Agilities© for Middle School Welcome Kit

Empowering middle schoolers to discover their potential and build confidence for a brighter future.

Agilities© for Middle School Welcome Kit

Included Resources:

Learning Your Agilities
Leveraging Your Agilities
Agilities One-Pagers
My Agilities Journey
Find Your Agile Work Profiler© Results
Creating an Agilities Classroom
Agilities Vocabulary Development Suggestions
Agilities Goal-Setting Cards

DEVELOPING OTHERS	INNOVATING	INSPECTING	JUDGING AND ESTIMATING	MANAGING	OPERATING OBJECTS	ORGANIZING	SELLING AND COMMUNICATING	SERVING AND CARING	WORKING WITH INFORMATION

Learning about the Agilities is a great foundation for students of any age. In the middle school grade levels, exposing students to all of the Agilities will help them become more informed career decision-makers. The lessons build awareness and help develop the Agilities through discovery and connected learning activities. By building awareness and developing Agilities early, you help students build confidence in their abilities and prepare for bright future career paths.

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Learning Your Agilities©
Become Aware and Activate Workforce Skills

Agilities are the work skills used in all occupations and are a combination of your strengths and interests. Being aware of your Agilities helps you affirm your value and helps you prepare for any career.

DEVELOPING OTHERS

Definition
- Teach and coach others
- Encourage others
- Identify strengths in others
- Provide feedback

Mentor
Teach
Coach

OPERATING OBJECTS

Definition
- Repair, maintain, and operate equipment
- Build items with materials and test designs
- Perform physical actions

Construct
Fix
Coordination
Operate

INNOVATING

Definition
- Be creative
- Share Ideas
- Solve problems
- Experiment

Creativity
Originality
Problem-Solving

ORGANIZING

Definition
- Get tasks done
- Look at details
- Select the most important tasks to complete first

Prioritize
Detail-Oriented
Execute

INSPECTING

Definition
- Read instructions carefully
- Follow rules
- Determine if instructions were followed

Quality
Consistency
Effectiveness

SELLING AND COMMUNICATING

Definition
- Be confident
- Convince or influence others
- Present
- Debate others

Evaluate
Campaign
Persuade
Negotiate

JUDGING AND ESTIMATING

Definition
- Make a guess
- Estimate the amount needed
- Judge the value or quality

Accuracy
Critical-Thinking
Evaluate

SERVING AND CARING

Definition
- Help others
- Be a good friend
- Be supportive
- Be trustworthy

Relationship
Support
Build Trust

MANAGING

Definition
- Lead others
- Meet and listen to others
- Make plans
- Celebrate other's success

Lead
Motivate
Direct
Inspire

WORKING WITH INFORMATION

Definition
- Read a graph
- Ask questions, then draw conclusions
- Use technology to store or organize information

Analyze
Interpret
Process

Leveraging Your Agilities©

Agilities are the work skills used in all occupations and are a combination of your strengths and interests.
Being aware of your Agilities helps you affirm your value to employers and activate your career.
Consider using these words and phrases on a resumé or profile to represent your skills to employers.

DEVELOPING OTHERS

- Mentor, coach, teach, and evaluate others
- Provide others opportunities to learn
- Encourage people to improve skills and knowledge

Mentor
Evaluate
Teach
Coach

OPERATING OBJECTS

- Repair, maintain, and operate equipment and vehicles
- Inspect and control machines and surroundings
- Perform physical actions

Constructing
Dexterity
Fixing
Coordination

INNOVATING

- Apply new approaches
- Think creatively
- Share new ideas
- Bring a new perspective

Creativity
Ingenuity
Originality
Problem-Solving

ORGANIZING

- Pay attention to details and accuracy
- Monitor and control resources
- Sequence tasks and work

Prioritize
Detail-Oriented
Coordinate
Execute

INSPECTING

- Improve quality, safety, or effectiveness
- Make processes consistent with rules
- Assess outputs to standards

Quality
High Standard
Consistency
Effectiveness

SELLING AND COMMUNICATING

- Convince or influence others
- Work with people outside of the organization
- Resolve conflict and negotiate

Evaluate
Campaign
Persuade
Negotiate

JUDGING AND ESTIMATING

- Forecast the quality and value of products, services, or people's contributions
- Determine resources needed to accomplish goals

Accuracy
Perceptive
Critical Thinking
Evaluate

SERVING AND CARING

- Develop relationships and help people
- Empathize with others and serve their needs
- Build trust and emotional bonds

Cultivate
Relationships
Empathy
Support

MANAGING

- Coordinate work of others
- Develop strategies and plans
- Provide consultation and advice

Lead
Motivate
Direct
Inspire

WORKING WITH INFORMATION

- Analyze and interpret data
- Develop, collect, store, and manage technological information

Interpreting
Operating
Analyzing
Processing

DEVELOPING OTHERS

THIS IS THE AGILITY FOR RECOGNIZING AND CULTIVATING OTHERS' TALENTS.

