

# Pennsylvania Career Ready Skills Toolkit

## Specific Practices and Teaching Strategies:

The document below is divided by domain and specific Career Ready Skill, performance indicators directly related to the skill, supportive practices that will provide adults with specific behaviors to engage students with practicing the skill and specific teaching strategies for use in the classroom and school environment. They are listed by grade level band.

<b>Self-Awareness &amp; Self- Management</b>  <b>Pre-K-K</b>	<b>Performance Indicator(s)</b>  <b>The learner will:</b>	<b>Supportive Practices</b>  <b>The adult will:</b>	<b>Teaching Strategies</b>
<b>Recognize and label basic feelings.</b>	<ul style="list-style-type: none"> <li>Recognize and label feelings. (e.g., frustrated, anxious, embarrassed)</li> <li>Name feelings of self and others in real or imagined situations.</li> </ul>	<ul style="list-style-type: none"> <li>Engage children in discussions about how they feel when they experience certain situations (both positive and negative).</li> <li>Model genuine, appropriate emotional responses.</li> <li>Use expressions (e.g., “I feel ...” or “That must have made you feel ...”) when interacting with children.</li> <li>Encourage open expression of feelings by asking children how they feel. Respond to children’s verbal and non-verbal cues.</li> <li>Use the <a href="#">Pyramid Model</a> to support children’s social and emotional success.</li> <li>Model and explain an appropriate cool-down strategy. (e.g., deep breathing, counting slowly to 5, give yourself a bear hug).</li> <li>Establish and state clear behavior expectations. (e.g., “At school we do not throw things. If you feel angry, you can visit the peace table and choose something to work on.”).</li> </ul>	<ul style="list-style-type: none"> <li>Read books about feelings and talk about what the characters are feeling and the outcomes.</li> <li>Teach students to manage their emotions using the PIE approach – processing, identifying, and expressing their emotions.</li> <li>Create a check-in board where students place their name or photo next to a feeling picture. Provide alternate symbols that could represent feelings (e.g., colors, weather patterns).</li> <li>Read stories or show picture books with themes and ask students to discover the words or phrases used to describe emotions.</li> <li>Help students increase their dictionary of feeling words through books, role-play, and modeling that includes various settings (i.e., classroom and work environments).</li> </ul>

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<b>Demonstrate awareness of self and one’s own preferences.</b>	<ul style="list-style-type: none"> <li>• State independent thoughts and feelings.</li> <li>• Name one’s own abilities and accomplishments.</li> <li>• Make choices based on personal preferences.</li> <li>• Demonstrate awareness of self and one’s own preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with opportunities to make decisions and choices.</li> <li>• Ask children to share opinions about classroom activities and other experiences.</li> <li>• Graph children’s likes and dislikes.</li> <li>• Share enthusiasm and describe child’s abilities and preferences. (e.g., “I see you enjoy building with blocks.”)</li> <li>• Display children’s work at their eye level.</li> <li>• Ask children about their decisions. (e.g., “Why did you decide to play with Legos today?”)</li> <li>• Respond positively and respectfully to each child’s strengths and limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Using picture books, ask students to identify likes and dislikes of each character.</li> <li>• Create and use character puppets to exemplify the quality of a character from a story or a historical event.</li> <li>• Ask students to create an “All about Me Report” or “This is Your Life” storybook using pictures and language to describe themselves and their families.</li> <li>• Play a bingo game in which students find classmates with similar characteristics or likes and dislikes.</li> <li>• Have student draw a Venn diagram comparing/ contrasting two people.</li> <li>• Have a career day for which students dress up as a career that they are interested in and share what they like about that career.</li> <li>• Invite adults in different career fields to speak to your class about why they chose their career.</li> <li>• Have students put on a mini talent show to showcase interests and strengths for families and other classes.</li> <li>• Do a “show and tell” presentation for students about a hobby or a skill. Identify a job where having that skill would be beneficial.</li> </ul>

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<b>Self-Awareness and Self-Management</b> <b>Grades Pre-K-K</b>	<b>Performance Indicators</b> <b>The learner will:</b>	<b>Supportive Practices</b> <b>The adult will:</b>	<b>Teaching Strategies</b>
<b>Distinguish between situations that elicit positive or negative feelings.</b>	<ul style="list-style-type: none"> <li>• Identify one’s feelings specific to a context</li> <li>• Express preferred and non-preferred activities</li> <li>• Identify challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage an environment where cultural and personal diversity are valued.</li> <li>• Provide opportunities to make decisions and choices.</li> <li>• Support students in sharing opinions about classroom activities, choices, and other experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Graph students’ likes and dislikes</li> <li>• Share enthusiasm and describe students’ abilities and preferences. (e.g., “I see you enjoy building blocks today.”)</li> </ul>

