

# Pennsylvania Career Ready Skills Toolkit

<b>Self-Awareness and Self-Management</b> <b>Grades 6-8</b>	<b>Performance Indicators</b> <b>The learner will:</b>	<b>Supportive Practices</b> <b>The adult will:</b>	<b>Teaching Strategies</b>
<b>Identify behavioral expressions of feelings within a context</b>	<ul style="list-style-type: none"> <li>• Communicate in ways that demonstrate respect for the feelings of self and others.</li> <li>• Adapt one’s communication with regard to context.</li> <li>• Adapt one’s communication with regard to the needs of others.</li> <li>• Describe how expressing emotions may impact others.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play with students using situations that occur in the classroom (e.g., have one student act as a bully while another is the victim); then, have them process how they might feel.</li> <li>• Help students understand that anger is a secondary emotion and to identify that before anger, an often-unnoticed primary emotion is evident such as sadness, jealousy, or embarrassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to examine historical characters and how they communicated their emotions.</li> <li>• 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.</li> <li>• Ask students to role-play a customer service situation with an angry customer. Discuss the different feelings the employee helping the angry customer may have in this situation and the outcome of acting on each of those feelings. Students can make a T-chart of those actions and feelings.</li> </ul>

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<b>Explain to others one's own strengths, needs, and preferences specific to a context</b>	<ul style="list-style-type: none"> <li>• Explain how personal strengths align to career pathways.</li> <li>• Contribute in group/team activities utilizing one's strengths.</li> <li>• Identify characteristics of effective teams and how one contributes to team efforts.</li> <li>• Identify strategies to secure support based on needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the class to design an activity together to ensure that all members have a task aligned to their interests and/or strengths.</li> <li>• Create opportunities for group work activities. Utilize a rubric that reflects each team member's contribution to the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a persuasive essay contest on what clubs or activities should be added to the school.</li> <li>• Hold a career fair for students to begin thinking about how to align interest to a career.</li> <li>• Have students complete a career interest inventory.</li> <li>• Have students complete a character study from required class reading on how the characters' personal qualities and interests impacted their decisions.</li> <li>• Students analyze a historic event to determine participant's strengths and needs.</li> <li>• Have students reflect and write a paper on potential areas of growth identified through self-reflection.</li> <li>• Ask students to design and complete a project based on strengths and interests and how to apply those to postsecondary opportunities.</li> </ul>

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<b>Identify and select coping skills relevant to adverse situations.</b>	<ul style="list-style-type: none"> <li>• Determine relevant information to assist in selection of coping skills.</li> <li>• Persevere in adverse situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with students hypothetical stressful situations they may encounter and ways to manage them.</li> <li>• Teach students to use the cognitive “brake” using the acronym SOLD (S=Stop what you are doing. O=Observe how you are doing. L=Look at whether your feeling matches what is going on. D=Decide how you will behave.).                             <ul style="list-style-type: none"> <li>• Incorporate stress management techniques in the classroom (e.g., deep breathing, stretching, yoga movements, and affirmations), and identify appropriate settings for each of these strategies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use literary characters to discuss with students strategies that the characters used to handle their stressors.</li> <li>• Have students develop a graphic organizer that compares and contrasts ways to express feelings.</li> </ul>

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<b>Identify and evaluate distractors that impact reaching ones' goals</b>	<ul style="list-style-type: none"> <li>Identify and manage common distractors and the means to overcome them.</li> <li>Analyze and evaluate alternative strategies in meeting goals.</li> </ul>	<ul style="list-style-type: none"> <li>Have students set academic and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are short and long term.</li> <li>Have students create an action plan for each SMART goal that lists what resources (i.e., home, school, and community) they would utilize.</li> <li>Have students reflect on the progress of each goal, why the goal was important, and what they would do differently.</li> <li>Via peer-to-peer interviews, have students set a character goal on a virtue that is most important to them.</li> <li>Create a visual timeline to show students how much of a person's life is spent working, going to school, spending time with family, sleeping, and having personal time.</li> </ul>	<ul style="list-style-type: none"> <li>Use biographies and autobiographies to discuss how people persevered through hard times to turn their lives around or reach a goal.</li> <li>Assist students in creating a high school plan that includes transition to postsecondary and the workforce.</li> </ul>

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<b>Explain how empathy and perspective taking foster relationship building.</b>	<ul style="list-style-type: none"> <li>• Demonstrate empathy in a variety of settings and situations.</li> <li>• Identify situations in which stereotyping, discrimination, and prejudice affects self and others.</li> <li>• Acknowledge diverse points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct class meetings in which students are given the opportunity to support each other and validate their emotions.</li> <li>• Identify professionals in the school and community that provide support for others.</li> <li>• Build diverse work groups through the use of cooperative learning and project-based learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write alternative endings to stories through changing the behavior of one character</li> <li>• Assign students books to read such as <i>To Kill a Mockingbird</i> and <i>Charlie and The Chocolate Factory</i> to recognize the value of all groups and cultures.</li> </ul>

