



Adulting 101

Researching Life Skills



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Grade Level	12th Grade	Time Frame	100 minutes
Subject	English/Language Arts	Duration	2 periods

Essential Question

What are the essential skills needed for independent living/life as an adult?

Summary

Many teenagers and young adults are concerned about life in the “real world” and the adult skills needed to navigate this landscape. In this lesson, students will explore “adulting.” Students will research necessary life skills and create a presentation to be delivered to their classmates. In the process, students will learn about real-world skills adults should have in their life toolbox.

Snapshot

Engage

Using the [Collaborative Word Clouds](#) strategy, students will use Mentimeter to brainstorm life skills they need but may not have.

Explore

Students examine up to three (3) life skills using Wakelet, then refine their research focus to one skill.

Explain

Students observe an exemplar presentation of a life skill and research the skill they isolated for a life-skill presentation. Students share their research with a partner using the [30-Second Expert](#) strategy, and then reflect using the [Triangle-Square-Circle](#) strategy.

Extend

Students create a life-skill presentation [Elevator Speech](#) of the skill they isolated.

Evaluate

Students teach the skill they learned about to their classmates then consider their experience in this lesson using the [Two Stars and a Wish](#) instructional strategy.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 12)

12.6.R.2: Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

12.6.R.3: Students will evaluate the relevance, reliability, and validity of the information gathered.

7.W: Writing: Students will create multimodal texts to communicate knowledge and develop arguments.

12.7.W.1: Students will create multimodal content to communicate knowledge and defend arguments.

12.7.W.2: Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Attachments

- [Lesson Slides—Adulting 101.pptx](#)
- [Life Skills Note Catcher—Adulting 101 - Spanish.docx](#)
- [Life Skills Note Catcher—Adulting 101 - Spanish.pdf](#)
- [Life Skills Note Catcher—Adulting 101.docx](#)
- [Life Skills Note Catcher—Adulting 101.pdf](#)
- [One-Pager Template—Adulting 101 - Spanish.docx](#)
- [One-Pager Template—Adulting 101 - Spanish.pdf](#)
- [One-Pager Template—Adulting 101.docx](#)
- [One-Pager Template—Adulting 101.pdf](#)
- [Presentation Rubric—Adulting 101 - Spanish.docx](#)
- [Presentation Rubric—Adulting 101 - Spanish.pdf](#)
- [Presentation Rubric—Adulting 101.docx](#)
- [Presentation Rubric—Adulting 101.pdf](#)
- [Presentations Note Catcher—Adulting 101 - Spanish.docx](#)
- [Presentations Note Catcher—Adulting 101 - Spanish.pdf](#)
- [Presentations Note Catcher—Adulting 101.docx](#)
- [Presentations Note Catcher—Adulting 101.pdf](#)
- [QR Code Guide—Adulting 101 - Spanish.docx](#)
- [QR Code Guide—Adulting 101 - Spanish.pdf](#)
- [QR Code Guide—Adulting 101.docx](#)
- [QR Code Guide—Adulting 101.pdf](#)
- [Stress Management—Adulting 101 - Spanish.docx](#)
- [Stress Management—Adulting 101 - Spanish.pdf](#)
- [Stress Management—Adulting 101.docx](#)
- [Stress Management—Adulting 101.pdf](#)

Materials

- Laptops or Chromebooks with internet access
- Lesson Slides (attached)
- Life Skills Note Catcher (attached; 1 per student)
- One-Pager Template (attached; 1 per student)
- Stress Management handout (attached; 1 per student)
- Presentation Rubric (attached; 1 per student)
- QR Code Guide (attached; 1 per student)
- Presentations Note Catcher (attached; 1 per student)

10 minutes

Engage

Teacher's Note: Tech Tool Preparation

Create a copy of the Mentimeter presentation (linked below), then be sure to update the QR code and Menti code on slide 4.

Alternatively, this activity could be done without Mentimeter, using one of the many word cloud generators available online or even by using markers on poster paper.

Use the attached **Lesson Slides** to facilitate the lesson. Display the essential question on **slide 2** and the learning objectives on **slide 3**.

Display **slide 4** and ask students to use the QR code or Menti code to access the [Mentimeter](#) you created. Using the [Mentimeter](#) tech tool, students make a [word cloud](#) of what they think are essential life skills for being a successful adult. Give students several minutes to come up with ideas. Each student should contribute, so that the number of skills in the word cloud equals the number of students in your class.

Once students have generated a good list of suggested skills, engage in a class discussion about the skills. After the discussion, ask students if they have thought of any more skills they think are needed to be a successful adult and allow them 1–2 minutes to add these to the word cloud.

