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Introduction to the Teaching Skills That Matter Toolkit



Teaching Skills That Matter (TSTM) in Adult Education is a professional development project of the Office of Career, Technical, and Adult Education (OCTAE). The project focuses on improving adult education and literacy instruction as a means of helping adult learners acquire the skills they need for meeting the demands of critical domains of their lives. Conducted by the American Institutes for Research (AIR), in partnership with Jobs for the Future (JFF), the project will identify, develop, and deploy high-quality, evidence-based materials and training to integrate transferable skills development in five content focus areas of critical importance in adults' lives (civics education, digital literacy, health literacy, financial literacy, and workforce preparation) into adult education and literacy instruction. Over the course of the project, 100 teachers from 25 states have been trained.

A critical component of the TSTM project is the **TSTM Toolkit**. The TSTM Toolkit is designed to assist you with using and integrating the skills that matter into your instruction. The tools in the toolkit will support your instructional practice as you focus on teaching the nine skills that matter (i.e., capabilities like adaptability and willingness to learn, communication, critical thinking, interpersonal skills, navigating systems, problem-solving, processing and analyzing information, respecting difference and diversity, and self-awareness that serve adults well in all sorts of situations) to your students.

The TSTM toolkit has seven sections:

- | | |
|-----------------|---|
| Overview | Definitions of the skills, topic areas, and approaches and a lesson plan to introduce the skills to students. |
| Tabs 1–5 | Instructional examples to support teaching the skills that matter across the five topic focus areas including a content brief, a case study on best practices, lesson plans, and examples of how to implement three effective instructional approaches. |
| Tab 6 | Templates and tools to support applying the knowledge learned in the classroom. |

In partnership with OCTAE, we are working collectively to enhance adult education and workforce systems and drive access to economic advancement for all. In that spirit, this toolkit and all related TSTM project materials are grounded in a research- and evidence-based learner-centered design framework. This toolkit will build capacity among teachers, administrators and others for the effective integration of the *skills that matter* into adult education and literacy practice across the adult education field. The intent is to have a positive impact on students' lives and to change the adult education field for the better.





Defining the Skills That Matter

The Skills That Matter are the foundational skills needed for an adult learner to function effectively within the workforce and civic and community life. The Skills That Matter include the following:

Adaptability and Willingness to Learn	
<p>Definition: Adaptability is the quality of being able to “roll with” new situations, such as a change in leadership, a revised work assignment, or an unexpected life event. Adaptability (or flexibility) is highly valued in the workplace and is a factor of emotional intelligence. Willingness to learn is often related to adaptability, especially when a new situation requires new skills. Demonstrating an interest in (and pursuing) continuing education and professional development is key to success in the technology-rich environments of the 21st century.</p>	<p>Example: When presented with a different mode of instruction (e.g., using cell phones for research) or different types of assignments (e.g., flipped learning), learners respond positively. Students less familiar with the technology are given sufficient time and support to complete the task; those who catch on quickly assist others.</p>
Communication	
<p>Definition: Adults with strong communication skills can convey information to others effectively and efficiently, and they can do so verbally, nonverbally, and in writing. They can repair communication breakdowns when they occur and can adjust their communication style and register (e.g., formal, informal, or colloquial) to match their listeners’ or readers’ needs and expectations. Communication skills also include the effective use of visuals, multimedia, and digital platforms to convey information.</p>	<p>Example: Team members working on a task typically engage in informal communication to complete the task—negotiating meaning and repairing communication breakdowns as needed. When the same team members prepare to present their task results, they will switch to a formal register and intentionally adjust their volume, pitch, and body language to convey their message.</p>
Critical Thinking	
<p>Definition: Critical thinking involves being open-minded and rational. It is informed by evidence and helps users arrive at decisions or conclusions that go beyond factual recall. In adult education classrooms, critical thinking skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. Critical thinking skills are essential for adult learners to</p>	<p>Example: Following a survey asking about community members’ attendance at school events, learners analyze the data and draw conclusions about possible actions that would increase attendance at these events.</p>

thrive in their communities, workplaces, and postsecondary or career training opportunities.	
Interpersonal Skills	
<p>Definition: Sometimes called “people skills,” strong interpersonal skills are the qualities and behaviors a person uses to interact with others appropriately. These skills are essential to successful communication and systems navigation across contexts. Examples of interpersonal skills sought after in the workplace include team management and team building, conflict management, consensus building, and problem-solving. Qualities associated with strong interpersonal skills include demonstrating empathy, a positive attitude, honesty, patience, diplomacy, and leadership.¹</p>	<p>Example: Learners form teams to complete a project about distinguishing between and selecting health care plans. Team members employ an array of interpersonal skills by assuming roles such as team manager, administrative assistant, or technical assistant and take on responsibilities such as time management; presentation of ideas, and leadership.</p>
Navigating Systems	
<p>Definition: Navigating systems is the ability to successfully operate within the institutions and organizational structures that are part of 21st-century communities, workplaces, schools, and families.</p>	<p>Example: Learners read and analyze the following scenario: A teenager has become withdrawn, her grades are down, she’s lost a lot of weight, and she no longer spends time with friends or doing her favorite activities. Her father is worried but doesn’t know how to help. Teams research the support services within the community that will help the father and daughter and report on ways to contact, finance, and manage care from those services.</p>
Problem-Solving	
<p>Definition: Problem-solving has been identified as one of the top two skills employers look for in job applicants, but it is also part of adult daily life (e.g., work/life balance; parenting choices; managing finances; etc.). The key stages in problem-solving are to 1) identify the problem, 2) propose solutions, 3) analyze solutions (and consequences) in order to select a solution, and 4) apply or implement the solution. In the adult education classroom, these four stages often take the form of 1) reading or listening to a problem scenario and determining the problem; 2) brainstorming solutions; 3) creating a pros and cons T-chart for the solutions to select</p>	<p>Example: Learners listen to a woman’s story about being at a family party when she hears her sister’s fiancé make a racist comment. The woman states that she didn’t know what to do and that she had wanted to say something but hadn’t. She’s looking for advice on how to solve that problem in the future. The class listens for the main idea and key details in the passage then moves into teams to use the facts to define the problem. The teams report out and the class decides on the problem everyone will work on. Teams continue with the problem-solving process</p>

¹ See <https://www.thebalancecareers.com/interpersonal-skills-list-2063724> for an extensive list of interpersonal skills.



