

Skills Bank Lesson	Core Subjects (1)	21 st Century Content (2)	Learning & Thinking Skills (3)	Life Skills (4)	ICT Literacy (5)
Community Building Activities: Skills Banks as a Stand-Alone Program			<ul style="list-style-type: none"> Create an ideal learning environment – b, d(1,2) 	<ul style="list-style-type: none"> Self-awareness, self-management – h Social awareness – g, i Responsibility decision-making – b, c, f 	
Cultural Awareness:					
<ul style="list-style-type: none"> <i>Skill 1: Exploring our Cultural History</i> 		<ul style="list-style-type: none"> Learn about others – a(2), c(3) Share thoughts/feelings about diversity – c(2) 			
<ul style="list-style-type: none"> <i>Skill 2: Recognizing Bias</i> 	<ul style="list-style-type: none"> Research on roots of bias related to a particular issue – a, i 	<ul style="list-style-type: none"> Learn to respect others – a(2), c(3) 		<ul style="list-style-type: none"> Take responsibility for one's own opinions - f 	<ul style="list-style-type: none"> Appropriate use of Internet to research bias

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<ul style="list-style-type: none"> • Skill 3: <i>Recognizing Ethnocentricity</i> 	<ul style="list-style-type: none"> • Research on where values and standards of different groups come from – a, i 	<ul style="list-style-type: none"> • Develop respect for and appreciation of others – a(2), c(3) 		<ul style="list-style-type: none"> • Accept responsibility for one's own values – f, h • Develop respect for the values of others - d 	<ul style="list-style-type: none"> • Appropriate use of Internet to research values and standards of other cultures/ groups
<ul style="list-style-type: none"> • Skill 4: <i>Recognizing Stereotypes</i> 	<ul style="list-style-type: none"> • Research about what stereotypes are and where they come from – a, i 	<ul style="list-style-type: none"> • Develop respect for rights and ideas of others – a(2), c(2) 	<ul style="list-style-type: none"> • Identify and avoid the use of stereotypes – a(1,3), b, c(2) 	<ul style="list-style-type: none"> • Accept responsibility for own opinions – f • Learn to recognize and avoid use of stereotypes – b, f, g, i 	
<ul style="list-style-type: none"> • Skill 5: <i>Valuing Diversity</i> 		<ul style="list-style-type: none"> • Learn to value diversity – a(2) • Learn how this relates to being a good citizen – c(2) 	<ul style="list-style-type: none"> • Develop and use critical thinking skills to understand and value others – a(1,3) • Develop and use good communication skills – b, c(3) 	<ul style="list-style-type: none"> • Develop and use skills that demonstrate active valuing of diversity – a, b, d, f, g, h, i 	

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Interpersonal Communication <ul style="list-style-type: none"> • <i>Skill 6: Communicating our Needs</i> 	<ul style="list-style-type: none"> • Develop and use effective communication skills – a 	<ul style="list-style-type: none"> • Learn to communicate with understanding of others – a(2) 	<ul style="list-style-type: none"> • Develop and use effective communication skills – b, c(3), e(1) 	<ul style="list-style-type: none"> • Take responsibility for communicating personal needs – f, g 	
<ul style="list-style-type: none"> • <i>Skill 7: Giving and Receiving Feedback</i> 		<ul style="list-style-type: none"> • Develop and use cultural awareness when giving/receiving feedback – a(2) 	<ul style="list-style-type: none"> • Develop and use effective skills for giving/receiving feedback – b, c(3), e(1) 	<ul style="list-style-type: none"> • Take responsibility for giving/receiving feedback – b, c, f, g 	
<ul style="list-style-type: none"> • <i>Skill 8: Interviewing</i> 	<ul style="list-style-type: none"> • Develop and use good interviewing skills - a 	Depending on what the issue is and who is being interviewed: <ul style="list-style-type: none"> • Be aware of possible diversity issues – a(2) • Be aware of issues related to health issues – d(1-3) 	If connected with Part 2, Session 4: <ul style="list-style-type: none"> • Work effectively in teams to develop and conduct interviews – d(1) 	<ul style="list-style-type: none"> • Be responsible for one's own actions in interview – f, h • Demonstrate respect for interviewee – c, g 	

