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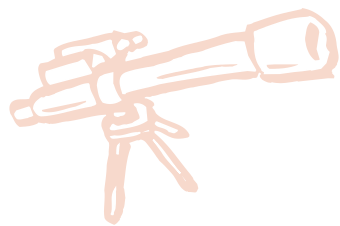
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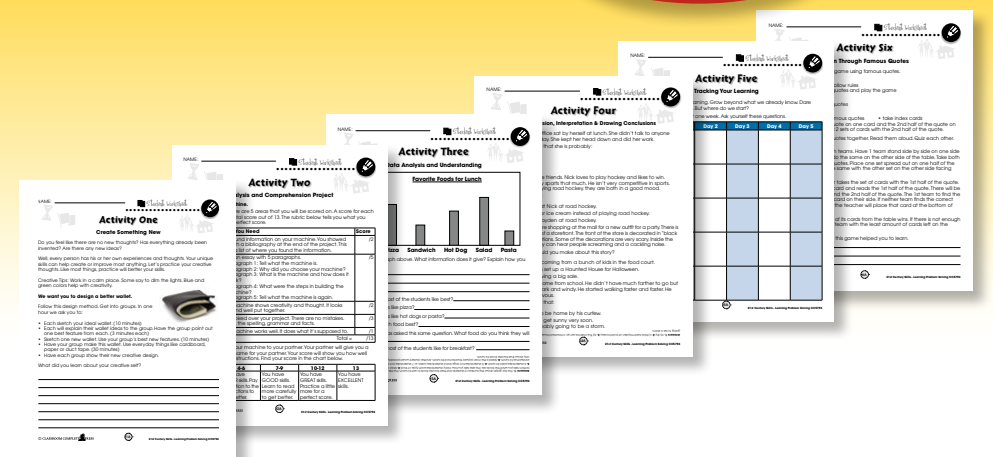
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Understanding The Problem-Solving Process

Problem Solving in the Workplace

Problem-solving skills means how you find issues. It also means how you find answers.

Most jobs need problem-solving skills. Some jobs are all about solving issues like engineering, customer service and tax attorney.

In a job, there are many types of problems to solve. You need to choose the issues that are important to the company.

You need to practice certain skills to be a good problem solver. Below are important skills to learn. Match the meaning with the skill.

1	Initiative	You use logic to solve problems.	A
2	Creativity	You get stuff done.	B
3	Resourceful	You figure out roadblocks.	C
4	Analytical	You look at things in different ways.	D
5	Determination	You do not give up easily.	E
6	Results	You take action without being asked.	F

Write how you would solve this workplace problem.
You work in a deli making sandwiches. You can't keep up with the lunch hour rush. Some customers start leaving. How can you stop the customers from leaving?



Critical Thinking & Creativity Skills

Critical Thinking and Problem-Solving Scenario

The school plans a class trip. The class trip is to a remote town. They were going to help build a school for less fortunate kids. They are on an airplane and there is a storm. There is some turbulence and something happens to the plane. The plane crashes on a remote island. There are some injuries but everyone has survived. The teacher and the pilot are injured and will need care.

The students will need to work together. They will need to find ways to survive until they are rescued. In the chart below, brainstorm ideas on what you will need to do to survive. The first one has been done for you.

Problem	Plan	Solution
You need shelter.	Gather tree branches, parts of the plane, etc.	Build shelters for everyone to keep warm and dry.

When you have completed the chart, have a class discussion.

- Did you do everything needed? Explain.

- What else could you have done?

- Did everyone work together?

How to Comprehend and Analyze

How to Comprehend and Analyze: Emails From Your Boss

At work you will have different jobs to do. You may get an email with instructions for a job. Sometimes you will be told over the phone. However, you need to be able to comprehend and analyze what is being asked of you. To comprehend is to get what is being asked. To analyze is to break it down to gain a better sense of the job.

TIP: When you get an email with a job, print it out. Then, highlight all of the important parts. This will split up the important stuff from the stuff that isn't as serious.

This is an email to Justin. It is from his boss Maria. Read the email and answer the following questions:

Hi Justin,

I have a job that I would like you to start doing each month. Attached to this email is the work schedule from the last three months. Use this as a reference. Please make the work schedule for August. Make sure each worker has at least 3 shifts a week. Shaun wants August 15th off. Pierre only works Monday, Tuesday and Wednesday each week. Jennifer has every Saturday off. Please have this done by the third week of every month. When you are done, send it to Carla for review. Once she has approved, send it back to me. I will post it for everyone to see. This is so people can make any changes before it begins.

Thanks, Maria

a) Comprehend: What is Maria asking Justin to do? Write this down in your own words.

b) Analyze all the parts of the job in the space below: What are the steps Justin would need to do? Is there part of the job that requires help from a co-worker? Is there a time limit for the job to be done? Explain.

How to Comprehend and Analyze

Comprehension and Analysis Project

It is important to be able to give and take instructions. To make them clear and easy to follow.

You will write instructions on how to build a table.

The parts for the table are:

Use easy-to-follow steps. Put pictures with the steps to help.

