



## **Business Partner Tools For the Classroom**

**First a word why your expertise and experiences are a key component of a student's success...**

Our Oregon graduation requirements encompass skill sets (Career Related Learning Standards and Essential Skills) that provide a foundation for success following high school graduation. These skill sets include written and verbal communication skills, problem solving, critical thinking, personal management and teamwork; skills that the work world uses every day. These requirements and skills apply across curriculum disciplines and can be demonstrated in a variety of settings.

Today's students are the workforce of tomorrow. To prepare our next generation of well educated employees; connecting our students to the business community is vital.

When talking with youth provide them true examples of how what they are learning in math, science, language arts can be applied to a real job:

- ✓ how technology is used to research, manage, innovate and communicate
- ✓ listening and speaking skills that are appropriate for the workplace
- ✓ writing clearly and accurately and appropriate for audience
- ✓ personal management and teamwork as it relates to the workplace
- ✓ work ethic
- ✓ taking initiative, problem solving
- ✓ math application in the workplace
- ✓ community service and civic engagement

Research suggests student will respond if we challenge them.

Our Salem-Keizer School District provides many opportunities to engage our youth. When speaking with a student, whether informally or within a classroom setting (see [www.workandlearnnow.com](http://www.workandlearnnow.com) to get learn more and get involved) refer to these skill sets as they relate to your education and training, career and industry. By weaving the importance of these skill sets with valid, real world, expectations we can support our youth with a better understanding of how both hard and soft skills are vital to success and their application in the 'real world'.

For more information about graduation requirements:

<http://www.ode.state.or.us/teachlearn/certificates/diploma/crls.pdf>

<http://www.ode.state.or.us/teachlearn/certificates/diploma/es-crls-merger.pdf>

*Now on to the tools for the classroom...*

# Tools for successful interaction in the classroom

## Preparing for presentation

Once you've received a confirmation email from RTL-RTW staff with logistics and introducing you to the teacher:

### 1. Connect with the teacher via email to confirm:

- a. What the students have been studying
- b. Confirm topics to cover and relevant information
- c. Confirm any special needs of students or technology needs you have
  - i. If tech needs-how much set up time needed?
- d. Confirm whether or not you'll be escorted from the office to the classroom.
- e. Think about how you can incorporate the big points of CRLS/Essential Skills-problem solving, teamwork, communication skills, employment foundations, etc. into your talk.

### 2. How do I keep kids engaged?

**You'll want to tailor your presentation to the group of students you'll be working with; taking into account variations in time of day, type of class, grade level.**

The teacher can provide you insight into students; consider the following:

#### a. Know things about the students:

- i. Difference in kids in first class/last class of day
- ii. Lunch hour issues-following lunch period there will be students running into class at the last minute.
- iii. Electives vs. required courses/ upper level courses-there can be a lot of difference between attitudes in classrooms where students *have* to be versus *want* to be.
- iv. ESL/Special education

- b. **Differences in grade levels:** Younger students have a different perspective about their world than older students, which needs to be taken into account when visiting a classroom:

#### **9/10 grade:**

- i. More immediate focus/not looking to far into future
- ii. Shorter attention span/change up activities/talking
- iii. Provide 'big ideas' vs. lots of detail
- iv. Tell stories

**11/12 grade:**

- v. Be mindful of relevance to background experience
- vi. Longer attention span
- vii. More future/forward thinking
- viii. Relate your questions to students' future
- ix. Student learning needs

**c. English language learners, special needs students**

- i. Visuals, power points, film clips
  - 1. Minimize text/complicated language
  - 2. Highlight words of importance
- ii. Smile
- iii. Let them know they are OK
- iv. Don't single out
- v. Put your 'sales' energy into it

**3. The Presentation**

**a. Beginning the presentation**

Introducing yourself/topic to students in an engaging way

- i. Icebreaker activity-a quick web search provides many ideas for youth icebreaker activities

**b. During presentation "what works" learning structures**

- a. Move around room
- b. Sufficient 'wait time'-it's o.k. to wait several seconds to make a point, or to allow time for a student to answer your question.
- c. Transitions-break up your talk with opportunities for an activity or questions, brainstorming, etc.
- d. Power point/hand-outs-
  - i. Use lots of visuals
  - ii. Not text heavy
- e. Activities
- f. Generate questions/brainstorming
  - i. Goodies as rewards for contributing are fine
  - ii. Generate questions based on student feedback
  - iii. Have students pair up to generate questions to share with the group
- g. Ask open ended questions/avoid opportunities for yes or no responses
- h. Give examples
- i. Provide a scenario to generate discussion
- j. Pose a dilemma/ask for opinions

**d. Handling questions**

Redirect off-limits questions by generalizing answer

Appropriate: what is a typical salary range?

Inappropriate: how much do you make?

Appropriate: how do politics affect your job?

Inappropriate: are you a democrat?

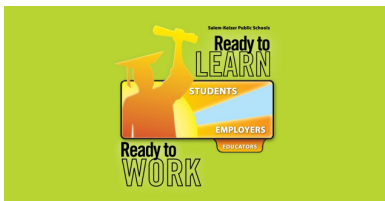
**e. Always keep in mind when talking and working with youth in the classroom:**

- a. Put your 'sales' energy into it
- b. Connect to graduation requirements (CRLS/Essential Skills)
- c. Be authentic/be yourself with youth
- d. They want to hear your story-what were your challenges, successes, how did you achieve your goals, why you chose profession, etc.
- e. Were not that different from youth-we all want:
  - i. Validation
  - ii. Kids fear rejection, dismissal, judgment, ridicule
  - iii. Value every comment made and question asked
  - i. Others to know our story
  - ii. Learn and grow
  - iii. Others to understand our purpose
- f. The classroom teacher is your partner in the presentation. They will model attentive behaviors and are responsible for classroom management. Ask for assistance if need be; whether it's to engage students in asking questions, or behaviors.

Thank you for taking time to share your time and experience with our youth in the Salem-Keizer School District.

We appreciate your feedback and suggestions.

[sue@salemchamber.org](mailto:sue@salemchamber.org) or [kathy@salemchamber.org](mailto:kathy@salemchamber.org)



*Ready to Learn Ready to Work is a partnership with Salem-Keizer Public Schools, Salem Area and Keizer Chambers of Commerce and E3. v2009*

[workforce@salemchamber.org](mailto:workforce@salemchamber.org) [www.workandlearnnow.com](http://www.workandlearnnow.com)