

SOFT SKILLS

The Undefined Curriculum

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SOFT SKILLS

▶ Personality traits

- Flexible
- Work Ethic

▶ Interpersonal skills

- Communication
- Teamwork

▶ Work Ethic

▶ Communication

▶ Teamwork

▶ Adaptability

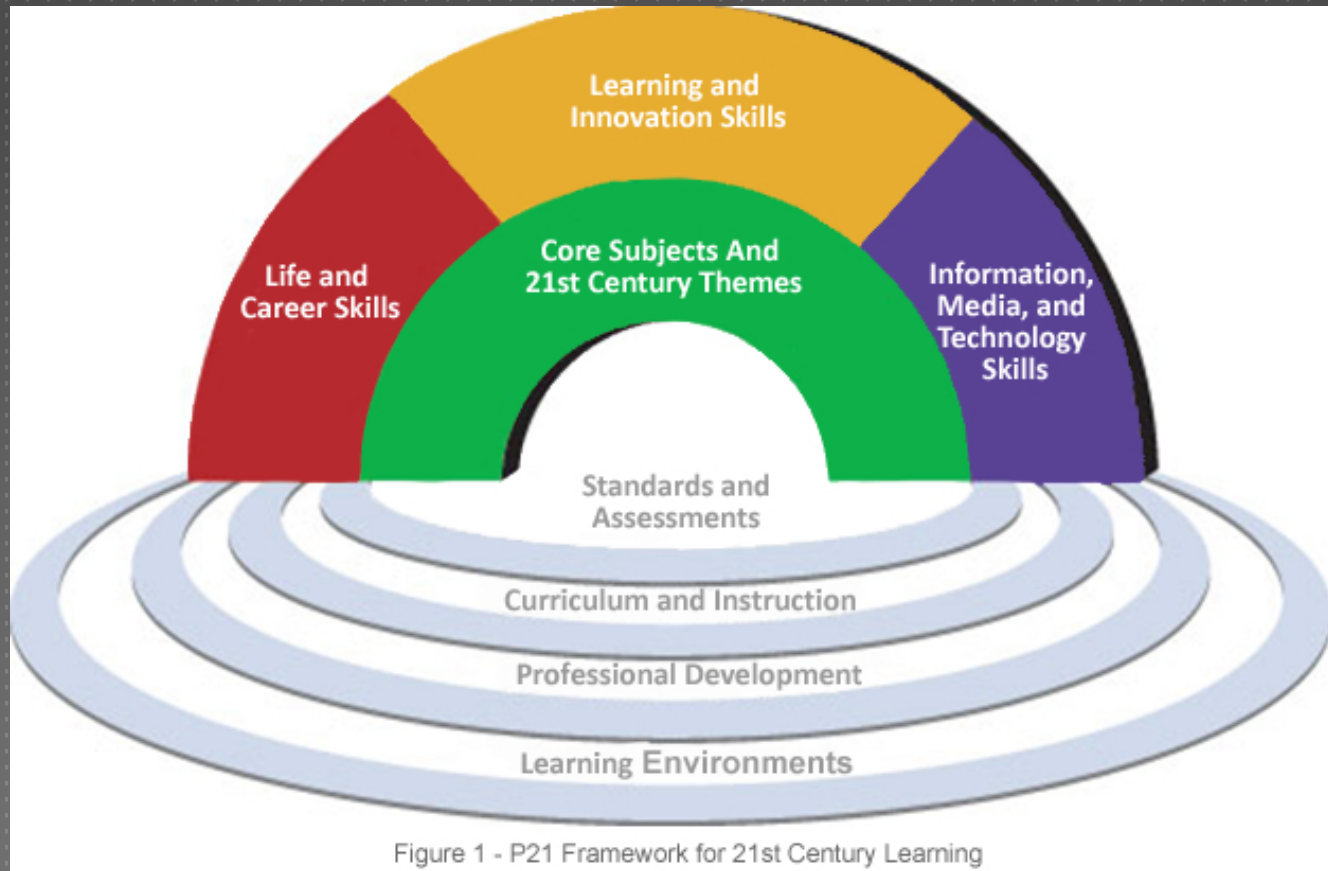
▶ Problem Solving

▶ Time Management

▶ Leadership



21ST CENTURY LEARNERS



21ST CENTURY LEARNERS

| Life & Career | Learning & Innovation | Information | Core Subjects & Themes |
|--------------------------------|----------------------------------|-------------------------------|-----------------------------------|
| Flexibility & Adaptability | Critical Thinking | Access & Evaluate Information | Core school subjects |
| Initiation & Self-direction | Communication | Media Literacy | Interdisciplinary Themes |
| Social & Cross-cultural Skills | Collaboration | Technology Literacy | |
| Productivity & Accountability | Creativity | | |
| Leadership & Responsibility | | | |



WHAT EMPLOYERS WANT

Hard Skills

- ▶ Data Analysis
- ▶ Social Media Literacy
- ▶ Computer Skills
- ▶ Research

Soft Skills

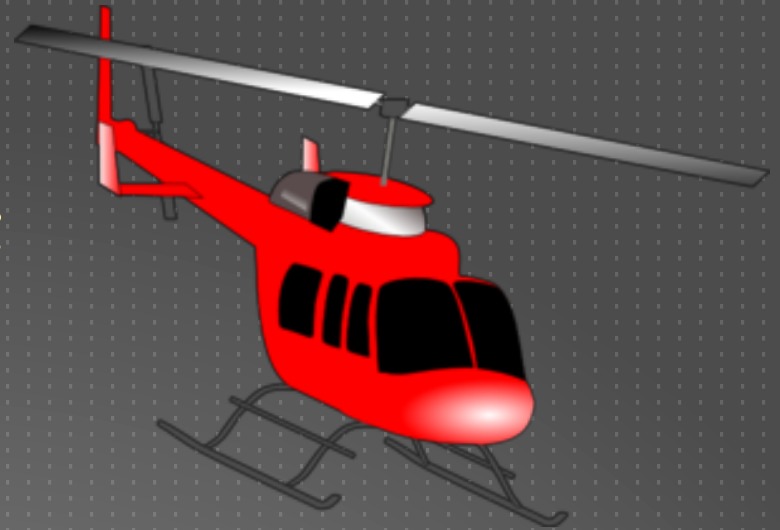
- ▶ Communication
- ▶ Problem Solving
- ▶ Time Management
- ▶ Positive Attitude



