

## Connector Activities

The following activities are designed to be supplemental content you can use to connect careers and college readiness to the other subject areas you may teach. They are not necessarily standalone lessons, but could be adapted if there is a specific content area addressed which is a need for your group.

Each lesson is designed to require minimal supplies and should only take 10-15 minutes to complete. Your job is to connect the content taught previously to the activity relating to a college or career ready skill.

## Business/Entrepreneurship

### Connecting to Community Businesses

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Divide students in groups of four. Have them make a list of businesses in your community and categorize them (for example: restaurants, clothing, service, etc.). Encourage students to think of businesses they think are needed in your community even if they currently do not exist. Students might generate ideas from the areas of the state or country that they have visited and experienced. How many can you identify? When making the list make sure to identify businesses that would relate to the content you just taught.

- Example - You just did the "Seed in a Glove" activity, point out the connection to the local greenhouse and what careers are available there related to the program you just did.

**Processing:** What job opportunities are available in your community? How does this affect you now? How might the job opportunities available in your community affect you in the future?

### Skills You Will Need Now and Later

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**Description:** How do your skills stack up? Fold a piece of paper" hot dog" style and label one column "now" and the other "later." In the "now" column, write down all of the skills you have now that could help you in starting your own business. In the "later" column write down the skills you need to learn in order to be successful in your own business.

- For additional lessons around identifying skills see - <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1172?task=view>

**Processing:** How might you build skills to start your own business? What classes might take to help you build those skills? Are any of these skills important for other jobs you might want to do in the future?

## High School Head Start

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**Description:** As a group, make a list of the high school courses that could help give a student interested in a specific career a head start. Discuss the options that are available. Discuss the advantage of the "free" options now versus having to pay for this knowledge at the college level.

- Make sure to connect the content you are teaching to future classwork or interest areas.

**Processing:** Why should you begin thinking about high school courses now? How can these courses help you get a head start? How do you think potential employers will view these courses on a resume?

## Who is Your Inspiration?

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We all come from different walks of life, each shaped by family and circumstances. We are all unique and have many options in our lives. Sometimes we're successful and sometimes we struggle. Some people can be "older" and still not know what they want to be when they grow up. Students sometimes say they want to be a millionaire by the time they are 35. Ask students to respond to the following questions: Do you have a life plan? Who inspires you? Who empowers you? Who shares your passions and who will be the best influence on your future career?

- This processing activity gives youth the next step to connect their passions to those who could help them accomplish their goals or act as role models.

**Processing:** Why is it important to have a role model? Is there someone in your community who might serve as your future career role model? What traits does this person have that you admire?

## What Questions Would You Ask?

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Have students imagine they are the human resource manager preparing to interview some job applicants. They need to compile a list of interview questions. Working in groups of 3, students should design 3 sets of interview questions. Questions should be aimed at determining their problem solving, creativity, and ability to work with others.

- Depending on the content covered you could also give them an example of a position related to the content and have them determine what questions they would ask to see if someone was qualified for the position.

**Processing:** Why is it important to become familiar with basic interview questions? Which set of questions do you think are most important to employers? Why? What other types of questions might employers ask? Where else could you use questions like this to find out more information?

## What is an Entrepreneur?

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Write the word "entrepreneur" on the board and have students discuss what an entrepreneur is or is not. Together, come up with a definition for the word. Work through the skills needed to be an

entrepreneur and how those skills could be used in creating solving a problem related to the content you just taught.

**Processing:** What does an entrepreneur look like to you? Name some entrepreneurs within your community. What new ideas or skills do you have that could make you entrepreneur? How would your business idea benefit your community?

**Definition:** *An entrepreneur is a person who organizes and operates a business or businesses, while taking on financial risk to do so. An entrepreneur has a new enterprise, venture, or idea and is responsible for the inherent risks and outcome.*

# Careers

## The Education Game of Acronyms?

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When people attend school, they receive recognition when they graduate. The awards they receive recognize their educational accomplishment level and hard work. Match the words and abbreviations by drawing a line between an abbreviation in Column A and its corresponding description in Column B.