<p>one; and 4) applying the solution in a writing task (making a claim and supporting it with evidence) or a role-play or oral presentation that envisions the scenario from problem to solution to consequences.</p>	<p>and present their solution (advice) in the form of an oral presentation to the class.</p>
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Processing and Analyzing Information

<p>Definition: In processing and analyzing information, adult learners first read or listen closely to information related to the target topic or issue, then use thinking tools such as graphic organizer to breakdown and analyze the components of the topic or issue. Learners then work with these components to quantify, compare, contrast, and/or identify relationships between them. Finally, learners assess and reflect on the results of their analysis.</p>	<p>Example: Learners work with material from the Innocence Project (https://www.innocenceproject.org/). They read and analyze transcripts and evidence from court cases to determine whether the defendant should be granted a retrial.</p>
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Respecting Differences and Diversity

<p>Definition: Diversity is a hallmark of 21st-century workplaces, training rooms, classrooms, and communities. Adults' success in these environments requires the ability to interact with others respectfully, accommodating their different lifestyles and needs and accepting their diverse viewpoints and expertise. Learners demonstrate this skill by actively listening to, considering, and responding appropriately to teammates from diverse backgrounds.</p>	<p>Example: While planning a community event to present class projects, learners bring up the idea of having a potluck. During a brainstorm of the dishes they will make, a student mentions that none of the dishes are halal. Learners ask what that means and after a brief explanation, the class discusses why and how to make the potluck appropriate for all by including vegetarian, pork-free, and other dishes that meet dietary restrictions.</p>
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Self-Awareness

<p>Definition: Self-awareness is the ability to take stock of one's own emotions, thoughts, and values and recognize their impact on one's own (and others') behavior. It is the ability to accurately assess one's strengths and limitations while maintaining a "growth mindset." Being self-confident and demonstrating self-efficacy are attributes of self-awareness that allow adult learners to set and achieve personal and professional goals.</p>	<p>Example: During a lesson on household budgeting and ways to save for unforeseen repairs, students are researching the local gas company's "monthly repair plan" and are calculating its cost/benefit. A student less proficient in math becomes anxious and begins to disengage from the lesson but does some self-talk to remind himself that any mistakes help the team learn. He also asks a classmate to work as his partner for this portion of the lesson.</p>
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Definitions Adapted From the Following Sources:

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National Association of Colleges and Employers. (2017). *The key attributes employers seek on students' resumes*. Retrieved from <https://www.naceweb.org/about-us/press/2017/the-key-attributes-employers-seek-on-students-resumes/>

National Institute for Literacy. (2000). *EFF content standards for adult literacy and lifelong learning*. Washington, DC: Author.

Johnson, K., & Parrish, B. (2010). Aligning instructional practices to meet the academic needs of Adult ESL students. *TESOL Quarterly*, 44(3), 618–628. Retrieved from <http://www.jstor.org/stable/27896750>

Leonard, W. P. (2014, June 13). Teach students soft skills. *University World News*, Issue No. 324. Retrieved from <http://www.universityworldnews.com/article.php?story=20140611144116863&query=teach+students+soft+skills>

Pritchard, J. (2013). The importance of soft skills in entry-level employment and postsecondary success: Perspectives from employers and community colleges. Seattle, WA: The Seattle Jobs Initiative. Retrieved from http://www.seattlejobsinitiative.com/wp-content/uploads/SJI_SoftSkillsReport_vFINAL_1.17.13.pdf

Raine, L., & Anderson, J. (May 23, 2017). *The future of jobs and training*. Washington, DC: PEW Research Center. Retrieved from <https://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/>

The Foundation for Critical Thinking. (n.d.). *Our concept and definition of critical thinking*. Tomales, CA: Author. Retrieved from <https://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411>

The Partnership for 21st Century Skills. (2009). *P21 framework definitions*. Retrieved from <http://www.21stcenturyskills.org>

The Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.

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Defining the Topic Focus Areas

The Skills That Matter are the foundational skills needed for an adult learner to function effectively within the workforce and civic and community life. Here are the main focus areas.

Civics Education Skills
<p>Civics education skills means “achiev[ing] competency in the English language and acquir[ing] the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.... [S]ervices [helping adults to gain these skills] shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training” (WIOA, Pub. L. 113-128, July 2014).</p>
Digital Literacy Skills
<p>Digital literacy skills means “the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology” (Museum and Library Services Act of 2010, Pub. L. 111-340, 22 Dec. 2010).</p>
Financial Literacy Skills
<p>Financial literacy skills means the confidence, knowledge, and skills needed to make financial decisions that promote financial self-sufficiency, stability, and well-being. These skills include the ability to effectively locate, evaluate, and use information, resources, and services and to make informed decisions about financial obligations, budgeting, credit, debt, and planning for the future.</p>
Health Literacy Skills
<p>Health literacy skills means the knowledge, skills, and ability to ask relevant questions to obtain and apply information, evaluate information for credibility and quality, communicate effectively, and make critical decisions to promote one’s own health and well-being and that of one’s family and community.</p>
Workforce Preparation Skills
<p>Workforce preparation skills means the knowledge, skills, and competencies that, when developed and demonstrated, prepare individuals to obtain or retain employment or to advance in the workforce. These skills include interpersonal and communication abilities such as teamwork, collaboration, and customer service; and workplace competencies including demonstrated professionalism, critical thinking, and systems thinking within their specific work setting.</p>





Defining the Approaches That Work

The *Skills That Matter* are the foundational skills needed for an adult learner to function effectively within the workforce and civic and community life. The *Approaches That Work* to teach these skills in the adult education classroom include the following.

Integrated and Contextualized Learning	
<p>Definition: In planning integrated and contextualized learning, the focus is on using relevant content areas as the context for instruction. The contextualized lesson builds content knowledge while simultaneously integrating instruction in, and practice with,</p> <ul style="list-style-type: none"> • reading and writing skills, • math skills, • language acquisition, and • soft skills. <p>Research suggests that contextualizing curriculum and instruction has the potential to accelerate the progress of academically underprepared adult learners.</p>	<p>Example: An instructor chooses a financial literacy context to teach addition and subtraction of whole numbers. Pairs of learners are each assigned a family's set of expenses. Partners collaborate to respond to text-dependent questions asking for the total amounts each family spends in different categories. Pairs evaluate their assigned family's spending habits and present their suggestions on ways to economize, based on adding and subtracting amounts from the expenses.</p>
<p>Research basis: Drake, S., & Burns, R. (2004). What is integrated curriculum? [Chapter 1]. In: <i>Meeting standards through integrated curriculum</i>. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum%C2%A2.aspx National Institute for Literacy. (2010). <i>Integrating curriculum: Lessons for adult education from career and technical education</i>. Washington, DC: Author. Retrieved from https://lincs.ed.gov/publications/pdf/IntergratingCurriculum2010.pdf</p>	
Problem-Based Learning	
<p>Definition: In problem-based learning, instead of presenting facts and concepts directly, complex, real-world problems are used as the vehicle to promote student learning as concepts and principles. Problem-based learning is a student-centered approach in which students, working in pairs or teams, use procedures that require them to research and think through an authentic problem scenario in order to propose solutions. During the course of the problem-solving process, learners use analytical reasoning and creative thinking skills to consider both solutions and consequences. Instruction based on this approach culminates with students developing written and/or oral presentations that describe their approach to the problem.</p>	<p>Example: <i>Learners are given the following problem: A family is looking for a place to live in (name local city/area). The father has a job at (choose place) and earns (income). The mother has a job at (choose place) and earns (income). They have a 14-year-old son and a 7-year-old daughter. Their son has diabetes and needs regular medical care. They do not have a car. Where should they live? To decide, please consider information about costs of available housing, public transportation, and health care services and prioritize their needs to make the best possible choice.</i> Team members use a cost-of-living website to research the cost of living in their own city. Based on their research, they determine whether to look locally or in a nearby</p>

	area for the services the family needs. Once team members have a solution that meets the family's needs, they create a poster and present their solution.
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Research basis:

