources that a library provides.

Remember that students often dismiss the information they can obtain at a library because to them, a library only has books and books are ‘old-fashioned’. Stressing the variety of resources available at the library is what is key to the success of this discussion. You want to share/post this list of what you can do at the library for students to discuss and see if they can add to it from their own experience.

- Use historical records about zoning in a town as a building contractor
- Compare different authors’ perspectives on an event for a research paper
- Search in the card catalog to locate books and magazine
- Listen to audio clips of different inaugural speeches from presidents
- Search a library database for articles about malnutrition in Zimbabwe
- Find statistics on the growth of a company in the last 10 years
- Filter through a list of names to find ancestors in an Ellis Island document
- Collect primary sources for a thesis paper
- Use microfiche to see photographs or news articles from the early 20<sup>th</sup> century

**Guided Activity (20-25 minutes):** Give students copies of the provided New York Times article. In partners or small groups, students should read the article to search for the variety of reasons it provides for why libraries and being able to use library resources are still important. Students should highlight the article where they find pro-library arguments and when all groups are finished, you should lead a discussion of the points that they found. You are likely to find that students disagree with the article, but it will be a good way to generate discussion as to why libraries are still relevant.

**Independent Practice (5-10 minutes):** Students complete the **Skill 23: Use Library Holdings – Development Plan**.



**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 23 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Divide class into groups of two or three. Give students a list of resources that a library would provide – electronic and hard copy. This list can include a card catalog, an online database that the school has access to, books, archives, articles, etc. Ask the students to come up with four examples (two school-related and two professionally relevant) of how knowing how to use this particular library holding would help them be successful in their classes and future jobs. As a whole class, have each group share all four examples from one resource. Be sure to note the good examples that the students give and help to clarify the examples that they may have misinterpreted as being a library holding.
- When you assign research projects to students, require that a certain amount of their research be conducted with library resources (for example, at least two articles found in library databases, etc.).



**Skill 23: Use Library Holdings – New York Times Article**

June 21, 2004 The New York Times

**Old Search Engine, the Library, Tries to Fit Into a Google World**

By KATIE HAFNER

**SAN FRANCISCO, June 20**— Katarina Maxianova, who received her bachelor's degree in comparative literature from Columbia University in May, took a seminar last year in which the professor assigned two articles from New Left Review magazine. She found one immediately through Google; for the other, she had to trek to the library stacks.

"Everyone in class tried to get those articles online," she said, "and some people didn't even bother to go to the stacks when they couldn't Google them."

For the last few years, librarians have increasingly seen people use online search sites not to supplement research libraries but to replace them. Yet only recently have librarians stopped lamenting the trend and started working to close the gap between traditional scholarly research and the incomplete, often random results of a Google search.

"We can't pretend people will go back to walking into a library and talking to a reference librarian," said Kate Wittenberg, director of the Electronic Publishing Initiative at Columbia University.

Ms. Wittenberg's group recently finished a three-year study of research habits, including surveys of 1,233 students across the country, that concluded that electronic resources have become the main tool for information gathering, particularly among undergraduates.

"We have to respond to these new ways," Ms. Wittenberg said, and come up with a way to make better research material available online.

That means working with commercial search engines like Google and Yahoo to make ever more digital-research materials searchable.

Undergraduates like Ms. Maxianova and her classmates are not the only ones conducting research from their computers. Faculty members also do it.

"One of the rarest things to find is a member of the faculty in the library stacks," said Paul Duguid, an information researcher who will teach a class this fall at the University of California, Berkeley on judging the authenticity of information found on the Web.

In the Columbia survey, 90 percent of the faculty members who responded said they used electronic resources in their research several times a week or more.

While the accuracy of online information is notoriously uneven, the ubiquity of the Web means that a trip to the stacks is no longer the way most academic research begins.

"The nature of discovery is changing," said Joseph Janes, associate professor and chairman of library and information science at the University of Washington. "I think the digital revolution and the use of digital resources in general is really the beginning of a change in the way humanity thinks and presents itself."

A few research librarians say Google could eventually take on more of the role of a universal library.

"If you could use Google to just look across digital libraries, into any digital library collection, now



that would be cool," said Daniel Greenstein, university librarian of the California Digital Library, the digital branch of the University of California library system.

The biggest problem is that search engines like Google skim only the thinnest layers of information that has been digitized. Most have no access to the so-called deep Web, where information is contained in isolated databases like online library catalogs.

Search engines seek so-called static Web pages, which generally do not have search functions of their own. Information on the deep Web, on the other hand, comes to the surface only as the result of a database query from within a particular site.

Use Google, for instance, to research Upton Sinclair's 1934 campaign for governor of California, and you will miss an entire collection of pamphlets accessible only from the University of California at Los Angeles's archive of campaign literature.

"Google searches an index at the first layers of any Web site it goes to, and as you delve beneath the surface, it starts to miss stuff," said Mr. Duguid, co-author of "The Social Life of Information." "When you go deeper, the number of pages just becomes absolutely mind-boggling."

Reference librarians are trying to bring material from the deep Web to the surface. In recent months, dozens of research libraries began working with Google and other search engines to help put their collections within reach of a broader public.

Carnegie-Mellon University, for instance, has digitally scanned 1.6 million pages of archival material from the papers of Carnegie-Mellon scientists like Herbert Simon, a winner of the Nobel in economic science. Now, a Google search for "Herbert Simon and Carnegie Mellon" turns up his papers.

Google has also indexed two million book titles through the Online Computer Library Center, which manages a database of catalogs from 12,000 libraries.

Other search sites are striking similar deals. Yahoo recently signed an agreement with the online library center to index its catalogs, and four months ago, it started carrying out a plan to make more of the deep Web reachable through Yahoo.

Yahoo has also signed other agreements, including one with the University of Michigan to make searchable the university's compendium of academic collections from more than 250 institutions.

Yet for every archive that is digitized, scores are not. "There's lots of great stuff that isn't available digitally and likely never will be," Dr. Janes said.

"We have to figure out how to adapt to a world where people will prefer digital stuff," Dr. Janes said, "yet not forgo the investment in print and analog collections and the work involved in mapping and maintaining those collections."

Research institutions are investing heavily in combining the new with the old. At Columbia's Butler Library, the stacks are not only alive and well, Ms. Wittenberg said, but have been modernized to allow for better physical access to the seven million volumes in the collection.

During the renovation, work areas with network connections were placed throughout the library.



"A student or faculty member could work for a whole day in what looks and feels like a very traditional library," Ms. Wittenberg said, "while accessing either the print collection or the large and rapidly growing collection of electronic resources."

Many experts, even those who specialize in digital material, say that losing the tactile experience of books and relying too heavily on electronic resources is certain to exact a price.

"How do you know it's the appropriate universe from which to draw your research materials?" Dr. Greenstein said. "It has huge ramifications for the nature of instruction and scholarship."

At the same time, many research librarians say that the new reliance on electronic resources is making their role as guides to undiscovered material more important than ever.

Thomas Mann, a reference librarian in the main reading room of the Library of Congress, was reminded of this recently while helping a visitor who was researching a 1942 famine in Greece. A Google search had yielded little useful information.

"While he was looking at newspaper articles from the 1940's that we have digitized," Dr. Mann said, "I set up a search on the terminal next to him in another database of historical abstracts and history journals."

In less than a minute, he pulled up citations for five scholarly articles about the famine and helped the visitor put in requests for the paper copies. "We can show people things they don't ask for," Dr. Mann said.

Some library experts welcome the change with few reservations.

"Although it seems like an apocalyptic change now, over time we'll see that young people will grow up using many ways of finding information," said Abby Smith, director of programs at the Council on Library and Information Resources, a nonprofit group in Washington.

"We'll see the current generation we accuse of doing research in their pajamas develop highly sophisticated searching strategies to find high quality information on the Web," Dr. Smith said.

Dr. Janes said that, like many others, he occasionally pined for the days spent in musty library stacks, where one could chance upon scholarly gems by browsing the shelves.

"You can think of electronic research as a more impoverished experience," Dr. Janes said. "But in some ways it's a richer one, because you have so much more access to so much more information. The potential is there for this to be a real bonus to humanity, because we can see more and read more and do more with it. But it is going to be very different in lots of ways."



**Skill 23: Use Library Holdings – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 24: Use Commercial Databases

For this lesson plan, each student needs exclusive use of a computer.

Students will be able to (SWBAT):

1. Define the skill *Use Commercial Databases* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Commercial Databases*.

Provided Materials:

- Skill 24: *Use Commercial Databases* – Why?
- Skill 24: *Use Commercial Databases* – Database Tips
- Skill 24: *Use Commercial Databases* – Database Practice
- Skill 24: *Use Commercial Databases* – Development Plan

**Skill Definition:** *Use Commercial Databases* means using certain online sources, different than websites, to gain reliable information.

