

## Vocational Connections

# Unit 4: Developing Community Connections

### **Unit Overview:**

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Unit 3 focused on building interpersonal communication skills, and Unit 4 puts those skills to work by engaging students with their community. This unit involves creating and developing a community network and identifying employment opportunities available within one's community.

### **Topics Covered:**

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Networking skills

Getting involved in my community

Jobs available in the community

Social media and its role in the job search

Strategies to networking successfully

### **Target Outcomes:**

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Any successful worker knows the inherent value of networking, both for securing employment and advancing in the workplace. The lessons in this unit encourage the awareness, development, and utilization of networking skills to reach into one's community to ascertain employment possibilities. The activities in this unit encompass social networking skills, the development of a "working" network, effective job searching strategies, and making the connections necessary to secure and maintain employment in a field students have identified as personally interesting and relevant to them. At the conclusion of this unit, students will have a list of resources to assist them with their employment search.

# Lesson 1: Part 1 and 2 Overview

## Unit 4

### Networking in My Community

**This lesson introduces students to networking. They will begin to explore, develop, and practice this skill through a variety of activities and discussions.**



*Students participating in this lesson will learn:*

1. what it means to network.
2. the critical link between networking skills and obtaining employment.
3. three specific strategies for building stronger relationships within the community.



*Students will be able to:*

1. define the concept of networking.
2. explain the benefits of networking and understand how networking can help them to get a job.
3. develop a personal plan for building stronger relationships within their community.



*Target Outcome:*

1. Students will develop a better understanding of networking and the value of community connections. They will learn strategies for networking and leave the lesson with a personal plan of action for networking in their community.



*Measurable Outcome:*

1. Students will be able to identify strategies for building and utilizing networking strategies.

# Lesson 1: Part 1

## Unit 4

### What is Networking?

(Adapted from “Teaching Networking Skills: Paving a Way to Jobs and Careers” by NERCEP)

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1.c 11-12.2 11-12.5	<b>Reading</b> 11-12.7	<b>Writing</b> 11-12.4	<b>Language</b> L11-12.6
	<b>CDOS</b>	2- 1, 2 3a 1, 2, 3, 4, 5,6,7,8	2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)	3b 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
<b>Lesson Materials</b>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slides 2-3 (Also available in PDF)</li> <li>2. One piece of long yarn or rope</li> <li>3. “Finding My Networks” Activity 4:1.1</li> </ol>				
<b>Instructor Preparation</b>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 2-3.</li> <li>2. Obtain a long piece of yarn or rope.</li> <li>3. Make enough copies of Activity 4:1.1 as needed.</li> </ol>				
<b>Lesson Details</b>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by posing this question to your students: <i>ASK: Think about the people that are close to you in your life (other than immediate family members). How did you meet them?</i></li> <li>2. Ask a few students to share out about a person they know and how they met them. If possible, give a personal example of someone that you know and the story behind how you met him/her. For example, you could explain that you met your spouse through a friend of a friend...etc...</li> <li>3. Explain that many times we meet new people through the people that we already know. This helps expand our connections in our schools and communities.</li> <li>4. Explain that we never know where these connections might lead!</li> </ol>				

# Lesson 1: Part 1 (continued)

## Unit 4

### What is Networking?

#### Lesson Details

#### Lesson Activity (Part 1):

1. For this activity, you will need a large open area and a total of 4 student volunteers.
2. Tell students that you are going to tell a story about meeting new people. Use the following script to help illustrate what networking is:

*“Jessica (fake name given to student volunteer 1 - feel free to use your students’ real names) loves animals and is looking for a job in a veterinarian’s office, but she doesn’t know where to begin the search. Jessica decides to start asking around to people she knows for help. Invite a volunteer to come up in front of the class. (Hand “Jessica” the end to the piece of yarn/rope.)*

*Jessica asks her teacher, Mrs. Jones, if she knows anyone that might be able to help (Invite volunteer 2 to be “Mrs. Jones” and hold on to part of Jessica’s yarn/rope, a few feet away from where Jessica is holding. There should still be plenty of loose rope).*

*Mrs. Jones thinks for a moment and then remembers a woman from her church, Karen, that has a son who is a Veterinarian. (Invite volunteer 3 to hold part of the rope as “Karen”)*

*The next time Mrs. Jones sees Karen at church, she talks to Karen. She asks if Karen would contact her son, John, about possibly meeting with Jessica about potential job positions at his vet office. Karen agrees. (Invite volunteer 4 to come up and hold on to the very end of the rope representing “John”)*

Your “network” should look like the following at the end of your activity:



Jessica

Mrs. Jones

Karen

John

# Lesson 1: Part 1 (continued)

## Unit 4

### What is Networking?

#### Lesson Details



3. Explain that often times we meet people in our lives because others connect us to new people for one reason or another.

#### Lesson Activity (Part 2):

1. Explain that the activity they just completed is an example of networking. Display **PPT/PDF slide 2** to define networking.
2. Explain that there are many different ways to get a job but networking is one of the most valuable ways to make connections with the people in your community that could lead to a job.
3. Use **PPT/PDF slides 3** to discuss the advantages of networking as a job search strategy.
4. Provide each student with the **“Finding My Networks” Activity 4:1.1 sheet**.
5. Explain to students that you want them to think about their own networks. Remind students that often times it is the people we would never think to ask that have the best connections for us. On this activity sheet, students will write down as many names as they can think of in each category, not just people that they think would lead them to a job. They are working to create the most comprehensive list of people that they know.
6. Allow students several minutes to complete this list.
7. Explain to students that you want them to keep this list on hand and to refer to it when they begin their job search. **ASK:** *Is there someone new on this list that might be able to help? It never hurts to ask!*

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *How can the people that we already know lead us to new opportunities?*
  - *Who is someone that you now know because you were introduced to them by a friend or family member?*

# What is Networking?

Activity 4:1.1

## Finding My Network



**Think of all the people that you know. List the names of as many people as you can think of that belong in each category.**

Family	Friends and Neighbors	School Connections (teachers, tutors, counselors...etc.)
Work or Volunteer Contacts	Clubs or Groups (after school activities, sports teams, musical groups...etc.)	Religious Groups

## Activity 4:1.1 (continued)

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<b>Stores or Restaurants</b> (hairdresser, grocery store, video/music store etc.)	<b>Doctors and Medical Professionals</b> (speech therapist, dentist, family doctor, veterinarian...etc.)	<b>Others</b>

# Lesson 1: Part 2

## Unit 4

### Building Stronger Community Relationships

(Adapted from Work Readiness Curriculum, Module 2: Fostering Community Involvement)

