

Alternate Unit Plan

Project / Event Name	Networking Community Partnerships to Support Wrap Around Skills in Life and Work for Adolescents
Description	Statement of what the project/event is: Divided into Soft and Hard skill sets, (also known as Transferable and Technical skill sets) students will develop a 'portfolio' of skills that can be used to enhance their personal and professional lives. The Unit will be divided into phases with Soft Skills as phase 1 and Hard Skills as phase 2. The Phase 2 initiative is part of Andrea Moore job shadow Unit Plan.
Purpose	Statement for why this project/event is being created: The REACH classroom is a unique ecosystem within its host school that has the capacity to meet the academic, social and emotional needs of a wide range of students. This project seeks to equip learners to go out into their school, family, jobs and community with a learned insight and a developed social/emotional/interpersonal and professional skill set that will last their lifetime.
<u>Established Goals;</u> Standards Being Met	Outcome of the project/event REACH Standards Students will recognize emotions and how they can affect thoughts and behavior. Students will demonstrate tolerance of those who may be different than they are including cultural, gender, sexual orientation, intellect etc. Students will control impulsive feelings and behaviors and manage their emotions in healthy ways. a. Students will know and practice ways to inspire and influence others b. Students will show they can work well in a team c. Students will demonstrate ability to manage conflict d. Students will understand and practice a positive mental attitude Students will communicate clearly to manage their conflict.

	Students will recognize areas of personal strength and weakness Students will understand destructive coping mechanisms such as use of chemicals, self-harm and relationship conflict. Students will understand and practice empathy for others. Students will accumulate experience through job shadowing, internships or mentoring that can help them in future employability.
<u>Essential Question(s)</u> (at the end of this project/event) what people will be able to answer or do	Critical Thinking: What are six critical thinking skills How do critical thinking skills help us make sense of important but complicated ideas and knowledge? How can understanding others perspectives increase our ability to be critical thinkers? How can arguing a point of view generate critical thinking skills? Emotional Intelligence: How do our Core Beliefs influence how we treat ourselves and others? What is the relationship between thoughts, feelings and behavior? How does understanding ourselves help us understand and empathize with others? Communication: What are the elements of effective communication? What is the relationship between communication and professionalism in the workplace? How does using “I” statements impact communication? Problem Solving: What problem-solving strategies can individuals use to manage conflict and change? How do we become good problem solvers? What are our choices when we encounter a problem? How can we apply past learning to improve problem solving in the present? How can problems faced in high school help improve problem solving in the workforce? Teamwork: Describe the responsibilities and benefits of being part of a team? What are some ways to deal with difficult personalities in the workplace? How can understanding what others are going through help create more effective teams?

Audience	Students, families, educators, others, district, community members and business owners.
Timeline	September 2022 August 2, 2022 End of 2022 school year Lessons begin at the beginning of the year and progress through the first and 2nd trimesters. The job shadow experience will happen during the 3rd trimester.
Materials / Resources Needed	Individual student computers Projector Teacher computer Worksheets Carpet remnants Mini marshmallows Raw spaghetti Paper Plates M and M's GoSoapBox platform/account Quizlet platform/account Andrea Moore, Assorted videos Victor Garcia, Heather Finnel, Katie Bruns, Brady Mourn, Paola Morales, Daryl Rath, Debra Woodstone The REACH Room and Small Auditorium
Tools/Equipment Needed	Tables, chairs, collaborative workspace, shared digital space (Google Classroom etc)
Technology Needed:	Individual Computers Projector Google suite Students have access Families have access

Who to Involve	Andrea Moore, Tiger Path Coordinator; Katelyn Fritsch, Chemical Dependency Counselor; Jen Telecky, Principal; Tim Singer-Towns, Asst. Principal; Jocelyn Buckentin, District Technology Coordinator.
Research/Rationale	Soft skills for life and the workplace are really Social Emotional (SEL) or Emotional Quotient (EQ) skills in disguise. These transferable skills are about Relationship: relationship with self, others, community and the world at large, both virtual and face to face. Critical Thinking, Emotional Intelligence, Communication, Problem Solving, Teamwork and skills are essential for effective school, work and life functioning.
Unit Plan Author (name, school and optional email address or hyperlink to educator's web page)	Rhoda Hubbard, Teacher The REACH Program rhoda.hubbard-anderson@isd423.org 320.587.2151 Ext. 5136 Hutchinson High School
Additional Credit Given To	Andrea Moore, Hutchinson Tiger Path Coordinator-Phase 2 of this two part lesson

Description:

The soft skills in this unit are meant to be a complimentary and preliminary set of lessons to my partner's actual job shadowing experience. The following lessons/themes will be taught with the understanding that each lesson represents an aspect of an overriding soft skill necessary as a job and life skill.