Coach   **Teach**   **Evaluate**   **Mentor**

Use and Grow Your Agility

- Teach someone a skill that comes easily to you
- Give advice or tips to someone who is learning a new skill
- Explain how things work to a new student
- Reteach someone a skill when you can see they aren't doing it correctly
- Encourage someone during the learning process
- Provide praise during the learning process to reward small progress

Occupations

- Sports Coach
- Scout Leader
- Training Specialist
- Health Education Specialist
- Instructional Coordinator
- Dietitian and Nutritionist
- Financial Advisor

Agility in Action

School
- Help your table partner with a hard problem

Home
- Show a sibling how to do something
- Teach a grandparent how to use their phone

Extras
- Cheer on your team members learning how to do something

INNOVATING

THIS IS THE AGILITY FOR THINKING OUTSIDE THE BOX.

Creativity   **Problem-Solving**   **Originality**   **Ingenuity**

Use and Grow Your Agility

- Work with a partner to solve a problem
- Share new ideas
- Spend time trying out ideas and testing them
- Look at a problem from a different perspective
- Create using different tools and resources

Occupations

- Materials Engineer
- Art Director
- Producer or Director
- Software Developer
- Makeup Artist
- Historian
- Special Education Teacher

Agility in Action

School
- Offer new ideas during group work
- Try multiple ways to solve a problem

Home
- Find a shortcut to doing your chores
- Make up games for your younger siblings to play

Extras
- Work with your teammate to create a strategy

INSPECTING

THIS IS THE AGILITY FOR MONITORING COMPLIANCE WITH RULES AND STANDARDS FOR QUALITY, SAFETY, AND EFFECTIVENESS.

Quality **Consistency** **Effectiveness** **High Standard**

Use and Grow Your Agility

- Learn about how something is made
- Help a friend fix something by reading the manual or watching instructional videos
- Create a guide for how to do something
- Test out better ways to get a job done
- Compare if a product matches the guidelines
- Evaluate how effective a process or outcome is

Occupations

- Electrical Drafter
- Court Reporter
- News Analyst
- Pest Control
- Tax and Financial Preparer
- Probation Officer
- Carpenter
- Nurse or Nursing Aid

Agility in Action

School
- Check your work against a rubric or set of directions

Home
- Help a relative with a task and learn how to do it by yourself
- Test a new way to fold and put away your laundry

Extras
- Use a video to learn a new skill with a friend

JUDGING AND ESTIMATING ⚖️

THIS IS THE AGILITY FOR HAVING SOUND JUDGMENT AND CRITICAL THINKING.

Accuracy   **Critical Thinking**   **Evaluate**   **Perceptive**

Use and Grow Your Agility

- Predict the outcome of a TV show, video, or news article
- Help a friend make an important choice
- Advise your team on how much time is needed for a project
- Determine quality resources to complete tasks
- Recognize patterns in situations
- Decide on the value of a product

Occupations

- Floral Designer
- Tree Trimmer
- Brickmason
- Animal Breeder
- Commerical Cook or Chef
- Anesthesiologist
- Pilot or Co-pilot

Agility in Action

School
- Set a time goal for your classwork and check how close you were to being correct

Home
- Pause a movie at home and share what you think is going to happen

Extras
- Notice when an opponent keeps making the same move in a game

MANAGING

THIS IS THE AGILITY FOR SUPERVISING PEOPLE AND SITUATIONS TO ACHIEVE POSITIVE OUTCOMES.

