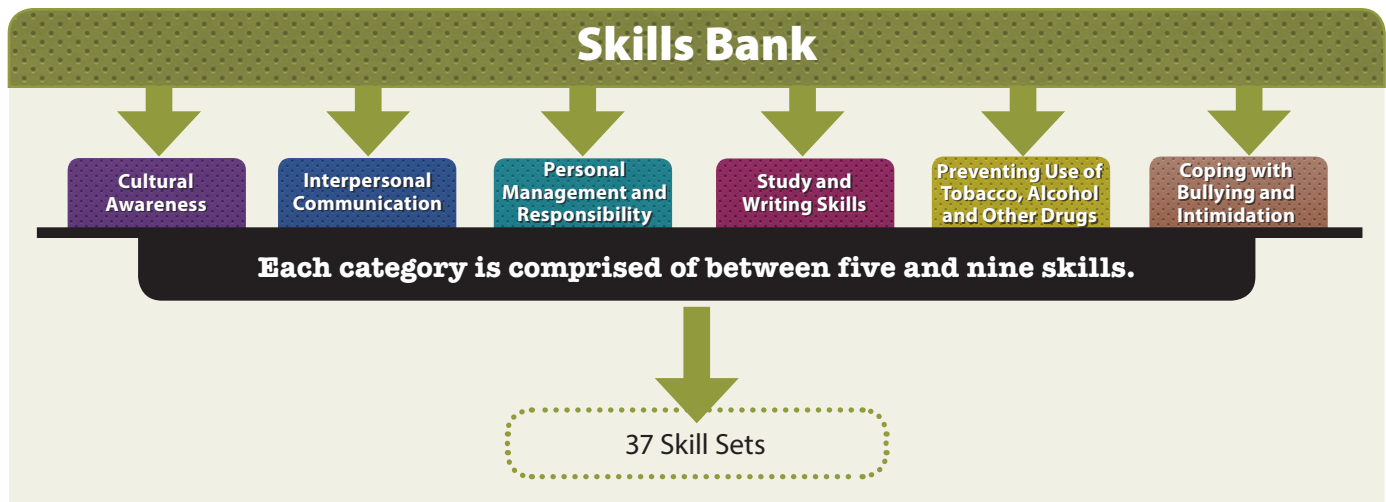


The Skills Bank Road Map

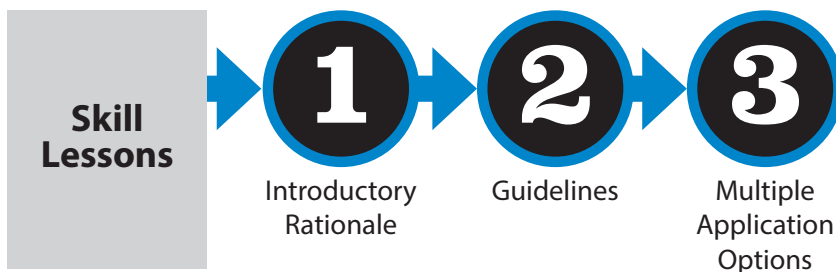
6 Broad Categories

A highly flexible component of the program, the Skills Bank contains six broad categories of essential skills for life.



3 Ways to Use

The Skills Bank has multiple purposes. It is designed to serve as a separate skill-building curriculum for social, emotional, and study skills for high school students; as a skill-building supplement that can be integrated into any subject in which social, emotional, and study skills are an essential component, and as the skills supplement to Steps 1-4 of the Skills for Action service-learning curriculum.



1 → Rationale

2 → Guidelines

3 → Applications Options

4 → Skill 4: Recognizing Stereotypes

TEACH ACTIVITY OPTION 1: What Is Stereotyping?

TEACH ACTIVITY OPTION 2: Guess My Label

Multiple Application Options

TEACH

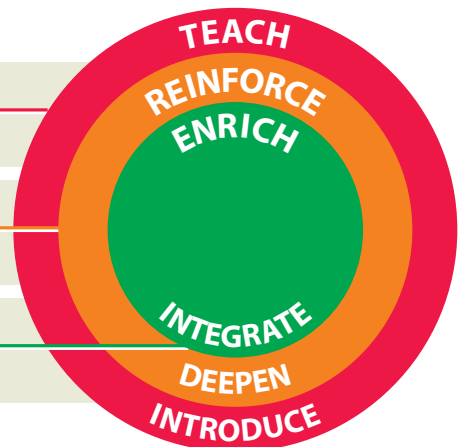
Teach options **introduce** students to the new skills.

REINFORCE

Reinforce options **deepen** the students understanding of the skills.

ENRICH

Enrich options help students **integrate** the skills into their lives.



1) Skill-Building Program for Social, Emotional, and Study Skills

Described below are curriculum options for the use of the Skills Bank as an Advisory Program.

