



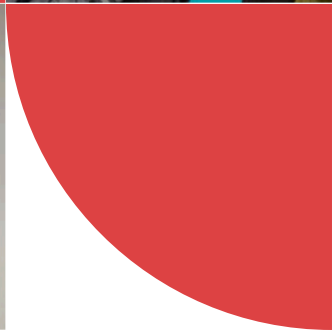
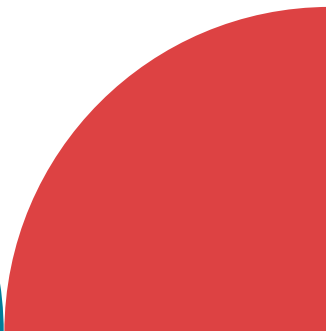
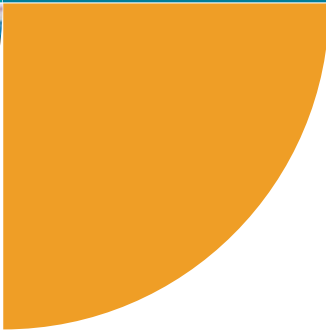
Agilities

BY THE DEBRUCE FOUNDATION

K-12 CAREER LITERACY RESOURCES

GETTING STARTED GUIDE

Empowering young minds to
discover their potential and build
confidence for a brighter future.



From the Creators

Welcome to the Agilities Community! We're glad you're here. By reading this, we already know you have something in common with us and every other person who will read this guide: you care about empowering students and helping them build bright futures.

We are both experienced educators who have seen these resources foster positive results for students in all grade levels. After we implemented the Agilities in our classrooms, we couldn't wait to help others use these resources too.

This guide is designed to help you start implementing The DeBruce Foundation's free Agilities resources with your students. Here's how we recommend you use this guide:

- Go to the *Agilities Community* section to access the tools, resources, and trainings.
- Next, dive in further by going to *Section 1* for a background on the Agilities framework.
- Then, the guide is designed for you to "choose your own adventure," allowing you to tailor this resource to who you are and who you serve.

Thanks for joining us here! We hope you find as much joy using the Agilities with your students as we have with ours.

Cindy and Rebecca

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QUICK ACCESS

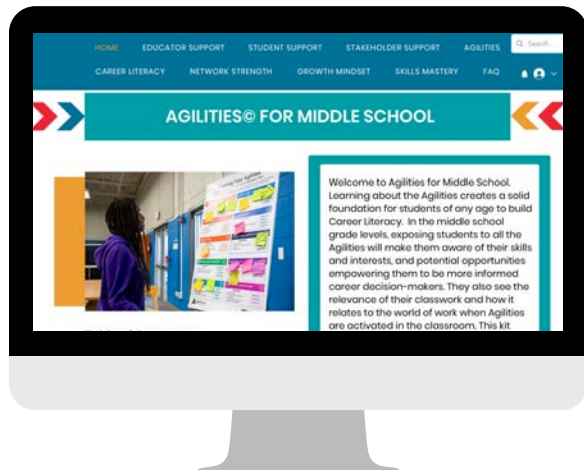
Look for Links throughout this guide to take you to additional resources, ideas, and tools inside the Agilities Resource Kits.

WELCOME TO THE AGILITIES COMMUNITY

**Access Free Resources
and Training**

WELCOME TO THE AGILITIES® COMMUNITY

The DeBruce Foundation is excited to have you join us in expanding students' future career pathways. As a member of the Agilities Community, you have access to resources, tools, and research needed to support your students in building an Agilities Classroom.



Register for a FREE Account

[Agilities for Elementary Resource Kit](#)

[Agilities for Middle School Resource Kit](#)

[Agilities for High School and Beyond Resource Kit](#)

“By adding Agilities into our classroom, students are learning career skill vocabulary while I meet my state standards. When a student asks "Why do we need to learn this?" I just point to the Agilities!

Jim Newland, 7th Grade Science Teacher

Collaborative Educator Cohort

As a resource kit user, you will have access to a cohort of peers implementing the Agilities with students. Members of this community range from administrators, counselors, classroom teachers, after-school program coordinators, special educators, and youth program leaders. The cohort meets virtually.



Additional Training



Introduction Webinar to Agilities K-12 Resources

Access additional training and certification programs to deepen your Agilities understanding. Join a one-hour webinar as your Introduction to Agilities© K-12 Resources for Educators to learn more about the tools and resources available.



Asynchronous Independent Training

Take the online asynchronous course independently to learn more about how to implement the resources.



Elementary



Middle



High & Beyond



3.5-Hour Virtual Live Training with DeBruce Staff

COMING SOON! Schedule a 3.5-hour Virtual Training with DeBruce Foundation for your staff to become Certified Agilities Educators.

More Ways to Connect

Join us on a social media platform to share your success stories or to learn about new resources! Reach out by email for assistance.

Social Media

@DeBruceFound



Email

agilitiesedu@debruce.org



THE AGILITIES FRAMEWORK

WHAT ARE THE AGILITIES?

The Agilities are a group of 10 work activities that are found in different amounts in every job.

Your Top Agilities

What you're currently good at & what you like to do.



Can change over time and be developed!

10 Agilities of Work



Your Agilities change based on your growth mindset, exposure to work activities, hobbies, and other life experiences.

DEVELOPING OTHERS



Definition

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

Mentor
Teach
Coach

DEVELOPING OTHERS



Definition

- Teach and coach others
- Encourage others
- Provide opportunities for others to learn
- Share knowledge and skills

Mentor
Evaluate
Teach
Coach



I can help others learn.

The *Learning Your Agilities* one-pager, most appropriate for K-8 students, helps students use a variety of synonyms and keywords related to each Agility. Providing these keywords increases students' professional vocabulary. Students become confident discussing their strengths and interests. At this stage, students begin exploring careers related to a variety of Agilities.

The *Leveraging Your Agilities* one-pager is the most sophisticated version of the Agilities language. As students transition to professional writing for scholarships and job applications, encourage their use of Agilities keywords and provide examples similar to the definitions.

Goal-Setting Cards are available in different sets at the primary reading level and language appropriate for older students. Students see the relevance in their classwork as they identify Agilities in their work tasks by setting goals to achieve learning objectives. Reflect on learning by discussing how students' Agilities have grown and developed through your content instruction.

THE AGILE WORK PROFILER



The Agile Work Profiler, or AWP, is a research-based and tested assessment to discover your current ranked Agilities. The AWP takes 15 minutes to complete and is free to the public. The AWP is best fit for 8th Grade and Beyond.

Key Learnings on the AWP



We **analyzed** US Bureau of Labor Statistics data on over 1,000 jobs.



It turns out **ALL JOBS** use the **same 10** groups of work **activities** (called Agilities) in different amounts.



You can **learn** any of them; you have some that you **like best** and are **best at doing**.

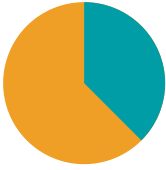
Agile Work Profiler	Other Assessments
Developed in 2018 based on 900+ current occupations and ACTUAL work activities in those jobs – evergreen.	Developed based on EXPECTATIONS of job activities during research in the 1920s (built on 122 jobs), revised in 1940s & 1960s.
Life Cycle Model , ideally taken at key transition times.	Generally used as a one-time assessment .
An individual's Agilities can change over time with experiences and exposure to work activities .	Individual results are generally stagnant when related to personality .
Outcomes are focused on EXPANDING career pathways.	Outcomes are focused on MATCHING to a limited number of careers.
Less time-consuming to administer.	More time-consuming to administer.

[Take the Agile Work Profiler](#)



THE AGILITY ADVANTAGE

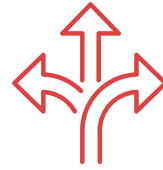
Why focus on Agilities?



67% of youth consider two or fewer careers



The US college drop out rate is 40-60%



Lack of carer direction is one of the top reasons for dropping out

Agility Advantage is the method to create informed career decision-makers

The Agility Advantage is the career advantage gained by growing three interrelated and combined processes:

Growth Mindset

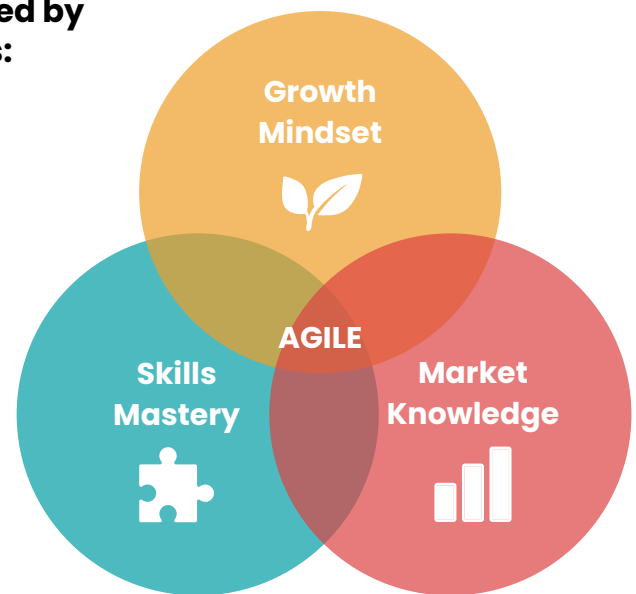
- I have great value
- I have a choice
- I can learn

Market Knowledge

- Occupations
- Market Demand
- Network

Skills Mastery

- Professional
- Technical
- Tools



Individuals who develop the Agility Advantage increase their Network Strength, Career Literacy, and confidence. This leads to higher income and better benefits, influence over work conditions, accumulation of savings, confidence to explore more careers, and a lower risk of unemployment. Adolescence is a foundational time to develop a growth mindset that will last throughout adulthood. Students should experience, experiment, and engage with diverse skills and occupations to know the options available. Students cannot reach for future goals and plans without first seeing the possibilities. The Agility Advantage is the method to create informed career decision-makers.

THE AGILITY ADVANTAGE

Uninformed Career Decision-maker

Confidence

- lack of confidence
- lower self-worth

Career Literacy

- not exploring a variety of career options
- missing plans for future career
- high dropout rates/college debt
- no job or low pay
- less incentive to improve skills

Network Strength

- lack of diverse network



Informed Career Decision-maker

Growth Mindset

- confidence
- higher self-worth

Market Knowledge

- explore a variety of careers and seek options that are better
- making career plans with hope
- high grad rates/lower debt
- take jobs with the intention to grow
- more incentive to improve skills

Network Strength

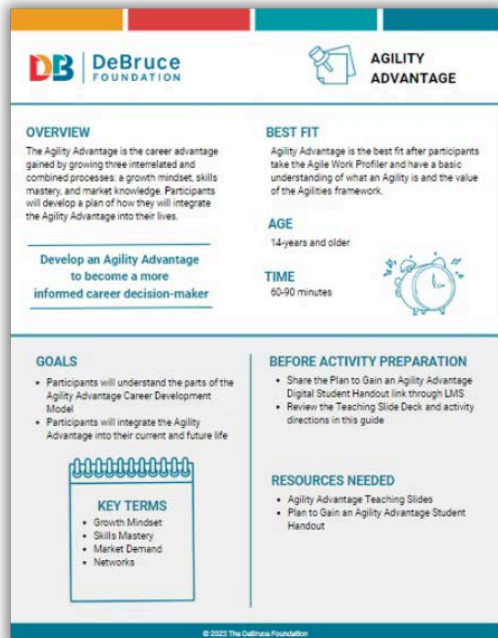
- expanded and diverse network

Select one or more resource kits to build the Agility Advantage with your students!



Learn More with the Agility Advantage Video

Watch this 4-minute video to learn how to coach students through the Agility Advantage Model.



The *High School and Beyond Resource Kit* includes a specific lesson on *The Agility Advantage* and lessons for Growth Mindset, Network Strength, and Career Literacy.

The *Resource Kit* includes lessons for Skills Mastery, Growth Mindset, and Career Literacy. Students begin to independently explore a wide variety of careers using the Career Explorer Tools.

The *Elementary Resource Kit* includes lessons to provide experiences and exposure to all 10 Agilities. Lessons focus on developing students confidence in discussing their strengths and interests.

CAREER EXPLORER TOOLS

The Career Explorer Tools are a fast, personalized way to discover career options and learn more about their salaries, industry growth, and training. Use the interactive tools to see more options for in relation to income, preparation, demand, and salary information for each occupation.

The Suite of Career Explorer Tools



Access the Career Explorer Tools

The tools are available for all to access on Agilities.org. You'll find additional facilitation materials in the resource kits.

Occupation Explorer

- Explore salaries for the jobs that use your strengths and interests

Agilities Comparison

- Compare job opportunities that use your strengths and interests

Education Explorer

- Search for education opportunities by degrees offered, state, cost, and specialty

Occupation Decoder

- Explore occupations and learn about the industry, education, salary, and skills

Opportunity Explorer

- Explore industry growth and find the fastest-growing job opportunities

The tools work best on desktops and laptops but are available for mobile use with limited interactions.

