INTEL® FUTURE SKILLS
PROFESSIONAL DEVELOPMENT

LAURIE HORENSTEIN
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WELCOME TO INTEL FUTURE SKILLS

This is a non-traditional learning experience!

What does that mean?

- There are **no** right or wrong answers! (you won't be able to ask the teacher for "the" answer.)
- You will **practice** student-led learning. This means you are expected to "fish" on your own for skills/information you need.
- You will learn by **doing**. Hands-on activities!
- You will probably **fail** many times before you succeed.
- **Failure** is a positive thing in this program. It means you are trying something new and you should feel proud when you try to learn new skills.

UNDERSTANDING FUTURE SKILLS

Intel's Future Skills Program is all about the skills needed for tomorrow's jobs. They are evolving at an ever-increasing rate. Meanwhile, far too many populations are being left behind —especially in the fields of STEAM education. That's where our Future Skills program comes in. Partnering with our communities, we provide hands-on innovation experiences, technology activities, and skills training to ensure all populations have a chance to be tomorrow's innovators.

Employees are the heart of the program. At Intel, we believe that by making meaningful investments in under-resourced communities, we can ensure a more fair and equitable future for all. Through our Future Skills program, we bring valuable skills training and activities to youth and women in underserved areas. Reaching them in school, afterschool, through camps and online learning, we help empower them with the skills and confidence to advance their lives —and the lives of future generations.

FUTURE SKILLS IN ACTION

Future Skills in SCHOOLS: In-classroom/after school/**online learning experiences (NEW!)** distributed as Future Skills Kits to nutrition centers, and local schools within Intel site communities.

Future Skills in NONPROFITS: Las Vegas, NV pilot delivered through a youth workforce development non-profit. Left behind a sustainable model behind to enable the work to continue and reach other non-profits to include CA and Mexico City.

Future Skills in PRISON SYSTEMS: Women/youth incarceration systems in Albany, OR and Pearl, MS.

Future Skills in STEAM CAMPS: US and Global Women in Science STEAM Camps in partnership with Girl Up, a program of the United Nations and U.S. Department of State.

Future Skills ACADEMY: Created to train our Intel skill-based volunteers on all content, preparing them to facilitate the learning at each Intel site for youth in our communities.

INTEL FUTURE SKILLS GUIDING PRINCIPLES

- Hands on Learning
- Self Directed
- Challenging
- Facilitator as Coach
- Accessible to many skill levels
- Inspirational

Teaching Failure

FAILURE IS A GOOD THING

- Failure is a **good** thing
  - Innovation takes repetition and **lots** of failure.
  - Traditional schools teach that failure is terrible, but innovators fail ***all the time***.
- Intel Future Skills bridges the gap between traditional schooling and innovation.
  - This program allows students to fail in a safe environment.
  - Creates a learning space where anything is possible.

ENCOURAGE FAILING FAST

As the facilitator:

- Give each student the **opportunity** to fail.
- If students are frustrated and still making progress, allow them to continue *uninterrupted*.
- If students are frustrated AND stop making progress, use the tips on the next two slides for:
  - Student self-help
  - Facilitator help by coaching

Remember, **let failure happen!** CELEBRATE IT!

STUDENT SELF-HELP: TECHNIQUES FOR DEALING WITH FRUSTRATION

- Take a breath.
- Try a different approach.
- Explain the problem to someone else.
- Work on something else for a while.
- Put things into perspective.
- Go for a walk around the room.
- Check your materials.
- Ask for help from your peers.
- Check your assumptions.
- Look online for guidance.
- Remember the reward.

FACILITATOR COACHING: TECHNIQUES TO HELP STUDENTS OVERCOME FRUSTRATION

- Get them talking.
  - *Ask*: “What have you tried so far?”
- Give some recognition.
  - “It looks like you worked really hard on that.” - Celebrate with a **Fail Star**!
- Encourage them to work with their peers.
  - “How about checking in to see if anyone else is having this problem?”
- Encourage them to try something different.
  - *Ask:* “What else might you try?”
- Suggest a break. “Looks like you could use a break.”

Attributes of a Coach

FACILITATE AS A COACH

You are off the hook for teaching

Best THREE words: **“I don’t know”**

- Coaches do not take the field.
  - Allow your students to learn by **doing**.
  - Do not “help” with their projects. (*Avoid touching or fixing*)
- Coaches give suggestions from the sidelines.
  - Encourage your students to find their own answers.
  - Coaches don’t have all the answers.
- Coaches give pep talks.
  - Watch for frustration and jump in before the player leaves the field.

GUIDING PRINCIPLES FOR COACHES

- Coaches' role is to help unlock answers.
- Let go of the pressure to know all the answers and how to solve the problems
- The key tool of a coach is **asking** the **right questions** at the right time and in the right way – Ask ***open*** questions
- A coach holds up a mirror for youth to make a change, offer a different perspective, encourage new ways of looking at something.

KEY ATTRIBUTES OF A COACH

- Solid interpersonal and essential skills, with ability to: **empathize**, **active listening**, understand and respond well to others (especially youth), and build trusting relationships with youth over time.
- Demonstrates and promotes **positive possibility thinking** skills and commitment to a growth mindset, creative problem solving, solutions orientation, and persistence.
- Some prior level of technical and STEAM subject matter expertise is important, with the interest and curiosity to **learn** enough to support participants in their work.
- Ability to identify and call upon technical mentors or experts when needed (recognize that turning to experts is role modeling for participants to persist and find help when needed.)


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