

GETTING INVOLVED, CONNECTING TO MY COMMUNITY: STEP ONE

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 1, Lesson 1

Week 1, Mini-Activity

(U2: W1-L1; W1-NA)

Lesson Duration: 50 minutes

OVERVIEW

Elevate students will begin to build an understanding of the professional skills they will need to be successful in a career after graduation. Students will investigate the importance of ethics, personal integrity, working with diverse populations, and they will learn introductory skills in building networks that support their individual future career plans.

ELEVATE OBJECTIVES

Introduction / Building a Network

- Define the purpose of networking and identify why building a professional network matters.
 - *Students will privately define the terms professional network, ethics, integrity, diverse populations, and extended learning experiences on their worksheet "Definitions and Terms".*
 - *Students will work in teams to discuss what networks they need to have to build a strong future.*
 - *Students will inform on other ways they can network to support peers with fewer connections.*

COMMON CORE COLLEGE AND CAREER READINESS OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.W.2** - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPLORE / ACT-TARGETED STANDARDS

- **Reading** – Clarify the meanings of words or descriptive phrases by searching for clues in the text (sentence structure, context, prefixes, spelling patterns)

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- **Social Competencies** – Planning and Decision-Making

Materials ● Handouts, one for each student: - o “Connecting to My Community: Bell Work ” ● Phone that can take pictures or a camera to capture images of the student’s houses.	Preparation ● Room Set-Up: Desks in a large U or in groups of four ● Write the Elevate Objectives on the board ● Prepare a Vocabulary Chart with the words the class will define together: - o <i>professional network</i> - o <i>ethics</i> - o <i>integrity</i> - o <i>diverse populations</i> - o <i>extended learning experiences</i>
Strategies and Best Practices Used ● Group Discussion ● Small Group Work ● Glue ● Strips of paper with the vocabulary words written on them (Print extra words just in case the group needs to use words twice): - o <i>professional network</i> - o <i>ethics</i> - o <i>integrity</i> - o <i>diverse populations</i> - o <i>extended learning experiences</i>	Suggestions for Supplemental Learning ● For resources on icebreaker games, go to: https://youthgroupgames.com.au/youth-group-icebreaker-games/

BELL WORK

Warm-Up 10 minutes Team Teaching #1: G #2: BW #3: A 	- As the students walk in and during Bell Work, consider playing music. You can find great song selections about school at: https://en.wikipedia.org/wiki/List_of_songs_about_school - Hand out the Bell Work: “Connecting to My Community” to each student. - Questions for Bell Work: - Privately define the terms: - professional network - ethics - integrity - diverse populations - extended learning experiences - Be sure to collect and review the Bell Work (make sure names are on student papers). A and G Teachers make a private list of students who seem to be struggling, then make a plan to reach out to those students at the conclusion of or outside of class.
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MINI-LESSON & ACTIVITY: “CONNECTING TO MY COMMUNITY”

Group Discussion Small Group Work 15 minutes Team Teaching #2: L #3: A #1: A 	Lead Teacher Says: “Welcome, Elevate! We are glad you are here! Thank you for completing your Bell Work. Everybody is probably wondering what the “Bellwork” has to do with building a successful future. Question. How many of you have ever had to ask a friend, family member, teacher or anyone to give you a reference or to help you find something you needed?” (Allow them to respond.) “How did it feel to ask?” (Allow them to respond.) “Did you feel comfortable asking?” (Allow them to respond.) Lead Teacher Says: “I want to share with you about a time when I had to make a request from a friend/family member/, etc.” (share a brief story about asking for support for anything) “Can someone share a time when it went really well? I want you to think about a few things first: Who were you asking?”
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What was your request?

How did you think it would help you to have someone fulfill this request for you? ” (Allow them to respond.)

Lead Teacher Says: *“I want to share with you about a time when I GOT a request from a friend/family member/, etc.” (share a brief story about someone who asked you to vouch for them and the things you considered before you did or did not support this person.)*

“Can someone share a time when another person asked you to vouch for them? I want you to think about a few things first:

Who was asking (you don’t have to give a name)?

What was the type of request?