OCCUPATION DECODER



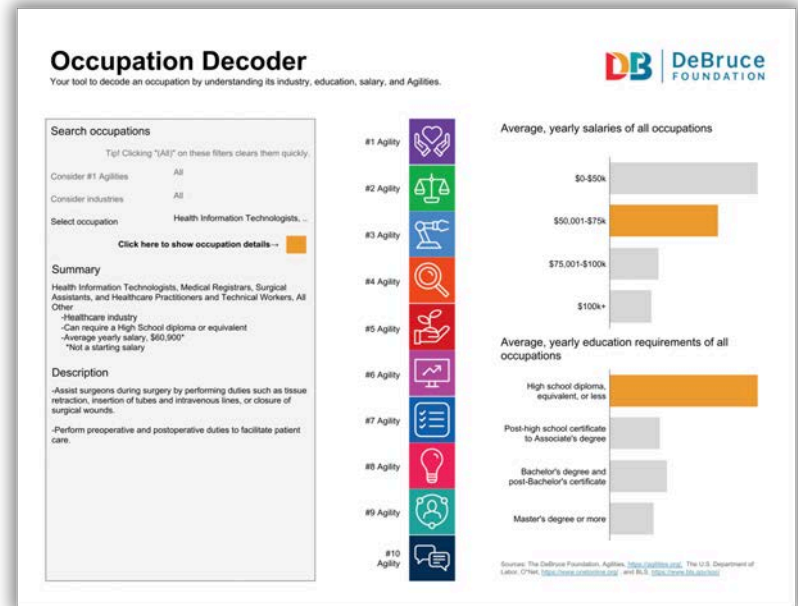
ACCESS THE TOOL

- Go [Agilities.org](https://agilities.org) < Tools & Resources < Career Explorer Tools
- Select the Occupation Decoder



PURPOSE OF THE TOOL

The Occupation Decoder is your tool to help you find the Agilities needed for your dream job.



DEFAULT SETTINGS AND INTERACTIVE TOOL DETAILS

- The default occupation is "Health Information Technologist".
 - Evidence of this is in the "Select Occupation Bar" and the "Summary" section.
- Preview the "Summary" and "Description" sections
- Review the Occupation's Ranked Agilities
- Hover over the Agilities icon; a pop-up appears and you can see more information about that Agility
- Explain that the bar graphs include all occupations in the Bureau of Labor Statistics data set
 - The average yearly salary of all occupations is detailed in the top graph. No matter which occupation you select, the length of the bars for both of these tables will be the same. However, the highlighted bar could change. The default example, Health Information Technologists, falls between \$50,001-\$75k. Looking at this graph, most occupations in the data set make \$0 to \$50K.
 - The average yearly educational requirements are detailed in the bottom graph. Most occupations, including the default example, require a high school diploma equivalent or less.



[Try the Occupation Decoder](#)

OCCUPATION DECODER



FILTERS & EXAMPLE 1: FIND YOUR DREAM JOB

- Two filters can affect your search.
- Under “search occupations”, there is a “tip” that reads, “clicking “(All)” on these filters clears them quickly.”
- Select the desired filters for your dream job as an elementary teacher. You won’t know the top Agility of this job, but we can filter by the “Educational” industry.
- Click the down arrow button in the “Select Occupation” bar and find the occupation.
- Click the yellow/orange button to show occupation details.
- Then, review the results.



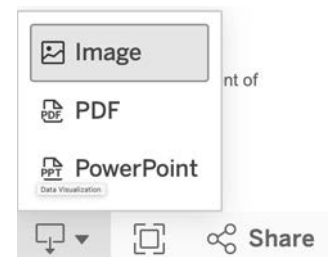
CLEAR FILTERS & EXAMPLE 2: FILTER BY AGILITY AND INDUSTRY

- Refresh your browser to clear any filters.
- Filter by “Working with Information”, then “Business and Financial”, and “Computer and Mathematical”.
- Click the down arrow button in the “Select Occupation” bar and find the occupation.
- Click the yellow/orange button to show occupation details.
- Then, review the results.



SHARING FEATURES

At the bottom of each Career Explorer Tool, there are features to download, show full screen, and share the tools. The image on the right shows the different options to download results in each tool.



ACCESS ANOTHER CAREER EXPLORER TOOL

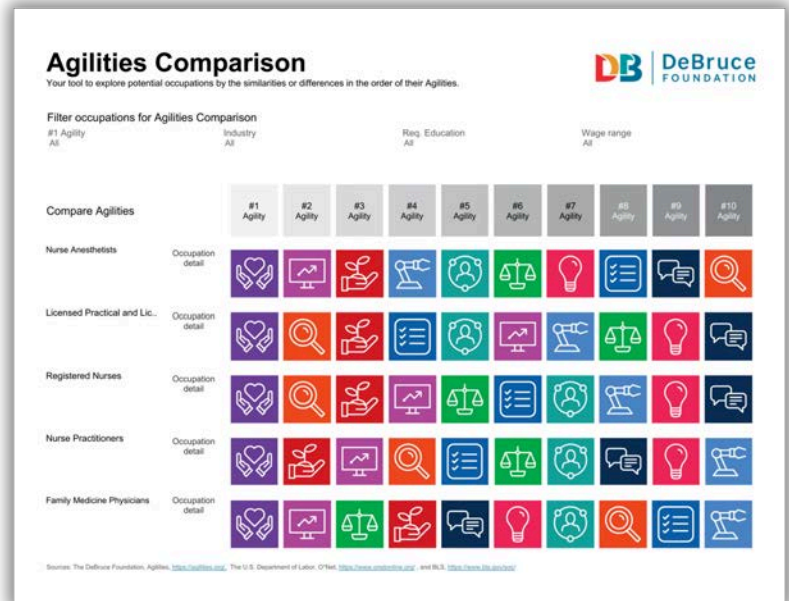
To access other tools in the suite of Career Explorer Tools, scroll to the bottom of the webpage and select the next tool.

AGILITIES COMPARISON



ACCESS THE TOOL

- Go Agilities.org < Tools & Resources < Career Explorer Tools
- Select the Agilities Comparison



PURPOSE OF THE TOOL

The Agilities Comparison is your tool to compare the Agilities of several occupations at once.



DEFAULT SETTINGS AND INTERACTIVE TOOL DETAILS

- Occupations in the healthcare sector are the default for this tool.
- Hover over any Agility icon and more information will appear in a pop-up.
- Hover over the "Occupation detail" box and information about the occupation will appear in a pop-up.
- Click on an Agility; that Agility will be highlighted in all five rows.
- See the "Agile Work Profiler Results and the Career Explorer Tools" suggestions on the title page of this guide to help facilitate a discussion about the results of the ranked Agilities of different occupations.



FILTERS & EXAMPLE 1: EDUCATION FILTER

- Four filters can affect your search.
- A tip to use the filters is to click "all" on any filter and they will quickly clear. Then, you can select the desired filters.
- On the "Req. Education" filter, select "High school diploma, equivalent, or less."
- Click the down arrow button under the "Compare Occupations" heading. This dropdown lists all occupations that require this level of education.
- This is a nice example to use with individuals to show them their options if they are deciding against post-high school certificates or other post-secondary options.
- Select up to five occupations. Then, review the results.



[Try the Agilities Comparison](#)



Agilities

AGILITIES COMPARISON



CLEAR FILTERS & EXAMPLE 2: TOP 3 AGILITIES

- Refresh your browser to clear any filters.
- On the “Agilities” filter, select “Organizing, Selling and Communicating, and Innovating.”
- Click the down arrow button under the “Compare Occupations” heading. This dropdown shows all occupations that use the selected Agilities as their #1 Agility.
- Select up to five occupations. Then, review the results.



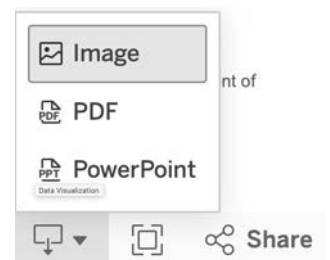
CLEAR FILTERS & EXAMPLE 3: CAREER JOURNEY

- Refresh your browser to clear any filters.
- This tool can be used to look at occupations throughout a career journey and then, an individual can see which Agilities they will need to grow over time. This is an example from the Construction Industry.
- In the “Industry” filter, select “Construction and Extraction.”
- Click the down arrow button under the “Compare Occupations” heading. This dropdown lists all occupations that use the filter. In this order, select:
 - Helpers-Carpenters
 - Painters, Construction & Maintenance
 - Carpenters
 - Construction & Building Inspectors
 - First-Line Supervisors of Construction Trades and Extraction Workers
- Facilitate a conversation around how an individual's Agilities change over time as they change positions.



SHARING FEATURES

At the bottom of each Career Explorer Tool, there are features to download, show full screen, and share the tools. The image on the right shows the different options to download results in each tool.



ACCESS ANOTHER CAREER EXPLORER TOOL

To access other tools in the suite of Career Explorer Tools, scroll to the bottom of the webpage and select the next tool.



OCCUPATION EXPLORER



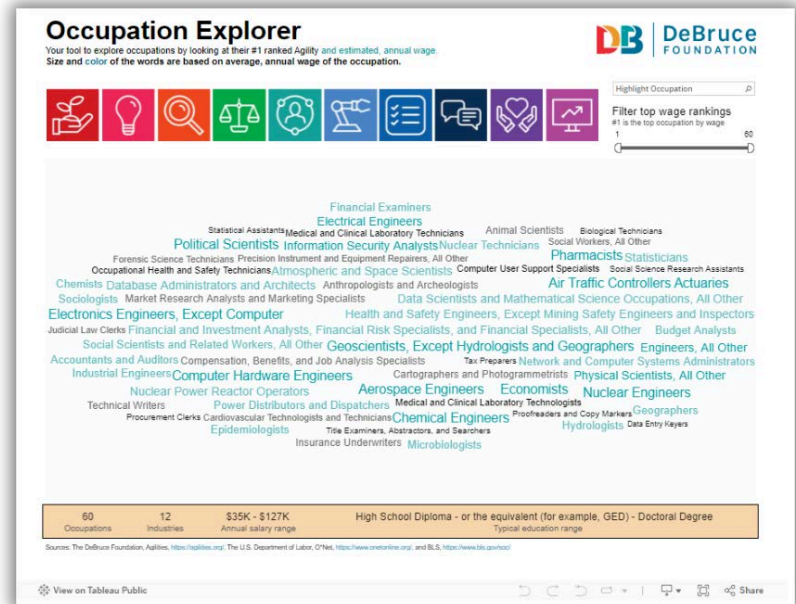
ACCESS THE TOOL

- Go [Agilities.org](https://agilities.org) < Tools & Resources < Career Explorer Tools
- Select the Occupation Explorer



PURPOSE OF THE TOOL

The Occupation Explorer is your tool to find what occupations pay by #1 Agility.



DEFAULT SETTINGS & INTERACTIVE TOOL DETAILS

- This tool is defaulted with occupations that use Working with Information as their #1 Agility.
- The blue words in the word cloud represent the annual average wage of the occupation. The larger the occupation, the more that occupation pays.
- Hover over an occupation title and a pop-up will appear with information.
- Search the “Highlight Occupation” box for specific jobs.
- Use the “Filter top wage rankings” slider bar to change the number of jobs seen in the word cloud. Make sure to reset the filter when moving to another Agility.
- At the bottom of the tool, there is a dashboard of information about the selected Agility. Hover over each data point and a pop-up will appear with more information.
- The main purpose of the tool is defined above. However, a secondary purpose is the word cloud allows an individual to quickly see the number of jobs each Agility activates as its #1. For example:
 - “Working with Information” has 60 Occupations that use it as the #1 Agility.
 - Click on “Organizing”. This Agility has 20 Occupations that use it as its #1.
 - Click on “Operating Objects”. This Agility has 182 occupations that use it as its #1.



[Try the Occupation Explorer](#)

OCCUPATION EXPLORER

FILTERS & EXAMPLE 1: TOP AGILITY

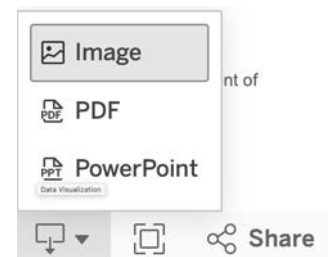
- Three filters are affecting your search.
- Click on the “Selling and Communicating” icon.
- Review the information in the dashboard and then look at the higher-paying jobs.
- Hover over different occupations to learn more about them.
- Move the “Filter top wage rankings” slide bar to see around 20 occupations.
- Hover over these occupations to learn more.

CLEAR FILTERS & EXAMPLE 2: HIGHLIGHT OCCUPATION

- Refresh your browser to clear any filters.
- Click on the “Serving and Caring” icon.
- Click in the “Highlight Occupation” box and scroll through the list until you find an occupation you want to review.
- Refresh your browser to clear this filter. This process can be repeated to explore occupations using any Agility.

SHARING FEATURES

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ACCESS ANOTHER CAREER EXPLORER TOOL

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OPPORTUNITY EXPLORER



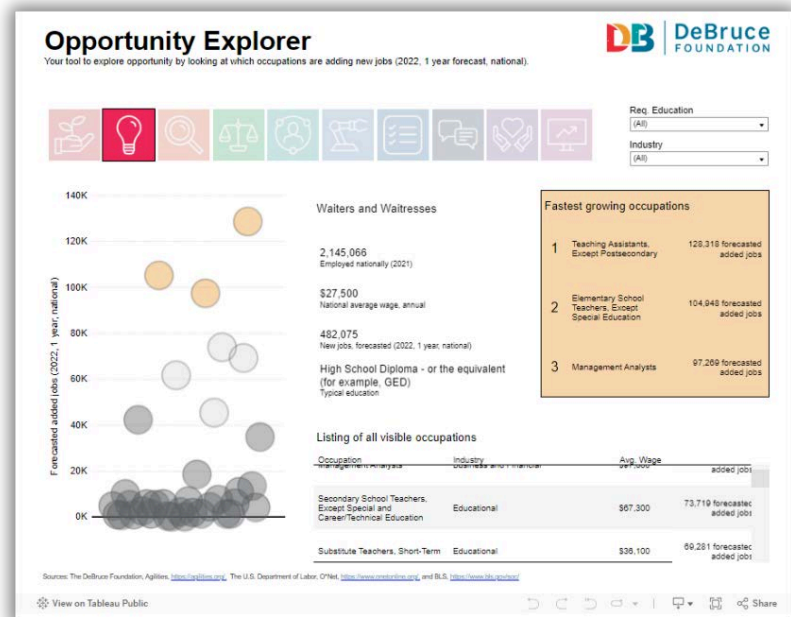
ACCESS THE TOOL

- Go Agilities.org < Tools & Resources < Career Explorer Tools
- Select the Opportunity Explorer



PURPOSE OF THE TOOL

The Opportunity Explorer is your tool to discover the demand for an occupation by Agility.



