



“Soft” Skills Integration

How Are We All Connected?

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Recognize the importance of networking.
2. Demonstrate how to network with others.

TIME REQUIRED: 50 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet
2. Computer
3. Access the video “Kevin Bacon Talks ‘Six Degrees of Kevin Bacon,’” <https://youtu.be/bnPYHimHK1Q>
4. Access to this website “The Oracle of Bacon,” <https://oracleofbacon.org/>
5. A copy of the “Making Connections for Life” worksheet for each student

SUGGESTED USE:

Incorporate any of these activities into the class curriculum before and during the following:

1. Collaborative or group projects.
2. Communication activities.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Next Generation Science Standards

- HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

organization.

- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.12. Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Implement Innovations
- Initiative and Self-direction
- Leadership and Responsibility
- Social and Cross-Cultural Skills
- Think Creatively
- Work Creatively with Others

ACTIVITY:

Introduction: Has anyone ever heard the expression “it’s not what you know but rather who you know?” This quote comes from the process of networking. It is the idea that personal relationships will advance you further than any skill set you can learn.

Students, today we are going to learn what networking is and how to do it.

➤ *Activity #1: The Bacon Game*

- a. Watch this video “Kevin Bacon Talks ‘Six Degrees of Kevin Bacon.’” The direct url is <https://youtu.be/bnPYHimHK1Q>.
- b. After the students watch the video, debrief on what they saw.
- c. After the debrief, play the Bacon game for about 10 minutes using the website “The Oracle of Bacon” (<https://oracleofbacon.org/>). You can also create a contest to see who can come up with the actor or actress with the highest Bacon number.

➤ *Activity #2: Create Your Own Map of Separation*

- a. This task will require students to make a map of their own degrees of separation. Ideally, this map can be used to show students a way that they can complete a personal goal.
- b. Hand out the “Making Connections for Life” worksheets to students and ask them to complete it.
- c. Once the worksheet is complete, have students share their map with someone else and formulate an action plan that will connect their personal goal and their connections to a timeline.

➤ *Activity #3: Debrief*

- a. Ask the students what was difficult about making the map?
- b. Talk about their successes, and empower them to start making progress on the map.
- c. Talk about their failures, and discuss the difficulties associated with completing the map and following through with it.

Leveling Up: To add another dimension to the activity, have the students take the map they created one step further by making contact with the people on the list.

Conclusion: Networking can get you through life just as easily as learning a skill set. Make sure that you are always acting professional and being courteous to ensure the ability to move through the networking chain.

NAME: _____

Making Connections for Life

DIRECTIONS:

Complete the following chart to create the six degrees of separation for you and a personal goal that you have. Then put the goal on a timeline for completion, using the contacts you came up with.

WHO IS SOMEONE YOU RESPECT?

WHO DO THEY KNOW?

WHO DO THEY KNOW?

WHO DO THEY KNOW?

WHO DO THEY KNOW?

WHO DO THEY KNOW?

WHAT IS A PERSONAL GOAL THAT THE LAST PERSON CAN HELP YOU TO ACHIEVE?