

GETTING INVOLVED, BUILDING PROFESSIONAL CONNECTIONS

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 7, Lesson 7

Week 7, Min-Activity

(U2: W7-L7; W7-MA)

Lesson Duration: 50 minutes

OVERVIEW

Elevate students will understand the importance of being able to find common ground and build from it to make connections with others in order to achieve career success.

ELEVATE OBJECTIVES

Introduction / Community Service

- The purpose of this lesson is to help students understand the importance of being active members of their community and to learn the benefits of participating in projects within/for their community..
 - *Students will explain what networking is and how it can benefit them.*
 - *Students will improve conversational skills*
 - *Students will network to discover mutual interests with others*

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 other's ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.L.6** -_Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

Materials

- Handouts, one for each student:
 - *“Getting Involved, Building Professional Connections Bell Ringer”*
- Prepared KWL charts, hung around the room, with pens at each chart
- Phone that can take pictures or a camera

Strategies and Best Practices Used

- Group Discussion
- Small Group Work
- KWL Charts

Preparation

- Room Set-Up: Desks in a large U or in groups of four
- Write the Elevate Objectives on the board
- Prepare KWL charts, each with 3 columns: K, W, L
- Make connections in your community to have other professions come to Week 8’s Networking Activity. Hint: During a time of Covid, you might want to ask admin staff, teachers, and school staff to participate instead of bringing in outside professionals.

Suggestions for Supplemental Learning

- For lists of songs about school that you can use, go to: https://en.wikipedia.org/wiki/List_of_songs_about_school
- For more resources on K-W-L charts, go to: <http://www.theteachertoolkit.com/index.php/tool/kwl>
- For resources on icebreaker games, go to: <https://youthgroupgames.com.au/youth-group-icebreaker-games/>

Warm-Up

10 minutes

Team Teaching



#1: G



#2: BW



#3: A



BELL WORK

- 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: “*Getting Involved, Building Professional Connections*” to each student.
- Questions for Bell Work:
Students answered the following questions:
 - What is a professional connection?
 - Do you need to change how you communicate when you are in a professional environment?.
 - What are 5 things you have done to get to know a new person?
- 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.

Group Discussion

Small Group Work

15 minutes

Team Teaching



#2: L



#3: A



#1: A



MINI-LESSON & ACTIVITY: “GETTING INVESTED, PROFESSIONAL NETWORKING

Lead Teacher Says: “Welcome back Elevate! We are glad you are here! Thank you for completing your Bell Work.”

“So, as we all know, we have been working in Unit 3: Getting Involved. So far, we have:

We learned about professional skills (professional network, integrity, ethics, diverse populations, extended learning experiences) and we built a house of our vocabulary words.

Then we learned how to ask for and keep track of our personal and professional references.

We completed presentations of various community groups and did our own service project, which was _____.

In the next 2 weeks we are going to build on that knowledge by learning how to network professionally.”

“As we said on our first day of Elevate, “We are the people who will change the world for the community around us. We are the game changers.” Another way to become a game changer is by expanding your influence through your connections with others.

- Tell students to find one partner and share their answers to the Bell Work Activity.
- Give the directions for the game:
 - *Step One: Instruct students to gather into teams of two by the descriptor you give them. Example for the first round: Someone who has the same shoe size as you. **A Teachers** should observe and support group/partner work throughout this activity.*
 - *Step Two: Once students are paired up, have them look at their responses*

Lead Teacher Says: *“Each of you now has your Bell Work with you. You will start by saying your name to your partner with a handshake or fist-bump and share your first response with them.*

- Let them introduce themselves.
- Step Three: Instruct students that after they both introduce themselves and respond to the first prompt, they will need to find someone.

Lead Teacher Says: *“Now find someone who likes the same type of snacks as you.”*

- Step Four: Have students find someone who likes similar snacks as they do..
- Step Five: Have students introduce themselves the same as they did for the last question and answer the new prompt with their new partner. Have the **A Teachers** rotate around the room to take pictures for students who don't have a camera.
- Step Six: Use the 3rd get to know your idea and respond to the final prompt.

Lead Teacher Says: “Now you will have one and a half minutes per person to complete all these steps for the next six people. The three people with the top point values win a special prize.”

- Pair students up by the following. Find someone who:
 - teachers choice
 - find someone who likes the same snacks as you
 - has the same color on as you

{Teacher Tip}

Be sure to obtain as many ‘pictures’ as you can—it’s a great way to recap all of the hard work that has been put into the college and career readiness classes. Be sure to include each student in this process. If students are absent, get pictures of them in the next class.

