

The 21st Century COACH



21st CENTURY SKILLS IN 21-MINUTE LESSONS



 **SADDLEBACK**
EDUCATIONAL PUBLISHING

**Succeeding in the
Workplace and in Life**



Taking an Inventory of Your Skills

INTRODUCE **THINK ABOUT IT** *Did you know that the things you are good at might be skills that can make you a success in life?*

TEACH **LISTEN UP!** Everyone has skills that make him or her a success in different areas of life. There are many types of skills. Here are several:

- **School skills** include studying, reading, math, and other learning skills.
- **Creative skills** include writing, painting, and making music or other art.
- **Communication skills** include working well with others, clearly explaining your ideas by writing and speaking, and sometimes even helping others resolve conflicts.
- **Technology skills** include using computers to create, write, and communicate.

It's good to identify your strong skills, and to know the skills you want to develop. Here's how:

- Think about activities in which you do well and that you enjoy.
- Identify the skills a person would require to excel in those activities.
- Do the same for activities in which you would like to excel.

LET'S EXPLORE As a class, develop a list of skills that students have or want to have.

- As students state the skills, ask them to identify which type of skill it is.
- Write the skills on the board under the headings *School, Creative, Communications, or Technology*. Ask students to identify new headings, if necessary.

TIME FOR Q & A Discover how to gain and improve skills. Select a few interesting skills from the list you created in *Let's Explore* as the focus of Q & A.

► **How could someone who has this skill improve on it?**

Someone already good at math could improve her skill by doing extra practice problems.

► **How could someone without this skill gain it?**

Someone who wants to be a singer could take singing lessons.

REFLECT *How can you use the skills you already have to help you succeed in life?*

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TAKING AN INVENTORY OF YOUR SKILLS

LESSON OBJECTIVE

Demonstrate initiative to advance skill levels and set goals.

TERMS TO KNOW

communication skills:

abilities that help you when speaking, writing, presenting, and sharing information with others

creative skills: abilities that help you be creative and innovative

school skills: abilities that help you succeed in school

technology skills:

abilities that involve using computers

GOES WELL WITH LESSONS:

13, 43, 78

21st Century Activities ... Each done in under **21** minutes

PRACTICE

Skills Matching

Pairs create a poster that highlights students' skills.

- Students write their names on 2 **Index Cards (p. W10)**. On one card, they write a skill they have; on the other they write a skill they'd like to have.
- Adhere the note cards on **butcher paper**. Have students locate a peer who has the skill they want to have.
- The pair then discusses how the skill owner gained that skill and lays out goals for the new student to do the same.

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APPLY

Create a Learning Skills Inventory

Individuals complete **Activity Sheet 73**.

- Students will complete the chart and answer the *Evaluate* questions.
- Distribute **Journal (p. W3)** for students to respond to *Analyze*.

Possible Answers Answers to **EVALUATE** and **ANALYZE** will vary, based on level of individual skills. However, answers should show careful reflection of personal skills.

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EXTEND

Connect to Civic Literacy

Everyone has the ability to be a great civic leader some day, but being a leader requires developing certain skills.

Choose a local, state, or national civic leader who has recently been in the news for creating positive change. Identify the skills that person has that makes him or her a great leader. Present your findings to the class in an oral presentation. Support your presentation with a **visual aid**, such as a poster about or electronic images of the leader.

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Create a Learning Skills Inventory

INVESTIGATE Your skills allow you to succeed.

You have many different kinds of skills. In this activity, you will focus on **school skills**. Think about how strong or weak your learning skills are. Check one box after each skill area. Be honest! This activity will help you improve your learning skills.

SKILLS INVENTORY

	Excellent	Good	Fair	Poor
1. Reading speed				
2. Reading comprehension				
3. Listening				
4. Memory				
5. Following directions				
6. Computer skills				
7. Classroom note-taking				
8. Internet research				
9. Basic library skills				
10. Writing papers				
11. Studying for tests				
12. Test-taking				

EVALUATE Review your responses on the Skills Inventory chart. Then write the answer to each question below on the line provided.

1. Which study skill areas do you now feel are your strongest?

2. Which study skill areas do you now feel you need to improve?

ANALYZE Analyze your skills and write how to improve.

Look at your answer from question number 2 above. In your Journal, write each skill you feel you need to improve. Then, for each skill, write at least two things you could do to improve that skill. Set goals for yourself to improve your skills.



