

# Skills for Real World Survival

**Media Type:** Microsoft® PowerPoint® Presentation

**Duration:** 122 slides

**Goal:** To discover necessary skills for success in the “real world.”

**Description:** Skills for the real world are a necessary part of every student’s scholastic and life-long success. This presentation not only illustrates the skills students need to achieve their academic goals, but also helps develop an understanding of how students can apply their knowledge outside the classroom. The presentation explores communication skills, analytical skills, personal skills, interpersonal skills, organizational skills and business-management skills. The production also highlights issues, such as verbal vs. nonverbal communication, reading comprehension and assessing self accuracy, team work, prioritizing and resolving conflict. Students will learn to communicate affectively with their peers and adapt to new groups, along with how to analyze their work and how to apply the decision-making process. *Skills for Real World Survival* will teach every student how to triumph academically, socially and personally.

## Objectives:

1. To understand the importance of communication.
2. To understand the importance of writing, speaking and listening well.
3. To understand and apply the decision-making process.
4. To understand the importance of basic math concepts and reading comprehension.
5. To realize the importance of understanding technology.
6. To recognize achievements and mistakes.
7. To set realistic goals.
8. To understand ethics and recognize an ethical situation.
9. To learn to be effective leaders.
10. To know the importance of team work.
11. To realize the importance of getting involved.
12. To recognize safety and conflict in the work place.
13. To practice awareness of cultural diversity.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
	<b>9-12.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	<b>9-10.2</b> Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	<b>9-10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b>11-12.2</b> Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
<b>11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

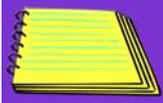
# Skills for Real World Survival



College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<i>9-12.1</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<i>9-12.2</i> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<i>9-12.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<i>9-12.5</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	<i>9-10.6</i> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	<i>11-12.6</i> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<i>9-12.7</i> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	<i>9-12.9</i> Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
	<i>9-12.10</i> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

# Skills for Real World Survival



## Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

 **Slides 1-11**  
**Class 1:** Begin the class by distributing the *Skills for Real World Survival Vocabulary Handout* to assist the student with the lesson. Show the *Business Management Skills* segment. Students should complete the corresponding *Assessment*. Distribute the *Managing Conflict in a Professional Setting Project* and allow the remainder of the class for students to work.

 **Slides 12-23**  
**Class 2:** Remind students to continue using the *Vocabulary Handout*. Show slides 12 to 23 of the *Communication Skills* segment. Allow students to continue working on their *Project*.

 **Slides 24-35**  
**Class 3:** Remind students to continue using the *Vocabulary Handout*. Show slides 24 to 35 of the *Communication Skills* segment. Distribute the *Dissatisfied Customer Activity* and allow the remainder of the class for students to participate.

 **Slides 36-46**  
**Class 4:** Remind students to continue using the *Vocabulary Handout*. Show slides 36 to 46 of the *Communication Skills* segment. Distribute the *Proverb Cards Activity* and allow the remainder of the class for students to participate.

 **Slides 47-52**  
**Class 5:** Remind students to continue using the *Vocabulary Handout*. Show slides 47 to 52 of the *Communication Skills* segment. Students should complete the corresponding *Assessment*. Distribute the *Speech Fear Activity* and allow the remainder of the class for students to participate. Hand out the *Persuasive*

*Speech Project* for students to begin as homework.

 **Slides 53-65**  
**Class 6:** Remind students to continue using the *Vocabulary Handout*. Show slides 53 to 65 of the *Computer Skills* segment. Distribute the *Career Computer Skills Project* and allow the remainder of the class for students to work.

 **Slides 66-71**  
**Class 7:** Distribute the *Collaborative Software Activity*. Remind students to continue using the *Vocabulary Handout*. Show slides 66 to 71 of the *Computer Skills* segment. Students should complete the corresponding *Assessment*. Allow students to continue working on their *Project*.

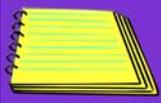
 **Slides 72-84**  
**Class 8:** Remind students to continue using the *Vocabulary Handout*. Show slides 72 to 84 of the *Interpersonal Skills* segment. Students should complete the corresponding *Assessment*. Distribute the *Team Building Exercise: Fill the Glass Activity* and allow the remainder of the class for students to participate.