- At the end of the session, ask the students to share something they were surprised by during the Meet-and-Greet.

ACTIVITY: “THE KWL OF ELEVATE”

- Break students into groups of four by numbering them off and then asking them to gather around a KWL poster

Lead Teacher Says: “Aren’t you glad that you are participating in College and Career Activities after school? I hope you are having a fun time as you learn.”

- Allow for discussion, be sure not to debate or discuss much of the details of the College and Career Readiness Elevate program.
- Some possible answers:
 - I don’t have anything else to do after school
 - I like spending time with my Elevate friends.
 - I want to take another field trip

KWL Charts

20 minutes

Team Teaching

 #3: L

 #1: A

 #2: A



{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 College and Career Readiness. Do not try to correct misconceptions (unless they are seriously off-base).

Lead Teacher Says: *“In the next few days, we are going to learn a lot about Professional Networking and ‘why’ it prepares us for our future. But we want to get started with a simple exercise called a KWL chart to figure out what you already know.”*

- To review: The KWL Chart is designed to answer three questions:
 1. What do you **K**now?
 2. What do you **W**ant to know?
 3. What have you **L**earned?
- Have students fill out the first column by answering the question: “What do you **know** about Building Professional Connections?”
- Students should have the option to use keywords, complete sentences, labeled pictures or symbols, or other varieties of answer forms that will convey the same message in their final product.
- **Teacher(s)** can model this activity first, and then check that students understand what they are being asked to do before moving on.
- Give teams three minutes to write all they know and then give them the opportunity to report out. Reinforce what they know that is correct and help them with their misconceptions where appropriate.
- Students can report to one or two other groups with **A Teachers** facilitating.
- Remind students of best practices when reporting out for their group in class:
 - *Speak clearly, loud enough for your audience.*
 - *Don’t talk while the presenter is reporting out, even if you’re in the presenting group.*
 - *Maintain eye contact with those who are presenting and those you are presenting to.*
 - *Stay on the topic of the activity you worked on.*
- Students will be encouraged to participate without judgment.

{Teacher Tip}

Only spend 3-5 minutes going through the report part of this exercise. Remember, tomorrow you will spend time talking more about Elevate.

Lead Teacher Says: “What we want you to know right now is that:

1. This after school College and Career Readiness class is designed to help you build a stronger future for yourself.
2. We want you to have long-term relationships and learn the skills you need to obtain and sustain those relationships.
3. Through this class, we are out to positively change lives—our own and those of others around us.”

- Now, have the students fill out the second column answering the question: “What do you want to know about the Building Professional Connections?”
- Give the students three minutes to write all they want to know about the Professional Connections and then give them the opportunity to report out their answers. Answer questions as appropriate. Reinforce what they know that is correct and help them with their misconceptions.
- Then ask them to complete the category of what they have learned so far. Repeat the same reporting-out procedure as with the K and W portions.
- Be sure to hold onto the KWL Charts for tomorrow’s lesson.

EXIT STRATEGY AND STUDENT ACTION

“Thank you for a great first day. Next Week, we will get more practice in Networking. As we leave, we have a task we would like you to complete.”

- On a 3 X 5 card or sticky note, ask students to write:
 1. One thing they are excited about related to this class
 2. One thing they are afraid of or concerned about related to this class

Student Action: *Students should speak to at least one person outside of class, briefly explain what this class is about, and then ask what that person would want to know about it. Students should write these questions on paper and be ready to share at the next class.*

Wrap Up
5 minutes

Team Teaching



#1: L



#2: G



#3: A

GETTING INVOLVED, BUILDING PROFESSIONAL CONNECTIONS ACTIVITY

Focus Area: College and Career Readiness

Elevate Propel: Unit 2: Week 8, Mini-Lesson 8
Week 8, Activity
(U2: W8-ML8; W8-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.

ELEVATE OBJECTIVES

Introduction / Community Service

- The purpose of this lesson is to help students understand the importance of being active members of their community and to learn the benefits of participating in projects within/for their community..
 - *Students will explain what networking is and how it can benefit them*
 - *Students will improve conversational skills through networking activities*
 - *Students will network to discover mutual interests with others*

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 other's ideas and expressing their own clearly and persuasively.
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CASEL COMPETENCIES:

Social Awareness, Relationship Skills

Materials

- Handouts, one for each student:
 - *“Getting Invested, Professional Networking” BINGO Game Board*
 - *Stickers, pens or markers to write with*

Strategies and Best Practices Used

- Group Discussion
- Small Group Work

Preparation

- Room Set-Up: Desks in a large U
- Write the Elevate Objectives on the board
- Choose a phone number to text or email the students’ selfies to.
- Network with professionals to come in and participate in the group activity (school staff is a great alternative to outside professionals, especially in a time of COVID).
- Snacks for celebrating after the game.