The following outline of steps is only one way these lessons can be taught but they represent a process of leading students through self exploration and growth culminating in the actual job shadowing experience. The framework begins inwardly with knowing self and moves outward through interacting with others and lastly interacting within a larger community such as a workplace environment.

[Suite of worksheets referenced by page number in the following outline](#)

1. To understand others, students need first to understand themselves. Using the theme of **Critical Thinking**, students will explore their values and understand what they truly value and therefore, prioritize. In addition, as they choose a topic on which to take a stand, they not only work to formulate and prove a pov but they also learn to view topics from others point of view.

Critical Thinking:

- a. Values Worksheet: Pages 77-82
- b. [Ideas and Resources Page](#)

- c. Use GoSoapBox to argue a point of view
2. Once students understand their values, they can begin to understand how those values shape how they view themselves as well as how they treat others. Within the theme of **Emotional Intelligence**, students further examine values by exploring core beliefs about themselves and how those beliefs shape their interactions and values of others. Once students recognize their tendencies they can learn ways to see themselves and others differently and practice the skills associated with changing negative thinking and increasing interpersonal effectiveness.
Emotional Intelligence:
 - a. Core Beliefs: Pages 83-86,
 - b. Ways to see your thoughts differently 113,
 - c. What to do when you become aware of negative thoughts 116
 - d. Cumulative Stress and Building Resilience: Page 153
 - e. Interpersonal Effectiveness Skills Page 131
3. As students continue to learn about themselves, they begin to practice and hone their **Communication Skills** as it relates to others. Self-regulation skills, managing strong emotions, and being mindful of how these big emotions impact our communication are all part of what students will learn during these lessons.
Communication:
 - a. Relationship Conflict Resolution Page 129
 - b. "I" Statements: Page 130
 - c. Difficult Conversation Skits: Page 133
 - d. Wise Mind: Page 166
 - e. Urge Surfing: Page 167
4. As students work through understanding their relationships with others, they progress through to using those skills to work together in **Problem Solving**. Using videos, simulations and lessons, students then look beyond themselves and others to work together to solve problems and hone solution systems. Students work with the ABC model of understanding issues (Activating event + Belief about the event = Consequences (beliefs) about the event. This beginning lesson helps students see that no matter what the problem, internal or external, they have a choice in their response. This is transferable to classroom and workforce relationships.
Problem Solving:
 - a. ABC Model of understanding issues Page 117
 - b. Got a Problem? Here are your choices: Page 159
 - c. [Video on Problem Solving](#)
 - d. [Crossing the River Exercise](#)
 - e. Additional Resources:

f. [6 Steps of Problem solving for kids](#)

5. Lastly, students put all they have learned about themselves and others into practice through **Teamwork** exercises. In addition, these teamwork activities seek to build empathy, discover compassionate ways to deal with difficult people and build comradery. One very powerful lesson to kick off this part of the Unit is Life's Race. This simulation helps all of us realize that we begin life at very different starting places, yet we also have things in common. This activity helps us to empathize as well as see our differences as points to seek understanding and our commonalities as places to grow roots.

Teamwork:

- a. Life's Race Pages 51-52
- b. There's a lot on your plate Activity: Page 149
- c. Dealing with Difficult People Page 134
- d. [Human Knot Game](#)

Continuation of Learning

As students prepare for their job shadow experience and put into practice the skills they have learned during these lessons, reflection will be a large part of solidifying and embedding these soft skills. Throughout the year, these lessons and skills are referenced and reinforced. After students complete their Phase 2 Job Shadow experience, one idea might be a culminating project where students synthesize their learning from both Phases into a presentation in the format of their choosing.