

# Teacher’s Manual for 5B: Strong Communication and Collaboration for Networking

## **Module Key Learning Target:**

- I can identify how I work best in collaborative settings and try new strategies to be more effective.

## **Learning Target for 5B:**

- I understand that networking is a powerful strategy that requires strong communication and collaboration.

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\*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

## What Do You Think: Networking Case Study: Adriane's/April's Story

**Suggested Timing: 10 to 15 Minutes**

### **Facilitation Steps:**

1. Decide which story is most appropriate for your students and have the students concentrate on that story.
2. Have a volunteer read, or have students read to themselves. Then, check for understanding and ask students to identify some of the difficulties that may arise.
3. Instruct students to answer the first two questions individually, but to wait to work with others to answer questions 3 and 4.
4. Ask volunteers to share their responses to the first two questions. Make sure to elicit multiple ways to network.
5. Working with a partner, students should come up with their top three ways to find a job and ways to use the three networking avenues identified.

### **Learning Target**

- I understand that networking is a powerful strategy that requires strong communication and collaboration.

**Plus 2 additional slides**

### **Tips for Successful Implementation:**



#### **Organization/Class Management:**

- Circulate to ensure students are writing and brainstorming.
- Make sure that everyone pauses after answering question 2.



#### **Accommodation:**

- If students would benefit from modeling first, do this with Adriane's story and have students work on April's story individually.
- For students who work at a much slower pace, adjust the expectation for question 4. Have them choose just one of the three avenues as their focus, and encourage them to identify at least three ways to utilize that specific avenue.



#### **Literacy: Approximately 70 words, (9th grade level)**

- Allow students to use highlighter to mark key information they can use to answer the questions.

## WHAT DO YOU THINK: Networking Case Study - Adriane



**DIRECTIONS** Read the situation below. Give Adriane advice on how she can get the information she needs.

Adriane is very interested in working in robotics. In her technology class, they are going on a job shadow trip. Her teacher mentions that her brother, Dwayne, works at a robotics firm in Framingham, MA. Adriane wants learn more about programming and automation, and hopes to obtain a part-time job. She knows Dwayne would be a good person to talk to, but she doesn't know how to make that happen.



1. How can Adriane get in contact with Dwayne?
  
2. Once she is able to contact him, what should she say?
  
3. In your group, develop a list of three strategies that might be used when looking for a job.
  - 1.
  - 2.
  - 3.
4. How could Adriane network using:
  1. An event:
  
  2. Her school resources:
  
  3. Social media:



### Assessment:

- Are students able to share ways for Adriane to connect with Dwayne?
- Can students think through what Adriane might say?
- Why is it important to think about how we can find job opportunities?



## WHAT DO YOU THINK: Networking Case Study - April

**DIRECTIONS** Read the situation below. Give April advice on how she can get the information she needs.

April is very interested in working in the green tech field. In her intro to sustainable energy class, she's learned about wind, solar and geothermal energy. Her teacher mentions that his brother, Will, works at a green tech firm in the area. April would love to get some hands-on experience, and potentially obtain a part-time job. She knows Will would be a good person to talk to, but she doesn't know how to make that happen.



1. How can April get in contact with Will?
  
2. Once she is able to contact him, what should she say?
  
3. In your group, develop a list of three strategies that might be used when looking for a job.
  - 1.
  - 2.
  - 3.
4. How could April network using:
  1. An event:
  
  2. Her school resources:
  
  3. Social media:



### Assessment:

- Are students able to share ways for April to reach Will?
- Can students state what April might say to Will?
- Why is it important to think about how we can find job opportunities?

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## Presentation: What is Networking?

**Suggested Timing: 5 to 10 Minutes**

### **Facilitation Steps:**

1. Share with students that you are going to talk briefly about networking.
2. Ask volunteers to explain what networking means to them.
3. Identify different ways professionals may network. Offer examples from your own experience of how you have grown your own network.
4. Invite students to share out different opportunities they have had for networking. Encourage students to take notes on both the definition of networking as well as examples that people provide.

### **What is Networking?**

- Networking is about the connections we have to others.
- When we trust the connections we make, we can use our network to find opportunities.
- Networks rely on people understanding who you are and working together to help each other move forward.