TODAY'S KIDS

Most kids today have less:

- ▶ Perseverance
- ▶ Work Ethic
- ▶ Task Initiative
- ▶ Creativity
- ▶ Communication/Social Awareness



Parents aren't teaching these skills so the burden falls on schools.



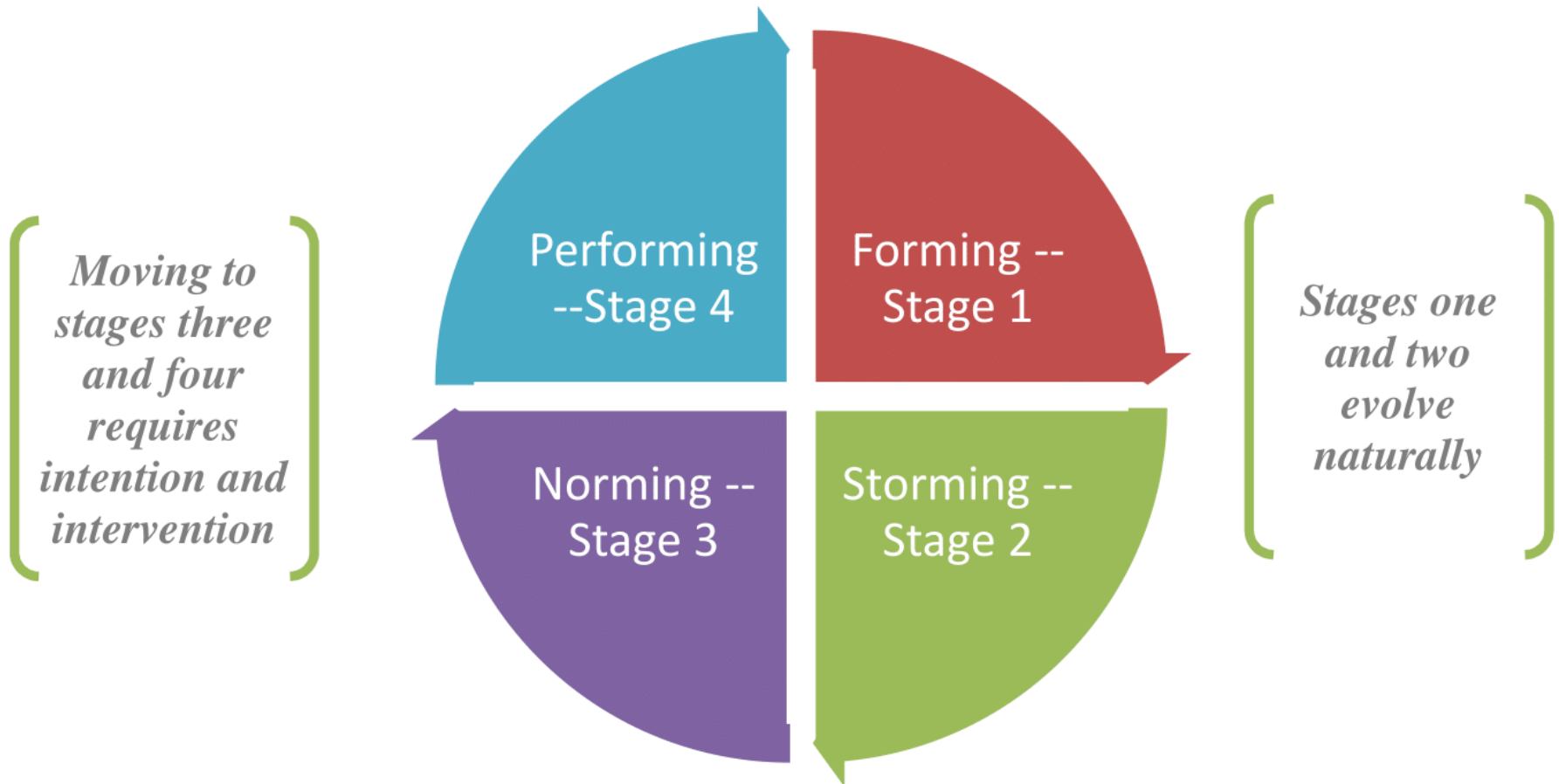
LESSONS & ASSIMILATION

- ▶ Blended Program
 - Team Building
 - Executive Function
 - Growth Mindset
 - Personal Accountability
- ▶ More Robust
- ▶ Integrated not Isolated