 **Slides 85-100**  
**Class 9:** Remind students to continue using the *Vocabulary Handout*. Show slides 85 to 100 of the *Personal Skills* segment. Students should complete the corresponding *Assessment*. Distribute the *Goal Setting Activity* and allow the remainder of the class for students to work.

 **Slides 101-107**  
**Class 10:** Remind students to continue using the *Vocabulary Handout*. Show slides 101 to 107 of the *Organizational Skills* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects* and/or *Activities*.

 **Slides 108-122**  
**Class 11:** Remind students to continue using the *Vocabulary Handout*. Show slides 108 to 122 of the *Research Skills* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects* and/or *Activities*. Distribute the *Crossword* for students to complete as homework.

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## Lesson Plan

**Class 12:** Distribute the *Skills for Real World Survival Final Assessment* and allow time for students to complete it. Allow the remainder of the class for students to finish up their *Projects* and *Activities*.

**Class 13:** Students should present their *Persuasive Speech Project* to the class. All *Projects* and *Activities* should be turned in before the end of class.



## Lesson Links

### ACT National Career Readiness Certificate (NCRC)

- <http://www.act.org/certificate>



## Career & Technical Student Organizations

### DECA, FBLA, BPA, FFA, FCCLA

- All Competitive Events



## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50126, Sharon Miller, Director, Division of Academic & Technical Education of the Office of Vocational & Adult Education, U.S. Department of Education
- iCEV50142, Stephen DeWitt, Senior Director of Public Policy, Association for Career & Technical Education



## Lab Activities

### Dissatisfied Customer

#### Directions:

Divide the class into groups of two and provide each group with a role play scenario involving basic customer service. Working together, students should develop a realistic scenario. Students should present their scenario to the class and be prepared to answer questions.

### Proverb Cards

#### Directions:

Print the proverb cards from the *Teacher Instruction Sheet*. Pass out one card to each student. Ask students to move around the room and find the person who has the proverb they think matches their own. After everyone has found their matching proverb, ask each pair of students to stand up and read the proverbs aloud to see if they are correct. Allow students to reorganize themselves if there are any errors.

### Speech Fear

#### Directions:

Generate a list of ten common fears, public speaking being one of them. Ask students to rate the fears on a scale from one (least feared) to ten (most feared). After the list is complete, students should form a line based on the way they ranked their fear of public speaking. Ask students to discuss what about public speaking scares them. Start with students who rated public speaking as a ten (most feared) and then move down the line to those who fear public speaking the least.

### Team Building Exercise: Fill the Glass

#### Directions:

This exercise entails a team working together to get water from a bottle into a glass without spilling it to the table or the customer. Divide the class into five teams with one glass, one bottle of water and one blindfold per team. One team member will sit at a table with the empty glass and play the role of customer. Another team member, the waiter, will wear the blind fold and carry the bottle of water. The remainder of the team will guide the waiter across the room and to the customer to fill the water glass.

### Goal Setting

#### Directions:

Students will create a list of short and long term goals, personal and academic. They must have at least three goals for each category. Lead a class discussion so students can share their goals.

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## Lab Activities

### Collaborative Software

#### Directions:

Download either Lotus® Notes or Microsoft® SharePoint® and add the schedule and assignments for the next week on the software's calendar. Place various documents students will need for the weeks assignments into a shared folder for them to download. Instruct students on the correct way to utilize the collaborative software as a resource for the week. After using the collaborative software for the week, students should list and explain the advantages of using the software.



## Projects

### Managing Conflict in a Professional Setting

#### Directions:

Students will be provided with a scenario in which they will be asked to resolve a conflict between team members. Students should offer ways to resolve the conflict as if they were a member of the team, a supervisor and a department manager. Students should write a short summary detailing the conflict and how they would resolve it. See *Project* for more information.

### Persuasive Speech

#### Directions:

Prior to class, prepare several general speech subjects, such as arts, sports, food, etc. Assign each student a speech subject. Instruct students to complete the persuasive speech preparation sheet provided on the *Project*, which asks them to narrow down the subject to a speech topic. Students should turn in the worksheet for approval prior to beginning to prepare their speech. Students should then develop main points, conduct research, prepare and practice their speech. Students should present their speech to the class and answer questions.

### Career Computer Skills

#### Directions:

Students will choose a career which interests them and research common computer skills or applications used in the career. Students will develop a flier for the career listing the top five computer skills and top five computer applications.