DeKalb County Community Foundation

ESSENTIAL SKILLS VIDEO SERIES

Resource Guide for **High School**

DEKALB COUNTY COMMUNITY FOUNDATION

Thank you for using the DeKalb County Community Foundation's Essential Skills Video Series!

This series was created as a response to a countywide survey asking local employers what skills are most important to them as they build their workforce. The overwhelming answer was for applicants to be able to work with others and exhibit essential skills.

Together with our Workforce Development Committee these five videos were created to introduce and enhance essential skills in both middle school and high school youth in a fun and engaging way. Each video features different essential skills and provides examples on how the skills can be applied in both personal and professional settings.

The Community Foundation also teamed up with local educators and professionals to develop the Essential Skills Video Series Resource Guide for educators to use as a classroom tool to help emphasize the essential skills featured in each video through discussion prompts and class activities. Two thoughtfully created resource guides have been developed for middle school and high school levels with age appropriate engagement activities. We hope that these will be a useful resource for discussion and real life application ideas.

We hope that you will find the Essential Skills Video Series as a useful tool in your classroom. We value your feedback of this tool and ask that you and your students will complete a brief survey at the end of each video.

The Community Foundation's commitment and support to workforce development is made possible by 20 CommunityWorks Funds, generating over $100,000 annually. Thank you to the generous donors who support these Funds!

VIDEO 1 - THE JOB INTERVIEW

Essential Skills Link:
https://dekalbccf.org/wp-content/uploads/2018/07/Essential-Skills-Wheel-web.jpg

Essential Skills Demonstrated:
All of the Essential Skills can be applied to this video. The ones that are highlighted in the video are:

- Be an appropriate dresser
- Be able to show appropriate behavior
- Be able to speak clearly and appropriately
- Be a careful listener

Standards:
Illinois State Board of Education - Social Emotional Learning Standards (SEL)
This video supports the three SEL goals outlined in the Social Emotional Learning Standards

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Guided Questions:

- What are some ways you can manage feelings of nervousness that come up during an interview?
- What if you make a mistake during the interview? What are some ways you can correct or recover?
- How are virtual interviews different than in person interviews? What are different things that you should think about in a virtual interview situation?
- How is preparation for a virtual interview different from an in-person interview?

Suggested Activity:

- Write a thank you note/email to the interviewer. This should include several elements:
  - A proper greeting (Dear Mr./Ms. _____,)
  - An expression of gratitude for the opportunity to interview
  - Something specific you learned and/or appreciated about the interview
  - Affirmation of your interest in and qualifications for the position
  - Appropriate closing and signature
- Set up a mock interview for yourself.
- Practice a virtual interview with a friend or family member.

In School Application Ideas: What current or upcoming school events could students apply the skills demonstrated in the video?

Examples: Student Council Meeting/Activities, Volunteer Opportunities, Pep Assembly, Veteran's Day Ceremony, Career Fair/Month, Athletics

VIDEO 2 - SALLY THE LEADER

Essential Skills Link:
https://dekalbccf.org/wp-content/uploads/2018/07/Essential-Skills-Wheel-web.jpg

Essential Skills Demonstrated:
All of the Essential Skills can be applied to this video. The ones that are highlighted in the video are:

- Be able to speak clearly and appropriately
- Be able to resolve conflicts
- Be a leader
- Be a team player
- Be organized
- Be self-motivated
- Be able to build strong relationships
- Be confident

Standards:
Illinois State Board of Education - Social Emotional Learning Standards (SEL)
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Guided Questions:

- Think of a recent time where you noticed there was a lack of leadership. What was the situation and how did you know that leadership was missing? What would leadership have looked like in that moment? How would it have helped? Try telling the story of that situation again, this time with yourself stepping up as a leader. Are you willing to try this the next time a similar situation occurs?
- Leaders don't have to be the most outgoing people in a group. What are some ways people demonstrate leadership without necessarily being "in charge?"
- What are examples of hidden leaders in your school? Identify examples where different leaders stepped up at school. Why don't more people step up when a leader is needed?
- What are examples of vocal leaders? What are examples of quiet leaders?

Suggested Activity:

- Brainstorm a list of words that describe a leader. Identify three leaders that would be described by each word.
- Identify examples where a lack of leadership led to a less than desirable outcome.

In School Application Ideas: What current or upcoming school events could students apply the skills demonstrated in the video?

Examples: Student Council Meeting/Activities, Volunteer Opportunities, Pep Assembly, Veteran's Day Ceremony, Career Fair/Month, Athletics

VIDEO 3 - BE A WORD CHANGER

Essential Skills Link:
https://dekalbccf.org/wp-content/uploads/2018/07/Essential-Skills-Wheel-web.jpg

Essential Skills Demonstrated:
All of the Essential Skills can be applied to this video. The ones that are highlighted in the video are:

- Be respectful
- Make good choices
- Be able to build strong relationships
- Be responsible
- Be encouraging of others
- Be able to show appropriate behavior

Standards:
Illinois State Board of Education - Social Emotional Learning Standards (SEL)
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Guided Questions:

- What do people mean when they say “it was just a joke”? How do others feel when they are teased or made fun of as a “joke”? On other hand, did you notice how Chris used his sense of humor to connect with his partner on his school project?
- Empathy is being able to see the other person’s perspective. How does the new Chris demonstrate empathy?
- Chris demonstrated both thoughts and behaviors. How are thoughts and behaviors connected? Do behaviors always follow thoughts?
- Within the video, it was clear that “New Chris” continued to struggle with making good decisions about what to say. Can you think of a time you noticed a negative thought you had and were able to change it?