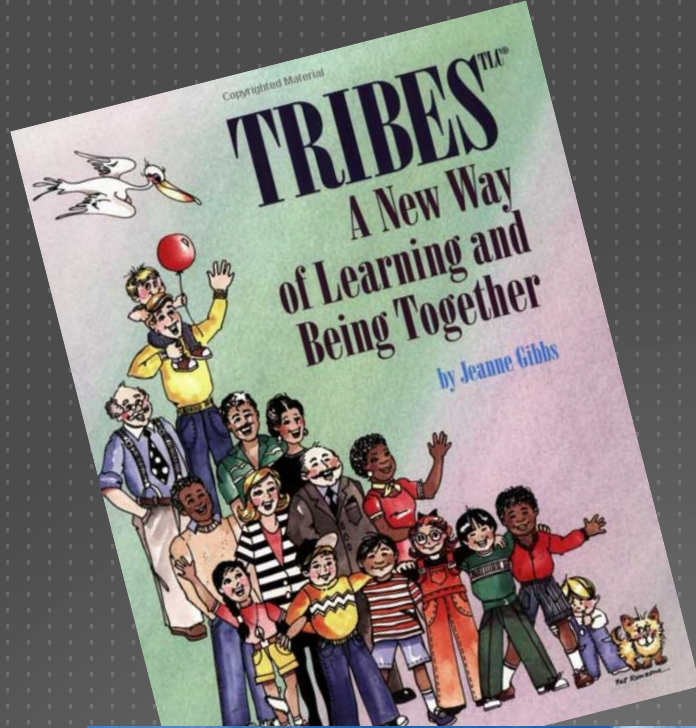


Team Development Wheel

Adapted from Tushman, Bruce, "Development Sequence in Small Groups," *Psychological Bulletin*, 1965.



| | FORMING | STORMING | NORMING | PERFORMING |
|-----------|--|---|---|---|
| TASKS | <ul style="list-style-type: none"> ➤ Establish expectations ➤ Identify similarities | <ul style="list-style-type: none"> ➤ Identify power and control issues ➤ Gain skills in communication | <ul style="list-style-type: none"> ➤ Members agree about roles & processes for problem solving | <ul style="list-style-type: none"> ➤ Achieve effective & satisfying results ➤ Find solutions to problems in appropriate ways |
| BEHAVIORS | <ul style="list-style-type: none"> ➤ Bonding ➤ Developing trust ➤ Members dependent | <ul style="list-style-type: none"> ➤ Express differences of ideas, feeling, & opinions ➤ Reacting to leadership ➤ Independent or counter dependent | <ul style="list-style-type: none"> ➤ Decisions are made through negotiation & consensus building | <ul style="list-style-type: none"> ➤ Work collaboratively ➤ Care about each other ➤ Group establishes a unique identity ➤ Members are independent |



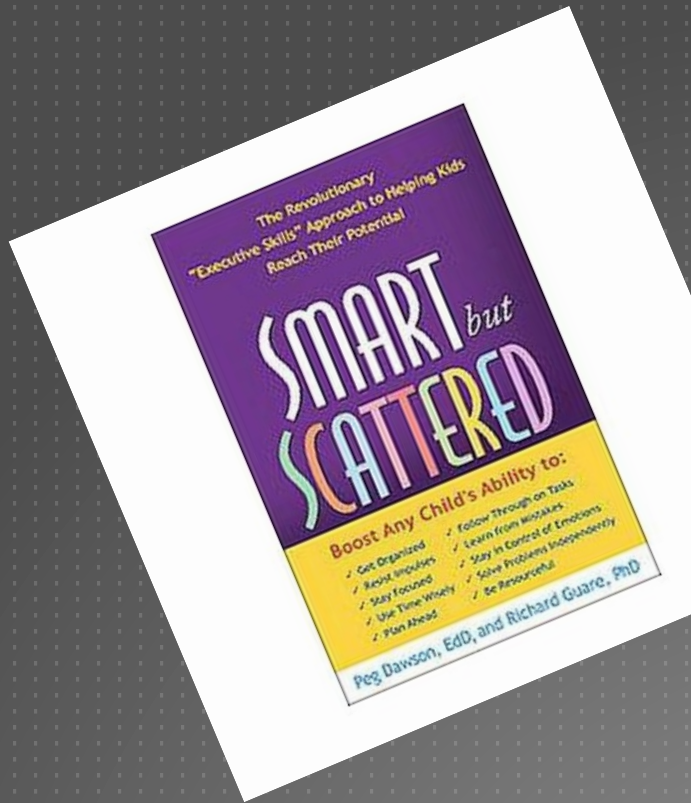
CLASSROOM ADAPTATIONS



TEAM SELECTION / MAKE UP

- ▶ Student Input
- ▶ Gender
- ▶ Commit to the Process
- ▶ Power of the Group
- ▶ Life Skills





Executive Skills Questionnaire for Students

| | | | | | |
|------------------|---|----------------|---|------------|---|
| Big Problem | 1 | Mild Problem | 3 | No Problem | 5 |
| Moderate Problem | 2 | Slight Problem | 4 | | |

| Be honest in your scoring of yourself. | | | | | |
|--|---|-------|--------------------|--|-------|
| | | Score | | | Score |
| 1. | I act on impulse. | | 19. | My desk or workspace at home is a mess. | |
| 2. | I get in trouble for talking too much in class. | | 20. | My backpack and notebooks are disorganized. | |
| 3. | I say things without thinking. | | 21. | I have trouble keeping my bedroom tidy. | |
| Total Score | | | Total Score | | |
| 4. | I say "I'll do it later" and then forget about it. | | 22. | I have a hard time estimating how long it takes to do something. (like homework) | |
| 5. | I forget homework assignments or forget to bring home needed materials. | | 23. | I often don't finish homework at night and rush to get it done in the morning. | |
| 6. | I lose or misplace belongings such as water bottles, supplies, sports equipment, etc. | | 24. | I'm slow getting ready for things | |
| Total Score | | | Total Score | | |
| 7. | I get annoyed when homework is too hard or confusing or takes too long to finish. | | 25. | If the first solution to a problem doesn't work, I have trouble thinking of a different one. | |
| 8. | I have a short fuse, am easily frustrated. | | 26. | It's hard for me to deal with changes in plans or routines. | |
| 9. | I get upset easily when things don't go as planned. | | 27. | I have problems with open-ended homework assignments. (few guidelines, directions) | |
| Total Score | | | Total Score | | |
| 10. | I have difficulty paying attention; easily distracted. | | 28. | I don't have effective study strategies. | |
| 11. | I run out of steam before finishing my homework. | | 29. | I don't check my work for mistakes even when the stakes are high. | |
| 12. | I have problems sticking with chores until they are done. | | 30. | I don't evaluate my performance and change tactics in order to increase success. | |
| Total Score | | | Total Score | | |
| 13. | I put off homework or chores until the last minute. | | 31. | I can't seem to save up money for a desired object. | |
| 14. | It's hard for me to set aside fun activities in order to start homework. | | 32. | I don't see the value in earning good grades to achieve a long-term goal. | |
| 15. | I need many reminders to start chores. | | 33. | If I should be studying and something fun comes up, it's hard for me to make myself study. | |
| Total Score | | | Total Score | | |
| 16. | I have trouble planning for big assignments. (what to do first, second...) | | | | |
| 17. | It's hard for me to set priorities when I have a lot of things to do. | | | | |
| 18. | I become overwhelmed by long-term projects or big assignments. | | | | |



