

# Unit 7: Soft Skills



**Lessons for  
Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**



**Unit 7: Soft Skills**

**Objective 7.1: The student will display the appropriate communication verbally and non-verbally.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 7.1: The student will display the appropriate communication verbally and non-verbally.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary:</b> This lesson plan emphasizes soft skills to engage with others.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Tone and Volume Handout</li> <li>● Brainstorming Map</li> <li>● Ending a Conversation Handout</li> <li>● Waiting Your Turn to Speak</li> <li>● Staying on Topic</li> <li>● Staying on Topic Blank</li> <li>● How to Start a Conversation</li> <li>● Voice and Volume Control</li> <li>● Thermometer</li> <li>● Listening to Others-Blank Form</li> <li>● Listening to Others</li> <li>● Quiet Zones Visual</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Nonverbal Communication PowerPoint Presentation</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Projector to show PowerPoint Presentation</li> <li>● Small tube of toothpaste (travel size) for number of students</li> <li>● Spoons for number of students (could be plastic or washable)</li> <li>● Roll of wax paper</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know how to appropriately accept different types of feedback.	Students will accept and communicate appropriately when given feedback.	Check the students' identification of different types of feedback. Ask the student to show you ways you can appropriately accept feedback.
Students will know how to read nonverbal communication and display correct nonverbal communication.	Students will be able to show and communicate the correct nonverbal behaviors.	Check the student's understanding on nonverbal communication. Ask the students to show different nonverbal and verbal behaviors to match different messages.
Students will know how to use appropriate manners in a variety of settings.	Students will be able to show correct manners in a variety of settings.	Check for the student's understanding by role-playing different scenarios to display appropriate manners.
Students will know the important parts of normal conversation dialogue.	Students will be able to practice appropriate conversation discussion.	Students will be able participate and engage in normal conversation dialogue through role-play activities.

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary:</b>	<ul style="list-style-type: none"> <li>• Ensure the students are familiar with glossary words connected with this lesson.</li> <li>• <b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></li> <li>• <b>Glossary Terms</b></li> <li>• <b>Employee Feedback:</b> real-time dialogue in which a person reacts to another coworker’ performance with the purpose of greater results.</li> <li>• <b>Nonverbal Communication:</b> the ways in which beings convey information about their emotions, needs, intentions, attitudes, and thoughts without the use of verbal language</li> <li>• <b>Verbal Communication:</b> the use of words to convey a message</li> <li>• <b>Dialogue:</b> Conversation of two or more person</li> <li>• <b>Tone of Voice:</b> A tone of voice is not what you say, but how you say it. This encompasses not only the words you choose, but their order, rhythm and pace</li> <li>• <b>Posture:</b> The position in which someone holds their body when standing or sitting.</li> <li>• <b>Paralanguage:</b> nonverbal communication such as your tone, pitch or manner of speaking.</li> <li>• <b>Civil:</b> courteous and polite</li> <li>• <b>Criticism</b>-the expression of disapproval of someone or something based on perceived faults or mistakes</li> <li>• <b>Feedback:</b> information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement</li> <li>• <b>Read the room:</b> to use one’s intuition to analyze the general mood of the people in a particular setting and act accordingly</li> </ul>
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**Lesson Activities**

<b>Introduction Activity:</b>	<b>Normal Dialogue Rules and Steps:</b>
<b>Time:</b> 1 Hour	Communication can be seen as the giving and receiving of information. Effective communication involves several important and intersecting skills. All these skills are valuable parts to conversation. Let’s go over each part!
<b>VocFit Crosswalk:</b>	<b>Important part of verbal conversation dialogue:</b>
<b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly,	<ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Starting the Conversation</li> <li>• Listening</li> <li>• Tone of Voice and Volume Control</li> <li>• Staying on Topic</li> </ul>

