

INTERNS HAVE A FOOT IN THE DOOR

Focus Area: College and Career Readiness
Elevater 2: Supplemental Lessons
Lesson Duration: 50 minutes

OVERVIEW

Elevate students will brainstorm benefits of internships, complete a project that compares “interns” to “newbies,” discuss the roles of good communication and giving your best, and apply those skills to all areas of their lives.

ELEVATE OBJECTIVES

Communication

- Critique why all parties to a conversation have equal responsibility for good communication.
 - *Students will compare good communication to poor communication as it relates to team projects.*
 - *Students will plan how to use good communication with internships, their jobs, education, family and friends.*

Positive Work Ethic

- Show how giving their best integrates into all areas of their life.
 - *Students will discuss how giving their best in an internship impacts themselves and their current and future employers.*
 - *Students will plan how to give their best in all areas of their lives (internship, job, education, family and friends).*

COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

CASEL COMPETENCIES:

Relationship Skills, Responsible Decision-Making

Materials

- Copies of the following handouts, one per student:
 - *Bell Work: “Benefits of Internships”*
 - *“Interns Have a Foot in the Door” strips*
- ½ sheets of copy paper (one per student), timer
- Copy paper (four per group), glue stick (one per group)

Preparation

- Room setup: Arrange desks in a large circle or U-shape.
- Write the Elevate Objectives on the board.
- Cut “*Get Your Foot in the Door*” strips, and tape them to the bottom or back of the students’ chairs before class.

Strategies and Best Practices Used


- Text Scavenger Hunt
- Cooperative Learning and Competition
- Class Discussion


Suggestions for Supplemental Learning

- Students can research internships within their career fields and report on their findings.
- Students can role play chosen benefits of internships (getting a phone call from a colleague of your internship host employer, offering you a job).

Warm-Up
5 minutes

Team Teaching

 #1: G

 #2: BW


 #3: A

INTRODUCTION: BENEFITS OF INTERNSHIPS


- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “*Benefits of Internships*” to each student.
- Questions for Bell Work:
 1. *What is an internship?*
 2. *What are the benefits of an internship for the intern?*
 3. *What are the benefits of an internship for employers?*
 4. *What are the short-term benefits of giving your best as an intern?*
 5. *What are the long-term benefits of giving your best as an intern?*

Text Scavenger Hunt
15 minutes

Team Teaching

 #1: L

 #2: A

 #1: OUT

MINI LESSON: BENEFITS OF INTERNSHIPS

Lead Teacher Says: “Today we are going to talk about internships. Internships are pretty common in the working world. They can be beneficial for those looking to enter career fields and for employers. We’ll also see how communication fits in.”

{TEACHER TIP}

The purpose of this exercise is to compare the difference in getting a job done when you’ve had some experience and when you’re brand new to it. The hallway group will build experience while the in-class group will do a text scavenger hunt.

- Hallway Internship Activity
 - *OUT Teacher takes eight students to the hallway with copy paper, glue sticks and instructions for “Bridge Race.”*
 - *These students will work in two groups of four, using the instructions to build their bridges and improve them during this time.*
 - *Two of the hallway students will be instructed to use good communication with their classroom team in the next activity, and two hallway students will be instructed to use poor communication with their team in the next classroom activity.*
 - *OUT Teacher can encourage folding the paper to make it sturdier and to make it stand better and other helpful tips, as well as answer any questions in the hallway before re-entering the classroom.*
- In-Class Activity
 - *With the remaining students sitting in a large circle or U-shape in the classroom, use a timer to give twenty seconds for students to read the strip taped under or behind their seat before they scoot over one (clockwise).*
 - *After students return to their original chairs, hand out ½ sheets of paper and ask them to write as many as they can remember.*
 - *Allow three or four minutes for their writing, and then ask if there are other benefits that were not included in the sentence strips. (Call on several students to share other benefits of internships.)*

Cooperative Learning and Competition

15 minutes

Team Teaching

-  #2: L
-  #3: A
-  #1: A

ACTIVITY: "BRIDGE RACE"

Lead Teacher Says: "Now that we understand the many benefits of internships, we will see the benefits first-hand. Internships can be done during college or after college, and their purpose is to give college students and graduates some real-life experience in their chosen career."

