

KWL Chart

<p>K - Know What do you know about Learning through internships (LTI)?</p>	<p>W - What What questions do you have about Learning through internships (LTI)?</p>	<p>L - Learned What have you learned about Learning through internships (LTI)?</p>

KWL (filled in sample)

K - Know	W - What	L - Learned
<p>What do you know about Learning through internships (LTI)?</p> <p>I know that internships are suppose to help you get ready for the real world.</p> <p>I know that we can get real world experiences and that we will be prepared for when we graduate and be ready for life. - David</p>	<p>What questions do you have about Learning through internships (LTI)?</p> <p>Would I be getting paid?</p> <p>I would like to know if we could get paid or that later can this turn into a real permanent job - David</p>	<p>What have you learned about Learning through internships (LTI)?</p> <p>Its fun to do and because your learning in your mentor's perspective.</p> <p>I learned that we are all family here and that we should be proud to be here. - David</p>

<p>I know that in the DE Met curriculum that work with real experience.</p> <p>you have hands on with certain things at specific internships.</p> <ul style="list-style-type: none"> ● i know that with internships they help prepare us with our future ● we get a early experience ● they are great preparation for college <p>what i know about learning through internships is that its a good way to get experience for yourself and it helps you grow in char</p> <p>It helps us in the future with what we want to do after high school.</p> <p>Helps us learn about what real jobs are like.</p> <p>I know we get experience. (rina)</p> <p>it helps you get a working experience</p> <p>I know that internships get you prepared for the real world. You learn real world skills that will</p>	<p>When does a student receive a mentor?</p> <p>are we aloud to choose are job hours?</p> <ul style="list-style-type: none"> ● A student receives a mentor when they finally get a internship ● we the students are not allowed to choose our job hours <p>will it be easier to be a job in the place you intern in?</p> <p>why do we have to have internships ?</p> <p>why do we go every wednesday and not another day.</p> <p>we should get money !!!!!!!!!!!!!!!! att ana ulerio</p> <p>How much credit do we actually receive? (rina)</p> <p>I would like to know if you can get paid on some of the internships. Also what the projects have to be</p>	<p>Internships are real and and they connect with students passions.</p> <p>they are taking the time to teach a person who is willing to learn and watch as well as observe what has to be done.</p> <p>i have learn that having a intership would let us see how's work in real life its like preparing us for real lifd</p> <p>what i learned from LTI's is that not every internship you get is going to suit your liking and you just need to try your hardest for them to see that you are willing to learn.</p> <p>you learn more about yourself and what you want to pursue to do in life</p> <p>its a great experience and help for us.</p> <p>I learned what I'm not into when working?? (i dunno) (rina)</p> <p>What I learned was to respect both the mentors and students since I might be seeing them in the</p>
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<p>become irreplaceable. Students will be able to get more comfortable communicating with people.(Christian)</p> <p>in the interships, it will teach me how to get prepared for what i will be doing in the future.(anthony)</p>	<p>about.(Christian)</p> <p>I have no questions about the internship. I trust that it will help me. (Anthony)</p>	<p>future.(Christian)</p> <p>It will help me with my web design since thats what i want to learn. (anthony)</p>
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Got work? MetWest High School's innovative internships teach learning by doing

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Claudia Romero. All photos courtesy of MetWest.

MetWest High School students in East Oakland learn to navigate and conduct themselves in the business world by building relationships with mentors, advisors and peers. Based on the Big Picture Learning model, students choose what they study and find a business where they want to intern; seniors design a project that improves that business. Four times a year they report what they've learned to their tight-knit community. Everyone is encouraged to ask questions and offer feedback.

Greg Cluster, MetWest Learning through Internship coordinator and development director, explained that, while the original program emphasized an individualized curriculum for students, MetWest has added rigorous academic classes that relate to internships outside the classroom. Seniors often take classes across the street at Laney College, earning resume-building college credits.

Claudia Romero is preparing for college this fall to pursue a medical career. Just 17, she has accrued years of valuable experience. In her first year at MetWest, she worked as an office assistant filing, tracking attendance and making phone calls at La Escuelita Elementary School, which she attended as a child. The next year she worked at West Lake Middle School as a teacher's assistant, grading papers and helping students. She formed and mentored a group designed to help 8th grade girls transition to high school by discussing challenges such as peer pressure, self esteem and relationships. Claudia based the idea on Oasis For Girls, a San Francisco organization she attended that empowers and encourages girls and young women to be strong creative community leaders through mentoring.

Her internships reflected her growing confidence. As a junior, she worked at Highland Hospital in the adult immunology clinic as part of the health education team. She scheduled appointments and communicated regularly with HIV patients regarding medication.

Now in her senior year, Claudia interns in the health clinic at Youth UpRising in East Oakland. Youth UpRising is committed to developing Alameda County youth by helping transform traumatic or oppressive experiences into opportunities for personal growth and positive changes in the community.

The health clinic is operated and staffed by Children's Hospital and Research Center in Oakland. It provides medical and mental health services to all members of Youth UpRising. Claudia takes patients' blood pressure, weight and height measurements, enters the information in the computer and prepares the charts. She also sits in on physician meetings.

She's helping plan the school based health center in the Downtown Educational Complex for her senior project. The center will also house Escuelita Elementary, Centro Infantil de la Raza, Cdc, Yuk Yau, and MetWest schools. Its home is on several parcels of land owned by Oakland Unified School District in the Lake Merritt Channel Area of downtown Oakland.

Claudia created a survey for parents of children in these schools, asking what they want from the health center. The answers will help the center plan what type of care they'll offer. It's been through several revisions and she's currently scheduling meetings with principals until everyone is satisfied.

"It's very important that the questions are as clear and precise as possible so they're interpreted the same by everyone," she explained.

Once it's complete, answered and sent back, Claudia will analyze the data and report back to the planners. Multiply this professional and analytical thinking by about 150 students and anyone can see the power contained in MetWest.

When Tele'jon Quinn was in ninth grade, he had the heady experience of taking a college freshman class at UC Berkeley. As an intern, he researched topics on American Cities for his mentor professor who used the material in his lectures. Tele'jon did the same homework and took the same tests as college freshman. He went from a student with no idea what he wanted, to recognizing he wanted to develop his communication and leadership skills.

Now a sophomore, he interns at Roots International Academy, a middle school in East Oakland, as a PE coach. He helps with lesson plans, teaching and administrative duties like taking attendance. He's still undecided but enthusiastic about a career in law or technology. He's proud to be a leader. He said that now when he sees a friend struggling with math, which he excels in, he stops and helps.

"I didn't do that before," he said.

Looking for something positive to do on Friday? Come out to MetWest High School and see Tele'jon and the following students' presentations on their work experiences.

Friday, March 19

8:50 - 9:20: Tele'jon (10th grade), coach intern at Roots International Middle School

9:30 - 10:00: Terrae (12th grade), intern at Alliance for Climate Education, and her work leading MetWest's student Climate Action Team

10:10 - 10:40: Olivia (12th grade), intern at BAY-Peace (Better Alternatives for Youth), providing non military post high school options for Oakland's youth.

11:30 - 12:00: Kiana (11th grade), intern at Bake Sale Betty's

MetWest High School is located at 314 East 10th St. in Oakland.

To learn more about MetWest Learning Through Internship program, email metwestgregc@gmail.com

Survey

Career Interest Survey

Career Interest Survey

You are more likely to look forward to going to work each day when your career matches your skills and personal interests. And that can open doors to even more opportunities.

This career assessment tool takes 10 to 15 minutes to complete. It will help determine your skills and interests and then suggest one or more career fields that matches them.



Theo: "What do you want do when you grow up? Well... I *wanted* to be a seven foot three starting Center, lead my team to multiple championships, and then retire and become a well loved celebrity with a cool clothing line.

Sadly, I chose the wrong parents for that particular gig, so now I'm stuck with doing something that matches my actual interests and abilities.

And that's the key – study and do something that you really enjoy. Take this Career Interest Survey and we'll suggest some fields where you'll find true happiness (and make bank).