**Warm Up Brainstorm (5-10 minutes):** Begin the lesson by having every student go to the following website: <http://spireproject.com/database.htm> and read the first 3 paragraphs on the page, which define what a commercial database is. Ask students to stop reading, and discuss if they understand what they've read. Write the provided skill definition for them to be able to see and copy. Ask them the big question, which is **why are commercial databases important?** Ideally someone will provide the answer: because databases often contain information that can't be found just searching on the Internet and good databases are organized in ways that are easy to locate that information.

**Guided Activity (20-25 minutes):** Students should use the website from the beginning of class to answer the questions on the provided handout, **Skill 24: Use Commercial Databases – Why?** And when everyone is finished, you can ask students to share their answers.

**Independent Practice (5-10 minutes):** Students complete the **Skill 24: Use Commercial Databases – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 24 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Use these provided handouts as a class activity to give students the opportunity to practice using databases:
  - Skill 24: *Use Commercial Databases* – Database Tips
  - Skill 24: *Use Commercial Databases* – Database Practice



**Skill 24: Use Commercial Databases – Why?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Using the website <http://spireproject.com/database.htm>, answer the questions below about when and why you might need to use commercial databases (note: remember to look at all of the databases provided on the website, not just the initial ones listed).

1. What kind of information is contained in the ERIC database? \_\_\_\_\_
2. Describe a professional situation in which someone might need to use ERIC to find relevant research. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. You are an investment banker and need to find information about a particular company's sale of specific securities. Which commercial database should you use? \_\_\_\_\_
4. What professionals might find the Medline database relevant and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In law school, which databases might you need to use for research? \_\_\_\_\_  
\_\_\_\_\_
6. What does Lexis-Nexis do that is different from other databases and under what circumstances might you choose to use Lexis-Nexis for your research needs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Which databases might be important to use if you are doing research specifically on a topic relevant in/to Europe? \_\_\_\_\_
8. What is one good strategy to keep in mind when using commercial databases? \_\_\_\_\_  
\_\_\_\_\_
9. What kind of career are you thinking of pursuing at this point and how do you see the use of commercial databases being helpful to you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Skill 24: Use Commercial Databases – Database Tips

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Locating Quantitative Data - LexisNexis Statistical Datasets

Tip #1: Use the left indicator panel to select a subject (or alternatively, enter a term(s) into the search box at upper right)

Tip #2: When viewing a data table, clicking on the blue “i” button will reveal the source organization for that data

Tip #3: Look to the black menu bar above each data table to see options for viewing, printing and/or exporting that data

Tip #4: The black menu bar can also be used to view an APA style ‘citation’ for that data

### 2. Finding Periodical Articles - ProQuest Research Library

Reminder: Do not use an article from an academic journal!

Challenge: How talented are you at identifying which journal articles are "academic" (scholarly/peer reviewed) and which are not?

### 3. Using United States Government Publications

Reminder: Do not use a document published by the U.S. Census Bureau for this exercise!

Tip: If a relevant document on your topic is not available online, try searching its title in SU Library's Catalog (It may be available in print at E.S. Bird Library)

### 4. Using Policy Publications - CQ Researcher

Tip #1: CQ Researcher is a great source for encyclopedic overviews of most topics with public policy implications

Tip #2: The contacts section appears at the left margin of each CQ Researcher report

Tip #3: When on an organizational or policy institute website and seeking a "policy paper," "working paper," "policy brief" or "online report," look for links labeled "publications," OR "research," OR "working papers," OR "library," etc.

### 5. Using United States Census Data

Tip#1: Use the "American FactFinder" tool to retrieve most of the data needed for this exercise.

Tip#2: To determine a comparable census area to your home county/city/town, use the "Population Finder" tool (located at the left margin, inside of American FactFinder)



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**Skill 24: Use Commercial Databases – Database Practice**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use the tips provided to you on the handout **Skill 24: Use Commercial Databases – Database Tips** to complete the following tasks.

1. Use LexisNexis Statistical to find a trend line graph. This must include at least three pieces of data, and must be from the last 5 years. Write the URL for the graph in the space below, and print out the page with the graph to hand in.
  
2. Use ProQuest Research Library to find an article relevant to a project you're currently working on or a subject you're currently learning about. The article must be from the past six months. Write the URL of the article in the space below, and print out the first page of the article on it to hand in.
  
3. Use the database <http://catalog.gpo.gov> (Government publications) to search for a publication relevant to a project you're currently working on or a subject you're currently learning about. The publication cannot be from the U.S. Census. Write the URL of the publication in the space below, and print out the first page of the article to hand in.
  
4. Use CQ Researcher to find a publication relevant to a project you're currently working on or a subject you're currently learning about. The article must be from the past year. Write the URL for the publication in the space below, and print out the first page of the article and hand it in.



**Skill 24: Use Commercial Databases – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 25: *Search the Web*

For this lesson plan, students will need the use of a computer in pairs.

Students will be able to (SWBAT):

1. Define the skill *Search the Web* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Search the Web*.

**Provided Materials:** Skill 25: *Search the Web* – Development Plan

**Skill Definition:** *Search the Web* means using the Internet to obtain relevant information quickly and efficiently.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes. Ask the students what a search engine is and to give an example. After Google and Yahoo are brought up (explain that Wikipedia is not a search engine, if necessary), ask the class how they would search the Web for a long, very specific phrase in an article. When they are less sure of their answer, explain that searching the Web involves more than just typing something into Google and hitting enter. Ask students if they have ever been unable to find something they were looking for on a search engine, and why that might be. Students should write down the following tactics are useful in executing searching strategies:

- Search for specific phrases (advanced searches)
- Use academic databases
- Distinguish between scholarly and non-scholarly articles
- Use sites that provide citations

**Guided Activity (20-25 minutes):** Divide the class into pairs, and set up each pair with a computer with Internet access. Give each pair the hardcopy of a newspaper article for them to find on a search engine of their choosing (make sure there is no website or source on the hardcopy). Instruct them to use the various search tips on this website:

<http://www.learnwebskills.com/search/engines.html>

to find the source of the article. They should try different tips to see which one(s) gets them the article most quickly. When each pair is finished have them share out the most useful tips for finding their information the fastest AND why it is important to know these tips instead of just randomly searching for something.

**Independent Practice (5-10 minutes):** Students complete the **Skill 25: *Search the Web* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 25 in their initial **Student Skills Assessment**.



**Skill 25: Search the Web – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill 26: *Conduct Interviews*

### Students will be able to (SWBAT):

1. Define the skill *Conduct Interviews* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Conduct Interviews*.

### Provided Materials:

- Skill 26: *Conduct Interviews* – On the Job
- Skill 26: *Conduct Interviews* – Development Plan

**Skill Definition:** *Conduct Interviews* means obtaining information from a person for direct and concise research.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy and, based on the definition, ask students to brainstorm and share all the different times they have been interviewed by someone (ex: for a job, for college, by a doctor, etc.). Then ask them to brainstorm and share any interviews THEY have conducted and how they think they did. What are some useful interviewing skills that one should have to conduct an interview (as in, what makes a good versus a bad interview)?

**Guided Activity (20-25 minutes):** Ask your students to complete the handout **Skills 26: *Conduct Interviews – On the Job*** with a partner and to strongly consider when they might need to interview someone in the future. When all the charts have been completed have each pair match up with another pair to make a group of four, and ask them to share their answers with one another. It is likely that they will have thought of different interviewees for each role.

**Independent Practice (5-10 minutes):** Students complete the **Skill 26: *Conduct Interviews – Development Plan***.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 26 in their initial **Student Skills Assessment**.

### Extension Activities:

- When giving research assignments, require that students prepare interview questions that you approve ahead of time and find someone relevant to interview for their projects.
- Conduct a lesson on what makes good interview questions, show students samples of high quality interviews, and have students practice interviewing each other.



### Skill 26: *Conduct Interviews* – On the Job

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** With a partner complete the chart below to consider why it is important to be able to conduct a good interview. The last two “occupation/role” boxes are blank for you to fill in on your own with two new/different occupations or roles. Be prepared to share with another pair.