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<b>Express a want and the means to achieve it.</b>	<ul style="list-style-type: none"> <li>• Establish goals independently.</li> <li>• Sequence steps needed to accomplish goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly use words such as “goal,” “plan,” “achieve,” “met,” “change.”</li> <li>• Use “Plan-Do-Review” strategy to encourage planning and discussion about goals and follow-through.</li> <li>• Establish and maintain a safe climate in which reasonable risks are accepted and encouraged.</li> <li>• Discuss students’ choices in terms of “goals” to be met and alternative strategies in meeting them.</li> <li>• Have students routinely develop and complete age-appropriate, short-term classroom goals (e.g., reduce time during transitions, put supplies away quicker, line up for lunch).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a list of short-term wishes and/or dreams as they relate to school, sports, etc., and have them prioritize the list.</li> <li>• Teach students decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day.</li> <li>• Set aside a time for students to describe and celebrate a goal they have accomplished.</li> <li>• Have students participate in a step-by-step art or baking project and celebrate successful completion.</li> </ul>

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<b>Establishing and Maintaining Relationships</b>  <b>Pre-K-K</b>	<b>Performance Indicators:</b>  <b>The learner will:</b>	<b>Supportive Practices</b>  <b>The adult will:</b>	<b>Teaching Strategies</b>
<b>Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.</b>	<ul style="list-style-type: none"> <li>• Engage in reciprocal conversation with familiar peers and adults.</li> <li>• Respond to familiar adult’s questions and directions.</li> <li>• Interact with others for a purpose</li> <li>• Play cooperatively for a sustained period of time.</li> <li>• Respect feelings and belongings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a morning meeting during which students share a compliment with their peers.</li> <li>• Model appropriate methods and strategies of interaction based on school and community culture.</li> <li>• Talk about ideas related to school work, play, and home life.</li> <li>• Arrange the environment to encourage collaboration.</li> <li>• Provide duplicate materials so students can play together.</li> <li>• Set timers to encourage material or equipment sharing.</li> <li>• Incorporate daily blocks of time for uninterrupted student-directed play.</li> <li>• Provide daily opportunities for individual conversations between students and adults.</li> <li>• Describe others’ feelings during difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use literature as a teaching strategy for appropriate and inappropriate interaction</li> <li>• Use children’s literature for teaching students friendship skills (e.g., <i>Hunter’s Best Friend at School</i> and <i>Best Friends for Frances</i>).</li> <li>• Have students practice saying “please,” “thank you,” and “excuse me” when appropriate.</li> <li>• Use specific feedback to encourage students when they listen well (e.g., Thank you for listening when I was talking.).</li> <li>• Ask students to find and share three things they have in common with a friend and three things that are different.</li> <li>• Rehearse appropriate questions students can ask guest speakers about their jobs for an upcoming career day.</li> </ul>

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<b>Identify similarities and differences between self and others.</b>	<ul style="list-style-type: none"> <li>• Identify specific characteristics of self and others.</li> <li>• Classify similarities between self and others.</li> <li>• Demonstrate respect for children’s difference. (e.g., including differences in thoughts and feelings)</li> <li>• Label personal characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create drawings of people (including self-portraits) depicting body parts, clothing, and other physical characteristics.</li> <li>• Explicitly discuss points of difference in thoughts and feelings.</li> <li>• Display pictures/posters depicting students/families of different races, cultures, ages, and abilities.</li> <li>• Provide opportunities to discuss and compare personal traits among class members.</li> <li>• Encourage family members to volunteer or share information, materials, and activities that reflect home cultures.</li> <li>• Include multicultural materials, especially those relevant to the cultures within the class.</li> <li>• Display pictures/posters depicting students/families of different races, cultures, ages, and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students Identify verbal, physical, and situational cues in stories.</li> <li>• Have students explain why characters in stories feel as they do.</li> <li>• Analyze how classmates being left out might feel.</li> <li>• Adopt a country each month, and have students learn about the culture of that country to include food, dress, celebrations, and professions predominant in that culture.</li> <li>• Explicitly discuss points of difference in thoughts and feelings.</li> </ul>