DEFAULT SETTINGS AND INTERACTIVE TOOL DETAILS

- This tool does not default to a particular Agility or filter. To get accurate information, you must immediately click any Agility to tell the tool to gather the correct data.
- This tool contains interactive elements. The user can determine how they like to interact with the data either in the chart, table, or both.
- Click on any Agility.
- The yellow box displays the fastest-growing occupations. Click on one of these occupations and the circle in the graph becomes highlighted. The information in the middle, brighter yellow table will change to that occupation. That occupation is highlighted in the table below.
- To make the table on the left easier to read, filter either by Required Education or by Industry.
- If you hover over any circle in the graph, a pop-up appears with information.
- Point out that the Y-Axis of the graph represents the “forecasted added jobs.”
- The table at the bottom of the tool is sortable by the table titles. Hover over each title and this option will appear.



Try the Opportunity Explorer



Agilities

OPPORTUNITY EXPLORER



FILTERS & EXAMPLE 1: AGILITY AND REQ. EDUCATION

- Three filters are affecting your search.
 - A tip to use the filters with the dropdowns is to click “all” on any filter and they will quickly clear. Then, you can select the desired filters.
 - Select an Agility and filter by a Req. Education of choice.
 - Use the instructions in the “Defaults” section of this guide to review the results.
-



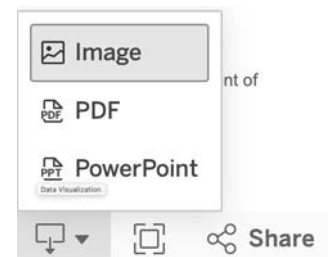
CLEAR FILTERS & EXAMPLE 2: I NEED A JOB RIGHT NOW!

- Refresh your browser to clear any filters.
 - Filter by top Agility first and current level of education.
 - Use the instructions in the “Defaults” section of this guide to review the results.
 - Refresh your browser to clear any filters.
 - Repeat this process with the 2nd and 3rd Agility and current level of education.
-



SHARING FEATURES

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ACCESS ANOTHER CAREER EXPLORER TOOL

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EDUCATION EXPLORER



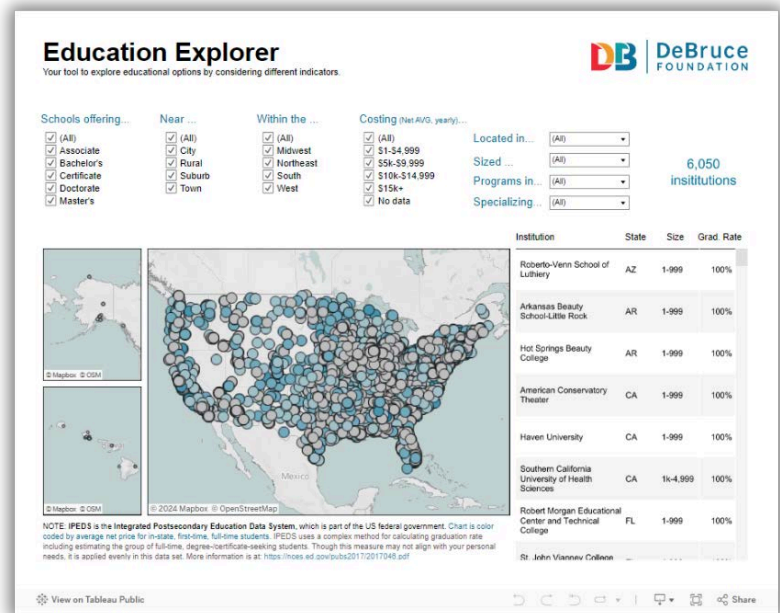
ACCESS THE TOOL

- Go [Agilities.org](https://agilities.org) < Tools & Resources < Career Explorer Tools
- Select the Opportunity Explorer



PURPOSE OF THE TOOL

The Education Explorer is your tool to identify post-secondary options nationwide.



THE FILTERS

- A tip to use the filters is to click “All” on any filter, and they will quickly clear. Then, you can select the desired filters.
- Several filters within this tool help users narrow post-secondary options to fit their needs.
 - “Schools offering”: filter by degree or certificate.
 - “Near and With the”: filter geographically; in the left column, there is a “located in” filter, which filters by state.
 - “Costing”: filter by net average cost after financial aid has been calculated.
 - “Sized”: filter by the student population of the post-secondary institution.
 - “Programs in”: filter by fields of study.
 - “Specializing”: filter by HBCU and Tribal Colleges or Universities.



[Try the Education Explorer](#)

EDUCATION EXPLORER



EXAMPLE 1: LOOK AT POST-SECONDARY OPTIONS IN YOUR HOME STATE

- In the “Located in” filter select “Indiana”
 - You will see that the number of institutions available changes.
- Options to view results:
 - View the institutions in the table
 - Find the University of Notre Dame. Click this, and the circle will highlight on the map, and the link to their website will pop up.
 - Click in the white area to get the circles back. This might take a few seconds for the data to load.



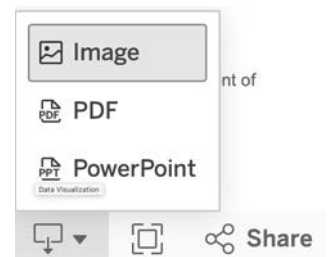
CLEAR FILTERS PLUS EXAMPLE 2: LOOK AT HBCU ACROSS THE NATION

- Refresh your browser to clear any filters.
- In the “Specializing” filter, select “HBCU”.
- Interact with the table or the map to explore possible post-secondary options.



SHARING FEATURES

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ACCESS ANOTHER CAREER EXPLORER TOOL

To access other tools in the suite of Career Explorer Tools, scroll to the bottom of the webpage and select the next tool.





VALUE OF THE AGILITIES

VALUE OF THE AGILITIES FOR STUDENTS

Develop Self Awareness

- Explore and learn work skills through a variety of experiences.
- Assess how individual Agilities have changed over time with experiences and exposure to work activities.
- Empower students to explore a wide range of career possibilities, consider diverse paths, and participate in activities that add value to their lives.

Increase Confidence

- Develop confidence in discussing strengths and interests related to current and future career-related endeavors.
- Make connections between skills and knowledge gained at school to see how those Agilities will be used in their future careers.
- Develop goals around current and future desires, increasing student investment in their learning journey.

Improve Communication

- Identify skills used in everyday activities – like "Managing" when leading a group or "Serving and Caring" when helping others.
- Develop essential professional vocabulary to independently discuss Agilities with others.
- High School & Beyond students create a portfolio to reflect on growth and communicate the value of experiences.

Increase Career Literacy

- Learn about a wide variety of industries, careers, and career pathways.
- Increases students' employment empowerment, which increases their future earning potential and work enjoyment.



VALUE OF THE AGILITIES FOR EDUCATORS

Content Relevance

- Address the student's question, "Why do we need to learn this?" by identifying the transferable work skills students are activating.
- Introduce careers to students related to the work they are doing in school.

Desirable Behaviors

- Foster independence, motivation, self-determination, and confidence through Agilities lessons and resources.
- Increasing students' self-efficacy promotes positive behaviors.
- Setting goals for personal and school achievements increases school engagement.

Increase Engagement

- Help students understand the value they have to improve their school environment.
- Provide opportunities for shared decision-making to develop student ownership.
- Design learning experiences to engage students in growing and developing their Agilities.

Common Language

- Affirm the value of educational experiences using a common language.
- Provide a professional register to develop students' capacity to engage with peers, mentors, and community members.



VALUE OF THE AGILITIES FOR ADMINISTRATORS

Common Language

- Connect classwork and experiences to relevant work-related skills.
- Develop confident students who can speak to community members with a common language around work.
- Prepare students to navigate the workforce of the 21st-century.

Repeatability of Use

- Grow students' Agilities through repeated exposure using lessons, tools, and resources.
- Utilize facility-wide initiatives year after year.
- Encourage students to use their Agilities to plan for their course selection to further their education goals.

Easy to Integrate

- Activate Agilities resources that are easily integrated into existing initiatives.
- Free, accessible resources for K-12 integration.
- Lesson materials include facilitation guides, slide decks, asynchronous learning materials, and engaging hands-on lessons.

High Quality Training

- Live virtual training is available for staff-wide implementation.
- Asynchronous Training is available online for independent, self-paced learning.
- All training is free thanks to the charitable mission of The Foundation.



VALUE OF THE AGILITIES FOR FAMILIES

Future Planning

- Promote a variety of post-secondary opportunities that align with their child's strengths and interests.
- Support the exploration of a variety of careers and industries related to their child's Agilities.

Affirm Agilities

- Build awareness of and affirm their child's strengths and interests.
- Identify and engage their child in discussions to celebrate the use of their Agilities to solve problems, set goals, and discover new interests.

New Opportunities

- Explore a wide variety of experiences to discover new strengths or interests.
- Encourage their child to evaluate an experience and reflect on the Agilities they've activated or developed.
- Support their child's exploration and narrowing of interests toward the future they want.

Positive Communication

- Open positive communication channels to encourage youth to have a vision for their future career.
- Focus conversations on leveraging their child's Agilities to solve problems.
- Celebrate their child's growth from new experiences and exposure to work activities.





SPECIAL USE CASES

ADMINISTRATORS

Administrators support their staff by providing high-quality resources, professional development, and guidance in implementing tools and resources. In this section, there are ideas to help administrators integrate the Agilities district-wide with students and teachers. The Foundation offers free professional development to build teacher capacity for a building or district-wide implementation of Agilities resources.

Helping students develop their Agilities, the combination of their strengths and interests, empowers them to make informed career decisions for their futures.

Career Pathways Education

Career pathways education offers challenging academic and technical skills and prepares students for high-skill, high-wage, and in-demand occupations in the 21st-century global economy. The employment landscape is constantly changing, and having Career Literacy helps individuals navigate this landscape.

Career Literacy, as defined by The DeBruce Foundation, includes having a vision for one's career, self-awareness of one's skills and interests, the capacity to communicate one's professional value, robust job-search skills, and the capability to explore multiple career pathways.

Those with high Career Literacy are better at adapting and positioning themselves for success. Agilities resources provide a scaffolded approach for students to have the ability to make career-informed decisions.



ADMINISTRATORS

Elementary School – Career Pathways Education

Purpose

Build students' capacity to self-assess their strengths and interests and put those to use in various settings. Discuss Agilities used in activities at school, home, and in the community. Help students identify connections to future career pathways by discussing work skills they are using in their classwork.

Case Study

Allison is a first-grade student who has been introduced to the Agilities. During a group work project, Allison's team members call her bossy. She is frustrated and sits with the teacher to discuss.

Allison tells her teacher that she wants to be a leader. The teacher helps Allison determine that she is working on her Managing Agility. Using the co-created *Agilities Looks Like Sounds Like Chart*, Allison's teacher asks her to identify how she is correctly activating her Managing Agility. After Allison correctly identifies "setting team goals and monitoring team progress", her teacher asks what she may be missing. Allison identifies that she isn't listening to her team members' ideas in making decisions.

Allison returns to her team and apologizes and commits to listening more. Her leadership abilities improve because she can now evaluate how she's growing and how she can improve.

MANAGING	
 MANAGING	Definition <ul style="list-style-type: none">Lead othersMeet and listen to othersMake plansCelebrate other's success Lead <ul style="list-style-type: none">MotivateDirectInspire
Looks Like	Sounds Like
Where To Activate	

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ADMINISTRATORS

Middle School – Career Pathways Education

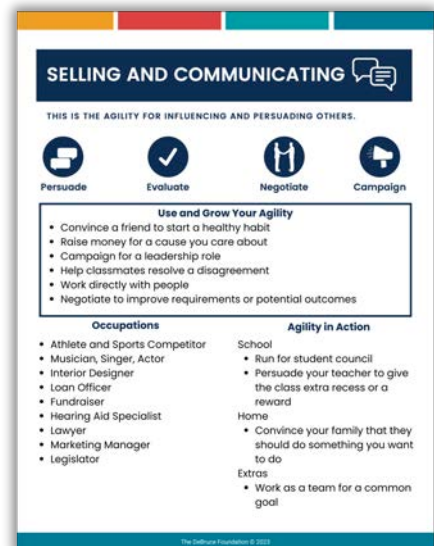
Purpose

Support students in career exploration and set goals to improve their Agilities. Encourage students to view new experiences and exposure to work activities as valuable opportunities to strengthen the Agilities they've identified as essential for their future career goals.

Case Study

Shirah is in 8th grade and wants to be a cosmetologist after high school. She is highly creative, loves to care for others, and learns that the most used Agility for a cosmetologist is Selling & Communicating. However, Selling & Communicating is ranked seventh for Shirah.

With the support of mentors, Shirah determines that she is going to take opportunities to develop her Selling & Communicating Agility. Over time, with experience and exposure, Shirah moved Selling & Communicating into her second-ranked Agility. Being able to see her Agilities grow and develop gives Shirah the confidence to select an entrepreneurship academy for her high school experience.



ADMINISTRATORS

High School & Beyond – Career Pathways Education

Purpose

Encourage students to try various experiences in school, extracurriculars, and early work opportunities. Support students in refining their career vision as they become more self-aware. Students will use these experiences to build strong résumés, scholarship essays, and speak in interviews.

Case Study

Detrick is a high school sophomore who has always wanted to be an entrepreneur. He signs up for his school's business academy where he gets to participate in running a business and developing his entrepreneurial skills. However, after being in the academy for a semester, he realizes that he doesn't enjoy the tasks. Detrick's teacher has him take the *Agile Work Profiler* to identify his top Agilities. He discovers his top Agilities are Operating Objects, Innovating, and Judging & Estimating. Detrick's teacher helps him work through the *Career Explorer Tools* to identify occupations that use Operating Objects the most. Detrick determines that he would like to be an entrepreneur, specifically in the construction field. He switches to his school's construction trades academy to learn the skills needed to work in construction with the future vision of owning his own construction company.