Occupation/ Role	Who might you have to interview?	What might the consequences be if you do not interview this person/these people well?
Parent		
Landlord		
Journalist at a university newspaper		
Doctor		
Adult child of a very ill and aging parent		
Bank Manager		
Travel Agent		
Psychology Major in College		



**Skill 26: Conduct Interviews – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill 27: Use Surveys

**Students will be able to (SWBAT):**

1. Define the skill *Use Surveys* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Surveys*.

**Provided Materials:** Skill 27: *Use Surveys* – Development Plan

**Skill Definition:** *Use Surveys* means administering and analyzing surveys to collect data for a specific purpose.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes. Tell the class that the principal of your school believes that teachers give too little homework and has asked your class to create a survey to find information about how much and what kind of homework teachers at your school are assigning students. The data you collect will help him/her create a new policy for teachers regarding assigning homework. Have the following questions listed on the board or on an overhead projector/laptop to complete together:

1. What information are you looking to collect in your survey? (Note: it is useful to state the goal of your survey in the form of a question, such as: What flavor of ice cream do students in our school like the most?)
2. Who should you survey to get the information you need?
3. How many people do you need to survey in order for your results to mean anything?
4. In what way will you conduct your survey (face-to-face, by mail or mailboxes at school, online, over the phone, etc)?
5. What kinds of questions will you ask on your survey (multiple choice or open-ended)?

Ask students why it is important to answer these questions before completing your survey. Remind students that if you don't start off with a good understanding of your survey and what its purpose is, you can't expect it to be very useful.

**Guided Activity (20-25 minutes):** Divide the class into groups of 3 or 4 and assign them the following tasks to complete:

- Create 5 questions for your survey, keeping in mind the plan you created together as a class.
- Create a plan for how to analyze and present the survey information to the principal.
- Figure out what the possible outcomes might be once you present your survey analysis to the principal.
- Figure out the possible outcomes if the principal does not receive survey information but makes a decision about the homework policy based on his/her preference or opinion.
- Individually share the answer to this question with the members of your group: why do you think the skill *Use Surveys* might be important to have later on in your life, either in school, in your career, or as a private citizen?

When groups are finished and as time allows, ask each group to share their answers to the tasks they completed.



**Independent Practice (5-10 minutes):** Students complete the **Skill 27: Use Surveys – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 27 in their initial **Student Skills Assessment**.

**Extension Activities:**

- When assigning research projects, require that students either create and administer a survey or use data from a survey to support their work.
- Offer extra credit to students who bring in current events articles that make use of survey information; students should offer a critique of the survey information presented in the article.
- Teach lessons that provide much more detailed instruction of how to create survey samples and questions and to conduct data analysis from surveys collected.



**Skill 27: Use Surveys – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill 28: *Keep and Use Records*

### Students will be able to (SWBAT):

1. Define the skill *Keep and Use Records* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Keep and Use Records*.

### Provided Materials:

- Skill 28: *Keep and Use Records* – Records Inventory
- Skill 28: *Keep and Use Records* – Development Plan

**Skill Definition:** *Keep and Use Records* means creating and maintaining records such as financial records (budget), personal records (birth certificate), and legal records (settlements) to be used for your own benefit.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes. Ask students how many of them keep any kind of records already (probably very few of them) and, if they do, what kind of records do they keep. If nobody is keeping records, ask them what kind of records they think their parents keep. Here are some possibilities that might come up and you can list them on the board:

- Birth certificates
- Legal documents like last estate plans, health care proxy, power of attorney
- Deeds to property that is owned
- Bank or credit card statements
- Insurance policies
- Job contracts

You might also ask them about storing records online (for example, getting bank statements online) versus in hard copy, and some of the benefits or drawbacks of each option. Because students might not know a lot about this topic, remind them that to be most cautious hard copies or originals of your records can be stored in plastic bags in fireproof safes (so they are safe from water, fire or theft).

**Guided Activity (20-25 minutes):** Allow students to work with partners in order to complete the handout **Skill 28: *Keep and Use Records* – Records Inventory**. When everyone is finished and you are sharing out, make sure to provide students with any reasons why records might be used that they haven't thought of. For example, students might not know that you need a birth certificate to get a marriage license or that when traveling abroad you need proof of vaccinations for certain diseases before you can enter certain countries. You could also ask students if they can think of any other types of records to keep that were not on the list.

**Independent Practice (5-10 minutes):** Students complete the **Skill 28: *Keep and Use Records* – Development Plan**.



**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 28 in their initial **Student Skills Assessment**.

**Extension Activity:**

- The examples in this lesson are mostly for personal records. You could create a similar chart for more professional type of records: business plan, budget for the last 5 years and projected for 5 years ahead, updated client/customer contact and business information, etc.



### Skill 28: *Keep and Use Records* – Records Inventory

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** With a partner, brainstorm the different occasions you might need to use the records listed below and what the consequence might be if you didn't have them. There are several possibilities for each type of record; try to write down as many as you can think of.

Type of Record	When might you (or someone else) need to use this/these record(s)?	What would happen if you didn't have it/them?
Social Security Card		
Proof of voter registration		
Copy of filed tax form from 2 years ago		
Birth certificate		
Medical records		
Car registration		
Estate Plan (aka: last will & testament)		
Passport		
Monthly bank statement		
Licenses to do specific things (drive, teach, own a gun, scuba dive, etc.)		



**Skill 28: Keep and Use Records – Development Plan****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Using Quantitative Tools

Using Quantitative Tools is another skill set that students might be unfamiliar with, or at least it is likely that students have never thought of these skills as necessary for their futures beyond high school. Please remember that the purpose of these lessons is not to have students work on improving these skills, but rather to understand what they are and why they are important.

The following skills are included in Using Quantitative Tools:

- Skill 29: *Use Numbers*
- Skill 30: *Use Graphs and Tables*
- Skill 31: *Use Spreadsheet Programs*



## Skill 29: Use Numbers

### Students will be able to (SWBAT):

1. Define the skill *Use Numbers* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Numbers*.

### Provided Materials:

- Skill 29: *Use Numbers* – On the Job
- Skill 29: *Use Numbers* – Development Plan

**Skill Definition:** *Use Numbers* means applying mathematical and statistical tools in everyday life.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy and ask your class who they think uses math in real life. Provide a few examples to illustrate your point that everyone needs to use math at some point, and then ask students if they can think of any real-world examples of using numbers:

- Your boss tells you you're getting a 5% raise (or pay cut). Calculate what that means for your overall pay and what that means for your expenses in the coming months.
- You're taking a long car trip, and you need to make multiple stops for gas, so you need to plot a route with stops based on the miles per gallon of your car, requiring calculations.

**Guided Activity (20-25 minutes):** Give each student a copy of the handout **Skill 29: Use Numbers – On the Job** and assign each student a different occupation or role (you can duplicate professions if you want, and let students work in partners). Students should think of all the different ways/occasions they would use numbers in the occupation or role you give them (they could add more bubbles if they have more ideas!). Circulate the room while they are doing this to give them ideas if/when they are stuck. When everyone is done, ask students to share some examples and post all of their papers on a wall or bulletin board to give them a visual idea of how many different ways numbers are used in real careers. Some answers could be somewhat generic (as in, everyone gets a paycheck so being able to balance their budget is something that everyone should be able to do) but some should be more role-specific (as in, teachers need to be able to calculate grades).

Conclude by reminding students that using numbers will be an important skill throughout their lives.

Here is a list of careers you could use for students to complete the handout:

- |                             |  |                        |
|-----------------------------|--|------------------------|
| ▪ Teacher                   | ▪ Magazine editor/publisher              | ▪ Novel/fiction writer |
| ▪ Nutritionist              | ▪ Manager of a large store (like Target) | ▪ Mechanic             |
| ▪ Campaign manager          | ▪ Car salesman                           |                        |
| ▪ Lawyer                    | ▪ Military Officer                       |                        |
| ▪ Journalist                | ▪ Truck Driver                           |                        |
| ▪ Mortgage broker           | ▪ Nurse                                  |                        |
| ▪ Jeweler                   | ▪ Small business owner                   |                        |
| ▪ Doctor                    | ▪ Engineer                               |                        |
| ▪ Major TV network employee |  |                        |
| ▪ Fashion designer          |  |                        |



**Independent Practice (5-10 minutes):** Students complete the **Skill 29: *Use Numbers* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 29 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Add components to your students' assignments that require them to do some mathematical calculations or to use numbers in some way, even if you are not their math teacher.