TIME REQUIREMENT	SEL SKILLS	STUDY SKILLS
30–45 Minutes	1–7, 9, 11–22, 25	8, 10, 23, 24

FOUR-YEAR ADVISORY PROGRAM

Once Per Week

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<ul style="list-style-type: none"> ✓ Part 1, Lesson 3 Community Building ✓ Rationale, Guidelines, Teach Options for Skills 1–7, 9, 11–22, 25 	<ul style="list-style-type: none"> ✓ Modifications of Part 1, Lesson 3 Community Building ✓ Rationale, Guidelines, Reinforce Options 1 for 26 Skills; Review of Teach Options 	<ul style="list-style-type: none"> ✓ Modifications of Part 1, Lesson 3 Community Building ✓ Rationale, Guidelines, Reinforce Options 2 for 26 Skills; Review of Teach Options 	<ul style="list-style-type: none"> ✓ Modifications of Part 1, Lesson 3 Community Building ✓ Rationale, Guidelines, Enrich Options for 26 Skills; Review of Teach/Reinforce Options as needed

THREE-YEAR ADVISORY PROGRAM

Once Per Week

YEAR 1	YEAR 2	YEAR 3
<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, Teach Options for 26 Skills 	<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, Reinforce Options for 26 Skills; Review of Teach Options 	<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, Enrich Options for 26 Skills; Review of Teach/Reinforce Options as needed

TWO-YEAR ADVISORY PROGRAM

Once or Twice Per Week

YEAR 1	YEAR 2
<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, Teach Options for 26 Skills 	<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, Reinforce and Enrich Options for 26 Skills; Review of Teach Options

ONE-YEAR ADVISORY PROGRAM

Once Per Week To Daily

YEAR 1
<ul style="list-style-type: none"> ✓ Community Building Activities ✓ Rationale, Guidelines, and 160 Teach, Reinforce, and Enrich Options to choose from

The Skills Bank can serve as a separate skill-building program for social, emotional, and study skills for high school students. As an Advisory Program, instructors may use the skill sets and the Teach, Reinforce, and Enrich lesson options to teach students a skill for the first time or reinforce and enrich mastery of a skill with which students are already familiar. The skills in the Skills Bank closely parallel the employability competencies and skills identified by both the U.S. Department of Labor's What Work Requires of Schools: A SCANS Report for America and Canada's Prosperity Initiative, Learning Well, Living Well.

The Skills Bank Road Map (cont.)

2) Skill-Building Integrated into Subject Areas

The Skills Bank provides the 31 skill sets and lesson options that all high school instructors can integrate into any subject area.

- ✓ The Cultural Awareness Skills 1–5 support learning standards in social studies and language arts courses.
- ✓ The Interpersonal Communication Skills 6–11 and Personal Management and Responsibility Skills 12–21 support learning standards in social studies, language arts, science, health, family and consumer sciences, vocational education, and other subjects in which social and emotional learning and project/placebased learning is taking place. The Study and Writing Skills support those competencies in all subjects.

3) Skills Supplement steps of the curriculum

The 37 skill sets supplement the steps of the curriculum and are referenced throughout the curriculum with the icon “SB.” As students are learning about what it means to be personally and socially responsible and preparing for individual and group service-learning projects, they need to be skillful in understanding others, communicating effectively, managing themselves and their resources, and fulfilling their academic requirements with study and writing skills. In each lesson, specific skills in the Skills Bank are suggested as supplemental lessons to support the skill acquisition of the students as they become effective citizens and change agents in their schools and communities.

<p>Cultural Awareness</p> <p>Skill 1 Exploring Our Cultural History</p> <p>Skill 2 Recognizing Bias</p> <p>Skill 3 Recognizing Ethnocentricity</p> <p>Skill 4 Recognizing Stereotypes</p> <p>Skill 5 Valuing Diversity</p>	<p>Interpersonal Communication</p> <p>Skill 6 Communicating Our Needs</p> <p>Skill 7 Giving and Receiving Feedback</p> <p>Skill 8 Interviewing</p> <p>Skill 9 Listening with Empathy</p> <p>Skill 10 Making Oral Presentations</p> <p>Skill 11 Resolving Conflicts</p>	<p>Personal Management and Responsibility</p> <p>Skill 12 Being Assertive</p> <p>Skill 13 Dealing with Frustration and Disappointment</p> <p>Skill 14 Identifying Cause and Effect</p> <p>Skill 15 Making Decisions That Support Our Goals</p> <p>Skill 16 Responsible Internet Behavior</p> <p>Skill 17 Managing Personal Anger</p> <p>Skill 18 Managing Stress</p> <p>Skill 19 Managing Time</p> <p>Skill 20 Resisting Negative Peer Pressure</p> <p>Skill 21 Setting and Reaching Personal Goals</p>	<p>Preventing Use of Tobacco, Alcohol and Other Drugs</p> <p>Skill 22 Healthy Living</p> <p>Skill 23 Tobacco</p> <p>Skill 24 Alcohol</p> <p>Skill 25 Illegal Drugs</p> <p>Skill 26 Prescription Drugs</p> <p>Skill 27 Interpreting Media Messages</p>
<p>Coping with Bullying and Intimidation</p> <p>Skill 28 Taunting</p> <p>Skill 29 Intimidation</p> <p>Skill 30 Intent vs. Effect</p> <p>Skill 31 Digital Abuse</p>	<p>Study and Writing Skills</p> <p>Skill 32 Asking Effective Questions</p> <p>Skill 33 Evaluating Information</p> <p>Skill 34 Exploring Research Sources</p> <p>Skill 35 Preparing a Research Report</p> <p>Skill 36 Supporting an Opinion</p> <p>Skill 37 Steps for Writing for Various Purpose</p>		