Record your scores here:

| Items | Executive Skill | Score | Items | Executive Skill | Score |
|-------|---|-------|-------|--|-------|
| 1-3 | Response Inhibition <ul style="list-style-type: none">• think before you act | | 19-21 | Organization | |
| 4-6 | Working Memory | | 22-24 | Time Management | |
| 7-9 | Emotional Control | | 25-27 | Flexibility <ul style="list-style-type: none">• revise plans | |
| 10-12 | Sustained Attention <ul style="list-style-type: none">• keep paying attention despite distraction | | 28-30 | Metacognition <ul style="list-style-type: none">• reflection, self-evaluation & monitoring | |
| 13-15 | Task Initiation <ul style="list-style-type: none">• begin projects without procrastination | | 31-33 | Goal-Directed Persistence <ul style="list-style-type: none">• follow through to completion | |
| 16-18 | Planning/Prioritization | | | | |

My Executive Skill Strengths (highest scores, 12 or greater)

If you have more than 3, pick the 3 you think you do the best.

May Executive Skill Weaknesses (lowest scores)

If you have more than 3, pick the 3 you think you need to work on.



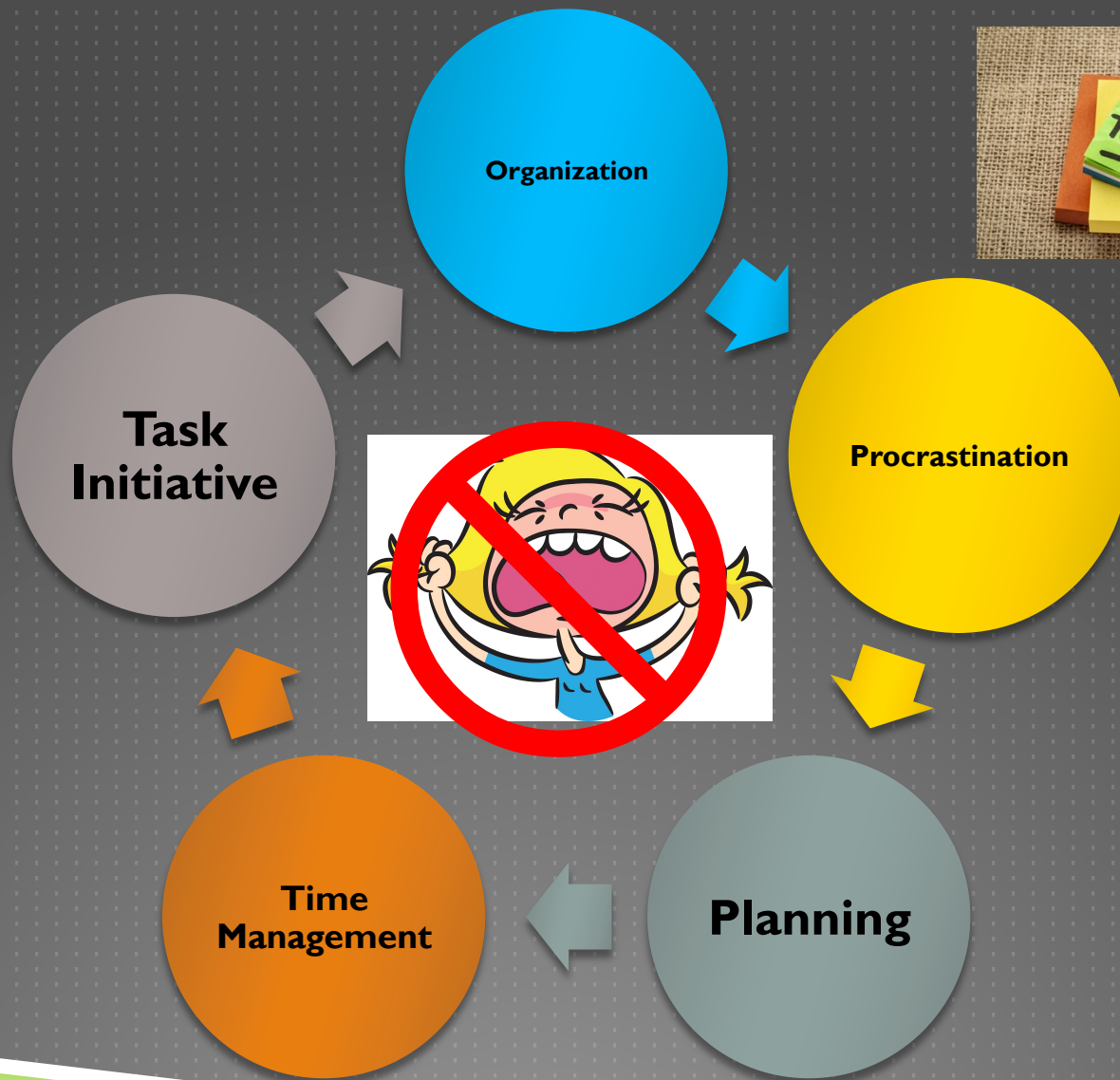
EXECUTIVE FUNCTION SKILLS

- ▶ Response Inhibition
- ▶ Working Memory
- ▶ Emotional Control
- ▶ Sustained Attention
- ▶ Task Initiative
- ▶ Planning/Prioritizing
- ▶ Organization
- ▶ Time Management
- ▶ Flexibility
- ▶ Metacognition
- ▶ Goal-Directed Persistence

