

Networking Challenge

The **BIG** Idea

- What have I learned about networking and communication?

AGENDA

Approx. 45 minutes

- I. Warm Up: Game Plan (5 minutes)
- II. Networking Bingo Game (10 minutes)
- III. Let's Play "Job Props!" (15 minutes)
- IV. Match Game (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 27, Grade 8 Skills Checklist (Communication & Networking skills only)

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Networking Bingo Card, one for every student, and one for yourself
- Facilitator Resource 3, Prop Suggestions

Pencils, one for every student

Index cards, one for every two students

Scissors

Paper bag

Shopping bag of props, at least one prop for every student (can be reused for different classes)

Assorted rewards for game winners (at least 10 per class, and more if you want to give out extras for tie scores, special effort, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- Participate in activities that review communication and networking skills.
- Have fun while reinforcing their knowledge.

OVERVIEW

Having completed the communication and networking lessons, students celebrate by playing games that review the concepts.

PREPARATION

- List the day's **Big Idea** and activities on the board.
- Make copies of **Facilitator Resource 2, Networking Bingo Card**, one for every student, and one for yourself.
- For Activity III, fill a shopping bag with props (as per suggestions on **Facilitator Resource 3, Prop Suggestions**).
- For all activities, get small rewards to give winners. Suggestions include: school cafeteria "gift certificates," funky pairs of shoelaces, joke shop items, simple magic tricks, mini "travel" games, decks of cards, bouncy balls, key rings, wiggle pens, temporary tattoos, candy. (**NOTE:** check school policy before giving out candy or food items in the classroom.)

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. List five good telephone and e-mail skills you should use in business situations.
2. List five schmooze clues you learned in this unit.

[Have students share their responses. Then begin with the **Warm Up** as written.]

If you have time to play more than one game of networking bingo, tell the students to draw a new “signature” line in any box they’ve used before, so they can use it again. (You may also want to consider laminating cards for reuse, or printing on both sides of the paper so students have a fresh card for a second game.) You can then play games in which they must fill all squares to make a “T,” “L” (forward or backward), or “X.”

If you have a wildly creative or theatrical class, consider grouping three to four students together for “let’s play ‘job props!’” and giving each student a prop.

The match game can also be played without requiring silence, if you think it’s a better choice for your class.

If you’re short of time, feel free to skip one of the activities.

ACTIVITY STEPS

I. Warm Up: Game Plan (5 minutes)

1. [Congratulate your students on completing the communication and networking unit. Commend them for working hard on the material, and for mastering it so well. As a reward, they will get to play games this class period, and use their knowledge to win prizes!]

II. Networking Bingo Game (10 minutes)

1. [Tell students the first game is called “networking bingo.” Distribute **Facilitator Resource 2, Networking Bingo Card**. Point out that each bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]
2. [Explain that the goal of “networking bingo” is to find people in the room who fit the description in each bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row **by different people** wins. Hold up your card to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]
3. [Emphasize that the key to winning is networking; you talk to people and find out about them, and if they fit the description, you ask them to sign your card.]
4. [The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]
5. [Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around to make sure everyone’s playing by the rules.]
6. [When someone shouts, “Bingo!,” check his/her card. If it’s in order, give him/her a prize. If there’s time left, and you want to give out more prizes, let the other students continue until you have second and third place winners.]

III. Let's Play "Job Props!" (15 minutes)

1. [Ask if anyone's ever seen a TV show on Comedy Central called "Who's Line Is It Anyway?" Tell the students that this next game is adapted from a popular skit on that show called "Props." Hold up the prop bag—but don't let them see what's in it—and say that the game is played by picking a prop out of the bag, and using it to make up a skit.]
2. [Instruct the students to pick partners, and sit together. (**NOTE:** if there's an odd number, make one group of three.)]
3. [When everyone's paired up, explain that one person from each group will pick a prop out of the bag, without looking. Then, the group will have a few minutes to create a short, one-minute "career scene" with the prop, based on ANYTHING they've learned in class such as how to schmooze, how to network, and how to ask someone a question about their career. Tell the students they can take any approach—serious or silly—as long as the conversation in the skit is school appropriate and career based.]
4. [Ask for a volunteer to help you illustrate. Give your volunteer a birthday card as a prop, and tell him/her to pretend he/she owns a stationary store. You pretend to be a teenager who enters, asks to speak with the owner, and asks for a job. Add humor by asking if it's OK to bring your dog to work with you, or if you can wear your pajamas and nap between customers.]
5. [When everyone understands how to play, bring the bag around the room and let the students pick props. Any daring souls who want more than one prop are welcome to take two!]
6. [After a few minutes, have students present their skits. Give the prize for "most clever use of props and communication/networking concepts."]