Activities that best describe what I like to do (page 1 of 3)

Select as many as you like

1. Learn how things grow and stay alive
2. Make the best use of the earth's natural resources
3. Hunt and/or fish
4. Protect the environment
5. Be outdoors in all kinds of weather
6. Plan, budget, and keep records
7. Operate machines and keep them in good repair
8. Read and follow blueprints and/or instructions
9. Picture in my mind what a finished product looks like
10. Work with my hands
11. Perform work that requires precise results
12. Solve technical problems
13. Visit and learn from beautiful, historic, or interesting buildings
14. Follow logical, step-by-step procedures
15. Use my imagination to communicate new information to others
16. Perform in front of others
17. Read and write
18. Play a musical instrument
19. Perform creative, artistic activities
20. Use video and recording technology
21. Design brochures and posters

22. Perform routine, organized activities but can be flexible
23. Work with numbers and detailed information
24. Be the leader in a group
25. Make business contact with people
26. Work with computer programs
27. Create reports and communicate ideas
28. Plan my work and follow instructions without close supervision
29. Communicate with different types of people
30. Help others with their homework or to learn new things
31. Go to school
32. Direct and plan activities for others
33. Handle several responsibilities at once
34. Acquire new information
35. Help people overcome their challenges
36. Work with numbers
37. Work to meet a deadline
38. Make predictions based on existing facts
39. Have a framework of rules by which to operate
40. Analyze financial information and interpret it to others
41. Handle money with accuracy and reliability
42. Take pride in the way I dress and look
43. Be involved in politics
44. Negotiate, defend, and debate ideas and topics
45. Plan activities and work cooperatively with others
46. Work with details
47. Perform a variety of duties that may change often
48. Analyze information and interpret it to others
49. Travel and see things that are new to me
50. Work under pressure
51. Help sick people and animals
52. Make decisions based on logic and information
53. Participate in health and science classes
54. Respond quickly and calmly in emergencies
55. Work as a member of a team
56. Follow guidelines precisely and meet strict standards of accuracy
57. Investigate new places and activities
58. Work with all ages and types of people
59. Organize activities in which other people enjoy themselves

60. Have a flexible schedule
61. Help people make up their minds
62. Communicate easily, tactfully, and courteously
63. Learn about other cultures
64. Care about people, their needs, and their problems
65. Participate in community services and/or volunteering
66. Listen to other people's viewpoints
67. Help people be at their best
68. Work with people from preschool age to old age
69. Think of new ways to do things
70. Make friends with different kinds of people
71. Work with computers
72. Reason clearly and logically to solve complex problems
73. Use machines, techniques, and processes
74. Read technical materials and diagrams and solve technical problems
75. Adapt to change
76. Play video games and figure out how they work
77. Concentrate for long periods without being distracted
78. Work under pressure or in the face of danger
79. Make decisions based on my own observations
80. Interact with other people
81. Be in positions of authority
82. Respect rules and regulations
83. Debate and win arguments
84. Observe and analyze people's behavior
85. Work with my hands and learn that way
86. Put things together
87. Do routine, organized and accurate work
88. Perform activities that produce tangible results
89. Apply math to work out solutions
90. Use hand and power tools and operate equipment/machinery
91. Visualize objects in three dimensions from flat drawings
92. Shop and go to the mall
93. Be in charge
94. Make displays and promote ideas
95. Give presentations and enjoy public speaking
96. Persuade people to buy products or to participate in activities
97. Communicate my ideas to other people

- 98. Take advantage of opportunities to make extra money
- 99. Interpret formulas
- 100. Find the answers to questions
- 101. Work in a laboratory
- 102. Figure out how things work and investigate new things
- 103. Explore new technology
- 104. Experiment to find the best way to do something
- 105. Pay attention to details and help things be precise
- 106. Travel
- 107. See well and have quick reflexes
- 108. Solve mechanical problems
- 109. Design efficient processes
- 110. Anticipate needs and prepare to meet them
- 111. Drive or ride
- 112. Move things from one place to another

Two Truths & A Lie



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From Teampedia

Contents

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- 2 Group Size
- 3 Materials
- 4 Set Up
- 5 Directions
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Objectives

- Discover new things about each other; assess how well you really know each other
- Party Games
- Icebreakers/Warmups
- Icebreakers for Online Team Building

Group Size

Small

Materials

None

Set Up

Directions

Introduce the activity by saying this is a way for people to learn some fun things about each other that don't come up in everyday conversations. Each person should think of three statements about themselves that no one else in the room already knows. It helps to jot down notes. Two must be true statements and one should be a lie. The more subtle or believable the lie the better (or, the more bizarre and unlikely the truths). Take turns in the group having each person share their three statements and voting on which one was the lie... e.g.

Tom shares: 1) I broke my leg snowboarding in high school. 2) I speak 3 languages. 3) I shaved my whole body once after losing a bet. The facilitator would say: Thanks Tom... "ok group, the three options are broke his leg, speaks 3 languages, shaved whole body... which one was the lie? All those who say leg? languages?"

shaved body?... ok most people don't think you speak three languages, is that true?" If time permits, have Tom share a little more background about one or two of his statements. "Tom, if it wasn't because you lost a bet, why did you shave your whole body?"

Variations

[Material: writing implements, blank cards or paper, fasteners.] Have each person write their truths and lie on a small piece of paper that they pin or stick on near their shoulder. As participants mingle during the gathering, for instance, during breaks or meals, their conversations can include guessing about the claims.

For more ideas check out: Icebreaker activities (<http://www.quickteambuildingactivities.com/>)

Retrieved from "http://www.teampedia.net/wiki/index.php?title=Two_Truths_%26_A_Lie&oldid=121488"

Categories: Party Games | Icebreakers/Warmups | Small | Medium | Large | No Setup Necessary
 | No Materials Necessary | Getting to know you | Icebreakers for Online Team Building
 | Breaking Down Stereotypes | Online/Remote Team Building



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interest exploration: four corners

www.bigpictureonline.org

Materials:

Four corners of room marked – strongly agree, agree, disagree, strongly disagree
Each person gets a check sheet to record their answers.

Process:

Facilitator reads a statement and people go to the corner that corresponds to their answer. One person from each corner says why they chose that corner. At the end, have people tally their responses to identify which “smarts” were their top two. Get into groups by their top category and look at list of occupations.

Statements:

I like fast-moving, scary movies.	Body
I like to dance.	Body
It is easy for me to learn a new sport.	Body
I see pictures in my head.	Image
I notice the way commercials use images.	Image
I can follow directions to a new place.	Image
I love to know how computers work.	Logic
I like to organize things.	Logic
Managing money is easy for me.	Logic
I make up songs.	Music
I like to have music playing when I study.	Music
I'm aware of sounds in everyday life.	Music
I love pets of all kinds and enjoy caring for them.	Nature
I enjoy being outdoors, day or night.	Nature
I like to watch nature shows on TV.	Nature
I am good at understanding what people are feeling.	People
I like group activities and games.	People
I like to help people learn things.	People
I like to spend time alone, thinking.	Self
My ideas are different from my friends.	Self
I consider myself a spiritual person.	Self
I like to listen to stand-up comedians.	Word
I can mimic a funny accent.	Word
I write poetry/short stories.	Word

Adapted from Smart Options pilot program materials.



interest exploration: four corners *(continued)*

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You are BODY SMART if you use your body effectively.

Actor, dancer, swimming instructor, acrobat, athlete, instrumental musician, physiotherapist, recreation worker, surgeon, assembler, mechanic, physical education teacher, carpenter, craftsperson, jeweler, welder, choreographer, ergonomist, model, construction worker

You are IMAGE SMART if you are able to work with images and pictures.

Web developer, surgeon, painter, sculptor, cartographer, architect, surveyor, urban planner, graphic designer, photographer, art teacher, inventor, drafting technician, pilot, fine artist, hairstylist, machinist, interior decorator, art therapist, engineer

You are LOGIC SMART if you approach events in a logical manner.

Travel agent, technician, cook, lawyer, technologist, researcher, astronomer, auditor, accountant, computer systems analyst, underwriter, bookkeeper, purchasing agent, statistician, computer programmer, actuary, stockbroker, mathematician, engineer, physicist

You are MUSIC SMART if you are able to work with melodies, rhythms and sounds.

Solo singer, composer, instrumental musician, conductor, disc/video jockey, instrument technician, piano tuner, music therapist, songwriter, recording engineer, choral director, music teacher, music copyist, choreographer, instrument salesperson, musician, musical arranger, sound engineer, instrument repairer, group singer

You are NATURE SMART if you are aware of the world around you.

Oceanographer, farmer, rancher, gardener, agriculture worker, animal trainer, forester, zoologist, botanist, geologist, aquaculture laborer, meteorologist, paleontologist, astronomer, environmental scientist, climatologist, agricultural engineer, veterinarian, dog groomer, ecologist

You are PEOPLE SMART if you are able to deal effectively with other people.

Politician, religious leader, administrator, anthropologist, arbitrator, businessperson, personnel officer, sociologist, public relations officer, counselor, psychologist, police officer, salesperson, social director, receptionist, food server, nurse, teacher assistant, day care worker, manager

You are SELF SMART if you are able to manage yourself effectively.

