

## Lesson Plan 2: Week 1 Day 4

**Skill area:** Interpersonal Business Skills

**Lesson theme:** Networking

**Background:** This lesson will be about networking and helping students to improve their interpersonal skills in the business world.

### Materials:

- Strips of paper with taboo topics (from yesterday's lesson)
- PowerPoint Presentation
- Vocabulary List (cut into strips) and another blank sheet of paper (cut into strips)
- YouTube video: <https://www.youtube.com/watch?v=FAPySGLL3gg>
- Vocabulary Quiz

### Objectives

- **Terminal:**
  - Students will know how to network to make more connections in their field.
  - Students will know how to listen for the intent purpose of learning more about a topic or person.
- **Enabling:**
  - Students will model networking skills as they converse with other class members.
  - Students will listen to a video and participate in the class discussion afterward.

### Lesson Sequence:

**4:00-4:10 (10 min) - Warm-up:** Welcome to class, students 5&6 present news article. Other students can ask questions as they deem necessary.

**4:10-4:20 (10 min) - Review:** Have the class break up into pairs. Give each pair a slip of paper with a taboo topic on it.

- Ask the class to talk with their partner about everything they remember about the topic. What are some ways they could respond if their partner brought up the taboo topic in conversation?
- If there is time have the pairs switch strips of paper and discuss a new topic.

### 4:20-4:30 (10 min) - Overview:

- Explain to the class that we are going to be learning about networking today and learning how to more effectively network in English. Have the class discuss the following questions with a few neighbors. (pre-listening activity)
  - What do you already know about networking?
  - What do you want to know about networking specifically in English?

- Bring the class together and have some students share what they want to know about networking. Write their answers on the board.

**4:30-4:50 (20 min) - Present:** Explain to the students that we will be watching a video about the best ways to network. Afterward we will have a discussion based on some comprehension and application questions.

- Show the video from the beginning to about 6:05 (6 minutes)  
<https://www.youtube.com/watch?v=FAPySGLL3gg>
- Show the PowerPoint slide with the following questions:
  - How is networking different than normal communication?
  - What stood out to you from this video?
  - What did you learn from this video that you did not know before?
  - Do you agree with the speaker's opinion? Why/why not?
- Have the students think about these questions for a minute or two and then encourage them to talk with a partner about the questions. After allowing them to discuss these questions with a partner, go over the questions as a class. (This follows the think-pair-share method)

**4:50-4:55 (5 min) - Break**

**4:55-5:00 (5 min) - Idiom of the Day:** "In a nutshell"

- Explain to the students that "in a nutshell" means that you want to describe something/tell a story in brief. You want to give a summary.
- Give the following example sentences:
  - "In a nutshell, the problem is that we had to move out of that office."
  - "As the new CEO, Mark told us in a nutshell that his plans for the company are expansion, innovation, and sustainability."
  - "Can you please give us the story in a nutshell? We just need to important facts"
- Have students write a sentence using the idiom and have them share it with a partner. Choose a few students to share their or their partner's sentence with the class.

**5:00-5:10 (10 min) - Vocabulary Review**

- Put up the slide with all the vocab words on it. Ask the students if they have any questions about what any of the words mean.
- Pass out the strips of papers with the words on them (one strip for each student). Pass out another strip of paper without anything on it. Explain to the class that they need to write a sentence with their vocab word on it. However, they are going to write the sentence on the blank strip of paper and will put an underline where the word should go.
- Model on the whiteboard using the word verify: "He was called into the meeting to \_\_\_\_\_ the story of the new employee"
- After they have all written their sentences, have the students trade their sentences with another member of the class, and have the second class member fill in the correct vocabulary word.

**5:10-5:40 (30 min) - Practice:** Networking Simulation

- 5:10-5:20 (10 min) - Explain to the students that they are each going to create a business person profile that is different from their own. We are then going to have a networking simulation where they will act as the person they have created.
- Have each student create a character and work background including at least the following information:
  - Name
  - Occupation
  - Where are you from?
  - If you aren't from Provo, how long have you lived here?
  - Family situation
  - Hobbies
  - Are you looking to change jobs?
- 5:20-5:40 (20 min) - Give the students the students a situation from the ones listed below and have them practice with a partner how to network in that situation given the information that was given in the video and the character that they have created for themselves.
  - The students can be given the option of choosing which scenario they are in, if it seems appropriate.
  - Also give a little background for the situation such as: "You are meeting this person for the first time" or "You have met this person before, but all you know about them is their name"
    - Gym
    - Coffee Shop
    - Grocery Store
    - Movie theater
    - Sporting Event
    - Church
    - School drop-off
  - After 5 minutes, have the students switch partners and give them a different situation and background from the list.
  - Repeat this a total of 4 times: the last time have the students act as themselves instead of the character they have created.

**5:40-5:50 (10 min) - Perform:** Ask a couple of pairs that feel that they did the simulation really well to present for the group. Ask the rest of the class to give some comments on what the students did well and what the students can improve on in the future.

**5:50-6:00 (10 min) - Evaluation/Summary:** Have the students respond to the following questions on a piece of paper. Also give them the chance to ask any questions from today's class.

- Have the students respond to the following questions on a piece of paper.
  - What was the most important thing you learned today?
  - What are you still confused about?
  - How was the networking simulation beneficial to your learning? Or how was it not beneficial?
- Ask the students if they had any lingering questions from today's class.