Center for Teaching Innovation. (n.d.). Problem-based learning. Ithaca, NY: Cornell University. Retrieved from <https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning>
 Mathews-Aydinli, J. (2007). *Problem-based learning and adult English language learners*. Washington, DC: Center for Adult English Language Acquisitions, Center for Applied Linguistics. Retrieved from http://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf

Project-Based Learning

Definition: In project-based learning (PjBL or PBL), students gain knowledge by addressing essential questions or lines of inquiry, setting and prioritizing goals, and engaging with real-world authentic tasks. Project-based units of instruction result in the creation of a product that demonstrates learners' skills and content knowledge (e.g., a report, presentation, video, etc.). Project-based learning units require an array of basic skills and soft skills including communication, collaboration, critical thinking, and creativity and are typically multidisciplinary. The project can be related to building learners' knowledge of community needs, careers, changes in the workplace, or academic subjects (e.g., social studies, science). Project-based learning is a rigorous and engaging approach that prepares learners for postsecondary and career transitions.

Example: Students in an intermediate ESL class (focusing on the question, "How can we help our school community learn about the garden?") design and plant a garden one summer with their ESL teacher. Each student creates a short video showcasing a few of the vegetables growing in the garden, a recipe they make using at least one vegetable, and an explanation of why the garden is important for the school and students. Materials from this project and sample student videos can be found here, under "Our School Garden": <http://atlasabe.org/resources/project-based-learning/more-extensive-projects>.

Research basis:

ATLAS (ABE Teaching & Learning Advancement System). (n.d.). Project-Based Learning resource library. Retrieved from <http://atlasabe.org/resources/project-based-learning>
 PBL Works. (n.d.). Why PBL? Retrieved from <https://www.pblworks.org/>
 Duke, N. K. (2014). Inside information: *Developing powerful readers and writers of informational text through project-based instruction*. New York, NY: Scholastic.
 Duke, N. K. (2015, March 3). Now is the time for project-based learning [Blog post]. Retrieved from <http://pdkintl.org/blogs/learning-on-the-edge/now-time-project-based-learning/>



Overview of the Approaches That Work



Integrated & Contextualized Learning

The Approach

In planning integrated and contextualized learning, the focus is on using relevant content areas as the context for learning. The contextualized lesson builds content knowledge while simultaneously integrating instruction in—and practice with

- reading and writing skills
- math skills
- language acquisition, and
- soft skills

In integrated instruction, the subject-matter instructor integrates basic skills that learners may need in order to complete a task, such as writing a claim in a science class, or reading primary source material closely in a history class. In contextualized instruction, the basic skills instructor teaches the skills against the backdrop of a meaningful context, e.g., teaching English language skills in the context of career exploration or civic rights and responsibilities.

Research suggests that contextualizing curriculum and instruction has the potential to accelerate the progress of academically unprepared adult learners.

The Process

For the integrated and contextualized approach to be effective, instructors need to conduct needs assessments and interest inventories to know which contexts will be most meaningful to their learners. A contextualized approach also means that the instructor may need to research the skills, language, and materials that learners would authentically use in the context. Collaboration between subject-matter teachers and basic skills teachers can make this process easier.

Example:

An instructor chooses a financial literacy context to teach addition and subtraction of whole numbers. Teams are each assigned a family's set of expenses. Team members collaborate to respond to text-dependent questions asking about total amounts each family spends in different categories. Teams evaluate their assigned family's spending habits and present their suggestions on ways to economize—based on adding and subtracting amounts from the expenses.

Problem-Based Learning

The Approach

In problem-based learning, complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Problem-based learning is a student-centered approach in which students, working in pairs or teams, use procedures that require them to research and think through an authentic problem scenario in order to propose solutions. During the course of the problem-solving process, learners use analytical reasoning and creative thinking skills to consider both solutions and consequences. Instruction based on this approach culminates with students developing written and/or oral presentations that describe their approach to the problem. Research suggests that the approach develops and refines problem-solving skills and helps learners retain the lesson content.

The Process

1. Instructor and/or learners identify a situation they want to address, or the instructor brings in a case study
2. Learners in groups explore the issue and determine what they know about it.
3. Groups identify what they need to know and research to gather the information they need.
4. Instructor facilitates and monitors progress.
5. Groups synthesize their research results and identify solutions and consequences.
6. Learners present a solution that represents their best thinking.
7. Instructor and learners evaluate the process and outcomes.

An Example

Learners are provided with the following problem: A family of four is looking for a place to live in (name local city/area). The father has a job at (choose place) and earns (income). The mother has a job at (choose place) and earns (income). They have a 14-year-old son and a 7-year-old daughter who need to start school next week. Their son has diabetes and needs regular medical care. They do not have a car. Where should they live? To make the decision, you will need to consider information about local schools, costs of available housing, public transportation, and healthcare services and prioritize their needs to make the best possible choice. Team members use a cost-of-living website to research the cost of living in their own city and neighboring areas; then, based on their research, determine whether to research locally or in a neighboring area for the services the family needs. Once team members have a solution that meets the families' needs, they create a poster and presentation that details what their solution has to offer the family. A gallery-walk and class vote on the preferred solution culminates learners' work with this problem.



Project-Based Learning

The Approach

In project-based learning (PjBL), students gain knowledge by addressing essential questions or lines of inquiry, setting and prioritizing goals, and engaging with real-world, authentic tasks. Project-based units of instruction result in the creation of a product that demonstrates learners' skills and content knowledge (e.g., report, presentation, video, etc.). PjBL units require an array of basic skills and soft skills including communication, collaboration, critical thinking, and creativity and are typically multidisciplinary. The project can be related to building learners' knowledge of community needs, careers or the workplace, or academic subjects (such as social studies, science). Project-based learning is a rigorous and engaging approach that prepares learners for postsecondary and career transitions. Studies have indicated that administrative support and sufficient time are factors that affect the success of PjBL.

The Process

1. Instructor and/or learners identify an essential question or line of inquiry.
2. Instructor shares the project plan and schedule with the learners.
3. Learners collaborate on the tasks associated with the project.
4. Instructor facilitates and monitors progress.
5. Learners complete the project and present their work publicly.
6. Instructor and learners assess the project outcomes.
7. Instructor and learners reflect on the project.