With your shoulder partner:

1. Introduce yourself and what you teach or your educational role.
2. Which of these skills (3-5) do you see most lacking in the students you work with?
3. How would you prioritize them?






ORGANIZATION

Team: _____

DISASTER DEBBIE



What does disorganized look like?


SCHOOL

HOME

HABITS

Team: _____

TOGETHER TIM



What does organized look like?


SCHOOL

HOME

HABITS




Together Tim




What does organized look like?

The 6 Habits of Highly Organized People

1. Keep it simple
2. Prioritize routinely
3. Put everything in its place
4. Make a to-do list
5. Don't lose performance
6. Take small steps routinely




Disaster Debbie




What does disorganized look like?

Together Tim




| CLARIFY | WRITE | MARK |
|--|--|--|
| 1. Write down the main idea of the text. | 2. Write down the main idea of the text. | 3. Write down the main idea of the text. |

Together Tim




| CLARIFY | WRITE | MARK |
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Disaster Debbie




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Disaster Debbie




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Together Tim




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
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Disaster Debbie




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Disaster Debbie




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
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Disaster Debbie

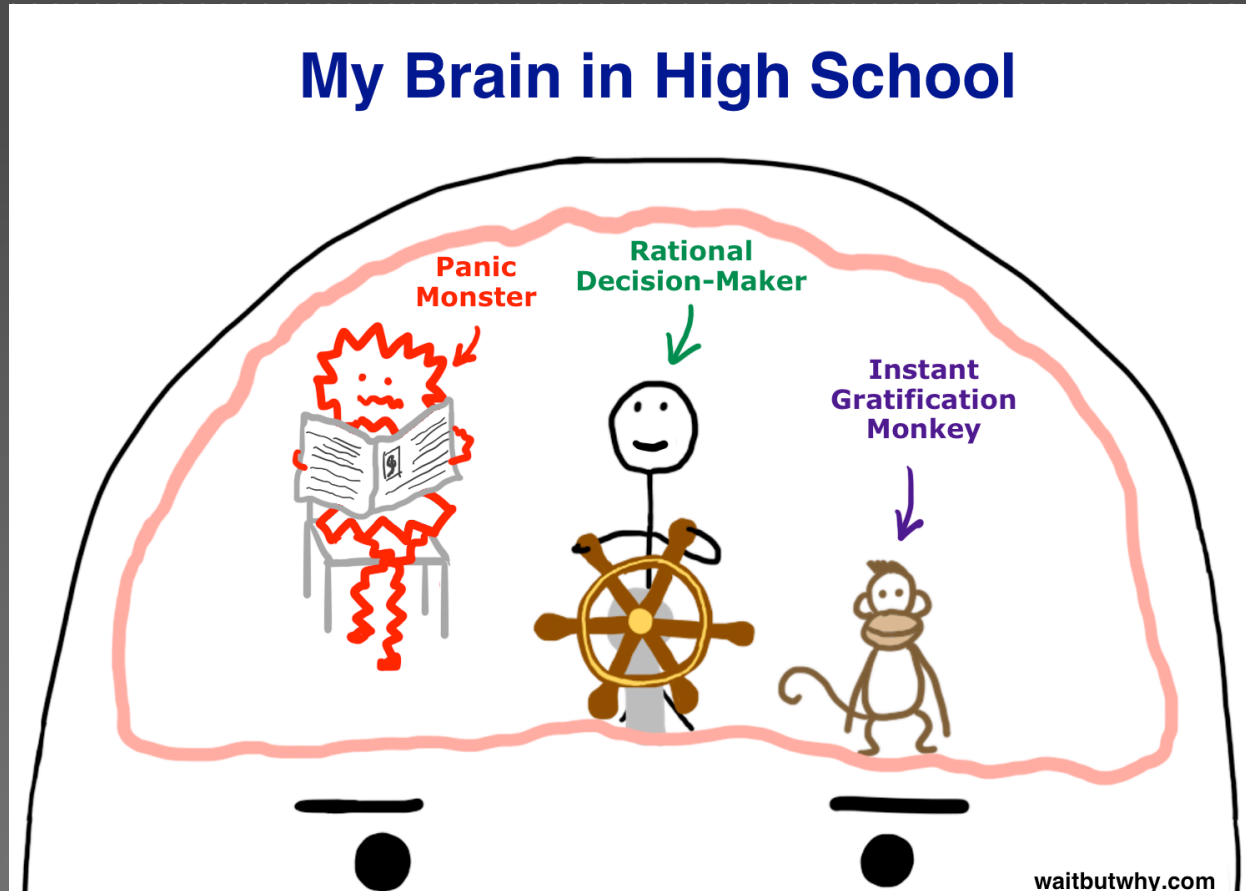


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PROCRASTINATION

My Brain in High School



INSIDE YOUR MIND

**Dark
Playground**

Leisure
activities that
are earned

**Hard
Things**

Easy &
Fun

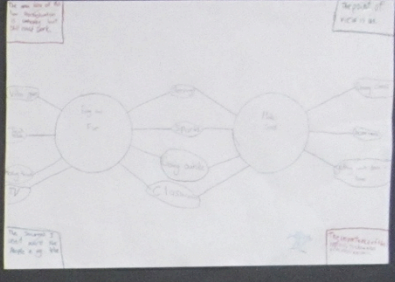
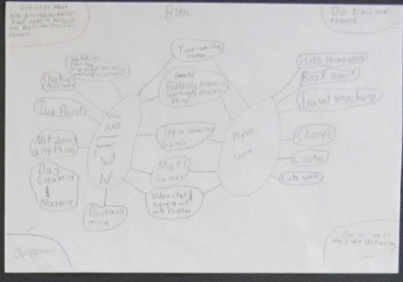
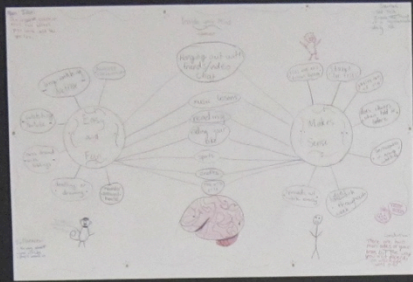
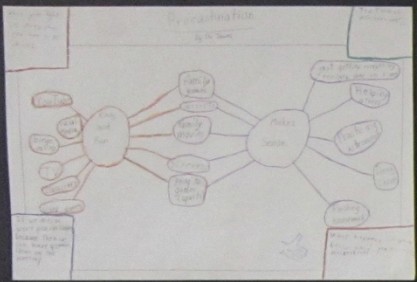
Makes
Sense

Leisure
activities that
are not earned

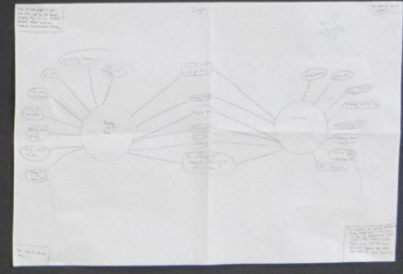
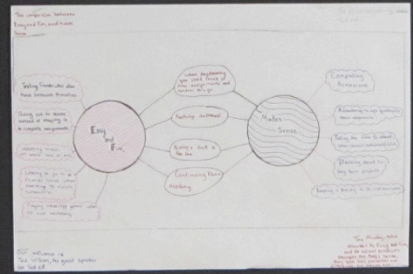
Things that
need to get
done



PROCRASTINATION



tomorrow
(noun)
= mythical land where 99% of all human productivity, motivation and achievement is stored

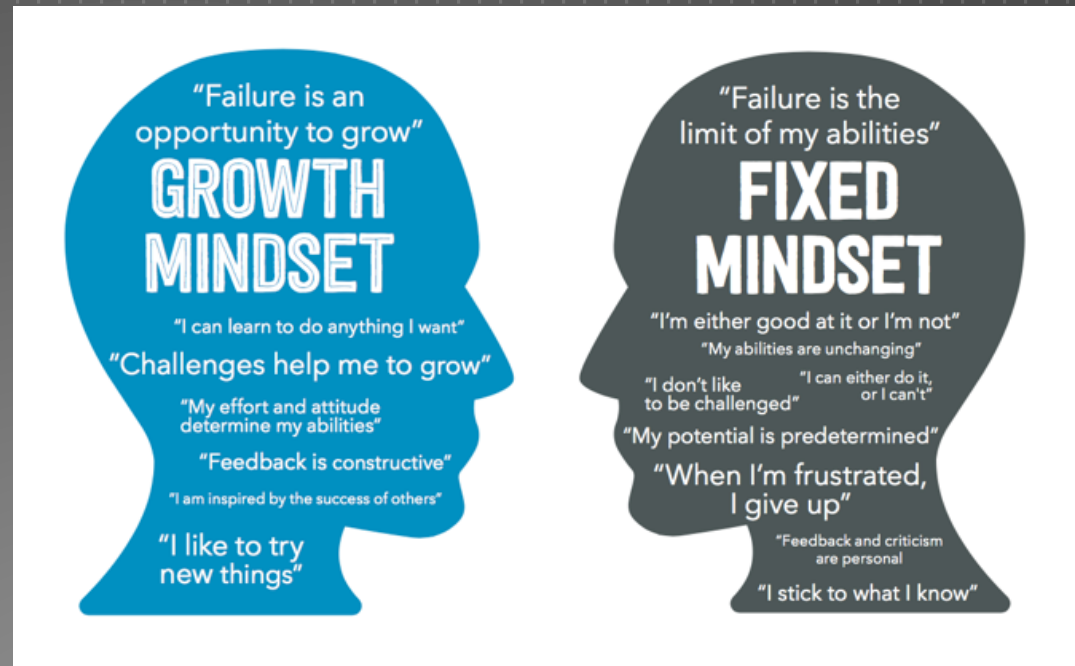


AFTER THIS EPISODE I WILL CHOOSE STUDYING
OH LOOK! ANOTHER EPISODE IN 5...4...3...



