

## Unit 2 - Social Skills

### Soft Skills Background:

- **Definition-** the transferable skills needed by an individual to make them “employable”
- Employers are not only looking for good technical understanding and subject knowledge; they are often looking for the development of an expertise, knowledge base, or mindset that makes you more attractive as an employee. They often improve your performance, minimize errors and promote collaboration with your coworkers, enabling you to perform your role more effectively.
- Other names: employment skills, work-readiness skills or foundational skills
- Why are they useful- another job candidate may have the same qualifications and experience as you but your advantage may come from a broader set of employability skills that are conveyed concisely and are particularly useful for that role

### Social Skills Background:

Social skills can come naturally, or be a bit more difficult for some people. However, no matter where a person falls on the spectrum it is always great to refresh and build on social skills. This unit covers leadership, teamwork, networking and respect. Throughout this unit, students can engage with each other as well as reflect as individuals. Social skills are used in the workplace, at school, in extracurricular activities, and in everyday tasks like going to the grocery store!

These lessons can take anywhere from 10-30 minutes. Use these outlines to fit your classroom style!



- If you have a student that prefers individual work over group work check out the individual work section after our categories that involve group work!

### Journal or Self-Reflection Entry:

Have students take a few minutes to reflect on an experience they had in a group setting with 3-7 people. What went well in the group activity? What didn't? Ask them to ponder the question “Why is group work important and how does it impact my daily life?”

### Teaching Guide

- **Definitions** – Have students fold a piece of paper down the middle to create two columns (hotdog style). On the left-hand side have students write: teamwork, leadership, respect, and networking. Students should leave 5-7 spaces between each vocabulary word. After students have written the vocabulary words, ask them to take 3-5 minutes to brainstorm and write on the right-hand side of their paper their own definition and/or example for each word. Afterward, use the PowerPoint to go through each definition. Before sharing the definition on the PowerPoint have 1-3 students share what they wrote. These vocabulary words can be used throughout the lesson as a guide and extra resource.



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# Teamwork



## Materials

- [7 Examples of Important Teamwork Skills](#) (Indeed.com)
- [The Importance of Teamwork \(Plus 11 Ways a Team Benefits From It\)](#) (optional) (Indeed.com)
- Paper
- Writing utensil
- “pair up” papers

## Procedure

1. Begin by asking students to reflect on a time they were a part of a team. Ask them to write down a positive they experienced as well as a negative.
2. Afterwards have an open discussion with students about why teamwork is essential.
  - ★ [The Importance of Teamwork \(Plus 11 Ways a Team Benefits From It\)](#) has excellent talking points.
    - Then give students access to [7 Examples of Important Teamwork Skills](#) and assign each student one of the seven examples of teamwork skills. This could also be a group activity.
    - Once each student or group has been assigned an example ask them to make a poster about that trait and how it relates to quality teamwork. The poster should include at least a definition and example. These can be hung up in the classroom around a poster that says teamwork with the definition.
    - Once finished, put the student’s skills to the test by playing the “pair up” teamwork activity. Use the pairs below for the game. Each box should be cut along the lines and then given to each student with the word facing down so they cannot see it. The students should not look at their own card while placing it on their forehead. The classroom will then interact and try to figure out which other classmate they match to. The catch is, they can’t tell the other person what they are, and they can only give clues.

## Additional Resources

- 6 Ideas for Team Building Activities (Indeed.com)

Cut along dotted line

|               |         |
|---------------|---------|
| Peanut Butter | Jelly   |
| Robin         | Batman  |
| Salt          | Pepper  |
| Mario         | Luigi   |
| Macaroni      | Cheese  |
| Milk          | Cookies |

Bacon

Eggs

Day

Night

Left

Right

Tom

Jerry

Bread

Butter

Bow

Arrow

# Leadership



## Materials

- Knowledge Center PowerPoint “Leadership Styles”
- Indeed article [10 Common Leadership Styles \(Plus How To Find Your Own\)](#) (Indeed.com)
- Writing utensil
- Paper
- Knowledge Center Puzzle
- Blindfolds

## Procedure

1. Go through the Knowledge Center “leadership styles” PowerPoint. Students should take notes throughout the PowerPoint. It will begin by discussing what leadership styles are and why they are essential. It will then highlight ten different leadership types. Each leadership style highlighted will include characteristics, pros, and cons. There is an activity within the PowerPoint that asks students to review their notes and decide which leadership style fits their personality best.
2. Students should then pair up. They should then be given a puzzle. One student should be blindfolded. A leadership style will appear on the PowerPoint. The student not blindfolded should use that leadership style to explain to the blindfolded student how to put the puzzle together. The instructor will change leadership styles as needed.
3. To reflect you could have students take place in a classroom discussion or implement an exit ticket with the question “How will you use your leadership style in the future?”

## Individual Work

- Have students go through the PowerPoint and determine their leadership style. Instead of participating in the puzzle activity, have students come up with scenarios when they think they would use each of the leadership styles.

## Additional Resources

- [4-H Leadership](#) (4-H.org)
- [Leadership Skills: Definitions and Examples](#) (Indeed.com)

# Networking



## Materials

- Farm Credit of the Virginias, Knowledge Center Networking PowerPoint
- Ask Me worksheet
- Get-to-know-you bingo
- Writing utensil

## Procedure

1. Begin by giving each student a get-to-know-you bingo board. Students should then find other individuals that will allow them to complete a bingo. Give students 5-10 minutes to get as many boxes as they can.
  2. Once the timer is up, ask students to raise their hand if they learned something new about someone else. Ask 3-4 students to share what they learned about another person.
  3. Go through the “Networking” PowerPoint. Students may be asked to take notes.
  4. Complete the “Create an Elevator Pitch” worksheet.
  5. Once finished, students may complete the “ask me” activity
- ★ Each student should be given an “ask me” card. Students can keep the same card the entire time or switch every 3-7 minutes.

## Additional resources

- [47 Great Questions to Ask at a Networking Event](#) (Indeed.com)



## Create an Elevator Pitch

**1. Introduce yourself**

**2. Provide a summary of what you do**

**3. Explain what you want**

**4. Finish with a call to action**

**Put it all together!**



# Respect



## Materials

- Scenario cards
- Writing utensil
- Paper

## Procedures

1. Begin by reviewing the definition of respect. Ask students to take a few minutes to write down three respectful things they have done this week as well as three disrespectful things they have done this week.
  - For extra reflection ask students to write down how they could have been more respectful when they did the disrespectful actions. Ask if some students will share.
2. After students share break them into groups with 3-4 members each. Give each group a character card. Once in the group, they should use the character card to put on an “act” of being disrespectful and respectful. They should create a scenario to go along with their character card. Give them 10-15 minutes to prepare. Students should be creative! Once the time is up each group should present their scenario.

## Individual work

- Students can participate in the initial reflection
- Rather than being put into a group students can use a card and write a scenario about being respectful and disrespectful. The scenario the student writes should be a minimum of three paragraphs.

## Additional resources

- [How to Treat Others with Respect in the Workplace](#) (Indeed.com)
- [How to Gain Respect at Work](#) (Indeed.com)



|         |             |
|---------|-------------|
| Parents | Salesperson |
| Friend  | Co-Worker   |
| Teacher | Boss        |