- The list could be handed to each youth you are working with, or this could be an activity you write up on a flipchart.
- When processing through the activity make sure to relate the education accomplishment back to the content you just taught.
  - o For Example: If you just got done teaching an Animal Science food safety – What are the careers related to that activity and what education did the person with that career need? You may talk about a quality assurance technician who received a B.S. in Food Science from UNL.

| <b>Column A</b> | <b>Column B</b>                   |
|-----------------|-----------------------------------|
| D.V.M.          | Associate of Arts                 |
| M.B.A           | Juris Doctor                      |
| M.S.            | General Educational Development   |
| A. A.           | Bachelor of Arts                  |
| Ph.D.           | Master of Arts                    |
| B. S.           | Master of Science                 |
| Undergrad       | Doctor of Philosophy              |
| Ed. D.          | Bachelor of Science               |
| M.A.            | Doctor of Education               |
| G. E. D.        | Doctor of Veterinary Medicine     |
| B. A.           | Undergraduate Student             |
| J.D.            | Master of Business Administration |

**Processing:** Why is it important to understand the vocabulary used in education? How long might you be in school to achieve different levels of education? What kind of jobs could you get after completing each level of education?

Definitions:

- G. E. D. = General Educational Development = A test that measure proficiency in science, mathematics, social studies, reading, and writing. Passing the GED test gives those who did not complete high school the opportunity to earn their high school equivalency credential.

- A. A. = Associate of Arts = An undergraduate academic degree awarded upon completion of a course of study usually lasting two years.
  - B. A. = Bachelor of Arts = An undergraduate academic degree awarded upon completion of a course of study lasting approximately four years usually in liberal arts or humanities.
  - B. S. = Bachelor of Science = An undergraduate academic degree awarded upon completion of a course of study lasting approximately four years usually in a branch of the sciences.
  - Undergrad = Undergraduate Student = A student in a university or college who has not received a first, especially a bachelor's, degree.
  - M.A. = Master of Arts = A college or university degree in an art or social science that is higher than a bachelor's degree and below a doctor's degree.
  - M.S. = Master of Science = A college or university degree in science that is higher than a bachelor's degree and below a doctor's degree.
  - M.B.A = Master of Business Administration = A graduate degree achieved at a university or college that provides theoretical and practical training to help graduates gain a better understanding of general business management functions. The MBA degree can have a specific focus such as accounting, finance or marketing.
  - J.D. = Juris Doctor = Represents professional recognition that the holder has a doctoral degree in law, required by most states before a candidate can sit for the bar exam to become a licensed attorney
  - D.V.M. = Doctor of Veterinary Medicine = A doctoral degree qualifying someone to become a veterinary physician, commonly called a vet.
  - Ed. D. = Doctor of Education = A doctoral degree that has a research and/or professional focus. It prepares the student for academic, administrative, clinical, professional, or research positions in educational, civil, private organizations or public institutions.
  - Ph.D. = Doctor of Philosophy = Also called doctorate, usually to a person who has completed at least three years of graduate study and a dissertation approved by a board of professors.
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## How Much Does it Pay?

Put this on the board / flipchart

| Hourly Wages | Weekly Income | Monthly Income | Yearly Net Income (x12) |
|--------------|---------------|----------------|-------------------------|
| Minimum      |               |                |                         |
| \$10.00      |               |                |                         |
| \$15.00      |               |                |                         |
| \$20.00      |               |                |                         |

Have students calculate the amounts for the rest of the columns. (For minimum first ask students if they know what it is, Nebraska is \$7.25)

Now work backwards from the viewpoint of a salaried position.

| Yearly Salary | Monthly Income | Weekly Income | Hourly Wages |
|---------------|----------------|---------------|--------------|
| \$30,000      |                |               |              |
| \$45,000      |                |               |              |
| \$60,000      |                |               |              |

Have students calculate the amounts for the rest of the columns.

- \$30,000 represents the median income with a high school diploma, \$45,000 represents the median income with a bachelor's degree, and \$60,000 represents the median income with a Master's degree of higher. To find out more visit <http://nces.ed.gov/fastfacts/display.asp?id=77>.

Next, if time allows, introduce the idea of take home pay. Have the group add another column to the chart representing taxes (28% is a realistic percent to use).

**Processing:** Could you move out and support yourself on these amounts? How much an hour per year is enough to support the things you want to do? Why is it important to think about the salary of a job?

