

Pennsylvania Career Ready Skills Toolkit

Self-Awareness & Self-Management 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Evaluate behaviors in relation to the impact on self and others.	<ul style="list-style-type: none"> • Evaluate how self-esteem and self-image impact relationships. • Self-assess one’s actions and their effects on others • Adapt to others’ working styles. • Collaborate in a team setting by creating an environment that supports consensus. 	<ul style="list-style-type: none"> • Ask students to journal about a time when they reassessed an event and felt completely different at the end. • Ask students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior. • Talk with students about body language and the message it portrays. • Ask students to reflect on a time they had to consider the feelings of others. • When students are involved in a conflict, help them to understand how the other person feels. • Have students create gratitude journals to acknowledge and appreciate the kindness of others. • Conduct a morning meeting for seniors and discuss helpful strategies for handling potential conflict between college roommates or co-workers. 	<ul style="list-style-type: none"> • Have students’ role-play different responses to a rude customer in a store. • Have students write an acrostic poem in which each letter of an emotion’s name would represent a reason for feeling that way (e.g., G in guilt could start the phrase “Gave away my friend’s secret.”). • Discuss with students historical events and how misinterpretation triggered a negative event.

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Advocate for oneself in education, employment, and within the community.	<ul style="list-style-type: none"> • Promote one’s strengths. • Demonstrate initiative and self-direction in planning for employability. • Utilize a strategy to secure support when needed. 	<ul style="list-style-type: none"> • Highlight students for character qualities in addition to academic and athletic achievements. • Have students develop picture books about character and personal qualities to be shared with preschool and kindergarten students. • Have students complete the interest, skills, work values, etc. inventories on CollegeforTN.org required for 10th grade. • Have students compose a resume for a dream job. 	<ul style="list-style-type: none"> • Ask students to develop postsecondary, career, and lifestyle success plans. • Conduct a school-wide college and career fair. • As a writing assignment, have students develop resumes along with a cover letter to “sell” their qualifications. • Have students’ research career and college interests and learn about specific job responsibilities. Then, have students write a cover letter for the job detailing how they can perform the responsibilities. • Teach students job interview skills and invite members of the business community to conduct mock interviews with students.

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9-12	The learner will:	The adult will:	
Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	<ul style="list-style-type: none"> • Analyze and evaluate information to select specific coping skills. • Recognize the ideas, perspectives, and contributions of others. • Determine a response strategy with respect to the ideas, perspectives, and contributions of others. 	<ul style="list-style-type: none"> • Have students share a work product in which they receive constructive feedback from the teacher and their peers and develop next steps to improve. • Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance. • Notice and reinforce qualities that are key to resilience (e.g., empathy, optimism, or forgiveness), and give students a chance to practice them. • When students have a conflict with another person, help them to keep things in perspective and to remember that someone else’s opinion doesn’t define them. • Provide authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. I’m very proud of you, and you should be proud of yourself.”). 	<ul style="list-style-type: none"> • Ask students to demonstrate in a science class or in a math class ways to reframe the problem and compare that to ways to reframe life problems. • Have students’ select and participate in a cross-cultural learning activity in their school or community that includes a reflection activity about what they learned. • Involve students’ in planning a multi-cultural day or event to celebrate all ethnic groups represented in the school and in the community.

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Establish and pursue goals for post-secondary education, employment, and living within the community	<ul style="list-style-type: none"> • Create a plan for adult living that reflects interests, skills, and aptitudes. 	<ul style="list-style-type: none"> • Pair students with mentors from the business community in areas of career interest in relation to their future goals. • Encourage students to participate in leadership programs that align with postsecondary and career goals. • Have students create their personal “people” web of support. Next to each person’s name, write one strategy they could use to maintain that support and relationship. • Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance. 	<ul style="list-style-type: none"> • Students research a company’s human resources policies about acceptable and unacceptable behavior and how it affects the employee and employer. • Have students email a professional in a career in which they are interested to seek support in achieving future goals. • Teach students to make good choices when confronted with negative peer pressure. Include situations in work settings (e.g., having friends come to your workplace who want you to give them free food/product). • Ask students to conduct an interview with a business/industry representative to explore opportunities within a career field and the skills and education required for success.

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Establishing and Maintaining Relationships Grades 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Establish pro-social relationships to support self and others.	<ul style="list-style-type: none"> • Communicate clearly, effectively, and with reason. • Select strategies for building and maintaining relationships. • Demonstrate cooperation, consensus building and collaboration skills. 	<ul style="list-style-type: none"> • Hold class debates in which peers provide constructive feedback to the speakers on their use of tone and delivery. • Help students develop a growth mindset by providing feedback on effort over results, being persistent, and facing challenges as an opportunity. • Teach about the difference between assertive, aggressive, and passive behavior. • Hold regular class meetings or advisory times to build class unity and empowerment for students. 	<ul style="list-style-type: none"> • Conduct a Socratic seminar on a selected text on stereotyping and/or prejudice of others. • Provide opportunities for students to role play situations in which they must manage their emotions and behaviors constructively. For example, best friends apply to the same college, and one is accepted and the other is not. How do they support each other and maintain the relationship?

