Life-Skills

Description:

NICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: **problem solving**, **critical thinking**, effective **communication skills**, decision-making, **creative thinking**, **interpersonal relationship** skills, **self- awareness** building skills, empathy, and coping with stress and emotions.

We all need a set of core **life skills** (or, **adult** capabilities) to manage work, family, and relationships successfully. These **skills** include planning, focus, self-control, awareness, and flexibility.

Community Attributes:

Thoughts	Life-Skills / Actions
Wisdom: good decisions and taking the path that provides value to all (society)	Thinking skills (creative, critical, system), SEL learning, Decision making, Reflection, Innovation
Community: People and relationships count	**Listening skills, communication skills, teamwork, Interpersonal skills, Relationship, Measurements, Trust, Honesty, Empathy**
Social justice: leaving the world a better place than you found it	Problem solving skills, positive outlook, Curiosity, Process skills, Executive functions
Purpose: Sense of direction that you achieve, the goals you set	Put first things first, Pro-active outlook, Begin with the ends in mind, and Win-Win for all, Time-management, Project planning,

The Following are readings documents regarding Life-Skills:

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1-Softskill_0614201
7.docx

Soft-Skills …How can we help high school and college students, drop outs and young workers achieve better lives and understand the work environment? Teach them the soft-skills of life. See work as a career that you can continuously get better. The training will be integrated with a "mindfulness approach" (You have control over your actions):

Objective: Offer a set of courses that demonstrates the fundamentals of the various soft-skills and a follow up method for success.

School

Work

In-between

Life Skills
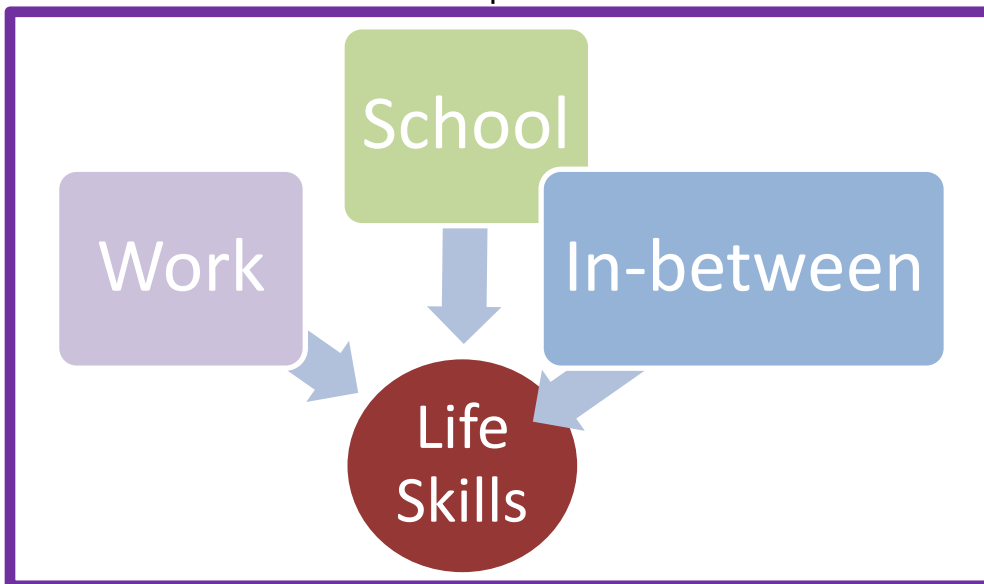
The top four skills needed to get a good job are: … The Global Achievement Gap, Tony Wagner, co-director of the Change Leadership Group, Harvard School of Education
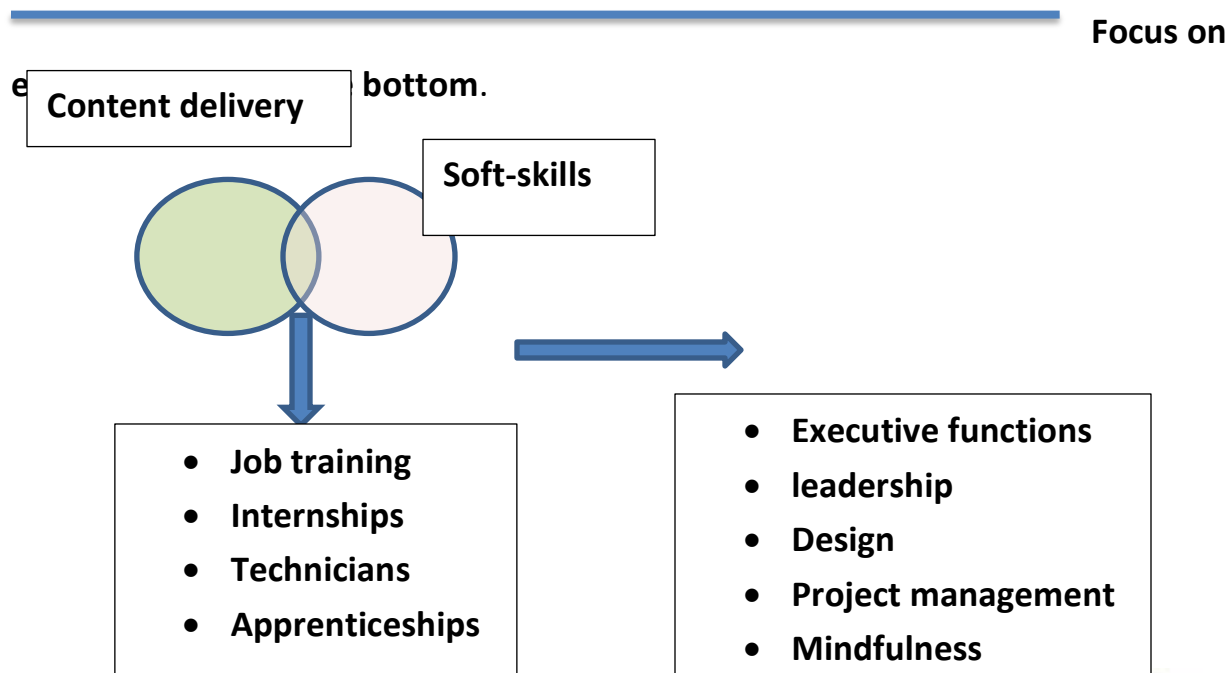
- Critical thinking and problem solving,
- Collaboration and leadership,
- Agility and adaptability,
- Initiative and entrepreneurialism