Free Training and Support

The Agilities lessons and resources are free due to the charitable mission of The DeBruce Foundation. All formal and informal educators can use the materials on Agilities.org and the resource kit sites. In addition to the tools and resources, The Foundation offers free training and support for your staff.



Virtual Live Training

Coming Soon! Train your staff during a live online training call with a DeBruce Foundation team member.



Asynchronous Training

Allow your staff to complete asynchronous training in self-paced learning modules.



ADMINISTRATORS

School-Wide Implementation

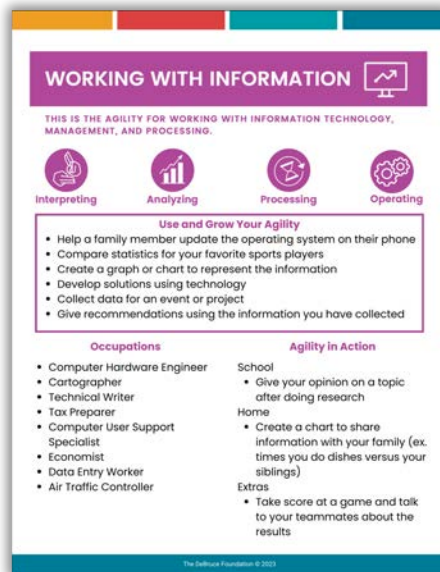
School-wide initiatives can support ongoing conversations that teachers, counselors, and parents have with students. Focusing on developing students' Agilities supports a positive community working towards future goals.

Agilities Newsletter Spotlight

Select one Agility for each month of school to explain, promote, and identify within the student body. Ask teachers to submit photos of students engaging in the selected Agility. In your parent newsletter, use the *Agilities one-pagers* to educate families about a single Agility. Feature and celebrate students' photos and provide questions using the *Agilities Discussion Cards* for families to interact with their child about Agilities. For older students, celebrate the Agilities that are used at community and sports events; help them understand how those Agilities are used in occupations.

Example:

"Congratulations to our Scholar Bowl team for their win this weekend. They used their Inspecting and Working with Information Agilities to bring home a win with the most correct answers out of 10 schools!"



Teachers' Top Agilities

Encourage your staff to take the *Agile Work Profiler* to learn their Agilities. Have conversations in staff meetings and emails to help your staff better understand how they use their Agilities in their work. Encourage teachers to display their top three Agilities inside or outside their classrooms. Use the *Agilities Goal-Setting Cards* for an easy Agilities display.



ADMINISTRATORS

Agilities Awards

Celebrate students' growth and development of their Agilities by having teachers and students nominate students for Agilities Awards. These awards could be as simple as a letter or call home in celebration, featuring the student during regular school assemblies, or entering them into a drawing for a prize. Provide Agilities Awards during community events to show Agilities on display.

Example: "Students displayed their semester art pieces at the school's art show. These students used their Innovating Agility to create unique pieces and their Selling & Communicating Agility to describe their work process to community members."



Course Selection

As students get older, empower them to make decisions about the courses they will take in school. Without guidance, students might choose courses that do not fit their strengths, interests, or future goals. This can lead to students dropping courses mid-semester or finishing courses with lower academic achievement.

Students who are aware of their Agilities can make selections based on their current strengths and interests. They can also choose courses to grow and develop their Agilities, where they seek new experiences. Encouraging students to use their Agilities should always expand their opportunities.

Course catalogs and counselors should use clear language to communicate the knowledge and skills students will be learning in each course. Discussing and displaying information about the top Agilities for each course helps students make decisions.

ADMINISTRATORS

After-School Initiatives

Students are generally eager for after-school activities. Take advantage of this time by helping students see their interest in these activities as another way to grow and develop their Agilities. Start by asking after-school activities leaders to help students understand the Agilities they are activating, and include the Agilities in group conversations. As students talk about the Agilities more, they can then work on goal-setting for tasks, challenges, and problems they are working to address during the activity. See additional resources for after-school program leaders in this guide.

Connecting Agilities

Example: "The Speech and Debate team is working on Selling & Communicating their ideas by being persuasive and believable to competition judges and the audience."

Discussing Agilities

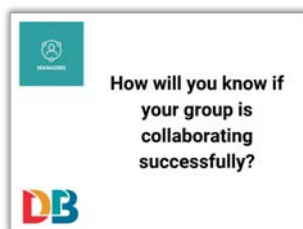
Example: "Today, for soccer practice, we are working on passing drills. Which Agilities do you think you are going to need to activate to be successful?"

Goal-Setting

Example: "Our fundraiser for new uniforms is starting. How can we use our Agilities to reach our goal?"



Agilities Discussion Cards



Agilities Goal-Setting Cards

Learning and Leveraging Your Agilities

Learner Dispositions

Building resilient learners who are ready for life is an essential function of school. The Agilities are the 10 work skills found in every job across our economy. The Agilities keywords point to knowledge, skills, and dispositions that our society finds valuable. Utilize the language within the *Learning and Leveraging Your Agilities* one-pagers to support your school community in developing key learner dispositions. For example, the **Managing** Agility is defined as the ability to "lead, motivate, direct, and inspire." The learner disposition might be, "I demonstrate leadership in my own learning."

SCHOOL COUNSELORS

School counselors work to address the student population's needs in several areas, including academics, social development, and emotional development. Developing students' access to Agilities language across the grade bands increases their professional register and confidence in their strengths and interests.

Helping students develop their Agilities, the combination of their strengths and interests, empowers them to make informed career decisions for their futures.



K-5

Introduce Agilities and expose students to a wide variety of experiences.

Students learn about their strengths and preferences through collaborative learning, class content, student responsibility, and community building.

Lessons foster creativity, independence, problem-solving, collaboration, and self-awareness.



6-8

Introduce and begin to build the Agility Advantage.

Students predict or discover their Agilities, learn the foundations of Career Literacy, begin to build their Network Strength, and reinforce the power of a growth mindset.

A special focus for the middle grades is developing executive functioning and digital literacy.



9-12

Engage students in taking the Agile Work Profiler at various stages of their high school career.

Students will identify careers of interest using the Career Explorer Tools and coursework aligned to future goals.

Support the development of student résumés and other documents featuring students' experiences with their Agilities.

SCHOOL COUNSELORS

Supporting Teachers

A common language will support teachers in recognizing the strengths and interests of each student. They can then promote how students understand their own Agilities and how that expands their future economic pathways. For younger students, you are setting the stage for their discovery process to explore careers of interest and to see value in educational experiences. As students get older, you are helping them refine their strengths and interests to their post-secondary goals.

Integrate Agilities Conversations into Morning Meetings

Create a building-wide shared slide deck to review counseling lessons, prompt conversations centralized on an Agilities question, and propose Agilities resources for engagement. For younger students, use the *Animated Series Videos* or the children's *Book List for Agilities Lessons* to introduce or reinforce each Agility.

Apply Agilities Language to Professional Writing

Writing informational text aligned with grade-level standards might include professional writings such as cover letters, résumés, and scholarship essays. When providing support in this process, feature Agilities resources and craft example language specific to your students' experiences. This could include the *Learning Your Agilities* and *Leveraging Your Agilities* one-pagers, or supplying the résumé writing materials to Language Arts teachers.



SCHOOL COUNSELORS

Supporting Teachers

Utilize Agilities Resources in Advisory Classes and Meetings

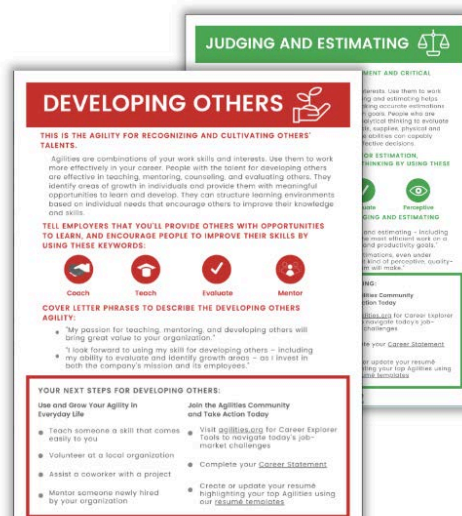
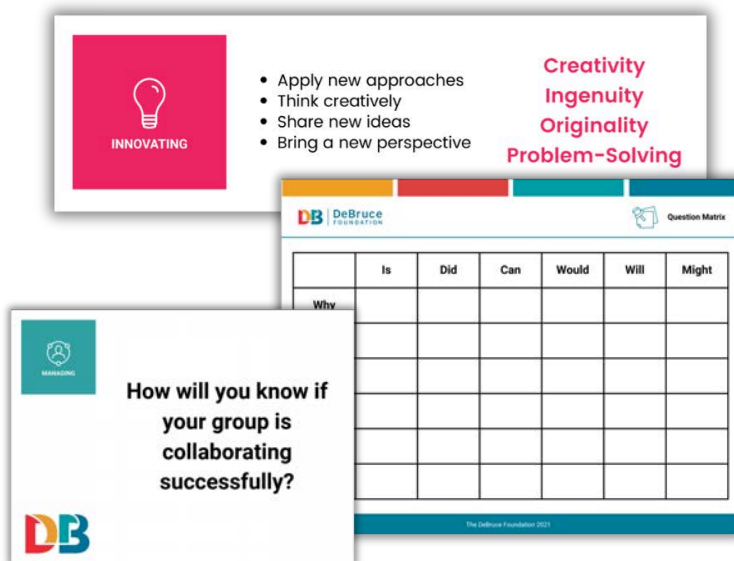
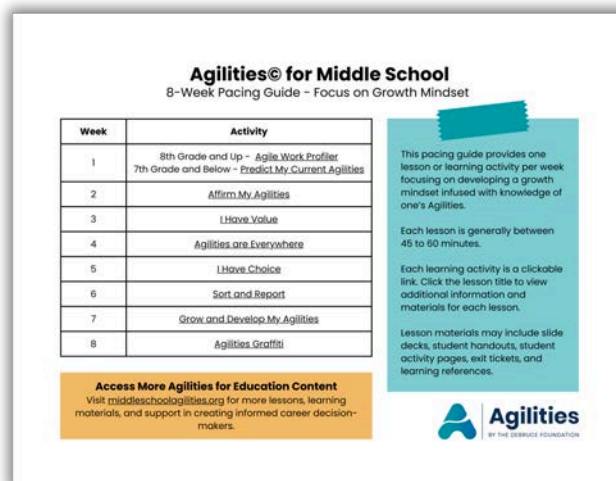
As students progress into Advisory Meetings in the intermediate grades, provide a suggested pacing guide with facilitation questions to move conversations forward. If your site uses advisory classes, select and share the lesson materials and provide additional insight into the needs of your students.

Metacognitive Processes and Visible Learning Practices

Students of all ages benefit from the metacognitive process of thinking about their thinking. Engage students in reflecting on how they activated their Agilities during their coursework and extracurricular experiences. Model using *Agilities Discussion Cards*, *Questioning Matrix*, and *Goal-Setting Cards* to encourage teachers to use during regular instruction. Students engage in thoughtful discussions on mistakes and ways to leverage Agilities in different ways.

Newsletter Communications

Share Agilities resources and suggestions for use during your weekly or monthly newsletter. The *Agilities One-Pagers* have suggested career connections and ways to grow and develop each Agility. Choose to focus on a single Agility or a topic such as scholarship writing success featuring your Agilities.



SCHOOL COUNSELORS

Social and Emotional Development

Building students' capacity to engage in challenging social situations is key to their success in adulthood. Emotional regulation is one important element of that process. Using the Agilities with students can improve their growth mindset and expand their toolbox of strategies to use in challenging situations.

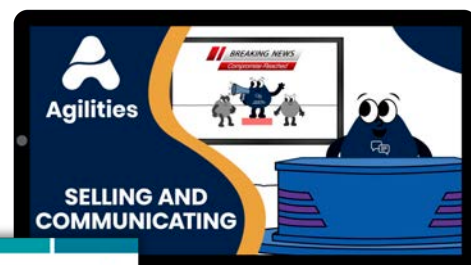
Increase Students' Problem-Solving Abilities through Scenario Based Learning

The *Abilities to Agilities* game has 63 scenarios to encourage students to use the 10 Agilities as lenses for problem-solving. There are directions for four different ways to play using the slide deck. Create new scenarios based on the needs of your students, and encourage students to build their own scenarios for collaborative support. *Abilities to Agilities* is best fit for middle school and high school students.



Develop Social Skills through Career Learning and Community Study

Students can learn a variety of problem-solving and emotional regulation strategies through vicarious learning and discussing others' actions. Use the *Animated Video Series* to display ways students currently use their Agilities and how careers use them in similar ways. The *Looks Like Sounds Like Charts* support students examining the world around them to analyze how peers and adults use their Agilities.



DEVELOPING OTHERS	
 DEVELOPING OTHERS	Definition <ul style="list-style-type: none">• Teach and coach others• Encourage others• Identify strengths in others• Provide feedback Mentor Teach Coach
Looks Like	Sounds Like
Where To Activate	

SPECIAL EDUCATORS

Special Educators are tasked to work with the Local Education Agency under IDEA to prepare students for further education, employment, and independent living, taking into account the student's strengths, interests, and preferences.

Helping students develop their Agilities, the combination of their strengths and interests, empowers them to make informed career decisions for their futures.



Further Education

For our youngest students, further education includes the remainder of their K-12 education plan. For older students, it may be post-secondary planning around Career Technical Education, certification programs, or colleges. The Agilities help students make plans using their strengths and interests as a guide.



