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# 1 APPLIED KNOWLEDGE

## 1.1 Applied Academic Skills

**Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.**

**1.1.1 Reading skills**

Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.

[Develop resumes](http://www.jeffmarren.com/StepPages/Application_home.html)

Proofread - [Sally Sad’s Resume](https://counselor1stop.org/wp-content/uploads/2018/09/Lesson-VI.j.Sally-Sad-resume.pdf)

Check out- [Joe Graduate’s Resume](https://counselor1stop.org/wp-content/uploads/2018/09/Lesson-VI.j.-Joe-Graduate-resume.pdf)

Use [Resume Critique Checklis](http://www.resumepower.com/docs/ResumeCritiqueChecklist.pdf)t when creating a resume

Develop a Cover letter template:

[Cover Letter Lesson](https://drive.google.com/file/d/1NcOEtEoDZr7mjZ40kwgd5xBdnA0ArdMT/view?usp=sharing)

Current trends articles

[Article: what are soft skills and why are they important](https://docs.google.com/document/d/1QMHsMKjhIw2awwQ5R_DFfMJ79tT498QhXp7vUC6hwTw/edit?usp=sharing)  
article is from July 2018 Careerbuilder.com - Print the article and then number the paragraphs. The worksheet uses those numbers to direct kids to the content (AVID model of reading strategies- COSTA’s levels)

<http://breitlinks.com/careers/career_pdfs/Opportunities.pdf>

Star Tribune Activity for career search.

(National Center for Families Learning)

Interpret Charts and Graphs, Recognize Sequence and Follow Instructions, Use Context Cues to Figure Out Key Vocabulary

[Take charge today](https://takechargetoday.arizona.edu/): can be used with all applied knowledge skills  
A program and curriculum with a decision-based approach to personal finance.

**1.1.2 Writing skills**

Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.

BestPrep eMentor

[BestPrep website](https://bestprep.org/about/)

Students correspond weekly with a professional contact

[Information Technology Application](http://learntoearntoolkit.org/): Email Etiquette, Written Communication: Writing Style for an intended audience, Following a Logical Structure, Using Correct Spelling, Grammar and Sentence Structure (National Center for Families Learning)

[NGPF: financial education](https://www.ngpf.org/)

**Ice Breaker**

Now, it is your time to write about yourself. Please tell me about your interests, hobbies, about your family, and your education in a 1 page word doc. reflection.

Unmistakable Identity - *Born This Way* activity.

Clink on the following link: <http://www.azlyrics.com/lyrics/ladygaga/bornthisway.html> Which is a copy of the song lyrics for the song *Born This Way* by Lady Gaga.

I want you to tell me what this song means to you and support your reasons by directly quoting the lyrics. Sometimes people think badly of others just because of one thing or another, this activity gives you the chance to describe why this isn’t the way managers should be. If managers thought that people shouldn’t be hired because of the way they were born would that be fair? Please type up a response 1 page in a word Doc or a link to a google doc.

**1.1.3 Math strategies/procedures**

Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.

Board/boxed GAMES used in the classroom:

Fun Employed- The interview game of ACTUAL jobs and ABSURD Qualifications

Hiring Game! Card Sort

Act Your Wage

Life -The Game of Life

Payroll practice

[Payroll practice answer key](https://docs.google.com/document/d/1Ec43emWVa9arNFNcz8-LwUawa9-IgLrA7c7G18AMROE/edit?usp=sharing)

[Payroll practice](https://docs.google.com/document/d/1qUsVgZDPnJ9Dk9t0pLP8xNS4tt1zCumrc48v-i7Afpw/edit?usp=sharing)

[TimeSheet Worksheet](https://docs.google.com/spreadsheets/d/11TO_7qsQ0Ly_NdHNi23e4gE2nR5NUhiwtQuqrI2cpvQ/edit?usp=sharing) This Google Sheet has four separate Time Sheet Worksheet.