Novelist, clergy, consultant, artist, therapist, theologian, fitness instructor, talent agent, writer, mediator, vocational instructor, psychologist, social worker, program planner, wellness consultant, actor, coach, psychology teacher, honoree support aide, entrepreneur.

You are WORD SMART if you use language effectively.

Call center operator, tour guide, author, playwright, reporter, talk show host, English teacher, librarian, archivist, curator, editor, legal assistant, lawyer, secretary, proofreader, speech pathologist, radio/TV announcer, translator, writer, journalist



interest exploration: four corners (continued)

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Directions:

After the facilitator reads the statement aloud, go to the corner with your answer (agree, strongly agree, disagree, strongly disagree). Record your answer for each statement in the space next to it.

I like fast-moving, scary movies.

I like to dance.

It is easy for me to learn a new sport.

I see pictures in my head.

I notice the way commercials use images.

I can follow directions to a new place.

I love to know how computers work.

I like to organize things.

Managing money is easy for me.

I make up songs.

I like to have music playing when I study.

I'm aware of sounds in everyday life.

I love pets of all kinds and enjoy caring for them.

I enjoy being outdoors, day or night.

I like to watch nature shows on TV.

I am good at understanding what people are feeling.

I like group activities and games.

I like to help people learn things.

I like to spend time alone, thinking.

My ideas are different from my friends.

I consider myself a spiritual person.

I like to listen to stand-up comedians.

I can mimic a funny accent.

I write poetry/short stories.

Scoring:

Each response has a value (strongly agree=3; agree=2; disagree=1; strongly disagree=0). Total up the questions in each trio to find out which categories towards which you are most inclined.

Improv Exercise: Yes And Story

The principle of Yes And is the basis of all collaborative teamwork and group creativity. It is a fun exercise and allows team members to experience each other in a light, creative way. Players sit in a circle and build a story one sentence at a time.

Each sentence must begin with "Yes, And..." Each sentence must refer to one statement from the previous sentence. For example, if I say "Once upon a time there was a blue rhinoceros", then the next person might say "Yes, and the blue rhinoceros liked to drink tea (or wore reading glasses, or whatever)". And the person after that could say something like "Yes, and that tea contained persimmons" and so on. Since you don't know what the person ahead of you will say, you can't plan ahead. If someone forgets to start their sentence with "Yes, and..." then the group functions as a friendly human buzzer, saying "Bzzzzz" The person then just tries again this time beginning his/her sentence with "Yes, and..." At any time, a participant has the choice to say "pass" if they get too stuck.

Because this is an exercise on accepting offers and building on them, these behaviors are to be avoided. It is best to alert the group to these No Nos up front:

Do not argue with the what was just added to the story. Example: "Yes, and it wasn't really a blue rhinoceros, it was a green fly." Arguers may actually say "Yes, And..." but they do not add, but instead block or deny the previous story addition. The group should be encouraged to Buzz an arguer to encourage them to try again with a true Yes, And.... Statement.

Do not question what was just added to the story: "Yes, and what kind of blue rhinoceros was it?". Questioning in this game is really a kind of argument because the action stops cold and nothing is added. The moderator should encourage people to say the first thing on their minds, the sillier the better.

Do not hesitate. The moderator should encourage people not to hesitate by trying to find the perfect thing to say. Jump in by saying Yes and... then repeat an element and let the first thing that comes to mind come out to add to the story.

The moderator begins the story by saying "Once upon a time there was a (talking truck tire, or whatever). For best results, stay in the imaginary realm, not the business realm. The moderator can also assist by pointing at who is next and by encouraging people to speak up so others can hear. The moderator ends the story by saying "The End."

The steps:

- 1. Moderator organizes students into seated circle of 5-15 people.**
- 2. Moderator explains the rules.**
- 3. Moderator begins the story with "Once upon a time there was a (something imaginary)."**
- 4) Each participant contributes a "Yes, and...(something)" sentence to the story**
- 5) Keep going around until the story finds a natural end.**
- 6) Moderator ends the story by saying "The End." and encouraging applause.**
- 7) Moderator asks players what they noticed. What was hard? What was easy? What worked? What didn't?**
- 8) Moderator draws learning conclusions and ties the game back to the workplace.**

Today's business creativity is not individual creativity where the brilliant superstar brings their amazing vision down from the mountain. Today's creativity is group creativity. Yes And teaches a mindset that dramatically improves group creativity. Saying yes to the ideas of others, instead of no, and then building on those ideas, is more productive than random brainstorming. Arguing and questioning doesn't move ideation forward. Saying "Yes, and" does. The game forces you to stay present to the ideas of others and not think ahead or attempt to control things or appear smart. It teaches you that creativity can mean improving the ideas of others. And it dramatically demonstrates that group creativity can outperform individual creativity in terms of pushing the boundaries. The moderator can sum up by saying "I guarantee you that no one individual in this room could have come up with this story. (Point out some of the wilder story elements.) Yes And is a great warm-up exercise for brainstorming or visioning meetings. It can also be used as a diagnostic tool to identify dominant types, rebels, show-offs, arguers, shy mousy non-contributors, etc.

ABC's of Skills

Career Education Focus:

1. Listing skills necessary for a career
2. Understanding diversity in the workplace
3. Applying skills to a career

Related Standards: English/language arts, technology, social studies

Lesson Objectives:

1. Differentiate between knowledge and skills
2. Compile a list of skills
3. Examine the usefulness of skills

Materials: ABC's worksheet, My Skills worksheet, pens and pencils

Procedures:

Explain to students that in addition to knowledge gained through the classroom, skills are also very important in achieving success in a career. Ask the students if they can name the differences between knowledge and skills.

Tell the students that everyone has different skills. There are some things you do better than your friends and there are some things they do better than you. Even though you can practice some skills and improve them, others are part of your personality. You may have a friend who is naturally good at multiplying. No matter how much you study and take notes in math class, they are still able to do it faster than you. That doesn't mean you aren't good at multiplying, though.

Tell students that they will be using today's worksheets to learn about skills, and that they may discover they have more skills than they realize.

Activity 1: Divide the students into small groups for the first worksheet. Pass out the ABC's worksheet. Explain that they are to come up with skills that start with each letter of the alphabet. Although the students are working as a group, each student in the group should fill out their own worksheet. They will need the completed worksheet for the second activity.

Activity 2: If the students have moved to work as a group, have them return to their original seats to complete the My Skills worksheet. Pass out the My Skills worksheet and explain to students that they are to use the skills from the first worksheet and pick at least four of those skills that they believe they possess. The students should list the skill and then briefly explain how it is useful.

Assessment: Check to make sure all students have completed their own worksheets accurately and thoroughly.

Reflection: Lead a class discussion on lessons learned. Were you able to develop a skill for each letter of the alphabet? Were you surprised at the number of skills you possess?

ACTIVITY 1

ABC's

Working together as a group, come up with at least one skill for every letter of the alphabet. Although you are working as a group, each person should fill out their own worksheet.

A-

B-

C-

D-

E-

F-

G-

H-

I-

J-

K-

L-

M-

N-

O-

P-

Q-

R-

S-

T-

U-

V-

W-

X-

Y-

Z-

ACTIVITY 2

My Skills

Using the list of the skills that your group came up with, pick out four skills you think you have from that list and give an example of how that skill is useful.

Skill 1 _____

Skill 2 _____

Skill 3 _____

Skill 4 _____

ABC's of Skills

Activity 1

Working together as a group, come up with at least one skill for every letter of the alphabet. Although you are working as a group, each person should fill out their own worksheet.

A.	
B.	
C.	
D.	
E.	
F.	
G.	
H.	
I.	
J.	
K.	
L.	
M.	
N.	
O.	
P.	
Q.	
R.	
S.	
T.	
U.	
V.	
W	

X.	
Y.	
Z.	

ABC's in Skills

Activity 2

Use the list of skills your group came up with, pick out four skills you think you have and give an example how you think that skill is useful.

Skill 1:

Skill 2:

Skill 3:

Skill 4:

CHAMPIONS

*This is...*An icebreaker activity in which participants introduce each other so that others see what strengths they have.

*Use it to...*Introduce participants to each other in a positive, upbeat way that emphasizes each participant's value to the group.

*Best group size...*Up to about 20.

Here's how...

1. Have participants pair up.
2. Allow 5 minutes for participants to interview each other and learn more about each other.
3. Each participant then introduces his or her partner to the group.
4. The introduction should "sell" the person on how great he or she is and on how he or she will significantly contribute to the meeting or the task at hand.