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<ul style="list-style-type: none"> • Skill 9: Listening with Empathy 		<ul style="list-style-type: none"> • Depending on who students are talking with, this may require cultural sensitivity – a(2) 	<ul style="list-style-type: none"> • Develop and use good listening skills – b, c(3) 	<ul style="list-style-type: none"> • Be responsible for self – f • Develop good people skills – g 	
<ul style="list-style-type: none"> • Skill 10: Making Oral Presentations 	<ul style="list-style-type: none"> • Develop and practice skills associated with oral communication – a • Possible use of computer to prepare visuals to support presentation – a 		<ul style="list-style-type: none"> • Develop and use skills for effective oral communication – b, c(2) 	<ul style="list-style-type: none"> • Actively participate in preparing presentation – c, f, h 	<ul style="list-style-type: none"> • Possible use of computer to prepare visuals to support presentation
<ul style="list-style-type: none"> • Skill 11: Resolving Conflicts 		<ul style="list-style-type: none"> • Be aware that conflict may be related to cultural issues – a(2) 	<ul style="list-style-type: none"> • Develop and practice skills associated with sensitivity to others – b, c(2,3) 	<ul style="list-style-type: none"> • Be responsible for one's own point of view – c, f, h • Sensitivity to other's point of view - g 	

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<ul style="list-style-type: none"> • Skill 12: Being Assertive 		<ul style="list-style-type: none"> • May involve cultural sensitivity – a(2) 	<ul style="list-style-type: none"> • Articulate ideas clearly - b 	<ul style="list-style-type: none"> • Respect for others – g • Be assertive without being offensive – b, f, g • Be accountable for one's own actions - c 	
Personal Management and Responsibility <ul style="list-style-type: none"> • Skill 13: Dealing with Frustration and Disappointment 		<ul style="list-style-type: none"> • To the extent that cultural differences may be involved, be aware of and sensitive to them – a(2) 	<ul style="list-style-type: none"> • Analyze why a situation may lead to emotions and what a person can/cannot do – a(1-4) • Look for creative solutions to emotionally charged situations – c(1) 	<ul style="list-style-type: none"> • Identify emotions being raised and be responsible for them – f, h 	
<ul style="list-style-type: none"> • Skill 14: Identifying Cause and Effect 		<ul style="list-style-type: none"> • To the extent that cultural differences may be involved, be aware of and sensitive to them – a(2) 	<ul style="list-style-type: none"> • Identify the situation/event – a(1,3) 	<ul style="list-style-type: none"> • Before taking action, consider possible consequences – b, f, g, i 	

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<ul style="list-style-type: none"> • Skill 15: Making Decisions that Support Our Goals 			<ul style="list-style-type: none"> • Consider options – a(4), c(1,3) • Eliminate negative options – a(1,3) • Invisible positive options – a(1,3,4) • Determine best course of action – a(4) 	<ul style="list-style-type: none"> • Describe decision that needs to be made – b, c, f • Evaluate decision – b, f 	
<ul style="list-style-type: none"> • Skill 16: Managing Personal Anger 	<ul style="list-style-type: none"> • Readings about ways to deal with personal anger – a 	<ul style="list-style-type: none"> • To the extent that issue may be culturally related, be sensitive to self and others – a(2) 	<ul style="list-style-type: none"> • Identify positive ways to think about situation – a(1-4) • Do something constructive to calm down – c(1) 	<ul style="list-style-type: none"> • Be responsible for knowing your anger signals – f • Be responsible for thinking through options – c, f 	
<ul style="list-style-type: none"> • Skill 17: Managing Stress 	<ul style="list-style-type: none"> • Readings about stress management techniques 	<ul style="list-style-type: none"> • Understand health risks associated with stress – d(1) • Understand how to deal with stress in positive ways – d(2) 	<ul style="list-style-type: none"> • Recognize symptoms of stress and seek causes – a(1,3) 	<ul style="list-style-type: none"> • Avoid situations that cause stress – f, h • Learn stress management techniques – d, f, h 	<ul style="list-style-type: none"> • Internet research on ways to manage stress