[TimeSheet WS Key](https://docs.google.com/spreadsheets/d/1mNpFRtvg6uU-7lUF5vl9OkWdc1k6iU6tbAcvAXkJh8M/edit?usp=sharing)

<https://everfi.com/> (FREE financial literacy for middle and high school) - collects scores/data

[Banzai Financial Literacy Software](https://teachbanzai.com/curriculum) (free budgeting simulation for middle and high school.)

Students complete MN Tax forms

[Example of using DEED data](https://docs.google.com/document/d/1pLhwa-P1RBvKgI0VdjRaOi2aWdqnwi325gwKKqD1DTs/edit)

**1.1.4 Scientific principles/procedures**

Students follow procedures, experiment, infer, hypothesize (even as simple as “what if we do it this way”), and construct processes to complete a task (can occur outside of math/science classes).

<http://breitlinks.com/careers/soft_skills.htm>

Soft Skills Activities...Critical thinking activities

## 1.2 Critical Thinking Skills

**Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.**

**1.2.1 Thinks creatively**

Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.

Career Family Tree Activity:

<http://breitlinks.com/careers/career_pdfs/familytreews.pdf>

[Intellectual Property/Trade Secret](https://docs.google.com/document/d/1L2MNGHH0xCBXegL7dFvWVdJXdgGpsdj1Fd7ahxEgVJ4/edit?usp=sharing)

[School-Connect- Social emotional learning](https://www.school-connect.net/) (Keeth Matheny)

School-Connect is great for all aspects of Critical Thinking

(Requires purchase)

[Family and Consumer Science lesson plans](https://www.familyconsumersciences.com/) (Stephanie Love)

lessons for FCS educators: could be used in multiple critical thinking frameworks

**1.2.2 Thinks critically**

Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil’s advocate).

[Careerwise Reality Check Tool](http://careerwise.minnstate.edu/careers/realitytool.html)

Job Readiness Activities:

[**https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/**](https://www.weareteachers.com/9-awesome-classroom-activities-that-teach-job-readiness-skills/)

[**Career Bingo Lesson Plan**](http://breitlinks.com/careers/career_pdfs/careerbingo.pdf). Here’s a fun way to look at different careers with an traditional favorite B I N G O ! This complete lesson has BINGO sheets, everything you need.

[Cell Phone Policy at work](https://docs.google.com/document/d/1pTpPItyiGtSoc7yUyvkGsYwuo_ftaoGHax9lyg0BwcU/edit?usp=sharing)

[Video: Entitlement Creed (3 min)](https://www.youtube.com/watch?v=8cPuH8jg5nQ)

Passion vs. opportunity unit

[The Passion Myth-Article](https://careers-advice.co.nz/the-passion-myth/)

[Payroll Practices](https://docs.google.com/document/d/1qUsVgZDPnJ9Dk9t0pLP8xNS4tt1zCumrc48v-i7Afpw/edit?usp=sharing)

[The Cup Stack](https://docs.google.com/document/d/1A-ST3T9h_aN4L4rm4Asg7h_KcYKK2WgXGjuEH9ocO4E/edit)

Describe what the interviewee did wrong.

​<https://www.youtube.com/watch?v=Uo0KjdDJr1c>

[25 Of The Best Resources For Teaching Critical Thinking](https://www.teachthought.com/critical-thinking/25-resources-for-teaching-critical-thinking/)

*The next three links all go together as part of a unit*

[Post-HS Terms to Know (student)](https://docs.google.com/document/d/1PTw72U6CccFfoVEuY04D5jPs4oq1eEG5vrNBm7NuylI/edit?usp=sharing) - I use this when I start a unit on post-hs options so that we are all speaking the same language. Sometimes I use the 2nd page and sometimes I don’t)

[Post-HS terms to know (ans. key)](https://docs.google.com/document/d/1Xaw-_js5BmH0Ysl7h-E7Iz7WAeb11WjrLEFHHoPmNyU/edit?usp=sharing)

[Post-HS Options Research](https://docs.google.com/document/d/1FqtdbMjtF15hVT770_GNQji0hfG2qXY6UkkSaD6tVzY/edit?usp=sharing) Often my students think there are two post-HS options: go directly into the workforce or 4-year college. This helps them see all of the options that are between those two and think critically about what choice is best for them.