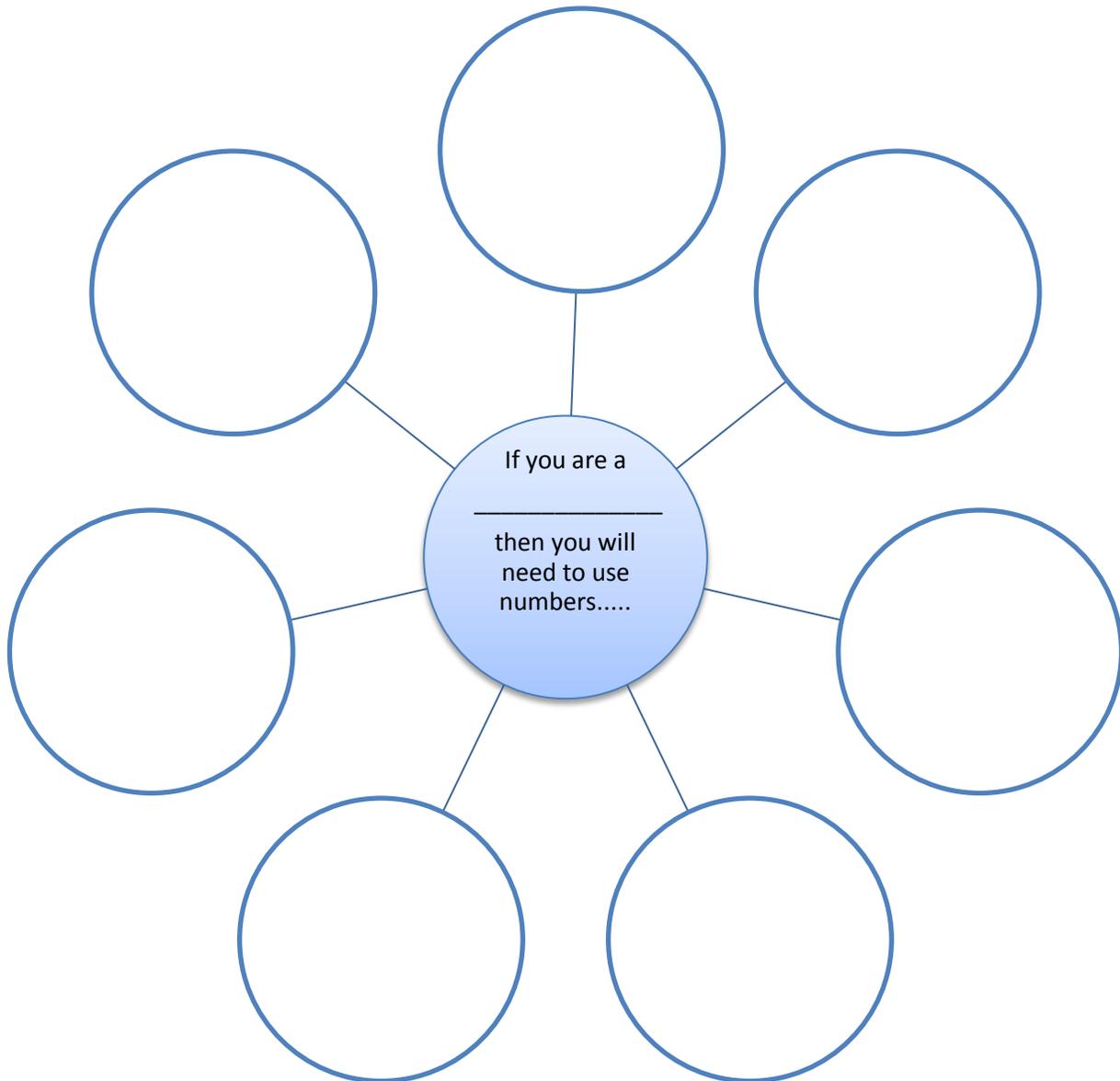


**Skill 29: Use Numbers – On the Job**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Fill in the bubbles below for the occupation or role that your teacher assigned you to be. Try to think of all the ways that math will be relevant in that occupation or role in the future.



**Skill 29: Use Numbers – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 30: Use Graphs and Tables

For this lesson plan, students will need the use of a computer in pairs.

Students will be able to (SWBAT):

1. Define the skill *Use Graphs and Tables* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Graphs and Tables*.

Provided Materials:

- Skill 30: *Use Graphs and Tables* – Text vs. Graphs
- Skill 30: *Use Graphs and Tables* – Development Plan

**Skill Definition:** *Use Graphs and Tables* means creating visual representations of data from a spreadsheet.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes. Ask if any students have ever created tables or graphs from a spreadsheet before and, if so, why did they do it, how did it go and how useful was it. Try to include the following notes in your discussion with students:

- Tables are just simplified data, where graphs are visual representations of data
- Employers often want the bottom line of your research, necessitating a graph
- No matter how large the data set, graphs and tables can make it digestible

**Guided Activity (20-25 minutes):** Ask students to work in pairs at a computer and to complete the provided worksheet **Skill 30: Use Graphs and Tables – Text vs. Graphs**. If you think that the students will have a hard time with the activity, you could do one sample together; in that case you would:

- Go to: <http://www.economist.com/research/articlesBySubject/display.cfm?id=7933596>
- Choose one of the “Daily Charts”
- Complete the questions together as a class before having the students do three more examples on their own, using their worksheet as a guide

When everyone is finished, lead a discussion about what graphs the students looked at and why they think the graphs were useful/important; you should also ask for volunteers to share their answers to the final two questions on the worksheet.

**Independent Practice (5-10 minutes):** Students complete the **Skill 30: Use Graphs and Tables – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 30 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Assign students work that requires them to either use or prepare a table or chart; this can be done in any subject area with a little creativity.



**Skill 30: Use Graphs and Tables – Text vs. Graphs**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Go to the website:<http://www.economist.com/research/articlesBySubject/display.cfm?id=7933596>

to see a list of daily briefings from *The Economist* that includes both text and charts, tables or maps. To complete this activity, you will need to choose three different “Daily Charts” that sound interesting to you (note: if you pick one that is a map, you will have to choose a different one; all three choices need to be bar charts or trend line graphs). Complete the questions below for each of the three “Daily Charts” you choose, as well as the two additional questions at the bottom.

**Daily Chart #1**

1. What is the title of the “Daily Chart”? \_\_\_\_\_
2. What is the source of the information for the “Daily Chart? \_\_\_\_\_
3. Which part of this briefing gives you more information: the text or the chart? \_\_\_\_\_
4. Why or how do you know your answer for #3? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In what kind of profession or position might you be responsible for either creating this chart or using this chart? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Daily Chart #2**

6. What is the title of the “Daily Chart”? \_\_\_\_\_
7. What is the source of the information for the “Daily Chart? \_\_\_\_\_
8. Which part of this briefing gives you more information: the text or the chart? \_\_\_\_\_
9. Why or how do you know your answer for #8? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. In what kind of profession or position might you be responsible for either creating this chart or using this chart? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Daily Chart #3**

11. What is the title of the “Daily Chart”? \_\_\_\_\_

12. What is the source of the information for the “Daily Chart”? \_\_\_\_\_

13. Which part of this briefing gives you more information: the text or the chart? \_\_\_\_\_

14. Why or how do you know your answer for #13? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. In what kind of profession or position might you be responsible for either creating this chart or using this chart? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Additional Questions (you can answer personally instead of with your partner)**

16. In general, do you prefer to read data/numbers in text or represented visually in a table, graph or chart?

17. In the type of profession you hope to have one day (or if you don't know, one that you are at least considering), how do you think you might use the skill of being able to create tables or graphs?



**Skill 30: Use Graphs and Tables – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### **Skill 31: Use Spreadsheet Programs**

For this lesson plan, each student needs exclusive use of a computer.

**Students will be able to (SWBAT):**

1. Define the skill *Use Spreadsheet Programs* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Use Spreadsheet Programs*.

**Provided Materials:**

- Skill 31: *Use Spreadsheet Programs* – Examining Data Sets
- Skill 31: *Use Spreadsheet Programs* – Development Plan

**Skill Definition:** *Use Spreadsheet Programs* means using graphs and tables to interpret collected data.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes. First make sure that all students know what a spreadsheet program is; the most common one that they might have used or will use in the future is Microsoft Excel. Remind them that Excel is a program that can store and organize data so that you can use them in many ways – like making tables, charts, and graphs. Ask students if they can think of reasons why they might need to use a spreadsheet in their daily life, which leads to the next activity.

**Guided Activity (20-25 minutes):** Give the students the worksheet **Skill 31: Use Spreadsheet Programs – Examining Data Sets** to complete using the website provided. When the entire class has finished, ask students to share different examples from their work and conclude by asking why they think this is an important skill.

**Independent Practice (5-10 minutes):** Students complete the **Skill 31: Use Spreadsheet Programs – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 31 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Assign students work that requires them to use data in Excel and prepare a report that includes graphs or tables made from the data in Excel; this can be done in any subject area with a little creativity.



**Skill 31: Use Spreadsheet Programs – Examining Data Sets**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Go to the website: <http://mathforum.org/workshops/sum96/data.collections/datalibrary/data.set6.html> to see a list of different sets of data. To complete this activity, you will need to choose three sets of data that sound interesting to you. When you click on each link, it will download a set of data to your computer that you can open in Microsoft Excel. Complete the chart below.