For example...

"This is Heidee. She's been with the company for only a short time. She brings a different perspective, yes. But more importantly, she's very good at helping people work together. She helps find bridges and commonalities among differing opinions, and she can do this without making anyone feel as if he or she 'won' or 'lost.' "

*Tips for success...*Make sure participants understand that the goal is not just to introduce their partner. The goal is to champion him, to show the rest of the group what a great asset their partner is to the meeting, team, or work group.

Try these variations...

- Have participants work in teams of three. Two people introduce and champion the third one.
- If time is limited, or if you want to reinforce self-confidence, don't have participants pair up. Rather, each participant introduces himself or herself. During their introduction, participants champion themselves, explaining what value they bring to the group.
- This activity can work for much larger groups by first dividing them into smaller teams.

You Know You Want Me

Objective:

1. Student is able to identify strengths and clearly communicate them
2. Practice speaking in front of people

Time: 30 minutes setting it up, 45 minutes for speeches

Materials:

- +Paper and pens/pencils
- +Video Camera (optional)

Instructions:

This lesson is all about presenting yourself and leaving a positive impression. It is important to be able to show passion, enthusiasm, and know what you have to offer when interviewing and shadowing potential mentors.

Begin the lesson by identifying strengths and passion. Have each student create a list of at least 5 strengths that they possess. Secondly, have them create at least 3 reasons why they are extremely passionate, excited, and interested in learning about a certain career. If students are struggling, have the class assist them. Ask each student to share his or her answers.

Students are to create a one to two minute pitch promoting their strengths, passions, and interests. The focus is on why this student really wants an opportunity to do an internship with their certain interest area.

As students share their speech, look for enthusiasm and passion and give feedback on their speaking ability. It would be fabulous to have a video camera so students could see themselves in the front of a room and have the opportunity to critique themselves.


Going Somewhere -- LTI Research

	Name _____	Grade _____
Interest	Potential LTI Sites/Places (address, website, telephone number)	Other Resources (articles, links, etc)


ACTIVE LISTENING: THE TELEPHONE GAME*

▶ ABOUT THIS ACTIVITY

 **Time:** 35 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Demonstrate the importance of communicating clearly with others.
- Demonstrate how easy it is to miss exactly what others are saying and discuss what that means for communication.

 **Training Methods:** Large Group Activity, Brainstorm, Discussion

 **In This Activity You Will...**

- Explain and conduct the telephone game (10 minutes)
- Facilitate a discussion on communication skills (20 minutes)
- Distribute Helpful Communication Techniques and Roadblocks to Communication Skills handouts (5 minutes)

 **Materials:**

- Flip chart
- Markers
- Handout - Roadblocks to Communication Skills
- Handout - Helpful Communication Techniques
- A written statement that can be easily misinterpreted. The trainer does not distribute the statement in writing; s/he whispers it in the ear of participant.

 **Preparation:**

- Print handouts

Instructions

1. Explain activity. Participants are to whisper a statement to the next person. An example of a statement is “Yolanda’s aunt shared her secret sweet potato pie recipe with me.” Choose first the person (10 minutes).

Next, we are going to do an activity called the Telephone Game. Some of you may have heard about or played this game before.

I have a statement that I am going to whisper into (name of first person)’s ear. S/he is going to whisper the statement into (name of second person)’s ear... **[Note to trainer: Designate either a clockwise or counter-clockwise direction.]**

The trick is that a person can only say the statement once, no repeating is allowed! Whatever you hear, pass along the statement the best you can to the next person.

2. The last person will be (name of last person). When the statement comes around to that person, s/he will say aloud what s/he heard.
3. Begin the game. Trainer whispers statement (“Yolanda’s aunt shared her secret sweet potato pie recipe with me.”) in the first person’s ear. The first person whispers what she heard in the second person’s ear. This continues around the circle until the last person has heard the statement.
4. Have the last person say aloud what s/he heard. Then state the original phrase. Compare what the last person heard to the original statement.
5. Discuss activity.
 - *How is it that (last person) heard “...” when the original statement was “...”?*
 - *How often do messages change like this in everyday life?*

* This module comes from Duke University, Partners in Caring; Center for Creative Education, 2006.

ACTIVE LISTENING: THE TELEPHONE GAME

What rules of the game were responsible for the changes in the statement? (Possible answers: whispering, no repeating)

When people are really paying attention to you, how do you know? What are some ways they sit? What are some ways they talk? What are some ways they look at you? What does it feel like?

6. Facilitate a discussion on communication skills. (20 minutes)

In order for effective communication to take place, both the speaker AND the listener must actively participate. What are some reasons you might not always give your full attention to a speaker? [Note to trainer: Record participants ideas on a flipchart.]

Possible responses include:

- No time to listen to everything a person says
- Multitasking—doing more than one thing at a time
- Other tasks seem more important
- Judgments interfere—you don't agree with what the person has done or is talking about
- Personal agenda—you want to push your solution

Now, what risks do these “communication stoppers” pose to the peers you are trying to educate?

Possible responses include:

- Listeners feel alienated
- They don't feel supported
- Trust could be compromise.

Let's take a few minutes and talk about what makes an effective communicator. Think of someone who you think is a “good” communicator.

[Give participants 30-60 seconds to think of an example, and 30-60 seconds in between the following questions.]

What are some things this person did well? How did this person make you feel when s/he listened to you? How willing were you share things about yourself or your problems with this person?

What are some communication skills you valued in this person? [Write responses on flipchart.]

Possible responses include:

- Attentive to feelings
- Non-judgmental
- Available
- Fair
- Empathetic
- Interested

We have discussed the importance of good communication skills. We will spend more time practicing listening and attending, and paying attention to what helps and what blocks communication with others.

7. Distribute Helpful Communication Techniques and Roadblocks to Communication Skills handouts.

Summary

- It is important for peer educators to develop good listening skills.
- Mistakes in clear communication are easy to make.

* This module is part of the online toolkit *Building Blocks to Peer Success*. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from Duke University, Partners in Caring; Center for Creative Education, 2006.

ACTIVE LISTENING: THE TELEPHONE GAME

SESSION HANDOUT #1 of 2

HELPFUL COMMUNICATION TECHNIQUES

- | | |
|---|--|
| 1. Using silence | |
| 2. Accepting | Yes.
Um Humm.
I follow what you said. |
| 3. Giving recognition | It is difficult to talk with someone you don't know.
Hello Jane, we've talked before. |
| 4. Offering self | I'll be here till 3:00.
I'm interested in what you have to say. |
| 5. Giving broad openings | Is there something you'd like to talk about?
Where would you like to begin? |
| 6. Offering general leads | Go on.
And then?
Tell me about it. |
| 7. Placing the event in time or in sequence | What seemed to lead up to.....?
Was this before or after.....?
When did this happen? |
| 8. Making observations about.... | Your voice sounds shaky when you talk
It makes me feel uncomfortable when you |

ACTIVE LISTENING: THE TELEPHONE GAME

SESSION HANDOUT #1 of 2 (cont.)

HELPFUL COMMUNICATION TECHNIQUES (CONT.)

- | | |
|--|---|
| 9. Encouraging descriptions of perceptions | Tell me when you feel anxious.
What is happening?
What does he do when he “gets ugly”? |
| 10. Encouraging comparison | Was this something like.....?
Have you had similar experiences? |
| 11. Restating
(especially useful when you can't identify the feeling) | My lawyer doesn't believe me when I say he hit me when I was pregnant.
Your lawyer doesn't believe your story. |
| 12. Focusing | This point seems worth looking into. |
| 13. Exploring | Tell me more about
Will you describe that more fully? |
| 14. Giving information | This line is answered 24 hours a day.
My purpose in being here is |
| 15. Seeking clarification | I'm not sure I follow.
What would you say is the main point of what you've said? |

(Adapted from T.H.E. Course (Tools for Health Empowerment),
produced by Glaxo Wellcome, now GlaxoSmithKline.)

ACTIVE LISTENING: THE TELEPHONE GAME

SESSION HANDOUT #2 of 2

ROADBLOCKS TO COMMUNICATION: COMMUNICATION STOPPERS

1. **Directing, ordering:** To tell someone to do something in a manner that gives the other person little or no choice.
2. **Warning, threatening:** To tell the other person that if the behavior continues, then certain consequences will happen.
3. **Moralizing, preaching:** To tell someone things they ought to do.
4. **Persuading, arguing:** To try to influence another person with facts, information, and logic.
5. **Advising, recommending:** To provide answers to a problem.
6. **Evaluating, criticizing:** To make a negative interpretation of someone's behavior.
7. **Praising:** To make a positive evaluation of someone's behavior.
8. **Supporting, sympathizing:** To try to talk the other person out of his or her feelings, or to deny someone's feelings.
9. **Diagnosing:** To analyze the other person's behavior and communicate that you have their behavior figured out.
10. **Diverting, bypassing:** To change the subject or not talk about the problem presented by the other person.