<p><b>ELA/CDOS Standards</b></p>	<p><b>ELA</b></p> <p>11-12.1.c 11-12.2 11-12.5</p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Reading</b></p> <p>11-12.7</p>	<p><b>Writing</b></p> <p>11-12.4</p>	<p><b>Language</b></p> <p>L11-12.6</p>
<p><b>Lesson Materials</b></p>	<p>1. PowerPoint (PPT) Slides 4-6 (Also available in PDF) 2. “Strategies to Building Stronger Community Relationships” Activity 4:1.2</p>				
<p><b>Instructor Preparation</b></p>	<p>1. Preview PPT/PDF slides 4-6. 2. Make enough copies of Activity 4:1.2 for each student.</p>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <p>1. Review the networking activity from part 1 of this lesson. Remind students that networking plays a huge role in the job search. 2. Explain that in today’s lesson they are going to look further into specific strategies that will help them building stronger relationships within their community.</p> <p style="text-align: center;"><b>Lesson Activity:</b></p> <p>1. Explain that it is important to create and maintain relationships within the community. Different relationships within the community help to build communication and personal skills that will translate into valuable working skills as an employee. Explain that there are three strategies that will help them build stronger community relationships. 2. Provide each student with the <b>Strategies to Build Stronger Community Relationships” Activity 4:1.2 sheet.</b></p>				

# Lesson 1: Part 2 (continued)

## Unit 4

### Building Stronger Community Relationships

#### Lesson Details

3. Display **PPT/PDF slide 4** to introduce the first strategy for building stronger community relationships.

*Strategy 1: Identify places I already go to and people I already know there where the relationship can be strengthened and deepened.*

- Have students share the places that they already go to in the community (the mall, church, library, a certain restaurant... etc.)
- Discuss the people that they already know there and ways they could deepen their relationship with them. (Ask them to coffee, a movie...etc.)
- Help students to complete the section for strategy 1 on their activity 4:1.2 sheet.

4. Display **PPT/PDF slide 5** to introduce the second strategy for building stronger community relationships.

*Strategy 2: Identify new community places where I might find people that share my interest.*

- Brainstorm with students different interests that they may have and places where that interest may be found.
- For example, if someone has an interest in cars, their list of places may include an auto repair shop, parking lot garages, car washes, gas stations, auto parts store...etc.
- After identifying places, brainstorm people that students could observe or get to know (sales clerk, mechanic...etc.)
- Help students to complete the section for strategy 2 on their activity 4:1.2 sheet.

# Lesson 1: Part 2 (continued)

## Unit 4

### Building Stronger Community Relationships

#### Lesson Details



5. Display **PPT/PDF slide 6** to introduce the third strategy for building stronger community relationships.
  - Strategy 3: *Develop a personal plan to increase my community involvement and relationships.*
    - After focusing on strategies 1 and 2, explain that the final strategy will be to develop their own plan based on their responses for the first two strategies.
    - Help students to think about new places they could visit, new places to volunteer, and different people they can make an effort to meet.
    - Help students to complete the section for strategy 3 on their activity 4:1.2 sheet.

#### **Lesson Reflection:**

1. Have students review the 3 strategies for building stronger communities. Specifically have them focus on their personal plan listed in strategy 3.
2. ASK: *What can you do this week/month to take action on your plan?*

# Building Stronger Community Relationships

Activity 4:1.2

## Strategies to Build Stronger Communities



**1** **WHO** do I already know in the community and how can I deepen the relationship?



Places in the community I already go:	Who are the community members there?	What could I do to get to know them better?

## Activity 4:1.2 (continued)

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**2** **WHERE** can I go where I will meet people that share my interests?

Interests I have:	Places where other people with this interest can be found:

## Activity 4:1.2 (continued)

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**3 WHAT** is my personal plan for creating more relationships in the community?

Places to visit:	People to meet or observe:	Steps to take:

# Lesson 1:

# Unit 4

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

Activity 4:1.1

Stores or Restaurants <small>(hairdresser, grocery store, video/music store, etc.)</small>	Doctors and Medical Professionals <small>(health insurance, dentist, family, etc.)</small>	Others
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**What is Networking?**  
Activity 4:1.1

### Finding My Network

Think of all the people that you know. List the names of as many people as you can think of that belong in each category.

Family	Friends and Neighbors	School Connections <small>(teachers, tutors, counselors, etc.)</small>
Work or Volunteer Contacts	Clubs or Groups <small>(after school activities, sports teams, musical groups, etc.)</small>	Religious Groups

Help students to think of as many people as they know in each category, not just people they think could help lead them to a job.

Activity 4:1.2

**2** **WHERE**

Interests:

Activity 4:1.2

**3** **WHAT** is my personal plan for creating more relationships in the community?

People to meet or observe:	Steps to take:

Students will work through this activity to help them narrow down the people and places that they already know which will allow them to see the connections that already exist.

**Building Stronger Community Relationships**  
Activity 4:1.2

### Strategies to Build Stronger Communities

**1** **WHO** do I already know in the community and how can I deepen the relationship?

Places in the community I already go:	Who are the community members there?	What could I do to get to know them better?

# Lesson 2: Part 1 and 2 Overview

## Unit 4

### Exploring the Community Connection

**This lesson helps students to explore the opportunities that exist in their own community.**



*Students participating in this lesson will learn:*

1. about possible job opportunities in their own community and the possible skills needed for those jobs.
2. how to use community resources to help them find job opportunities.



*Students will be able to:*

1. determine the skills needed for different jobs in their community.
2. identify and use community resources such as online job search sites, newspapers, and community members to help them find jobs.



*Target Outcome:*

1. Students will have a better understanding of job possibilities in their community and the resources people use to find jobs.



*Measurable Outcome:*

1. Students will be able to identify which jobs are of interest to them in their community and be able to use community resources to explore specific job opportunities.