	Title & Source	1. Using this data set, what are three different graphs that you could create?	2. Choose one of the graphs from #1 and decide who might be able to use it in his/her profession and for what purpose?	3. If you are the person you mentioned in #2, why is it important that you be able to create a table or graph from this data set?
Data Set 1				
Data Set 2				
Data Set 3				



**Skill 31: Use Spreadsheet Programs – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities that will help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific class or academic experience, job, internship, student activity or community service project. They should be listed in order from the most important to the least important to your skill development.

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## Skill Set: Asking and Answering the Right Questions

If students take the time to understand the importance of these skills, they are likely to find themselves ahead of their peers after high school. One of the most valuable elements of this skill set is that it encourages patience and attention to details, qualities which high school students are not necessarily known for. These skills help foster maturity and professionalism.

The following skills are included in Asking and Answering the Right Questions:

- Skill 32: *Detect Nonsense*
- Skill 33: *Pay Attention to Detail*
- Skill 34: *Apply Knowledge*
- Skill 35: *Evaluate Actions and Policies*



**Skill 32: Detect Nonsense****Students will be able to (SWBAT):**

1. Define the skill *Detect Nonsense* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Detect Nonsense*.

**Student Materials**

- Skill 32: *Detect Nonsense* – Nonsense Scenarios
- Skill 32: *Detect Nonsense* – Development Plan

**Skill Definition:** *Detect Nonsense* means recognizing the inaccuracy of information that is presented as factual whether from people, institutions or the media.

**Warm Up Brainstorm (5-10 minutes):** Introduce the students to Socrates, the father of western wisdom, who based his philosophy around the recognition and expectation of ignorance. Explain how it can sometimes be more dangerous to assume people know what they're talking about than it is to assume they don't and let them prove you wrong. Also note that students should always solicit multiple statements of facts whenever possible. Encourage students to be like Socrates: assume people are unaware of their own ignorance and politely probe to sort out the difference. As an example, introduce the students to the following medical doctor scenario: When doctors meet with their patients, they need to listen carefully to what the patients say to determine whether the patients are "blowing smoke." If you ever tell a doctor you have a fever but then answer "No" when s/he asks you, "Did you take your temperature?" you are blowing smoke and will likely be rebuked. Ask students to share what the consequences are if the doctor doesn't detect nonsense? Also, see if they can provide a couple more examples of when and why detecting nonsense is important. Finally, write the provided skill definition on the board for students to copy in their notes.

**Guided Activity (20-25 minutes):** Give all students the handout **Skill 32: Detect Nonsense – Nonsense Scenarios** and split the class into groups or pairs. Students should answer the questions that ask why it is important to detect nonsense in the given scenarios. Every group should discuss all 4 scenarios, but assign one scenario for each group to lead a discussion with the rest of the class. The important thing to stress is not how to detect nonsense, although you can touch on that, but rather why it is important to have the skill of being able to do so.

**Independent Practice (5-10 minutes):** Students complete the **Skill 32: Detect Nonsense – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 32 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Play "two truths and a lie": Have students pair up and tell each other two truths and one lie about themselves, having the other student guess which was a lie. After students have done this with a few partners, start a discussion about their strategies to figure out the lie.



**Skill 32: Detect Nonsense – Nonsense Scenarios**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** After reading each scenario below with your partner(s), answer the questions “Why is it important to detect nonsense...” for the given people in the situation. Also, if you have any ideas for how to detect nonsense in each scenario, jot those down as well.

- 1. Jeff shows up to class late the day his final paper is due and asks for an extension on his paper. Jeff explains that he was late and his paper is missing because he was in the library trying to print his paper, but the printer was malfunctioning.**

You are Jeff’s professor. Why is it important for you to detect nonsense in this situation? Are there any consequences if you don’t detect nonsense here?

You are Jeff’s classmate. Why is it important for you to detect nonsense in this situation? Are there any consequences if you don’t detect nonsense here?

How might you detect if Jeff is full of nonsense in either of those positions?

- 2. Gina is interviewing for a job in the medical field and her resume is exemplary, especially given her young age. She has worked for many high profile hospitals and lists several prominent doctors as references.**

You are the head of Human Resources in this workplace. Why is it important for you to detect nonsense in this situation? Are there any consequences if you don’t detect nonsense here?

How might you detect if Gina is full of nonsense?



- 3. Tom prepared a presentation outlining the quarterly fiscal earnings of his company. In his presentation, he reported that earnings nearly tripled despite a global recession.**

You are Tom's immediate manager. Why is it important for you to detect nonsense in this situation? Are there any consequences if you don't detect nonsense here?

You are the CEO of Tom's company. Why is it important for you to detect nonsense in this situation? Are there any consequences if you don't detect nonsense here?

How might you detect if Tom is full of nonsense?

- 4. Lucy is reading a newspaper article that highlights crime statistics in her neighborhood. She is completely surprised to find that the article says she lives in one of the worst parts of the city because she doesn't feel unsafe where she lives.**

Why is it important for Lucy to detect nonsense in this news article? Are there any consequences if she doesn't detect nonsense here?

How might Lucy detect if the article is full of nonsense?

You are the chief of police in Lucy's city. Why is it important for you to detect nonsense in this news article? Are there any consequences if you don't detect nonsense here?



**Skill 32: Detect Nonsense – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 33: Pay Attention to Detail**

**Students will be able to (SWBAT):**

1. Define the skill *Pay Attention to Detail* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Pay Attention to Detail*.

**Provided Materials:** Skill 33: *Pay Attention to Detail* – Development Plan

**Skill Definition:** *Pay Attention to Detail* means being precise and accurate in answering questions, making decisions, and creating documents, records, and projects.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes and ask the class to identify why they think this skill is important. Ask them if they can think of any situations when paying attention to detail is NOT important.

**Guided Activity (20-25 minutes):** Students should complete the provided worksheet, **Skill 33: Pay Attention to Detail – Classroom Quiz** and flip their papers over when they are done. Students who did anything other than #3 did not pay attention to the details in the directions. By reading the entire document first, as stated in the directions, students should have known they only needed to complete #3. When everyone is finished and this point has been made, ask students what the consequences were for students who did not pay attention to the details: they wasted their time and did not get a perfect grade on the quiz. Then ask students to identify the possible consequences of not paying attention to details in these circumstances, to highlight the fact that paying attention to details is important in all areas of life:

- You do not notice that the girl at the grocery store just gave you completely incorrect change.
- You didn't double-check your work on your math test.
- You are a lawyer and sent a memo to a client that was not proofread.
- You are applying for a summer internship at the local newspaper and did not proofread your resume or cover letter.
- You are a doctor and did not confirm the patient's blood type before going in for a major surgery and blood transfusion.

**Independent Practice (5-10 minutes):** Students complete the **Skill 33: Pay Attention to Detail – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 33 in their initial **Student Skills Assessment**.

**Extension Activities:**

- Provide students with many opportunities to pay attention to detail by only giving directions once and strongly penalizing them for small mistakes like spelling, grammar and punctuation on class assignments.



**Skill 33: Pay Attention to Detail – Classroom Quiz**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Complete this quiz on a separate piece of paper but first carefully read the entire quiz before you proceed. Turn your paper over on your desk when you are finished.

1. Write yesterday's date in the top right hand corner of your quiz paper.
2. Write the answer to the following multiplication problem underneath the date on your quiz paper:  
 $6 \times 2 = ?$
3. Write the name of the day of the week that begins with the letter "W" in the top left hand corner of your quiz paper.
4. Add 15 to the answer you got in part #2, and write this new total directly underneath your answer for part #3.
5. In the lower left hand corner of your quiz paper, write the name of your favorite movie.
6. Just above your answer to part #5, write, "This quiz is very easy."
7. In the lower right hand corner of your quiz paper, draw a rectangle and inside the rectangle draw a heart. The size of these drawings is not important.
8. Directly above your answer to part #7, write the name of the lead actor in the film you picked for answer #5.
9. Think of a number between 1 and 50. Double that number. Add 20. Add 6. Subtract 9. Divide by 2. Write this number on your quiz paper directly above your answer to part #5.
10. To get a perfect score on this exam, only complete problem #3.
11. The name of the first president of the United States is George Washington. He was president from 1789 until 1797. Add the 2 dates together.
12. You should not be reading the end of the exam before the beginning of the exam, but now that you are here, you have just wasted some of the time you may need to complete the test.



**Skill 33: Pay Attention to Detail – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 34: *Apply Knowledge*

**Students will be able to (SWBAT):**

1. Define the skill *Apply Knowledge* and identify why the skill is important.
3. Develop a plan to improve their own proficiency in the skill *Apply Knowledge*.