Lead   **Direct**   **Inspire**   **Motivate**

Use and Grow Your Agility

- Lead a volunteer project
- Build a positive team environment
- Assemble resources needed to complete a task
- Divide group tasks among team members
- Set a goal for your team
- Cheer on team members during group work

Occupations

- Engineer
- Fashion Designer
- Orthodontist
- Food Scientist
- Purchasing Manager
- First Line Supervisor
- Postmaster or Mail Superintendent

Agility in Action

School
- Get group materials for a project
- Chunk tasks based on your group's strengths

Home
- Tell family members that they're doing a great job while doing household chores

Extras
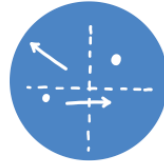- Share a goal with your team based on previous success

OPERATING OBJECTS

THIS IS THE AGILITY FOR WORKING WITH MACHINES, TOOLS, AND DEVICES.

Constructing   **Fixing**   **Coordination**   **Dexterity**

Use and Grow Your Agility

- Build something for a friend in need
- Repair broken items around the house or classroom
- Run equipment like computers, cameras, and phones
- Be physically active
- Work with tools

Occupations

- Mechanical Engineer
- Lighting Technician
- Elevator Installer
- Electrician
- Radiation Therapist
- Mechanic
- Computer Technician
- Firefighter

Agility in Action

School
- Fix your school computer
- Join in during games in PE

Home
- Help a parent build something like a shelf or bookcase

Extras
- Join a club where you get to build robots or create clothing
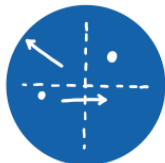- Use your phone or computer to make how-to videos

ORGANIZING

THIS IS THE AGILITY FOR CREATING AND MAINTAINING ORDER IN WORK TASKS.

Prioritize

Coordinate

Execute

Detail-Oriented

Use and Grow Your Agility

- Plan a trip with friends or family
- Coordinate a volunteer event
- Help a classmate organize their locker or work space
- Plan the steps to complete a project
- Monitor the resources available for a task or project
- Pay attention to details
- Take notes and keep records

Occupations

- Community Health Worker
- Recreation Fitness Studio Director
- Soil and Plant Scientist
- Production Manager
- Concierge
- Archivist

Agility in Action

School
- Help a classmate clean out their desk, backpack, or locker
- Create a task list for your project

Home
- Help a parent make a grocery list for the week

Extras
- Check to make sure your team has enough snacks for a game

SELLING AND COMMUNICATING 💬

Persuade   **Evaluate**   **Negotiate**   **Campaign**

Use and Grow Your Agility
- Convince a friend to start a healthy habit
- Raise money for a cause you care about
- Campaign for a leadership role
- Help classmates resolve a disagreement
- Work directly with people
- Negotiate to improve requirements or potential outcomes

Occupations
- Athlete and Sports Competitor
- Musician, Singer, Actor
- Interior Designer
- Loan Officer
- Fundraiser
- Hearing Aid Specialist
- Lawyer
- Marketing Manager
- Legislator

Agility in Action
School
- Run for student council
- Persuade your teacher to let the class have a reminder card for a test

Home
- Convince your family that they should do something you want to do

Extras
- Work as a team for a common goal

SERVING AND CARING

THIS IS THE AGILITY FOR DEVELOPING STRONG SOCIAL RELATIONSHIPS AND HELPING OTHERS WITH THEIR NEEDS.

Empathy   **Cultivate**   **Support**   **Relationships**

Use and Grow Your Agility

- Take care of a friend in need
- Visit an elderly relative
- Create team-building activities for classmates or teammates
- Assist incoming team members as they adjust to their new role
- Listen and empathize with someone's feelings
- Volunteer to help with an organization

Occupations

- Interpreter or Translator
- Umpire or Referee
- Housekeeper
- Healthcare Social Worker
- Library Media Specialist
- Enrichment Teacher
- Restaurant Wait Staff
- Athletic Trainer

Agility in Action

School
- Volunteer to help clean up after a group project
- Listen to a friend who is struggling

Home
- Visit an elderly relative and spend time talking with them

Extras
- Help a new teammate learn the rules to the game

WORKING WITH INFORMATION

THIS IS THE AGILITY FOR WORKING WITH INFORMATION TECHNOLOGY, MANAGEMENT, AND PROCESSING.