Employment

Young learners have a limited scope of careers and need exposure to a wide variety of options to set goals for their future. Research shows that students who have future goals perform better in school. As students get older, being connected to apprenticeships, internships, and early work experiences significantly improves their post-secondary outcomes. Reflecting on their Agilities throughout these experiences brings their future steps into focus.



Independent Living

Independent living can take many forms, including mastering transportation, interacting with community members and services, and self-care. Students' awareness of the Agilities they struggle with or do not enjoy can help them make decisions around necessary supports in their adulthood.

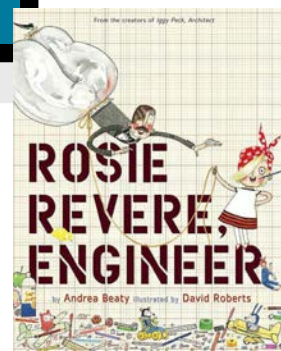
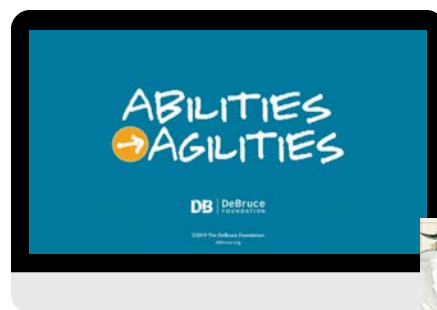
SPECIAL EDUCATORS

Supporting IEP Goals



Communication

Improve verbal, written, and AT-supported communication using *Agilities One-Pagers* to expose students to professional language to describe their school, home, and community activities. Practice using scenarios from the *Abilities to Agilities* game or through reading children's literature and responding to the *Agilities Discussion Cards*.



Social-Emotional

Improve self-awareness and relationship-building. Agilities language helps students identify and describe their strengths, interests, and preferences. Students who increase their awareness of these preferences are more likely to communicate and regulate when uncomfortable and need support. Connect students who have similar Agilities to practice relationship-building regardless of grade level. Use lessons such as *Guess and Predict My Current Agilities* and *Interpreting AWP Results* to get started.



SPECIAL EDUCATORS

Supporting IEP Goals



Academic

Improve students' academic skills by integrating the metacognitive processes of goal-setting and self-reflection using Agilities. Before working on an academic skill, discuss the learning target and have students self-assess which Agilities they need to activate to be successful. Use the *Agilities Goal-Setting Cards* to keep that Agility top-of-mind as they learn and practice. At the end of the learning time, revisit the learning target and discuss how they activated the Agility they selected or if they needed other Agilities. Increasing their level of awareness will improve their selection of the most appropriate strategies in the future.



INNOVATING

- Be creative
- Share Ideas
- Solve problems
- Experiment

**Creativity
Originality
Problem-
Solving**



ORGANIZING

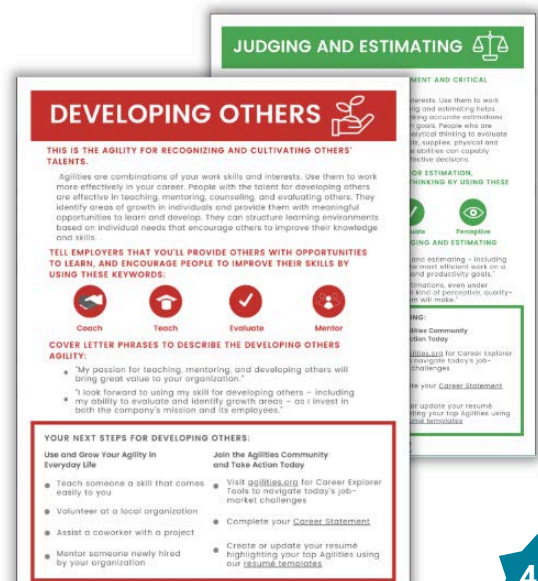
- Get tasks done
- Look at details
- Select the most important tasks to complete first

**Prioritize
Detail-
Oriented
Execute**



Behavioral

Improve a student's behavior skills by teaching positive replacement behaviors and strategies using their Agilities. Starting from students' strengths and interests shifts the focus to allow the student to build on those strengths. Use the *Agilities One-Pagers* for students to identify ways to grow and develop each Agility. Teach students the principles of executive functioning and make a plan of improvement.



SPECIAL EDUCATORS

Key Ideas and Resources

K-2



	Further Education	Employment	Independent Living
Key Ideas	Students learn foundational academics that serve as the basis for learning new information. Students should be exposed to a variety of learning styles.	Students learn about occupations and careers outside of their family experiences through field trips, speaker visits, and career days.	Students learn responsibility and interdependence through classroom experiences. Students explore emotional regulation.
Resources	"Collaborative" Agilities Lessons, including <i>Inside Outside Circle</i> and <i>Pass the Torch</i>	Animated Video Series with connections between student activities and similar career activities	"Student Responsibility" Agilities Lessons, including <i>Peer Conflict Resolution Teams</i> and <i>Classroom Events Planning</i>



Agilities for Elementary Resource Kit



Animated Video Series



Agilities

SPECIAL EDUCATORS

Key Ideas and Resources

3-5



	Further Education	Employment	Independent Living
Key Ideas	Students begin to learn more advanced concepts with connections to careers but are largely directed in their learning.	Students learn about occupations and careers outside of their family experiences through field trips, speaker visits, and career days.	Students engage with technology to collaborate, create, and share learning. Students participate in building early financial literacy.
Resources	"STEM" Agilities Lessons, including <i>Water Conservation</i> and <i>Gaining Curiosity</i>	<i>Agilities One-Pagers</i> include occupations and ways to develop each Agility at school, home, and in the community	"Student Responsibility" Agilities Lessons, including <i>Peer Tutors</i> and <i>Computer Solutions Team</i>



Agilities for Elementary Resource Kit



SPECIAL EDUCATORS

Key Ideas and Resources

6-8



	Further Education	Employment	Independent Living
Key Ideas	Students receive some flexibility in selecting coursework based on their Agilities, future career interests, and hobbies.	Students participate in early career conversations to identify potential industries of interest and pathways to future employment.	Students learn time management skills, more advanced health information, and various home management skills.
Resources	Agilities lessons including <i>Grow and Develop My Agilities</i> and <i>Agility Aspiration</i>	"Career Literacy" lessons including <i>Importance of Career Literacy</i> and <i>Agilities Comparison</i>	"Skills Mastery" including <i>Executive Functioning</i> and <i>Digital Literacy</i> and "Growth Mindset" including <i>I Have Choice</i>



Agilities for Middle School Resource Kit

SPECIAL EDUCATORS

Key Ideas and Resources

9-12



	Further Education	Employment	Independent Living
Key Ideas	Students receive more flexibility in selecting coursework based on their post-secondary plans and learning goals.	Students engage in apprenticeships, career interviews, internships, client-connected projects, and career-specific coursework.	Students determine social engagements, make nutrition decisions, and engage with financial literacy principles with support.
Resources	“Agility Advantage” lessons: <i>Agilities are Everywhere</i> and “Growth Mindset”: <i>Identifying Obstacles</i>	“Career Literacy” lessons including <i>Exploring Career Pathways</i> and <i>Occupation Decoder</i>	“Network Strength” lessons including <i>Creating a Network</i> and <i>Networking at Events</i>



Agilities for High School and Beyond Resource Kit



ELEMENTARY SPECIALS

The special classes available to students at the elementary level are important for development. Students learn and transfer problem-solving, collaboration, innovation, and leadership skills. Classes like art, music, physical education, computer, library media, and foreign language benefit from infusing the Agilities into their classrooms.

Helping students develop their Agilities, the combination of their strengths and interests, empowers them to make informed career decisions for their futures.

The following section on developing an Agilities Classroom has many options for engaging your students. Your special class has a unique opportunity to connect your content to careers and engage students in conversations about their strengths and interests.

Art Discuss an artist’s career while studying their mediums. Engage students in viewing current artists who feature their work using social media. Explore various career fields related to art, such as interior design, art directors, and floral designers.	Music The music industry covers a wide range of careers, from composers to music editors and performers. Engage students in organizing concerts, using recording equipment, writing original compositions, and reviewing music.
Physical Education Beyond their own health, there are many occupations that engage in the principles of physical education, including trainers, physical therapists, rehabilitation nurses, and stunt actors. Share occupation connections to in-class activities.	Computers This generation of digital natives learn how to utilize technology for learning, but they can also learn how to use technology for future employment opportunities, including software coders, repair technicians, and emergency operators.
Library Media Utilize research skills to explore career pathways. Discuss occupations that use the skills being taught, including authors, researchers, journalists, and copy editors. Support students in engaging with their Agilities by providing choice in learning.	Foreign Language Bilingualism has value across many industries. Engage students in learning about occupations like translators, international business professionals, diplomats, and travel guides.

ELEMENTARY SPECIALS

Connecting Coursework to Careers

IDENTIFY THE MAIN AGILITIES USED IN YOUR CONTENT AREA

The *Learning and Leveraging Your Agilities one-pagers* are tools for identifying how Agilities are being used across different environments. Although all Agilities are used in every job, some are used more than others.

The *Agility Brainstorming sheet* can help collect your connections between your content area and each of the 10 Agilities.

Look to your content standards for specific activities aligned to each of the Agilities.



CAREER EXPLORER TOOLS TO IDENTIFY CONNECTED CAREERS

All students benefit from understanding how their classroom learning relates to life. Many students are more motivated or demonstrate affinity for particular specials classes. Those students will be more interested to learn about possible futures where they can engage deeper with your content.



Use the Career Explorer Tools, particularly the Occupation Explorer and Occupation Decoder, to identify and explain related careers. Refer to the Career Explorer Tools in Section 1 of this guide for navigation directions. The Occupation Explorer helps you identify a wide variety of occupations related to each Agility. While reviewing, consider occupations in related fields to your content area. Then, use the Occupation Decoder to review a job summary and description of work. Provide this information during lessons, 1:1 student conversations, and in visual formats around your classroom. Students may ask you questions in the future about how they could work in industries related to your content area. Encourage them to engage their Agilities across multiple environments.



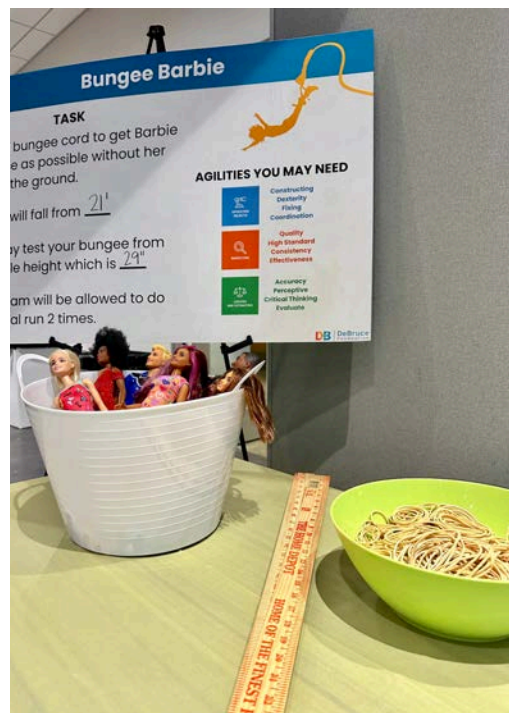
CREATING AN AGILITIES CLASSROOM

VISUAL ENVIRONMENT

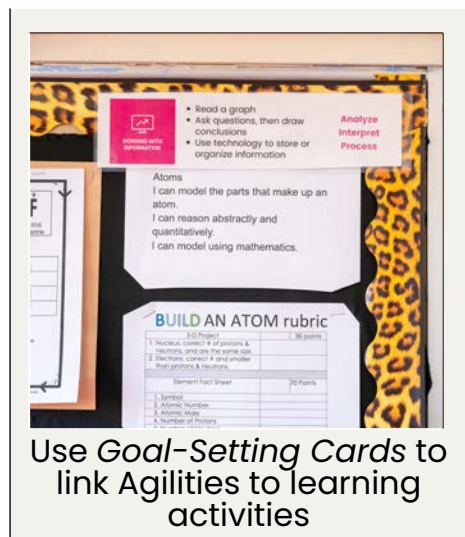
Utilizing an Agilities poster, one-pagers, and student-created imagery around the Agilities encourages students to use the concepts and to remind you, as the leader, to reference the Agilities regularly. Balancing between pre-made resources and student partnership-created materials is best for the environment to allow students to take ownership of their learning while ensuring the information they are referencing is correct.

Many lessons include printable visual resources or guides for creating larger, interactive posters for your group of students.

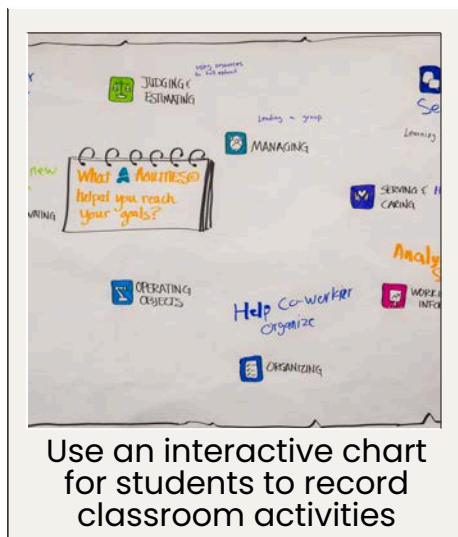
Consistently incorporating, drawing attention to, and discussing the Agilities while using the visuals as support encourages students to engage with the concepts. Many students rely on visuals to help them learn, remember, and apply learning.



