

# FaceSpace Project Lesson 5: Final Presentations

**SUBMITTED BY:** Kathryn McGinn

**SUBJECT(S):** Career Development

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

This is the final lesson in a series about workplace expectations. At this point, students should have integrated what they have learned throughout this module into their FaceSpace posters. Students will have time to put the finishing touches on their work, and then they will share their projects with each other.

## ≡ NBEA STANDARD(S):

- Career Development, III. Workplace Expectations

## ≡ RELATED ARTICLES:

- [“Workplace Etiquette: Would You ‘Ghost’ Your Employer?”](#)
- [“Is TikTok Invading Your Privacy?”](#)
- [“How Clean Is Your Digital Footprint?”](#)
- [“Educator Toolkit: Technology and Privacy”](#)
- [“Educator Toolkit: Digital Footprints”](#)
- [“An Arctic Teen’s Viral Tunes Save His Language from Extinction”](#)
- [“#ExploreMuseums: Using Social Media to Improve Your Future Prospects”](#)

## Common Core Standard(s):

- ELA CCR Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.
- ELA CCR Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ELA CCR Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance the understanding of presentations.
- ELA CCR Speaking and Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English where indicated or appropriate.

### **Objectives/Purposes:**

- Students integrate their findings about workplace expectations into posters that they will share with the class.
- Students will work constructively in groups.

### **Knowledge@Wharton Article:**

[“Not a Site, but a Concept’: Tapping the Power of Social Networking”](#)

### **Other Resources/Materials:**

- Creating an Online Persona 3 (Handout A)
- Extra copies of “FaceSpace” handout
- Poster board, construction paper, glue, markers, and any other materials necessary to create “FaceSpace” posters

**Activities:**

1. Read the Knowledge@Wharton article. Discuss the following questions:

a. What are some examples of how companies are using social networking to their advantage?

- Mini USA tracks everything said about its brand online to help shape ad campaigns.
- Hewlett-Packard has executives participate in online conversations about their products and consumer concerns.
- Ernst & Young recruits new employees on a Facebook page.

b. Describe the “social technology ladder” and why it is important for companies to understand where their consumers rank on the ladder.

- Inactives: lowest rung
- Joiners: visit social networking sites
- Collectors: collect and aggregate information
- Critics: those who post ratings and reviews and contribute to blogs and forums.
- You have to understand how your consumers use the Internet in order to plan how to best reach them through it.

c. What are the three trends in the way people use the Internet?

- Information discovery is changing from a solitary to a communal activity.
- How we share information is becoming less active (emailing) and more passive (posting on Facebook).
- The web is becoming entirely social, where people can have conversations with each other on all types of sites.

*(10 mins)*

2. Hand out Creating an Online Persona 3 and go over the key points with students. Ask students about the general “netiquette” tips which they most strongly agree with. (5 mins)
  
3. Give students time to put the finishing touches on their FaceSpace pages and prepare their “pitches” for the class. Go over the requirements for their presentations:
  - a. Each member of the group must have a role in describing some element of the poster.
  - b. The group should share the key information contained on their FaceSpace page.
  - c. The group should highlight what makes their FaceSpace page unique.

Remind students that their presentations are an important aspect of their FaceSpace projects; they should be enthusiastic, knowledgeable, and original! (10 mins)

4. Students present their posters to the whole group. For each poster, students should complete (brief!) the feedback sheet ([Handout B](#)). Students trade feedback sheets at the end of the lesson. (15 mins)

### **Tying It All Together:**

Reflect on the unit overall. What did students learn about workplace expectations? What surprised them the most? What do they want to know more about? How can students learn about the specific expectations of particular job sites? (5 mins)

### **Practice Outside of the Classroom:**

Explore the Knowledge@Wharton website for more articles about workplace expectations. Some articles to read include:

- [“Leaving ‘Friendprints’: How Online Social Networks Are Redefining Privacy and Personal Security”](#)

### **What Worked and What I Would Do Differently:**

I taught this Facespace unit twice. Both the times, students enjoyed making the posters. However, in the first session, I invited the Wharton Global Youth Program staff to listen to the final

presentations. Students knew they would have visitors, and they were particularly motivated to do a good job. Groups spent time outside of class working on their projects – one group went so far as to make an actual webpage! When the students made their presentations, the guests were active listeners and asked thoughtful questions that engaged the students in conversation. The day of the presentations felt like an actual networking event, and students enjoyed themselves. In contrast, I did not have the opportunity to invite visitors the second time I taught the unit, and while students were engaged, they were definitely not as enthusiastic. I would strongly encourage anyone teaching this lesson to find some “outside” guests to listen to the final presentations – other teachers, school administrators, parents, community businesses – as a way of providing extra motivation for the students.

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