IV. Match Game (10 minutes)

1. [Ask students to find new partners for this game. When they've regrouped, distribute one pencil and one index card to each group.]
2. [Tell partners to collaborate, and come up with one piece of advice about communication and networking that they've learned in the class. They must boil their

advice down to **one sentence** of at least six words, and write it on the index card.]

3. [Give students a minute or two to think, and write, and then collect the cards. Use the scissors to cut each card in half down the middle. Then toss the halves into a paper bag, and shake the bag.]
4. [Tell students that at this point in the game, two things change: 1) They're now on their own; no longer working with partners. 2) **No one is allowed to speak.** The rest of the game must be played in silence.]
5. [Now, bring the bag around the room and instruct students to reach in and take out one index card "half." They can look at it, but not show anyone else yet. If they pick one of their own halves, they must put it back and take another.]
6. [When all the halves have been distributed,]
SAY SOMETHING LIKE: Your goal is to find the missing half to the card in your hand. You can get up and move around, and communicate in any way except talking. No running or grabbing, please. And when you think you have a match, bring it to me. The first three real matches will win.
7. [Let the students circulate, and try to find their match without words. If they giggle out loud, that's OK; but no whispering.]
8. [Award prizes to the first three pairs of students who bring you bona fide matches (six prizes total). Even though you won't be awarding more prizes, let the other students find their matches. Then, have all students read their sentences aloud.]
9. [Choose the sentence you consider the "best advice," and find out who wrote it. Give the two authors prizes!]

V. Wrap Up (5 minutes)

1. [Thank your class for a fun day, and compliment them on mastering networking and communication skills. Remind them that these skills are valuable in all aspects of life, not only in their pursuit of careers.]
2. [Briefly preview the upcoming curriculum they'll start next week.]

3. SKILLS CHECKLIST

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Communication & Networking Skills.

COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are OK for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EXTENSION ACTIVITIES

Suggest your students play these games outside of school, with friends or family.

DO NOW

Communication and Networking 4: Networking Challenge

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

Questions:

1. List five good telephone or e-mail skills you should use in business situations.

2. List five schmooze clues you learned in this unit.

NETWORKING BINGO CARD

Has same number of siblings as me _____	Does chores at home _____	Likes pepperoni pizza _____	Has performed onstage _____	Has same number of letters in first name as me _____
Has a dog _____	Has visited another state _____	Has same career interests as me _____	Ate cereal for breakfast _____	Good with tools _____
Has same math teacher as me _____	Plays a sport _____	FREE SPACE	Studies/speaks another language _____	Plans to go to college _____
Has a friend or relative in college _____	Plays video games _____	Plays a musical instrument _____	Reads the newspaper at least once a week _____	Has same first period class _____
Walked to school today _____	Wearing same color shirt as me _____	Has brown eyes _____	Was born in another state _____	Likes to eat veggies _____

PROP SUGGESTIONS

Trophy
Orange
Microscope (toy)
Tie
Stethoscope (toy or real)
Tools/toolkit
Balls (assorted)
Keychain with key
Hats (assorted)
Music CD
Movie DVD
Flashlight
Stuffed animals
Doll
Magazine
Lunchbox
Shoe
Spoon
Tickets (assorted)
Notepad
Sunglasses
Paperback book
Calculator
Work gloves
Makeup case
Purse
Wallet full of Monopoly™ money
Cell phone
Microphone (toy)
Photos
Can of soup
Paintbrush
Musical Instruments (toy or real)
Toy cars/trucks/boats
Snorkel/fin