- Collect their reflection
- Hand out the vocabulary quiz and tell them that next week we will be discussing and practicing written communication (emails, reports, etc.) so prepare their questions on that topic for next week.

**5-10 minutes - Contingency Plan 1:** If the students seem like they need more practice with the simulation and there is extra time, have them practice with a couple more partners.

**5-10 minutes - Contingency Plan 2:** If the students seem to have grasped the practice and are confident in their abilities, and there is extra time discuss the importance of networking via social media.

- Ask the students to raise their hands if they have a social media account.
- Ask the students to raise their hands if they use their social media account for networking opportunities.
- If there are students who raised their hands for the last question. Ask them what social media networks they use for business purposes. Ask them to share with the class how they have benefitted from using this network for business uses.
- If there is still more time, pull up LinkedIn and ask the students what they notice about the kind of language that people are using on the website:
  - Is the language formal? Informal? How can you tell?
  - Is the language supportive? Unsupportive? How can you tell?
  - What does this teach you about networking over social media?

## **Vocab List**

Apprenticeship

Barrage

Cut-throat

Disclosure

Dismissal

Driven

Endorse

Expertise

Collaborate

Forecast

Apprenticeship

Barrage

Cut-throat

Disclosure

Dismissal

Driven

Endorse

Expertise

Collaborate

Forecast

## Vocabulary Quiz

**Directions:** Using the word bank below. Fill in the following blanks in the sentences. Some words may be used more than once and some may not be used at all.

apprenticeship	barrage	cut-throat	disclosure	dismissal
endorse	expertise	collaborate	forecast	driven

1. The competition was \_\_\_\_\_, and the contestants were willing to do anything necessary to win.
2. Tom is very \_\_\_\_\_ and is very motivated to receive a promotion.
3. During the meeting Linda had to field a \_\_\_\_\_ of questions.
4. In an act of full \_\_\_\_\_, John told the board about the problems in the software that had impacted production.
5. The sales person fully \_\_\_\_\_ the product she is selling.

**Directions:** Match the following words to their definition.

Apprenticeship	• Behavior in which people want the same thing and do not care if they harm each other in getting it
Dismissal	• A special skill or knowledge that is acquired by training, study, or practice
Expertise	• To work together to produce a piece of work
Collaborate	• The act of telling an individual that he/she is no longer needed to do the job that he/she has been doing
Forecast	• A prediction of statement of what is predicted to happen in the future
Cut-throat	• A period of time spent with a person who has a particular skill in order to learn the skill

## Vocabulary Quiz Key

**Directions:** Using the word bank below. Fill in the following blanks in the sentences. Some words may be used more than once and some may not be used at all.

apprenticeship	barrage	cut-throat	disclosure	dismissal
endorse	expertise	collaborate	forecast	driven

1. The competition was cut-throat, and the contest were willing to do anything necessary to win.
2. Tom is very driven and is very motivated to receive a promotion.
3. During the meeting Linda had to field a barrage of questions.
4. In an act of full disclosure, John told the board about the problems in the software that had impacted production.
5. The sales person fully endorses the product she is selling.

**Directions:** Match the following words to their definition.

- |                |   |
|----------------|---|
| Apprenticeship | • Behavior in which people want the same thing and do not care if they harm each other in getting it        |
| Dismissal      | • A special skill or knowledge that is acquired by training, study, or practice                             |
| Expertise      | • To work together to produce a piece of work   |
| Collaborate    | • The act of telling an individual that he/she is no longer needed to do the job that he/she has been doing |
| Forecast       | • A prediction of statement of what is predicted to happen in the future                                    |
| Cut-throat     | • A period of time spent with a person who has a particular skill in order to learn the skill               |

## PowerPoint

### Video Discussion Questions

---

- How is networking different than normal communication?
- What stood out to you from this video?
- What did you learn from this video that you did not know before?
- Do you agree with the speaker's opinion? Why/Why not?

1

### Idiom of the Day: "In a nutshell"

---

- Meaning: That you want to describe something/tell a story in brief
- Example sentences:
  - "In a nutshell, the problem is that we had to move out of that office."
  - "As the new CEO, Mark told us in a nutshell that his plans for the company are expansion, innovation, and sustainability."
  - "Can you please give us the story in a nutshell? We just need to important facts"
- YOUR TURN: Write a sentence using this idiom and share it with a partner

2

### Vocab Review

---

- |                  |               |
|------------------|---------------|
| ❖ Apprenticeship | ❖ Driven      |
| ❖ Barrage        | ❖ Endorse     |
| ❖ Cut-throat     | ❖ Expertise   |
| ❖ Disclosure     | ❖ Collaborate |
| ❖ Dismissal      | ❖ Forecast    |

3

### Vocab Review

---

- |  |   |
|--|---|
| ❖ Apprenticeship – a period of time spent with a person who has a particular skill in order to learn the skill           | ❖ Driven – motivated and persistent to try new things and to do them well                   |
| ❖ Barrage – a great number of questions, complaints, etc.  | ❖ Endorse – to give support or approval to someone  |
| ❖ Cut-throat – behavior in which people want the same thing and do not care if they harm each other in getting it        | ❖ Expertise – a special skill or knowledge that is acquired by training, study, or practice |
| ❖ Disclosure – the act of letting people know information that was originally secret                                     | ❖ Collaborate – to work together to produce a piece of work                                 |
| ❖ Dismissal – the act of telling an individual that he/she is no longer needed to do the job that he/she has been doing. | ❖ Forecast – a prediction or statement of what is predicted to happen in the future         |

4