15 minutes

Explore

Ask students to choose three (3) life skills they do not know how to do from the list of skills generated in the word cloud.

Teacher's Note

If time is limited, students can choose one (1) activity to research.

Hand out copies of the attached **Life Skills Note Catcher**. Briefly show **slide 5** to allow students to pull up the Wakelet, then display the [Wakelet](#) on the screen and model how to search for life skills in the document. Ask students to use the [Wakelet provided](#) to find explanatory texts or videos that teach them about each skill. As they research, students should be recording their findings on the Life Skills Note Catcher.

At the end of the research time, revisit the essential question and ask students to think about which of the skills they researched is the most essential to successful adulthood. Engage in a classroom discussion.

After the discussion, have students choose one skill they wish to learn more about. Each student should have a unique skill to research and create a presentation on.

25 minutes

Explain

Teacher's Note: Preparation

Before starting the lesson, upload the One-Pager Template and the Stress Management handout to your Google Drive or classroom LMS, and then update the QR code and sample link on slide 6 with your own.

Exemplary work on this lesson requires students to use a multimodal approach. Model this for students during the exemplar presentation, explaining that presenting the information using the slideshow only is not “teaching” the skill and that the project necessitates a multimodal approach.

Either pass out printed copies of the **One-Pager Template** and the **Stress Management** handout or allow students time to access them from **slide 6**. Then, using **slides 7-9**, begin the exemplar presentation on the life skill of Stress Management.

Begin by defining stress, its effects, and the importance of stress management. Explain to students that the video [Adult 101: Stress Management for Teens and Young Adults](#) is part of your multimodal presentation, then play it from the 2:48 mark to the 3:45 mark.

Discuss the list of stress management techniques from the Stress Management handout, paying particular attention to the following:

1. The four A's: Avoid, Alter, Adapt, Accept (provide an example for each)
2. 5-5-5 breathing (teach this technique to the class)
3. Chair yoga
(demonstrate a couple of poses)

On **slide 9**, go through the “What’s the worst that can happen?” exercise. Ask the students to think of a situation that is stressing them out and literally imagine what the worst outcome might be. Ask students, “What would you do to prepare for that situation?”

Briefly explain the provided links on the Stress Management handout and how they improved the research process.

Display **slide 10** and Invite students to research the skill they isolated in the “Explore” section. Students should research their topic until they are able to explain and teach it to their peers.

Have students work with a partner to participate in [30-Second Expert](#), with each providing a 30-second explanation of what they have learned about their skill so far.

Then, display **slide 11** and have students reflect using the [Triangle-Square-Circle](#) instructional strategy.

Teacher's Note

If time is limited, sort students into groups. You can also limit the complexity of the topic they are researching.

If students research outside of the resources provided on the Wakelet, they should include their list of resources on their assigned handout.

30 minutes

Extend

Display **slide 12** and pass out the **Presentation Rubric** and the **QR Code Guide**.

Read through the rubric with the students and give time for questions.

Discuss making a QR code, and define multimodality.

Teacher's Note

A multimodal approach, or modality, refers to the use of various modes of communication and expression beyond traditional text. This can include a visual element (images, infographics), audio components (podcasts, music), and interactive formats (video).

Display **slide 13** and instruct students to prepare a 30-second [Elevator Speech](#) in which they are the expert and teach their classmates the skill they learned.

Presentations should include the attached [One-Pager Template handout](#). Allow students time to work on their presentations. Walk around the classroom to monitor and adjust progress, respond to student questions, and address misconceptions.

Teacher's Note

If time limits are a concern, provide a time limit and/or common format for each presentation. You may also consider limiting the complexity of the skill being researched, using a third class period for presentation prep, or assigning it as homework.

20 minutes

Evaluate

Students present and teach the skill they learned to the class. The goal here is that students not only learn the skill they researched, but they also learn the skills that their classmates researched. Give students adequate time to present their skills.

Depending on available time, students may either traditionally present or you could set up a [Gallery Walk](#). Use **slide 14** for a gallery walk and use **slide 15** for a traditional presentation.

Regardless of presentation method, classmates will demonstrate their engagement with the **Presentations Note Catcher** by writing three key takeaways from each presentation.

Finally, after everyone has had an opportunity to present, display **slide 16**. Ask students to complete an exit ticket using the [Two Stars and a Wish](#) instructional strategy.

Teacher's Note

Presentations will reflect the time you have available and could take several class periods for larger classes or for those who researched more complex topics.

Resources

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