# Pennsylvania Career Ready Skills Toolkit

| Self-Awareness and Self-Management Grades 1-5 | Performance Indicators<br><br>The learner will: | Supportive Practices<br>The adult will: | Teaching Strategies |
|---|---|---|---|
| **Identify different ways of expressing a feeling.** | • Identify a variety of ways to respond to a feeling.<br>• Identify and express feelings that are appropriate to the situation.<br>• Identify and express feelings in multiple ways. (e.g., gestures, actions, language or drawing)<br>• Discuss the relationship of emotions and behaviors. | • Have students role play different emotions and their responses to those emotions.<br>• Draw an 'anger thermometer,' and ask students to discuss why they might move up and down the thermometer; discuss the physical responses as they move higher.<br>• Students create a book of feeling words using photographs taken of the students demonstrating those feelings.<br>• Discuss with students how one might act differently depending on the emotion.<br>• Create a peaceful or cozy corner where students can go and reflect on their feelings. | • Have students role-play and discuss situations that might trigger emotions. Include different future job situations and how feelings and emotions might impact their work in these jobs (e.g., fireman, teacher, actor, scientist, etc.).<br>• Utilize Go Noodle or similar activities that focus on identification of feelings.<br>• Ask students to write a short story, complete with illustrations, which describes a situation that made them angry without using the words anger, angry, or mad.<br>• Ask students to name the emotions experienced by characters in a story and discuss how they were affected by those emotions. |

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| **Identify one's own strengths, needs, and preferences.** | • Express one's own needs and wants within a context.<br>• Select activities based on personal preferences.<br>• Identify personal strengths as a member of a group. | • Have students interview a classmate, then report on their unique characteristics.<br>• Invite students to dress like a person or character who shares an interest or personal qualities with the student.<br>• Highlight a character trait or personal quality of the week or month schoolwide through daily announcements, bulletin boards, newsletters, etc.<br>• Conduct a career day.<br>• Have students draw self-portraits and include descriptions of interests, skills, and character traits they possess. | • Ask students to research a career/occupation and share what they liked and disliked about it.<br>• Have students compose a list of interests; then, work with them to match those to a career or job.<br>• Have students complete a persuasive writing assignment on an activity or study of interest.<br>• Assign students a personal reflection journal activity on how a decision has impacted their life.<br>• Utilize cooperative learning strategies to reinforce student strengths.<br>• As a journal activity, invite students to analyze what is easy or difficult for them in school. |

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| **Select coping skill strategies in response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)** | • Identify a coping skill when faced with adversity.<br>• Demonstrate persistence in solving challenging situations.<br>• Use prior knowledge to accomplish a challenging task. | • Routinely practice with students self-control techniques to meet demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.).<br>• Routinely provide authentic praise to students when you observe them managing themselves appropriately.<br>• As a teacher, model effective self-management in an age-appropriate way for students (e.g., "I'm feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.").<br>• Teach students that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., It is okay to be mad, but it is not okay to hit someone when you are mad). | • Have students practice using fill-in-the-blank "I" messages to identify relationships between thoughts, emotions, and actions (e.g., When you__, I feel___. What I would like for you to do is __). |

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| **Distinguish among and set short term, mid-range, and long-term goals.** | • Discriminate between short and long-term goals.<br>• Identify preliminary short and long-term goals related to individual and career interests.<br>• Adopt strategies to meet short and long-term goals. | • Have students set daily or weekly short- and long-term social and/or academic goal(s), and have students list the steps and skills necessary to achieve their goal(s).<br>• Have students make charts and visual reminders so they can track progress on daily and weekly goal(s).<br>• Reward students for meeting goal(s). | • Implement collaborative learning projects that utilize the jigsaw technique to help students create their own learning and improve social interactions.<br>• Have students research and summarize the education path required to achieve a specific career goal. |

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| Establishing and Maintaining Relationships Grades 1-5 | Performance Indicators The learner will: | Supportive Practices The adult will: | Teaching Strategies |
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| **Explain ways to establish relationships that are positive and supportive of others.** | • Identify strategies to build relationships.<br>• Describe how pro-social behavior builds positive and supportive relationships.<br>• Identify effective individual and group interactions (e.g. consensus building, establishing ground rules, listening to others, communicating effectively). | • Have students work in small groups to discuss and report out on the verbal, physical, or situational cues that indicate how others may feel.<br>• Give student teams separate lists of emotions. Have them design and perform skits showing all the emotions, while the other teams try to guess what emotions were on their list.<br>• Have students describe and discuss what characteristics a good friend should have and compare them to their own personal characteristics. | • Have students dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior.<br>• Students complete a before and after comparison chart. |

| Establishing and Maintaining Relationships  Grades 1-5 | Performance Indicators  The learner will: | Supportive Practices  The adult will: | Teaching Strategies |
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| **Demonstrate respect for the uniqueness of others.** | • Compare and contrast unique characteristics of self and others.<br>• Acknowledge that the thoughts and feelings of others may differ from self Recognize others' abilities and strengths. | • Use cooperative learning groups to promote students working together.<br>• Have students create a bulletin board showing photos of community helpers, and label how they help others.<br>• Ask students to trace each other's hands and write a quality they learned about helping. Display the hands around the room as the 'helping hands.'<br>• Select and adopt a classroom community service project that serves others in the school or community.<br>• With students, visit school resources (e.g., nurse, counselor, secretary, etc.) to find out what services they provide Have students identify in what context they would access those services. | • As a journal writing assignment, have students journal about ways they can help and why it is important.<br>• Draw an "Impact Web," and ask students to show how their actions could potentially affect others or how a historical figure's actions affected society.<br>• Have students write a letter to an adult they admire explaining why they consider them a role model. |