**Plus 1 additional slide**

### **Tips for Successful Implementation:**



#### **Time Management:**

- Be mindful of the time. Students will have an additional opportunity to discuss their own networks later in this lesson.



#### **Accommodation:**

- For those students who need more language support, there is a cloze-style slide and accompanying work sheet to help follow the presentation.

# What is Networking

**DIRECTIONS** Use the space below to take notes about what you learn during the presentation.

Key Information

Networking

One question I have is: \_\_\_\_\_  
\_\_\_\_\_

 **Assessment:**

- Are students taking notes?
- Are all students able to share how they network?
- Can students understand the link between networking and initiative?

## Group Activity and Video: How Can I Use My Network?

**Suggested Timing: 15 Minutes**

### **Facilitation Steps:**

1. Choose a video appropriate for your class. We recommend the TED-Ed video: *Networking for the Network Averse*. (<https://ed.ted.com/lessons/networking-for-the-networking-averse-lisa-green-chau>) but you can use any networking video that meets the needs of your students.
2. As you watch your chosen video pause at strategic moments to check for understanding.
  - a. Clarify what saying “yes” may look like in different settings.
  - b. Have a volunteer share a goal and how they might introduce themselves to a stranger to share their goal.
  - c. Brainstorm ways students can make sure they come to mind when there is an opportunity.
3. Have students share any questions from the video.

### **How Can I Use My Network?**

1. What are some benefits of networking?
2. What are Katherine's three steps to successful networking?
3. What are some good strategies for meeting new people?
4. How have you used networking in the past?
5. What is one question you have about networking?

### **Tips for Successful Implementation:**



#### **Organization/Class Management:**

- If students are having a hard time discovering how they have used their network, ask how they knew about the internship opportunity.



#### **Accommodation:**

- Some students will find it difficult to both watch the video and take notes/answer questions as it is playing. During the check-in times, and as a part of the share-out time, make sure that everyone is answering each question.

## How can I use my network?<sup>1</sup>

**DIRECTIONS** Watch the TED talk video and answer the following questions.

1. What are some benefits of networking?
2. What are Katherine's three steps to successful networking?
3. What are some good strategies for meeting new people?
4. How have you used networking in the past?
5. What is one question you have about networking?

<sup>1</sup> Video: <http://ed.ted.com/lessons/networking-for-the-networking-averse-lisa-green-chau#watch>



### Assessment:

- Do students understand the difference between strong ties and weak ties?
- Can students find places where they may have already started to use their network?

## Group Activity: Mini-Interview Practice

**\*Optional:** If students are not ready to make an elevator pitch, this activity will help them practice interacting with each other.

**Suggested Timing: 10 to 15 Minutes**

**Materials:** Mingle cards

### Facilitation Steps:

1. Let students know that it is time to practice interviewing.
2. Give students a moment to write down some ideas about what they might share with their partner. Instruct them to use the space on their page to make some notes
3. Tell students that you will give them a card with a picture, number or symbol and their task is to find the person with the matching card. Once they have found that person, they should shake hands, introduce themselves, and do their best to talk about how they feel about working with others.
4. Distribute cards face-down and let students mingle. Give them a 30-second warning, then ask them to return to their seats.
5. Try to circulate during the activity. Shake hands with different pairs, and look for groups that need help moving the conversation along.
6. After two minutes, have students do the role-switching portion and reintroduce themselves.

### Mini-Interview Practice

Round 1 (2 minutes)



Find your partner (person with matching card)

Discuss:

- How do you handle working with new people?
- What are some challenges you have faced when collaborating with others? How did you overcome the challenges?

**Plus 1 additional slide**

### Tips for Successful Implementation:

 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Give students a warning at the halfway point in case they need to switch speaking and listening roles.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• You may also choose to use the sentence-starters to help struggling students.</li><li>• Be prepared to look at alternate strategies if you have students with mobility issues. Setting up seats facing each other and having students move to the left or right (like “speed dating”) can work.</li></ul>
 <p><b>Dig Deeper/Extensions:</b></p> <ul style="list-style-type: none"><li>• Have students think about how they can build their professional networks with each other.</li><li>• Who in the room do they think they might recommend joining them at their placement? Who might it be harder to recommend?</li></ul>	