ACTIVE LISTENING: THE TELEPHONE GAME

SESSION HANDOUT #2 of 2 (cont.)

ROADBLOCKS TO COMMUNICATION: COMMUNICATION STOPPERS (CONT.)

11. **Kidding, teasing:** To try to avoid talking about the problem by laughing or by distracting the other person.
12. **One Upmanship:** To try to “top” the persons problems by telling a worse one.
13. **Killer Phrases:** For example, “Don’t worry, things could be worse.” “Cheer up.” “What do you have to feel sorry about?”

What is it?

How do I communicate it?

Objective:

Student can effectively talk about the LTI and how it relates to their education

Time:

50-70 minutes

Materials:

- Dry erase markers
- Paper
- Pens/Pencils
- Video Camera (optional)

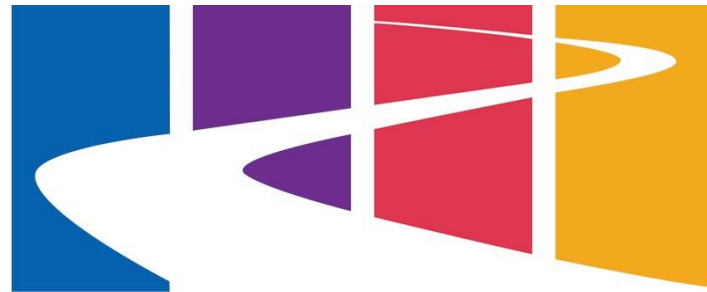
There are two distinct components to this lesson. The first requires the students to be able to effectively communicate to someone else about the school and LTI process. The second part is a firm grasp on how the LTI relates to their education.

In order to see where the students are in their knowledge, post the following question on a dry erase board! What should you tell someone about our school and the LTI? Give each student a dry erase marker and ask him or her to begin putting specifics on the white board to collect the knowledge of the entire group. (Refer to the Learning Through Internship tri-fold brochure for key points to highlight.) Go through all of the points on the board and talk about their significance and whether the information is accurate. Finally, pass each student a tri-fold brochure to have as a resource.

Once the LTI and school details are clear, ask the students to journal about the following question: How does the LTI relate to my education? Ask students to share their thoughts with the group after giving everyone five minutes to write. Fill in any gaps that the students might not cover before giving them the final task for this lesson.

Big Picture Schools

The Delaware Met is a member of the international Big Picture Learning network. Each student at the Delaware Met is part of a small learning community called an advisory. The advisory is supported and led by an advisor, a teacher that works closely with each advisee to identify their interest and personalize their learning. Every student participates in core content classes and also learns in a real-world setting (internship) two times per week. A mentor from the Wilmington community helps to support this connection between content curriculum and real world application. Parents and families are actively involved in the learning process, helping to shape the student's learning plan. The Big Picture Learning model ensures that students are prepared for college and beyond. Our school offers the opportunity for students to explore the potential of their personal interests and skills in a diverse, dynamic learning environment. The curriculum design takes a fundamentally different approach to teaching and learning by focusing on how individuals learn best.



THE DELAWARE MET HIGH SCHOOL

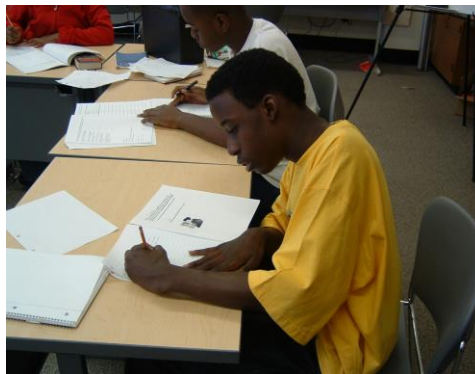
Tricia Hunter Crafton
School Leader

920 N. French St.

Wilmington, DE 19801

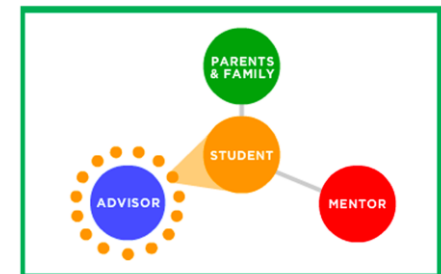
(302) 299-5583 Phone

Patricia.Hunter@demet.k12.de.us



THE DELAWARE MET

“Inspired Learning, One Student at a Time”



Become an LTI Mentor

Join our Volunteer
Network!

Learning Through Internship

The Delaware Met is founded on the belief that students must be actively engaged in their education. At the core of the curriculum is the Learning Through Interest/Internships program, which helps students find opportunities to learn in real-world settings and through meaningful projects. We pair students with adult mentors in the community who share their career interests and passions. Two days a week, students intern at these worksites and take on projects that benefit the organization. Back at the school, students work with their advisors to build and reinforce the skills and knowledge needed to complete those projects. The projects are the main route to deepening student learning and academic growth, while teaching students how to operate in a professional context.

Steps in the LTI Process:

- Interest Exploration
- Complete Professional Expectations Training
- Interviews
- Shadow Days
- Securing an Internship
- Project Development and Completion

Student Responsibilities:

- Take on a special project for the internship
- Reflect on work and learning in a journal
- Research an investigate question connected to their project work



Benefit for Students :

- Build a relationship with an adult mentor
- Learn the professional attitude that is necessary in today's workplace
- Learn and practice 21st-century skills
- Become engaged in his/her work and take ownership of that work
- Understand the importance of education and develop long term goals

Benefit for Internship Mentors :

- Tremendous opportunity to enhance your civic and community engagement by becoming a part of a statewide network of professionals who mentor students
- Gain a very rewarding experience to inspire and encourage students who are driven and dedicated to pursue professional goals
- Catch the enthusiasm of a student who is excited and eager to learn about your work and that of your organization
- Acquire an extra set of hands to tackle some of the daily tasks at your organization

Interested in Becoming a Mentor? Need more Information?

Contact:

Jerry Williams
LTI Coordinator
(302) 299-5583

Email:

jerry.williams@demet.k12.de.us

www.thedelawaremet.org



Internship Mentor Responsibilities

- Inform the DE Met if the student is absent
- Schedule regular time to meet with the student to give feedback
- Communicate openly through email and/or phone calls with the advisor frequently
- Attend your student's final exhibition to evaluate his/her work

Opening Fall 2014!

Ignite, Empower, Graduate!

The mission of The Delaware Met is to **ignite** the passions of high school students, **empower** them to develop self-confidence, and **graduate** as confident and capable young adults, prepared to make their mark on the world!

Student Curriculum

Students at The Delaware Met are exposed to a rigorous, college preparatory curriculum that ensures that both Common Core Standards and Delaware content standards are met. Certified teachers provide students with the opportunity to gain all required credits towards graduation and a post-secondary plan after high school. Students are required to demonstrate real-world application of skills and knowledge learned in the classroom during off-campus internships.



The Delaware Met is a member of the international Big Picture Learning network.

Background

The Delaware Met is based on the educational design of The Met School in Providence, Rhode Island. Since its conception in 1996, Big Picture Learning schools have opened across the country boasting a 92% graduation rate. For more information about Big Picture Learning, refer to www.bigpicture.org.



Family Engagement

At The Delaware Met, we understand the important role that family plays in the educational success of a child. Parents participate in quarterly learning plan meetings with the student and advisor. Additionally, each parent is encouraged to be a part of their child's panel during exhibition presentations.

The Delaware Met Team

The Delaware Met is proud of its dynamic and unique staff. Advisors (teachers) work closely with each child to develop their passions and provide support for personalized learning plans. The LTI Coordinator is the liaison between school, community members, and business partnerships. The School Leader oversees the instructional programs and collaborates with staff members to develop a positive and supportive culture.

Mentors

This exciting voluntary position allows you to help a student gain real-world experience and develop a mutually-beneficial project for the workplace. Contact: **(need to decide)** for more information.