### Answers:

| Hourly Wages | Weekly Income                       | Monthly Income                           | Yearly Net Income (x12)        | W/ Taxes out (- .28%) |
|--------------|-------------------------------------|--|--------------------------------|-----------------------|
| Minimum      | $\$7.25 \times 40\text{hr} = \$290$ | $\$290 \times 4.33\text{wk} = \$1,256$   | $\$1,256 \times 12 = \$15,072$ | \$10,852              |
| \$10.00      | $\$10 \times 40\text{hr} = \$400$   | $\$400 \times 4.33\text{wk} = \$1,732$   | $\$1,732 \times 12 = \$20,784$ | \$14,965              |
| \$15.00      | $\$15 \times 40\text{hr} = \$600$   | $\$600 \times 4.33\text{wk} = \$2,598$   | $\$2,598 \times 12 = \$31,176$ | \$22,447              |
| \$25.00      | $\$25 \times 40\text{hr} = \$1,000$ | $\$1,000 \times 4.33\text{wk} = \$4,330$ | $\$4,330 \times 12 = \$51,960$ | \$37,411              |

| Yearly Salary | Monthly Income        | Weekly Income          | Hourly Wages<br>~(take home)  | W/ Taxes<br>out (-<br>.28%) |
|---------------|-----------------------|------------------------|-------------------------------|-----------------------------|
| \$30,000      | $\$30,000/12=\$2,500$ | $\$2,500/4.33=\$577$   | $\$577/40\text{hr}=\$14.43$   | \$10.39                     |
| \$45,000      | $\$45,000/12=\$3,750$ | $\$3,750/4.33=\$866$   | $\$866/40\text{hr}=\$21.65$   | \$15.59                     |
| \$60,000      | $\$60,000/12=\$5,000$ | $\$5,000/4.33=\$1,155$ | $\$1,155/40\text{hr}=\$28.88$ | \$20.79                     |

### Connecting Likes and Career Options

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Have students compile a list of their likes, hobbies, skills, and things they enjoy doing in one column. In a second column, list job options related to these likes.

**Processing:** Why would you think about your likes, hobbies, and skills when choosing a potential career? How important is it to like your career when you are choosing a career? Where else could you use the list of likes, hobbies, skills, and things you enjoy?

### Monthly Bills

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As a group, discuss the following question: how much will it cost to move out and pay your bills on your own for one month? Have students make a chart with the items that they would have to pay for on their own and assign a dollar amount to them. What is the total? Compare this to the average for the monthly costs in your area.

-This activity can help youth think about the bills they are going to have to pay when they are on their own. The connection we want to make is “education can increase your earning potential”.

**Processing:** How much do you have to earn per hour to afford these expenses? Which expenses are needs? Which expenses are wants? Why is it important to know the difference between a monthly need versus a want? What can you do to earn more money?

### Writing a Resume

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Show students an example of a resume. An example can be found at <http://www.unl.edu/careers/>. Ask them to explain the purpose of a resume and how it is used in the job seeking process. Name the parts of the resume and ask them to explain why each is important. How and where could youth include information about their participation in your program on their resume?

- For Example: The youth are currently taking part in the 4-H Robotics program. They could list the team they were a part of and how they demonstrated problem solving and leadership skills as a part of the team.

**Processing:** How is a resume like writing an advertisement? How can a resume help you get a job? Why should you start planning for your resume before you graduate high school?

## Writing a “Thank You” Note

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Sending a "thank you" after an interview can boost your chances to get a job, according to Robert Half International. Which of the following is the best way to send a "thank you" to an employer?

- Send a text message from your cell phone
- Call them
- Send a formal letter or note
- Send an e-mail
- Send an e-mail within 24 hours of interview, then follow up with a letter

(Most correct answer: D- The e-mail tells the employer you are efficient, the letter shows you are a professional.) Discuss when each type of “thank you” would be appropriate.

Now, practice writing a thank you letter to someone who helped with the program you just completed. Remind the students to not make the process harder than it needs to be, the more you practice the easier the process becomes.

- The “thank you” could also be connected to building a network. Thanking people for their help is a good way to build a relationship which could help you find a job or opportunity in the future.

**Processing:** Why would it be important to send a thank you note? Why should you send a thank you following an interview? What might you say in a thank you?

## Preparing for a Job Interview

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Ask the group what is the purpose of the job interview from the employer's standpoint and from you, the potential employee? How do you prepare for a job interview? Have them write down everything they know about the interview process and what they should do to prepare. When they are done have the group divide into groups and practice a short interview related to a job that would fit the content you just taught.

- Example: You just taught a program on Rocketry. The youth could divide into groups of three and take turns interviewing each other for an engineering position. As a group they could create questions which would be important to ask someone who they wanted to hire to design one of the parts of a rocket.

**Processing:** Why is it important to prepare for a job interview? What are some ways you might prepare for an interview? Who could you ask or where could you go to get help in preparing for an interview?

