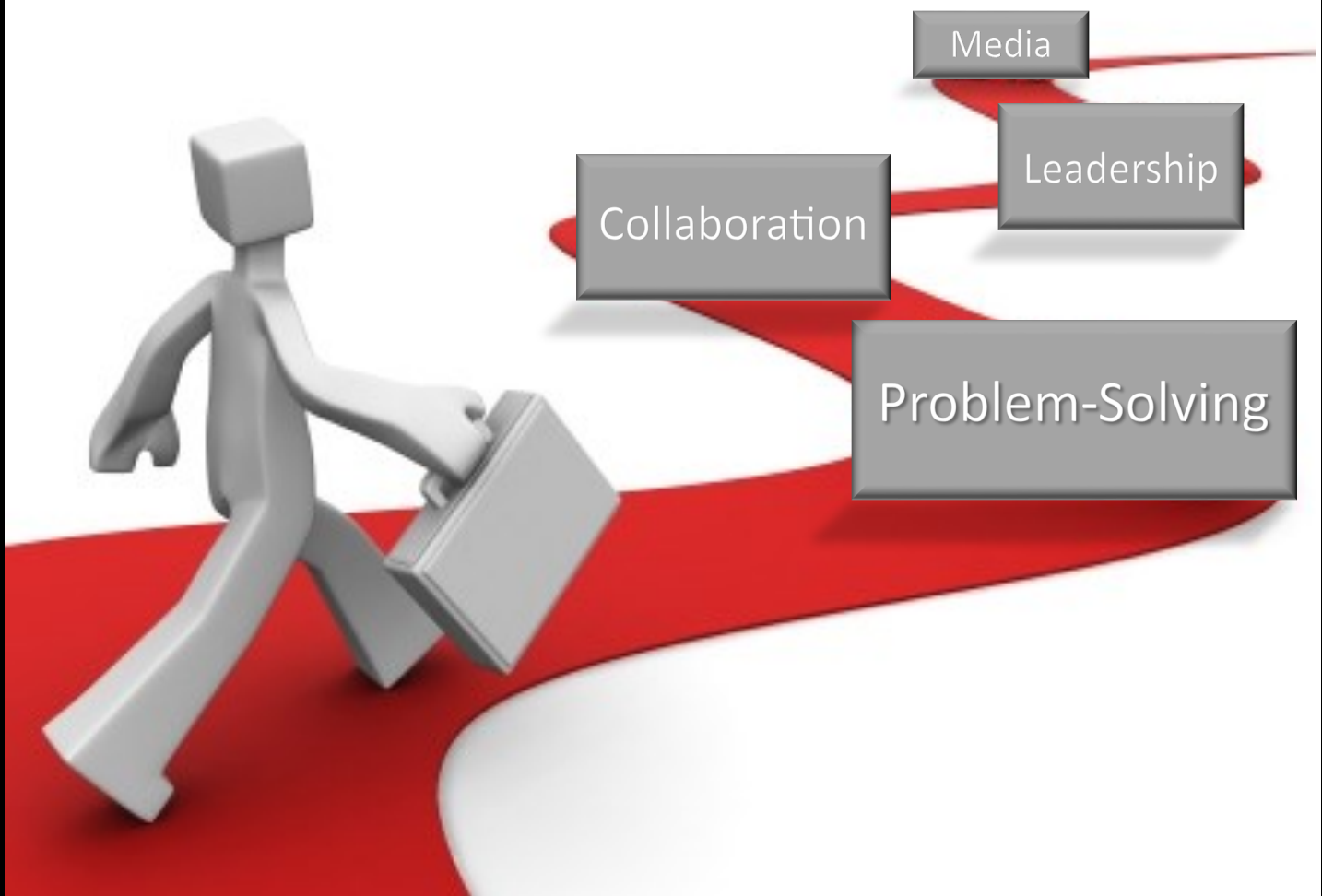


21st Century Skills Instructor's Guide



To Users of This Resource:

Within this guide you will find sample lessons, activities, reading, and videos to supplement the classroom and extended classroom instruction related to the 21st Century Skills as required by the Office of the Superintendent of Public Instruction for all CTE courses.

These lessons do not have to be presented as written. They are provided merely as a guide and inspiration for you to modify as necessary to align with your specific curriculum and program needs.

As you look through the guide, you simply click on the blue shaded hyperlinks to be sent to the respective PDF or website for the listed resources.

Included at the end of the guide is a sheet you may print which has been designed to help you keep track of the lessons you have presented. Some of the lessons and/or resources have been listed for multiple standards.