What things did you consider before you said yes or no? ” (Allow them to respond.)

Does anyone else want to share? (Allow them to respond.)

Activity: Defining the Vocabulary:

Lead Teacher Says: *“Now let’s look back at the vocabulary words from your Bell Work. Let’s define these terms together. If you need to change your definitions it is fine. (Work as a group to define all of the terms.)*

{Teacher Tip}

Keep all stories short, simple, and job-related. This will help you to make connections between this skill and future job skills.

- At the end of the session, ask the students to remember their experiences as they think about the next activity.
- When completing the definitions as a whole group, **allow students time** to change their responses to the Bell-Work based on what they learned in class.

ACTIVITY: "BUILDING A HOUSE"

House Charts 20 minutes Team Teaching  #3: L  #1: A  #2: A 	Building A House Activity Instructions (Read Prior to Class). - o <i>Step One: Instruct students to work as a class to define the terms. A Teachers should observe and support group/partner work throughout this activity.</i> - o <i>Step Two: Once students have defined the terms as a whole group, have them divide into 3 or 4 small teams.</i> - o <i>Step 3: Pass out the chart paper, glue, and vocabulary word strips.</i> - o <i>Step 4: Have students construct their houses.</i> - o <i>Step 5: After students complete their houses, have them share in whole group to compare similarities and differences in their thinking.</i> Lead Teacher Says: "In our new unit we are talking about the skills you will need to become a professional in any field. We are going to begin by doing an activity. <i>Each of you has a chart with word strips in front of you. The chart paper has a house built on it. As a team, you get to determine how you would use these words to build a house. What words are the foundation for the house, what words would you use for the walls, and what words would you use for the roof. You can think about decorations in the house and you can add a few words, BUT only if your team agrees"</i> <i>"After you finish with your house, prepare to share the choices you made as a team."</i> ● Allow for discussion, be sure not to debate or discuss your personal beliefs about the order students put their words in. Remember to only coach them on making the words look like a house on their chart paper. {Teacher Tip} Remember, at this point any of these answers are acceptable. Most students that enter the Elevate program have little background or knowledge about it. Do not try to correct misconceptions (unless they are seriously off-base).

EXIT STRATEGY AND STUDENT ACTION

Wrap Up 5 minutes Team Teaching  #1: L  #2: G  #3: A	<i>“Thank you for participating today. Next week, we will identify the people we would use for job and school-related references. This week, think about who you would want to ask to be (1) a reference, (2) to give your job advice, (3) to be a mentor, (4) to help you get into college, (5) to introduce you to their network of friends.”</i> Student Action: <i>Students should be willing to take risks during class and try new ideas.</i>
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GETTING INVOLVED, CONNECTING TO MY COMMUNITY: STEP TWO

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 2, Mini-Lesson 2

Week 2, Activity

(U2: W2-ML2; W2-A)

Lesson Duration: 50 minutes

OVERVIEW

Elevate students will begin to build an understanding of the professional skills they will need to be successful in a career after graduation. Students will investigate the importance of ethics, personal integrity, working with diverse populations, and they will learn introductory skills in building networks that support their individual future career plans.

ELEVATE OBJECTIVES

Introduction / Building a Network

- Define the purpose of networking and identify why building a professional network matters.
 - *Students will review Lesson 1's Connecting "Building a House Activity" to reflect on skills they need to utilize to make and sustain professional connections.*
 - *Students will complete a "Who is in My Network" worksheet as a first step in building professional relationships from close friends to outside community groups and businesses.*

COMMON CORE COLLEGE AND CAREER READINESS OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.W.2** - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

EXPLORE / ACT-TARGETED STANDARDS

- **Reading** – Clarify the meanings of words or descriptive phrases by searching for clues in the text (sentence structure, context, prefixes, spelling patterns)

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- **Social Competencies** – Planning and Decision-Making

