

## PR2.A – TEACHING SOURCES

<b>Title</b>	Networking
<b>Duration</b>	5 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 10-20 people divided in small groups of 2 or 4, depending on the activity</i>
<b>Area</b>	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input type="checkbox"/> Area 4: Sciences <input checked="" type="checkbox"/> Area 5: Soft skills
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>to develop strategies for career development and exploration</i></li> <li>- <i>to learn how to participate in social events</i></li> <li>- <i>to develop social skills</i></li> <li>- <i>to take initiative</i></li> <li>- <i>to learn guidelines for communication through social networks, texting and email</i></li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- <i>Photocopies of activities</i></li> <li>- <i>Paper and writing instruments of choice for each participant</i></li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>The activities included in Mastering Soft Skills for Workplace Success will help participants understand the importance of networking as a strategy for career development and exploration. When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially.</i></p> <p><i>Though networking is an important skill, and one that can certainly be taught, it rarely is. Therefore, the activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear (which is quite common), informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.</i></p>

	<p><i>Developing networking skills is important for all youth, but particularly for those with limited work experiences, which is unfortunately often the case for youth at risk of demotivation. By creating opportunities whereby young people can research, talk to, and network with those working in careers of interest, the more likely they will be able to make informed choices regarding their future. For youth who are hesitant to network or take the steps necessary to arrange informational interviews (for any reason), consider using pairs of two for many of the activities in this section. Teaming is one strategy that may help participants feel as if they have the support they need while trying out new skills and learning how to become a strategic and “seasoned” networker.</i></p>
<p><b>Procedure on how to put in practice</b></p>	<p><i>One of the selected activities could be:</i>  <b><i>It’s a Small World</i></b></p> <p><b><i>Duration:</i></b> 60 minutes  <b><i>No of participants:</i></b> 10-20 students in groups  <b><i>Methods used:</i></b> answering questions and reflecting on answers  <b><i>Competences developed:</i></b> critical thinking, self-reflection</p> <p><b><i>Step-by-step description:</i></b></p> <ol style="list-style-type: none"> <li>1. <i>Present the concept of “six degrees of separation” and let participants spend a bit of time thinking about whom they know – and how to expand this list of whom they know to whom they want to know.</i></li> <li>2. <i>Discuss the concept of “degrees” of relationships using a chart and Spend a few minutes brainstorming what type of person might be a first- or second-degree contact. Participants spend time writing down names and thinking about people they don’t know very well but might be helpful to get to know a little better.</i></li> <li>3. <i>Have participants discuss in groups ways to strengthen second degree contacts. Discuss the fact that it is often the small things we do that help to make a connection with someone else and this is what networking is all about.</i></li> <li>4. <i>Work with participants to build a list of third-degree contacts and work together to develop a plan for possible ways to make contact. Then, use third degree contacts to set up a series of informational interviews. As a group, decide on some of the questions that might be important to ask during an informational interview, and why it would be important to send a thank-you after the interview.</i></li> <li>5. <i>Participants should share experiences with the group after informational interviews occur. Each should be prepared to discuss the aspects of the informational interview that went really well, and explore any parts that didn’t go as well as expected.</i></li> </ol> <p><b><i>Debriefing question:</i></b> <i>Think about your career dreams. Now, who might you list in contact list? Who might you want to meet or get to know? Do not limit yourself. You might think some of these people will be impossible to meet – but if you are patient, persistent, and up for a challenge, you just never know.</i></p>
<p><b>Link</b></p>	<p><a href="https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf">https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf</a></p>



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