# Lesson 2: Part 1

## Unit 4

### What Types of Jobs Are in My Community?

(Adapted from Work Readiness Curriculum, Module 2: Fostering Community Involvement)

<p><b>ELA/CDOS Standards</b></p>	<p><b>ELA</b></p>	<p><b>Speaking &amp; Listening</b> 11-12.1 d 11-12.4</p>	<p><b>Reading</b> 11-12.7</p>	<p><b>Writing</b> 11-12.6 11-12.8</p>	<p><b>Language</b> 11-12.1 11-12.2</p>
<p><b>Lesson Materials</b></p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 7 (Also available in PDF)</li> <li>2. “Exploring Jobs in My Community” Workbook Activity 4:2.1</li> </ol>				
<p><b>Instructor Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slide 7.</li> <li>2. Make enough copies of Activity 4:2.1 for each student.</li> </ol>				
<p><b>Lesson Details</b></p>  	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by watching the video on <b>PPT/PDF slide 7</b>. If using the PPT, you will need to click on the image on the slide, if using the PDF, you will need to visit the following site: <a href="https://www.youtube.com/watch?v=LCa02lgV0I0">https://www.youtube.com/watch?v=LCa02lgV0I0</a></li> <li>2. After watching the video ask students which types of jobs they saw featured in the video.</li> <li>3. Explain that there are many different types of jobs available in their community.</li> <li>4. Next, provide students with the <b>“Exploring Jobs in My Community” Activity 4:2.1 workbook</b>. Explain that this workbook is going to help students to think about the different jobs that are available in their community and the skills that each job needs.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Guide students through this workbook, assisting as needed.</li> <li>2. Have students complete all pages except the final page of the workbook.</li> <li>3. If desired, work together reading through the descriptions as a class.</li> </ol>				

# Lesson 2: Part 1 (continued)

## Unit 4

### What Types of Jobs Are in My Community?

#### Lesson Details

#### Lesson Reflection:

1. When students have worked through each page of their workbook, bring the class back together and use the following prompts to engage students in discussion:
  - *Did you come across any jobs that you may not have considered before?*
  - *Are there jobs available in your community that you absolutely do NOT want to consider? Why?*
  - *Which jobs most stand out to you as possibilities?*
2. If desired, go over specific jobs and review the skills needed for each job.
3. After your discussion, have students complete the final page of their workbook. Here they will list up to 2 jobs that they would like to explore more in their community.

# What Types of Jobs Are in My Community

Activity 4:2.1

## Exploring Jobs in My Community



**There are many different jobs to choose from in your community. Which job is right for you? Work through this workbook to help you begin thinking about which job might be a good fit for you.**

**{My Workbook}**

## Activity 4:2.1 (continued)



# Receptionist

A main function of a receptionist is to greet visitors to the business and make sure that these visitors get to see someone who can help them. Other things a receptionist may have to do: answer the telephone; handle multiple line telephones; take messages and pass them on to the appropriate person; use a computer/fax machine/copier; schedule appointments; sort mail; file; type letters and memos.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<p>Work With People</p>  <input type="checkbox"/>	<p>Count Money</p>  <input type="checkbox"/>	<p>Write</p>  <input type="checkbox"/>	<p>Use a Computer</p>  <input type="checkbox"/>
<p>Use a Telephone</p>  <input type="checkbox"/>	<p>Use Cleaning Tools</p>  <input type="checkbox"/>	<p>Use Cooking Equipment</p>  <input type="checkbox"/>	<p>Go to Meetings</p>  <input type="checkbox"/>
<p>Keep Track of Time</p>  <input type="checkbox"/>	<p>Make Decisions</p>  <input type="checkbox"/>	<p>Listen Carefully</p>  <input type="checkbox"/>	<p>Meeting People</p>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Baker

A baker has to weigh out and measure the flour, fruit, sugar and all the other ingredients in the recipe to make the bread, pastries, pies and cakes that have been ordered by the customers. He or she has to mix together all of the ingredients and bake in the oven for the right amount time.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<p>Work With People</p>  <input type="checkbox"/>	<p>Count Money</p>  <input type="checkbox"/>	<p>Write</p>  <input type="checkbox"/>	<p>Use a Computer</p>  <input type="checkbox"/>
<p>Use a Telephone</p>  <input type="checkbox"/>	<p>Use Cleaning Tools</p>  <input type="checkbox"/>	<p>Use Cooking Equipment</p>  <input type="checkbox"/>	<p>Go to Meetings</p>  <input type="checkbox"/>
<p>Keep Track of Time</p>  <input type="checkbox"/>	<p>Make Decisions</p>  <input type="checkbox"/>	<p>Listen Carefully</p>  <input type="checkbox"/>	<p>Meeting People</p>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Waiter/Waitress

A waiter or waitress works in restaurant. They write down customers' food orders and take these to the chefs and cooks in the kitchen. When the meals are ready the waiter/waitress takes the plates and dishes of food to the table. Other things a waiter or waitress may have to do: set the tables and clear away when the meal is finished; clean the restaurant after closing; refill water glasses; get drinks from the bar; cash customers out after the meal.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Computer Assistant

A computer assistant uses a computer to do a job for the firm or business. There are lots of different tasks this person may have to do, such as write letters and emails, look things up on the internet and place orders. A computer assistant will also use different computer programs such as Microsoft Office Word, Excel and PowerPoint.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<p>Work With People</p>  <input type="checkbox"/>	<p>Count Money</p>  <input type="checkbox"/>	<p>Write</p>  <input type="checkbox"/>	<p>Use a Computer</p>  <input type="checkbox"/>
<p>Use a Telephone</p>  <input type="checkbox"/>	<p>Use Cleaning Tools</p>  <input type="checkbox"/>	<p>Use Cooking Equipment</p>  <input type="checkbox"/>	<p>Go to Meetings</p>  <input type="checkbox"/>
<p>Keep Track of Time</p>  <input type="checkbox"/>	<p>Make Decisions</p>  <input type="checkbox"/>	<p>Listen Carefully</p>  <input type="checkbox"/>	<p>Meeting People</p>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

## Activity 4:2.1 (continued)

# Cleaner

A cleaner has to be able to use lots of different tools, such as vacuum cleaners, mops, and brushes to keep the place clean, tidy and safe for other people to use. A cleaner must know which cleaning product has to be used for which job.



### What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)

# Bus Person



A bus person clears the table after diners have left the restaurant. A bus person uses a large plastic bin to put the dirty dishes in and wipes the table clean for the next customer. This employee will take the bin to kitchen and unload it for the dishwasher. Some bus people will be responsible to sweep and mop the restaurant floor after closing, clean up spills and other messes and refill water glasses.