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<b>Interact with others demonstrating respect, cooperation, and acceptance</b>	<ul style="list-style-type: none"> <li>• Demonstrate a variety of strategies for collaborating with others.</li> <li>• Acknowledge others’ abilities and strengths.</li> <li>• Seek to understand the perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Model ways to demonstrate respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read a book (e.g., <i>The Outsiders</i>), then discuss why the characters responded in a certain way.</li> <li>• Invite a representative from a human resources department to speak about the implications of social media on hiring practices. Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly.</li> <li>• Students examine current or historical events from various countries and through an oral or written report shares how those countries’ cultures impacted those events.</li> </ul>

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<b>Explain how expressive communication strategies can affect others.</b>	<ul style="list-style-type: none"> <li>• Explain how clarifying questions builds better understanding between others.</li> <li>• List different styles of expression and their impact on others.</li> <li>• List different modes of expression and their impact on others.</li> <li>• Explain how to respond in a proactive manner to peer pressure on self and others.</li> <li>• Model respectful ways to respond to others' points of views.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback to students when they exhibit respectful behavior to others or are supportive of others.</li> <li>• Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points.</li> <li>• Have students discuss how actions may impact/create conflict for others. (e.g., spreading rumors, use of social media, wrongful accusations).</li> <li>• Have students evaluate strategies for preventing and resolving interpersonal conflicts. (e.g., defuse, de-escalate and resolve differences)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, time-keeper) to develop and practice communication skills.</li> </ul>

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<b>Identify conflict resolution skills to deescalate, diffuse, and resolve differences.</b>	<ul style="list-style-type: none"> <li>• Use conflict resolution strategies to resolve differences in group settings.</li> <li>• Demonstrate receptiveness to others' feedback when resolving differences in opinions.</li> <li>• Explain how conflict can escalate behaviors.</li> <li>• Demonstrate flexibility in one's thinking or actions when resolving a conflict (e.g., ask for suggestions, think of alternatives; adapt to unexpected changes).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students discuss how actions may impact create conflict for others, (e.g., spreading rumors, use of social media, wrongful accusations).</li> <li>• Provide students with a six -step approach to resolve conflict: 1) cool off; 2) use "I" messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and, 6) affirm, forgive, or thank.</li> <li>• Ask students to identify at least one person to provide support when dealing with a conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct class debates over a particular issue that must end in a win-win for the class to be successful.</li> <li>• Have students write and perform conflict resolution skits.</li> <li>• Have students research and write a paper on how conflict resolution is portrayed in the media.</li> </ul>



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<b>Make a decision based upon anticipated consequences.</b>	<ul style="list-style-type: none"> <li>• Analyze the consequences of a decision prior to making the decision.</li> <li>• Weigh the advantages and disadvantages of a decision.</li> <li>• Evaluate how external influences can impact decision making.</li> <li>• Apply models of decision making. (e.g., authoritative, consensus, democratic, individual) relevant to making a decision</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write and perform their own role plays for resisting peer pressure to avoid risky behavior.</li> <li>• Help students identify and seek outside sources of information to inform decision making.</li> <li>• Have students keep a weekly planner to organize studies.</li> <li>• Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).</li> </ul>	<ul style="list-style-type: none"> <li>• Invite guest speakers to share with students the importance of decision-making in their job and the impact decisions made as teenagers and young adults influenced their ability to achieve career goals.</li> <li>• Have students write a reflection based on a public figure (sports, entertainment, political, historic etc.), a decision made by that figure, and the consequence(s) of that decision.</li> </ul>

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<b>Distinguish among various social contexts and how they impact personal feelings.</b>	<ul style="list-style-type: none"> <li>• Analyze how various group dynamics affect one’s feelings.</li> <li>• Analyze social situations to determine strategies to manage feelings and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students role play various responses to social settings: (e.g., wedding, funeral, workplace training, company party, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students examine global needs and participate in a discussion around what they would do to help if they were president.</li> <li>• 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.</li> <li>• Have students write an article or paper on the impact of their involvement in a school, home, or community initiative and evaluate what they would do the same or differently. Have them reflect on how that activity might influence their career interests.</li> </ul>

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<b>Analyze various perspectives on a situation.</b>	<ul style="list-style-type: none"> <li>• Consider others' points of view.</li> <li>• Distinguish strategies others may use when framing a perspective.</li> <li>• Explain how individual, societal and cultural differences may impact perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold classroom debates where the students must prepare to both support a concept and argue against the concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign students a current topic and ask them to interview important people in their lives to gather different perspectives, opinions, and points of view. Students can then present their results either in an oral or written report.</li> </ul>