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<b>Engage in reciprocal communication with peers and adults</b>	<ul style="list-style-type: none"> <li>• Provide responses related to topic posed by adults and peers.</li> <li>• Communicate using detail related to topic.</li> <li>• Allow wait time before responding.</li> <li>• Engage in turn taking when communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly restate comments made by students and encourage those responding to add further detail or contribute further to the topic being discussed.</li> <li>• Explicitly teach students what a question is.</li> <li>• Help students create and pose questions to initiate or continue a conversation.</li> <li>• Model acceptable conversational cues. (e.g., wait time, turn-taking).</li> <li>• Talk about events that are currently relevant to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students practice posing and answering questions with peers and adults.</li> </ul>

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<b>Recognize that conflict occurs and identify ways to respond.</b>	<ul style="list-style-type: none"> <li>• Use words and actions to express one’s own desires in ways that respect others.</li> <li>• Identify a problem and discuss possible solutions.</li> <li>• Solve simple conflicts with peers. (e.g., share, take turns, apologize, try something else, ask for help)</li> <li>• Use words to negotiate conflicts before seeking help.</li> </ul>	<ul style="list-style-type: none"> <li>• Model, teach, and discuss possible strategies for resolving conflict. (e.g., use of puppets, role-playing, stories demonstrating conflict resolution)</li> <li>• Be open and available to help students resolve conflicts. (e.g., “I” messages)</li> <li>• Teacher holds class discussions so students can solve class problems.</li> <li>• Teach students to use “I” messages to communicate feelings in a conflict situation.</li> <li>• Design an area in the room that encourages students to solve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize children's literature to discuss ways the characters resolved a conflict. Students can illustrate that part of the story.</li> <li>• Have students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper.</li> <li>• Provide students with opportunities to problem solve by stating the problem clearly and providing ground rules to discuss the problem rationally to arrive at a solution.</li> </ul>



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<b>Social Problem-Solving Skills</b> <b>Pre-K-K</b>	<b>Performance Indicators</b> <b>The learner will:</b>	<b>Supportive Practices</b> <b>The adult will:</b>	<b>Teaching Strategies</b>
<b>Acknowledge the consequences of choices.</b>	<ul style="list-style-type: none"> <li>• Explain how actions have an impact on self and others.</li> <li>• Explain school rules and consequences.</li> <li>• Identify how self-care practices affect oneself.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to contribute to rule making.</li> <li>• Offer opportunities to discuss reasons for having rules.               <ul style="list-style-type: none"> <li>• Post rules visually created by students in the classroom.</li> </ul> </li> <li>• Model and teach a variety of decision-making strategies. (e.g., vocabulary associated with decision-making strategies and consequences).</li> <li>• Provide reminders of rules and consequences when students test the rules.</li> <li>• Demonstrate application of school rules in all areas of the school.</li> <li>• Use natural consequences (e.g., falling due to running in the classroom).</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize children's literature to predict and discuss how choices affect the outcome of the story. Use questions such as, "What if the character did this instead...would the outcome be different?"</li> </ul>

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<b>Identify similarities and differences of various social contexts.</b>	<ul style="list-style-type: none"> <li>• Transition between places and people with minimal distress.</li> <li>• Apply behavioral rules to new situations.</li> <li>• Adjust to changes in routines and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss expectations of differing environments. (e.g., library, hallway, restroom, cafeteria, classroom, outside).</li> <li>• Discuss expectations of a new or unfamiliar environment or situation (e.g., field trip, classroom visitor).</li> <li>• Model appropriate behavior.</li> <li>• Provide consistent rules and expectations in classroom environment.</li> <li>• Encourage families to provide consistent rules and expectations in home environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide literacy experiences related to socially acceptable ways to behave in different places.</li> </ul>

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<b>Recognize and respond to the feelings of others.</b>	<ul style="list-style-type: none"> <li>• Identify cues that may indicate what others are feeling.</li> <li>• Respond with empathy to others.</li> <li>• Offer assistance when someone needs help.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage peers to help one another rather than offering adult assistance.</li> <li>• Identify and describe other people’s feelings, including use of nonverbal cues.</li> <li>• Read and discuss books about empathy.</li> <li>• Provide specific feedback and acknowledgement on students’ efforts to help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a gratitude collage about the people and things in their life they are grateful for.</li> </ul>