Interpreting   **Analyzing**   **Processing**   **Operating**

Use and Grow Your Agility

- Help a family member update the operating system on their phone
- Compare statistics for your favorite sports players
- Create a graph or chart to represent information
- Develop solutions using technology
- Collect data for an event or project
- Give recommendations using information you have collected

Occupations

- Computer Hardware Engineer
- Cartographer
- Technical Writer
- Tax Preparer
- Computer User Support Specialist
- Economist
- Data Entry Worker
- Air Traffic Controller

Agility in Action

School
- Give your opinion on a topic after doing research

Home
- Create a chart to share information with your family (ex. times you do dishes versus your siblings)

Extras
- Take score at a game and talk to your teammates about the results

DeBruce FOUNDATION

My Agilities© Journey

OVERVIEW

The student will take a journey to learn about Agilities and their connection to careers. Then, they will predict their current Agilities and identify the Agility they want to grow and develop. Upon the conclusion of the journey, they will evaluate how they use their Agilities in their life and reflect on possible careers to consider exploring for their future.

Discover their Agilities, make career connections, and reflect on decisions in a 6-mile journey

AGE LEVELS

11-years-old to 14-years-old

TIME

Six 50-minute lessons that can be delievered at educator discretion

OBJECTIVES

- I can understand the definition of each Agility.
- I can recognize careers aligned with Agilities.
- I can predict my current ranked Agilities.
- I can identify and goal-set for my Agility Aspiration.
- I can evaluate how I use my top 3 Agilities in my life.
- I can reflect on careers aligned with my Agilities.

RESOURCES NEEDED

- My Agilities Journey Teaching Slide Deck
- My Agilities Journey Digital Student Handout

RESOURCE TIPS

- The Teaching Slide Deck includes an interactive menu for each mile of the journey. This should help you navigate from lesson to lesson. The bottom of each slide has a button linked to the "home" page.
- The student handout includes links on the road signs found on the title page to the specific six activities.

BEFORE ACTIVITY PREPARATION

- Share the My Agilities Journey Digital Student Handout link through LMS
- Review the Teaching Slide Deck and activity directions in this guide
- Select activities from the following mile markers or complete all of them:
  - Learning Your Agilities
  - Career Connections
  - Current Agilities
  - Agility Aspiration
  - Agilities Reflection
  - Career Reflection

🚀 ACTIVITY INTRODUCTION

Review the objectives with students and explain that they will meet these objectives by completing a six-mile journey over time. Then, show them the "Begin with the End in Mind" slide from the teaching slides, which will give them an idea of what they will accomplish by the end of this six-mile journey.

🎯 ACTIVITY DIRECTIONS

Mile 1: Learning Your Agilities - *Teaching Slides 4-10*
Review the objective with students and the definition of Agilities. Instruct students to open their student handout and click on the "Learning Your Agilities" road sign on the title page. This will take them directly to this activity in their handout. Explain to them there are 10 slides representing each Agility. They will use the "cheat code" on each slide and infer how they will use each Agility at school, at home, and in their community. You can have them complete this alone or in groups. You could also give them individual thinking time and then let them share in small groups. Many cooperative learning strategies could be used here. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

Mile 2: Career Connection - *Teaching Slides 11-22*
Review the objective with students. Instruct students to open their student handout and click on the "Career Connection" road sign on the title page. This will take them directly to this activity in their handout. The next slide in the student handout will provide the link for them to open the Occupation Explorer. Determine if you want to demonstrate the Occupation Explorer live, using the teaching slides, or a combination. It might be helpful for students to work alongside you as you demonstrate so they understand how the tool works. If you need a tutorial on this tool, there is a video <u>here</u>. Now, explain to students there are 10 slides representing each Agility. They need to use the Occupation Explorer to search by Agility to find four occupations for each Agility that sound interesting to them. Show them the "Example" slide in the teaching slides. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

Mile 3: Current Agilities - *Teaching Slides 23-31*
Review the objective with students. In this activity, you will be doing a think-aloud with students. The example provided in the teaching slides can be modified to meet your Agilities if you prefer. Following is a script for slides 24-25 to consider. "[slide 24] Let me give you an example of how I predicted my Agilities. I have put three Agilities I really like doing under the "I like it" orange box. Then I have put five Agilities under the "I am good at it" blue box. When you do this, it can be any number of Agilities; it doesn't have to be three and five. You could have four and six, but try to find three that you really enjoy if possible. Now, we know our top Agilities are a combination of what we are good at and what we like to

Mile 3: Current Agilities (continued)

do. [move to slide 25] With this knowledge, I predict my top Agilities are circled here (point to the slide) and then the remaining Agilities in the "good at" column could be my #4 & 5 Agilities. To find the lower ranking Agilities, consider the ones you just don't like at all or are not that great at yet. Instruct students to open their student handout and click on the "Current Agilities" road sign on the title page. This will take them directly to this activity in their handout. Have them try this portion of the activity by themselves before moving on to the next step.

