**Group Activity- Opportunities to Gain Skills Outside the Classroom- Faculty Instructions**

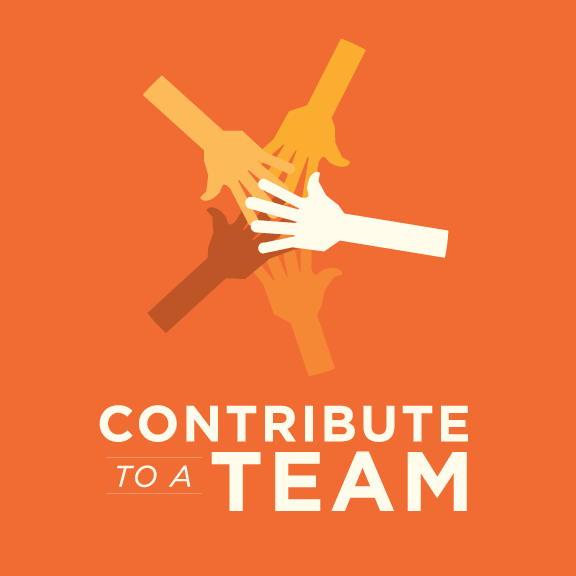
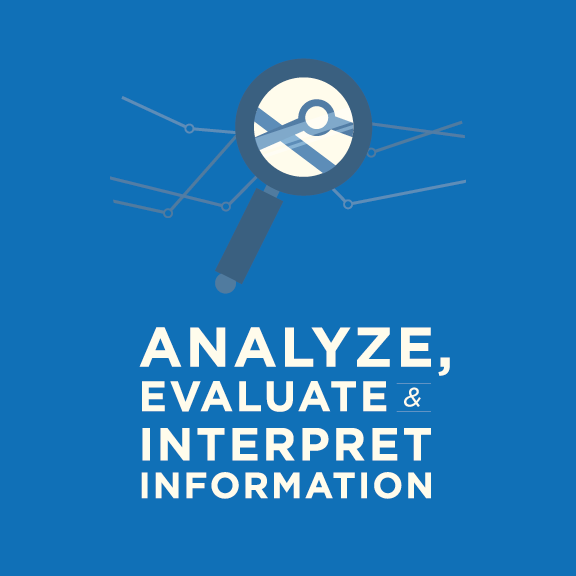
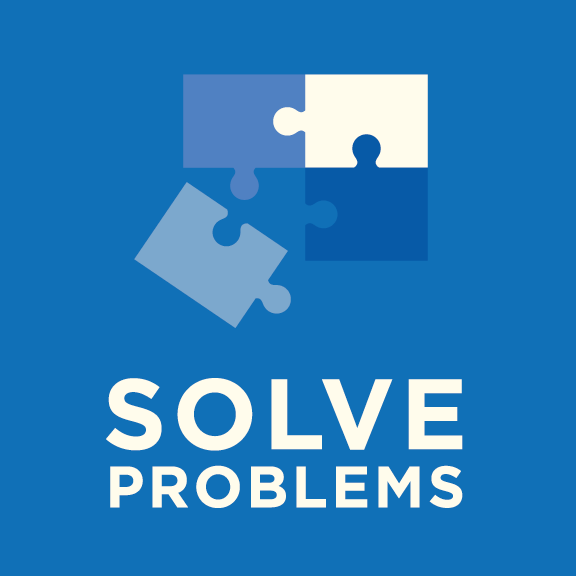
**Module 7: Career Preparation – Becoming Employable**

This activity will give students the chance to brainstorm specific ways in which the nine types of opportunities described in this module could help them develop and demonstrate the skills critical for employability.

Break your class into 9 groups and assign each group to one of the 9 opportunities (Internships, Volunteering, Service-Learning, Student Clubs and Organizations, Research, International Learning Opportunities, Jobs, Class Projects, and Professional Organizations). If your class is too small for 9 groups, you may opt to only use some of those opportunities. To make it more fun, consider putting the names of the opportunities on little strips of paper and having a member of each group draw for their opportunity.

Give one copy of the corresponding worksheet (included) to each group. The group members will brainstorm specific examples of ways in which a student could develop or demonstrate each of the 9 skills though the type of opportunity they’ve been assigned to. To make this activity more fun, consider making it a competition – whichever group is able to come up with the most examples in the allotted time receives some kind of prize.

After a set amount of time, have them stop working on the worksheet and facilitate some type of answer sharing with the whole class. For example, you could have a designated “reader” from each group read their examples aloud for the class. If you’re doing a competition, keep tally on the board. (You may choose to not count any examples that don’t quite cut it [but explain why!].)



Gaining the Critical Professional Skills outside the Classroom

***Instructions:*** Come up with specific examples of how you could gain/use/demonstrate each skill in the type of opportunity your group has been assigned to. For example, if your group has been assigned to student clubs and organizations, one of your examples for the skill “Take the Initiative” could be “creating and organizing a new event for your fraternity.”

The opportunity my group has been assigned to: ­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Perform with Integrity:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Solve Problems:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Manage Time and Priorities:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Take the Initiative:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Think Critically:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Analyze, Evaluate, and Interpret Information:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Contribute to a Team:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Effectively Communicate Orally:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |

**Build and Sustain Working Professional Relationships:**

|  |  |
| --- | --- |
| Example 1: |  |
| Example 2: |  |
| Example 3: |  |