Most faculty understand the need to help students develop these abilities, but feel that they are being pushed into coming up with short-term strategies (such as grading rubrics) to improve student performance in the classroom at the expense of developing sustainable, higher order thinking skills.
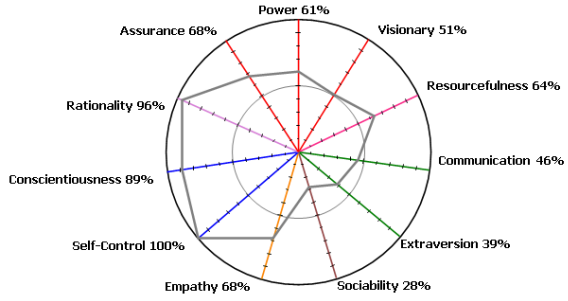
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Examples of the Soft-Skills:

- Character Development
- Work in Teams … Collaboration, decision making, brain writing
- Communication Skills… Presenting yourself, empathy for the other person's view, customer focus, thinking with clarity and precision
- Problem framing and solving, understanding what is the true problem and tinkering with ways to solve the problem
- Habits of Mind … Persistence, problems as opportunities, finding humor, accuracy in your work, remain open to continuous learning
- Respectful dealing with others (Professionalism)
- Dialogue … 6 Hats How to create dialogue and not shouting matches.
- Entrepreneurships / Innovation, business processes
- Brain Plasticity … we continuously are able to learn new things
- Thinking skills … Questions, creative and critical thinking, meta-cognitive reflection and system thinking. Quality focus and feedback
- Leadership … What is it and how does it differs from management.
- Work Ethic and Professionalism

Focus on e   bottom.