**Provided Materials:**

- Skill 34: *Apply Knowledge* – Decision Making
- Skill 34: *Apply Knowledge* – Development Plan

**Skill Definition:** *Apply Knowledge* means using the information you have to make informed decisions and reach conclusions.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy and ask students to provide real-world examples of when they have used knowledge to make decisions. If they are having a hard time coming up with examples, here are a few to share:

- Making sure to go to bed at a reasonable hour, knowing that one requires 9 hours of sleep to function at full capacity.
- Avoiding fast food entirely, knowing it is greasy, fatty and very unhealthy.
- Actively raising their hands and participating in class, knowing from previous experience that teachers notice and reward participation with a slightly better grade.
- Making friends in different social groups as opposed to staying confined to a chosen few, knowing that friendships can wear thin with too much exposure.

**Guided Activity (20-25 minutes):** You are going to give the students three situations to consider, so they will need three copies of **Skill 32: *Apply Knowledge* – Decision Making**. In the top box of the chart, they should copy/summarize (or you could pre-copy for them) the three situations below. Direct them to consider and write down three pieces of knowledge they would apply to making a decision in each situation and then write down their final decision. They can use knowledge from the given situation as well as any relevant outside knowledge they possess.

**Situation 1:** You are planning a trip overseas to visit several African countries. You register your travel online with the US State Department, and a few days before your trip you receive an e-mail saying that two of the four countries you plan to visit in Africa have recently received terrorist threats. Also, they each have had small terrorist attacks already in recent months. You mostly plan to stay at different resorts and high-end hotels within these countries; you've also been told that terrorist threats like these are very common throughout the developing world and very rarely materialize. Should you still go on your trip?



**Situation 2:** There is a person you know running for local office. Your children go to school with her children. From what you know of her children, you don't really care for her parenting and haven't noticed much involvement from her at school in the past. In the few conversations you have had with her, this politician seems to be judgmental and impatient. You have never really cared for her. BUT you do really like some of the policies she has proposed during her campaign and the politics she stands for. Should you vote for her or not?

**Situation 3:** You've received a job offer from a company that you really want to work for, but you also know that they have recently laid off a lot of people. While the human resources department insists that the company is not in financial trouble but is merely trying to "restructure" the company with employees possessing a different skill set than the old staff, you have read in the newspaper that the company may in fact not be doing that well. You don't want to invest yourself in learning the ropes of a new job only to get laid off in a few months. But you haven't had any other job offers and really need some income! Should you take the job or not?

After the students have made their decisions, you will find that they used some really distinct knowledge and some overlapping knowledge to help make similar and different decisions. Lead a discussion about whether it was helpful for them to think of and write down the specific knowledge they used to make each decision (what decisions they made are not the main point here). Conclude with the question: why is it important to be aware of what knowledge helps you make decisions or draw conclusions?

**Independent Practice (5-10 minutes):** Students complete the **Skill 34: *Apply Knowledge – Development Plan.***

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 34 in their initial **Student Skills Assessment.**

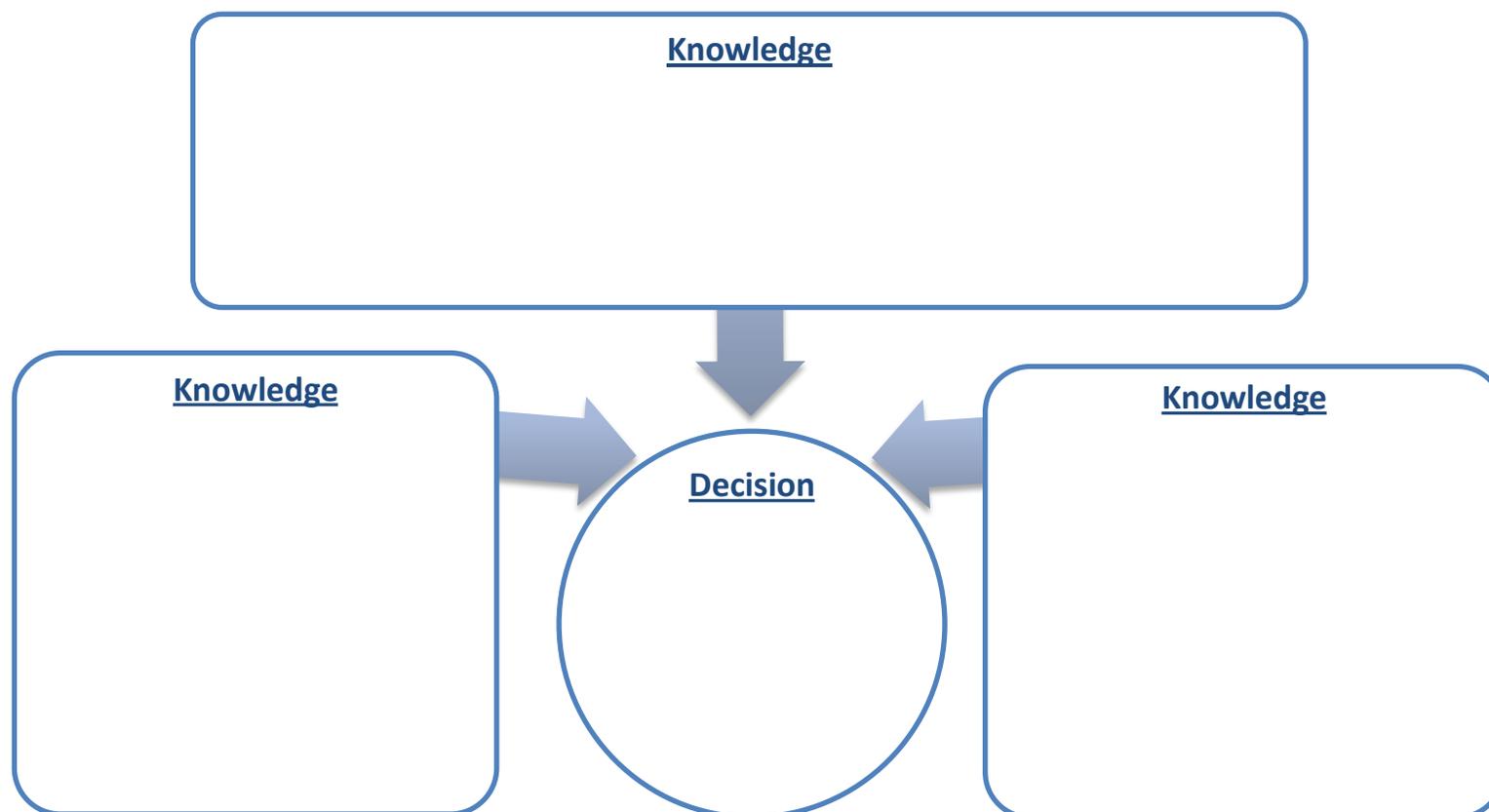
**Extension Activity:**

- Do a similar exercise as today's class work at different times by asking students to document the "knowledge" they used to make decisions or to get things done.



**Skill 34: Apply Knowledge – Decision Making**

**Situation:**



**Skill 34: Apply Knowledge – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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**Skill 35: Evaluate Actions and Policies****Students will be able to (SWBAT):**

1. Define the skill *Evaluate Actions and Policies* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Evaluate Actions and Policies*.

**Provided Materials:**

- Skill 35: *Evaluate Actions and Policies* – Setting a SMART Goal
- Skill 35: *Evaluate Actions and Policies* – Development Plan

**Skill Definition:** *Evaluate Actions and Policies* means being able to identify goals, measure those goals, and determine the goals' successes and failures.

**Warm Up Brainstorm (5-10 minutes):** Write the skill definition on the board for students to copy and ask them what they think it means. Ask students to give examples of what their personal goals are. How can you tell if a goal has been a success or failure?

Use a projector or poster to show students this process for setting goals; it is a common acronym used for goal setting called "SMART Goals":

**Goals should be SMART:**

- **Specific:** The goal should identify a specific action or event that will take place.
- **Measurable:** The goal and its benefits should be quantifiable.
- **Achievable:** The goal should be attainable given available resources.
- **Realistic:** The goal should require you to stretch some, but allow the likelihood of success.
- **Timely:** The goal should state the time period in which it will be accomplished.

Source: [http://www.ccd.me.edu/careerprep/CareerPrepCurriculum\\_LP-7.pdf](http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-7.pdf)

As a class, create a goal for the school or class using these guidelines. (You could use the worksheet for the guided activity to go through together as a sample before the students develop their own goals).

**Guided Activity (20-25 minutes):** Provide students with the attached worksheet, **Skill 35: Evaluate Actions and Policies – SMART Goals**, and have them create one well-planned personal goal.

After they have done that exercise, discuss how this skill is relevant in the real world. When they are trying to accomplish something in their personal or professional lives, this process can be useful to ensure their actions and the solutions they implement to solve problems are purposeful.