<p>understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<ul style="list-style-type: none"> <li>• Waiting your turn to speak</li> <li>• Ending the Conversation</li> </ul> <p>Discuss each important part and each mini activity.</p> <p><b>Eye Contact-</b> This is important because it shows you really care and respect the other person in the conversation. Get in groups of two and practice what is good contact. Practice with the students:</p> <ul style="list-style-type: none"> <li>• Too Close</li> <li>• Too Far</li> <li>• Not good eye contact</li> <li>• Good appropriate contact</li> </ul> <p><b>Listening-</b></p> <p>Listening is an essential part of having a conversation. When you listen to your conversation partner, you show that person they are being heard, thus building trust and making that person feel like their words matter to you.</p> <p><b>Step 1-</b> Brainstorm on a piece of paper some important reasons for “listening” to other people (Use the <a href="#">Listening to Others Forms</a>) when they are talking.</p> <p><b>Step 2 -</b> Present the four important behaviors for being a good listener from the “Listening to Others” T-Chart.</p> <p><b>Step 3 -</b> Cut out the “purpose” column answer squares from one hand out and have your student/child glue them into the correct space on the additional blank T-Chart.</p> <p><b>Step 4 -</b> Model each of the four skills from the T-Chart for your student/child. Have him/her determine which skill you are modeling and state the purpose for the behavior.</p> <p><b>Step 5-</b> Have your student/child model the behavior to get a “feel” for how it should be done.</p> <p><b>Step 6-</b> Videotape their “performance” and let them watch it back and critique themselves to improve for next time (“Do2Learn: Educational Resources for Special Needs”).</p> <p><b>Starting the Conversation</b> – There are appropriate examples of conversation starters that can be used in the workplace. Use the <a href="#">How to Start a Conversation</a> handout. Have students get into pairs and practice conversation starters.</p> <ul style="list-style-type: none"> <li>• “Good morning, <u>(insert name of person)</u>. How are you today?”</li> <li>• “(insert name of person), how’s it going?”</li> </ul> <p>Ask the students to come up with 2-3 more conversation starters that are appropriate. Challenge the students to use those starters during the day (or week).</p> <p><b>Tip:</b> “It is important to make sure that you help your student/child find the "words" that they are comfortable with and can easily remember to use as a "conversation starter". Make sure to go through the activity and specifically identify the people that your student generally has opportunity to make conversation with and determine the level of familiarity he/she has with that person. This will help you guide your student as</p>
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to what types of conversation starters would make the most sense for them” (“Do2Learn: Educational Resources for Special Needs”).

**Tip:** Email teachers and other school staff about areas being taught so they can help them use these skills in different areas around the school.

**Tone of Voice and Volume Control-** Tone is not what we say but how we say our words. The volume of your voice is also really important in conversation. If you speak too quietly, the person you are talking to may be able to hear you. If you speak too loudly, you could scare or shock the person you are talking to.

Play the YouTube Video links for students. Discuss how Tom Brady’s different tone and voice volume levels and how it changes what is communicated.

Watch "Hertz. Let's Go! Speed | Hertz + Tom Brady" on YouTube  
<https://youtu.be/xjKaYp7QjeM>

Let’s practice on having the right tone and volume in different situations!

**Step 1:** Read the explanation of voice and volume control. Discuss how your voice can go up and down like a thermometer depending on your “emotional temperature”.

**Step 2:** Display the colored thermometer graphic organizer so that they can recognize their levels.

**Step 3:** Practice identifying levels of voice volume by modeling a level and asking students to assign a number to the voice level.

**Step 4:** Use the additional thermometer worksheet to help practice identifying levels of voice volume. Have them color in the level to the number they think represents the volume level you are demonstrating.

**Step 5:** Develop a signal with the students to let them know when they are using an inappropriate voice level (whether it be too soft or too loud). Teach them what to do when you signal them and practice this so that they can begin to modify their voice level independently. Please see [Quiet Zones Visual](#) as a good visual signal in the classroom. (“Do2Learn: Educational Resources for Special Needs”)

Now let’s practice different tones with different voice volumes!

**Step 1:** Have the students get into groups.

**Step 2:** Have the groups use the [Tone and Volume Handout](#). Pick a tone and volume word and say a short sentence like “I have a dog.” in that specific picked tone and volume (whisper/upset). You might have more fun taking the students outside during this activity to be able to freely practice different tones and volumes.

**Step 3:** Students practice different combinations.

### **Staying on Topic-**

**Purpose:** To help individuals with communication issues understand why they should stay on topic when having a conversation and recognize how “switching topics” affects the person they are communicating with

Staying on topic is a really important skill to have when talking to your friends, parents, teachers, and others!

**Step 1:** Draw two faces and a path that connects them on a piece of paper or chalkboard.

**Step 2:** Explain how this image will help them to understand the idea of staying on topic when having a conversation.

**Step 3:** Read the [Staying on Topic handout](#) aloud.

**Step 4:** Create a list of topics and practice having a conversation by staying on topic.

**Step 5:** Follow up by completing the **Fill in the Blank form**. (“Do2Learn: Educational Resources for Special Needs”)

### **Waiting for your turn to speak-**

**Step 1:** Use the [Waiting Your Turn to Speak](#) handout. Read the top portion aloud (“When people have a conversation, it is like playing a game of tennis”).

**Step 2:** Pretend to hit an imaginary tennis ball back and forth to each other to get a “feel” for the process.

**Step 3:** Brainstorm ideas for the section (“It is important to wait your turn to speak so that you can...”). Write three appropriate responses into the first chart.