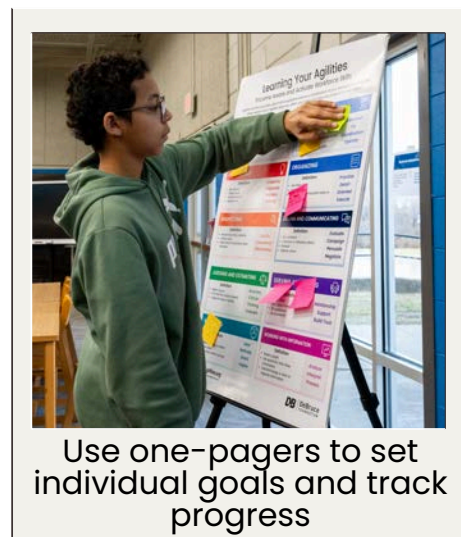
[Click to view a professional development video on building an Agilities Classroom in the visual environment.](#)



Use *Goal-Setting Cards* to link Agilities to learning activities



Use an interactive chart for students to record classroom activities



Use one-pagers to set individual goals and track progress

LANGUAGE

Integrating Agility language with students includes supporting them as they understand the concepts behind each Agility, build opportunities for themselves to use Agility language, and apply Agilities to their experiences.

Knowing your Agilities is a great place to start! Take the [Agile Work Profiler](#) to examine how your interests and strengths intersect. Then, take some time to brainstorm how you activate your Agilities in your work environment.

Understanding the differences between the Agilities can be tricky. Use the *Learning or Leveraging Your Agilities one-pagers* 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 identities. The purpose of the Agilities is to open 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 like, "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 a step further and look up this occupation using the Career Explorer Tools® found on Agilities.org.



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 <ul style="list-style-type: none"> Definition Teach and coach others Encourage others Identify strengths in others Provide feedback 		OPERATING OBJECTS <ul style="list-style-type: none"> Definition Repair, maintain, and operate equipment Build items with materials & test designs Perform physical actions 	
INNOVATING <ul style="list-style-type: none"> Definition Be creative Share ideas Solve problems Experiment 		ORGANIZING <ul style="list-style-type: none"> Definition Get tasks done Look at details Select the most important tasks to complete first 	
INSPECTING <ul style="list-style-type: none"> Definition Read instructions carefully Follow rules Determine if instructions were followed 		SELLING AND COMMUNICATING <ul style="list-style-type: none"> Definition Be confident Convince or influence others Present Debate others 	
JUDGING AND ESTIMATING <ul style="list-style-type: none"> Definition Make a guess Estimate the amount needed Judge the value or quality 		SERVING AND CARING <ul style="list-style-type: none"> Definition Help others Be a good friend Be supportive Be trustworthy 	
MANAGING <ul style="list-style-type: none"> Definition Lead others Meet and listen to others Make plans Celebrate other's success 		WORKING WITH INFORMATION <ul style="list-style-type: none"> Definition Read a graph Ask questions, then draw conclusions Use technology to store or organize information 	
Agilities.org Expanding Career Pathways		DB DeBruce FOUNDATION	



[Click to view a professional development video on building an Agilities Classroom with language.](#)

VOCABULARY

In “Student Support”, each grade level’s resource kit includes many options for engaging students in the Agilities vocabulary, including games, collaborative learning tasks, group thinking, and question prompts. Developing the professional register is a necessary challenge for students to be successful in their post-secondary careers. However, building the capacity to understand and use the Agility language takes practice and is well worth implementing with the younger grades.

Matching Games



Discussion Cards Two Formats



Elementary

Our youngest learners are excited to use “big words” and are at an age where they are very open to new experiences. Capture this excitement and enthusiasm by increasing their speaking vocabulary. When a student describes a skill, action, or activity they enjoy, connect it to an Agility.

The learning activities and games can be scaffolded to support students. Even kindergarteners enjoy using Agilities to say, “I like Developing Others by helping others learn a new game at recess!”

Middle School

Middle school students are becoming more aware of what others think of them, especially their peers. They need reminders of what they are good at and what they like to do. Taking the Agile Work Profiler for 8th graders or completing the *Predict My Current Agilities* for 6th and 7th graders is a great place to start.

Students need to be reminded that their Agilities can change as they have new experiences. They can grow any of their Agilities if they’re willing to try new things.

High School & Beyond

The young adults we serve in high school are preparing to transition into adulthood, where they’ll need to activate their Agilities vocabulary to apply for scholarships, internships, jobs, and further education.

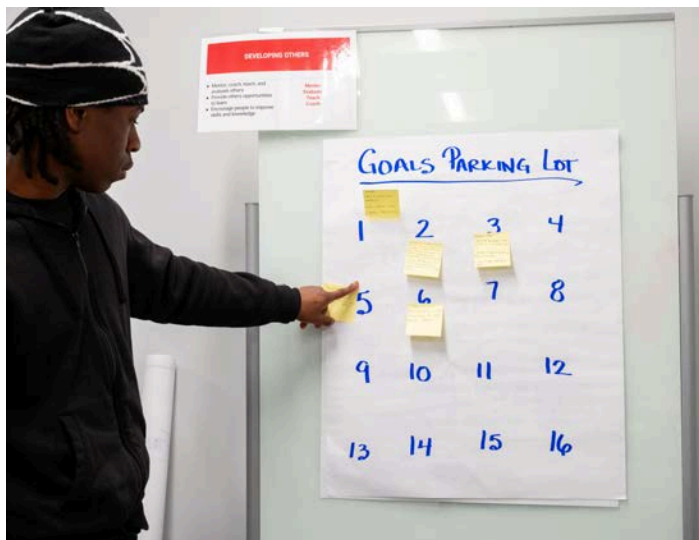
Professional documents and interviewing will be new skills for students. Within the resource kit, there are scaffolded activities to help students prepare an elevator pitch, résumé, and portfolio.

GOAL-SETTING

In student goal-setting, you want to encourage students to create goals to help them be future-ready. Integrating the Agilities into these goals is a great place to start. These goals might be professional, academic, or personal. However, most goals should feel personal. This creates the vested motivation for them to work towards achieving the goal. Assist students in setting academic goals and help them see how those goals improve them personally, specifically in the world of work. Work on this process through goal-setting in class, small groups, and through individual goals.

Class Goals

Incorporating the Agilities into class projects, project-based learning, and daily lessons helps students make real-world connections to the content. One way to support the students in seeing the relevance of the class content is to display a large piece of butcher paper or a poster with boxes to represent each Agility. When they find a connection with the content, have them add it to the display. Use the *Agilities Goal-Setting Cards* to easily tag your posted learning objectives with the top Agilities students will be activating.



Individual Goals

Research shows that students who have short and long-term goals are more successful academically, whether or not their goals are academically related. Use sentence stems to support students in writing their goals. Accountability is one of the most important pieces of the goal-setting process. Check in with your students to see how they are doing with these goals. Ask questions like, "Which Agilities have you been using the most?" and "Are there other Agilities you think you'll need moving forward?"

Goal Tracking and Tools

For short-term goals, either during a single lesson, across a week, or a unit, you may use a sticky note for students to write and track their progress. They can keep their own, or you could keep them in a central location like a *Goals Parking Lot Poster*. Have students revisit their goals at the start and end of work periods and as they evaluate their work. To help them activate their Agilities, use the *Learning Your Agilities* poster. Students can place their goal sticky notes on the Agility they will need to activate towards achieving their goal.

GROUP WORK

Group work is essential to developing students' interpersonal, communication, and collaboration skills. These skills are imperative to success in the world of work. Many occupations utilize collaboration, which is why it's important for us to strategically use group work in our classrooms.

Group Selection Suggestions

To create innovative results, diversify the strengths of the group by dividing students into groups by different Agilities. Diverse, innovative results come from different ways of thinking. If the group has diversified Agilities, they will approach problem-solving more uniquely. By having students in diversified groups, they are learning to work with others and be prepared for collaboration in their future world of work.

Determining Students' Top Agilities

The Agile Work Profiler is a tool to support adolescents and adults in determining their top Agilities. Have students in 8th grade and beyond take the Agile Work Profiler at agilities.org to discover their current ranked Agilities. We do not suggest using the profiler with students below the 8th grade. Younger students can guess or predict their Agilities using "Guess My Current Agilities" in the *Elementary Resource Kit* or "Predict My Current Agilities" in the *Middle School Resource Kit*. Students should celebrate their strengths and interests while working toward growing their Agilities. Involve your students in this process by having them identify their top Agilities.



Cooperative Learning Strategies

Cooperative learning strategies are a great way to spread out Agilities experiences across content to create an Agilities Classroom. You will need to identify how students are utilizing their Agilities within cooperative learning and share those intentions with students. For example, when using the "Numbered Heads Together" strategy, students are engaging in Developing Others and Inspecting to ensure all group members can respond to the target question. Depending on the question, students may also be using Selling & Communicating to persuade other groups. Before or after engaging in a cooperative learning structure, share and reflect with students the Agilities they will be activating.



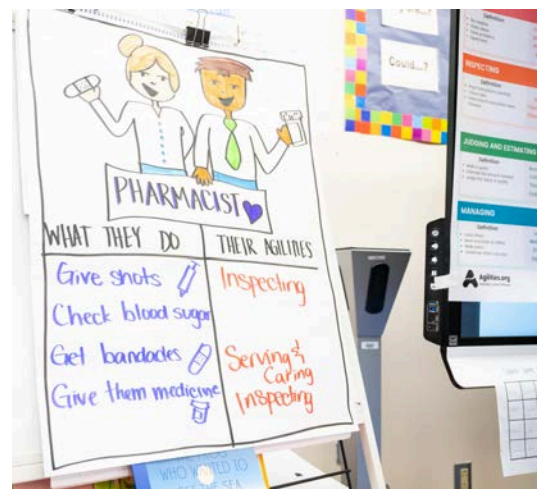
[Click to view a professional development video on building an Agilities Classroom using group work.](#)

COMMUNITY INVOLVEMENT

Bringing in the local community to feature specific careers increases your students' knowledge and connectedness to outside resources. You have the potential to bring in career connections for them to identify how their classroom skills are transferable into the world of work. For students who lack motivation, engaging community members in the learning process can bring purpose to their work at school.

Feature Guests' Agilities

The Career Explorer Tools will help you identify the Agilities your guests use in their careers. The Occupation Decoder provides the Agilities in ranked order and a short job description. Remember that all Agilities are used in every occupation, just in different amounts. It's helpful to focus on a few Agilities in the interest of time with your guest and your students' attention span.



Prepare Guests and Students

To prepare your guests, provide your meeting goals and information about the Agilities. Share the *Learning or Leveraging Your Agilities* one-pager along with the top three Agilities for their occupation. Ask your guest to read through the provided information and a summary of what your students are learning about. Ask your guest to also give you a summary of what they do in their line of work.

To prepare your students, share your guest's job title and job summary. Ask them what background knowledge they have about the job. Help them see the work tasks that are similar between the occupation and their classwork, and have them prepare questions ahead of time. This level of preparation keeps the conversations with the guest on topic and preserves the learning time. Use the *Questioning Matrix* to help them write strong questions. Students can write their questions on an index card for use when it's time.

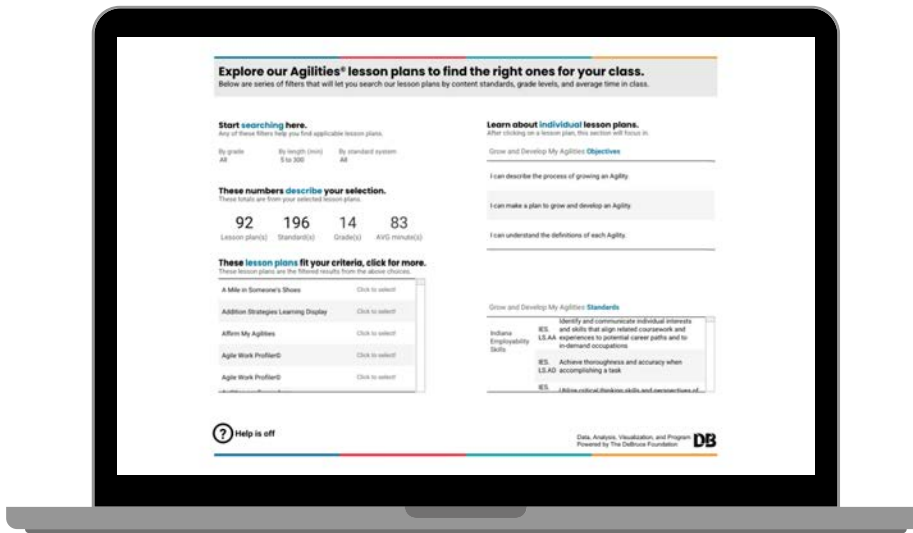
Alternative Methods

If a guest is willing to meet with your class but scheduling doesn't line up, or you aren't allowed to bring outside personnel into your classroom, you still have options. One option is to have your guest video chat with your class. Another option is to record an interview between you and your guest speaker. The benefit of this option is that you can show the recording at any time and use it across multiple classes or years. Utilize your students' questions for the interview. If a video option isn't possible, you could submit your students' questions to your guest to have them answer at their convenience. These answers could be shared with them during related classwork to connect their new knowledge to real-world experiences. A benefit to this option is that the guest can respond at any time that works for them and you can keep the information to share across multiple classes or years.

A stylized, light blue graphic of a hand holding a large number 6, set against a teal background. The hand is positioned at the top left, with fingers curled around the top of the number 6. The number 6 is large and occupies most of the page. A white rectangular box with horizontal lines above and below it is centered over the middle of the number 6.

GRADE BAND IMPLEMENTATION

AGILITIES LESSON PLAN SEARCH TOOL



- **Narrow down over 90+ lessons by grade, time, and standard**
- **Easily click to select a lesson to open the lesson materials**
- **View lessons across all K-12 resource kits in one place**

Explore the Agilities Lesson Plan Search Tool to find the ones for your students based on grade level, time available, and standards to cover.

