



Employment Skills for the 21st Century

There is no doubt that the requirements of the world of work are changing. Today's employers in business and industry throughout the nation have delivered the message clearly to educators that future employees need increased strength in basic academic skills, teamwork skills, and higher-order thinking skills.

Employers and employees of today and tomorrow must meet the challenges of global competitiveness and the trend in downsizing and increased individual responsibilities. They must, indeed "work smarter," and education must help to develop a workforce that can meet these challenges. Workers today must develop thinking, reasoning, analytical, creative, and problem-solving skills. They must also develop behaviors such as reliability, responsibility, and responsiveness to change and to new work requirements.

This publication offers teachers a set of resources to help students develop the skills needed to be successful in the competitive American workforce. It is a collection of activities designed to give students practice in developing and applying in meaningful real-life settings both basic academic skills in reading, writing, and computation, and the more advanced higher-order skills of problem solving, critical thinking, group interaction, and oral communication.

We believe they are a valuable classroom resource for helping teachers build a fully skilled and competitive American workforce for the 21st century.

Remember, you need Acrobat Reader to open the files. You can get it for free at www.adobe.com

To examine or print these materials, **click here.**



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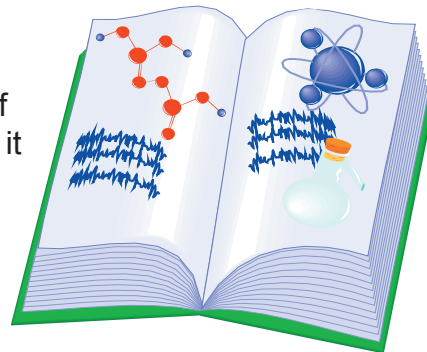
Remembering What You Read

Would you like to be able to remember more of what you read? Having a plan when you read can help you do this. Many agree that taking notes or highlighting important points really helps you remember better. It helps you pay more attention to what you are reading. It will also help you review for a test because you will have already identified the important points.

Try using the following reading method as you complete an assignment. Your teacher may give you an assignment or you can choose one that interests you.

SQ3R Method

survey—Examine the entire selection before you start to read. If there is a table of contents or an outline of the content, examine it carefully. The information found in these sections will give you a big clue about what is important in the selection. Pay particular attention to the chapter headings or main points in the outline. Look at any review questions. Become familiar with the organization of the selection before beginning to read.



question—Identify or write a list of questions you want to answer as you read. The table of contents, outline, or review questions will help you identify the questions. Your teacher may also give you some questions to answer.

read—Read the material. As you read, try to find the answers to the questions you identified. Take notes or highlight the important facts or the answers to the questions you asked.

recite—After you have finished reading, repeat what you have read in your own words. You can do this aloud or to yourself. If you can't summarize what you have read in your own words, reread the selection, then repeat the step.

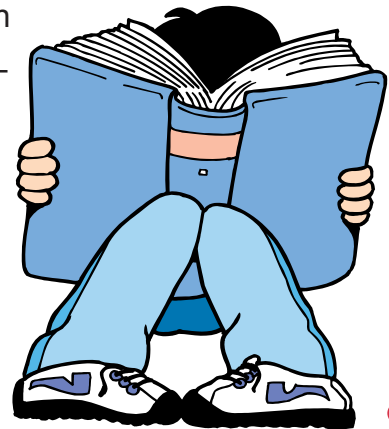
review—Think about what you've read. Reread your notes or the highlighted material. Have you answered all the questions you identified? Can you summarize what you've read and learned? Do your notes make sense?

Use the back of this page to write questions to answer and take notes on what you read. Write a sentence or two telling whether you think this method helped you remember more of what you read.

Evaluate Study Habits

This activity has no right or wrong answers and you will not receive a score. Use it to evaluate how well you study and to identify ways you can improve your study habits. Write Yes or No after each question.