Content delivery

Soft-skills

Job training
Internships
Technicians
Apprenticeships

Executive functions
leadership
Design
Project management
Mindfulness

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- Get a partnership with industry that provides career opportunity if we provide a person with good soft-skills. Retail stores, Warehouses, etc.
- Relationship with non-profits that focus on this area.

Example Course Details:

Session	Major area	Theme
1	Introduction / Creating a learning collaborative in the classroom / pre-Assessment of their knowledge and thinking skill awareness	Attributes, Values, Teacher Skills and the relation to excellence in academics and the larger world of work. Developing the outcome goals for the class.
2	Self-Assessment Quality focus Understand why you did certain things, What can you learn from your actions to improve How can you use data to improve?	
2	Work in teams	Part of Team Project …Collaboration, decision making, brain writing (brainstorming)
3	Problem framing and solving Empathy	Part of Hands on Learning … understanding what is the true problem and tinkering with ways to solve the problem
4	Creative and critical thinking skills around the design process	Learn the tools of brainstorming, brain-writing, and decision making for divergent and convergent processing skills
	Project Planning, Execution and Measurement	

Radar chart labels: Power 61%, Visionary 51%, Resourcefulness 64%, Communication 46%, Extraversion 39%, Sociability 28%, Empathy 68%, Self-Control 100%, Conscientiousness 89%, Rationality 96%, Assurance 68%

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5	Brain Plasticity • Carol Dweck, Ph.D • Claude M. Steele Ph.D **Mindfulness**	… we continuously are able to learn new things Two 30 minutes discussions spent on a single idea: **that the brain is a muscle**. Giving it a harder workout makes you smarter.
6	Habits of Mind	Built into projects and continuous discussion
7	Infusion of thinking skills	Create an appreciation for life-long learning by providing opportunities to develop creative and critical thinking skills
8	Dialogue	… 6 Hats How to create dialogue and not shouting matches. Using dialogue question
9	Professionalism	Respectful dealing with others
10	Entrepreneurships / Innovation	Business processes… Persistence, **problems as opportunities**, finding humor, accuracy in your work, remain open to continuous learning
11	Community support **Job training** • **Internships** • **Technicians** • **Apprenticeship**	• Get a partnership with industry that provides career opportunity if we provide a person with good soft-skills. Retail stores, Warehouses, etc. • Relationship with non-profits that focus on this area.
12	On-Going Follow up Provide the student Scaffolding tools to continuously improve and collaborate with others	• Scaffolding tools • On-line Collaboration

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In her research, Duckworth examines two traits that predict success: **grit**, the tendency to sustain interest and effort in pursuing long-term goals, and **self control**, the regulation of behavioral, emotional and attentional impulses. To Duckworth, grit allows people to pursue challenges over the course of years. Self control, on the other hand, helps us battle "hourly temptations."

Reference Documents:

Habit of Mind

1. Persisting	5. Metacognition	9. Thinking and communicating with clarity and precision	13. Taking responsible risks
2 Managing impulsivity	6. Striving for accuracy	10. Gather data through all senses	**14. Finding humor**
3. Listening with understanding and empathy	**7. Questioning and posing problems**	11. Creating, imagining and innovating	**15. Thinking interdependently**
4. Thinking flexibly	8. Applying past knowledge to new situations	**12. Responding with wonderment and awe**	16. Remaining open to continuous learning

http://www.habitsofmind.org/content/back-back-strategy-used-enhance-habits-mind

Another View		
Appreciation of beauty and excellence	**Curiosity**	**Grit (persistence and resiliency)**
Bravery	**Fairness**	**Hope (optimism)**
Citizenship	**Forgiveness and mercy**	**Humility/modesty**
Creativity	**Gratitude**	**Humor**
Integrity	**Kindness**	**Leadership**

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Love	Love of Learning	Open-mindedness
Perspective	Prudence/discretion	Self-control
Social Intelligence	Spirituality	Zest (energy and enthusiasm)

Massachusetts Definition of College and Career Readiness Approved by Massachusetts Board of Elementary and Secondary Education on February 26, 2013; Massachusetts Board of Higher Education on March 12, 2013.