## Dressing the Part

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Tell students to fold a piece of paper in half. In one column write Do's and in the other Don'ts. Have students think about how they should look for an interview. Write down as many items in each column about grooming and dressing for the job interview.

- If you have time give the students a couple of examples of jobs and discuss the difference in how they might dress to interview for each. For examples see <http://www.unl.edu/careers/graphics/whattowear.pdf> .

**Processing:** How will you make a good first impression from head to toe? Why is grooming and dress important during a job interview? Where else might it important to dress appropriately?

## Practice Questions for an Interview

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Give students some practice interview questions. Have them write out their answers. The answers should be at least 5 sentences long.

#1: Tell me about yourself.

#2: What are your career goals? (for younger audiences it could be – Why do you want a career in \_\_\_\_\_?)

Next pair youth up and have them practice the questions and answers.

**Processing:** When answering questions in an interview what types of responses are best? Are there specific things you should include in your answers? Why would you practice interview questions? What other questions might be asked during an interview.

## Job Preferences

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Knowing what you like to do can help determine the right career. Have students respond to these questions: Do you like working with people or alone? Do you want to work indoors or outdoors? Do you want to work for a large or small company? Do you want to stay in the community or move away? What are your favorite school subjects? Come up with 10 working conditions that are important to you.

- To link back to the subject you just taught, work through the characteristic of a career related to the subject.
  - o Example: A program on crop science could relate to an agronomist. Talk about where they could work, responsibilities, characteristic of job, etc.

**Processing:** Why is it important to know how you like to work? Will every job you find fit all of your top 10 working conditions? Which conditions are your must haves? How might these preferences change over time?

## **Think About Your Dream Career**

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Ask students what will they be doing 10 years from now? Have them describe their career, job duties, and the education they received and where they are living. What brings them job satisfaction? What have they achieved? Draw a picture of you in your dream job.

**Processing:** Why should you think towards the future? Does everything always work out exactly how you think it will? What can you do to keep on track for your dream job, even if you hit a bump in the road?

# Leadership

## Growing Your Skills

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Have the students fold a piece of paper horizontally. In one column, write "Skills I Do Well" and in the other column write "Skills to Strengthen" Give the students five minutes to write down as many as they can. Next ask them to pick three skills from each list. For the "Skills I Do Well" have the youth list examples of where they use these skills. For the "Skills to Strengthen" have the youth list ideas of activities/places where they could develop these skills.

- Reinforce what skills they just gained by participating in your program and where else they could use them.
  - o Example: You just finished with a judging contest workshop. They develop decision making skills and the ability to discern quality and match standards.

**Processing:** Why is it important to know your strengths and weaknesses? Which was the most difficult to identify- skills you do well or skills you need to improve? Why? How can you strengthen the skills on your list? How will strengthening the skills on your list help you when beginning the job search process or in a new job?

## Pillars of Character

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Have students work cooperatively in two circles. Put half of students in an outside circle and half of students inside circle. The circles face each other and students' pair up - one from the inside, one from the outside circle. After each question, the inside circle rotates one space to the left. The 6 Pillars of Character are: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. First question - how do you demonstrate and communicate the first pillar of "trustworthiness"? Have the students discuss with their partner for about 2 minutes. Rotate. Second question - how do you demonstrate and communicate "respect"? Continue through each of the 6 Pillars.

**Processing:** Why are these character traits important to demonstrate? In your dream profession, how might you demonstrate one of these traits? How can you build these traits? Think about the activities we just completed. What did you learn about the 6 Pillars of Character from our program?

## Personal Growth and Leadership

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Have students use the "think, pair, share" technique. Have them think about and write down ways a person grows and develops throughout their life. Have them list how a person grows as a young child, an adolescent their age, a teenager, a young adult, middle aged adult, and a senior citizen. Then, have them pair up with another student and share the ideas they wrote down.

**Processing:** How easy was it to think of ways you grow personally? What are signs of personal growth in an individual? How many of the items you wrote down were ways you grow physically? Emotionally? Socially? Intellectually? Morally? How does growth during each age build the skills and confidence you need to build a career? What are things you can do now to grow as an individual?

## Being a Leader Who is Passionate

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Learning to be a leader takes time. Leaders are passionate. They are enthusiastic about their work and they even have the ability to transfer this energy on to their followers. Have the students write down something they're passionate about and why they're passionate about it. Then have them write down something they're not passionate about. Give the students 30 seconds to "sell" their passion to a partner.

- This is a good opportunity to explain what you as an educator are passionate about and how you have used your passion to be successful in your career.