**1.2.3 Makes sound decisions**

Students differentiate between multiple approaches and assess options (could be linked to thinking critically).

[Picture Interest Inventory](https://bit.ly/2S1sb1u)  
  
[Careerwise Inventory](http://careerwise.minnstate.edu/iseek/static/2014-10-mncareers-interest-assessment-interactive.pdf)   
[Holland Career Inventory](http://www.truity.com/test/holland-code-career-test)

The following links

My Personality Test - [www.myersbriggs.org/my-mbti-personality-type/mbti-basics/](http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/)

16 Personalities Test - [www.16personalities.com](http://www.16personalities.com/)

Jung Typology Test - [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)

The TypeFinder Personality Test - [www.truity.com/test/type-finder-research-edition](http://www.truity.com/test/type-finder-research-edition)

Personal Strengths Inventory - [www.truity.com/test/personal-strengths-inventory](http://www.truity.com/test/personal-strengths-inventory)

Picture Inventory: [Picture Inventory](https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf)

<http://breitlinks.com/careers/career_pdfs/InterestSurvey.pdf>

Continued List of links:

Holland Code Career Interest Inventory - [www.truity.com/test/holland-code-career-test](http://www.truity.com/test/holland-code-career-test)

O’Net Interest Profiler - [www.mynextmove.org/explore/ip](http://www.mynextmove.org/explore/ip)

O’Net Work Importance Locator - [www.onetcenter.org/WIL.html](http://www.onetcenter.org/WIL.html)

Photo Career Quiz - [www.truity.com/test/photo-career-quiz](http://www.truity.com/test/photo-career-quiz)

Importance of taking/using inventories that address *strengths, values* and *interests:*

[Video 12 min. Ted Talk: How can a child aspire to a career they don’t know exists yet?](https://www.youtube.com/watch?v=yRQLj2erYPk)

Labor laws & safety unit

[Safety & Labor Laws](https://docs.google.com/document/d/1CbYN_IEIsNJ2xcTBm2WlHacDGpWCHjIT51H9zzICZWE/edit?usp=sharing)

[Four Card Negotiation](https://docs.google.com/document/d/1jx8OIkGG8TXxPVz3iHCbaA79Yanrt5rJYZGpH8KdIf0/edit?usp=sharing)

[Decision Making Worksheet](https://docs.google.com/document/d/1gmesiHwrXH6QB_nHRxUdXMiB7UGSaXHTtDUNZg5oU5M/edit)

[High School Financial Planning Program- Decision Making](https://www.hsfpp.org/Portals/0/Materials/Instructor/1/HSFPP-Instructor-Pack-Lesson-1-3-Decisions_2014.pdf)- this is a free resource; booklets are available free of charge on six different financial modules. Module 1 includes information on Decision Making and Goal Setting.

**1.2.4 Solves problems**

Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).

[PowerPoint on Creating a Reference Page](https://courses.district287.org/mod/resource/view.php?id=95748)

[Problem Solving and Critical Thinking](https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf)  
(Activity 23- 30 minutes- Problem Solving on a Team -The purpose of this activity is to have participants explore how effective teams might address problems that occur among its members)

Labor laws & safety unit

[Safety & Labor Laws](https://docs.google.com/document/d/1CbYN_IEIsNJ2xcTBm2WlHacDGpWCHjIT51H9zzICZWE/edit?usp=sharing)

[Lost at Sea](https://docs.google.com/document/d/13tshJ3oF8qjXylz4VQTDuULng4HtNCCOxytf2FcHuXk/edit)

[The Cup Stack](https://docs.google.com/document/d/1A-ST3T9h_aN4L4rm4Asg7h_KcYKK2WgXGjuEH9ocO4E/edit)

Make Better Decisions - Use the Systematic Problem-Solving Process

<http://web.csulb.edu/~tstevens/wsps.htm>

**1.2.5 Reasons**

Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using “if-then” rationale.