Making a Good Impression

INTRODUCE **THINK ABOUT IT** Have you ever heard someone say, “Put your best foot forward”? What do you think it means?

TEACH **LISTEN UP!** In a job interview, you answer questions. Your answers give the interviewer an idea of who you are, and what you know. But there are many other ways you are giving the interviewer information about who you are! Consider these:

- What you wear
- How you sit or stand
- How you speak

In this lesson, we'll discuss more about how to present yourself well to make a good impression.

LET'S EXPLORE Discuss tips for interviewing. Give guidelines on appearance and speech.

- Dress neatly in clothes that are clean, nothing too flashy or dressy; be well-groomed, have clean hair, fingernails, and teeth; make sure clothes are color coordinated and keep jewelry and make-up simple.
- Be aware of your **body language**; stand or sit up straight; make eye contact; practice a firm handshake while making eye contact.
- Speak clearly; think before speaking; when necessary, ask to clarify before responding; be able to back up your experience with references; thank the interviewer.

TIME FOR Q & A Discover more about how planning ahead can help you make a good impression.

- ▶ **How can preparing questions for the interviewer help you?**
It shows your interest in the job.
- ▶ **Why pick out clothes the night before?**
to make sure they are clean and presentable
- ▶ **Why should you set your travel route the night before?**
to make sure you arrive on time
- ▶ **Why bring an extra copy of your résumé and references?**
to show you're prepared and to supply extras to other interviewers

REFLECT Is your appearance as important as what you say? Why or why not?

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MAKING A GOOD IMPRESSION

LESSON OBJECTIVE

Apply interview do's and don'ts in mock interviews.

TERMS TO KNOW

body language: nonverbal communication, such as posture and gestures

clarify: to make clearer

impression: the way someone thinks of you

nonverbal: not spoken

GOES WELL WITH LESSONS:

26, 64, 84

21st Century Activities ... Each done in under **21** minutes

PRACTICE

Step Up

Have students practice making a good impression.

- Ask volunteers to role-play entering an office for a job interview.
- Playing the role of interviewer, check to see that students are making eye contact, delivering a firm handshake, and introducing themselves with a clear voice.
- You may also practice sitting and standing postures with students.
- Have students note what is working for each volunteer.

☐ CLASS WORK
☐ EXTRA CREDIT

☐ HOMEWORK
☐ PROJECT

APPLY

A Job Interview

Partners complete **Activity Sheet 86**.

- Have students read the interview scenario.
- Students identify the problems in *Understand*.
- Have partners work together to make recommendations for improvement in *Apply*.

Possible Answers APPLY: Brandon should have arrived on time after resting the night before; showed eye contact; offered references

☐ CLASS WORK
☐ EXTRA CREDIT

☐ HOMEWORK
☐ PROJECT

EXTEND

Connect to Global Awareness

A greeting can mean different things in different places. A handshake in the United States is the perfect way to say, “Nice to meet you.” In another country, a handshake—or touching—may be considered rude.

Do an Internet search to find examples of greetings from different countries around the globe. Create a presentation of what you find, including images if they are available.

☐ CLASS WORK
☐ EXTRA CREDIT

☐ HOMEWORK
☐ PROJECT

A Job Interview

INVESTIGATE Read the summary of Brandon Pepper's job interview. As you read, think about the negative and positive points of his behavior during the interview.

On April 20, Brandon Pepper had a job interview at 10:00 a.m. He planned his travel route the night before. Brandon arrived at the office at 10:10 a.m. He introduced himself at the main desk and was led into the interviewer's office.

Brandon was so tired from being up late and then getting caught in traffic, he slumped down in his chair. He didn't shake the interviewer's hand, but he said hello.

Brandon wore a nice pair of pants and a collared shirt. He didn't think he needed to wear a tie. Brandon thought the questions went pretty well. But he was nervous, and he spoke more quickly than he realized. Brandon wasn't sure of all the questions, so he just made some of his answers up.

At the end of the interview, Brandon thanked the interviewer for his time.

UNDERSTAND Underline all the mistakes you think Brandon made. Then circle what he did well.

APPLY Discuss the guidelines for making a good impression as they apply to this interview. What would you tell Brandon to do differently? Write your ideas on the lines below.