All high school students should develop a foundation in the academic disciplines identified in the Mass Core course of study,1 build competencies for workplace readiness as articulated in the Integrating College and Career Task Force Report,2 and focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals

1) Workplace Readiness
2) Work Ethic and Professionalism
3) Qualities and Strategies
4) Brain Plasticity
5) Problem definition and solving

Workplace Readiness

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. College and career ready students will demonstrate:

Work Ethic and Professionalism

- Attendance and punctuality expected by the workplace
- Workplace appearance appropriate for position and duties
- Accepting direction and constructive criticism with a positive attitude and Response
- Motivation and taking initiative, taking projects from initiation to completion
- Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics Effective Communication and Interpersonal Skills
- Oral and written communication appropriate to the workplace
- Listening attentively and confirming understanding
- Interacting with co-workers, individually and in teams3

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

Qualities and Strategies

Preparation for college and career should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. In high school, students should demonstrate:

- Higher order thinking skills of analysis, synthesis, and evaluation
- The ability to think critically, coherently, and creatively
- The ability to direct and evaluate their own learning, be aware of resources
- available to support their learning, and have the confidence to access these
- resources when needed.
- Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs

Strengths of character … From The KIPP School
Challenge! Zest

Zest: Actively participates. Shows enthusiasm. Approaches new situations with excitement and energy.

Challenge! Grit

Grit: Finishes what is begun. Sticks with a project or activity for more than a few weeks. Tries very hard even after experiencing failure. Stays committed to goals. Keeps working hard even when feeling like quitting

Challenge! Self Control (School Work)

Self Control (school work) - Comes to class prepared. Remembers and follows directions. Gets work done right away instead of waiting until the last minute. Pays attention and resists distractions. Works independently with focus

Challenge! Self Control (Interpersonal)

Self-Control (interpersonal) - Remains calm even when criticized or otherwise provoked. Allows others to speak without interruption. Is polite to adults and peers. Keeps temper in check.

Challenge! Optimism

Optimism - Believes that effort will improve the future. When bad things happen, thinks about what could make it better next time. Stays motivated, even when things don't go well. Believes that you can improve on things you're not good at

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Challenge! Gratitude

Gratitude - Notices when other people help. Shows appreciation for the good things in their life. Expresses appreciation by saying "thank you." Does something nice for someone else as a way of saying "thank you."

Challenge! Social Intelligence

Social Intelligence - Able to find solutions during conflicts with others. Shows that they care about other people's feelings. Adapts to different social situations

Challenge! Curiosity - Eager to explore new things. Asks questions to help learning. Takes an active interest in learning.

Life
Skills-matrix-083120

Life Skills	Definition	Where taught
Working as a Team	collaborate, get together, work as a team to achieve a common goal.	Beginning of the project. Lots of life skills are in this.
Negotiation	Give & Take	· Setting learning targets · Organizing the team roles
Decision making	Choice, selection	Selecting between the two finalist … **show tutorial**
Study skills **teach students how to use study skills:** **www.studyskills.com**	• manage time • be organized • improve reading comprehension • listen effectively	During the meeting: Listening, communicating and expression

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Life Skills	Definition	Where taught
	• take more comprehensive notes • communicate more effectively in written and oral expression	Prepare for presentations Planning process Scheduling processes
Innovation	Improvement, invent, advance	During reflection, How can I make a process better?
Entrepreneurship	Creating value where there was none!	During reflection.
Learning from failure This reminds me of IDEO's philosophy of "fail early and often to succeed at the end".	Not success, dissatisfaction Dyson argues that there is more we can learn from failures than from successes. Failure is a dress rehearsal for success. I am always struck by James Dyson's claim that he built 5,127 prototypes before he got it right.	Rapid prototyping solutions and seeing what works.
Risk taking/ Stretch goals	Possibility, Chance Probability	Strive for more innovative solutions, **Shaping process**
Planning	Arrangement, scheduling, forecasting	Developing plan for World project
Measurements/ feedback	Extent, coverage, range	Setting learning goals, How do we validate? Balanced scorecard
Process methods	Method, course of action, procedure	Problem solving process, Decision process, **Use tools**
Continuous improvement/ Quality	Value, worth, excellence	Continue to make the process or results better