For further reading and information about Washington State's 21st Century Skills Initiative through the Office of the Superintendent of Public Instruction visit:
<http://www.k12.wa.us/CareerTechEd/TwentyFirstCenturySkills.aspx>

Think Creatively

1.A.1 Use a wide range of idea creation techniques (such as brainstorming)

Attribute Change from 25 Useful Brainstorming Techniques

<http://personalexcellence.co/blog/brainstorming-techniques/>

1.A.2 Create new and worthwhile ideas (both incremental and radical concepts)

SWOT Analysis from 25 Useful Brainstorming Techniques

<http://personalexcellence.co/blog/brainstorming-techniques/>

1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Questions that help evaluate creative ideas from The Second Principle Copyrighted to Leslie Owen Wilson, Ed.D.

<http://thesecondprinciple.com/creativity/criteria-to-help-evaluate-creative-ideas/>

Work Creatively with Others

1.B.1 Develop, implement and communicate new ideas to others effectively

[Articulating the Process PDF](#) Submitted by Joey Pascal

Overcome the Fear of Speaking to Groups from Ron Kurtus' School for Champions

<http://www.school-for-champions.com/speaking/fear.htm>

1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

[My Web Peer Comments PDF](#) Submitted by Lisa Underhill (Assessment for Web Design Peer Activity)

1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Questions that help evaluate creative ideas from The Second Principle Copyrighted to Leslie Owen Wilson, Ed.D.

<http://thesecondprinciple.com/creativity/criteria-to-help-evaluate-creative-ideas/>

1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Mindset: How to change from a fixed mindset to a growth mindset from author Carol Dweck on Mindsetonline.com

<https://mindsetonline.com/changeyourmindset/firststeps/>

Implement Innovations

1.C.1 Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

How to Write a Research Paper from Wikihow.com

<http://www.wikihow.com/Write-a-Research-Paper>

Reason Effectively

2.A.1 Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Who Killed the Red Baron? from WGBH Nova Education Activities and James Sammons

http://www.pbs.org/wgbh/nova/education/activities/3011_redbaron.html

Use Systems Thinking

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

[Mechanism Lesson Template PDF](#) Submitted by Ken White

Make Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs

The Credibility Challenge from The Annenberg Classroom

<http://www.annenbergclassroom.org/page/the-credibility-challenge>

2.C.2 Analyze and evaluate major alternative points of view

[What do you think? Analyzing Points of View About an Issue PDF](#) from AASL Learning4Life Lesson Plan Database

2.C.3 Synthesize and make connections between information and arguments

Introduction to Syntheses from Michigan State University and Cassie Carter

<https://msu.edu/~jdowell/135/Synthesis.html>

2.C.4 Interpret information and draw conclusions based on the best analysis

Building a Better Argument from The Annenberg Classroom

<http://www.annenbergclassroom.org/page/buildingabetterargument>

2.C.5 Reflect critically on learning experiences and processes

[Mechanism Lesson Template PDF](#) Submitted by Ken White

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

The Basics of Creative Problem Solving—CPS from Jeffery Baumgartner for Innovation Management

<http://www.innovationmanagement.se/imtool-articles/the-basics-of-creative-problem-solving-cps/>

2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions

“Huh? What did you say?” Teaching Students to Ask for Clarification from Busy Teacher.org

<http://busyteacher.org/14911-how-to-teach-students-ask-for-clarification.html>

Communicate Clearly

3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

[Video Snack Presentation PDF](#) Submitted by Joan Conger

3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

Listen Actively from University of Tennessee, Knoxville, Center for Literacy Studies

http://www.cls.utk.edu/pdf/ls/Week2_Lesson13.pdf

[What’s your point? PDF](#) from Mastering Skills for Workplace Success.dol.gov

3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

[Video Snack Presentation PDF](#) Submitted by Joan Conger

3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

It’s My Life: Multimodal Autobiography Project from readwritethink.org and Rachel Richardson Vaessler

<http://www.readwritethink.org/classroom-resources/lesson-plans/life-multimodal-autobiography-project-1051.html>

3.A.5 Communicate effectively in diverse environments (including multi-lingual)

Individual Differences from Webucator

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/individual-differences.cfm>

[Multicultural Sensitivity and Awareness PDF](#) from SkillsUSA Ignite: Activities That Spark Student Engagement

Collaborate with Others

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

[Team Member Collaboration Rubric PDF](#) Submitted by Erin Ruehl (To be used in a student-peer evaluation)

[The Good, the Bad, and the Reasonable PDF](#) from Mastering Skills for Workplace Success.dol.gov

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

[Team Work PDF pp. 1-6](#) from Career Solutions Training Group

3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

[There is No I in Team PDF](#) from Mastering Skills for Workplace Success.dol.gov