**Step 4:** Brainstorm ideas for the section (“If you talk while another person is talking, the following things may happen...”). Write three appropriate responses into the second chart. (“Do2Learn: Educational Resources for Special Needs”)

**Tip:** “It is important to understand that individuals with communication issues have a difficult time understanding the need to both give and receive information. This process takes time and practice. Set time aside to “practice” having conversations and following the rules for waiting turns to speak. It can be helpful to “watch” others either in person by role play or in video clips having conversations. By providing opportunities to see how people wait their turn to speak or in some cases don’t wait their turn to speak, you give your “learner” a more concrete, visual way to identify the reciprocity process.” (“Do2Learn: Educational Resources for Special Needs”)

### **Ending the Conversation-**

It is really important during a conversation to know appropriate and inappropriate ways to end a friendly conversation with another person

**Step 1:** Read the explanation of “[Ending a Conversation](#)” and discuss how a conversation is like a book with the different parts to it.

**Step 2:** Complete the [brainstorming map](#) by taking each item off of the list and deciding which category the behavior belongs to (appropriate or inappropriate).


**Step 3:** Discuss WHY each behavior is categorized in this way and offer the other person’s perspective.

**Step 4:** Role play “ending a conversation”. First, practice the inappropriate examples then introduce the best ways to end a conversation with another person. (“Do2Learn: Educational Resources for Special Needs”)

	<p><b>Conclusion:</b> Review all the important parts of a conversation. Have the student role play a conversation. Ask the others to discuss the conversation parts.</p> <p>Citation: Educational Resources for Special Needs. Do2Learn. (n.d.). Retrieved February 11, 2022, from <a href="https://do2learn.com/SocialSkills/CommunicationSkills/index.htm">https://do2learn.com/SocialSkills/CommunicationSkills/index.htm</a></p>
<p><b>Activity 1:</b> Nonverbal vs. Verbal Communication</p> <p><b>Time:</b> 45 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination:</b> Determine customers' needs, anticipate the thoughts/actions of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<p><b>What is Nonverbal Communication?</b></p> <p>This activity is intended to get students thinking about what they already know about nonverbal.</p> <p>Let's talk about Nonverbal Communication and why it is so important!</p> <p><b>Step 1:</b> Go to the <b>Nonverbal Communication PowerPoint</b> presentation found at <a href="https://wp.me/a9Fwrm-1hV">https://wp.me/a9Fwrm-1hV</a>.</p> <p><b>Step 2:</b> Discuss with the students all the nonverbal communication that is happening in each image (eye contact, posture, facial expression, etc.)</p> <p>Example questions include: What mood do you think this person is in? What is this person doing? Can you tell me a few things that he is thinking? Why?</p> <p><b>Step 3:</b> Discuss what type of appropriate nonverbal communication to have in different situations: (Fun chance to role-play in groups!)</p> <ul style="list-style-type: none"> <li>● In the classroom listening in to the teacher</li> <li>● Eating with your friends in the cafeteria</li> <li>● Helping your friends with a school assignment</li> <li>● Talking to your boss at work</li> <li>● Talking to your teacher</li> <li>● In a job interview</li> </ul>
<p><b>Activity 2:</b></p> <p><b>Time:</b> 1 Hour</p>	<p><b>Manners</b></p> <p>It is important to have manners, so we are respectful to others. There are different places and situations that we need to practice manners in. A few places that manners</p>