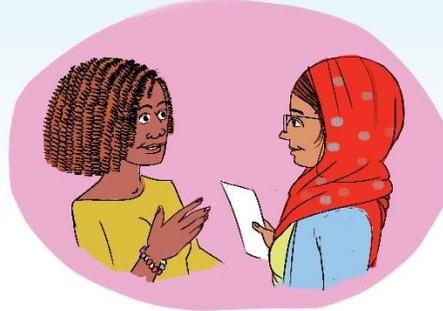
## Mini-Interview Practice

**DIRECTIONS** Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

### Round 1 (2 Minutes):

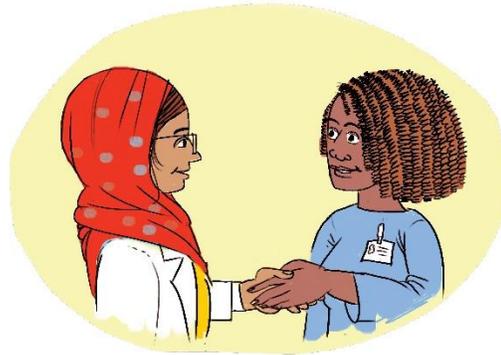
Find your partners and discuss:

- How do you handle working with new people?
- What are some challenges you have faced when collaborating with others? How did you overcome the challenges?



### Round 2: Role-Switching (2 Minutes):

- Re-approach your partner and pretend they are interviewing you. Do your best to communicate in your most professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has just asked you to describe a time you successfully worked with someone new by communicating effectively. Explain your strengths as a communicator and a team member.



You could say ...

- I am a good collaborating when \_\_\_\_\_.
- It is hard for me to work on a team when \_\_\_\_\_.
- I use my communication skills on a team by \_\_\_\_\_.
- When someone new joins my team, I \_\_\_\_\_.



### Assessment:

- Which students seem comfortable trying to take on a more formal style of communication?
- Move around the room and shake hands with different pairs to provide them with quality handshake practice and offer guidance around maintaining positive eye contact.

## Partner Activity:

### Building Relationships: Showcasing Your Best and Expressing Your Need

**\*Optional:** If your students are ready to create small speeches, this activity provides a way for them to practice.

**Suggested Timing: 20 to 25 Minutes**

#### **Facilitation Steps:**

1. Explain that an elevator pitch is usually used to obtain someone's interest in you or your idea.
2. ***Prepare ahead of time*** and share your own elevator pitch.
3. Have students take a few minutes to write their elevator pitch.
4. Place students in pairs and have them practice their elevator pitch with their partner.
5. Partners should give "Glows and Grows." Allow a few minutes for pairs to incorporate the feedback, then restate the elevator pitch.
6. Circulate to help struggling pairs.
7. Ask volunteers to share their pitches. You may ask what changes may be made based on the needs of the person making the pitch.

#### **Building Relationships: Showcasing Your Best and Expressing Your Need**

- An "elevator pitch" is a brief, persuasive speech that you use to spark interest in you, a project, or an idea.
- A good elevator pitch should last no longer than 20 to 30 seconds.
- It should be informative and make the listener want to know more.



**Plus 1 additional slide**

#### **Tips for Successful Implementation:**

 <b>Organization/Class Management:</b> <ul style="list-style-type: none"><li>• Try novel pairings so the pitch feels a little fresher to the listener.</li></ul>	 <b>Literacy: 94 words, 8<sup>th</sup> grade level</b> <ul style="list-style-type: none"><li>• It may be helpful to have different students read the sample aloud to help establish tone.</li></ul>
 <b>Accommodation:</b> <ul style="list-style-type: none"><li>• For English Language Learners, consider pairing them with others who speak their primary language and allowing them to do (at least) the initial pitches in that language. Remember, this is more about organizing and presenting the information and far less about speaking English.</li><li>• There is a version with sentence starters to help students who may struggle talking about themselves.</li></ul>	

## Building Relationships: Showcasing Your Best and Expressing Your Need

An “elevator pitch” is a brief, persuasive speech that you use to spark interest in you, a project, or an idea. A good elevator pitch should last no longer than 20 to 30 seconds. It should be informative and make the listener want to know more.