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<ul style="list-style-type: none"> • Skill 18: <i>Managing Time</i> 	<ul style="list-style-type: none"> • Research on time management techniques – a 		<ul style="list-style-type: none"> • Learning how to manage time, how to set priorities, make plans – a(2,4) 	<ul style="list-style-type: none"> • Select and use effective time management techniques – e, f, h 	<ul style="list-style-type: none"> • Internet research on time management techniques
<ul style="list-style-type: none"> • Skill 19: <i>Resisting Negative Peer Pressure</i> 		<ul style="list-style-type: none"> • If issue arises cultural bias or stereotyping, demonstrate respect for others – a(2) • Actions associated with issue could also involve citizenship skills – c(2) 	<ul style="list-style-type: none"> • Evaluate situations and make good choices – a(1,2) • Communicate reasons for your choices to others effectively – b, c(2) • Offer positive alternatives – c(1,2) 	<ul style="list-style-type: none"> • Be a leader than a follower – a • Take responsibility for self – f, h • Communicate reasons for your choices to others effectively – g 	
<ul style="list-style-type: none"> • Skill 20: <i>Setting and Reaching Personal Goals</i> 			<ul style="list-style-type: none"> • Demonstrate an understanding of how to set goals – a(1-4) 	<ul style="list-style-type: none"> • Assume responsibility for setting and researching personal goals – c, d, f, h 	

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<p>Study and Writing</p> <ul style="list-style-type: none"> • Skill 21: Asking Effective Questions 	<ul style="list-style-type: none"> • Demonstrate what information is needed and questions to be asked – a • Use research skills to gather information – a 	<ul style="list-style-type: none"> • If issue involves people from other cultures, seek information from appropriate sources – a(2) 	<ul style="list-style-type: none"> • Ask good questions to collect needed information – b • Use critical thinking skills to collect and analyze information – a(1-4) 	<ul style="list-style-type: none"> • Use appropriate people skills when interviewing others – g 	<ul style="list-style-type: none"> • Appropriate use of Internet to gather information
<ul style="list-style-type: none"> • Skill 22: Evaluating Information 	<ul style="list-style-type: none"> • Use a variety of sources to gather and evaluate information – a 		<ul style="list-style-type: none"> • Use critical thinking skills to evaluate information – a(1-4) • Develop and use skills needed to access, understand, analyze information obtained from a variety of sources and integrate into new information – e(1,2) • Be able to put information in a context – f 		

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<ul style="list-style-type: none"> • Skill 23: <i>Exploring Research Sources</i> 	<ul style="list-style-type: none"> • Learn more about variety of sources available based on project needs – a 	If information relates to other cultures, religious traditions – a (2) <ul style="list-style-type: none"> • to health and wellness issues – d(1,2) make appropriate contacts	<ul style="list-style-type: none"> • Use information and media literacy skills to evaluate sources – e(1,2) 	<ul style="list-style-type: none"> • Be responsible for actively participating in project – c, f, i 	<ul style="list-style-type: none"> • Learn how to use Internet and other sources appropriately to gather information
<ul style="list-style-type: none"> • Skill 24: <i>Preparing a Research Report</i> 	<ul style="list-style-type: none"> • Follow guidelines for a research project – a • Use appropriate computer programs to prepare report – a 		<ul style="list-style-type: none"> • Gather and use information in preparing report – e(1,2) 	<ul style="list-style-type: none"> • Be responsible for completing tasks associated with preparing report – c, e, f, h 	<ul style="list-style-type: none"> • Use appropriate computer skills to prepare report
<ul style="list-style-type: none"> • Skill 25: <i>Supporting Opinions</i> 			<ul style="list-style-type: none"> • Use critical thinking skills to support ideas – a(1,3) • Demonstrate information and media literacy skills in supporting opinions – e(1) 	<ul style="list-style-type: none"> • Be responsible to one's own opinions – c, h 	

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<ul style="list-style-type: none"> • Skill 26: <i>Writing for Various Purposes</i> 	<ul style="list-style-type: none"> • Use appropriate computer programs to prepare final report – a 	<ul style="list-style-type: none"> • If cultural issues are involved, show sensitivity to others – a(2) • If civic issues are involved, suggest actions that could be taken by good citizens – c(2,3) • If health and wellness issues are involved, access and use information appropriately – d(1,2) 	<ul style="list-style-type: none"> • Use critical thinking to demonstrate understanding of issues – a(1-4) • Use good communication skills – b • Demonstrate ability to write for various purposes – e(1,2) 	<ul style="list-style-type: none"> • Convey ideas honestly – b • Produce final report, following guidelines, in timely manner – c, e, f, h 	<ul style="list-style-type: none"> • Use appropriate computer programs to prepare final report

Resources:

1. "Framework for 21st Century Learning," Partnership for 21st Century Skills, www.21stcenturyskills.org.
2. "Service-Learning and the Partnership for 21st Century Skills, Richard Bradley, Ph.D. (attached)

Service-Learning and the Partnership for 21st Century Skills

What is the Partnership for 21st Century Skills?