### What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)

# Stock Person



A stock person can work in a variety of environments from small drug stores to large warehouse stores such as BJ's or Costco. The stock person brings out items from the storage area to the proper shelving area and will arrange items so they are easy to find and attractive to the shopper. A stock person will ensure accurate pricing and be aware of expiration dates.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Cashier

A cashier can work in a variety of workplaces where sales transactions will occur such as restaurants, drug stores, department store and gas stations. A cashier will use a cash register to record the sales transaction, and will make change for the customer. Some cashiers will also assist customers to locate items in the store.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Food Preparation

An employee who works in food preparation assists the chef, sous chef, and cook by cutting vegetable and completing other basic food preparation tasks such as making salads, portioning food and plating dishes.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<p>Work With People</p>  <input type="checkbox"/>	<p>Count Money</p>  <input type="checkbox"/>	<p>Write</p>  <input type="checkbox"/>	<p>Use a Computer</p>  <input type="checkbox"/>
<p>Use a Telephone</p>  <input type="checkbox"/>	<p>Use Cleaning Tools</p>  <input type="checkbox"/>	<p>Use Cooking Equipment</p>  <input type="checkbox"/>	<p>Go to Meetings</p>  <input type="checkbox"/>
<p>Keep Track of Time</p>  <input type="checkbox"/>	<p>Make Decisions</p>  <input type="checkbox"/>	<p>Listen Carefully</p>  <input type="checkbox"/>	<p>Meeting People</p>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Bus Aide

A bus aide assists students to get on and off the school bus safely, as well as to cross the road. Bus aides also provide supervision to the students riding the bus to ensure safety and proper school bus behavior. Many bus aides work a split shift in the morning and afternoon.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

## Activity 4:2.1 (continued)



# Health Care Worker

A health care worker can work in a variety of health care settings including hospitals, rehabilitation facilities, nursing homes, assisted living facilities and other residential settings. Health care workers assist residents or patients to ensure needs are met such as transporting to other rooms, making sure bedding is clean, bathrooms are clean and any assistance needed is provided.

## What skills do you think are needed for this job?

{Check the boxes you think are right}

<b>Work With People</b>  <input type="checkbox"/>	<b>Count Money</b>  <input type="checkbox"/>	<b>Write</b>  <input type="checkbox"/>	<b>Use a Computer</b>  <input type="checkbox"/>
<b>Use a Telephone</b>  <input type="checkbox"/>	<b>Use Cleaning Tools</b>  <input type="checkbox"/>	<b>Use Cooking Equipment</b>  <input type="checkbox"/>	<b>Go to Meetings</b>  <input type="checkbox"/>
<b>Keep Track of Time</b>  <input type="checkbox"/>	<b>Make Decisions</b>  <input type="checkbox"/>	<b>Listen Carefully</b>  <input type="checkbox"/>	<b>Meeting People</b>  <input type="checkbox"/>

Is this a job I would like in the future?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

Activity 4:2.1 (continued)

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# Think About It!

Job I am considering: \_\_\_\_\_

Why I think I might be good at this job:

Skills I will need for this job:

Concerns I have about this job:

Job I am considering: \_\_\_\_\_

Why I think I might be good at this job:

Skills I will need for this job:

Concerns I have about this job:

# Lesson 2: Part 2

## Unit 4

### Community Resources

(Adapted from Work Readiness Curriculum, Module 4: Entering the Workplace)

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1 d 11-12.4	Reading 11-12.7	Writing 11-12.6 11-12.8	Language 11-12.1 11-12.2
	CDOS	2- 1, 2 3a 1, 2, 3, 4, 5,6,7,8	2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)	3b 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
Lesson Materials	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 8-12 (Also available in PDF)</li> <li>2. “Using Community Resources to Find a Job” Activity 4:2.2</li> <li>3. Access to personal computers for each student with internet access</li> </ol>				
Instructor Preparation	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 8-12.</li> <li>2. Make enough copies of Activity 4:2.2 for each student.</li> <li>3. Arrange for personal computers for each student.</li> </ol>				
Lesson Details	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Review the workbook activity students completed in part 1 of this lesson. Explain to students that once they have an interest in a possible job, there are certain community resources that you can use to help you get closer to that job opportunity.</li> <li>2. Display <b>PPT/PDF slide 8</b> to introduce some of the main community resources for finding a job.</li> <li>3. Point out that you have already discussed the networking aspect of finding a job and today they are going to expand to even more resources.</li> <li>4. Provide each student with the <b>“Using Community Resources to Find a Job” Activity 4:2.2 sheet</b>. Explain that students will have the chance to look for actual jobs in their own community. This activity will familiarize students with how to use these resources.</li> </ol>				

# Lesson 2: Part 2 (continued)

## Unit 4

### Community Resources

#### Lesson Details



5. Continue with **PPT/PDF Slides 9-12**. Go through each of these slides to discuss the different places where jobs may be listed. Explain that in this lesson, students will get a chance to begin using some of these resources. (Note: On slide 11, there are links to 3 job search websites. If using the PPT presentation, you will need to simply click on the name of each website. If using the PDF pages the links are found below:

[www.careerbuilder.com](http://www.careerbuilder.com)

[www.monster.com](http://www.monster.com)

[www.thingamajob.com](http://www.thingamajob.com)

6. Be sure to explore these sites together before having students explore them on their own so that they are familiar with how to navigate them.

#### Lesson Activity:

1. After going through the slides, allow each student to have access to a **computer with internet access** and the help wanted section of **local newspapers**.
2. As students begin to research job resources, they will complete Activity 4:2.1 sheet. Students can complete this sheet with or without assistance, as needed,
3. Allow students several minutes to complete their activity sheet. Depending on the students' abilities and experience with computers, you may want to complete this activity together.



#### Lesson Reflection:

1. After searching, have students share out some of their findings with the group.
2. Use the following prompts to engage students in discussion:
  - *Which type of resource was the easiest to use?*
  - *Which resources were more challenging?*
  - *Which resource do you think will be the most helpful for your own job search?*

# Community Resources

## Activity 4:2.2

# Using Community Resources to Find a Job >>>>>>>>>>

*Friends and Family  
Search*



*Newspaper*



**Job Search  
Resources**

*Online  
Search*



*Community  
Search*



## Activity 4:2.2 (continued)

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Explore the different resources for finding a job.

### Newspaper Search



Find the “Help Wanted” section of a local newspaper. List 5 different jobs that are listed.

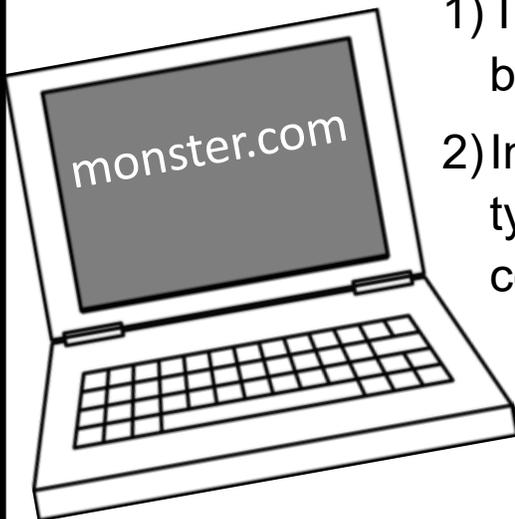
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### Online Search



- 1) Type **monster.com** into an internet browser
- 2) In the “search” box at the top of the screen type in **automotive repairs**. Type your zip code into the “location” box.