**Independent Practice (5-10 minutes):** Students complete the **Skill 35: *Evaluate Actions and Policies* – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 35 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Assign students to create several SMART goals with different time frames: this week, this month, this semester, or this year. Allow them time to monitor, reflect on and revise these goals periodically in your class. Perhaps even do the same for goals the whole class comes up with together (for example, the entire class will earn an average grade of B+ by the end of the semester).



**Skill 35: Evaluate Actions and Policies – Setting a SMART Goal**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Using the tips below, create one well-planned SMART goal for yourself.

<p><b>Tips to help you set effective goals:</b></p> <ol style="list-style-type: none"> <li>1. State goals as declarations of intention, not items on a wish list. "I want to apply to three schools" lacks power. "I will apply to three schools" is intentional and powerful.</li> <li>2. Attach a date to your goal. State what you intend to accomplish and by when.</li> <li>3. Be specific. "To find a job" is too general. "To find and research five job openings before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.</li> </ol>
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**My SMART Goal**  
(Specific, Measurable, Achievable, Realistic, Timely)

Goal Statement:	
What do I need to do to reach this goal?	
Where am I now?	
Obstacles to achieving this goal:	Solutions to overcoming these obstacles:



**Skill 35: Evaluate Actions and Policies – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Skill Set: Solving Problems

You can think of this final set of skills as a map for engaged civic participation. While also applicable in academic life or the job world, the skills related to solving problems are particularly beneficial when it comes to attending civic meetings, paying taxes, running for political office, volunteering, or voting. While students might not see themselves in those roles yet, it is useful for them to be introduced to the idea that the skills necessary for policy-making are ones they can begin to develop now.

The following skills are included in Solving Problems:

- Skill 36: *Identify Problems*
- Skill 37: *Develop Solutions*
- Skill 38: *Launch Solutions*

**Please note that for the first time, this skill set has three lessons that are related to and build upon one another. You could teach them in isolation and they will stand alone, but they will be more useful to students if they can see how these skills all work together.**



**Skill 36: Identify Problems**

For this lesson plan, each student needs exclusive use of a computer.

**Students will be able to (SWBAT):**

1. Define the skill *Identify Problems* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Identify Problems*.

**Provided Materials:**

- Skill 36: *Identify Problems* – Finding Evidence
- Skill 36: *Identify Problems* – Development Plan

**Skill Definition:** *Identify Problems* means knowing how to define a problem and come up with evidence to support the problem's existence.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes and begin a discussion about problems, using an example such as **too much homelessness in America's big cities**. Discuss how it is necessary to have evidence to support the problem's existence, carefully explaining the difference between knowing a problem exists and having the evidence to convince others it exists. **In the case of the problem above, you would need statistics from several large cities in America to demonstrate that large percentages of their populations are homeless.** Explain that evidence comes in the form of statistics/numbers and statements from experts on the topic.

**Guided Activity (20-25 minutes):** Give students the handout **Skill 26: Identify Problems – Finding Evidence** to complete at their individual computers. The worksheet asks students to find evidence to demonstrate that six different problems exist. While there are many sources of evidence in the real world, for the purpose of this exercise if they can't find it using the Internet then we will "assume" there is no evidence to prove there is actually a problem. Once they investigate each problem, the question becomes: **if you can't find evidence of a problem, how do you prove to others it exists?** This drives home the importance of this skill.

**Independent Practice (5-10 minutes):** Students complete **Skill 36: Identify Problems – Development Plan**.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 36 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Require students to have evidence to demonstrate problems or defend opinions in their work for your class.



**Skill 36: Identify Problems – Finding Evidence**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** There are six problems stated below. Using the Internet, find evidence to support that each problem exists and document both the evidence and its source.

Problem	Did you find evidence that proves this problem exists: Yes or No? If yes, what is the evidence?	Also if yes, what is the source of the evidence?
1. There is too much crime in the city of Syracuse, New York.		
2. The city of Helena, Montana is overpopulated with owl species.		
3. At your school, students are too loud in the hallways during class time, even with doors closed.		
4. There are too many unwanted teen pregnancies in the United States.		
5. The United States provides too much financial support to countries with corrupt and undemocratic dictators.		
6. Too few college students are graduating on time (either in two years or four years, depending on the school they go to).		



**Skill 36: Identify Problems – Development Plan**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 37: *Develop Solutions*

**Students will be able to (SWBAT):**

1. Define the skill *Develop Solutions* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Develop Solutions*.

**Provided Materials:** Skill 37: *Develop Solutions* – Development Plan

**Skill Definition:** *Develop Solutions* means creating a solution to eliminate a problem or ameliorate its negative effects.

**Warm Up Brainstorm (5-10 minutes):** Write the skill definition on the board for students to copy in their notes. Ask them to share examples of problems they feel are impossible to eliminate. Provide some background for students on this skill by sharing the following notes with students:

- Problems may not always be able to be eliminated completely but can have their negative effects reduced.
- Drawing on previous solutions often creates new solutions, but it is also important to combine these borrowed ideas with unique ideas pertaining to the problem at hand.
- Identifying a problem and then coming up with a solution to present simultaneously is perceived as being proactive by employers, so the two skills go hand-in-hand.

**Guided Activity (20-25 minutes):** Present the students with this problem:

**Problem:** Students are too loud in the hallways during class time, even with doors closed.

**Evidence:** 27 out of 36 teachers have to leave their rooms during their class time to reprimand students/shuffle them off to class in order to make the hallways quiet enough for them to teach their lessons.

Divide the class into groups of four or five students and challenge them to come up with three possible solutions to the problem. They should remember that the point is to reduce the negative effects of the problem even if it can't be completely eliminated. Once groups have come up with their three solutions, allow them time for discussion as to which solution best addresses the problem and is most realistic. Ask for groups to share their best solutions, and try to be a little critical of their ideas. Don't be unfairly harsh, but emphasize the point that it is *difficult* to come up with good solutions to problems. If it were easy, the problems wouldn't still exist, right?

For the last few minutes of class, ask students to discuss why they think this skill is necessary in the real world. Ask if they can imagine possible situations when they will have to solve identified problems in the futures, either personally or professionally.

**Independent Practice (5-10 minutes):** Students complete the **Skill 37: *Develop Solutions* – Development Plan**.



**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 37 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Create competitions in the classroom that require students to come up with the best solutions to identified problems, either by themselves or in groups. Remember to be critical so they understand how difficult it is to come up with good solutions. This is a particularly useful exercise when specific problems arise in your classroom.



**Skill 37: Develop Solutions – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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### Skill 38: *Launch Solutions*

**Students will be able to (SWBAT):**

1. Define the skill *Launch Solutions* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Launch Solutions*.

**Provided Materials:**

- Skill 38: *Launch Solutions* – Convincing Players
- Skill 38: *Launch Solutions* – Development Plan

**Skill Definition:** *Launch Solutions* means effectively implementing a plan or policy to solve or ameliorate a problem.

**Warm Up Brainstorm (5-10 minutes):** Write the provided skill definition on the board for students to copy in their notes and ask them to figure out how the previous two skills are related to this skill. In other words, why are they considered to be one skill set? **The following notes might also be helpful to students:**

- You could develop the best solution to a problem but it may never get off the ground without support from those who will ultimately implement it.
- As such, it is necessary for both your problem, with its evidence, and solution to be important to those in power.

**Guided Activity (20-25 minutes):** To begin, a reminder of the problem and its evidence from the previous two lessons:

**Problem:** Students are too loud in the hallways during class time, even with doors closed.

**Evidence:** 27 out of 36 teachers have to leave their rooms during their class time to reprimand students/shuffle them off to class in order to make the hallways quiet enough for them to teach their lessons.

Using the above example from the previous two lessons (Skills 36 and 37), ask students to choose **ONE** of the solutions that the groups had come up with to solve or improve the problem (if there were 5 groups in your class for Skill 37 then the class will have to choose the best of the 5 solutions they had created).

Working in the same groups as in the previous lesson, students should decide **WHO** they need to convince of the problem and its evidence in order to implement the specific solution, or policy, the class chose. It could be one or more people (for instance, possible players might be the principal, the head of the school board, specific teachers, the custodian, etc.) and the students should use the provided worksheet, **Skill 38: *Launch Solutions* – Convincing Players**, to figure out how to convince these people to make their chosen solution a reality.



Once each group has completed their worksheets, take turns sharing out their answers to #4 and #5 so students can hear all the different ideas regarding the same solution to the same problem. Additionally, you should ask students to share answers to #6. Finally, Skill 21 is definitely relevant to connect here (if you have taught it) because politicking is a big part of getting chosen solutions implemented and it is likely that their answers to question #5 were related to politicking wisely.

**Independent Practice (5-10 minutes):** Students complete the **Skill 38: *Launch Solutions – Development Plan***.

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 38 in their initial **Student Skills Assessment**.