GROWTH MINDSET

- ▶ Growth vs Fixed Mindset
- ▶ Khan Academy Mindset Lessons



QBQ: THE QUESTION BEHIND THE QUESTION

PERSONAL ACCOUNTABILITY

- ▶ Reframe your perspective
- ▶ Get rid of blame and victim thinking
- ▶ Change what you have control of

Lessons Include:

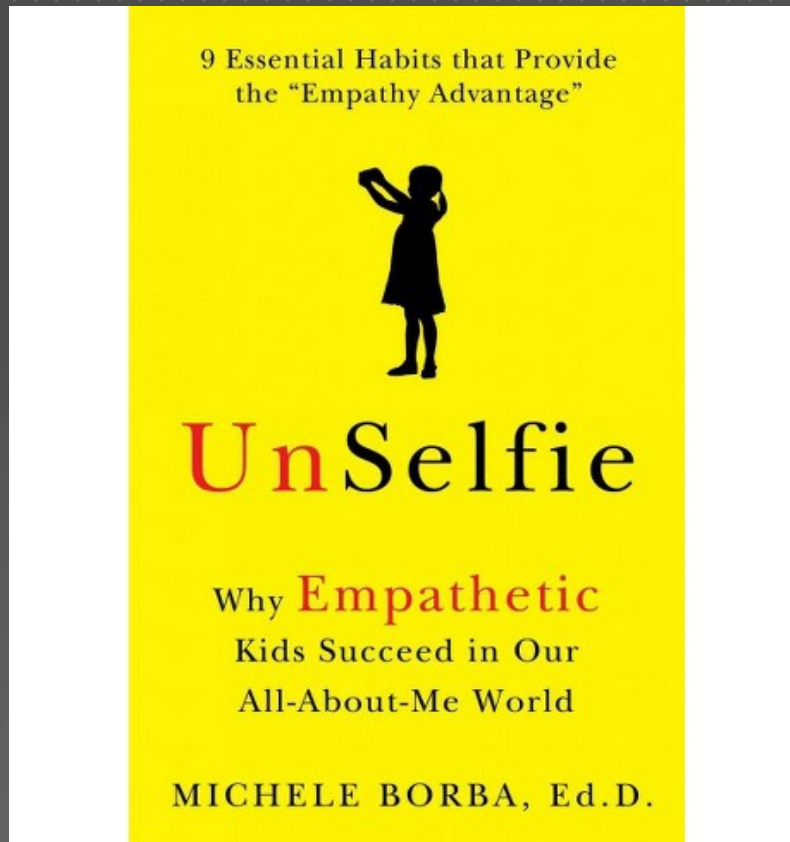
- ▶ Personal Accountability
- ▶ Positive Thinking
- ▶ Stress
- ▶ Take Action
- ▶ Take Ownership
- ▶ Serve Others
- ▶ Be a Leader



STRESS



MORAL INTELLIGENCE: MICHELE BORBA



- ▶ Disconnected World
- ▶ Social Media
- ▶ Loss of social graces
- ▶ Still needed to succeed



WORDS HURT

1. Graphic Organizer
 - Online
 - In person
 - Behind someone's back
2. List words under each
 - You have "said"
 - You have been called
 - You have "heard"
 - To/About: siblings, friends, classmates, teachers

Words Have Power

- ▶ Words said or written can hurt,
- ▶ Even when teasing.
- ▶ After an apology....
- ▶ Mark (hurt) is still left behind.



Emojis

Words That Hurt

online

horrible x

Idiot x

gay x

ugly x

"you suck" x

hacker x

loser x

"says you" x

"horrible person" x
fake x

In person

"you have issues" x

weird x

annoying x

"shut up" x

stupid x

retarded x

loser x

"accusing" x

"look whos
talking"

Behind someone's back

bossy x

spoiled x

brat x

jerk x

reject x

liar x

hacker x

cheater

good two
shoes

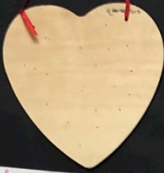
Drama
Queen

weekies

Hurt



WooKies

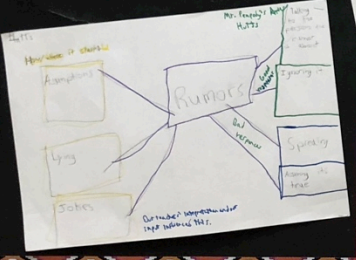
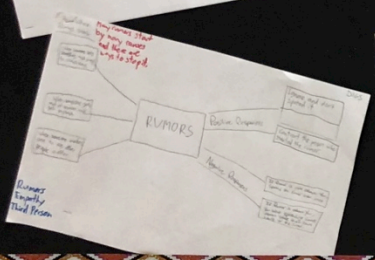
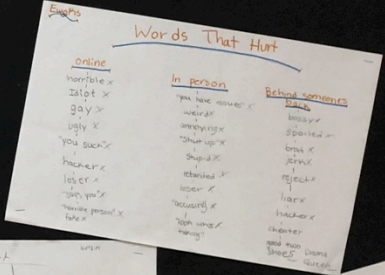
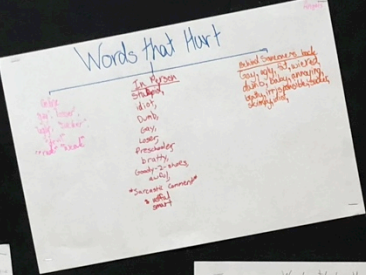
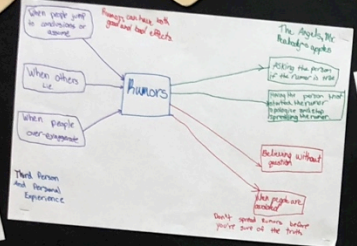
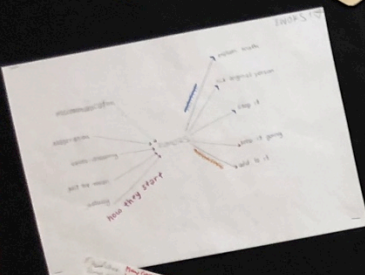


Hurt

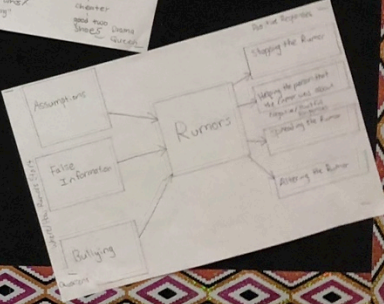
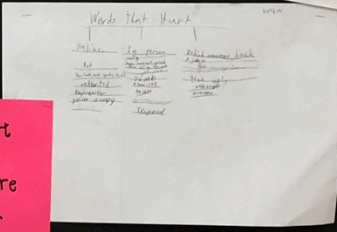
Hurt