Lessons are aligned to Common Core State Standards, Next Generation Science Standards, and National Employability Standards. This is not an inclusive list, and standards are updated to demonstrate alignment with additional standard systems. Click the “standard system” drop-down to see all current standard systems.

With nearly 100 learning activities, the filtering tool narrows down and provides a brief overview of each activity. The learning objectives and a short link to the lesson materials are available.

After using the filtering tool, compare the available lessons. Many resources in the *Elementary and Middle School Resource Kits* can be used to support students with disabilities, reading difficulties, and English language learners in the upper grades.



Agilities Lesson Plan Search Tool

SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is the process students go through to learn to understand and manage their emotions, regulate their behaviors, set and achieve goals, empathize with others, create and maintain positive relationships, and make responsible decisions. These are the interpersonal and intrapersonal elements of success at school and in the future world of work.

In an ever-changing career landscape, the ability to work with others and control one's behavior will continue to be important. Supporting students in developing these skills can level the playing field for them to access opportunities in the future.



Image is from the CASEL Framework, which helps “to cultivate skills and environments that advance students’ learning and development...using evidence-based SEL strategies.”

Although the Agilities and SEL support an individual developing a variety of necessary skills for the future, it's important to remember their differences. The Agilities are the 10 work skills used in every job in the economy, while SEL skills are used in our interactions with others and help us navigate the world emotionally.



All *Elementary Resource Kit* lessons are aligned to the CASEL Core Framework. Each lesson has a specific objective that can be shared with students before a learning activity. Throughout and after the lesson, revisit the objective to reflect on how students are growing and developing their Agilities. Their Agilities help them in building their SEL skills while keeping the focus on their ability to engage in work activities at school, home, and in the community.



[View Additional SEL Resources from CASEL](#)



Agilities

AGILITIES IN CORE CONTENT

Integrating Agilities in core content can be as simple as pushing the “easy button.” Under “Student Support” in the resource kits, there are resources to support building an Agilities Classroom into your existing content. This will reinforce the relevance of coursework and increase students' motivation for learning.



Before the Lesson

As you prepare to deliver your lesson content, brainstorm Agilities connections. Use the *Learning and Leveraging Your Agilities* one-pagers for support. The verbs in your learning objectives will relate to one or more Agilities. Write these Agilities into your lesson plan as a reminder to reference them. Including the Agilities increases the real-world relevance of students' learning content.

Introducing the Learning Objectives

Share the learning objectives and Agilities connections with students at the start of the lesson. Either provide the Agilities you've selected or have students predict the Agilities they'll be activating. Use the *Agilities Goal-Setting Cards* to display the Agilities connections along with your learning objectives for the lesson. For the youngest learners, use the *Primary Readability Version of the Agilities Goal-Setting Cards*.

Student Questioning

While teaching, use questions to help students understand the content and to make connections. The *Agilities Discussion Cards* have a series of questions that are not subject-specific. Included in the *Agilities Vocabulary Development* are even more questions.

Independent Practice

As students complete independent work, walk to monitor activity. Celebrate learning by calling out the Agilities students are activating. Use phrases like, “I see you growing your Innovating Agility as you problem-solve,” and “You are using your Inspecting Agility while you review your work.”

Student Reflections

At the end of the lesson, review the Agilities connected to the learning objectives. If you had students predict the Agilities, ask reflection questions such as, “How did you use ___ Agility during your learning today?” and “Did you use Agilities other than the ones you predicted?” Encourage students to speak in complete sentences by providing sentence stems, such as, “I used ___ Agility today by doing ___” and “I grew my ___ Agility by ___.” These descriptions support students in finding evidence and justifying their reasoning.

GRADE BAND IMPLEMENTATION



**Build Confidence
and Awareness**

AGILITIES IN CORE CONTENT

Reading Comprehension

Several Agilities support students in developing key reading comprehension skills, including **Serving & Caring** and **Organizing**.

VALUE

Recognizing a story's beginning, middle, and end is a key skill in 1st Grade. Key details typically relate to changes in behavior from the main characters and/or the main problem.

CLASSROOM EXAMPLE

When reading *Shoes Like Miss Alice* by Angela Johnson, students examine Sara's experience with Miss Alice when her Mama leaves for a day. Students can **Organize** details from the story about Sara's feelings and actions using a graphic organizer.

Students can develop their empathy skills by perspective sharing with Sara. They are developing their **Serving & Caring** Agility. Provide question stems such as, "How do you feel when you meet a new person?" or "What does it feel like when your family leaves you with a babysitter or at childcare?"

RESOURCE KIT CONNECTIONS

[Lesson Book List](#)

[Lesson Alignment Guide](#)

[Guided Notes](#)

Reading Foundations

Learning to read relies on developing several Agilities, including **Inspecting** and **Innovating**.

VALUE

Developing reading foundations at the K-2 level is essential in the "Learn to Read" stage of development.

CLASSROOM EXAMPLE

Early decoding skills are built on an understanding of letter-sound relationships, breaking words into syllables, and knowing when and why to use short versus long vowels. As students learn new letter patterns, they must **Inspect** if a word follows the pattern to read the word correctly.

As students learn to read more complex words, they must use their **Innovating** Agility to problem-solve when words do not follow conventional patterns.

In the *Elementary Resource Kit*, the primary readability *Agilities Goal-Setting Cards* are meant to allow students to engage more independently to select, discuss, and set goals with Agilities.

RESOURCE KIT CONNECTIONS

[Agilities Goal-Setting Cards - Primary Readability Versions](#)

AGILITIES IN CORE CONTENT

Math – Number Sense

Students begin **Working with Information** and **Judging & Estimating** to understand how numbers function.

VALUE

Composing, decomposing, and comparing numbers is foundational to future math skills. These mastery skills allow students to engage with data to make informed choices.

CLASSROOM EXAMPLE

Students are learning how to compare two-digit numbers. A common strategy is for students to draw using a model and compare based on the value of each model. Students use **Judging & Estimating** to evaluate the size and value of numbers.

As students interpret data by comparing the values in multiple categories, they are **Working with Information**. Students can use information from data displays to make choices. For example, if students are helping to plan a class party, they can create a data display of the types of activities or snacks the members of their class enjoy.

These skills transition as students progress to comparing fractions and decimals and interpreting data based on averages and visual displays.

RESOURCE KIT CONNECTIONS

Addition Strategies Learning Display
Classroom Events Planning

Science – Plant Investigation

Students learn how to conduct control experiments by performing investigations and changing the growing conditions of plants. During these investigations, students are engaging their **Organizing** and **Inspecting** Agilities.

VALUE

Early control experiments teach cause and effect. As students make and track a change over time, they can make judgments on the effect of that change.

CLASSROOM EXAMPLE

As students set up to begin their investigation, support their **Organizing** Agility by helping them develop a way to collect data over time to track changes.

To track changes, students must make accurate measurements consistently. Engage their **Inspecting** Agility by demonstrating correct measuring procedures, providing a visual reference, and encouraging multiple trials of measurement.

If using groups for experiments, you can also engage students' **Managing** Agility to have a group leader track the group's progress. This leader can help ensure groups are staying on track and following the directions of the investigation task.

RESOURCE KIT CONNECTIONS

Inspecting for Success
Guided Notes

PACING GUIDES

The Agilities lessons and activities are flexible and do not need to adhere to a strict pacing guide. However, to support elementary grade teachers in building a plan for instruction, there are five pacing guides available, each with a different focus. See an example pacing guide below:

Agilities© for Elementary School

8-Week Pacing Guide – Focus on Learning the Agilities

Week	Activity
1	Meet the Agilities Animated Video Cup Tower Challenge
2	Agilities Looks Like Sounds Like Chart Pass the Torch
3	Agilities Goal Setting Get Connected
4	Agilities This or That Activity Classroom Organization Tasks
5	Agilities Discussion Cards Inside Outside Circle
6	Agilities Matching Game Problem Investigator
7	Create Your Agility Activity Creating Friendships
8	Gaining Curiosity Peer Tutors

This pacing guide provides two lessons or learning activities per week focusing on students learning about the Agilities.

The activities range from 15-45 minutes.

Each learning activity is a clickable link. Click the lesson title to view additional information and materials for each lesson.

Lesson materials may include student handouts, student activity pages, printable materials, and reference pages.



Agilities
BY THE DEBRUCE FOUNDATION



GET THIS RESOURCE

Find in the Educator Support section of the Resource Kits!



Agilities

GRADE BAND IMPLEMENTATION

3-5

**Build Confidence
and Awareness**

AGILITIES IN CORE CONTENT

Math – Fraction Operations

Students use **Judging & Estimating** to compare fractions and evaluate estimations. They experiment with various **Organizing** systems to solve fraction operations.

VALUE

Fractions and non-whole values are ever-present in adult life. Students work to visualize and make sense of problems with fraction values.

CLASSROOM EXAMPLE

A common strategy for students evaluating their estimation is to draw a model. To draw an effective model, it must be accurate to the size of the fractions being used. This process relies on students activating their **Judging & Estimating** Agility. Encourage students to evaluate the models they draw and reflect on the accuracy of their estimations using those models.

Fraction operations require students to understand how to manipulate digits across numerators and denominators, which demonstrates **Organizing**. Students may need to use graph paper to line up digits and tend to details, like scale factors, when finding common denominators. Using supports can increase accuracy in this detail-oriented process. Use *Guided Notes* to support the process of organizing information.

RESOURCE KIT CONNECTIONS

Guided Notes

Science – Rock Formations

Students use **Operating Objects** to test theories on rock formations. They are **Working with Information** as they collect their theories and interpret the results from investigations.

VALUE

Evaluating evidence and conducting investigations to test theories is a cornerstone of scientific research. Students also use observations of rock formations through images and videos.

CLASSROOM EXAMPLE

Students investigate rock formations with sand, dirt, and dough. As they manipulate the materials, they **Operate Objects** by coordinating their physical work. To get a specific result from the materials, they need to use them in particular ways.

During investigations, students collect their observations in science journals or experiment sheets. Making sense of these observations is **Working with Information**. Encourage students to analyze and find commonalities to explain their theories. Use the *Question Matrix Suggestions* guide to formulate various levels of questions. Students can also be taught to use the Question Matrix to develop their investigation questions before experimenting.

RESOURCE KIT CONNECTIONS

Question Matrix Suggestions

AGILITIES IN CORE CONTENT

Writing – Opinions

Students learn the art of persuasion to use their **Selling & Communicating** Agility. While formulating their arguments, they engage their **Innovating** Agility.

VALUE

Learning to persuade others to see your point of view while providing quality evidence is essential in the Information Age.

CLASSROOM EXAMPLE

Opinion writing requires students to choose and communicate a position while providing evidence to persuade a reader to agree. Students activate their **Selling & Communicating** Agility to influence others.

Students who can bring a new perspective to their writing, either through empathizing with the reader or connecting with writing strategies, engage their **Innovating** Agility. This attention to the audience requires students to think creatively about various positions a reader might hold on their topic.

Prepare students to think about their opinion from various viewpoints using the *Blooming Organizer* lesson. Students engage in group brainstorming to think of diverse points of view related to the central topic of the opinion writing. Use prompts like, “How would a parent or adult think about this topic?”

RESOURCE KIT CONNECTIONS

Innovating for Endangered Species
Blooming Organizer

Reading – Informational Text

Engage students in **Developing Others** while reading informational text. As students respond to informational text in comprehension activities, they engage their **Working with Information** Agility.

VALUE

While informational text is generally meant to inform or teach the reader, students can use it to teach their peers. Students will identify evidence from the text to analyze and respond to comprehension questions.

CLASSROOM EXAMPLE

Students can read and investigate different topics through informational text, then discuss their topic with a peer. During this discussion, a student's task is to teach their peer about their topic. While they are **Developing Others**, you are ensuring that they accurately comprehend their reading passage.

After providing comprehension questions for a passage, have students return to the passage to highlight key details and identify evidence to support their answers. As they are **Working with Information**, encourage students to analyze if the evidence supports their answers or if there is better evidence available.

RESOURCE KIT CONNECTIONS

Developing Others Through Research
Question Matrix
Guided Notes

PACING GUIDES

The Agilities lessons and activities are flexible and do not need to adhere to a strict pacing guide. However, to support elementary grade teachers in building a plan for instruction, there are five pacing guides available, each with a different focus. See an example pacing guide below:

Agilities© for Elementary School

8-Week Pacing Guide – Focus on Learning the Agilities

Week	Activity
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6	Agilities Matching Game Problem Investigator
7	Create Your Agility Activity Creating Friendships
8	Gaining Curiosity Peer Tutors

This pacing guide provides two lessons or learning activities per week focusing on students learning about the Agilities.

The activities range from 15-45 minutes.

Each learning activity is a clickable link. Click the lesson title to view additional information and materials for each lesson.

Lesson materials may include student handouts, student activity pages, printable materials, and reference pages.



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Agilities

GRADE BAND IMPLEMENTATION

6-8

**Develop Informed
Career Decision Makers**

AGILITIES IN CORE CONTENT

ELA – Meaning of Unknown Words

Students evaluate the meaning of words using their **Judging & Estimating** and **Inspecting** Agility.

VALUE

Learning to accurately use a variety of context clues increases student reading comprehension and vocabulary.

CLASSROOM EXAMPLE

During an explicit lesson on context clues, students learn about using examples, antonyms, definitions, and synonyms. Starting with familiar words to demonstrate, students focus on understanding the strategies included in context clues. During practice, students are assessing if a particular context clue strategy is being used effectively, engaging their **Inspecting** Agility.

As students transition to using context clues to determine the meaning of unknown words, they must use their critical thinking skills. They work to accurately define the unknown word to support their reading comprehension. The process of critical thinking and evaluating engages their **Judging & Estimating** Agility.

Students can build vocabulary trackers with clusters of information, including synonyms. Use the *Leveraging Your Agilities* one-pager as a guide. The keywords provided on the one-pager are related to the Agility keyword.