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| **Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.** | • Utilize communication strategies with regard to audience.<br>• Explain how non-verbal. communication may impact others. | • Have a Compliment Day in which students give and receive three compliments.<br>• Talk with students about body language and the message it portrays.<br>• In groups, have students build 'towers' using only the materials provided. Have students discuss how they cooperated as a group to build the tower.<br>• Help students understand that a loss can be a valuable life lesson through "teachable moments" when playing games either in class or on the playground.<br>• Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills. | • Have students read the book *Have You Filled a Bucket Today?* Then, have students fill a class bucket with compliments for other students.<br>• Give students a listening task (e.g., describe a process or task, then have students turn to a partner and explain what they heard).<br>• Invite a business/industry representative to speak to the class about his/her job. Students should listen for specific skills, education or training required, rewards and challenges in the job, and should ask appropriate questions. |

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| Establishing and Maintaining Relationships  Grades 1-5 | Performance Indicators  The learner will: | Supportive Practices  The adult will: | Teaching Strategies |
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| **Identify multiple ways to solve conflicts and practice solving problems.** | • Determine possible solutions to resolve conflicts.<br>• Evaluate others' ideas on strategies to solve a conflict.<br>• Acknowledge one's part in managing and resolving conflict. (e.g., staying calm, listening to all sides, being open to different solutions) | • Teach students problem-solving skills and provide support as needed when they are working to resolve a conflict.<br>• Observe students on the playground, noting conflicts and how they were handled. If the conflict was poorly handled, ask students to problem solve how they could modify the response.<br>• Implement a peer mediation program.<br>• Provide role play scenarios for students that show the causes and effects of conflicts and ways to peacefully resolve conflicts.<br>• Use conflict resolution and problem-solving skills as a topic for a class meeting. | • Have students read a story or history lesson that demonstrates conflict. Discuss the cause-and-effect relationship of the conflict and how the conflict may have been avoided. |

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| Social Problem-Solving Skills<br><br>Grades 1-5 | Performance Indicators<br><br>The learner will: | Supportive Practices<br><br>The adult will: | Teaching Strategies |
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| **Identify consequences of a decision to oneself and others prior to action.** | • Identify possible outcomes prior to making a decision.<br>• Explain how a decision's outcome will affect others.<br>• Identify how self-care practices affect oneself and others. | • Have students develop skits on bullying and the different roles (i.e., target of bullying, student who bullies, bystander, and defender) to present to elementary students.<br>• Discuss with students what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals).<br>• Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying.<br>• Discuss with students logical consequences for positive and negative actions in school and in the community. | • Have students research the influences (negative and positive) of social media and present findings either in a paper or presentation.<br>• Have students identify bullying and harassment situations in history, literature, the workplace, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness. |

| Social Problem-Solving Skills  Grades 1-5 | Performance Indicators  The learner will: | Supportive Practices  The adult will: | Teaching Strategies |
|---|---|---|---|
| **Identify possible behaviors and anticipate reaction in response to a specific social context.** | • Describe how one may react in familiar and unfamiliar contexts.  • Describe how differing social settings may require different responses. | • Allow students the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken.  • Teach students to use "when-then" and "either-or" statements to determine consequences of their actions in a variety of settings.  • Provide students with role-play scenarios on peer pressure that take place in and outside of school and discuss possible responses.  • Have students create a chart of the pros and cons of either a personal decision or a classroom/school decision.  • Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate) | • Discuss consequences of making both good and poor choices in a workplace setting.  • Read stories to students in which characters have made a choice or decision, and discuss the consequences, both positive and negative. |

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| Social Problem-Solving Skills Grades 1-5 | Performance Indicators The learner will: | Supportive Practices The adult will: | Teaching Strategies |
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| **Respond to others given a sense of the others' point of view.** | • Demonstrate active listening techniques to gain a deeper understanding of other's point of view.<br>• Respond to others based on an understanding of their needs and preferences. | • Have students work in small groups to discuss and report out on the verbal, physical, or situational cues that indicate how others may feel.<br>• Give student teams separate lists of emotions. Have them design and perform skits showing all the emotions, while the other teams try to guess what emotions were on their list.<br>• Discuss with students how recognizing different points of view is important for different jobs (e.g., judge, teacher, police officer, reporter, teacher, etc.). | • Have students dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior. |