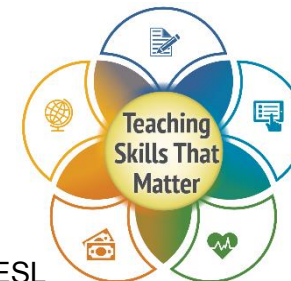
An Example

Students in an intermediate ESL class (focusing on the question "How can we help our school community learn about the school garden?") designed and planted a garden one summer with their ESL teacher. Each student created a short video showcasing a few of the vegetables growing in the garden, a recipe they make using at least one vegetable, and an explanation of why the garden was important for the school and students. The videos were made available for viewing. Materials of this project and sample student videos can be found here: <https://atlasabe.org/resource/our-school-garden/>.





Introduction to The Skills That Matter Lesson Plan



NRS Level(s): Beginning Basic Education to High Adult Secondary Education, High Beginning to Advanced ESL

Lesson Title: Introduction to The Skills That Matter		Approximate Length of Lesson: 2 hours	
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <ul style="list-style-type: none"> • Participate in discussions about how people use the central skills in their daily lives and explain why these skills are important. • Determine the main idea about each of the central skills from reading and from listening to oral presentations and be able to retell key details. • Collaborate with others to plan a short presentation, which integrates relevant graphics, on one of the central skills and deliver the presentation to the class. 		<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the lesson) for learners' exit tickets, learning logs, or reflection:</i></p> <ul style="list-style-type: none"> • I can explain what the central skills mean after listening to my classmates' presentations. • I can give examples of how I and other people use the central skills. • I can explain why the central skills are important. • I can work on a team to plan and present information about one of the central skills to the class. 	
<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>		<p>ELA/Mathematics/ELP:</p> <p>CCR A–E:</p> <p>SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL 2: Integrate and evaluate information presented in diverse media.</p> <p>ELPS Levels 2–5:</p> <p>ELPS 1: Construct meaning from oral presentations and informational text through level-appropriate listening and reading.</p> <p>ELPS 2: Participate in level-appropriate oral exchanges of information, ideas, and analyses in various social and academic contexts responding to peer comments and questions.</p>	

Central Skills Taught:	<input type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input type="checkbox"/> Processing and Analyzing Information <input type="checkbox"/> Respecting Differences and Diversity <input type="checkbox"/> Self-Awareness Note: This lesson introduces all the central skills. Communication and Interpersonal Skills are practiced during this lesson.	
Language Demands: <i>(Include academic language, language skills, etc.)</i>	Academic Language: <i>adaptability, critical, navigate, process, analyze, diversity, awareness</i>		
Assessing Mastery of the Objective(s) and Central Skills: <i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the lesson.)</i>	Proof of Learning: <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input checked="" type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____	Proof of Learning Tools: <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input type="checkbox"/> Other <u>Matching Activities and Student Presentations</u>	Ongoing Formative Assessment: <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input checked="" type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input type="checkbox"/> Other _____
Adaptations and/or Accommodations: <i>(How will EVERY student have access to the content of the lesson? Identify differentiation strategies.)</i>	The teacher can group students strategically to ensure that those who need extra support receive it. This can be done by pairing certain students together (e.g., pairing a higher level student with a lower level student or pairing students who share the same language background) or by grouping those who need extra support together so the teacher can provide the needed support.		



		CENTRAL SKILLS	MATERIALS
<p>Introduction:</p> <p>How will you introduce the lesson objective and how it fits into the unit/LOI? Identify its relevance to learners' needs and goals.</p> <p>Timing: 15 minutes</p>	<p>Teacher: Today we are going to talk about the important skills all adults need in our lives at home, at work, and in the community. What skills do you think are most important for every adult to have? [The teacher writes the question on the board.] Take a minute or two to think about this question and make a list of important skills on your paper.</p> <p>The teacher invites students to pair up to share their lists. The teacher circulates to listen in on the conversations and then brings the students back to share the items on their lists with the whole class. As students report, the teacher writes the skills on the board. The teacher invites the students to group the skills into categories. The teacher asks the students in what situations they would use the skills they have identified. Volunteers contribute responses.</p> <p>The teacher explains that today's lesson will focus on some of the skills the students have identified and some additional skills that are also important at home, at work, and in the community.</p>	<ul style="list-style-type: none"> • Communication 	
<p>Explanation and Modeling:</p> <p><i>What type of direct instruction do learners need? Are there ways for learners to access the new content independently? What types of models will you provide and when?</i></p> <p>Timing: 15 minutes</p>	<p>The teacher explains that they will use a cooperative learning strategy called expert jigsaw to study the important skills. In expert jigsaw, students work in groups to learn about one of the skills and prepare to explain the information to other students in the class. They will create a presentation (or a poster) to explain their assigned skill.</p> <p>The teacher distributes the Jigsaw Notetaking Handout (Appendix A). She explains that students should take notes on the handout as she explains the first skill, Critical Thinking. The teacher models the presentation process, walking students through the slides on Critical Thinking (available here: https://drive.google.com/file/d/1KbkkfpzYCH_zH9xFvJYg0YBjHM-Kkt2e/view?usp=sharing) and outlining the definition of Critical Thinking and two scenarios that illustrate Critical Thinking. The</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Jigsaw Notetaking Handout (Appendix A) • The Skills That Matter: Definitions and Examples (Appendix B)



	<p>Skills That Matter: Definitions and Examples (Appendix B) can provide additional helpful information for this discussion.</p> <p>On the final slide, there are two questions: (1) “How do you use Critical Thinking skills in your daily life?” and (2) “Why are Critical Thinking skills important?” The teacher gives learners a minute or two to write their ideas on the Jigsaw Notetaking Handout and then invites them to turn to a partner to discuss the questions. The class debriefs, with volunteers sharing their ideas.</p>		<ul style="list-style-type: none"> • TSTM Critical Thinking Skills Presentation (https://drive.google.com/file/d/1KbkkfpzYCH_zH9xFvJYg0YBjHM-Kkt2e/view?usp=sharing)
<p>Guided Practice:</p> <p><i>Which tasks and learning activities will you use to engage learners with the content and skills? How will you structure the tasks or other learning activities to support learners’ success?</i></p> <p>Timing: 20 minutes</p>	<p>Teacher: Now we are going to create a presentation together for the next central skill, Communication. Everyone should take notes on the Jigsaw Notetaking Handout.</p> <p>NOTE: The teacher can share the link to the template, and students can assist with the task of creating the presentation if there are computers in the classroom and students are able to access the internet.</p> <p>The teacher displays the TSTM Central Skills Presentation Template (downloadable from here: https://drive.google.com/file/d/1Kban0UuAb6tRGCZeBnC8wk45spbKLYwt/view?usp=sharing) and shows the students how to make a copy and rename the document. The file name for this presentation is TSTM Communication Presentation.</p> <p>On the first slide, the teacher types the name of the skill. The teacher then demonstrates how to locate a copyright-free image online. One source for these images is https://ccsearch.creativecommons.org/. If there is internet access available, the teacher can invite the students to use their computer to search for an image that represents Communication. Volunteers share the images they like, and the students decide on the one that best illustrates Communication. If there are not enough computers with internet access, the teacher may want to do the search together, with one the computer being used for the</p>	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Jigsaw Notetaking Handout (Appendix A) • The Skills That Matter: Definitions and Examples (Appendix B) • TSTM Central Skills Presentation Template (https://drive.google.com/file/d/1Kban0UuAb6tRGCZeBnC8wk45spbKLYwt/view?usp=sharing) • Computers with internet access