**Extension Activity:**

- Encourage students to problem solve in this very methodical way and to be aware of how they achieve success in implementing their chosen solutions. Again, classroom competitions could be facilitated where you choose the person or group who has proposed the best solution to a problem WITH a plan for how to get that solution implemented.



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**Skill 38: *Launch Solutions* – Convincing Players****Name:** \_\_\_\_\_**Date:** \_\_\_\_\_

**Directions:** In your groups, answer the questions below to make a plan for how to implement the solution that the class chose for the problem at hand.

1. What is the problem you are trying to solve?
2. What is the evidence of that problem?
3. What is your chosen solution to solve or improve the problem?
4. Who are the most powerful people you need to convince to take the problem seriously and implement your proposed solution?
5. For each of the people you have identified above, what can you do to convince them to implement the solution you have proposed?
6. Why is this process helpful to you and when can you imagine using it in the real world?



**Skill 38: *Launch Solutions* – Development Plan**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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## Part Five: Academic Support

On the chance that you are still skeptical about “skills education” or have a shadow of doubt as to why you are using this manual in the first place, we would like to present some literature and resources to support the notion that “It’s the skills, stupid!” These can also be used to justify to parents, principals or school boards why teaching the 3CSkills to students is critical at this time and for their futures.



## Will We Ever Learn? What's Wrong With the Common-Standards Project

By Robert I. Lerman & Arnold Packer

[www.edweek.org](http://www.edweek.org)

Published Online: April 20, 2010

Published in Print: April 21, 2010

Here are two problems from a sample Common Core State Standards Initiative test intended to ensure that all students leave high school ready for college or careers:

*“Give me 8 sheep and then we will have an equal number,” said one shepherd to another. “No, you give me 8 sheep and then I will have twice as many as you,” replied another shepherd. How many sheep did each shepherd have to start with?*

*Write an equation or inequality that has (a) no real solutions; (b) infinite numbers of real solutions; and (c) exactly one real solution.*

The National Governors Association and the Council of Chief State School Officers launched the common-core initiative in 2009, and presented the [proposed standards](#)  to the public last month. President Barack Obama has endorsed them, Kentucky has already pledged to adopt them, and other states will soon follow suit.

But what could they be thinking?

We got a hint of that 10 years ago at a meeting in Albany, N.Y., when the state’s chief test-maker was asked why New York tested students’ ability to factor a polynomial but not to speak standard English, even though good verbal skills matter far more on the job to far more people. The answer? “Because we can test factoring but not speaking.”

"We need rigorous but basic academic, homing on skills that will be used, and not short-shrifting the 'soft skill' behaviors that lead to success in college and careers."

This reply makes it clear why the new core standards are off track. Consider Algebra 2, the study of logarithms, polynomial functions, and quadratic equations. Although many states want to make the course a requirement for graduating from high school, there appears to be no need to do so. Northeastern University sociologist Michael Handel has found that only 9 percent of people in the workforce ever use this knowledge, and that fewer than 20 percent of managerial, professional, or technical workers report using any Algebra 2 material. In fact, the National Assessment of Adult Literacy shows that more than 20 percent of adults (and about 50 percent of minority adults) never learn fractions well enough to apply them to common tasks. When we fixate on Algebra 2’s polynomial functions, command and depth of knowledge are sacrificed for ill-learned, and quickly forgotten, breadth.

All students should master a verifiable set of skills, but not necessarily the same skills. Part of the reason high schools fail so many kids is that educators can’t get free of the notion that all students—regardless of their career aspirations—need the same basic preparation. States are



piling on academic courses, removing the arts, and downplaying career and technical education to make way for a double portion of math. Meanwhile, career-focused programs, such as Wisconsin's youth apprenticeships and well-designed career academies, are engaging students and raising their post-high-school earnings, especially among hard-to-reach, at-risk male students.

Maintaining our one-size-fits-all approach will hurt many of the kids we are trying most to help. Maybe that approach, exemplified in the push for common standards, will simply lead to yet more unmet education goals. But it won't reduce, and might increase, the already high rate at which students drop out of school, or graduate without the skills and social behaviors required for career success.

Every study of employer needs made over the past 20 years—from the U.S. secretary of labor's 1992 Commission on Achieving Necessary Skills, to the more recent "Are They Really Ready to Work?" report from the Conference Board and the nonprofit Corporate Voices for Working Families—has come up with the same answers. Successful workers communicate effectively, orally and in writing, and have social and behavioral skills that make them responsible and good at teamwork. They are creative and techno-savvy, have a good command of fractions and basic statistics, and can apply relatively simple math to real-world problems such as those concerning financial or health literacy. Employers never mention polynomial factoring or solving shepherd problems.

All the recent work in cognitive science and adult success, summed up in books such as *Drive*, by Daniel Pink, and *The Global Achievement Gap*, by Tony Wagner, stresses the importance of having pride and interest in what you do. Yet most schools ignore career-oriented approaches, especially those that combine learning on the job with classroom instruction. Time-consuming but interesting and relevant project-based learning takes a back seat to robotic drill-for-the-test instruction, until school becomes so boring that students want to drop out—and do.

Education reformers have to move beyond platitudes. Requiring every child to take courses oriented toward a rigorous college education (as the common core does) when current high school dropout rates are sky-high will produce results similar to the unmet education goals set by Congress in the 1990s for the year 2000. We've not come close to a 90 percent high-school-graduation rate or to eliminating the graduation gap between minority and nonminority students.

We need rigorous but basic academics, homing in on skills that will be used, and not short-shrifting the "soft skill" behaviors that lead to success in college and careers. The management guru Peter Drucker got it right: "The result of a school is a student who has learned something and puts it to work 10 years later."

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Robert I. Lerman is an institute fellow at the Urban Institute and a professor of economics at American University in Washington. Arnold Packer served as an assistant U.S. secretary of labor from 1977 to 1980, and as the executive director of the secretary of labor's Commission on Achieving Necessary Skills, known as SCANS.

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## Additional Resources

### **The Partnership for 21<sup>st</sup> Century Skills “Learning for the 21<sup>st</sup> Century” (2002)**

[http://www.p21.org/images/stories/otherdocs/p21up\\_Report.pdf](http://www.p21.org/images/stories/otherdocs/p21up_Report.pdf)

“Learning for the 21st Century is the result of an in-depth dialogue, initiated by the Partnership, focused on improving education in the 21st century. The Partnership reached out to hundreds of educators, academics, business leaders and employers to determine a vision for learning in the 21st century, to reach consensus on the definition of 21st century skills, and to develop tools to aid communities in implementing this new model of learning. The framework outlined in the Report will help close the gap between the knowledge and skills most students learn today in school and the knowledge and skills required for success in 21st century communities and workplaces...”

For additional publications or information: <http://www.p21.org/>  
and for a complete list of P21 skills visit:  
[http://www.ocmboces.org/tfiles/folder1041/P21\\_Framework\\_Definitions.pdf](http://www.ocmboces.org/tfiles/folder1041/P21_Framework_Definitions.pdf)

### **Learning, Technology, and Education Reform in the Knowledge Age or “We’re Wired, Webbed, and Windowed, Now What?”**

Bernie Trilling and Paul Hood, WestEd  
Originally Published in *Educational Technology*, May/June 1999  
[http://www.WestEd.org/online\\_pubs/learning\\_technology.pdf](http://www.WestEd.org/online_pubs/learning_technology.pdf)

### **“Building a Nation of Learners” The Need for Changes in Teaching and Learning to Meet Global Challenges**

Business Higher Education Forum, 2003  
[http://www.bhef.com/publications/documents/building\\_nation\\_03.pdf](http://www.bhef.com/publications/documents/building_nation_03.pdf)  
A reminder that college students are not developing the skills they need for post-graduate success, and therefore a good argument for beginning skills education in high schools.

#### **Useful Internet sources for identifying and comparing different pursuits of skills education:**

- The Metiri Group and the North Central Regional Educational Laboratory’s “Twenty-First Century Skills”: [http://www.metiri.com/21st\\_Century\\_Skills/PDFtwentyfirst\\_century\\_skills.pdf](http://www.metiri.com/21st_Century_Skills/PDFtwentyfirst_century_skills.pdf)
- Tony Wagner, for the Change Leadership Group at the Harvard Graduate School of Education, describes “Seven Survival Skills” that all students need in order to get a job: [http://www.ocmboces.org/tfiles/folder1041/P21\\_Framework\\_Definitions.pdf](http://www.ocmboces.org/tfiles/folder1041/P21_Framework_Definitions.pdf)  
Additionally, the Change Leadership Group can be found here: <http://schoolchange.org>
- The U.S. Department of Labor’s report on the Secretary's Commission on Achieving Necessary Skills (SCANS, 2000) can be found here: <http://www.arp.sprnet.org/curric/scans.htm>