**Processing:** How did you sell your passion? How could you tell your partner was passionate? What is the connection between being passionate and being a leader? How can this passion help in a future career?

## Developing Leadership through Two C's

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Two skills that can help you sharpen your journey to success are *confidence* and *communication*.

Hold a discussion with the students using the following questions:

- A. How can you become confident in a skill?
- B. Why is confidence about building trust in the people you work with?
- C. How long does it take to build trust in the workplace?
- D. Why is it important to be a good communicator?
- E. What happens if there is bad communication?
- This activity is especially relevant if you did any group projects in your lessons. To link back to your content discuss why *confidence* and *communication* are especially important when working in groups to solve problems.

**Processing:** How might confidence and communication help you get a job/go to college? How can confidence and communication help potential employers get to know YOU? How important is trust when working in a group?

## Making a Good Decision

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As a leader, team member, or co-worker, decision making is important. When making decisions, you need to evaluate your decisions and acknowledge the impact your decisions have on others. In the chart below, have youth write the most recent decisions they made, who they affected, and how they affected them.

| Type of Decision | Who Did It Affect? | How Did it Affect Them? |
|------------------|--------------------|-------------------------|
|                  |                    |                         |
|                  |                    |                         |
|                  |                    |                         |

Next discuss what process the youth use to make a decision. Do they stop to think about the consequences of what they are deciding? There are many ways to think about making a decision, here is a list of possible steps to consider:

1. What is the problem you are facing? What is the problem to be solved?

2. Gather information. Ask for advice.
3. What is important to you?
4. Brainstorm and write down your possible options / come up with ideas and choices you can choose from.
5. What are the consequences (good and bad) of each choice?
6. Decide on the best choice for you.
7. Create a plan and carry it out.
8. Measure/evaluate the results.

**Processing:** How can even little decisions affect those around you? How should you take that into account when making decisions? What steps do you take when making decisions?

### Ways to Communicate

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Ask the students this rhetorical question: have you considered the effectiveness of communication and collaboration in the people that you come in contact with every day? Provide students with a copy of the chart to complete. Then, have the students discuss their charts with a partner.

**Processing:** Can you use the same forms of communication with each group of people? Is it appropriate to use "texting language" at work? What impression do you think you need to convey in the types of communication used? What is your strongest method of communication? Why? What method of communication do you need to strengthen?

| List Ways You Communicate                         |  |  |  |  |  |
|---|--|--|--|--|--|
| Friends   |  |  |  |  |  |
| Family  |  |  |  |  |  |
| Acquaintances                                     |  |  |  |  |  |
| Supervisors                                       |  |  |  |  |  |
| People you expect to lead                         |  |  |  |  |  |
| People and organizations you may do business with |  |  |  |  |  |

### PAPERCLIP ACTIVITY

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Do this activity at the beginning of the day. Give each student 5 paperclips to carry in their pocket. Each time they complement or meaningfully connect with another person, they transfer one paper clip to another pocket. At the end of the day all the paperclips should be moved. You can make this more challenging by telling them they must connect with someone they do not know. Have students discuss the results of their encounters the next time you meet.

**Processing:** How did this activity make you feel as a compliment giver? As a compliment receiver? Why should you make it a point to compliment others? Why would connecting with others be an important skill to practice? How might this help you in a new job?

## **Practicing Verbal Communications**

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Tell the students: to be efficient and effective, leaders must make sure their message is understood; they must make sure the receiver understands the intended message. However, they must listen as well as speak. Have students' pair up and take turns giving each other directions on how to tie a shoe. The person receiving the directions can only do exactly what they are told – not what they know.

**Processing:** Why is listening just as important as speaking? How much of our communication is about listening? How can listening more help us be better employees or co-workers?

# Manners

## Making Introductions

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Making introductions is an important skill, one that must be practiced to be perfected. It is important when making introductions to say the person's name clearly so that it is easily understood. The person listening should repeat the name as well as a simple greeting like, "it's nice to meet you." The person making the introductions should then say something interesting about this individual in order to start a conversation and make everyone feel welcome. In a small group, write a short introduction script for the following situations:

A. A new student has moved to town from Gillette, Wyoming and has joined your soccer team. Introduce him/her to your friend on the soccer team.

B. Your aunt is staying with your family for one week while her apartment is being repainted. She is an avid skier. Your friends drop by the house while your aunt is there. Introduce your aunt to your friends.

**Processing:** Why is it important to learn how to give and receive a proper introduction?

What are three examples of why introducing another person is important?