Depending on the time allowed, you could have students stand by the Agilities icon poster in the room to demonstrate which Agility they predict might be their top one. Now, you are ready for the next think-aloud. "[slide 27] Now I kind of have an idea of my predictions I am going to use them to drag and drop boxes to reflect my current order of my Agilities. I know from the previous activity that Developing Others, Innovating, and Organizing are my top three. I put them in this order because I just feel this is the order I really like doing them and I am best at them right now. Now for 4-5, between Serving and Caring and Managing, I like Serving and Caring more so it has to be 4 and Managing is 5. Now for 6-10. I started with 10 because I despise Operating Objects, and then I knew Judging and Estimating would be 9 because I am not great at judging time or resources. Then I just made a good guess for 6-8." Now have students use the drag and drops in their student handout to reflect their predictions. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

Mile 4: Agility Aspiration - *Teaching Slides 32-38*

Review the objective with students and remind them they can grow and develop any Agility. Explain to them that an Agility Aspiration is the Agility they want to focus on developing. It is likely not one of their top 3 Agilities. They can look back at their predicted ranked Agility order and think about which Agility they want to develop. Model slide 34 of the teaching slides. Then instruct students to open their student handout and click on the "Agility Aspiration" road sign on the title page. This will take directly to this activity in their handout and have them try it on their own. You can have them share their Agility Aspiration out loud or use Agility icon signs and have them vote with their feet. If time allows, let students share ideas of how they might grow their Agilities. You could pair them up by Agiity and let them share ideas. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

Mile 5: Agilities Reflection - *Teaching Slides 39-44*

Review the objective with students. In this activity, you will be doing a think-aloud with students. Use teaching slide 40 as an example for the think-aloud, but feel free to edit this content. To determine your script for this think-aloud, look at the student handout and then determine what information the student needs to know to complete this on their own. Instruct students to open their student handout and click on the "Agilities Reflection" road sign on the title page. This will take directly to this activity in their handout. They can complete this activity on their own or you could have them complete #1 and #2 on their own and then work in small groups to complete #3. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

Mile 6: Career Reflection - *Teaching Slides 45-56*

Review the objective with students. Instruct students to open their student handout and click on the "Career Reflection" road sign on the title page. This will take directly to this activity in their handout. The next slide in the student handout will provide the link for them to open the Agilities Comparison. Determine if you want to demonstrate the Agilities Comparison live, using the teaching slides, or a combination. It might be helpful for students to work alongside you as you demonstrate so they understand how the tool works. If you need a tutorial on this tool, there is a video here. On teaching slide 51, you will do a think-aloud with students using the Agilities Comparison and the ranked Agilities you predicted earlier in mile 3. Then model for students the thought process behind the answers to the questions on slide 52. Now it is time for them to try the activity for themselves. After this mile, ask students to place an artifact on the title slide of their student handout next to this section's sign. There are examples provided in the teaching slides.

FIND YOUR AGILE WORK PROFILER© RESULTS

DeBruce FOUNDATION

OVERVIEW

The Agile Work Profiler© (AWP) is a proprietary career assessment tool developed by The DeBruce Foundation linking a person's strengths and interests, and what they do well, with clusters of work activities known as Agilities. Knowing your Agilities allows you to navigate the job market more skillfully.

Discover insights to your strenghts and interests

BEST FIT

The best fit for the AWP is at the beginning of an academic year and then again at key transition times during the year, such as before breaks, after projects, or at the end of the academic year.
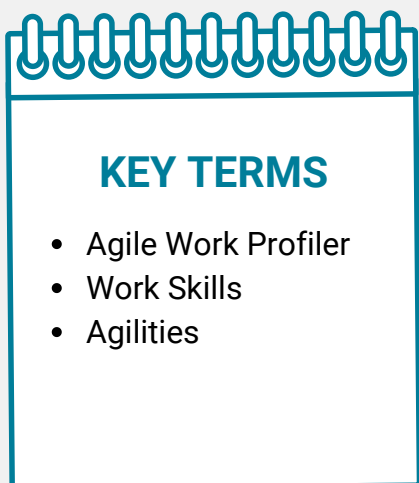
GRADE LEVELS

8th and beyond

TIME

15-20 minutes

GOALS

- Participants will become aware of their ranked Agilities.

