



Brandy Zehner

# Small Group Lessons on Employability Skills

An illustration of a classroom setting. A large chalkboard with a yellow border is the central focus, displaying the text '01 Data Sources'. To the left, a framed world map is on the wall, and a blue desk holds several books. The chalkboard is supported by a wooden stand with a shelf holding three small colored blocks (orange, teal, yellow). The background is a dark grey wall with vertical stripes, and the floor is a light brown color.

**01**

# **Data Sources**

# Existing Data Sources

**01**

## Attendance

Students in small group must have 95% attendance rate and zero unexcused absences

**02**

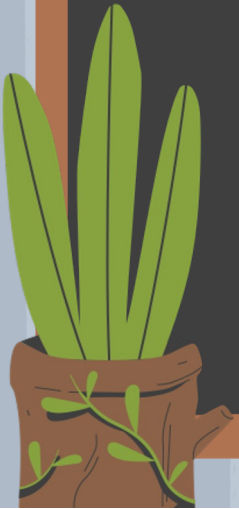
## Discipline

Students in small group must have zero discipline referrals

**03**

## Academics

Students in small group must be in good academic standing with zero missing assignments.

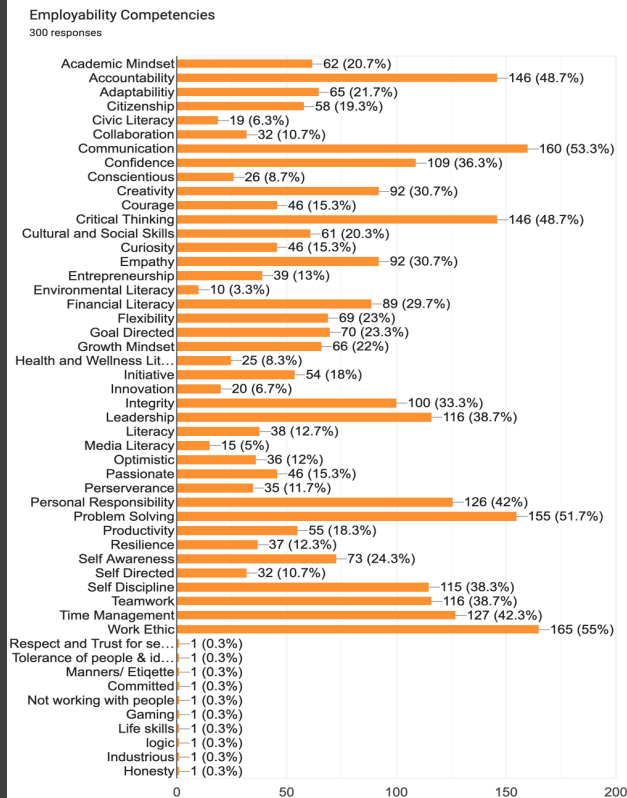


02

**Needs**  
**Assessment**



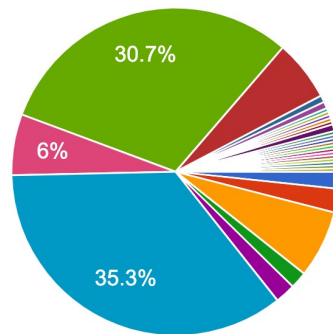
# Needs Assessment Results



# Needs Assessment Results

Mark the title which best describes your role in completing this survey

300 responses



- School Administrator
- Business Leader
- Business Owner
- Employer
- Non-Certified Staff Member
- Parent
- Patron
- Student

▲ 1/4 ▼

# Process and Culmination

## Employability Skills

FINAL COMPETENCIES

Thank you to all of the stakeholders that took the time to complete the survey in September/ October.

Based on the survey results, the top ten competencies were determined, and then, following a community stakeholder meeting, the final six were selected.

Scroll through to see which competencies will be taught and assessed throughout the students' careers at Culver Community, grades K-12!

## Accountability



Culver Community Schools  
Definition:

Taking ownership of individual responsibilities with consideration to self, others, and your environment

## Collaboration



Culver Community Schools  
Definition:

Actively engaging in a range of group settings, demonstrating respectful and reciprocal participation

## Communication



Culver Community Schools  
Definition:

Clearly express ideas, feelings, experiences, and information effectively with confidence:  
\*in person  
\*in writing  
\*using a variety of media

## Critical Thinking



Culver Community Schools  
Definition:

Applying creative strategies to accomplish tasks while considering and appreciating all perspectives and challenges within an argument or problem

## Leadership



Culver Community Schools  
Definition:

Positively influencing others and self to strive and succeed toward a common outcome

## Work Ethic



Culver Community Schools  
Definition:

Fulfilling a set task to the best of one's independent ability by demonstrating self-discipline, perseverance, time management, organization, and adaptability



# Lesson Outline

## Session 1

Getting to know your team by using games to foster team building relationships

## Session 3

The importance of Gratitude

## Session 5

Project Proposals

## Session 2

What is your leadership style and why it is important to know.

## Session 4

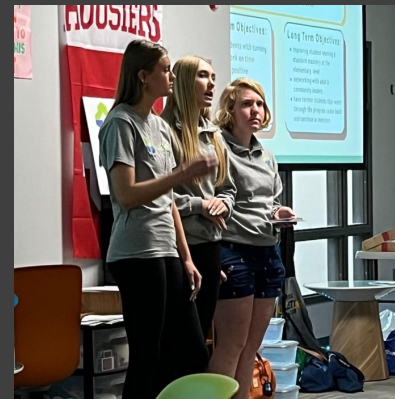
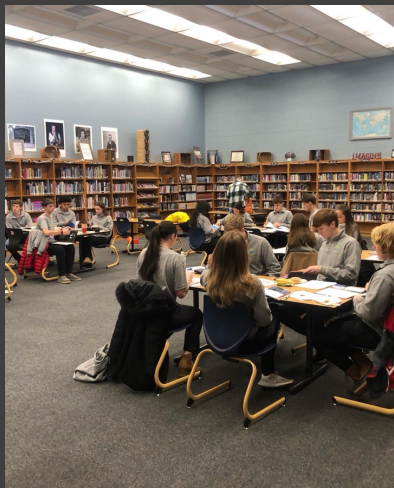
Game based learning for teamwork and leadership

## Session 6

Present Proposals to classmates and teachers



# Process and Culmination



**TOUCH-A-TRUCK**



SEE • TOUCH • EXPLORE

SATURDAY SEPTEMBER 30 10A-2P

CULVER MIDDLE/HIGH SCHOOL

OPEN TO ALL AGES

EMERGENCY VEHICLES, TRACTORS, TRUCKS AND MORE!



# AIA

## Alignment/ASCA

*Counseling Prevention and Intervention*

*Collaboration and Consultation*

- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 4. Self-motivation and self-direction for learning
- B-SS 1. Effective oral and written communication skills and listening skills
- B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
- B-SS 3. Positive relationships with adults to support success
- B-SS 6. Effective collaboration and cooperation skills
- B-SS 10. Cultural awareness, sensitivity and responsiveness





# Cultural Sensitivity



At the start of the group, we will talk about group norms and write those group norms together, using student input. As the counselor I will set up a safe space for collaboration and teamwork using the group norms, decided by the students, to create our Culturally Sensitive space. At the start of every group meeting, we will go over those norms and recognize the safe space.



# Evaluation

- Strengths
- Challenges
- Reflections