The Partnership is a coalition of more than 170 educational stakeholders, many representing Fortune 500 companies, who share a common goal of accelerating the pace of educational reform to support student learning in the 21st century.

Why now?

- One educator put it this way, *“You cannot move into the new world with last-century teacher knowledge. Teachers are ready to learn, but they need access to real innovation. They need to be asked to see themselves as innovators.”*
- One CEO put it another way, *“The fact is that young people are woefully under prepared for the demands of today’s workplace.”*

A recent national survey of company human resource officials found that:

- Almost 70% believe that high school students fall short in critical thinking skills
- 81% believe that high school students are deficient in written communications
- Almost one-third said they will reduce their hiring of employees with just a high school diploma
- 42% said they will hire more people with advanced degrees

Framework for 21st Century Learning

Core Subjects		
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21st Century Content	Learning & Thinking Skills	Life Skills
21st Century Assessment		
		ICT Literacy

1. **Core Subjects.**
 - a. English, reading or language arts
 - b. Mathematics
 - c. Science
 - d. Global languages
 - e. Civics
 - f. Government
 - g. Economics
 - h. Arts
 - i. History
 - j. Geography
2. **21st Century Content.**
 - a. Global Awareness
 - (1) Use 21st century skills to understand and address global issues
 - (2) Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - (3) Utilize non-English languages as a tool for understanding other nations and cultures
 - b. Financial, economic, business and entrepreneurial literacy
 - (1) Know how to make appropriate personal economic choices
 - (2) Understand the role of the economy and the role of business in the economy
 - (3) Use entrepreneurial skills to enhance workplace productivity and career options
 - c. Civic literacy
 - (1) Being an informed citizen in order to participate effectively in government
 - (2) Exercising the rights and obligations of citizenship at local, state, national and global levels

- (3) Understanding the local and global implications of civic decisions
- d. Health and wellness awareness
 - (1) Access health information and services, navigate health institutions and act as an advocate to improve health for self, family and/or community
 - (2) Understand preventive physical and mental health measures, include proper diet, nutrition, exercise, risk avoidance and stress reduction
 - (3) Demonstrate understanding of national and international health and safety concerns
- 3. **Learning and Thinking Skills.** As much as students need to learn academic content, they also need to keep learning – and make effective and innovative use of what they know – throughout their lives. Learning and Thinking Skills are comprised of:
 - a. Critical Thinking and Problem Solving Skills
 - (1) Exercise sound reasoning in understanding
 - (2) Make complex choices
 - (3) Understand the interconnections among systems
 - (4) Frame, analyze and solve problems
 - b. Communication Skills – the ability to articulate thoughts and ideas clearly and effectively
 - c. Creativity and Innovation Skills
 - (1) Demonstrate originality and inventiveness in work
 - (2) Developing, implementing and communicating new ideas to others
 - (3) Being open and responsive to new and diverse perspectives
 - d. Collaboration Skills
 - (1) Work effectively with diverse teams
 - (2) Be helpful and make necessary compromises to accomplish a common goal
 - e. Information and Media Literacy Skills
 - (1) Understand, manage and create effective oral, written and/or multi-media communication in a variety of forms and contexts
 - (2) Analyze, access, manage, integrate, evaluate and create new information in a variety of forms and media
 - f. Contextual Learning Skills – Require the ability to take advantage of education in a variety of contexts both inside and outside the classroom, and understanding that knowledge is acquired within a context.

4. **Life Skills.** Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically, and broadly. Life Skills include:

- a. Leadership
- b. Ethics
- c. Accountability
- d. Adaptability
- e. Personal productivity
- f. Personal responsibility
- g. People skills
- h. Self direction
- i. Social responsibility

5. **ICT Literacy.** Information and communications technology (ICT) is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning.

6. **21st Century Assessments.**

Authentic 21st century assessments are the essential foundation of a 21st century education. Assessment must measure all five results that matter:

- a. Core subjects
- b. 21st Century Content
- c. Learning and Thinking Skills
- d. ICT Literacy
- e. Life Skills

To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized testing alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.