	<p>demonstration. Once students have agreed on an image, the teacher models how to add the image to the slide.</p> <p>The teacher distributes The Skills That Matter: Definitions and Examples (Appendix B) to students. The teacher asks students to find “Communication,” then has one volunteer read the definition and another add the definition to the template. Everyone adds the definition to their Jigsaw Notetaking Handout.</p> <p>The teacher invites students to read the examples of Communication, and they vote on which two examples to include in the presentation. The teacher asks student volunteers to add the examples to the scenario slides. Students search for images to include on the scenario slides and upload the images to the presentation. Everyone adds the examples to their Jigsaw Notetaking Handout.</p> <p>The teacher displays the last slide and fills in the words “Communication skills.” Students discuss the many ways they use Communication skills in their lives and why Communication skills are important. The teacher summarizes the main points.</p>		
<p>Application/Extended Practice:</p> <p><i>What will learners do to demonstrate their acquisition of content knowledge, basic skills, and key soft skills?</i></p> <p>Timing: 60 minutes</p>	<p>Teacher: Now we are going to learn about seven more central skills. You will work with a partner to create a presentation just like the ones for Critical Thinking and Communication.</p> <p>The teacher distributes the Checklist for Planning to Present a Central Skill Handout (Appendix C) and explains the steps for creating a presentation and talks about deciding on roles. The teacher walks students through the Central Skills Presentation Self-Assessment Rubric (Appendix D) so that they understand the expectations.</p> <p>The teacher forms seven teams and assigns one skill to each team. [Note: In a smaller class, some groups will need to work with more than one skill.] Students are reminded to find their assigned skill in The Skills That Matter: Definitions and Examples.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal Skills 	<ul style="list-style-type: none"> • Jigsaw Notetaking Handout (Appendix A) • The Skills That Matter: Definitions and Examples (Appendix B) • Checklist for Planning to Present a Central Skill



	<p>As groups begin working, the teacher circulates to provide guidance and support.</p> <p>Each group presents their central skill to the class. During each presentation, students add details to their Jigsaw Notetaking Handout. Each presentation ends by asking students to discuss how they use the skill in their daily life and why the skill is important.</p> <p>Student presenters complete the Central Skills Presentation Self-Assessment Rubric. The teacher provides feedback to each student using the same tool.</p>		<p>Handout (Appendix C)</p> <ul style="list-style-type: none"> • Central Skills Presentation Self-Assessment Rubric (Appendix D) • TSTM Central Skills Presentation Template (https://drive.google.com/file/d/1Kban0UuAb6tRGCZeBnC8wk45spbKLYwt/view?usp=sharing) • Computers with internet access
<p>Student Reflection on Learning Targets, Closure, and Connection to Future Learning</p> <p>Timing: 10 minutes</p>	<p>At the end of the lesson, students reflect on their learning by completing the Exit Ticket (Appendix E). The teacher uses the responses on the Exit Ticket to guide future lessons.</p> <p>In future classes, the teacher has the option to review the definitions and examples of the central skills with students and then assess learners' understanding using the assessments provided (Appendices F and G).</p>	<ul style="list-style-type: none"> • Self-Awareness 	<ul style="list-style-type: none"> • Exit Ticket (Appendix E) • The Skills That Matter Matching Activity Handout (Appendix F) • The Skills That Matter Matching Scenarios Handout (Appendix G)



Appendix A. Jigsaw Notetaking Activity

Directions: Use this handout to take notes as you listen to your teacher and classmates present information about the different skills that matter.

1. **Definition: Critical Thinking** _____

Examples to help us to better understand critical thinking: _____

How do you use critical thinking? _____

Why is this skill important? _____

2. **Definition: Communication** _____

Examples to help us to better understand communication: _____

How do you use communication? _____

Why is this skill important? _____

3. **Definition: Adaptability and Willingness to Learn** _____



Examples to help us to better understand adaptability and willingness to learn: _____

How do you show adaptability and willingness to learn? _____

Why is this skill important? _____

4. **Definition: Interpersonal Skills** _____

Examples to help us to better understand interpersonal skills: _____

How do you use interpersonal skills? _____

Why is this skill important? _____

5. **Definition: Navigating Systems** _____

Examples to help us to better understand navigating systems: _____



What systems do you have to navigate? _____

Why is this skill important? _____

6. **Definition: Problem Solving** _____

Examples to help us to better understand problem solving: _____

How do you use problem solving? _____

Why is this skill important? _____

7. **Definition: Processing and Analyzing Information** _____

Examples to help us to better understand processing and analyzing information _____ :

How do you use processing and analyzing information? _____

Why is this skill important? _____



8. **Definition: Respecting Differences and Diversity** _____

Examples to help us to better understand respecting differences and diversity: _____

How do you show respecting differences and diversity? _____

Why is this skill important? _____

9. **Definition: Self-Awareness** _____

Examples to help us to better understand self-awareness: _____

How do you show self-awareness? _____

Why is this skill important? _____



Appendix B. The Skills That Matter: Definitions and Examples

1. **Adaptability and Willingness to Learn:** When we are adaptable, we are able to accept changes that happen without getting upset. We are also open to learning new information and skills from the changes.

Examples:

- A teacher invites students to use a new app for class. The students are adaptable when they respond positively and say they are willing to learn from each other about how to use the new app.
 - Workers are adaptable when they willingly accept different responsibilities on the job. They realize the change can give them the opportunity to learn new skills.
 - Students are flexible when they expect to revise their writing after receiving feedback from the teacher and their peers. They know that working hard to revise their writing will improve their writing skills.
2. **Communication:** When we have strong communication skills, we can effectively give information to others using speaking, writing, body language, visual images, video, etc. We often use technology to communicate. Good communication also means understanding when to use formal and informal language and how to repair conversations when necessary.

Examples:

- An individual understands that he needs to use formal language during a job interview.
 - When writing e-mails at work, employees need to be sure their messages communicate clearly.
 - People who design websites need to understand how to communicate effectively.
 - It is not unusual for communication to break down. When this happens, it's important to ask for clarification.
 - In U.S. culture, when someone is speaking and someone in the audience sits with his arms crossed, this might communicate that the person is not interested.
3. **Critical Thinking:** We use critical thinking when we carefully study information and use evidence to help us make good decisions.