Labor laws & safety unit

[Safety & Labor Laws](https://docs.google.com/document/d/1CbYN_IEIsNJ2xcTBm2WlHacDGpWCHjIT51H9zzICZWE/edit?usp=sharing)

**1.2.6 Plans/organizes**

Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.

Students will do a career compare and contrast on 2 jobs that they scored high on their inventory. They can use the following sites to find wage, Training/Education, Future openings, working conditions for those 2 jobs. Then put the info together in a presentation, paper, or list.

Mynextmove.org

Onetonline.org

Careeronestop.org

Careerwise (formerly ISeek)

CareerKey.org

Cacareerzone.org (California Career Zone)

Jobsmadereal.com

Have students take the role of owning a business and have them create interview questions and then conduct a mock interview and provide feedback.

# 2 EFFECTIVE RELATIONSHIPS

## 2.1 Interpersonal Skills

**Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.**

**2.1.1 Understands teamwork and works with others**

Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.

[Communication Lab](https://docs.google.com/document/d/1WSh9jvWONC88y34cwYxRd5nQAu803L_yCfNt_9CG7GQ/edit?usp=sharing)

Interpersonal Skills

Communication Skills- You will be able to understand the importance of both verbal and non-verbal communication; understand that there are different communication styles; understand the importance of communication skills at work.

Students will be able to understand the importance of setting boundaries and how to set boundaries; understand that conflict can be positive if handled effectively; understand the benefits of negotiation; and understand different team player styles

Unmistakable Identity

You will participate in the *Born This Way* activity.

Clink on the following link: <http://www.azlyrics.com/lyrics/ladygaga/bornthisway.html> Which is a copy of the song lyrics for the song *Born This Way* by Lady Gaga.

I want you to tell me what this song means to you and support your reasons with directly quote lyrics. Sometimes people think badly of others just because of one thing or another, this activity gives you the chance to describe why this isn’t the way managers should be. If managers thought that people shouldn’t be hired because of the way they were born would that be fair? Please type up a response 1 page in a word Doc or a link to a google doc.

[Skills to Pay the Bills](https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf)

“Skills to Pay the Bills: Mastering Soft Skills for Workplace Success,” is a curriculum developed by ODEP focused on teaching “soft” or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. The basic structure of the program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

[Skills To Pay the Bills Teamwork Lesson](https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf)

(There are 5 lessons and multiple activities to choose from ranging in 15 to 30 minutes each.)

[Skills to Pay the Bills- Teamwork](https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf) (Dept. of Labor)

Lesson plans to teach teamwork (soft skills)

The Box Game or other team building games:

<https://www.wrike.com/blog/team-building-games/>

[Employability Skills Lesson Plan (addresses all of 2.1 Interpersonal Skills)](https://docs.google.com/document/d/1We5PKKT1tOiF5831C0RFvOEaOn6HYJvlR-iSwLaaJ-s/edit?usp=sharing)

**2.1.2 Responds to customer needs**

Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).

[WWYD How to deal with rude customer](https://youtu.be/XYip1kgFsrM)

[Dealing with Difficult People](https://youtu.be/W_Oj6CwTGpc)

[Customer Service Training Ideas](https://www.comm100.com/blog/customer-service-training-activities.html#road)

Fun ideas to generate discussion

<https://broadly.com/blog/customer-service-roleplay-scenarios/>

Sample role play scenarios

<https://drive.google.com/open?id=1vehbpJfdW1RJAHvvyZcccP2N_xXFIvmh> Role Play - customer service

Create environments in the school or class where students can practice customer service- at my school we let students work in the lunchroom and school store and coffee shop in the school.