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Life Skills	Definition	Where taught
		Quality plan review
Collaboration	Relationship, teamwork	During team meeting, **6-hat exercise**
Self-control/ Values	Ethics, morals, principles, Will-power, restraint	Conduct one-self with others, develop a set of values to operate with
Character traits **http://character.org/**	Personality,	defines "character" comprehensively to include thinking, feeling, and doing
Thinking skills Thinking does not occur spontaneously but must be evoked by problems and questions or by some perplexity; confusion or doubt … *John Dewey*	What the term refers to is the human capacity to think in conscious ways to achieve certain purposes. Use of the mind to form thoughts, to reason, to reflect.	Problem solving process, Wall hanging, Done thru facilitation **Creative thinking** **Critical thinking** **Meta-cognitive reflection** **Questioning** **System thinking**
Time management …MIT (Most important Task)	Point in time, control, schedule MIT first on list	Setting schedule, follow it, Part of planning process
Financial literacy	Monetary, Economic, Fiscal, Mastery, Knowledge	Planning, cost structure • Become a critical consumer, loans • Risk management • Income • Money management • Planning, saving and investing • Happiness quotient ... How do you measure it?

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Life Skills	Definition	Where taught
Problem Solving	Challenge, solving, difficult	Following the process in solving the World problem
Social intelligence	social rules, effective listening, people watching, social self-efficacy, image management	During the problem solving process

How to Think Outside the Box with Entrepreneurship Lesson Plans

How To Think Outside the Box with

Thinking Skills relationship to the e

Thinking Skills relationship to the engineering Design Process

Engineer design process*	Thinking skills
Identify the need or problem	• Compare / Contrast • Decision process • Drawing Conclusions
Research the need or problem	• Classification • Sequencing • Critical Thinking • Compare / Contrast • Root Cause
Develop possible solution (s)	• Brainstorm • Critical Thinking

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	• Root Cause
Select the best possible solution(s)	• Compare / Contract • Classification • Drawing Conclusions • Problem Solving
Construct a prototype	• Classification • Drawing Conclusions • Problem Solving
Test and evaluate the solution(s)	• Compare / Contract • Classification • Drawing Conclusions • Problem Solving
Communicate the solution(s)	• Compare / Contract • Classification • Drawing Conclusions
Redesign	• Brainstorm • Compare / Contract • Classification • Drawing Conclusions