Suggestions for Supplemental Learning

- For lists of songs about school that you can use, go to:
https://en.wikipedia.org/wiki/List_of_songs_about_school
- Link to the BINGO Game Here:
[Professional Network BINGO](#)
- For resources on icebreaker games, go to:
<https://youthgroupgames.com.au/youth-group-icebreaker-games/>

ACTIVITY DAY GREETING: GETTING TO KNOW YOU, BUILDING PROFESSIONAL CONNECTIONS

Warm-Up

10 minutes

Team Teaching



#1: G



#2: BW



#3: A



- As the students and guests walk in, greet them at the door.
- Get ready for the activity by gathering everyone in the room and passing out the BINGO cards.
- **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.

Group Discussion

Small Group Work

30 minutes

Team Teaching



#2: L



#3: A



#1: A



ACTIVITY “GETTING INVOLVED, BUILDING PROFESSIONAL CONNECTIONS BINGO INSTRUCTIONS”

Lead Teacher Says: “Welcome Elevate Propel and Guests! I’m glad you chose to be with us today. Today is a big event, we are learning how to network and having fun while doing it. I’m going to read the steps of the activity, we are going to participate in the activity, and then we are going to have some snacks and get to know one another better.

“Are you READY?” (Allow them to respond.)

- First, let me make sure that everyone has the handout, “Getting Involved, Building Professional Network BINGO and something to write with.
- Give the directions for the game:
 - o *Step One: You are holding a BINGO card. Each card has an item that describes someone, or something you might have in common with another person. The line above the description is for signatures.*
 - o *Step Two: Find people around the room who fit the descriptions in each box and get them to sign that box. The first person to complete a row **signed by different people** wins.*

Lead Teacher Says: “A key point in WINNING is Networking, so learn more about the person you are speaking with because networking is about building relationships.”

- Step Three: No shouting or running. Be honest and show your integrity because relationships are about trust. If you fit a description, you must sign it if you are asked. There is no limit to the number of cards you can sign, but you can only sign each card once.

Lead Teacher Says: “Are there any questions?”

- Step Four: Alright! Let’s go! (walk around and make sure that everyone is participating.)
- Step Five: When someone yells, “BINGO!”, we will verify their card and play another round.

{Teacher Tip}

It’s a great idea to have prizes for a few rounds.

- At the end of two or three sessions, excuse the class to have snacks with the professionals in the room.
- Monitor students for their professionalism during the class.
- **Invite a student to give a word of thanks to the guests (on behalf of the whole class).**

SNACK TIME

Snack Time

20 minutes

Team Teaching

 #3: L

 #1: A

 #2: A



Lead Teacher Says: “Thank you so much for attending, please continue to get to know one another and partake in the snacks. Elevate Propel students, just a reminder, if you made a professional contact today, please go to our technology corner and put your new contact’s information into your Reference Log. See one of your Elevate Teachers if you get stuck.”

EXIT STRATEGY AND STUDENT ACTION

Wrap Up

1 minute

“Thank you for coming out today. I hope you enjoyed our networking game. Looking forward to next week’s College and Career session”

BELL WORK: GETTING INVOLVED: BUILDING PROFESSIONAL CONNECTIONS

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.

Answer the following questions:

1. What is a professional connection?
2. Do you need to change how you communicate when you are in a professional environment?.
3. What are 5 things you have done to get to know a new person?

BINGO				
Has the same # of siblings as me.	Does chores at home.	Likes pepperoni pizza.	Has performed on stage.	Has the same # of letters in their first name as me.
Has a dog.	Has visited another state.	Has the same career interests as me.	Ate the same thing I did for breakfast.	Is good with tools.
Has the same math teacher as me.	Plays a sport.	FREE SPACE	Speaks or wants to speak another language.	Plans to go to college.

Has a large family.	Plays video games.	Plays a musical instrument.	Reads or listens to the news.	Has the same 1st period class as me.
Walks to school.	Is wearing the same color shirt as me.	Has the same color of eyes as me.	Was born in another state	Likes to eat veggies.