Examples:

- After a tornado, people at the Red Cross carefully study a lot of information to see what cities and towns need the most help. They think critically about the evidence they collect to make good decisions about where and how to send help.



- Students tell their teacher they want to better understand how to read medicine labels. The teacher brings 12–15 different medications to class. Students work in small groups to carefully read medicine labels for several different medications. They sort the information into categories based on what the medicine is for, who can take the medicine, what is the dosage, and what warnings are on the labels. Each group reports what they learn to the whole class. They work as a class to make a chart summarizing all the medications. The students can now make better decisions when they and their family need to take medicine.
- Someone who needs a job collects information about different companies, for example, salary, benefits, and working conditions. She uses critical thinking when she compares the information about the different companies to decide which job is best for her.

4. **Interpersonal Skills:** When we have strong interpersonal skills, we get along well with others. We also call these skills “people skills.”

Examples:

- Individuals who have strong interpersonal skills listen carefully to others. They usually listen more than they speak.
- Getting along well with others when working on a project in the community, such as helping to register voters, or working with a team on the job shows strong interpersonal skills.
- Individuals who are patient with others and are able to understand the needs and feelings of other people have strong interpersonal skills.

5. **Navigating Systems:** We navigate systems when we take several steps within an organizational structure to achieve a goal at work, in the community, or at school.

Examples:

- People need to navigate the immigration system to apply for citizenship.
- People need to navigate the Department of Motor Vehicles system to get a driver’s license.
- When people want to use the self-checkout at the grocery store, they need to first learn to navigate the self-checkout system.
- Because of all the necessary steps, applying to college is a complicated system to navigate.



6. **Problem Solving:** To solve problems, we need to work through several steps: (1) identify a problem, (2) propose different solutions, (3) think carefully about which solution is best, and (4) test the solution to see if it solves the problem.

Examples

- A boy's stomach hurts after dinner. His mother collects information about the food he eats. She gives him different foods each week. She talks to her son each day about how he feels. After eating different foods for 4 weeks, the mother understands what food makes her son's stomach hurt, so he stops eating that food. The mother and son are happy to find the solution to the problem.
 - A neighborhood grocery store parking lot does not have good lighting at night. People don't feel safe going to the store at night. The neighbors talk together about the problem. Then they go to see the store manager. With the store manager, they talk about different ideas for solving the problem. They agree to talk to the city council. The city council votes to give money for lights. Everyone is happy with the new lights.
 - Several students in a class and their children have asthma, so they decide to study this problem. They gather information from many sources about the problem. They study what can be done to improve health conditions for people in the community. They create a presentation to inform others in their community about the problem and ways their local community can address it.
7. **Processing and Analyzing Information:** When we process and analyze information, we use our thinking skills to break down what we are reading, listening to, or viewing into parts. We think about the parts to help us understand how they are the same and different. We look for patterns and relationships among all the parts. We can use graphic organizers to help us to process and analyze the information we read, listen to, or view. For example, graphic organizers can help us to compare and contrast, decide on the causes and the effects of events, sequence events, determine the pros and cons, and identify the main idea and supporting details.

Examples:

- When reading about solar airplanes, students use a Venn diagram to compare regular airplanes to solar airplanes. They discuss the similarities and differences between the two kinds of airplanes. They draw conclusions in writing about the many challenges and benefits of solar airplanes.
- A family wants to buy a car. They are not sure if they should buy a new car or a used car. To help them decide which car to buy, they discuss and write out the pros and cons for buying each kind of car. This process helps them to make the best choice for their family.



- When watching a video about the life of Ida B. Wells, students use a graphic organizer to better understand how the events in Wells' life led to her important writing that raised awareness about lynching in the United States.

8. **Respecting Differences and Diversity:** When we respect differences and diversity, we get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions.

Examples:

- When planning a party for a diverse group of friends, someone who respects differences will include vegetarian options for guests who don't eat meat.
- In a classroom, students who respect differences are open to hearing everyone's ideas. They know that it is okay for students to have different opinions as long as they disagree respectfully.
- Individuals who respect differences are not afraid to say something when they hear someone say negative comments about people based on their race, religion, gender, or sexual orientation.

9. **Self-Awareness:** When we are self-aware, we understand our strengths and weaknesses. We know about our values and feelings. We also understand how our words and actions affect others.

Examples:

- A student wants to go to college, but she must have a high school diploma first. She realizes that she needs a lot of help in math, so she signs up to take a math class before taking the high school equivalency test.
- It is easy to get frustrated when sitting in traffic. People who are self-aware can choose to stop feeling frustrated. Maybe they turn on some good music or think about positive things instead.
- Individuals who are self-aware realize when they say something that could hurt someone, and they quickly apologize.



Appendix C. Checklist for Planning to Present a Central Skill

Directions: Use this checklist to guide your planning.

- _____ 1. Read and discuss with your partner(s) the definition and the examples of your assigned central skill.
- _____ 2. Review the self-assessment presentation rubric together.
- _____ 3. Decide on different roles and **write the names below**:
 - Who will type? _____
 - Who will look online for copyright-free images? _____
 - Who will present the definition to the class? _____
 - Who will present the scenarios to the class? _____
 - Who will explain any new words? _____
 - Who will lead the discussion about how classmates use the central skill and why the central skill is important? _____
- _____ 4. Plan together how to present the information to your classmates.
- _____ 5. Use the template provided by the teacher for your presentation.
- _____ 6. Change the title of the template.
- _____ 7. Use a font size no smaller than 20 points.
- _____ 8. Add relevant images to the presentation.
- _____ 9. Check your spelling.
- _____ 10. Be ready to explain any new words and respond to questions from classmates.
- _____ 11. Be ready to share your own examples of how you use the central skill in your life and why the central skill is important.
- _____ 12. Complete the self-assessment after your presentation.



Appendix D. Central Skills Presentation Self-Assessment Rubric

Directions: Read each item below. Check the column that shows how well you think you did with your presentation.

How well did you ...	I did well.	Okay, but I know I can do better.	Not yet.
Spell all words correctly?			
Include well-chosen graphic images?			
Use a strong voice?			
Look at the audience?			
Explain new words?			
Ask the class if they had any questions? (E.g., What questions do you have? Who understands this word?)			
Respond to questions?			
Use understandable pronunciation and grammar?			
Pace the presentation—not too slow and not too fast?			
Show self-confidence?			
How well did you work as a team? Give one or two examples of how you worked together.			