Access and Evaluate Information

4.A.1 Access information efficiently (time) and effectively (sources)

[Use Boolean Search Terms to Shorten Web Searches PDF](#) from Education World

Ten Tips for Smarter More Efficient Internet Searching from TechRepublic.com

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>

4.A.2 Evaluate information critically and competently

Evaluating Information Sources from Purdue University Libraries

http://guides.lib.purdue.edu/ld.php?content_id=14409509

The Credibility Challenge from The Annenberg Classroom

<http://www.annenbergclassroom.org/page/the-credibility-challenge>

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

Evaluating Information Sources from Purdue University Libraries

http://guides.lib.purdue.edu/ld.php?content_id=14409509

4.B.2 Manage the flow of information from a wide variety of sources

The Credibility Challenge from The Annenberg Classroom

<http://www.annenbergclassroom.org/page/the-credibility-challenge>

4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Copyright and Fair Use: Lesson Plans for High School, College and Graduate Education from Media Education Lab, University of Rhode Island

<http://mediaeducationlab.com/copyright-and-fair-use-lesson-plans-high-school-college-and-graduate-education>

Analyze Media

5.A.1 Understand both how and why media messages are constructed, and for what purposes

Marketing of Foods, Grades 5-9 from Cinematheque Education Department—Media Literacy Roadmap

<http://thecinematheque.ca/education/wp-content/uploads/2015/09/Media-Literacy-Roadmap-Marketing-of-Food-Grades-5-9.pdf>

[Video Snack Presentation PDF](#) Submitted by Joan Conger

5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

[Key Questions To Ask When Analyzing Media PDF](#) from Media Literacy/NAMLE

[Analyzing Media Messages PDF](#) from headsup.scholastic.com

5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

The Unspoken Words of Media Ethics from PBS.org

http://www.pbs.org/newshour/extra/lessons_plans/the-unspoken-words-of-media-ethics-do-we-know-what-they-are/

Create Media Products

5.B.1 Understand and utilize the most appropriate media creation tools, characteristics and conventions

Understanding Television from Discovery Education and Kelley A Divine, Wooton HS Maryland

<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-television.cfm>

5.B.2 Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments behaviors

Cornerstones of Diversity from Webucator

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/cornerstones-of-diversity.cfm>

Apply Technology Effectively

6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

[Use Boolean Search Terms to Shorten Web Searches PDF](#) from Education World

Ten Tips for Smarter More Efficient Internet Searching from TechRepublic.com

<http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>

6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy

Digital Life 102 from Common Sense Media

<https://www.common Sense Media.org/educators/lesson/digital-life-102>

[Text v Email... Does it really matter? PDF](#) from Mastering Skills for Workplace Success.dol.gov

6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

10 Commandments of Computer Ethics from YouTube submitter Irene Arado

<https://www.youtube.com/watch?v=C8TrCWNCyYs>

Online Computer Ethics Quiz from ProProfs Quiz Maker

<http://www.proprofs.com/quiz-school/story.php?title=computer-ethics-quiz>

Adapt to Change

7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts

[Who Moved My Cheese PDF](#) Submitted by Erin Ruehl (Uses “Who Moved My Cheese”-Teen version)

[Sing About Change PDF](#) Submitted by Erin Ruehl (Companion to [Who Moved My Cheese PDF](#))

[13 of the Greatest Lessons We Learned at Our First Jobs PDF](#) from PopSugar.com

7.A.2 Work effectively in a climate of ambiguity and changing priorities

Workplace Skills : Reasoning and Problem Solving from Workplace Skills: National Corn to Ethanol Research Center

<https://www.youtube.com/watch?v=WdgnOIkGYY>

[Who Moved My Cheese PDF](#) Submitted by Erin Ruehl (Uses “Who Moved My Cheese”-Teen Version)

Be Flexible

7.B.1 Incorporate feedback effectively

[Giving Criticism PDF](#) Submitted by Joey Pascal

Giving and Receiving Feedback p.4-16 from Web Concepts Unlimited.com

<http://webconceptsunlimited.com/Samples/GivingandReceivingFeedbackLeaderGuidev1.pdf>

[Team Member Collaboration Rubric PDF](#) Submitted by Erin Ruehl (To be used in a student-peer evaluation)

7.B.2 Deal positively with praise, setbacks and criticism

[Receiving Criticism PDF](#) Submitted by Joey Pascal

Giving and Receiving Feedback p.52-64 from Web Concepts Unlimited.com

<http://webconceptsunlimited.com/Samples/GivingandReceivingFeedbackLeaderGuidev1.pdf>