KEY TERMS

- Agile Work Profiler
- Work Skills
- Agilities

BEFORE ACTIVITY PREPARATION

Facilitators take the Agile Work Profiler and become familiar with their results.

RESOURCES NEEDED

Electronic device with internet service

ACTIVITY INTRODUCTION

Agilities are a group of 10 work activities that are found in different amounts in every job. Understanding the Agilities you have and may want to develop gives you the focus and flexibility to create a meaningful career path.

Being aware of your Agilities allows you the opportunity to identify your current skills and which ones you'd like to grow and develop. Understanding your Agilities helps you translate your skills into work language and express your strengths more confidently during a job interview or while writing your résumé.

ACTIVITY DIRECTIONS

Facilitator could incorporate a story about taking the AWP, their results, or how they envision Agilities impacting their participants' lives.

Getting your results is fast and simple
- Visit Agilities.org
  - Click the button to take the assessment
  - Answer the question prompts for each section
  - Get your results and see your ten ranked Agilities
Evaluating your results
- Your results show a ranked list of Agilities with definitions, videos, and highlights of the top three Agilities
  - Watch the Agility videos
  - Download the one-pagers
  - Consider which Agility(s) you might want to grow and develop
- To access your results in the future, do one of the following
  - Download and save them
  - Screenshot them
  - Save the emailed results from The DeBruce Foundation

TIPS FOR SUCCESS

- Coach participants to understand that the more Agilities they develop, the more agile and flexible they will be in the workforce.
- Take time to watch the videos embedded in the results to understand the meaning of each Agility and how they are activated in careers.
- Remind students to answer the questions freely because no one but them will see their individual answers to the questions.
- Explore the Career Explorer Tools with participants to see how they can activate their Agilities in careers.

PURPOSE OF RESOURCE

An Agilities Classroom focuses on students' strengths and helps make connections to future pathways. The Agilities Classroom embraces teaching students all the Agilities and providing spaces for students to explore their interests and skills. Through this process, students will also discover the value they add to their community and environment and be able to communicate that value. You can create an Agilities classroom in any content area. This will help students see the relevance of their classwork and how it relates to the world of work. This guide helps you create this environment in any setting.

VISUAL ENVIRONMENT

Utilizing Agilities posters, one-pagers, and student-created imagery around the Agilities encourages students to utilize the concepts as well as to remind you as the leader of the value of creating this culture. Balancing between pre-made resources and student-created materials allows for the best environment for students to take ownership of their learning while ensuring the information they are referencing is correct.

Consistently incorporating, drawing attention to, and calling out Agilities in action in addition to using the visuals as a support encourages students to engage with the concepts and reinforces an Agilities culture. Keep in mind that many students rely on visuals to help them learn, remember, and apply learning.

LANGUAGE

The way that we speak about the Agilities, about students' interests and skills, and the way we encourage students to talk about these concepts is extremely important.

Knowing your own Agilities is a great place to start! Take the Agile Work Profiler to examine how your interests and strengths intersect. Then, take some time brainstorming how you see your Agilities in your work environment.

Understanding the differences between the Agilities can be tricky. Use the <u>Leveraging Your Agilities one-pager</u> and the <u>Learning Your Agilities one-pager</u> to learn more about the language surrounding each Agility. Being able to help students see these differences is an act of **INSPECTING**.

During individual and group conversations, be mindful to keep all opportunities and options open. Students are sensitive to your perception of them and will attach the labels you give them to their own identities. The purpose of the Agilities is to open up pathways and opportunities for students. Avoid using limiting language such as "Being a veterinarian would be cool, but that takes a lot of work and you have to take a lot of science classes". Instead, use opportunity-focused language, " Being a veterinarian sounds like a cool job! Which Agilities do you think you need to have or develop to make that happen?" You could take this conversation one step further and look up this occupation using the Career Explorer Tools found on Agilities.org.

AGILITIES IN ACTION

Once you and your students understand the nuances of each Agility you can call them out to celebrate successes and failures in your classroom and even beyond. Ask guiding questions about what led to their success or failure. For example, "Which Agilities did you activate or should you have activated to be more successful?" This could be in a class discussion, a journal entry, or an exit ticket. The most important piece of this is the timeliness of the conversation. For example, if you can catch a student activating the Agility and call it out right then, the conversation will be richer. The same goes for getting a student to pivot to activating a different Agility when learning from their mistakes.