Appendix E. Exit Ticket

Name _____ Date _____

Can you do the following things?	Yes.	Yes, but I need more practice.	Not yet.
I can explain what the central skills mean after listening to my classmate's presentations.			
I can give examples of how I and other people use each one of the central skills.			
I can explain why each one of the central skills is important.			
I can work on a team to plan and present information about one of the central skills to the class.			
Think about how well you understand each of the central skills.	I understand this skill.	I understand this skill, but I need more practice.	Not yet.
Adaptability and Willingness to Learn			
Communication			
Critical Thinking			
Interpersonal Skills			
Navigating Systems			
Problem Solving			
Processing and Analyzing Information			
Respecting Differences and Diversity			
Self-Awareness			
Review your notes on Communication skills. How did you practice Communication skills during this lesson?			
Review your notes on Interpersonal Skills. How did you practice Interpersonal Skills during this lesson?			
What questions do you have? Write your questions or comments here.			



Appendix F. The Skills That Matter Matching Activity

Directions: Match each central skill with the best explanation.

- | | |
|--|---|
| _____ 1. Adaptability and Willingness to Learn | A. We take several steps within an organizational structure to achieve a goal at work, in the community, or at school. |
| _____ 2. Communication | B. We use thinking skills to break down what we are reading, listening to, or viewing into parts. We think about the parts to help us understand how they are the same and different and look for patterns and relationships. |
| _____ 3. Critical Thinking | C. We get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions. |
| _____ 4. Interpersonal Skills | D. We accept changes that happen without getting upset, and we are open to learning new information and skills from the changes. |
| _____ 5. Navigating Systems | E. We follow these steps: (1) identify an issue, (2) propose different solutions, (3) think carefully about which solution is best, and (4) test the solution to see if it solves the issue. |
| _____ 6. Problem Solving | F. We get along well with others. We also call these skills “people skills.” |
| _____ 7. Processing and Analyzing Information | G. We effectively give information to others using speaking, writing, body language, visual images, video, etc. |
| _____ 8. Respecting Differences and Diversity | H. We understand our strengths and weaknesses, know about our values and feelings, and understand how our words and actions affect others. |
| _____ 9. Self-Awareness | I. We carefully study information and use evidence to help us make good decisions. |



The Skills That Matter Matching Activity Answer Key

D 1. Adaptability and Willingness to Learn

G 2. Communication

I 3. Critical Thinking

E 4. Interpersonal Skills

A 5. Navigating Systems

E 6. Problem Solving

B 7. Processing and Analyzing Information

C 8. Respecting Differences and Diversity

H 9. Self-Awareness



The Skills That Matter Matching Activity (for Students at a Lower Level)

Directions: Match each central skill with the best explanation.

- | | |
|---|--|
| _____ 1. We take several steps within an organizational structure to achieve a goal at work, in the community, or at school. | A. Adaptability and Willingness to Learn |
| _____ 2. We use thinking skills to break down what we are reading, listening to, or viewing into parts. We think about the parts to help us understand how they are the same and different and look for patterns and relationships. | B. Communication |
| _____ 3. We get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions. | C. Critical Thinking |
| _____ 4. We accept changes that happen without getting upset, and we are open to learning new information and skills from the changes. | D. Interpersonal Skills |
| _____ 5. We follow these steps: (1) identify an issue, (2) propose different solutions, (3) think carefully about which solution is best, and (4) test the solution to see if it solves the issue. | E. Navigating Systems |
| _____ 6. We get along well with others. We also call these skills “people skills.” | F. Problem Solving |
| _____ 7. We effectively give information to others using speaking, writing, body language, visual images, video, etc. | G. Processing and Analyzing Information |
| _____ 8. We understand our strengths and weaknesses, know about our values and feelings, and understand how our words and actions affect others. | H. Respecting Differences and Diversity |
| _____ 9. We carefully study information and use evidence to help us make good decisions. | I. Self-Awareness |



The Skills That Matter Matching Activity (for Students at a Lower Level) Answer Key

- E 1. We take several steps within an organizational structure to achieve a goal at work, in the community, or at school.
- G 2. We use thinking skills to break down what we are reading, listening to, or viewing into parts. We think about the parts to help us understand how they are the same and different and look for patterns and relationships.
- H 3. We get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions.
- A 4. We accept changes that happen without getting upset, and we are open to learning new information and skills from the changes.
- F 5. We follow these steps: (1) identify an issue, (2) propose different solutions, (3) think carefully about which solution is best, and (4) test the solution to see if it solves the issue.
- D 6. We get along well with others. We also call these skills “people skills.”
- B 7. We effectively give information to others using speaking, writing, body language, visual images, video, etc.
- I 8. We understand our strengths and weaknesses, know about our values and feelings, and understand how our words and actions affect others.
- C 9. We carefully study information and use evidence to help us make good decisions.



Appendix G. The Skills That Matter Matching Scenarios

Scenario Set A

Directions: 1. Review the descriptions for the three central skills. 2. Read the scenario. 3. Decide which central skill fits best with each scenario. 4. Write the central skill on the line.

Critical Thinking: We use critical thinking when we carefully study information and use evidence to help us make good decisions.

Communication: When we have strong communication skills, we can effectively give information to others using speaking, writing, body language, visual images, video, etc. We often use technology to communicate. Good communication also means repairing conversations when necessary.

Self-Awareness: When we are self-aware, we understand our strengths and weaknesses. We know about our values and feelings. We also understand how our words and actions affect others.

1. Which central skill fits best with this scenario? _____

A student wants to go to college, but she must have a high school diploma first. She realizes that she needs a lot of help in math, so she signs up to take a math class before taking the high school equivalency test.

2. Which central skill fits best with this scenario? _____

When writing e-mails at work, employees need to be sure their messages are clear.

3. Which central skill fits best with this scenario? _____

Individuals realize when they say something that could hurt someone, and they quickly apologize.

4. Which central skill fits best with this scenario? _____

After a hurricane, people at the Red Cross carefully study a lot of information to see what cities and towns need the most help. They carefully consider all the evidence to make good decisions about where and how to send help.

5. Which central skill fits best with this scenario? _____

An individual understands that he needs to use formal language during a job interview.



6. Which central skill fits best with this scenario? _____

Students tell their teacher they want to better understand how to read medicine labels. The teacher brings 12–15 different medications to class. Students work in small groups to carefully read medicine labels for several different medications. They sort the information into categories based on what the medicine is for, who can take the medicine, what is the dosage, and what warnings are on the labels. Each group reports what they learn to the whole class. They work as a class to make a chart summarizing all the medications. The students can now make better decisions when they and their family need to take medicine.



The Skills That Matter Matching Scenarios Set A Answer Key

1. Which central skill fits best with this scenario? **Self-Awareness**

A student wants to go to college, but she must have a high school diploma first. She realizes that she needs a lot of help in math, so she signs up to take a math class before taking the high school equivalency test.

2. Which central skill fits best with this scenario? **Communication**

When writing e-mails at work, employees need to be sure their messages are clear.

3. Which central skill fits best with this scenario? **Self-Awareness**

Individuals realize when they say something that could hurt someone, and they quickly apologize.