**List 3 companies that are hiring in this job field.**

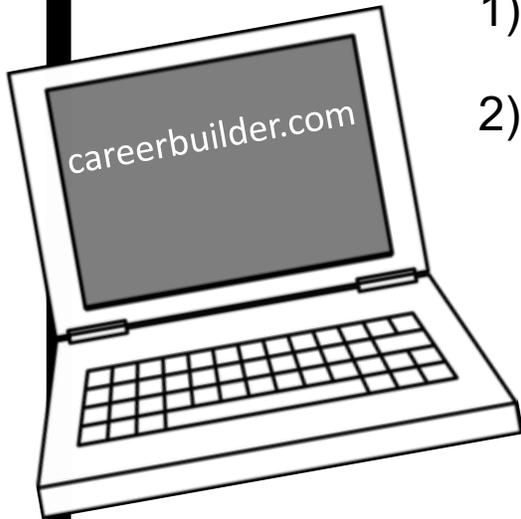
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## Activity 4:2.2 (continued)

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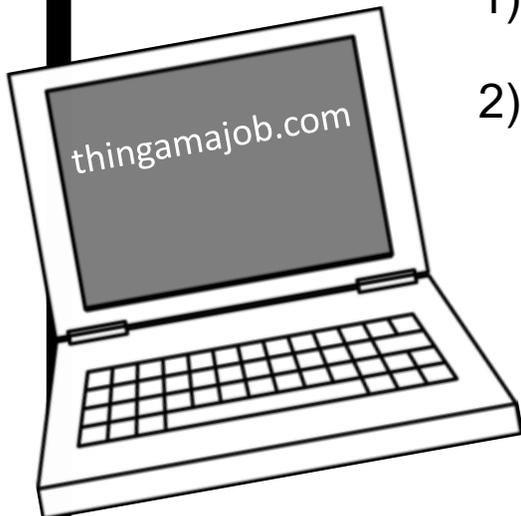
- 1) Type **careerbuilder.com** into an internet browser.
- 2) Click on “Find Jobs” along the top of the page. Type your zip code into the “Location” box.

**List 3 different kinds of jobs that are looking to hire.**

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- 1) Type **hingamajob.com** into an internet browser.
- 2) Click on “Find Jobs” along the top of the page. Type **data entry** into the “keyword” search box. Choose the state you live in using the drop box at the top of the page.

**List 2 cities that are hiring for data entry.**

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## Activity 4:2.2 (continued)

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- 1) Choose one of the websites listed on the left.
- 2) Use the site to find a job that interests you in your area.

*Here is a list of job fields that you may want to search for:*

- \* Automobile Detailer
- \* Baker Assistant
- \* Bus Driver
- \* Cafeteria Attendant
- \* Child Care Attendant
- \* Custodian
- \* Cook Assistant
- \* Data Entry Clerk
- \* Factory Helper
- \* Floral Designer
- \* Housekeeper
- \* Groundskeeper
- \* Nurse's Aide
- \* Photo Developer
- \* Receptionist
- \* Security Guard
- \* School Bus Monitor
- \* Truck Driver
- \* Teacher's Aide
- \* Food Service Worker
- \* Cashier
- \* Animal Caretaker

**What job are you searching for?**

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**List a company that is hiring for a job that interests you.**

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**Where is this company located?**

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## Community Search



Keep your eyes open as you walk around your community this week!

**List any businesses and companies that have “Help Wanted” signs posted or other postings saying that they are hiring.**



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## Friends and Family Search



Talk to your friends and family! Ask them where they work and if their company is hiring.

**Write down the names of any businesses or company that may be hiring.**

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# Lesson 2:

# Unit 4

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:

Students will work through this workbook to explore different jobs in their community and skills needed for each job.

This collage includes several activity sheets. One sheet titled 'Receptionist' describes the main function of a receptionist as greeting visitors and handling messages. Another sheet titled 'Waiter/Waitress' describes their role in a restaurant, including taking orders and clearing tables. A third sheet titled 'Think About It' is a worksheet for students to list jobs they are considering, the skills they will need, and why they might be a good fit. A fourth sheet titled 'What Types of Jobs Are in My Community' features a graphic of a person at a signpost and asks students to explore jobs in their community.

Using computers and other resources, students will practice searching for jobs online and in their community.

This collage shows activity sheets for job searching. One sheet titled 'Newspaper Search' asks students to find a newspaper and list companies. Another sheet titled 'Online Search' asks students to use monster.com to find a job. A third sheet titled 'Community Resources' includes a diagram of 'Job Search Resources' with arrows pointing to 'Friends and Family Search', 'Newspaper', 'Online Search', and 'Community Search'. The 'Community Search' section includes instructions to look for 'Help Wanted' signs and to ask friends and family for job leads.

# Lesson 3: Part 1 and 2 Overview

## Unit 4

### Exploring the Community Through Social Media

**This lesson helps students explore how they can make connections with their community using different social media platforms.**



*Students participating in this lesson will learn:*

1. what social media networks are and some examples of existing networks.
2. how to use social media to learn more about businesses and organizations in their community.
3. how using social media might aid in their job search.



*Students will be able to:*

1. discuss information found on different social media network sites.
2. brainstorm positive and negative results of social media.
3. use social media to learn about businesses and organizations in their community.



*Target Outcome:*

1. Students will be able to explain and demonstrate how they can learn about businesses and organizations in their own community..



*Measurable Outcome:*

1. Students will be able to complete an activity sheet showing information that they learned about a business or organization in their community using social media.

# Lesson 3: Part 1

## Unit 4

### Social Media and Me

<p><b>ELA/CDOS Standards</b></p>	<p><b>ELA</b></p>	<p><b>Speaking &amp; Listening</b> 11-12.1 d 11-12.4</p>	<p><b>Reading</b> 11-12.7</p>	<p><b>Writing</b> 11-12.6 11-12.8</p>	<p><b>Language</b> 11-12.1 11-12.2</p>
<p><b>Lesson Materials</b></p>	<p>1. PowerPoint (PPT) Slides 13-14 (Also available in PDF) 2. 4 pieces of chart paper and markers</p>				
<p><b>Instructor Preparation</b></p>	<p>1. Preview PPT/PDF slides 13-14. 2. Prepare 4 pieces of chart paper for the following social networks: <i>Facebook, Twitter, Instagram, and YouTube</i>. (See the reference sheet for layout details)</p>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <p>1. Begin the lesson by making a series of statements. Students will stand up if the question applies to them.</p> <ul style="list-style-type: none"> <li>• <i>Stand up if you have ever used Facebook.</i></li> <li>• <i>Stand up if you have ever used Twitter.</i></li> <li>• <i>Stand up if you have ever used Instagram.</i></li> <li>• <i>Stand up if you have ever used YouTube.</i></li> </ul> <p>2. Explain that these are types of social media network. Most students have probably heard of social media before, however, use <b>PPT/PDF slide 13</b> to give a simple definition so that everyone has the same understanding.</p> <p>3. <b>ASK:</b> <i>Are there other types social media websites that you have used? If so, what?</i> Allow students to share other types of social media that they have used.</p> <p>4. Explain that we often use social media to connect with friends and family.</p>				