- Divide students into groups of four. Call students in from the hallway.
- Four of the hallway students will make up one group
- Two good communicators from the hallway will join two classroom students to form a group of four
- Two poor communicators from the hallway will join two classroom students to form a group of four. There should be at least one group of four that does not include any hallway students.
- Read the directions out loud to the students and give them their five minutes of pre-work discussion.
- After five minutes, ask student pairs to separate from the other pair in their group and begin their work.
- Allow up to eight minutes to make their bridge, and then give two minutes for team partners to reconvene and test their bridge with a standard object that all teams use (white board eraser, for example).

Class Discussion

10 minutes

Team Teaching

-  #3: L
-  #1: A
-  #2: A

ACTIVITY: "PROJECT REFLECTION"

Lead Teacher Says: "Internships are on-the-job training experiences that open doors. Start looking for one at LEAST four months before you plan to begin. 30-50% of new hires in many career fields come from internships, and interns earn about 15% more in the long run than those who did not complete an internship. Experience matters!"

- Facilitate a class discussion using some of the following questions:
 - Did the "interns" from the hallway do better, the same or worse than the other groups?
 - How does this relate to our hallway vs. classroom group in the bridge race?
 - How were the interns better able to "give their best" in this project compared to other students?
 - What is more important at the beginning of your career, experience or salary? Why?

Lead Teacher Says: "You will find that the more real-life experience you have, the more marketable you are and the better references you will have. This is only if you give your best because if you don't, then you can probably forget about a good reference."


Wrap Up

WRAP-UP AND STUDENT ACTION

5 minutes

Team Teaching

 #1: L

 #2: G

 #3: A

- On the back of their ½ sheets of paper, ask each student to write how they can apply giving their best and using good communication to an internship, a job, their education, their family and their friends.

***Student Action:** Find a company in your chosen career that offers internships, and find out as much about the internship process and requirements as possible. Write a brief summary of your findings and bring this information for the next lesson.*

BELL WORK: BENEFITS OF INTERNSHIPS

What is an internship? _____

What are the benefits of an internship for people trying to enter a career? _____

What are the benefits of an internship for employers? _____

What are the short-term benefits of giving your best as an intern? _____

What are the long-term benefits of giving your best as an intern? _____

BELL WORK: BENEFITS OF INTERNSHIPS

What is an internship? _____

What are the benefits of an internship for people trying to enter a career? _____

What are the benefits of an internship for employers? _____

What are the short-term benefits of giving your best as an intern? _____

What are the long-term benefits of giving your best as an intern? _____

GET YOUR FOOT IN THE DOOR

1. Possible job offer from company that you intern with.
2. References that you can list on your resume.
3. Connections within your chosen field.
4. Real-life practice in your career field.
5. Better understanding of what the job entails.
6. Good gauge to see if you like this type of work.
7. Employers can see if you are a good match for their company.
8. Employers can see your level of dedication and work ethic.
9. Employers can hire you without spending a lot of money for training.
10. Employers can get your help without spending much.
11. Employers can glean from your fresh, new ideas.

12. Internships with rotations give you a variety of experiences.
13. Internships with rotations help you narrow down what you want to do.
14. Giving your best in your internship shows your work ethic to others.
15. Giving your best in an internship helps you to see the true workload.
16. Short-term benefits include a possible job right out of college.
17. Long-term benefits include lasting career networks.
18. You can get transferred to another branch if you want to move but love the job.
19. Doing your best in the internship improves your college grades.
20. The more rotations you do in an internship, the better qualified you are for different jobs in your career.
21. Internship rotations expose you to many managers and co-workers, helping your networking skills.

22. Internships help employers by providing an extra set of hands and eyes when they are under-staffed.

BRIDGE RACE

Each group of four students will receive four sheets of copy paper and two glue sticks to build a bridge with. Two students in each group will work together to build half of the bridge, while the other two students will build the other half. Team members will have five minutes to discuss their plan, and after this student pairs CAN NOT TALK TO OR LOOK AT the student pairs that are building the other half of their bridge. (They should, in fact, be on opposite sides of the room after their 5-minute planning period.) When both student pairs are finished with their half, they should raise their hands signaling they are ready to tape both halves together and put an object on the bridge to test whether it holds the item or not. (A white board eraser or other small item that carries a little bit of weight will do.) The first team to build a bridge that holds the white board eraser (or other small object) wins.