Days

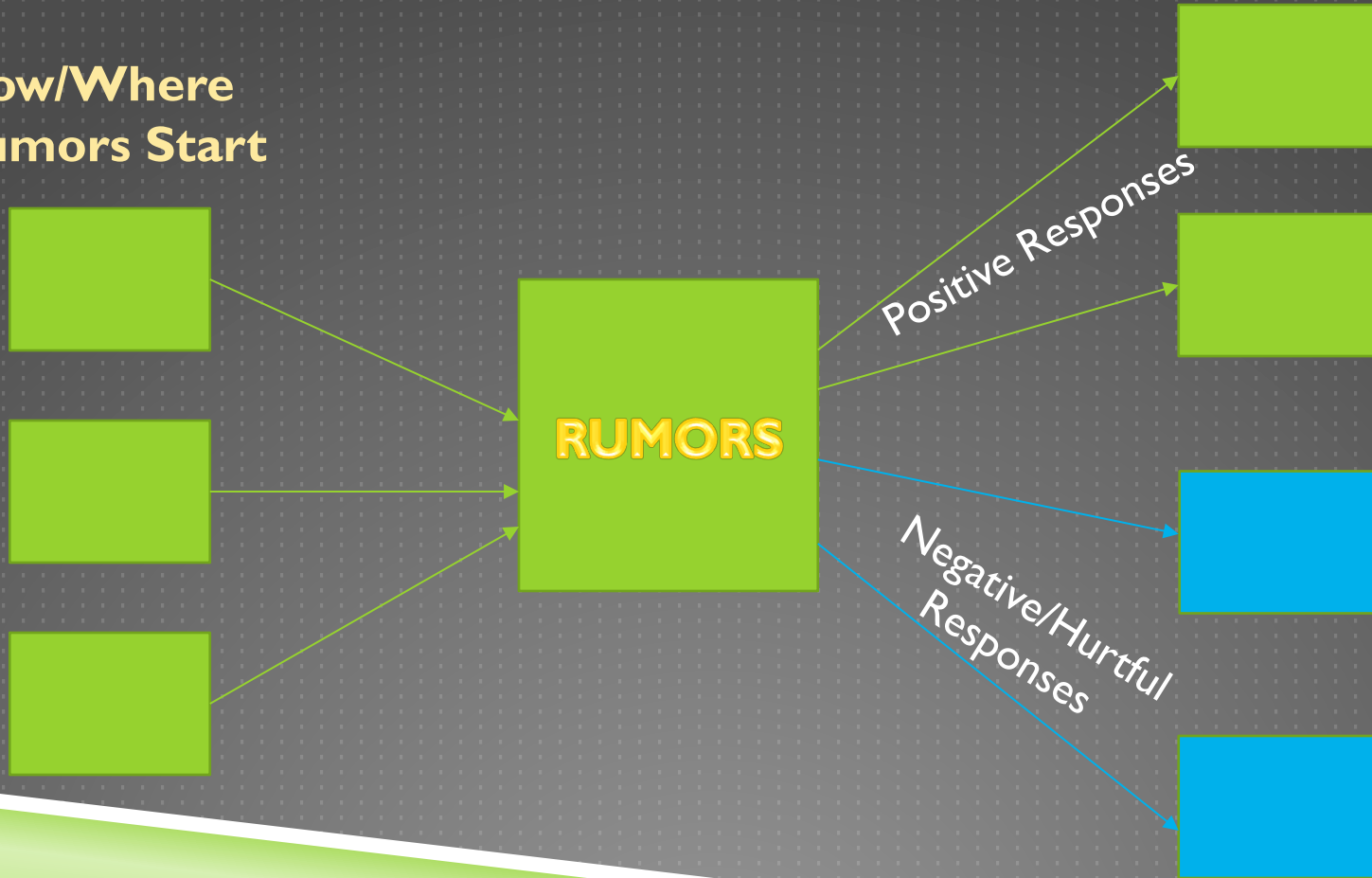


Words Hurt
Think Before
You Speak



RUMORS

How/Where
Rumors Start



The Angels, Mr. Peabody's apples

Rumors can have both good and bad effects.

When people jump to conclusions or assume.

When others lie.

When people over-exaggerate.

Rumors

Asking the person if the rumor is true

Having the person that started the rumor apologise and stop spreading the rumor.

Believing without question

When people are avoided

Third Person And Personal Experience.

Don't spread rumors before you're sure of the truth

125 Apples Talking

THE COMBINED APPROACH

| Date | Topic |
|-------|--|
| 8/10 | Executive Function |
| 8/17 | Mindset |
| 9/7 | Executive Function: Organization |
| 9/14 | Procrastination |
| 9/21 | Executive Function: Planning/Prioritize |
| 10/19 | Executive Function: Time Management |
| 10/26 | Executive Function: Task Initiative |
| 11/2 | QBQ 1: Personal Accountability/Choices |
| 11/16 | QBQ 2: Be Accountable |

| Date | Topic |
|-------|--|
| 12/14 | QBQ 3: Be Positive – Victim Thinking |
| 1/25 | QBQ 4: Be Positive - Stress |
| 2/1 | QBQ 5: Get Stuff Done: Procrastination/Take Action |
| 2/8 | QBQ 6: Take Ownership |
| 2/22 | Rumors |
| 3/1 | Social Media |
| 3/4 | QBQ 7: Serve Others |
| 4/12 | QBQ 8: Be A Leader |
| 5/17 | QBQ 9: Apply to your life |



RESOURCES