# Lesson 3: Part 1 (continued)

## Unit 4

### Social Media and Me

#### Lesson Details

#### Lesson Activity:

1. Explain to students that they will be working in small groups to brainstorm the types of information shared on different social media networks.
2. Display **PPT/PDF slide 14**. Read through these prompts with the students. These same prompts will appear on their chart paper. Be sure students understand each prompt.
3. Divide students into 4 groups and assign each group one social media network (Facebook, Twitter, Instagram, or YouTube). You may need to make more than 4 groups if you have a large group, assigning 2 groups the same network.
4. Provide each group with several **markers** and the prepare **chart paper** and that matches their assigned network.
5. Using the prompts listed on their chart paper, have students jot down the different ways that people communicate through their assigned social media network and the types of information shared there.
6. Once posters are complete, have each group share out their thoughts. Generate discussion about each type of social media network.
7. Option: Work as a whole group and complete each chart paper on each social media network together.

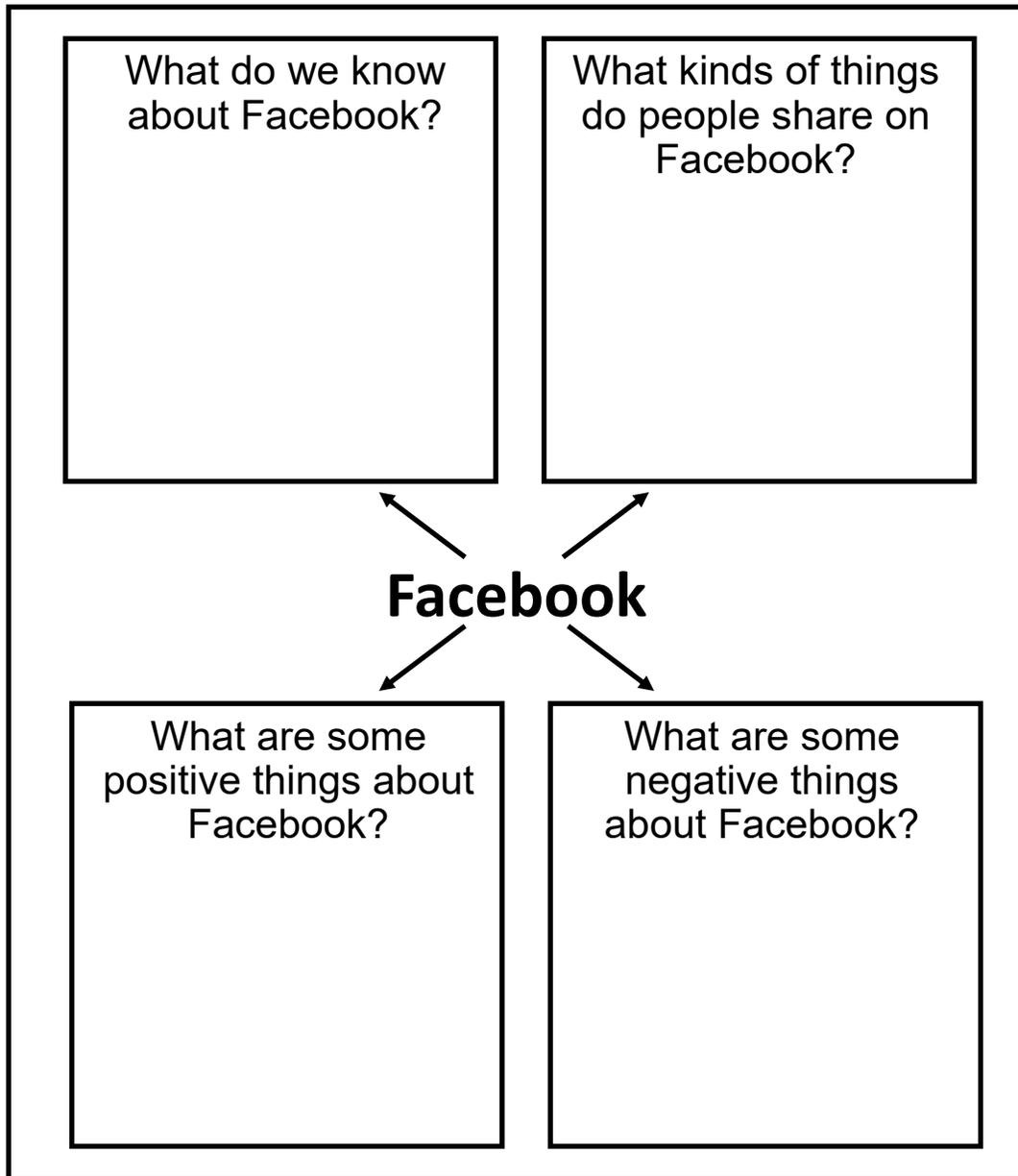
#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *Which type of social media are you most familiar with and enjoy using?*
  - *On a scale of 1-10, how much do you use social media?*
  - *What do you like or dislike about social media?*
  - *How can social media help you make connections with others?*
  - *Why do you need to be careful about what you post on social media?*

# Exploring the Community Through Social Media

## Reference Sheet

Create each chart paper using the layout below. Facebook is shown as an example. Complete one chart paper for the following social media networks: *Facebook*, *Twitter*, *You Tube*, and *Instagram*.