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Explain how you situate yourself in a diverse community.	<ul style="list-style-type: none"> • Describe ways to adjust and express one’s views specific to a setting. • Identify one’s potential roles in a variety of diverse settings. 	<ul style="list-style-type: none"> • Do pair-shares in which one student must tell their partner’s perspective on an issue. • Have students interview other peers to discover what they have in common both within and outside the school. 	<ul style="list-style-type: none"> • As a classroom project, have students develop a public service announcement advertising extracurricular activities at school, and include how that activity can prepare students for college and/or careers and why students should join. • Have students’ select and participate in a cross-cultural learning activity in their school or community that includes a reflection activity about what they learned.

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Select expressive communication strategies specific to context.	<ul style="list-style-type: none"> • Select a style of expression specific to context. • Select a mode of expression specific to context. • Adapt to the communication styles of others. 	<ul style="list-style-type: none"> • Ask students to participate in an integrity analysis to help determine if behavior aligns with their personal core principles. Reflect on results and how they will influence career choices. • Invite students to keep a personal journal. • Have students write an advice column about the influence of media and peers on one’s decisions. 	<ul style="list-style-type: none"> • Have students play a game where the rules are unfair in some way. Discuss students’ behaviors and feelings in playing the game. • Have students review three different current news reports about the same event, comparing and contrasting the perspective each report brings to the story

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Establishing and Maintaining Relationships Grades 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	<ul style="list-style-type: none"> • Apply a strategy to resolve conflict with regard to the context of a situation. • Evaluate the effectiveness of a specific strategy as related to its outcome. • Collaborate with others to create an environment that preempts conflicts and creates an environment of respect. • Determine occasions in which logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization are apparent. 	<ul style="list-style-type: none"> • 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. • In a class meeting, have students select a problem or conflict and take an active role in resolving the issue. • As a class, develop a resource map of adults, counselors, and youth-serving professionals who students can utilize to assist in resolving conflicts and/or problems. • Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate). 	<ul style="list-style-type: none"> • As a class project, have students’ research processes available in a workplace to help resolve conflicts between employees.

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Social Problem-Solving Skills Grades 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Evaluate consequences from a personal and civic perspective to inform decision-making.	<ul style="list-style-type: none"> • Model integrity, ethical leadership, and effective management in making decisions. • Analyze how individual perspective affect decisions. • Analyze decisions with regard to civic roles and responsibilities. 	<ul style="list-style-type: none"> • Discuss with students the connection between their academics and future life goals. • Have students evaluate their postsecondary plan to align to postsecondary and career goals. • Provide planners for students to meet deadlines, goals, etc. • Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate). • Review the PA Youth Risk Behavior Survey data for adolescents. Identify a pertinent issue and discuss with students strategies they could use to address the issue. 	<ul style="list-style-type: none"> • Utilize Sean Covey’s <i>The 7 Habits of Highly Effective Teens</i> in classroom discussions and lessons. • Have students’ interview professionals in a field of interest for a short paper on why they entered that profession and what decisions they have to make daily. • Involve students in youth vote and have them identify a cultural/civic group that addresses common good.

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Social Problem-Solving Skills Grades 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Situate self in any social context as a means to determine a response.	<ul style="list-style-type: none"> • Respond with personal integrity in various social contexts. • Apply teamwork and leadership skills in a work setting. • Apply strategies to motivate, encourage, and build trust with others. • Demonstrate a willingness to teach/assist others in order to improve a team. 	<ul style="list-style-type: none"> • Ask students to participate in an integrity analysis to help determine if behavior aligns with their personal core principles. Reflect on results and how they will influence career choices. • Encourage students to participate in leadership programs that align with postsecondary and career goals. 	<ul style="list-style-type: none"> • Use current events to have students analyze how the context of that event influenced the outcome. • Assign student teams a research project about what community resources are available and applicable in specific situations. Include information about the educational or workplace training required to serve in those professions.

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Social Problem-Solving Skills Grades 9-12	Performance Indicators The learner will:	Supportive Practices The adult will:	Teaching Strategies
Evaluate how societal conventions may influence the perspectives of individuals.	<ul style="list-style-type: none"> • Acknowledge diversity and respect cultural differences. • Evaluate how societal and cultural norms and mores influence personal interactions. • Evaluate the impact of diverse perspectives for the purpose of engaging others. 	<ul style="list-style-type: none"> • Have students participate in culturally sensitive conflict resolution/mediation training 	<ul style="list-style-type: none"> • Use literary text to analyze how characters respond to setting. • Use informational text to analyze current international news and how situations and culture reflect the point of view. • Assign students a short research paper in which they compare the outcome of a social issue from various perspectives. • Evaluate text from the perspective of how society impacts action (e.g., Romeo and Juliet vs. West Side Story).