Six Steps to Resolve Customer Conflict

<https://www.storedge.com/6-steps-to-resolve-customer-conflict>

**2.1.3 Exercises leadership**

Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.

[Leadership Skills](https://www.mindtools.com/pages/main/newMN_LDR.htm) - Become an exceptional leader (Mind Tools)

**2.1.4 Negotiates to resolve conflict**

Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).

[Time Management Activity](https://docs.google.com/document/d/1HuGnMDfF4-VP-ZUm2I0omcNz3NYdvXwS2vwSmD_g65Y/edit?usp=sharing)

[Styles for Handling Conflict](https://www.familyconsumersciences.com/2018/10/styles-for-handling-conflict-lesson-activities/)

[Role plays for Handling Conflict](https://drive.google.com/drive/u/0/folders/1WN4sDpjWxQAXDGOjzAfWRUYdwhNC5gRv)

**2.1.5 Respects individual differences**

Students listen to and consider all team members’ ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.

[8 Job skills you should have](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have) (Youth Central)

[16 Personalities](https://www.16personalities.com/)- There are many different personality tests. This can be used as an introduction to different personality types and how we all need each other.

## 2.2 Personal Qualities

**Personal qualities are routinely displayed in students’ everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.**

**2.2.1 Demonstrates responsibility and self-discipline**

Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.

[Career Portfolio](https://docs.google.com/document/d/1x3AmgvlJyX4I-rjt1I4gqLF1Hm1LLkOHVL37sbjzZ-4/edit)

Includes resume, cover letter, letter of resignation, educational history, certificate/skills/organizations, networking, interviewing

[Skills that pay the bills](https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf) (Department of Labor)

[Employability Skills Lesson Plan (addresses all of 2.2 Personal Qualities)](https://docs.google.com/document/d/1We5PKKT1tOiF5831C0RFvOEaOn6HYJvlR-iSwLaaJ-s/edit?usp=sharing)

**2.2.2 Adapts and shows flexibility**

Students adapt easily to different modes of instruction and different types of assignments.

[Employability skills resource kit](http://www.nc-net.info/employability.php) (North Carolina State)

**2.2.3 Works independently**

**Career Searching Sites:**

Mynextmove.org

Onetonline.org

Careeronestop.org

Careerwise (formerly ISeek)

CareerKey.org

Cacareerzone.org (California Career Zone)

Jobsmadereal.com

**2.2.4 Demonstrates a willingness to learn**

Students are cooperative and noticeably engaged.

CQE Wp

Writing prompts around characteristics of quality employees

**2.2.5 Demonstrates integrity**

Students treat work assignments with respect in that work is either original or credited correctly.

Skills to Pay the Bills

[Problem Solving and Critical Thinking](https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf)

Activity 22: 30 minutes Workplace Ethics JUST THE FACTS: The purpose of this lesson is to help participants learn some of the steps necessary to make ethical decisions on the job.

[NC-NET Employability Skills Resource Toolkit, Integrity & Professionalism](https://www.nc-net.info/employability/12-15-Revised-NCNET-Employability-Skills-Resource-Toolkit.pdf) (North Carolina Network for Excellence in Teaching)

**2.2.6 Demonstrates professionalism**

Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.

[How to deal with rude customers](http://katenasser.com/5-things-think-with-rude-customers-best-results/)

[How to deal with difficult people (video)](https://www.youtube.com/watch?time_continue=3&v=W_Oj6CwTGpc)

[Rude customer video- do’s/don’ts](https://www.youtube.com/watch?v=XYip1kgFsrM)

**2.2.7 Takes initiative**

Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.