Give your instructions to another student. See how easy-to-follow your instructions were.



Growth Mindset

Fixed Mindset vs. Growth Mindset

There are 2 types of students. One goes on to achieve success. This is a growth mindset. The other achieves less and less over time. This is a fixed mindset.

Below is a chart to explain these mindsets.

FIXED MINDSET	GROWTH MINDSET
Skill and future are set in stone.	Skill can be grown.
Wants to look smart so they:	Wants to learn so they:
<ul style="list-style-type: none"> avoid challenges see failure as a disaster see effort as useless for success ignore good feedback are threatened by others' success 	<ul style="list-style-type: none"> love challenges see failure as a chance to improve see effort as a path to success learn from criticism are inspired by others' success

Below are some questions to ask yourself. These will help you develop a Growth Mindset. Explain each answer.

- Do you work as hard as you can? _____
- Do you ask questions if you need help? _____
- Do you check your homework for errors? _____
- Do you spend enough time on your work? _____
- What can you do to improve your work? _____
- What can you do to improve your talent? _____



Growth Mindset

How to Learn a New Skill

Want to learn new dance moves? Want to learn how to play an instrument? Want to learn a new sport? Want to learn how to speak in public? Want to learn how to cook a meal? Want to learn how to juggle? Want to learn how to do cartwheels? Want to learn how to swim?

It often takes up to 20 hours to learn a new skill. Be patient, you can do it.

These 5 steps can help.

1. SET A GOAL

Knowing what you want to learn is the most important. What is the new skill that you want to learn?

2. THINK OF WHY YOU MIGHT GIVE UP

The first few hours or days are the hardest. Be patient. List 3 reasons why you may give up. Also list what you can do to avoid that.

3. BREAK IT DOWN

Start by doing some research into the skill you want to master. List 5 main parts you will need to learn to meet your goal.

4. FOCUS ON ONE PART

Work on one of your 5 parts. After you master that part, go on to the next one.

5. BELIEVE IN YOURSELF

This really does make all the difference. Believe that you can do it. Try imagining yourself having learned the new skill. In a few months time, you will succeed.



Bloom's Taxonomy

Bloom's Taxonomy for Reading Comprehension

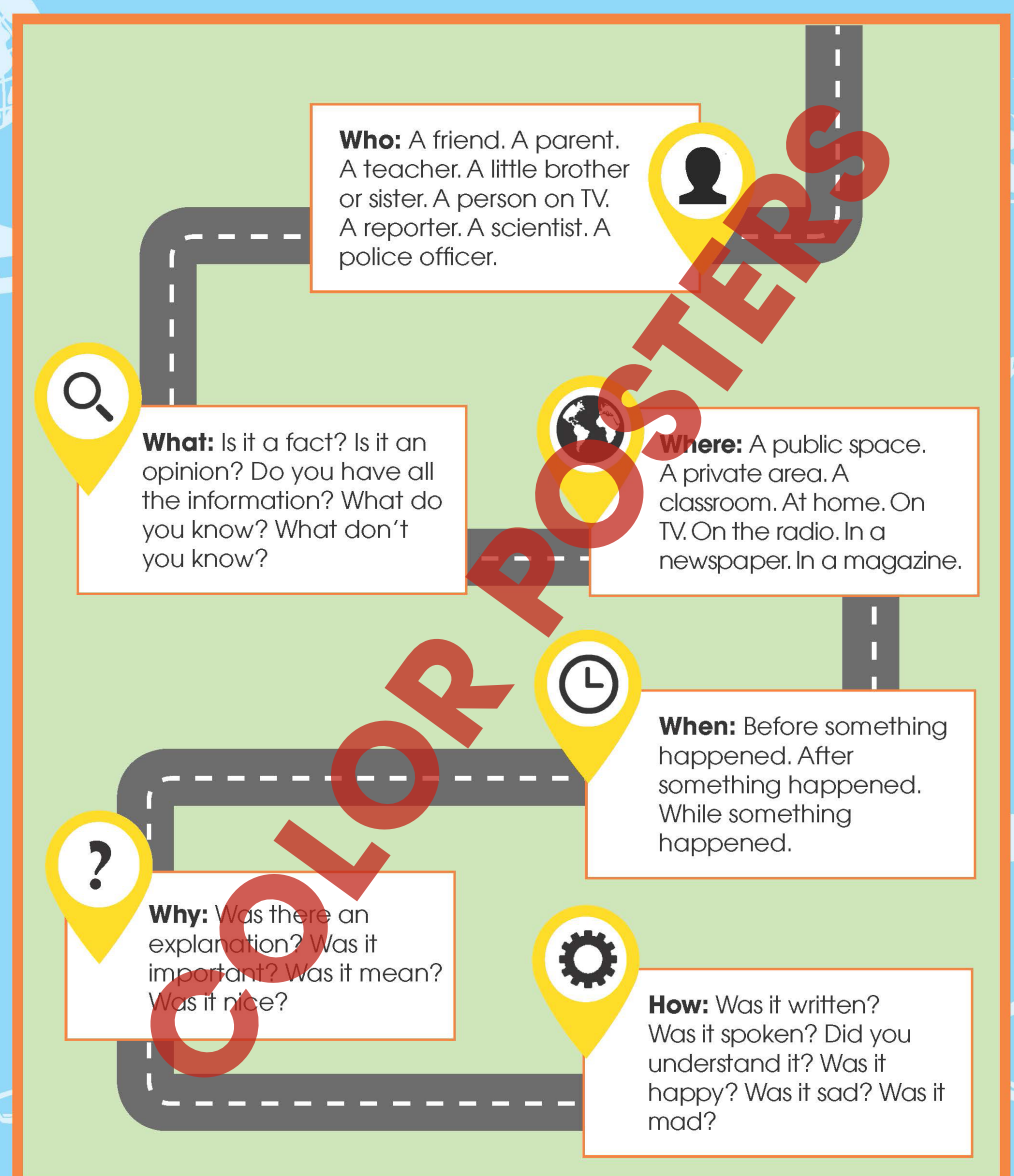
The activities in this resource engage and build the full range of thinking skills that are essential for students comprehension. Based on the six levels of thinking in Bloom's Taxonomy, assignments are given that challenge students to move beyond the worksheet to understand the information through higher-order thinking. By using higher-order skills of remembering, understanding, applying, analysing, evaluating, and creating, students become active learners, drawing more meaning from the information, and applying and extending their learning in more sophisticated ways.