Suggested Activity:
-Toothpaste activity: Have a paper plate, tube of toothpaste, Q-tips and paper towel available for either one student volunteer or enough to divide the room into small groups to work on the activity at the same time. When time starts, the first task is to empty the tube of toothpaste out onto the plate as completely and quickly as possible. Next, instruct the students to see get all of the toothpaste back INTO the tube as quickly and completely as possible. It won’t take long for each student to realize that this is an impossible task, even with tools like Q-tips. Take time to process with the entire group how this activity could relate to the words that come out of our mouths. Sometimes they come out quickly without much thought and it is impossible to ever really take all of it back.

In School Application Ideas: What current or upcoming school events could students apply the skills demonstrated in the video?

Examples: Student Council Meeting/Activities, Volunteer Opportunities, Pep Assembly, Veteran’s Day Ceremony, Career Fair/Month, Athletics

VIDEO 4 - GOOD IDEA/BAD IDEA:

Essential Skills Link:
https://dekalbccf.org/wp-content/uploads/2018/07/Essential-Skills-Wheel-web.jpg

Essential Skills Demonstrated:
All of the Essential Skills can be applied to this video. The ones that are highlighted in the video are:

- Be respectful
- Be a problem solver
- Be a careful listener
- Be confident
- Step out of your comfort zone
- Make good choices

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Guided Questions:

- What steps can you use to decide if a response is going to make others comfortable or uncomfortable?
- What do you say if you aren't sure of your response in the moment? Is it ok to "not know" what to say and how could you handle that?
- Why were the "wrong" answers Tim gave incorrect?
    - "If we don't have the same viewpoint on things, we can't be friends"
    - "Your job shows how important you are in this world"
    - "It's best to stay within your comfort zone for as long as possible".
    - "If this doesn't come easy, it's because you were never meant to do math".
- Empathy is being able to see the other person's perspective. How did Tim show empathy in his "correct" responses?
    - "It's OK to have differing viewpoints on things, what's important is to respect one another's preferences."
    - "Your job doesn't define you. How you feel about yourself is entirely up to you."
    - "Magic happens when we step outside of your comfort zones."
    - "Just because this isn't easy doesn't mean you can't do it. Your brain is capable of learning new things".
- Would you respond differently depending on whom you are speaking to?
- In the Beatles scenario, Tim learned that "it's ok to have differing viewpoints on things, what's important is to respect one another's preferences". Think of a time that you may have disagreed with someone but were still able to stay connected.

Suggested Activity:
-**Telephone game -** Have a line of 5-6 students facing away from the beginning of the line. Whisper a phrase (fairly long) to the first student in line. They will turn around and tap the next student on the shoulder and whisper the phrase to them - only ONE time. They will tap the next person in line and continue to pass the message down the line until it reaches the last student. Compare the final message received with the initial message given. *Variations* - make the line as long as you have space for or use several lines of students. The instructor writes down the initial phrase on a piece of paper and when the final message is received at the end - the last student in each line should write down the message they received. This makes it obvious how the phrase may have become changed as it was passed along. *Processing:* Discuss how this activity applies to how communication can happen in real life situations and how to avoid this type of miscommunication from happening in the real world.

-Four Corners: This is a "multiple choice" activity where students are asked a question and then given 4 options as answers. Each of the 4 corners in the room represent one of the answers (labelled by the teacher) and students are asked to move to the corner that best represents their answer. For each new question, students will be moving around the room depending on their answer. Teachers can use as many questions as time allows as long as the students continue to be engaged. Suggestions of questions are listed below but be creative and come up with your own. Students may also have school-appropriate questions that can be used! *Processing*: In any given classroom, there are a wide variety of interests or opinions about lots of topics. Some of these were just silly questions - but think about the bigger questions that we face in our world. Is it ok to have different views about things than your classmates? What is the best part about having lots of different viewpoints in the same classroom? What is hard about having different views? In the world, how do we become better at accepting others who may think differently?

Suggested Questions (please edit to fit your audience):

1. Favorite cookie: chocolate chip, sugar, oatmeal, peanut butter
2. Favorite TV: cooking/home improvement, documentaries, sports, movies
3. Favorite beverage: soda, water, coffee/tea, sports/energy drink
4. Preferred sweet treats: cake, pie, candy, cookies
5. Music preference: country, classical, pop, R&B
6. Which type of movie do you prefer: comedy, horror, drama, action
7. If you were going to watch a sport: football, baseball, basketball, soccer
8. Favorite ice cream: chocolate, vanilla, strawberry, cookies and cream
9. What's your favorite cuisine: Mexican, Italian, Chinese, American
10. Favorite season: summer, fall, winter, spring
11. Favorite color: red, pink, blue, green
12. Favorite vacation: beach, mountains, theme parks, family reunions
13. If you had the day to yourself: sleep, watch movies/youtube, shop, read.

In School Application Ideas: What current or upcoming school events could students apply the skills demonstrated in the video?

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VIDEO 5 - BEFORE AND AFTER IMPRESSIONS:

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Guided Questions:

- In the past 5 videos, we've watched students struggle to learn new skills as they have made decisions in different parts of their life. Is there one thing that stood out to you from any of the videos? What is one thing that you learned or were challenged to apply in your life. (provide a printout of overview of videos)

Suggested Activity:

- Give every study a copy of the "Essential Skills Wheel". Have everyone identify 3 of the skills that they feel are their strengths and also identify 3 areas where they feel they could use more work.

In School Application Ideas: What current or upcoming school events could students apply the skills demonstrated in the video?

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