The Delaware Met



Inspired Learning, One Student at a Time

www.thedelawaremet.org

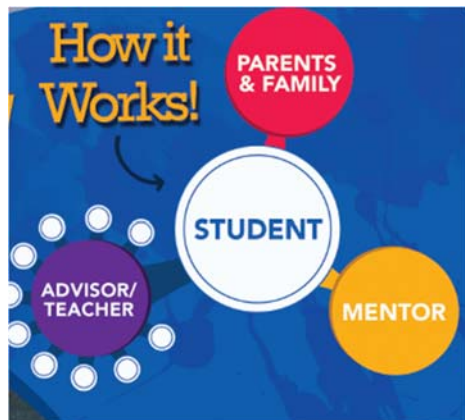
920 N. French Street
Wilmington, DE 19801
Need phone number



The Delaware Met is the first and only Big Picture Learning school in New Castle County.

Big Picture Learning

The Delaware Met is a member of the international Big Picture Learning network. Each student at the Delaware Met is part of a small learning community called an **advisory**. The advisory is supported and led by an **advisor**, a teacher that works closely with each advisee to identify their interests and personalize their learning. Every student participates in **core content classes** and also learns in a real-world setting (**internship**) two times per week. A **mentor** from the Wilmington community helps to support the connection between content curriculum and real world application. **Parents and families** are actively involved in the learning process, helping to shape the student's learning plan. The Big Picture Learning model ensures that students are prepared for college and beyond!



The Delaware Met Experience

Advisory

Each student at the Delaware Met belongs to an advisory. This advisory group travels through high school together, developing strong relationships and academic support.

Learning Through Interest (LTI)

Students at The Delaware Met apply classroom knowledge to real-world situations in the form of LTIs. Students work alongside mentors in the workplace to develop their interests, passions, knowledge, and skills. Collaborating with adults and undertaking genuine responsibility for important, real-world tasks is the heart of LTIs at The Delaware Met.

Personalized Learning Plans

Each student at The Delaware Met, along with a parent, mentor, and advisor takes ownership of their learning by developing a specific learning plan that explains their learning goals and the supports necessary to reach those goals.

Exhibitions

Students demonstrate their learning by presenting project work and progress on their Personalized Learning Plan to a panel of adults and peers.

Academic Rigor

The Delaware Met is a college preparatory high school. Its academic program meets and exceeds state standards and graduation requirements.

Our Diversity Statement

The Delaware Met will be located in downtown Wilmington and will use a 5-mile radius preference to ensure that the school maintains its commitment to the city of Wilmington and is able to support a diverse student population. The Delaware Met believes that children who learn in diverse environments will flourish.

*Are you interested in discovering your passions?
Are you searching for real-world experience?
Are you ready to develop your post-secondary plan?*

Enroll Now!

The Delaware Met is currently accepting applications for the 2014–2015 school year. The Delaware Met will open with both 9th and 10th grade classes. The due date for applications is **January 15, 2015**.

Visit www.thedelawaremet.org for an application. Send the completed application to the School Leader, _____.

For more information, please call _____

LTI Database – to be created. Below is link to a sample from Newark, NJ

<https://www.google.com/fusiontables/DataSource?docid=1F1MU2ShkU4rfnbXzz9gglbJVanCXHdV78aNB6ih#card:id=1>

Phone Script Activity

WHOLE GROUP: 10 minutes

Discuss the fact that the first impression most places will have of them is their first phone call. What do they think is important to have happen (or not have happen) in that phone call. Write the student responses on large paper and have them copy them into their own notebooks or journals.

Possible Answers:

Have Happen

Introduce yourself
Say why you're calling
Explain the basics of The Met Center
Speak clearly, politely, no slang
Have your calendar ready to schedule

Don't have happen

Ask for an internship
Lots of noise in the background
Forget what to say
sound like a little kid

If some of these are not included in your students' list, suggest them yourself and have the students talk about why each of these are listed.

Next have the group answer some of these questions & record their ideas:

- ☆ If you have to leave a message, what do you say?
- ☆ If they ask what the DE Met is, how do you explain it?

INDIVIDUAL: 5 minutes

Have each student write their own versions of the following:

- 1) script to ask for an informational interview (who they are, where they're calling from, why they're calling)
- 2) script for a potential phone message (shorter version of above plus contact information)
- 3) script for how to explain what the DE Met is

Sample Phone Scripts

Introduction:

"Hello, my name is Samantha and I am calling from the DE Met, a high school in Wilmington. As part of my schoolwork, I am doing a project on a career that interests me. I found Concept Link on a list of local technology companies and was hoping I could set up a time to interview someone over there about your work in technology. The interview would only take 10-15 minutes and I could do it over the phone or I could come to your office. Would this be possible?"

Phone Message:

"Hello, my name is Samantha and I am doing a project for school on careers in technology. I was hoping to interview you for 10-15 minutes about your work. Please give me a call to schedule a time that works for you. I can be reached at 752-2645. Thank you."

The Delaware Met:

“The Delaware Met is a new public charter high school located in Wilmington. It is an internship-based school which means that instead of traditional content classes providing all of our schoolwork, it is integrated with the work we do out in the real world. We are a college prep school and are part of the Big Picture Learning network which has over 100 schools worldwide. We are encouraged to learn through following our passions.

This is just the basics – you may customize it and add to it.

Phone Script Development

Objective: Students develop and practice using a phone script to contact professionals that share their interests

Warm –up: (5 minutes)

Telephone Game – just for the fun of playing the telephone game 😊

Step 1

Stand in a straight line or a circle.

Step 2

Choose one person to start. He comes up with a phrase or sentence — silly or serious, it doesn't matter.

Step 3

He leans over and whispers the phrase in the ear of the person next to him. That person whispers what she heard into the ear of the next player, and that continues around the circle or down the line.

Step 4

When the last person has received the phrase, he repeats it out loud. After the laughter dies down, he can tell everyone the original sentence or phrase.

Introduction of New Material: (30 minutes)

Through the real world learning component of our high school, students will set up informational interviews to learn more about areas of their interest from professionals in the community. In order to have an interview, you first have to schedule an interview! Therefore, students need to learn how to effectively place a phone call to request an informational interview and/or shadow day.

Begin by introducing the idea of using a phone script when placing a call. Ask for a volunteer and perform a fake call in front of the class using the call script provided. Ask the students after they listen to the mock phone script to identify the key information they heard or components of the call script that might be important. Write down all of the ideas the students have on the board. Then, pass out a copy of the feedback form that will be given to adult volunteers to see what additional items they will need to think about.

Ask each student to prepare his or her own phone script. You can provide the example script, but students should write their own phone scripts so that they are comfortable with what is on their individual phone script.

Guided Practice: (20 minutes)

Break the advisory up into small groups of 3 students to practice. One student is the caller, one is the professional, and one listens to provide feedback at the end. Have each student practice at least twice. Have each triad identify who is doing which role and start all of the groups at once. Give them a minute to practice the script and then two minutes to provide feedback. Then switch roles and repeat the process.

Self-Assessment of Communication: (5 minutes)

Each student will complete the following stem:

Today, I learned _____. It felt _____ using a phone script and pretending to make phone calls. I hope_____.

Closure:

- Focus today was on developing our phone scripts.
- The next time we are together, we will be doing practice phone calls to obtain interviews and shadow days with adult volunteers.
- Be sure that you bring your completed phone script with you and that you are prepared to use it!
- Many people say that practice makes perfect so remember, the more you do this, the easier it will be and the better you will become

To Be Dones:

1. Make copies of the sample phone script or write it on the board
2. Make a copy of the mock interview feedback form for each student

Sample Phone Script

"Hello my name is Sabrina Student. I'm a student at Positive Options Charter School and currently exploring various professions that interest me through my coursework. I am interested in learning about _____ and I realize that I really don't know much about it, other than what I read in books or online resources. I was wondering if you would be willing to give me 15-30 minutes of your time in the future to interview you about your profession to get a realistic view of what to expect."

If they say yes, you need to obtain the following information:

1. What date and time would work best? (Make sure you know in advance what dates and times work for you as the student)
2. Where would you like to meet? (Be sure to get the address and any info that might help to find their location)
3. Provide the professional with your contact information in case something comes up and they need to reschedule.
4. Ask them for their email address so that you can send your resume and interest letter (Be sure to explain that this is just so they have some background information on who you are and why you are contacting them. You are not looking for a job!)
5. Close the call by thanking them and telling them that you are looking forward to meeting them soon

If they say no, ask/say the following:

1. Would you happen to know anyone else that I might be able to contact to learn more about _____?
2. Thank you for your time and have a good day.