Our resource, therefore, is an effective tool for any Social Studies program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask and interesting content, which promote creative and meaningful learning.

Vocabulary

- Analyze:** To break it down to gain a better sense of the job.
- Auditory Learner:** Learning with your ears. You need to be told or hear something to know it.
- Comprehend:** To understand the meaning.
- Conclusion:** The end or finish. A decision reached by reasoning.
- Creative Thinking:** To come up with new ways to approach a problem.
- Creativity:** To make meaningful new ideas, methods or ways.
- Critical Thinking:** Able to reflect, assess and judge something.
- Fact:** Can be proven and is true.
- Fixed Mindset:** Thinks you are born with your skills and talents.
- Growth Mindset:** Thinks skills can grow over time with hard work.
- Inferences:** A conclusion reached.
- Learning:** To get knowledge of or skill in, by study, instruction or experience.
- Mindset:** An attitude or mood.
- Opinion:** How you or someone feels about a topic.
- Physical Learner:** Learning with your hands. You need to try something to know it.
- Prediction:** A guess as to what will happen.
- Problem-Solving Process:** A series of actions that help find answers to something that needs taken care of.
- Problem-Solving Skills:** How you find issues and answers.
- Problem:** Something that needs to be taken care of.
- Process:** A series of actions directed to some end.
- Solving:** To find an answer to something.
- Verbal Learner:** Learning with a book. You need to read something and write it down to know it.
- Visual Learner:** Learning with your eyes. You need to see something or see it in your mind to know it.

Critical Thinking Questions Roadmap



NAME: _____



Growth Mindset

Changing a Fixed Mindset to a Growth Mindset

1. Anne studied hard for an English test. Her grade was lower than she wanted. Her best friend didn't study and got an A. Anne is mad at the teacher, dislikes the class and stops studying.

a) What in this is the Fixed Mindset?

b) How would you change it to a Growth Mindset?

2. James has an interview for a job at the mall. The manager makes him feel on edge. He is asked about past work experience. Jim does not have any yet, and gets defensive. He tells the manager not to have such high expectations. James doesn't get the job. He decides that he will never get a job and stops applying.

a) What in this is the Fixed Mindset?

b) How would you change it to a Growth Mindset?

3. Tom is taking guitar lessons. He really enjoys it. The last few weeks he has not had time to practice. During his weekly lesson, he notices that he is making a lot of mistakes. Tom turns to his teacher and says, "I guess I am never going to be in a band. I'm just not good enough." His teacher responds "Tom, some people have it. Some people don't."

a) What in this is the Fixed Mindset?

b) How would you change it to a Growth Mindset?

Answers will vary, but may include:

1.

a) Anne is mad that she didn't do well in the class. She blames others and decides not to study.

b) Anne should keep studying and trying to do better. Maybe try a different study habit.

2.

a) James has a bad experience and decides to quit.

b) James should try to be more positive and never give up. Keep trying and prepare to answer the same question in a more positive way.

3.

a) Tom has stopped practicing and starts to make mistakes. He believes he's no good. His teacher believes that some people just have the talent naturally.

b) Tom should make time to practice. His teacher should remind Tom to practice and encourage him to get better.

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Answers will vary, but may include:

1.

Surround yourself with your co-workers. Have a mix of others learning to become denim experts, as well as those who already are.

2.

Talk with your peers about the jeans. Have an open conversation. Don't be afraid of being wrong.

3.

Keep track of what you learn in a denim journal. Make lists describing each pair of jeans with pictures. Add suggestions and recommendations to give to customers.

4.

Keep a quick chart on hand at all times. If you're not sure about something, consult it.

5.

Always ask questions about the jeans. If you're not sure about something, just ask.

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Answers will vary.

Plans will vary.

EASY MARKING ANSWER KEY