Materials ● Handouts, one for each student: - o “Connecting to My Community: Who is in My Network WorkSheet”	Preparation ● Room Set-Up: Desks in a large U or in groups of four ● Write the Elevate Objectives on the board ● Place the student’s Houses, from the previous week, up on the wall.
Strategies and Best Practices Used ● Group Discussion ● Independent work ● Group Work	Suggestions for Supplemental Learning ● For more resources “Who is in My Network” electronic format:  U3: W1-L1; W2-A: Who Is In My Network Week 2 Ac... ● For resources on icebreaker games, go to: https://youthgroupgames.com.au/youth-group-icebreaker-games/

ACTIVITY: “CONNECTING TO MY COMMUNITY: WHO IS IN MY NETWORK”

House Charts 20 minutes Team Teaching  #3: L  #1: A  #2: A 	Building A House Activity Instructions (Read Prior to Class). - o <i>Step One: Instruct students to look at the work from their peers from the previous week.</i> - o <i>Step Two: Have the class discuss some of the stories they had about getting supporting someone for a job, to another person, for school, etc.</i> - o <i>Step 3: Pass out the “Who is in My Network” worksheet or have the students log in to Google and make a COPY of the electronic form.</i> - o <i>Step 4: Have students visually review the sheet.</i> - o <i>Step 5: Have students complete the sheet by hand or online.</i> Lead Teacher Says: “As we discussed last week, our new unit is building connections.
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	<i>Each of you either has either a paper or an electronic copy of the “Who is in My Network” form. Before we complete this form, we are going to talk about the people we want to put on your list”</i> Lead Teacher Says: <i>“I remember one time when I could not think of someone to put on my list. I really struggled with ideas. Who would some of you choose, if you had a hard time like me?” (Allow students to share.)</i> <i>“Thinking about our ideas, are there any other people you think might be great to have on the list?” (Allow them to share.)</i> <i>When you think about your dream job, what companies would you want to have on your list of connections? You will be able to look up companies on the computer-based on the career you would like to have?” (Allow them to share).</i> ● Allow for discussion, be sure to walk around the room and support students in putting people on their list. Allow students to talk and share quietly, since this may be difficult for students to process. {Teacher Tip} Remember, all answers are acceptable. Students will review this list often and are encouraged to change it as they grow and learn more about what they want to do in the future.

BELL WORK: CONNECTING TO MY COMMUNITY - STEP ONE

Warm-up question:

How's your day so far? (10 is high, 1 is low)

1 2 3 4 5 6 7 8 9 10

What is the key reason for your rating?

What is Bell Work? At the beginning of every class, we will have Bell Work. Take your time to answer the questions below. Every day you will turn this item in and sometimes it will be graded.

The Purpose of Bell Work: Bell Work gives you an idea of what we will discuss in class that day. It also gives us an idea of what you already know, what you want to know, and what you have learned.

To the best of your ability, define the following terms:

1. *professional network*

2. *ethics*

3. *integrity*

4. *diverse populations*

5. *extended learning experiences*

CONNECTING TO MY COMMUNITY STEP TWO - WHO IS IN MY NETWORK WEEK 2 ACTIVITY

Close Personal Connections	School Connections	Community Members/ Groups	Business I hope to Connect With
Name 1 peer you think can support you as you build your network? Name:	Name 1 Teacher you think can support you as you build your network? Name: How can they support you?	Name 1 member of your community that you think can support you as you build your network? Name: How can they support you?	Name a business you would like to connect with that you think can support you as you build your network? Business: How can they support you?
Name 1 family member you think can support you as you build your network? Name:	Name 1 Teacher you think can support you as you build your network? Name: How can they support you?	Name 1 member of your community that you think can support you as you build your network? Name: How can they support you?	Name a business you would like to connect with that you think can support you as you build your network? Business: How can they support you?
Name 1 family friend you think can support you as you build your network? Name:	Name 1 Staff Member you think can support you as you build your network? Name: How can they support you?	Name 1 community group you think can support you as you build your network? Group Name: How can they support you?	Name a business you would like to connect with that you think can support you as you build your network? Business: How can they support you?



Name 1 long-distance relative you think can support you as you build your network? Name:	Name 1 Administrator you think can support you as you build your network? Name: How can they support you?	Name 1 community group you think can support you as you build your network? Group Name: How can they support you?	Name a business you would like to connect with that you think can support you as you build your network? Business: How can they support you?
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