Mock Phone Call Feedback Form

Student's name: _____

Call recipient's name: _____ Recipient's phone number: _____

Please rate the call using the following checklist

Activity	Excellent	Good	Needs more practice	Pointers
Voice clarity and volume				
Introduced self				
Identified school and purpose				
Identified passions/interests				
Stated purpose of call				
Explained an informational interview				
Requested an interview				
Asked for street address, city and zip				
Repeated appointment date and time back to interviewer				
Gave his/her contact information in case need to reschedule				
Closed call with thank you				

Other comments:

ETIQUETTE FOR YOUNG MEN AND YOUNG WOMEN

A PROGRAM IN CHARACTER DEVELOPMENT, RESPECTFUL BEHAVIOR, AND GOOD MANNERS

WHO WE ARE AND HOW WE ARE PRECEIVED

FIRST IMPRESSIONS

- Eye Contact**
- Hand Shake**
- Facial Expression**
- Body Carriage**
- Public Persona**
- Grooming**
- Wardrobe**

THE ART OF CONVERSATION

ETIQUETTE AND SOCIAL GRACES

- Basic Manners**
- Common Courtesies**
- Phone Etiquette**
- Respectful Behavior**

JOB INTERVIEW SKILLS

Now apply what you know

GOAL SETTING

How will you get there?

3. The Queen's Handshake

Offering just your fingertips, rather than your palm, indicates a sense of superiority.



Illustration: Erik Larsen

4. The Dead Fish

A limp handshake conveys weakness and a lack of self-confidence.

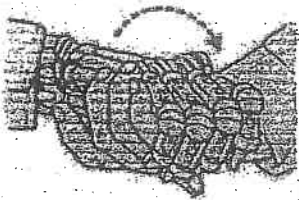


Illustration: Erik Larsen

5. The Terminator

Turning the grip so your hand is on top is a sign of aggression.

Things You Should Do

Be Friendly You should always be ready to initiate a handshake, demonstrating your eagerness to meet the person. Although etiquette rules once dictated that a man should wait for a woman to offer her hand, that's no longer the case.

Show Respect Make sure you're standing when you shake hello or goodbye. It shows respect for yourself and the other person.

Be Direct Look the other person in the eye. Don't allow the handshake to linger too long, but you can show an extra bit of sincerity by holding their hand a second longer after the last pump.

ETIQUETTE FOR YOUTH

THE ART OF CONVERSATION

Your voice reflects the inner you. A powerful presentation also means speaking with confidence. The steps listed below will enable you, the student, to convey your ideas with maximum impact.

- Articulating thoughts with distinction, (correct use of lips, tongue, teeth and jaw)
- Breathing from the diaphragm
- Speak with clarity (pitch, tone, and volume)
- Appropriate resonance (a reinforcement of sound in a vibrating body caused by a wave from another body vibrating nearly at the same rate); relate harmoniously
- Rising and falling inflection of the voice (a change of pitch and loudness of the voice)
- Enunciation and vocabulary building
- Body language (What your body language says about you)

There are two types of conversations:

1. Conversation for companionship/friendship:
One-on-one conversations, to get to know the other individual, and express who you are. During this type of conversation we generally seek out people that share our common interest e.g.: school, work, home life, current events, travel, etc.
2. The exchange of ideas and information:
General conversation that is meant to inform or entertain; usually a topic that is of interest to the audience.

Rules for Engaging in a Conversation

1. Ask open ended questions
2. Avoid controversial topics
3. Being well informed
4. Ask intelligent questions
5. Don't monopolize the conversation
6. Being an attentive listener
7. Compliment others
8. Don't interrupt when others are speaking
9. Be thoughtful of others during your conversation
10. Only give advice when asked
11. Use the power of observation
12. Know when to change the subject or end the discussion

PRACTICAL ASPECTS OF THE GOLDEN RULE

1. IF YOU OPEN IT, CLOSE IT.
2. IF YOU TURN IT ON, TURN IT OFF.
3. IF YOU UNLOCK IT, LOCK IT.
4. IF YOU BREAK IT, REPAIR IT.
5. IF YOU CAN'T FIX IT, CALL IN SOMEONE WHO CAN.
6. IF YOU BORROW IT, RETURN IT.
7. IF YOU USE IT, TAKE CARE OF IT.
8. IF YOU MAKE A MESS, CLEAN IT UP.
9. IF YOU MOVE IT, PUT IT BACK.
10. IF IT BELONGS TO SOMEONE ELSE AND YOU WANT TO USE IT, GET PERMISSION.
11. IF YOU DON'T KNOW HOW TO OPERATE IT, LEAVE IT ALONE.
12. IF IT DOESN'T CONCERN YOU, DON'T MESS WITH IT.
13. IF IT IS NOT YOUR BUSINESS, DON'T INTRUDE.
14. IF IT WILL BRIGHTEN SOMEONE'S DAY, SAY IT.

BASIC MANNERS

- Say "please" and "thank you", "hello" and "goodbye"
- Smile and look interested in others...and listen
- Open doors (regardless of gender)
- Look at people when you talk to them
- Introduce yourself to others
- Be helpful
- Respect people's time
- Compliment people
- Write thank-you notes
- Do what you say you will do

APPEARANCE

- Grooming counts - be clean and neat
- Don't chew gum
- Dress appropriately - your clothing creates an impression

LANGUAGE TIPS

- Avoid foul language
- Be aware of slang
- Avoid sarcasm
- Don't use power robbers - "I hope," "I guess," "maybe," "probably"
- Explain acronyms and jargon
- Be careful where you hold conversations

Always be respectful of others around you when using a cell phone.

BEHAVIOR DON'TS

Don't think that because you may have a pretty or a handsome face, you don't need brains nor manners.

Don't think that you can be rude to anyone and not be disliked for it.

Whispering is always rude.

Whispering and giggling at the same time have no place in good society.

Everything that shows lack of courtesy toward others is rude.

If you would be considered a person of refinement and quality, don't nudge or pat or finger point people.

Don't stand and walk with your chest held in and your hips forward.

Don't talk or walk loud enough to attract attention.

Never force yourself to laugh.

A smile should be spontaneous because you feel happy and pleasant.

KNOW THIS:

You must show and exercise respectful, courteous, and appropriate behavior and manners at all times towards all persons.

If you are of school age, you must be enrolled in a public, private, parochial or certified home school.

Drug, alcohol, tobacco use of any kind at any time is strictly prohibited.

The wearing or carrying of firearms or weapons of any type at any time by students is strictly prohibited.

Inappropriate language (i.e. vulgarity, profanity) at any time is prohibited.

Violence in any degree is prohibited.

Sexual discrimination, gender and physical impairment bias of any type is prohibited.

Ethnic, racial, cultural and religious intolerance is prohibited.

No threats or demeaning conduct towards anyone at any time is to be tolerated.

The wearing of clothing and head gear not associated with a faith-based organization is prohibited.

DRESS FOR SUCCESS

Attention to details is critical, so here are some tips. Make sure you have:

- **Clean and polished dress shoes**
- **Well groomed hair**
- **Cleaned and groomed fingernails**
- **Minimal cologne**
- **No visible body piercing**
- **Well-brushed teeth and fresh breath**
- **No, gum, no candy, or other objects in your mouth**
- **Minimal jewelry**
- **No body odor**

THE COMPANY YOU KEEP

***It Is Better To Be Alone, Than In The Wrong Company.
Tell me who your best friends are, and I will tell you
who you are.***

***If you run with wolves, you will learn how to howl,
But if you associate with eagles, you will learn how to
soar to great heights.***

***A mirror reflects a man's face but what he is really like is
shown by the kind of friends he chooses.***

***The simple but true fact of life is that you become like
those with whom you closely associate
for the good and the bad.***

***The less you associate with some people the more your
life will improve.***

***Anytime you tolerate mediocrity in others,
it increases your mediocrity.***

As you grow your associates will change.

Some of your friends will not want you to go on.

They will want you to stay where they are.

***Friends that don't help you to climb
will want you to crawl.***

Your friends will stretch your vision or choke your dream.

***Those that don't increase you
will eventually decrease you.***

Mock Interview Feedback

Student's name: _____

Interviewee's Name: _____

Please rate the interview using the following checklist

Activity	Excellent	Good	Needs more practice	Pointers
Voice clarity (enunciate)				
Voice intensity (volume)				
Introduced self				
Body Language				
Eye Contact				
Self Confidence				
Ease of Conversation				
Ability to improvise Questions				
Relative Comfort of Interviewer				

Other comments:

New

Job Interviews

Career Education Focus:

1. Preparing for future job interviews
2. Developing proper social skills for career success

Related Standards: English/language arts

Lesson Objectives:

1. Break down the interview process with students
2. Illustrate proper answers to typical interview questions
3. Role-play interview situations

Materials: Interview Preparation worksheet, Interview Role-Play worksheet, pens and pencils

Procedures:

Tell the students this lesson will explore what to expect when interviewing for a job. Ask the students if any of them have ever been through an interview process. If no one has, ask them to share what they know about interviews.