1. Do you separate the notes for different courses? _____
2. Do you take notes in shorthand or use other abbreviations? _____
3. Do you use brief phrases rather than complete sentences for notes? _____
4. Do you spend a great deal of time sorting papers before starting to study? _____
5. Do you use notes in studying for an examination? _____
6. Do you review previous class notes before studying the assigned lesson? _____
7. Do you recopy notes taken in class so that the notebook will be neat? _____
8. Do you usually participate in class discussion? _____
9. Do you volunteer to answer questions in class? _____
10. Do you ask questions in class if you don't understand? _____
11. Are you frequently late to class? _____
12. Do you frequently read other materials during class? _____
13. Are you frequently inattentive in class? _____
14. Do you sometimes write letters during a lecture? _____
15. Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class? _____
16. Do you take all permissible "cuts" from class? _____
17. Do you turn in written assignments after the date due? _____
18. Do you frequently whisper to your neighbors during class? _____
19. If you receive a failing grade on a test, do you discuss it with the teacher? _____
20. Do you spend more time on subjects you like than on subjects you dislike? _____
21. Do you close the window and door in your room while studying? _____
22. Do you study with music or a TV on? _____

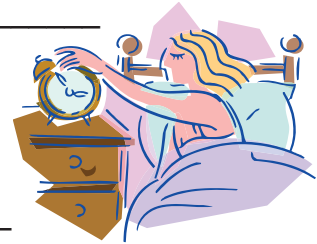


2—Evaluate Study Habits (continued)

23. Is there adequate light for study? _____
24. Do you make an effort to reduce environmental distractions? _____
25. Do you study while reclining on the bed or in an easy chair? _____
26. Do you usually enjoy attending classes? _____
27. Do you have anything on your desk that distracts you while you are studying? _____
28. Can you get more done if you study in the library? _____
29. Do you frequently allow personal problems to interfere with studying? _____
30. Are you familiar with the Reader's Guide to Periodical Literature and other reference materials? _____
31. Do you understand the card catalog system or the computer catalog system used in your library? _____
32. Do you resent having your work criticized? _____
33. Do you seek help without being told you need it? _____
34. Do you usually go to bed not later than 11 P.M.? _____
35. Do you plan time for exercise each day? _____
36. Do you usually get up early enough to allow time for breakfast? _____
37. Do you find you daydream when you should be studying?

38. Have you ever planned a schedule of activities for a day?

39. If you plan for study and work, do you follow such a daily plan? _____
40. Do you sometimes study early in the morning? _____
41. Do you always study at night? _____
42. Do you sometimes study in a free hour between classes? _____
43. Are you able to recognize the important points in an assigned lesson? _____
44. Do you study charts, diagrams, and other illustrations in the lesson? _____
45. Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning? _____
46. Do you try to include in your notes the statements stressed in lecture? _____
47. Do you often argue with a teacher about test questions marked wrong? _____



Evaluate Study/Test-Taking Techniques

Answer the following questions about a test you studied for.

1. What was your grade on the test? _____
2. How many days before the test did you begin studying? _____
3. How many hours a day did you study? _____
4. How many total hours did you study? _____
5. What is the hardest part of taking a test for you? _____

6. Describe your usual study procedure. How did you study for the test (from notes or from the book)? Did you write, speak, tape record material and play it back? How many times did you review the same material? Did you use proper health practices before you took the test (enough sleep, proper nutrition, etc.).

7. List ways you can improve your study habits or use of time to do better on the next test.



8. Are there particular areas of the test you had more difficulty with? List ways to improve your next test of this type. Answers could include grammar or spelling review, improving note-taking, spend more time studying, etc. _____

3—Evaluate Study/Test Taking Techniques (continued)

9. Discuss different study methods and study ideas with the rest of the class. Make a list of possible study techniques.

Community Services/Regulations

There are several things to consider when choosing a place to live. Even though a prospective homeowner may have found the “ideal” home or building site, it is important that he or she investigate local community services and building regulations before making the final purchase agreement. Remember that legal restrictions affecting building sites may be federal, state, or local laws. Cities, neighborhoods, and subdivisions can also set rules and regulations.

Investigate zoning rules and community services. You can investigate your own hometown or choose another city or town. Use local sources of information or the internet. Indicate whether services are available or unavailable. If available, indicate how close the services are.

City or community investigated: _____

Community Services:

shopping facilities _____

banking facilities _____

child care facilities _____

educational facilities _____

hospital/healthcare/ medical facilities _____

police and fire protection _____



4—Community Services/Regulations (continued)

public transportation _____

recreation areas _____

sanitation/trash/garbage _____

Regulations

1. Explain local zoning regulations. _____

2. What restrictions are there on designs of buildings that can be constructed? _____



4—Community Services/Regulations (continued)

3. What restrictions does the city/neighborhood have on lot sizes or the piece of land on which a home is built? _____

4. Are there restrictions on the number and kinds of animals that can be kept in the city limits? If yes, describe them. _____

5. Did you learn any regulations that surprised you? If you did, list them. _____
