

### The **BIG** Idea

- What is networking and how can it help me?

### AGENDA

Approx. 45 minutes

- I. Warm Up/Intro to Networking  
(5 minutes)
- II. Networking in Action  
(10 minutes)
- III. Create Your Own Network Web  
(10 minutes)
- IV. Thanks for the Help  
(15 minutes)
- V. Wrap Up (5 minutes)

### MATERIALS

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 34, Network
- Student Handbook page 35, My Network Web
- Student Handbook pages 36-37, Thank You

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW

### OBJECTIVES

During this lesson, the student(s) will:

- Obtain names of people with various skills by networking with their classmates.
- Create a graphic organizer listing adults in their personal network.
- Write a note thanking a classmate for their help.

## OVERVIEW .....

This lesson introduces the concept of networking, and illustrates how it works. Students begin by networking with classmates, finding people who can help with algebra homework, basketball skills, computers, and more. Then, students will examine their own personal networks (family, friends, community). The lesson concludes by empowering students to tap into this network to investigate and pursue careers.

## PREPARATION .....

- List the day's **Big Idea** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make a transparency of **Student Handbook page 34, Network**
- Create a copy of **Student Handbook pages 36-37, Thank You** template on chart paper.
- Think of a personal story to share about how networking helped your career (e.g. how you found your first job, how you knew which school courses to take).
- For **Activity II, Networking in Action**, you will need to create groups of four. Make sure each group has students with mixed interests, activities, and abilities.  
**Note:** Try not to group close friends together.

## BACKGROUND INFORMATION .....

Most adults in the work world know how important and effective networking is, both for finding jobs and succeeding at them. In fact, a recent study by a career services firm claims 61 percent of all new jobs are found through networking. Students, however, may be intimidated by the idea, until they realize that “networking” is just a way of making friends and staying in touch with them, which is something many already know how to do. When students view networking in this light, they may feel more at ease about reaching out for career information and job opportunities.

## VOCABULARY .....

**Contact:** A person you know; a connection.

**Network:** To gather contacts, and reach out to them, for help with your career.

## IMPLEMENTATION OPTIONS .....

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

#### Questions:

1. Who is the most interesting person you know? Explain how you met.
2. What do you think the word networking means?

[Once students have completed their work, have students share their responses. Then begin with the **Warm Up** as written.]

During the **Warm Up**, if you don't have a personal story about networking, you can share a story you've heard from someone else.

If you find this lesson runs long, you may want to introduce the lesson with the Facebook example or your personal example, instead of using both.

## ACTIVITY STEPS

### I. Warm Up: Intro to Networking (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you know what Facebook is? [Call on a volunteer to describe how Facebook works in 25 words or less. The important concept here is that Facebook is a tool that allows you to connect with friends of your friends, and their friends' friends, and so forth.]

**SAY SOMETHING LIKE:** Facebook is a great example of something called “networking,” connecting with the people that you know and the people those people know. Networking is also an important tool in the work world. For example, experts agree that most people find jobs through someone they know. Networking is a great way to find out about anything, including college and career advice.

2. [Tell a personal story about how networking helped your career.]
3. **SAY SOMETHING LIKE:** Networking is like building a chain. You keep adding links, every time you meet someone new. And because that person's network is different from yours, you have access to a whole new bunch of links—or **contacts**—to help you find out what you need.

### II. Networking in Action (10 minutes)

1. **SAY SOMETHING LIKE:** You never know who in your network might have the connections to help you.

Turn to **Student Handbook page 34, Network**, and let's see how this works.

[Put a transparency of the handbook page on the overhead projector and demonstrate as you explain the directions.] Look at column 1, under the cartoon bubble that says, “Can you help me with?” As I read down the list, circle anything that you're already an expert in. For example, how many of you are so good in algebra that you could help somebody else? If you're an expert, circle that item.

2. [Continue through the rest of the list, having students circle any topic on which they're an expert. Then ask if there's anyone in class who could provide help with more than two of the items? More than five? All 11? Point out that not everybody is an expert in everything, which is why it's good to have back-up when you need help.]

3. [Assign students to groups of four (see **Preparation** section). Have students talk to their group members to find someone who's an expert at a task (or tasks) they need help with. If they find someone, they should write the person's name in column 2, next to their area of expertise.]

4. **SAY SOMETHING LIKE:** Now look at the items you still need help with. Talk to the members of your team to see if there's anyone who knows anyone who could help. For example, maybe someone's best friend is good at algebra. Or their brother has a part-time job and could tell you how he got it, and if his company is hiring. If you find someone who knows someone, write your teammate's name in column 2, and their connection—"friend Alicia great in algebra" or "bro works at GAP" in column 3.

[Give students a few minutes to explore the connections within their own group.]

5. **SAY SOMETHING LIKE:** Did you find any new connections? Good! Networking is a powerful thing.

[Pair two groups of four together, so that students are now in groups of eight. Instruct students to see if they can find more connections in their new group. Remind them that if they find a classmate who's an expert, the classmate's name goes in column 2. If they find somebody who knows somebody who's an expert, the classmate's name goes in column 2 and their connection goes in column 3.]

6. [Give students a few minutes to find any new connections. Then, have students return to their seats.]

### III. Create Your Own Network Web (10 minutes)

1. **SAY SOMETHING LIKE:** Raise your hand if you were able to find more than four connections among your classmates? More than eight? All 11? You all saw how simple networking could be. In a few minutes, each of you is going to think about the adults you know. I think you'll be surprised at how many adults are already in your network, and the wide range of jobs and careers they represent. There are many people you already know whom you can ask for advice. And if they can't help you themselves, perhaps they'll know someone who can.