[My Web Peer Comments PDF](#) Submitted by Lisa Underhill (Assessment for Web Design Peer Activity)

7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

[Perspective PDF](#) Submitted by Joey Pascal

Diversity Leadership from webucator.com

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/diversity-leadership.cfm>

Cornerstones of Diversity from Webucator

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/cornerstones-of-diversity.cfm>

Manage Goals and Time

8.A.1 Set goals with tangible and intangible success criteria

[Finding the Right T-2-4 For You PDF](#) Submitted by George Pfeifer

[What are Smart Goals? PDF](#) From National FFA Organization

8.A.2 Balance tactical (short-term) and strategic (long-term) goal

[Goal Setting PDF](#) From SkillsUSA Professional Development Program Level 1 Student Workbook

8.A.3 Utilize time and manage workload efficiently

[Determine Individual Time-Management Skills Flowchart PDF](#) from SkillsUSA Professional Development Program Level 1 Student Workbook

[Organizing Yourself PDF](#) from Career Solutions Training Group

Works Independently

8.B.1 Monitor, define, prioritize and complete tasks without direct oversight

[Determine Individual Time-Management Skills Flowchart PDF](#) from SkillsUSA Professional Development Program Level 1 Student Workbook

[Goal Setting PDF](#) From SkillsUSA Professional Development Program Level 1 Student Workbook

Be Self-Directed Learners

8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

[Participate in a Shadowing Activity PDF](#) from SkillsUSA Professional Development Program Level 1 Student Workbook

[ProStart 21st Skills PDF](#) Submitted by Nancy Jewett

[Weekly Leadership Activities PDF](#) Submitted by Marianne Dunn

8.C.2 Demonstrate initiative to advance skill levels towards a professional level

[Conduct a Worker Interview PDF](#) from SkillsUSA Professional Development Program Level 3 Student Workbook

[ProStart 21st Skills PDF](#) Submitted by Nancy Jewett

8.C.3 Demonstrate commitment to learning as a lifelong process

[Business and Industry Resource Book PDF](#) from University of Tennessee, Knoxville, Center for Literacy Studies

8.C.4 Reflect critically on past experiences in order to inform future progress

[Assemble an Employment Portfolio PDF](#) from SkillsUSA Professional Development Program Level 2 Student Workbook

A "Critical" Reflection Framework from Victoria Education, Australia

<http://www.education.vic.gov.au/Documents/childhood/professionals/support/reffram.pdf>

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak

[Learning to Listen PDF](#) from Career Solutions Training Group

9.A.2 Conduct themselves in a respectable, professional manner

[Team Member Collaboration Rubric PDF](#) Submitted by Erin Ruehl (To be used in a student-peer evaluation)

[Weekly Leadership Activities PDF](#) Submitted by Marianne Dunn

Work Effectively in Diverse Teams

9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

Cornerstones of Diversity from webucator.com

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/cornerstones-of-diversity.cfm>

9.B.2 Respond open-mindedly to different ideas and values

[Cultural Interview PDF](#) from Ignite: Activities That Spark Student Engagement book—SkillsUSA

9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Diversity Leadership from webucator.com

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/diversity-leadership.cfm>

Manage Projects

10.A.1 Set and meet goals, even in the face of obstacles and competing pressures

[What are Smart Goals? PDF](#) From National FFA Organization

Making Do: Learning and Growing Through Adversity from The New York Times, The Learning Network and by Tom Marshall and Michael Gonchar

http://learning.blogs.nytimes.com/2013/01/15/making-do-learning-and-growing-through-adversity/?_r=0

10.A.2 Prioritize, plan and manage work to achieve the intended result

[Individual Time-Management Skills Prioritizing PDF](#) from SkillsUSA Professional Development Program Level 1

Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

10.B.1.a Work positively and ethically

[Attitude is Everything—Understanding #2 PDF](#) from SkillsUSA Career Readiness Curriculum Lesson Plans

[Text Vs. Email... Does it Really Matter? PDF](#) from Department of Labor “Mastering Soft Skills for Workplace Success” #19

10.B.1.b Manage time and projects effectively

[Planning to Plan—Understanding #3 PDF](#) from SkillsUSA Career Readiness Curriculum Lesson Plans

[Organizing Yourself PDF](#) from Career Solutions Training Group

10.B.1.c Multi-task

[Proving the Myth of Multitasking With a Simple Experiment PDF](#) from weareteachers.com

and Chase Mielke

10.B.1.d Participate actively, as well as be reliable and punctual

[The Box Factory PDF](#) From SkillsUSA Professional Development Program Level 3 Student Workbook