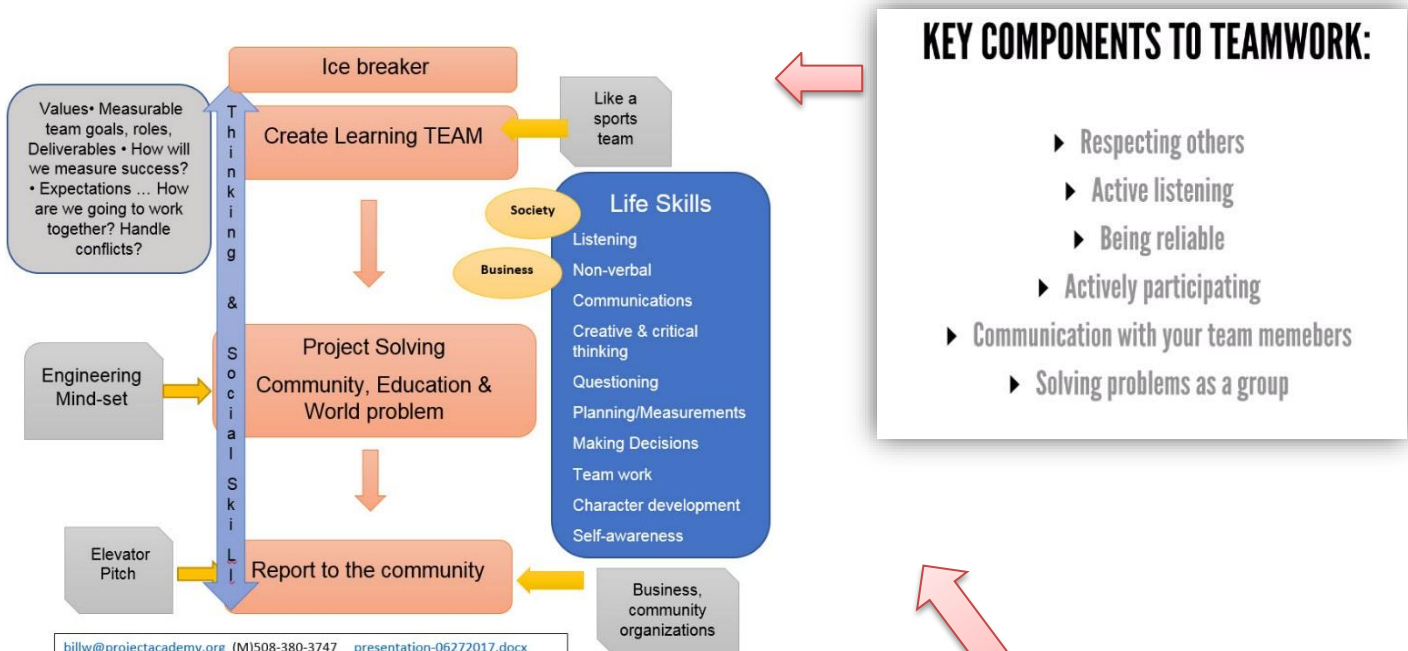***** Massachusetts Curriculum Frameworks, Science and Technology/Engineering October, 2006

skills-set-soft-july2017.docx

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Info= https://www.conovercompany.com/ skills-set.docx

Soft Skills = personal attributes that enable someone to interact effectively and harmoniously with other people.

Ice breaker

Values• Measurable team goals, roles, Deliverables • How will we measure success? • Expectations … How are we going to work together? Handle conflicts?

T h i n k i n g &

Create Learning TEAM

Like a sports team

Society **Life Skills**

Listening

Business Non-verbal

Communications

Creative & critical thinking

Engineering Mind-set

S o c i a l

Project Solving

Community, Education & World problem

Questioning

Planning/Measurements

Making Decisions

S k i l l

Team work

Character development

Self-awareness

Elevator Pitch

Report to the community

Business, community organizations

billw@projectacademy.org (M)508-380-3747   presentation-06272017.docx

KEY COMPONENTS TO TEAMWORK:

▸ Respecting others
▸ Active listening
  ▸ Being reliable
▸ Actively participating
▸ Communication with your team memebers
  ▸ Solving problems as a group

KEY COMPONENTS TO SOCIAL SKILLS:

▸ Interpersonal skills
▸ Controlling your emotions
  ▸ Socializing at work
    ▸ Networking
  ▸ Responding to conflict
    ▸ Helping customers

KEY COMPONENTS TO CRITICAL THINKING:

▸ Gathering information
▸ Analyzing information
▸ Applying information
▸ Forming a hypothesis
  ▸ Decision making
  ▸ Problem solving

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KEY COMPONENTS TO ATTITUDE:

- Determining to have a positive attitude
  - Keeping your focus
  - Doing your best
- Responding to guidance and direction
  - Controlling your emotions
  - Being flexible

KEY COMPONENTS TO COMMUNICATION:

- Verbal communication
  - Listening
- Nonverbal communicatin
- Written communication
- Emotional awareness
- Communicating in difficult situation

KEY COMPONENTS TO PLANNING AND ORGANIZING:

- Prioritizing
- Time management
- Coordinating resources
- Delegating
- Creating systems
- Planning ahead

KEY COMPONENTS TO PROFESSIONALISM:

- Knowledge of workplace expectations
- Personal responsibility
- Workplace ethics
- Physical appearance
- Using proper language
- Minding your manners