2. [Refer students to their **Student Handbook page 35, My Network Web**. Point out that each web circle is labeled with a category.]
  - **Family:** Includes immediate family, as well as more distant relatives, like aunts, uncles, cousins.
  - **Friends:** This refers to your friends' parents or guardians, as well as their older siblings in the work world.
  - **School:** Your teachers, coaches, administrators, service staff.
  - **Community:** Businesses and organizations outside of school (includes clubs like 4-H, sports teams, religious groups, places you grocery shop or get your hair cut).
3. [Illustrate on the board how students should fill in their webs, giving a few examples (e.g. Mr. Smith/pastor, or Eric Weaver's mom/artist.) Then instruct students to work on their own network webs.]
4. [After 10 minutes, tell them to stop. Discuss their impressions. Are they surprised at how many contacts they have?]

#### IV. Thanks for the Help! (15 minutes)

1. **SAY SOMETHING LIKE:** How did it feel to ask for help during the networking in action activity? [Allow students to respond.] How did it feel to be asked? [Allow students to respond.] Although people sometimes find it difficult to ask for advice, it often makes the helper feel good to be the expert.
2. **SAY SOMETHING LIKE:** When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you. Here are some ways to do that:

[Write the following, or just the **boldfaced** words, on the board as you teach.]

- **Respect** the person's time and expertise
- **Don't argue** with advice you don't like
- Say **thank you**
- Develop and maintain an **ongoing** relationship

3. **SAY SOMETHING LIKE:** In the business world, people often send each other a short e-mail or note to thank someone for their help or advice. Right now, I'd like you to thank someone who provided you with a connection today. Your language should be businesslike and courteous. You can use this format.

[Write the following on chart paper or the board.]

(today's date)

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

Thanks for \_\_\_\_\_.

It's helpful to know \_\_\_\_\_.

In the future, I \_\_\_\_\_.

Sincerely,

(your name)

4. [Direct students to **Student Handbook pages 36-37, Thank You**, and have students use the remaining time to compose their notes.]

## V. Wrap Up (5 minutes)

1. [You may collect the thank-you notes or have students pass them to the person they wish to thank.]
2. [Ask students to summarize what they've learned about networking. (*You know more people than you think you know; sometimes you're the expert, sometimes you're the person with questions; saying thanks makes people more willing to help in the future.*)]

**SAY SOMETHING LIKE:** That's it for today. Thanks, and see you next time.

## **DO NOW**

### **Communication and Networking 2: Your Network**

Directions: You will have three minutes to read the questions and write your response.

**Questions:**

1. Who is the most interesting person you know? Explain how you met.

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2. What do you think the word networking means?

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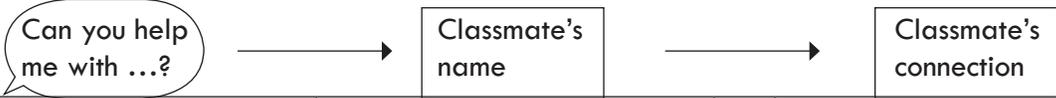
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## Network

“We’re all connected.” That’s what a phone company ad used to say. And it’s true. It’s not just the people you know, but the people they know, who can help you get ahead in life.

See if you can find a classmate who can lead you to help with each of the things below. Write your classmate’s name on the middle line. Write your classmate’s connection on the line on the right.



| 1   | 2              | 3                                       |
|---|----------------|---|
| A career in health care                       | <i>Marisha</i> | <i>Friend's dad works in a hospital</i> |
| Algebra homework                              |                |   |
| An after-school job with no experience needed |                |   |
| Changing the oil in my car                    |                |   |
| A recipe for barbecue chicken                 |                |   |
| A personal problem                            |                |   |
| My basketball skills                          |                |   |
| Fixing a leaky faucet                         |                |   |
| Getting rid of a computer virus               |                |   |
| Organizing my class notes                     |                |   |
| Picking out clothes for a special event       |                |   |
| Dressing for an office job interview          |                |   |

No matter where you're going,  
you'll need people who can  
provide advice and connections.



## My Network Web

In each circle, write the name and job of one or more adults who might be able to give help or advice about a job. Example: Rev. Smith/pastor, or Eric Weaver's mom/artist.

Job you are interested in: \_\_\_\_\_

| Friends' Family |     |
|-----------------|-----|
| Person          | Job |
|                 |     |

| My Family |     |
|-----------|-----|
| Person    | Job |
|           |     |

**ME**

| School |     |
|--------|-----|
| Person | Job |
|        |     |

| Community |     |
|-----------|-----|
| Person    | Job |
|           |     |

## THANK YOU

When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you.

In the business world, people often send each other a short e-mail or note to thank someone for their help or advice.

Use the space below to thank someone who provided you with a connection today. Your language should be businesslike and courteous.

Once you've written your note, use the next page to send it. Take the page out of your portfolio, fold it in half, and in half again. (Your note should look like a card with the Roads to Success logo on the front.) Use your neatest handwriting to copy your thank-you note onto the card you've created. Then give it to the person who helped you.

(Today's date)

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

Thanks for \_\_\_\_\_

\_\_\_\_\_

It's helpful to know \_\_\_\_\_

\_\_\_\_\_

In the future, I will \_\_\_\_\_

\_\_\_\_\_

Sincerely,

(Your name)

|  |  |
|--|--|
|  |  |
|  | <br><b><u>Thank You!</u></b> |