Discuss the following interview topics with the students:

1. Dress appropriately for the interview
2. Use proper language (i.e. no slang, no profanity)
3. Arrive early to the interview
4. Research information about your potential job
5. Research information about the company interviewing you
6. Do not eat, drink, or chew gum during the interview
7. Stay calm, relax, and be yourself

Activity 1: Pass out the Interview Preparation worksheet. Explain to students they are to answer the questions on the worksheet as if they are being interviewed for a job. After the students have had enough time to complete the worksheet, ask for volunteers to share their answers or discuss any questions they had about the interview process.

Activity 2: Divide students into pairs. If there is a student without a partner, allow one group of three. Explain to the students they are to pretend to interview their partner for a job. The student conducting the interview should record their partner's answers on their own worksheet. After students have completed an interview, they are to role-play the interview from the opposite perspective. Make sure students have enough time to both interview their partner and be interviewed.

Assessment: Make sure all students have completed the Interview Preparation worksheet thoroughly and accurately. Make sure all students have interviewed their partner for the Interview Role-Play worksheet.

Reflection: Lead a class discussion on lessons learned. Why are good interview skills important? What advice would you give a friend interviewing for a job?

ACTIVITY 1

Interview Preparation

Answer the following questions as you would in a real job interview.

1. What is your greatest strength?

2. What is your greatest weakness?

3. What motivates you?

4. Do you prefer to work alone or as part of a team? Why?

5. How do you handle stress?

6. What are your hobbies?

ACTIVITY 2

Interview Role-Play

Now it's your turn to interview someone. Ask these questions to your assigned partner as if you are interviewing them for a job.

1. What is your greatest strength?

2. What is your greatest weakness?

3. What motivates you?

4. Do you prefer to work alone or as part of a team? Why?

5. How do you handle stress?

6. What are your hobbies?

Grill 'Em

Objective:

1. Understand difference between open and closed questions
2. Learn how to utilize informational interview form
3. Create list of questions to ask during an informational interview

Time: 60 minutes

Materials:

- Paper and pens/pencils
- Strips of paper
- Informational interview forms

Instructions:

This lesson is all about asking questions. Begin by playing the Question Game to have some fun and engage the students. The objective of this game is to collect as many pieces of paper as possible from other people. Each person starts with two pieces of paper. When the game starts, everyone begins asking each other questions. The goal is to answer questions with another question. If at any point, someone answers a question that is asked of them, they must give that person a piece of paper.

After having a little fun, have a conversation about open vs. closed questions. An *open-ended question* is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a *closed-ended question*, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response.

Examples:

Closed-Ended Questions	Open-Ended Questions
Do you get along well with your boss?	Tell me about your relationship with your boss.
Who will you vote for in the next election	What do you think about the two candidates in the upcoming election?
Do you like football?	Why do you enjoy competitive sports?

Ask students to generate a list of five examples of closed-ended and five examples of open-ended questions. Share these with the class to make sure every student understands.

Introduce the Informational Interview Form. Have each student fill out an informational interview form as though they were going to interview someone. Generate a list of potential questions to ask professionals about their career from what students create.

Info interview form





Professional Emails

Objective:

1. Learn tips for typing professional emails
2. Develop an example of a professional email for the students LTI Portfolio
3. Create a professional email address

Time: 60 minutes

Materials:

-   Tips for Writing Professional Emails Sheet
-   Computer

Instructions:

Ask each student to prepare an email and send it to you. The purpose of the email should be to obtain a 30 minute interview to learn about that individual's profession. Now that they have attempted to complete the email pass out the Tips for Writing Professional Emails. Ask them to critique their own email to find items to change. Ask students to get into pairs and discuss what they did well and what should be different. The final step is to write another email that follows the information provided in the tips sheet.

If students do not have professional email accounts, work with them to establish an account that they can utilize to communicate with business professionals if necessary.

Tips for Writing Professional Emails

Based upon studies done over the recent years, approximately 72 percent of Americans use the internet, and of those, about 88 percent of them use email as a means of communication. A majority of that percentile will use email as a method to communicate through their business relations, so remembering the correct professional email etiquette is something everyone could brush up on. It's true that a great deal of individuals know the importance of utilizing certain rules when it comes to composing a business letter, but for some reason, these common rules seem to be forgotten when it comes to writing a professional business email. So, if you happen to be one of those with a brief memory lapse, here are a few reminders to help you brush up on your professional email writing skills.

Don't Forget to Mind Your Manners:

The basic rules that you learned while you were growing up are great rules to implement into your professional emails. For example, when addressing someone you should say Sir, Mr. or Mrs., and only address them on a first name basis if you know for sure that is acceptable to do so.

Mind Your Tone Throughout Your Email:

When put into writing, it is often difficult to express the tone that you desire to get across to the reader. Be sure you reread your email before sending it, and that while you're reading it, it is coming across in the way you intend it to.

You want the tone of your professional email to be viewed as respectful and friendly, while at the same time, getting the message across that you are trying to relay.

Be Concise and to the Point:

Try to get the point of your email across to the reader right away in the first or second sentence. But remember not to leave out any important details that need to convey.

Be Professional as you would Face to Face:

Being professional means keeping the same tone as you would if you were writing a business letter. Avoid abbreviations and don't use an email address you use to write to your friends. You know the one that's "sexylexy@hotmail.com". Stick to your work email address for all business correspondence.

Don't forget about Correct Spelling and Proper Grammar:

Your email most likely is equipped with a dictionary or spell check; don't be afraid to use it. It's okay to write a little more informally during some email conversations, but still use correct grammar and punctuation.

Fill out the "TO" field Last:

Since mistakes do occur, waiting to fill out the 'To' field of your email will prevent you from accidentally sending an incomplete email, or one that you weren't ready to send yet. By filling this out last, it gives you ample time to check and re-check your professional email to make sure that it is exactly how you want it be upon sending.

Plz Refrain Frm Abbrvt.

While it may be acceptable to send an email to a friend, or receive an abbreviated email from your 16 year old daughter, I'm sure your coworkers won't appreciate an email written something like this:

"Hi, how r u? what u doin tom? Let me no. thanx!"

For business email, this just doesn't fit. However, common business abbreviations such as FYI, etc., and so on are just fine.

Make Your First Impression Count:

Email is a great ice breaker because it isn't as presumptuous as a phone call, and is delivered so much faster than a regular letter. But the same goes for email as would your introduction on the phone or in a business letter. Make sure it is well written and that your point is clear and definitive. Don't overload your professional emails with unnecessary details, just stick to your main goal, and writing professional emails will soon become a piece of cake!

Adapted from http://www.cookco.us/technology/professional_emails.htm




You are Appreciated!!

Objective:

1. Understand the importance of saying thank you.
2. Learn how to write a letter.
3. Learn how to address an envelope

Time: 60 minutes

Materials:

-  Paper and pens/pencils
-  Envelopes
-  Envelope Template Tool

Instructions:

Distribute the format for writing a thank you letter. Explain each component to ensure that students understand.

Place each student's name (including your own) in a hat. Have everyone draw a name and write a thank you letter to that individual for something that they have done throughout the year. Have the students share these with one another and give feedback.

Provide students with the Envelope Template Tool so that they can utilize it when addressing envelopes.

Homework: Have each student write a thank you and addressed envelope to someone.

Thank You Letter Format

Key Points:

The letter should be printed on Indianapolis Met letterhead, include a thank you and any of the following:

Comment about the person's place of business

Appreciation for their time

Follow up information: you may have said you would send them some information

Add your personal touch

Invitation to come visit the school and who to contact to arrange a visit

Format:

Date

First and last name of person

Person's job title

Company name

Address

City, State zip code

Dear Ms. /Mr. _____,

I would like to thank you for your time today. Thank you for allowing me to interview you. The most impacting thing that I learned from you was _____. It was a pleasure meeting you..

Sincerely,

Hand write your signature here

Type your first and last name

Indianapolis Met Student

Envelope Template Tool

A Properly Addressed Envelope

VICTORIA WILLIAMSON
P O BOX 4421
ADAMS 38966-4421



JOE SMITH
2114 NEIL AVE
CANTON OH 44730-9512

Your Name
School's Street Address
City, State Zip Code

Company Name
Attn: Individual's name that you are sending the letter
Company's Street Address
City, State Zip Code