Give three examples of why listening during an introduction is important.

Thinking about college and career exploration, why would introductions be a skill to practice?

## What You Choose to Wear Matters!

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What we choose to wear for certain situations can leave a lasting impression on those we meet. Make a list of 10 situations where clothes matter. Share your list with your small group. Discuss the importance of matching the clothing you wear to the occasion. You may talk about how they chose what they were going to wear today.

**Possible answers could include:**

- *Job interview*
- *Weddings*
- *Funerals*
- *Holidays*
- *Formal events - weddings, prom, school dances*
- *Meeting someone you don't know*
- *Religious events*
- *Dress codes*
- *Important meetings*

**Processing:** Why would clothes matter during a job interview? What might you wear to a job interview? What would you leave at home?

## Non-verbal Communication Cues

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Non-verbal communication accounts for over 50% of a message that is being communicated. Non-verbal communication is also referred to as body language. Make a **T** chart. On the top of one side write the heading "Positive Non-verbal Communication" and on the top of the other side of the chart write the heading "Negative Non-verbal Communication". Come up with as many forms of positive and negative non-verbal communication as you can think of in 3 minutes. Be prepared to discuss your ideas.

### *Positive Non-verbal Communication:*

*Smile  
Eye contact  
Firm handshakes  
Welcoming hug  
Clear voice  
Relaxed body  
Emotionally present face  
Good posture*

### *Negative Non-verbal Communication:*

*Hands on hips  
Arms folded  
Weak handshake  
No eye contact  
Tense shoulders or jaw  
Wavering voice  
Mask-like face (unexpressive)*

If time allows, have the youth in the group act out some of the non-verbal communication actions they listed. This could be run like charades, where youth would pick one of the non-verbal actions identified. The group would have to identify the action and state if they thought it was a positive or negative cue.

**Processing:** What is the difference between positive and negative non-verbal communication? Why is it important to be aware of the message you are communicating? When interviewing for a job, why would it be important to be aware of your non-verbal communication?

## Let's Shake on It – First Impressions

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A firm handshake can show respect, admiration and self-confidence. Practice your and handshake skills. Choose a partner. First shake hands with a limp, lifeless grasp. Next, give a firm solid handshake. Hold the other persons hand in yours, make eye contact, smile, offer a pleasant greeting, something like "nice to meet you", "thank-you" and mean it! This is a greeting so you are also not squeezing their hand.

**Processing:** What impression did you get when you received a limp handshake? A firm handshake? When shaking hands with someone why is it important to give a proper handshake? When is it appropriate to shake someone's hand?

## How Rude 101

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85% of the general population feels that rudeness has worsened in the past 10 years. But, what is rude? In a small group, make a list of things you have witnessed that may be considered rude in a social situation. Share your list with the class or another group.

### *Possible answers could include:*

- *Interrupting someone who is speaking*
- *Texting while someone is talking to you*
- *Cutting in line*
- *Sharing something personal about someone else*
- *Talking your phone during a movie*
- *Aggressive driving/road rage*
- *Using bad language*
- *Disrespecting others*

**Processing:** Why are each of these things considered rude? When you are rude, what message are you communicating? What steps can you take to avoid making these mistakes or correct them if you accidentally do one of these things? Are there specific behaviors that might be accepted in some places, but not others?

## Texting

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The actual term for texting is Short Message Service, or SMS. When your fingers fly to text a message, consider some do's and don'ts. Messages should be 160 characters or less. When is it appropriate to text? When is it just plain rude? Make a T chart. On the top of one column write the heading texting do's. On the top of the 2nd column write the heading texting don'ts. With your small group, do your best to fill your chart in 5 minutes.

### *Texting Do's*

- *Choose your words carefully*
- *Do keep your messages informal*
- *Do make a voice call if your message is urgent*

### *Texting Don'ts*

- *Don't text while you're speaking with someone else*
- *Don't text while you're driving*
- *Don't send anything personal, private, or confidential*
- *Keep messages brief*

**Processing:** Should you ever text when you want to be professional? When can texting benefit you? When can it be negative?

## Teen Netiquette

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Make a "Top 10" list of the most important netiquette principles for teens. Create a fact sheet to share these principles in a creative, informative way. Think of these as ground rules the group could create for themselves. If the group struggles give them examples like things you post to social media.

**Processing:** Why is it important to have proper netiquette? Why is proper netiquette especially important while job searching? How can the internet help you when job searching? How could what you post online hurt you when trying to find a job?