[How to Deal with Difficult People](https://www.youtube.com/watch?time_continue=3&v=W_Oj6CwTGpc)

[Initiative - Service Learning Project](https://teachers.schooldatebooks.com/wp-content/uploads/2017/08/Initiative.pdf)

**2.2.8 Displays a positive attitude and sense of self-worth**

Students contribute positively to the class.

[Soft Skills to Pay the Bills](https://www.dol.gov/odep/topics/youth/softskills/Enthusiasm.pdf)- Enthusiasm (Dept. of Labor)

[Self-esteem activities](https://positivepsychologyprogram.com/self-esteem-worksheets/#teens-self-esteem)

**2.2.9 Takes responsibility for professional growth**

Students are active listeners, seeking clarification and understanding when needed.

<https://www.skillsyouneed.com/ips/active-listening.html>

<https://www.mindtools.com/media/Images/Infographics/listening-skills-infographic.pdf>

<https://www.mindtools.com/CommSkll/ActiveListening.htm>

# 3 WORKPLACE SKILLS

## 3.1 Resource Management

**Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.**

**3.1.1 Manages time**

Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.

[Time Management Activity](https://docs.google.com/document/d/1HuGnMDfF4-VP-ZUm2I0omcNz3NYdvXwS2vwSmD_g65Y/edit?usp=sharing) (resource is good, should not be stand alone)

[Employability Skills Rubric](https://docs.google.com/document/d/e/2PACX-1vRGM7r_Lr5r_MFXG32MoJcFuQNYF5K2YePaTBfqYIQ-GbpljP6OSsaAYeFven-mIvm10Tb9zrF0E4Qz/pub) (good rubric to be used for part of a lesson, not stand alone)

[Time Management](https://www.mindtools.com/pages/main/newMN_HTE.htm) (MindTool website and you need to create a membership to obtain all information for the lessons)

[Time Management: 62 tools](https://www.mindtools.com/pages/main/newMN_HTE.htm) (Mind Tools)

[Time Management Self-Assessment Worksheet](https://www.uhv.edu/media/uhv/content-assets/documents/ssc/timemanagementselfassessment.pdf) (good resource for Time Management, to add to a lesson. Should not be stand alone)

**3.1.2 Manages money**

Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).

[High School Financial Planning Program](https://www.hsfpp.org) NEFE 6 free and downloadable modules.

[MoneySkill Modules](https://afsaef.org)

MoneySkill is sponsored by American Financial Services Association Education Foundation

[My Classroom Economy](https://www.myclassroomeconomy.org/)

<https://careerwise.minnstate.edu/careers/realitytool.html>

[Interactive guide](https://www.practicalmoneyskills.com/) to budgeting, savings, and other money skills. Different lesson plans for each topic. (Practical Money Skills)

[Take Charge Today](https://takechargetoday.arizona.edu/) Budgeting simulation for high school students. Students are put into family groups to create a budget for their given situation.

[Banzai](https://teachbanzai.com/) Free budgeting simulation (3 levels Junior Ages 8-12, Teen 13-18 and Plus 16+) that goes through Pre-Assessment, Guided Situations, Game (That measures what the student learned from the guided situations, and Post Assessment) Requires account.

**3.1.3 Manages resources**

Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.

MinnsotaState [Careerwise “Reality Check” Tool](http://careerwise.minnstate.edu/careers/realitytool.html) (Website for student understanding)

**3.1.4 Manages personnel**

Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.

Team Building Games- The Box Game

Skills to Pay the Bills

[Teamwork](https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf)

Activity 13. -25 minutes The Good, the Bad, and the Reasonable JUST THE FACTS: Teamwork can be tough.

[Website for content on Employability](http://www.khake.com/page3.html)

## 3.2 Information Use

**Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.**

**3.2.1 Locates**

Students use analytical strategies to determine the best medium for finding necessary information.