These conversations can help students understand how to translate experiences into professional language employers value. Using the Leveraging Your Agilities one-pager will help elevate conversations and help students frame their experiences.

Another resource you could use to celebrate successes and failures is the Agilities Goal-Setting Cards found in this kit. These cards are used at the beginning of a project or unit to align Agilities to the content students are learning. Then they can reflect at different points in their journey to determine if they need to pivot the selection of the cards they chose. There is a facilitation guide that contains the cards and suggested uses in this kit.

GROUP WORK

Group work is essential for students to develop collaboration skills and interpersonal skills. Selecting group members can help encourage participation and diversify the groups. When selecting groups, take into account the strengths of each student. For example, placing two students who are strong at **MANAGING** into one group, might make it difficult for the group to self-select or even follow a group leader.

When forming teams, you can use an icebreaker for students to get to know each other's top Agilities so they understand their strengths. Sixth and Seventh-grade students can use the Learning Your Agilities one-pager to self-assess their Agilities. Eighth-grade students can take the Agile Work Profiler. Students can discuss the project goals and use the Agilities to determine who should focus on each aspect of the project.

At the end of the project, students can retake the Agile Work Profiler or self-assess their Agilities using the one-pager, see if their ranked Agilities changed during the project, and reflect on their results together. In addition to taking the Profiler, students can reflect on their group work using Agilities. They can ask each other what went well, what was challenging, and how activating specific Agilities helped them through the process.

COMMUNITY INVOLVEMENT

Incorporating the local community as well as persons involved in specific career fields increases your students' knowledge and connectedness to outside resources. Extending your classroom beyond its four walls can be an engaging and powerful tool to help your students increase their career literacy and network strength.

Engaging with local, national, or global industry partners, including student's family members, can be a tricky process. Start by asking your administration what the process would be to bring someone in to speak with your class.

Another option is to have someone either record a video message or call in via video conference. It's helpful to prepare the outside speaker with the topic the class has been learning about, possible student questions, and any goals you have for the time.

How to Prepare a Community Member or Expert
1. Provide the Leveraging Your Agilities one-pager
2. Recommend they take the Agile Work Profiler
3. Provide context around what the class has been studying and why you think it relates to their work
4. Suggest talking points to help focus the group conversation
5. Ask for the person to identify how they use their Agilities in their line of work

PURPOSE OF RESOURCE

Developing students' understanding of their Agilities and their ability to communicate their value to others is imperative to their success. Our goal is to make the process simple for them to be able to describe their strengths and interests related to their experiences. Future employers see value in your student's ability to use professional language. Giving all students the chance from a young age to develop this skill improves their chances of having an occupation they enjoy. This guide provides an activity to help students become familiar with each Agility.

INTRODUCING AN AGILITY

Create an anchor chart similar to the one on the right that includes the Agility, a short definition, and spaces to brainstorm together.

Start by reading the definition and asking students which keyword stands out to them. This can also include words that are related to the definition but not currently included. For example, a student may say "create" or "make" for this Agility. Use the *Learning Your Agilities* one-pager to help facilitate this part.

As a group, have students brainstorm and share what this Agility looks like and sounds like. Encourage diversity between what this Agility looks like at home, at school, and in the community. Students may also think about jobs or individuals who they see utilize the Agility. Where appropriate, add images that represent students' responses. Student-made images would be great here.

INNOVATING

INNOVATING

Definition	Creativity Originality Problem-Solving
• Be creative • Share Ideas • Solve problems • Experiment	

Looks Like	Sounds Like

Where To Activate

The DeBruce Foundation 2021

SCAFFOLDING SUPPORT

Agility	Key Words	Scaffolding Questions
Developing Others	mentor, coach, teach	• When have you taught a teammate, younger sibling, or peer to do something? • How did you teach them so that they would be able to do the new skill? • What ways do you behave to empower the person you're teaching?
Innovating	create, problem solve, experiment	• When have you created something new? • What gave you the idea? • How could trying out ideas lead to a better idea?
Inspecting	quality, consistency, effectiveness	• When was a time you weren't successful because you didn't read or understand the rules or instructions? • What strategies do you use to make sure you follow all the instructions? • How could you decide how good something is?
Judging and Estimating	accuracy, critical thinking, guess	• When you start a project, how do you know how much of a supply you might need? • What strategies do you use to make accurate guesses? • How do you decide if an item you want is worth the price?
Managing	lead, motivate, direct, inspire	• What do good leaders do? • How do you set goals now? • When do you decide to be the leader or to allow others to lead?