Sample Elevator Pitch:

*“Hi, my name is Christopher Ruiz. I am currently a senior attending Everett High School. I am interested in business. I volunteered with the school store throughout my sophomore year. Last summer, I completed an internship with the Museum of Science. I am hoping to find an internship in a biotech firm this summer. I also have an interest in chemistry and I’m finding that I am very good at problem-solving in business. In the future, I am hoping to combine these two very different disciplines and find a career that includes them both.”*



**DIRECTIONS** Develop and practice your elevator speech with a partner.

1. Introduce who you are and what you do.
2. Give examples of what problems you have solved or contributions you have made. (The skills and qualities AND the experiences that demonstrate these skills.)
3. Tell why you are interested in your listener.
4. After you give your elevator pitch, what response do you want to get? Do you want a business card, a referral, or an interview after your elevator speech?

Partner’s feedback	What did you do well?	What will you need to change to be more effective?



### Assessment:

- Circulate and help students who may be struggling by asking clarifying questions.
- Are students using active listening skills?
- How are students deciding the outcome of the pitch?

## Reflection: Section Wrap-Up

**Suggested Timing: 5 minutes**

### **Facilitation Steps:**

1. Ask students to take a moment and complete the reflection. If necessary, review the goal-setting component of this sheet.
2. Remind students that this reflection is private that no one will be asked to share their responses, and that there is no best answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.

### **Learning Target**

- I understand that networking is a powerful strategy that requires strong communication and collaboration.

**Plus 1 additional slide**

### **Tips for Successful Implementation:**



#### **Dig Deeper/Extension:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



#### **Accommodation:**

- Some students will require support to complete the goal-setting section. Give them a few examples to help them feel comfortable. Encourage them to focus on one step at a time in order to keep it manageable.

## Session Wrap-Up

Think about one goal that you have that could be supported by networking with other people.	
<b>My Goal..</b>	
<b>Two Next Steps ...</b>	
<b>One Obstacle and some possible solutions ...</b>	

Target Check-In				
Read the learning target and <b>check</b> the rating that best matches how you feel.	 <b>1</b> Not sure ...	 <b>2</b> Working on it ...	 <b>3</b> Almost there ...	 <b>4</b> I can do it!
I understand that networking is a powerful strategy that requires strong communication and collaboration.				

I feel this way because ...

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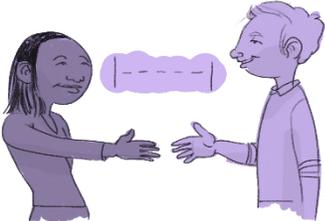
**Assessment:**

- Circulate around the room checking for understanding and clarifying what the ratings might feel like.
- At this point, students should be able to explain their rating.

## Resources for Module 5B in Teacher's Manual

	English Language Learner Accommodation	Page
1.	Networking Presentation Cloze work sheet	17
2.	Building Relationships Showcasing and Expressing Your Need (ELL version)	18

## Networking Presentation Cloze

Record what you learn from the presentation		Notes
<p><b>Networking</b></p> 	<ul style="list-style-type: none"> <li>• Networking is about _____ to other people.</li> <li>• Your network can help you find _____.</li> <li>• Networks rely on people _____ you.</li> </ul>	
<p><b>How Can Networking Help You?</b></p> 	<ul style="list-style-type: none"> <li>• Social media helps people grow their networks.</li> <li>• Networking connects people to jobs, _____, schools, programs, etc.</li> </ul>	

# Building Relationships: Showcasing Your Best and Expressing Your Need

An “elevator pitch” is a brief speech to make someone interested. A good elevator pitch is about 20 to 30 seconds. It should make the listener interested.



Sample Elevator Pitch:

*Hi, my name is Christopher Ruiz. I am a senior and go to Everett High School. I like business and work in the school store. Last summer, I was an intern at the Museum of Science. I also like chemistry, and I am a great at solving problems. So, I hope to find an internship at a biotech firm this summer. In the future, I would like to find a job that includes all if my interests.*

**Directions:** Develop and practice your elevator speech with a partner.

Remember to:

- Introduce who you are and what you do.
- Give examples of what problems you have solved or contributions you have made. (The skills AND the stories that show these skills.)
- Tell why you are interested in your listener.

After you give your elevator pitch, what response do you want to get? Do you want a business card, a referral or an interview?

You could say...

- My name is \_\_\_\_\_ and I am \_\_\_\_\_.
- I worked with \_\_\_\_\_.
- I hear that you are looking for someone who can \_\_\_\_\_. I have a lot of experience, including \_\_\_\_\_.