[Child Labor Laws Case Studies](https://docs.google.com/document/d/1KDR8F5-jXV_957XIHPOH7TxtDIxIrjEQfjxVu53DvyY/edit?usp=sharing)

[Job/Career Presentation Rubric](https://docs.google.com/document/d/1l1oG_sLQ4HhQBKKESJ-9udg-s2fdJFrO15-bVwLXl-8/edit) (need public access)

Includes personal history, future career information, job site safety, job site dress/grooming, and work relationships

**3.2.2 Organizes**

Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.

Career Portfolio: Resume, reference page, Cover Letter, Letter of Recommendation, Letter of resignation

Using [Google Sites](https://sites.google.com/new) to create a Career Portfolio

**3.2.3 Uses**

Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.

Check List, Labeling System what to use when lists, color coordinating system. Seniors- Interviewing Skills/Mock Interviewing, Creating interview question

Performance Evaluation Simulation idea. Job Interview and Mock Interview

**3.2.4 Analyzes**

Students assess information to determine which is relevant (does not have to be a mathematical analysis).

[Employability Skills Lesson Plan](https://docs.google.com/document/d/1We5PKKT1tOiF5831C0RFvOEaOn6HYJvlR-iSwLaaJ-s/edit?usp=sharing) (lesson plan complete:Love)

Career Inventories:

Jung Typology Test - [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)

The TypeFinder Personality Test - [www.truity.com/test/type-finder-research-edition](http://www.truity.com/test/type-finder-research-edition)

Personal Strengths Inventory - [www.truity.com/test/personal-strengths-inventory](http://www.truity.com/test/personal-strengths-inventory)

Picture Inventory: [Picture Inventory](https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf)

Career Interest Inventories:

Careerwise: Can do it on the computer and print it out for the student:

<http://careerwise.minnstate.edu/iseek/static/2014-10-mncareers-interest-assessment-interactive.pdf>

Career Cluster:

<http://careerwise.minnstate.edu/careers/clusterAssessment>

[Beyond Penguins and Polar Bears](https://beyondpenguins.ehe.osu.edu/issue/rocks-and-minerals/determining-importance-helping-students-recognize-important-points-in-content-text)

**3.2.5 Communicates**

Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.

Creating interview question

[Oral Communication](http://learntoearntoolkit.org): Listen and Understand, Speak Clearly and Effectively and Speak in Public (National Center for Families Learning)

[The Cup Stack](https://docs.google.com/document/d/1A-ST3T9h_aN4L4rm4Asg7h_KcYKK2WgXGjuEH9ocO4E/edit)

Performance Evaluation Simulation idea. Job Interview and Mock Interview

## 3.3 Communication Skills

**Routinely displayed in students’ everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.**

**3.3.1 Communicates verbally**

Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.

Skills to Pay the Bills

[Skills to Pay the Bills-Communication](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf)

Activity 1: 20 minutes-This activity helps participants understand the importance of being specific when offering and receiving communication. Activity 2: 30 minutes-The purpose of this activity is to encourage youth to discuss the different types of communication they might use in different situations and environments.

[Mastering Soft Skills for Workplace Success](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf)- Communication (Dept. of Labor)

[10 Communication Activities for Adults and College Students](https://positivepsychologyprogram.com/communication-activities-adults-students/) (Positive Psychology)  
Several activities on this site that could be used to teach verbal and nonverbal communication skills.

[Team Building Survival Challenge](http://www.wrha.mb.ca/staff/collaborativecare/files/Resource-TeamExercise-2.pdf)

[Four Card Negotiation](https://docs.google.com/document/d/1jx8OIkGG8TXxPVz3iHCbaA79Yanrt5rJYZGpH8KdIf0/edit?usp=sharing)

[Role-Playing Communication Styles](https://www.cteonline.org/curriculum/lessonplan/role-playing-communication-styles/z1c1yy) (CTE Online-need an account to access their resource)

[Positive Communication PPT](https://docs.google.com/presentation/d/1F9oxERudDRq7Kl8ZAzC60bATljWCGmRPuh0kiW6k5ls/edit?usp=sharing)

[I’m so angry!](https://www.cteonline.org/curriculum/lessonplan/im-so-angry-i-messages-and-communication-skills/TsqMy6) - “I” Messages and Communication Skills (CTE Online-need an account to access their resources) \*\*Create a Lesson

**3.3.2 Listens actively**

Students are noticeably engaged through note taking, questioning, and responding.