RESOURCE KIT CONNECTIONS

Leveraging Your Agilities

Science – Population of Organisms

Students are **Working with Information** to analyze and interpret data, then **Organizing** their information to convey evidence.

VALUE

Students are developing an understanding of the interrelated ecosystems that organisms rely on for resources to sustain a population. Without the availability of needed resources, organisms will not survive.

CLASSROOM EXAMPLE

As students look at various graphs that show trends in organism population over time, they are **Working with Information** to interpret how various species and resources are related. Students draw conclusions such as, “When the population of foxes increases, the population of rabbits will decrease.”

Evidence gathered from multiple sources, like conservation sites, state park information, and other historical data, will need to be sorted and displayed. As students are **Organizing** their information, encourage them to prioritize the information and data being shared to convey a clear message.

Use the *Agilities Discussion Cards* to support students working proactively in teams to categorize, analyze, and display data on organism population in various ecosystems.

RESOURCE KIT CONNECTIONS

Agilities Discussion Cards

AGILITIES IN CORE CONTENT

Math – Functions

Using computer software and graphing calculators to engage with functions requires students' **Working with Information** and **Inspecting** Agilities.

VALUE

Functions help us understand trends over time and allow us to make more accurate predictions. We can understand how two variables affect each other.

CLASSROOM EXAMPLE

Students examine functions from equations, graphs, and tables. To identify if a function is present, students must use their **Inspecting** Agility. Functions follow clear rules, and students must assess if those rules are followed.

As students progress with functions, using a graphing calculator or computer graphing software engages their **Working with Information** Agility. They use digital tools on the calculator to enter various equations and expressions. To work correctly, they may need to enter their inputs in a table or as an equation. Students will need to examine whether the graphing calculator's result matches their predictions.

Use the *I Can Learn* lesson to teach students how to set educational goals related to their Agilities. Many students find math frustrating; the *I Can Learn* lesson supports building a growth mindset.

RESOURCE KIT CONNECTIONS

I Can Learn

American History – Timelines

Develop students' **Selling & Communicating** and **Inspecting** Agilities as they analyze history through chronological displays.

VALUE

Students examine events from different perspectives. Many historical events only make sense in the context of the timeline.

CLASSROOM EXAMPLE

As students read from primary and secondary source documents, they engage their **Inspecting** Agility to correctly place events on a timeline. Gathering and displaying these events requires a consistent process.

When identifying and weighing the effects of precipitating events on a resulting event, students engage their **Selling & Communicating** Agility. In this topic, students will need to read and examine details from various sources. They will craft statements and timelines to justify their reasoning on the causes and effects of historical events.

Use the *Agilities Goal-Setting Cards* to engage students in predicting the Agilities they will need to complete a task. At the end of an activity or lesson, they reflect on the Agilities they activated and evaluate if they were similar or different from their predictions.

RESOURCE KIT CONNECTIONS

Agilities Goal-Setting Cards

PACING GUIDES

The Agilities lessons and activities are flexible and do not need to adhere to a strict pacing guide. However, to support middle grades teachers in building a plan for instruction, there are three pacing guides available, each with a different focus. See an example pacing guide below:

Agilities© for Middle School

8-Week Pacing Guide - Focus on Growth Mindset

Week	Activity
1	8th Grade and Up - Agile Work Profiler 7th Grade and Below - Predict My Current Agilities
2	Affirm My Agilities
3	I Have Value
4	Agilities are Everywhere
5	I Have Choice
6	Sort and Report
7	Grow and Develop My Agilities
8	Agilities Graffiti

Access More Agilities for Education Content

Visit middleschoolagilities.org for more lessons, learning materials, and support in creating informed career decision-makers.

This pacing guide provides one lesson or learning activity per week focusing on developing a growth mindset infused with knowledge of one's Agilities.

Each lesson is generally between 45 to 60 minutes.

Each learning activity is a clickable link. Click the lesson title to view additional information and materials for each lesson.

Lesson materials may include slide decks, student handouts, student activity pages, exit tickets, and learning references.



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Find in the Educator Support section of the Resource Kits!



Agilities

GRADE BAND IMPLEMENTATION

9-12

**Empower Young Adults to
Build Career Confidence**

AGILITIES IN CORE CONTENT

Geometry

Students construct geometric shapes using their **Operating Objects** Agility, then defend their constructions with their **Selling & Communicating** Agility.

VALUE

The logical processes of constructing geometric figures are the basis for many careers in design, especially using various tools. Understanding and justifying the construction process encourages students to examine and explain their work.

CLASSROOM EXAMPLE

After providing students the construction task and available tools, some students use digital design software while others prefer a straight edge and compass. The manipulation of the various tools engages students' **Operating Objects** Agility. Celebrate their use of tools strategically and accurately as they build their constructions.

Either during or after the construction process, students are likely asked to write a proof to justify using theorems, axioms, and postulates. Students are **Selling & Communicating** as they persuade the reviewer of the accuracy of their construction using mathematical evidence.

Use the resources to discuss the relevance of building and justifying constructions to future work.

RESOURCE KIT CONNECTIONS

[Leveraging Your Agilities](#)

[Agilities Goal-Setting Cards](#)

Engineering

While designing solutions to complex real-world problems using engineering techniques, students engage in **Innovating** while **Managing** their strategy and group work.

VALUE

Engineering is a critical skill across industries and requires creative solutions, prototyping, and teamwork.

CLASSROOM EXAMPLE

In a high school capstone project, students are tasked to design biomedical devices to solve a problem in their local community. Teams begin by brainstorming possible problems from their lived experiences in the community. Once they've identified a problem, they use the *Agilities Brainstorm* to generate at least one idea per Agility for possible solutions, activating their **Innovating** Agility.

Before beginning the design and prototyping phase, students use the *Team Building Activity* to learn about their Agilities and team members. The group uses their **Managing** Agility to coordinate the tasks to be completed. They also develop their strategy to complete their prototype. The group leader continues to focus the team's work on achieving their task.

RESOURCE KIT CONNECTIONS

[Agilities Brainstorm](#)

[Team Building Activity](#)

AGILITIES IN CORE CONTENT

American History

As students analyze laws and policies in governmental systems, they activate their **Inspecting** and **Serving & Caring** Agilities.

VALUE

Informed citizens must be able to read and understand the laws that govern them. A compassionate citizen supports laws that support the common welfare.

CLASSROOM EXAMPLE

Students research to locate repealed laws and policies to study how governmental systems affect the citizens. They **Inspect** to see if the processes were consistent with the laws, and evaluate if those benefited the citizens. With repealed laws, there is generally a body of evidence to support the reason for the repeal that students can review.

Students will read and review about past citizens. Students will need to empathize with the events, feelings, and societal changes that engage their **Serving & Caring** Agility. Encourage students to view the repealed legislation from the points of view of the original advocates and later the opposition.

As students practice empathizing with various viewpoints, explain that part of the networking process is talking with diverse individuals. This diversity makes our network stronger. It's helpful to have people in our network who believe and behave differently from us.

RESOURCE KIT CONNECTIONS

Agility Networking

Expository Writing

While researching and gathering information from multiple sources, students are **Working with Information** and **Judging & Estimating**.

VALUE

Evaluating sources of information, interpreting data and information, and presenting the findings are essential in fields requiring evidence-based research.

CLASSROOM EXAMPLE

After a research question has been established, use the *Agilities Discussion Cards*. The **Working with Information** questions will help students think and plan how they will be collecting information from various sources.

Reinforce reading across multiple sources to verify information. The Agility of **Judging & Estimating** encourages students to evaluate the accuracy of the information gathered. When students turn to organizing their information, they will then evaluate which sources and information to include to support their thesis. The critical thinking skills required to select the evidence or sources to leave out of their research are key to a clear and cohesive research paper.

RESOURCE KIT CONNECTIONS

Agilities Discussion Cards

PACING GUIDES

The Agilities lessons and activities are flexible and do not need to adhere to a strict pacing guide. However, to support secondary teachers in building a plan for instruction, there are six pacing guides available, each with a different focus. See an example pacing guide below:

Agilities® for High School and Beyond

8-Week Pacing Guide - Focus on Agility Advantage

Week	Activity
1	Agile Work Profiler Interpreting Agile Work Profiler Results
2	The Agilities Walk
3	Matching Games - Abilities to Agilities
4	Agilities are Everywhere
5	Pump Up Playlist
6	Importance of Career Literacy
7	Agilities Comparison
8	Networking Elements

Access More Agilities for Education Content

Visit highschoolagilities.org for more lessons, learning materials, and support in creating informed career decision-makers.

This pacing guide provides one lesson or learning activity per week focusing on building the Agility Advantage.

Each lesson is generally between 45 to 60 minutes.

Each learning activity is a clickable link. Click the lesson title to view additional information and materials for each lesson.

Lesson materials may include slide decks, student handouts, student activity pages, exit tickets, and learning references.



Agilities
BY THE DEBRUCE FOUNDATION



GET THIS RESOURCE

Find in the Educator Support section of the Resource Kits!



Agilities

ADDITIONAL RESOURCES

HOME CONNECTIONS

Research from The DeBruce Foundation shows, “The benefits of Career Literacy and Network Strength for Employment Empowerment are stronger in younger age cohorts.” You can support your child in developing their networking skills early in their lives to support this compound effect.

Community Resources & Extracurriculars

Encourage your child to connect to new people in new environments where they try new skills. This could be in clubs, sports, and community organizations. Check your local library, community center, and your child’s school for possible activities.

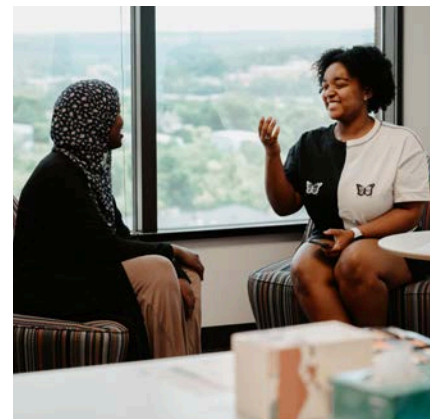
Ways to Prepare Your Child

- Discuss what is likely to happen or the information you know.
- Practice how to introduce yourself in a new environment.
- Encourage your child to talk to new people, including leaders and participants.

Support Reflection on Activities

- *What was your favorite thing about ___ that you met?*
- *Did you notice that you had anything in common with someone else?*
- *What did you learn from others?*
- *What Agilities did you use the most?*

Networking is about building relationships with others. Encourage your child to get to know others, ask appropriate questions, demonstrate kindness, and build connections. Practicing this process regularly makes the process easier. Encourage them to practice at the grocery store, library, school, and with other children and adults.



HOME CONNECTIONS

Youth Involvement Programs

When your job hosts events, ask if it's acceptable to bring your child. They'll begin building their professional network with your contacts. Many employers also offer youth involvement programs where your child could job-shadow or do intern work.

Ways to Prepare Your Child

- Practice how to introduce yourself in a new environment.
- Prepare appropriate attire before the event and discuss professional grooming habits.
- Practice possible questions and talking points to prepare your child to engage with others at the event.
- Brainstorm tasks with your child on ways to help or interact at the event. Some children will be more comfortable having a task, especially a repetitive one.

Support Reflection

- *What did you like about the work environment?*
- *What Agilities did you see being used the most?*
- *What did you see that you would like to learn more about?*
- *Were there parts of my work that you didn't like?*



Family Resources

Parents or educators can easily use the *Just Play* one-pager to help children identify their Agilities and the value they bring to the world around them. This one-pager allows parents to be involved in conversations around their child's strengths and interests outside of the classroom. This one-pager suggests several options for parents to engage with their children in growing and developing their skills.

Access the Just Play One-Pager in the Elementary Resource Kit



AFTER-SCHOOL PROGRAMS

Students learn essential skills such as communication, executive function, collaboration, and interpersonal skills the most through extracurricular activities. Many after-school programs provide a space for students to engage in real-world skills, special interests, and community service opportunities. All students deserve to know and understand how to discuss their experiences using professional language. The Agilities provide the language support needed and foster a growth mindset to encourage students to grow and develop their Agilities.

Youth Involvement Programs

Many after-school programs are related to missions beyond academics. These might include scouting, sports, STEM, or service programs. Connect the activities with related careers and industries to allow students to explore and prepare for their futures. Use the Career Explorer Tools to identify related industries and occupations.

The Agilities create a common language for students, sponsors, volunteers, community leaders, and other adults. Students can practice using professional language to be better prepared for the future world of work.

In the video, you'll see several partners using Agilities in diverse ways.

STEM Ecosystems

STEM Ecosystems share a common goal of creating a strong workforce by empowering students to have valuable workforce experiences.

The Agilities expand career pathways by helping students understand where their strengths are now versus what they want them to be for their future careers.

Students can engage in new experiences and feel more confident from knowing their Agilities.



[Access the Agilities Stories: After School Programs Video](#)



[Access the Agilities in STEM Ecosystems](#)

AFTER-SCHOOL PROGRAMS

Team Building

Students can discover how their Agilities can be used in the future. When working in groups, students feel empowered to move their group forward, relying on their strengths.

Teams built from diverse experiences and Agilities are more successful. Students will be able to solve problems in unique ways through peer-to-peer coaching. Students will see themselves as more capable by understanding their skills and how they strengthen their group's abilities.



[Access the Agilities Stories: Team Building Video](#)

Mentoring

Understand the power of a strong mentor using the Agilities to celebrate students' strengths and interests.

Mentors share how the Agilities are connected to the world of work from their experiences. They can reaffirm that career goals shift and change.

Students can get overwhelmed with the feeling that they need to know what their future career will be. A mentor can support students focusing on their Agilities as the work skills they are good at and like doing, then finding opportunities to use their Agilities in the world of work.



[Access the Agilities Stories: Mentoring Video](#)

Thank you for all you do to
expand career pathways!