4. Which central skill fits best with this scenario? **Critical Thinking**

After a hurricane, people at the Red Cross carefully study a lot of information to see what cities and towns need the most help. They carefully consider all the evidence to make good decisions about where and how to send help.

5. Which central skill fits best with this scenario? **Communication**

An individual understands that he needs to use formal language during a job interview.

6. Which central skill fits best with this scenario? **Critical Thinking**

Students tell their teacher they want to better understand how to read medicine labels. The teacher brings 12–15 different medications to class. Students work in small groups to carefully read medicine labels for several different medications. They sort the information into categories based on what the medicine is for, who can take the medicine, what is the dosage, and what warnings are on the labels. Each group reports what they learn to the whole class. They work as a class to make a chart summarizing all the medications. The students can now make better decisions when they and their family need to take medicine.



Scenario Set B

Directions: 1. Review the descriptions for the three central skills. 2. Read the scenario. 3. Decide which central skill fits best with each scenario. 4. Write the central skill on the line.

Problem Solving: To solve problems, we need to work through several steps: (1) identify a problem, (2) propose different solutions, (3) think carefully about which solution is best, and (4) test the solution to see if it solves the problem.

Adaptability and Willingness to Learn: When we are adaptable, we are able to accept changes that happen without getting upset. We are also open to learning new information and skills from the changes.

Interpersonal Skills: When we have strong interpersonal skills, we get along well with others. We also call these skills “people skills.”

1. Which central skill fits best with this scenario? _____

A teacher invites students to use a new app for class. The students respond positively and say they are willing to learn from each other about how to use the new app.

2. Which central skill fits best with this scenario? _____

An individual gets along well with others when working on a project in the community, such as helping to register voters, or working with a team on the job.

3. Which central skill fits best with this scenario? _____

A neighborhood grocery store parking lot does not have good lighting at night. People don't feel safe going to the store at night. The neighbors talk together about the issue. Then they go to see the store manager. With the store manager, they talk about several different ideas. They agree to talk to the city council. The city council votes to give money for lights. Everyone is happy with the new lights.

4. Which central skill fits best with this scenario? _____

Some people are patient and understand the needs and feelings of other people.

5. Which central skill fits best with this scenario? _____

Several students in a class and their children have asthma, so they decide to study this health issue. They gather information from many sources about asthma. They study what can be done to improve health conditions for people in the community. They create a presentation to inform others in their community about this important health issue and ways their local community can address it.

6. Which central skill fits best with this scenario? _____

Workers willingly accept different responsibilities on the job. They realize the change can give them the opportunity to learn new skills.



The Skills That Matter Matching Scenarios Set B Answer Key

1. Which central skill fits best with this scenario? **Adaptability and Willingness to Learn**

A teacher invites students to use a new app for class. The students respond positively and say they are willing to learn from each other about how to use the new app.

2. Which central skill fits best with this scenario? **Interpersonal Skills**

An individual gets along well with others when working on a project in the community, such as helping to register voters, or working with a team on the job.

3. Which central skill fits best with this scenario? **Problem Solving**

A neighborhood grocery store parking lot does not have good lighting at night. People don't feel safe going to the store at night. The neighbors talk together about the issue. Then they go to see the store manager. With the store manager, they talk about several different ideas. They agree to talk to the city council. The city council votes to give money for lights. Everyone is happy with the new lights.

4. Which central skill fits best with this scenario? **Interpersonal Skills**

Some people are patient and understand the needs and feelings of other people.

5. Which central skill fits best with this scenario? **Problem Solving**

Several students in a class and their children have asthma, so they decide to study this health issue. They gather information from many sources about asthma. They study what can be done to improve health conditions for people in the community. They create a presentation to inform others in their community about this important health issue and ways their local community can address it.

6. Which central skill fits best with this scenario? **Adaptability and Willingness to Learn**

Workers willingly accept different responsibilities on the job. They realize the change can give them the opportunity to learn new skills.



Scenario Set C

Directions: 1. Review the descriptions for the three central skills. 2. Read the scenario. 3. Decide which central skill fits best with each scenario. 4. Write the central skill on the line.

Processing and Analyzing Information: When we process and analyze information, we use our thinking skills to break down what we are reading, listening to, or viewing into parts. We think about the parts to help us understand how they are the same and different. We look for patterns and relationships among all the parts. We can use graphic organizers to help us to process and analyze the information we read, listen to, or view. For example, graphic organizers can help us to compare and contrast, decide on the causes and the effects of events, sequence events, determine the pros and cons, and identify the main idea and supporting details.

Navigating Systems: We navigate systems when we take several steps within an organizational structure to achieve a goal at work, in the community, or at school.

Respecting Differences and Diversity: When we respect differences and diversity, we get along well with others from different backgrounds, including when we have different experiences, ideas, and opinions.

1. Which central skill fits best with this scenario? _____

When planning a party for a group of friends, the host includes vegetarian options for guests who don't eat meat.

2. Which central skill fits best with this scenario? _____

When reading about solar airplanes, students use a Venn diagram to compare regular airplanes to solar airplanes. They discuss the similarities and differences between the two airplanes. They draw conclusions in writing about the many challenges and benefits of solar airplanes.

3. Which central skill fits best with this scenario? _____

When watching a video about the life of Ida B. Wells, students use a graphic organizer to better understand how the events in Wells' life led to her important writing that raised awareness about lynching in the United States.

4. Which central skill fits best with this scenario? _____

The Department of Motor Vehicles requires that people follow several steps before they can get a driver's license.

5. Which central skill fits best with this scenario? _____

Individuals are not afraid to say something when they hear someone say negative comments about people based on their race, religion, gender, or sexual orientation.

6. Which central skill fits best with this scenario? _____

Because of all the required steps, applying to college is a complicated process.



The Skills That Matter Matching Scenarios Set C Answer Key

1. Which central skill fits best with this scenario? **Respecting Differences and Diversity**
When planning a party for a group of friends, the host includes vegetarian options for guests who don't eat meat.
2. Which central skill fits best with this scenario? **Processing and Analyzing Information**
When reading about solar airplanes, students use a Venn diagram to compare regular airplanes to solar airplanes. They discuss the similarities and differences between the two airplanes. They draw conclusions in writing about the many challenges and benefits of solar airplanes.
3. Which central skill fits best with this scenario? **Processing and Analyzing Information**
When watching a video about the life of Ida B. Wells, students use a graphic organizer to better understand how the events in Wells' life led to her important writing that raised awareness about lynching in the United States.
4. Which central skill fits best with this scenario? **Navigating Systems**
The Department of Motor Vehicles requires that people follow several steps before they can get a driver's license.
5. Which central skill fits best with this scenario? **Respecting Differences and Diversity**
Individuals are not afraid to say something when they hear someone say negative comments about people based on their race, religion, gender, or sexual orientation.
6. Which central skill fits best with this scenario? **Navigating Systems**
Because of all the required steps, applying to college is a complicated process.