Skills to Pay the Bills

[Skills to Pay the Bills-Communication](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf) (What’s your point? Activity)

Activity 4: Listen Hear!! 15 minutes.

JUST THE FACTS: This quick activity is designed to get participants to start thinking about the importance of two-way communication.

[Non-verbal Communication Activity](https://docs.google.com/document/d/18RaONF2h229Ef_4I4oE_W0fVX69dbkrbCHDanR-Y-Cc/edit?usp=sharing)

[TED Talks- Better Conversation](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=en)

**3.3.3 Comprehends written material**

Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.

Skills to Pay the Bills

[Skills to Pay the Bills-Communication](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf)

Activity 5. Quit Talkin’! I Know What To Do! JUST THE FACTS: The purpose of this activity is to discuss the importance of understanding directions before you start a task.

[Playing by the Rules: Writing Clear Directions](https://www.cteonline.org/curriculum/lessonplan/playing-by-the-rules-writing-clear-directions-ela/zHaoRm) (CTE Online)

**3.3.4 Conveys information in writing**

Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.

[Playing by the Rules: Writing Clear Directions](https://www.cteonline.org/curriculum/lessonplan/playing-by-the-rules-writing-clear-directions-ela/zHaoRm) (CTE Online)

**3.3.5 Observes carefully**

Students interpret verbal and nonverbal communication efforts of others.

Skills to Pay the Bills

[Skills to Pay the Bills-Communication](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf): (mastering soft skills in a multiple of ways)

3. Oh, Puh-leeeeeeze! JUST THE FACTS: 20 minutes- The purpose of this activity is to help youth gain a better understanding of how non-verbal communication (both intended and unintended) can be interpreted by others…and the impact and effect of this form of communication.

## 3.4 Systems Thinking

**A team working in sync to accomplish an assignment can be thought of as a system.**

**3.4.1 Understands and uses systems**

Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.

[Team Work](http://learntoearntoolkit.org): Be a Leader, Cooperate with Others, Give and Receive Feedback (National Center for Families Learning) (teacher resource that educator needs to sign up for prior to use)

Agile, Scrum, Kanban, Trello

**3.4.2 Monitors systems**

Students devise methods to assess team (system) progress.

[Work Exp. Eval.](https://drive.google.com/file/d/1HcU5dqDbl9HBqEHM8Jf38huxFv7QKoRb/view?usp=sharing) (workplace evaluation for off site student)

**3.4.3 Improves systems**

Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.

Exit Tickets

Feedback forms

1:1 conferences

## 3.5 Technology Use

**In the classroom and workplace, technology skills typically refer to the use of digital electronics.**

**3.5.1 Understands and uses technology**

Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.

[Linkedin](https://docs.google.com/presentation/d/1hgZLRk1l7SjmYtn0QjC8_hWSkLMBhyANDuUXbmAfiyE/edit#slide=id.p1)

Google Sheets; ELM Databases; Google Scholar; OWL

[Information Technology Application](http://learntoearntoolkit.org): Email Etiquette, Internet Safety and Types of Technology (National Center for Families Learning)

# Additional Resources

<https://www.newworldofwork.org/high-school-resources/>

<http://www.gavirtuallearning.org/Resources/CTAEResources/CTAEShared/SharedBanking,InsuranceInvesting.aspx>

<https://www.cteonline.org/>

<http://www.cccframework.org/resources.html>