SCAFFOLDING SUPPORT

Agility	Key Words	Scaffolding Questions
Operating Objects	construct, fix, physical tasks	• How comfortable are you with fixing your computer or phone when it's not working correctly? • What do you feel when you think about building an item? • When do you enjoy doing physical tasks?
Organizing	prioritize, detail-oriented, execute	• When you have a lot to do, how do you decide what to do first? • How do you make sure you complete all sections of a task? • What do you do to help yourself get things done?
Selling and Communicating	evaluate, campaign, persuade, negotiate	• How do you encourage others to do what you want to do? • When you have talked in front of a group, how did you feel? • What strategies do you use to feel confident speaking to others?
Serving and Caring	relationship, support, build trust	• When you think about your closest friend, how did you create that relationship? • What is trust? • How do you develop trust? • What can you do to serve others?
Working with Information	analyze, interpret, process	• When you learn new things, how do you sort the information? • How do you pick out the most important thing when taking in a lot of information?

PURPOSE OF RESOURCE

These Agilities Goal-Setting cards are a great visual for whole group goal setting. After you've reviewed a learning objective or project parameters, use these cards to discuss and set goals around which Agilities© students will be activating. It's great to have students select the Top 3 Agilities they believe they'll activate and give a short description of how. Post those on an anchor chart or on a whiteboard space. Then, complete the lesson or project you have planned. During the reflection period of the lesson, ask students which Agilities they actually activated and how that elevated their learning. Have students answer the reflection questions displayed below.

Project: Don't Trash the Earth

WORKING WITH INFORMATION
- Read a graph
- Ask questions, then draw conclusions
- Use technology to store or organize information

Analyze
Interpret
Process

- Analyze past and current waste management practices

ORGANIZING
- Get tasks done
- Look at details
- Select the most important tasks to complete first
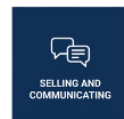
Prioritize
Detail-Oriented
Execute

- Write details and main ideas
- Make a checklist to research and create a cost-effective recycling program

INNOVATING
- Be creative
- Share ideas
- Solve problems
- Experiment

Creativity
Originality
Problem-Solving

- Turn trash into cash by innovating crafts made from recycled materials

SELLING AND COMMUNICATING
- Be confident
- Convince or influence others
- Present
- Debate others

Evaluate
Campaign
Persuade
Negotiate

- Promote the crafts for sale at a holiday market

- Did we use the Agilities we thought we would?
- How well did we activate them?
- What other Agilities did we end up needing?
- What could we do better on our next project?

SERVING AND CARING

Relationship
Support
Build Trust

- Help others
- Be a good friend
- Be supportive
- Be trustworthy

DEVELOPING OTHERS

Mentor
Teach
Coach

- Teach and coach others
- Encourage others
- Identify strengths in others
- Provide feedback

INSPECTING

Quality
Consistency
Effectiveness

- Read instructions carefully
- Follow rules
- Determine if instructions were followed

INNOVATING

Creativity
Originality
Problem-Solving

- Be creative
- Share ideas
- Solve problems
- Experiment

JUDGING AND ESTIMATING

Accuracy
Critical-Thinking
Evaluate

- Make a guess
- Estimate the amount needed
- Judge the value or quality

MANAGING

Lead
Motivate
Direct
Inspire

- Lead others
- Meet and listen to others
- Make plans
- Celebrate others' success

Construct
Fix
Coordination
Operate

- Repair, maintain, and operate equipment
- Build items with materials and test designs
- Perform physical actions

OPERATING OBJECTS

Analyze
Interpret
Process

- Read a graph
- Ask questions, then draw conclusions
- Use technology to store or organize information

WORKING WITH INFORMATION

SELLING AND COMMUNICATING

Evaluate
Campaign
Persuade
Negotiate

- Be confident
- Convince or influence others
- Present
- Debate others

ORGANIZING

Prioritize
Detail-Oriented
Execute

- Get tasks done
- Look at details
- Select the most important tasks to complete first

Thank you for all you do to
expand career pathways!