# Lesson 3: Part 2

## Unit 4

### Making Community Connections Through Social Media

<b>ELA/CDOS Standards</b>	<b>ELA</b>	<b>Speaking &amp; Listening</b> 11-12.1 d 11-12.4	<b>Reading</b> 11-12.7	<b>Writing</b> 11-12.6 11-12.8	<b>Language</b> 11-12.1 11-12.2
	<b>CDOS</b>	2- 1, 2 3a 1, 2, 3, 4, 5,6,7,8	2- 1, 2, 3, 3a 1, 2, 5 3b 1 (ET) 3b 1, 2, 3, 4, 5, 6 (A/H) 3b 1, 2 (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)	3b 1, 2, 3, 4, 5, 6 (AH)	2- 1, 2 3a 1 3b 1 (AH)
<b>Lesson Materials</b>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slide 15 (Also available in PDF)</li> <li>2. Personal computers for each student with internet access</li> <li>3. “Let’s Be Social” Activity 4:3.1</li> </ol>				
<b>Instructor Preparation</b>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 15.</li> <li>2. Arrange for enough personal computers with internet access for each student.</li> <li>3. Make enough copies of Activity 4:3.1 as needed.</li> </ol>				
<b>Lesson Details</b>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by reviewing what social media is with students. If possible, refer back to the posters created in small groups during part 1 of this lesson.</li> <li>2. Reiterate that we can connect with friends and family through social media. Explain that we can also connect with businesses and organizations in our community through social media as well.</li> <li>3. Display <b>PPT/PDF slide 15</b>. Use this slide to discuss the different things that we can learn about a business/ organization by looking at their social media sites.</li> <li>4. Explain that today they will get a chance to explore one or more social media sites of a community business/ organization.</li> </ol>				

# Lesson 3: Part 2(continued)

## Unit 4

### Making Community Connections Through Social Media

#### Lesson Details



#### Lesson Activity:

1. Provide each student with a personal computer and the **“Let’s Be Social” Activity 4:3.1 sheet**.
2. Go over the activity sheet with students. Students will be exploring one or more social media sites (depending on time) of a business/organization. Decide whether you want to allow students to explore a company/business of their choosing according to their interests, or provide students with specific options to choose from. Monitor and censor as needed.
4. Examples of businesses/organizations students can explore on social media (If desired, create a list for students to pick from):
  - A retail business such as Walmart or Target
  - A community library
  - A local business such as a hair salon, veterinarian’s office, or gift shop
  - A local college
  - A boutique or jewelry shop
5. Once students have chosen a business/organization, they will choose a social media platform (Facebook, Twitter, Instagram, YouTube, or other). Remind students that not every business/organization uses each platform.
6. Students will complete their activity sheet using the information found on their chosen business/organization’s social media site.
7. If time allows, students can explore additional social media sites.
8. When students have completed the activity, bring the class back together to have them share the information that they found in their search.

# Lesson 3: Part 2(continued)

## Unit 4

### Making Community Connections Through Social Media

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *What did you learn about your business/ organization through social media?*
  - *How does using social media create deeper connections with business/organizations in your community?*
  - *How could using social media help you in your job search?*
  - *If you can learn about businesses and organizations through social media, how might potential employers learn about YOU on social media? How should this knowledge affect what you post on your own social media sites?*

#### Lesson Details



# Let's Be Social



Choose one business or organization to explore. Choose one social media site to learn more about that business or organization.

Business/Organization: \_\_\_\_\_  
Social Media Site: \_\_\_\_\_

What topics are being discussed on this site?

What do the pictures or text teach you about the business/organization?

Are there any sales or events being promoted? If so, what?

What pictures or words caught your attention?

# Lesson 3:

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:

Social Media and Me

Activity 4:3.1

### Let's Be Social



Choose one business or organization to explore. Choose one social media site to learn more about that business or organization.

Business/Organization: \_\_\_\_\_  
Social Media Site: \_\_\_\_\_

What topics are being discussed on this site?

What do the pictures or text teach you about the business/organization?

Are there any sales or events being promoted? If so, what?

What pictures or words caught your attention?

Students will complete this sheet as they explore a social media site for a chosen business or organization. If time allows, copy this sheet twice, back to back so that students can explore more than one site.

# Lesson 4: Part 1 and 2 Overview

## Unit 4

### Putting My Networking Skills to Work

**This lesson helps students explore networking strategies that will help them make positive connections with the community.**



*Students participating in this lesson will learn:*

1. the three 'P's' of networking and how to apply them to their own lives.
2. the importance of sending thank-you notes to those they connect and network with.



*Students will be able to:*

1. discuss how they will use the strategies outlined in the three 'P's' to help them network in their communities.
2. discuss the components of a thank-you note.



*Target Outcome:*

1. Students will understand the importance of the three 'P's' of networking and use these strategies when networking in their own lives.



*Measurable Outcome:*

1. Students will be able to show their understanding of the three 'P's' of networking through an exploration of a sample scenario.
2. Students will demonstrate how they would follow up the networking opportunity with a thank-you note.

# Lesson 4: Part 1

## Unit 4

### The Three 'P's' of Networking

(Adapted from *Make Things Happen: The Key to Networking for Teens*)

ELA/CDOS Standards	ELA	Speaking & Listening 11-12.1 d 11-12.4	Reading 11-12.7	Writing 11-12.6 11-12.8	Language 11-12.1 11-12.2
Lesson Materials	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 16-20 (Also available in PDF)</li> <li>2. "The Three 'P's' of Networking: Tips and Strategies" Activity 4:4.1</li> <li>3. Networking Scenario cards</li> </ol>				
Instructor Preparation	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 16-20.</li> <li>2. Print off enough copies of Activity 4:4.1 as needed.</li> <li>3. Print off one set of the networking scenario cards. Make 2 sets for larger groups.</li> </ol>				
Lesson Details	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by asking students to rate their comfort level of networking. <u>ASK:</u> <i>On a scale of 1-10, how comfortable are you with talking with people in your community and building connections through networking?</i></li> <li>2. At this point, many of your students may not feel comfortable actually going out and networking in the community.</li> <li>3. Provide each student with the <b>"The Three 'P's' of Networking: Tips and Strategies" Activity 4:4.1 sheet</b>. View <b>PPT/PDF slides 16-20</b> to introduce the three 'P's' of networking. Students can refer to front side of their activity sheet for reference as you explain these three strategies using the PPT/PDF slides. Go through each slide and give examples as needed to illustrate how each strategy can help them feel more comfortable with networking.</li> </ol>				



# Lesson 4: Part 1 (continued)

## Unit 4

### The Three 'P's' of Networking

#### Lesson Details

#### Lesson Activity (Part 1):

1. After going over the three 'P's,' tell students that they are going to apply these strategies through exploring a sample networking scenario.
2. Break students up into small groups and provide each group with a **networking scenario card**.
3. Have each partner group read through their scenario. Together, the partners will brainstorm ideas about how to use the three 'P's' to network. Monitor and assist as needed.



#### Lesson Activity (Part 2): *Optional*

1. If time allows, invite one small group to read their card aloud to the group.
2. Have one student volunteer to role play with you or a second student to role play what the networking conversation may look and sound like after applying the three 'P's' of networking.