Communicating at Home, School, and Work

INTRODUCE THINK ABOUT IT *Why is good communication important?*

TEACH LISTEN UP! **Communication** can sometimes be uncomfortable. It might seem as if being heard is more important than listening. But if you truly listen, others are more likely to hear what you say. When you face an uncomfortable conversation:

- Think about what you are going to say—beforehand, if possible.
- Show respect. Don't interrupt, and be polite.
- Remember the difference between fact and opinion. This makes room for other people's different views of a situation.
- Listen carefully. Repeat what the other person says to make sure you understand. Ask questions about anything you do not understand.

LET'S EXPLORE As a class, think of a way that a teenager can approach her parents to ask for a later curfew. Help students think of ideas that match each of the steps listed above. Use the questions below to guide the students. Write their ideas on the board and discuss positive and negative ways to communicate.

- What could she practice saying?
- How can she show respect?
- How can she remember the difference between fact and opinion?
- How can she show her parents that she is listening?

PLAY THESE ROLES Kate, a server in a restaurant, talks with her coworker because she thinks he does not do enough of the cleaning.

REFLECT *Are you a good listener?*

21st Century Activities ... Each done in under **21** minutes

PRACTICE

Communication Demonstration

Small groups develop a scene in which a boy tells his dad he's dented the car.

- The boy practices what he will say to his father.
- The boy speaks very respectfully.
- The boy gives his father the facts and then his opinion.
- The boy listens to everything his father says and then repeats it back to show he listened.

Help groups explore what might have happened if the boy had waited to tell his father until after his father discovered the dent.

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APPLY

Give and Take

Individuals complete **Activity Sheet 98**.

- Review communication steps, and then read the communication scenarios.
- Follow the directions for each item in *Analyze*.
- In the **Journal (p. W3)**, respond to *Write*.

Possible Answers 1–2. Answers will vary.

3. Facts: 3rd sentence; Opinions: first 2 sentences. **WRITE:** Answers will vary but should show an understanding of positive communication techniques.

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EXTEND

Connect to Global Awareness

English is a main language used to communicate internationally. However, many countries have different customs and ways to communicate.

With a partner, select a country and research methods of communication—oral, written, or nonverbal—that are preferred in that country. For example, it is important not to point your finger when you speak in China because it is offensive there. (Body language is a form of communication, too!) Choose three cultural elements to present to the class.

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**COMMUNICATING AT HOME,
SCHOOL, AND WORK**

LESSON OBJECTIVE

Effectively communicate with people at home, school, and work using a variety of strategies.

TERMS TO KNOW

communication: the sharing of information

fact: something that can be proven to be true

opinion: a person's belief about something, that may or may not be true

respect: a sense of somebody else's worth

GOES WELL WITH LESSONS:

26, 55, 99

Give and Take

INVESTIGATE Review the important steps to take when communicating with others. Then, read the descriptions of communication scenarios at home, school, and work.

- Think about what you are going to say—beforehand, if possible.
- Show **respect**. Don't interrupt, and be polite.
- Remember the difference between **fact** and **opinion**. This makes room for other people's different views of a situation.
- Listen carefully. Repeat what the other person says to make sure you understand. Ask questions about anything you do not understand.

Home: You talk with your mom about missing an important family event on Friday night so that you can work a double shift.

School: Your teacher says, "I would like you to come in at the end of the school day so that we can talk about your last test. I think you misunderstood something that we can clear up pretty quickly."

Work: Your coworker, Ray, says that his boss, Joseph, is unfair and always gives Susan the best shifts. Ray says that Joseph doesn't have any confidence in Ray. Ray says that he has had only four shifts in two weeks.

ANALYZE Follow the directions for each item below.

1. In the **Home** scenario, you might want to practice what you want to say before having the conversation with your mom. Write what you would say to bring the subject up respectfully and to explain your wishes. _____

2. In the **School** scenario, your teacher's message is pretty vague and could be confusing. What questions would you ask him? _____

3. In the **Work** scenario, your coworker gives you both facts and opinions. Underline the facts and circle the opinions in the scenario.

WRITE Think of something you have always wanted to do but haven't yet asked a parent or guardian about doing. In your Journal, write notes about what you would say to that person in order to be able to do it, including facts, if possible. Also write two possible objections your parent or guardian might have and ways you will respond to those objections.