[Hard work? That’s me! PDF](#) From Ignite: Activities That Spark Student Engagement book—SkillsUSA

10.B.1.e Present oneself professionally and with proper etiquette

Job Success: Business Etiquette from Goodwill Community Foundation

<http://www.gcflearnfree.org/jobsuccess/business-etiquette/1/>

10.B.1.f Collaborate and cooperate effectively with teams

[Team Member Contribution Rubric PDF](#) Submitted by Erin Ruehl (To be used in a student-peer evaluation)

10.B.1.g Respect and appreciate team diversity

Diversity Leadership from Webucator

<https://www.webucator.com/tutorial/diversity-training-for-employees-managers/diversity-leadership.cfm>

10.B.1.h Be accountable for results

[Responsibility Jigsaw PDF](#) from SkillsUSA Ignite: Activities That Spark Student Engagement

Guide and Lead Others

11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal

Understanding and identifying individual resources from Southern LINC (Companion to Utilizing individual resources in everyday problem-solving)

http://slincs.coe.utk.edu/gtelab/learning_activities/28carc.html

Utilizing individual resources in everyday problem-solving from Southern LINC (Companion to Understanding and identifying individual resources)

http://slincs.coe.utk.edu/gtelab/learning_activities/29carc.html

11.A.2 Leverage strengths of others to accomplish a common goal

Encouraging others in class, in the workplace, in the home from Southern LINC

http://slincs.coe.utk.edu/gtelab/learning_activities/38chec.html

11.A.3 Inspire others to reach their very best via example and selflessness

[Leadership Lessons from Walt Disney: How to Inspire Your Team PDF](#) from disneyinstitute.com, Talking Point:

The Disney Institute Blog

[Weekly Leadership Activities PDF](#) Submitted by Marianne Dunn

11.A.4 Demonstrate integrity and ethical behavior in using influence and power

Champions of Character, #3 Integrity from NAIA Champions of Character

[http://www.championsofcharacter.org/fls/27910/1NAIA/doc/NAIAChampionsofCharacter_Integrity.pdf?](http://www.championsofcharacter.org/fls/27910/1NAIA/doc/NAIAChampionsofCharacter_Integrity.pdf?&DB_OEM_ID=27910)

[&DB_OEM_ID=27910](#)

Be Responsible to Others

11.B.1 Act responsibly with the interests of the larger community in mind

What's My Civic Responsibility? (11th Grade) from Learning to Give

<http://www.learningtogive.org/units/whats-my-civic-responsibility-11th-grade/whats-my-civic-responsibility-11th-grade>

[Responsibility Jigsaw PDF](#) from SkillsUSA Ignite: Activities That Spark Student Engagement

Think Creatively

- 1.A.1
- 1.A.2
- 1.A.3

Work Creatively with Others

- 1.B.1
- 1.B.2
- 1.B.3
- 1.B.4

Implement Innovations

- 1.C.1

Reason Effectively

- 2.A.1

Use Systems Thinking

- 2.B.1

Make Judgements/Decisions

- 2.C.1
- 2.C.2
- 2.C.3
- 2.C.4
- 2.C.5

Solve Problems

- 2.D.1
- 2.D.2

Communicate Clearly

- 3.A.1
- 3.A.2
- 3.A.3
- 3.A.4
- 3.A.5

Collaborate with Others

- 3.B.1

- 3.B.2

- 3.B.3

Access/Evaluate Information

- 4.A.1

- 4.A.2

Use and Manage Information

- 4.B.1

- 4.B.2

- 4.B.3

Analyze Media

- 5.A.1

- 5.A.2

- 5.A.3

Create Media Products

- 5.B.1

- 5.B.2

Applying Technology Effectively

- 6.A.1

- 6.A.2

- 6.A.3

Adapt to Change

- 7.A.1

- 7.A.2

Be Flexible

- 7.B.1

- 7.B.2

- 7.B.3

Manage Goals/Time

- 8.A.1

- 8.A.2

- 8.A.3

Works Independently

- 8.B.1

Be Self-Directed Learners

- 8.C.1

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Interact Effectively with Others

- 9.A.1

- 9.A.2

Work Effectively in Diverse Teams

- 9.B.1

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Manage Projects

- 10.A.1

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Produce Results

- 10.B.1.a

- 10.B.1.b

- 10.B.1.c

- 10.B.1.d

- 10.B.1.e

- 10.B.1.f

- 10.B.1.g

- 10.B.1.h

Guide and Lead Others

- 11.A.1

- 11.A.2

- 11.A.3

- 11.A.4

Be Responsible to Others

- 11.B.1