#### Lesson Reflection:

1. Use the following prompts to engage students in discussion:
  - *How can using the three 'P's' help you feel more comfortable with networking?*
  - *Which part of the three 'P's' do you think is the easiest to master? The most challenging?*

## The Three 'P's' of Networking

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### Activity 4:4.1

# The Three "P's" of Networking: Tips and Strategies >>>>>>>>>>

Th

### **Prepare:** *Do what you need to do to get ready.*

#### **Preparing for a face-to-face meeting:**



- Visit the company's website or social media sites to learn more about them.
- Write down some possible questions you'd like to ask the person you are meeting with. Read them and practice saying them.

#### **Preparing for a telephone call:**



- Visit the company's website or social media sites to learn more about them.
- Write down a sample script and practice reading it. Prepare notes of topics that you'd like to cover in your conversation
- Prepare what you will say on a voicemail if the person doesn't pick up.

### **Practice:** *Practice what you will say over and over.*



- Practice the facial expressions (smiling, making eye contact) and body language (standing tall, firm handshake) . Even if you will be talking on the phone, smiling before dialing will help set the tone.
- Ask a friend or family member to role play with you. Practice asking your questions that you have prepared.

### **Pull Yourself Together:** *Be Brave! Be Confident!*



- Dress for success! Dress the way you think the other person you are meeting will be dressing.
- Don't forget to bring a pen and pad of paper for note-taking. This shows you are prepared and serious about making a connection.

## Activity 4:4.1 (continued)

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**Prepare:** *Do what you need to do to get ready.*

What are some things you will do to prepare for your networking opportunity?

 I will \_\_\_\_\_

 I will \_\_\_\_\_

 I will \_\_\_\_\_

 I will \_\_\_\_\_

**Practice:** *Practice what you will say over and over.*

What are some things you would say or questions you would ask during your networking opportunity?

 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Pull Yourself Together:** *Be Brave! Be Confident!*

How will you dress for this meeting? \_\_\_\_\_

 I will show I am confident by: \_\_\_\_\_

\_\_\_\_\_

You're interested in working with cars. Your dad's friend, Joe, owns a car repair shop. Your family is hosting a barbeque picnic next week where you will meet him.

You are interested in working with animals. Your aunt gave you the phone number to a friend of hers that works at a pet store. You want to call your aunt's friend this weekend.

You love to bake and would like to work in a restaurant. You decide to head to your favorite diner to see if you can meet with the manager.

You enjoy working on computers. Your friend's mom works at a doctor's office where they are looking for someone to enter data into their computer system. She has set up a meeting for you with the office manager.

# Lesson 4: Part 2

## Unit 4

### Following Up With a Thank-You Note

<p><b>ELA/CDOS Standards</b></p>	<p><b>ELA</b></p>	<p><b>Speaking &amp; Listening</b> 11-12.1 d 11-12.4</p>	<p><b>Reading</b> 11-12.7</p>	<p><b>Writing</b> 11-12.6 11-12.8</p>	<p><b>Language</b> 11-12.1 11-12.2</p>
<p><b>Lesson Materials</b></p>	<p>1. PowerPoint (PPT) Slide 21 (Also available in PDF) 2. “Writing a Thank-You Note” Activity 4:4.2</p>				
<p><b>Instructor Preparation</b></p>	<p>1. Preview PPT/PDF Slide 21. 2. Make enough copies of Activity 4:4.2 as needed.</p>				
<p><b>Lesson Details</b></p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by reviewing the three ‘P’s.’</li> <li>2. Explain that after a networking opportunity, one way to make a lasting impression is to send a thank-you note to thank the person you met with. Explain that writing a thank-you note lets the person know that you valued their time.</li> <li>3. Display <b>PPT/PDF slide 21</b>. Use this slide to show students the structure of a thank-you note.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide students with the “<b>Writing a Thank-You Note” Activity 4:4.2 sheet</b>.</li> <li>2. Ask students to think back to the networking scenario that they explored in part 1 of this lesson. Have students write a sample thank-you note. Assist as needed.</li> </ol> <p style="text-align: center;"><b>Lesson Reflection:</b></p> <ol style="list-style-type: none"> <li>1. Have several students share their thank-you notes with each other.</li> </ol>				



## Following Up With a Thank-You Note

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### Activity 4:4.2

# Writing a Thank-You Note



Write a sample thank you note that you could send to someone after a networking opportunity.

Dear \_\_\_\_\_,

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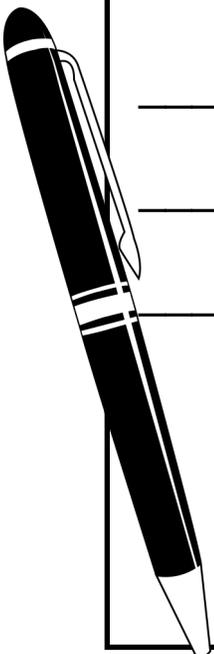
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Sincerely,

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# Lesson 4:

# Unit 4

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:

The Three 'P's' of Networking  
Activity 4:4.1

The Three "P's" of Networking:  
Tips and Strategies >>>>>>

Th

**Prepare: Do what you need to do to get ready.**

**Preparing for a face-to-face meeting:**

- Visit the company.
- Write down some topics that you are meeting with.

**Preparing for a telephone meeting:**

- Visit the company.
- Write down a topics that you are meeting with.
- Prepare what you will say.

**Practice: Practice what you will say over and over.**

- Practice the first few sentences (start on the phone).
- Ask a friend or family member to ask you a question.

**Pull Yourself Together: Be Brave! Be Confident!**

- Dress for success.
- Don't forget to smile. It shows you are confident.

Activity 4:4.1 (continued)

What are some things you will do to prepare for your networking opportunity?

I will \_\_\_\_\_

I will \_\_\_\_\_

I will \_\_\_\_\_

What are some things you would say or questions you would ask during your networking opportunity?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will show I am confident by: \_\_\_\_\_

Students will complete this sheet learn important strategies for networking

With this guide, students will learn to structure a thank-you note.

Following Up With a Thank-You Note  
Activity 4:4.2

Writing a Thank-You Note >>>>>>

Write a sample thank you note that you could send to someone after a networking opportunity.

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

<p>You're interested in working with cars. Your dad's friend, Joe, owns a car repair shop. Your family is hosting a barbeque picnic next week where you will meet him.</p>	<p>You are interested in working with animals. Your aunt gave you the phone number to a friend of hers that works at a pet store. You want to call your aunt's friend this weekend.</p>
<p>You love to bake and would like to work in a restaurant. You decide to head to your favorite diner to see if you can meet with the manager.</p>	<p>You enjoy working on computers. Your friend's mom works at a doctor's office where they are looking for someone to enter data into their computer system. She has set up a meeting for you with the office manager.</p>

Students will use this cards to think through possible networking situations.