<p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, cooperative and courteous, respects rights of others,</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<p>are used include the cafeteria, elevator, and while using a phone.</p> <p>There are few short rules for cafeteria, elevator, and using the phone manners. Read each rule below and discuss each point. Practice in role-play scenarios in groups.</p> <p><b>Cafeteria Manners:</b></p> <ul style="list-style-type: none"> <li>-Chew with your mouth closed.</li> <li>-Use napkins and utensils. Make sure you have a napkin to wipe your face when necessary.</li> <li>-Avoid stuffing your mouth too full.</li> <li>-Refrain from criticizing the food.</li> <li>-Tidy Up. Make sure you keep your area clean.</li> <li>-No Bodily Fluids Noises (Includes Slurping)</li> </ul> <p>Role play situation: Share a snack or meal in the classroom. Have each group practice each rule (good example vs. bad example).</p> <p><b>Phone Manners:</b></p> <ul style="list-style-type: none"> <li>-Answer the call within three rings.</li> <li>-Immediately introduce yourself.</li> <li>-Speak clearly.</li> <li>-Only use a speakerphone when necessary.</li> <li>-Actively listen and take notes.</li> <li>-Use proper language.</li> <li>-Remain cheerful.</li> <li>-Ask before putting someone on hold or transferring a call.</li> </ul> <p>Watch the video below after discussing each phone manners' rule. <a href="https://www.youtube.com/watch?v=3rFR-LiFq_U">https://www.youtube.com/watch?v=3rFR-LiFq_U</a></p> <p>Role play situation: Practice with fake phones or pictures of phones. Have each group practice each rule (good example vs. bad example).</p> <p><b>Elevator Manners:</b></p> <ul style="list-style-type: none"> <li>-Follow the "two-flight" rule.</li> <li>-Holding the door—when, how, and if you should do it.</li> <li>-Be aware when positioning yourself in an elevator.</li> <li>-Always face the elevator doors.</li> <li>-Minimal eye contact is standard.</li> <li>-Keep phone calls private.</li> <li>-How to exit when the elevator is full.</li> </ul> <p>Watch video below after discussing each elevator manner rule: <a href="https://www.youtube.com/watch?v=5xtpxzsk7Jk">https://www.youtube.com/watch?v=5xtpxzsk7Jk</a></p> <p>Role play situation: Practice in an actual elevator (if available) or part of the classroom (pretend elevator). You can make this activity really fun by having the students practice every aspect (if in a classroom) like push the buttons and have a "bell" play when the</p>
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	<p>pretend elevator doors open and close. This can help the activity feel more real. Have each group practice each rule (good example vs. bad example).</p> <p>Important: Model the right manners and praise when students display the correct manners.</p>
<p><b>Activity 3:</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, cooperative and courteous, respects rights of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language</p>	<p><b>Be careful with your Words!</b></p> <p><b>Toothpaste Activity</b></p>  <p>It is important for people to be aware that what they think is not always something that they need to say.</p> <p>This activity is to help students see how easy it is to say something and how challenging it is to try to “take back” what was said.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● small tube of toothpaste (enough for each student)</li> <li>● spoon (enough for each student)</li> <li>● wax paper or some type of covering for work area to make clean up easier</li> </ul> <p><b>Step 1:</b> Go over with students how important what words are said. Once something is said it is hard to take it back.</p> <p><b>Step 2:</b> Hand out the three materials - tube of toothpaste, spoon and wax paper</p> <p><b>Step 3:</b> Have students squeeze out their toothpaste onto the paper (some students ask if they can make shapes, faces, etc. this is okay).</p> <p><b>Step 4:</b> Have them take the spoon and put the toothpaste back into the tube. Tell them they have 5 minutes (Some students may be able to do this, but most will not - set a time limit to how long you will allow them to try to do this)</p> <p><b>Step 5:</b> Have students put their spoon and tube down on the paper.</p> <p><b>Step 6:</b> Discuss how easy or challenging this was to do.</p> <ul style="list-style-type: none"> <li>● What made it easy/difficult? What did they notice?</li> </ul> <p><b>Step 7:</b> Remind students we do our best to watch what we are saying to others, but if they say something and regret it they can tell the other person “sorry”.</p> <p><b>Step 8:</b> have students throw materials away</p>

<p><b>Activity 4:</b> Accepting Feedback-Roles Scenarios</p> <p><b>Time:</b> 45 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, accepts constructive criticism/feedback , cooperative and courteous, respects rights of others,</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, deal with conflict</p> <p><b>Interpersonal Skills:</b> Monitor own body language, listen actively, follow directions</p>	<p>Accepting Feedback</p> <p>Purpose: Accepting Feedback is so important at Project SEARCH and at your future job. Accepting Feedback is an essential skill to help you grow as a person and as a professional.</p> <p>What is Feedback? Feedback is the return of information about the result of a process or activity. Feedback is really important for growth but still can be really hard to hear. You need to accept feedback from teachers at school, your parents at home, and in the future from your boss. Feedback is necessary for growth.</p> <ol style="list-style-type: none"> <li>1. Have students choose <i>something</i> they dislike (broccoli, homework, cleaning their room). Ask students to list all the characteristics they dislike about this thing. Then have your students change their comments to constructive criticism. For example, "Broccoli tastes bad," might become "Broccoli tastes much better with cheese."</li> </ol> <p>Then let's try something more fun:</p> <ol style="list-style-type: none"> <li>2. Divide your group into performers and judges. Groups of performers should have a few minutes to develop a ridiculous dance movement or routine. Then, each group should perform for the judges. Judges must phrase their feedback in one of two ways: "I liked when you..." or "Your dance would have been even funnier if...." (This activity works best when you choose your judges carefully.)</li> </ol> <p>Then ask your students:</p> <ol style="list-style-type: none"> <li>1. What is the difference between criticism and constructive criticism?</li> <li>2. How can accepting constructive criticism help us to be civil? How can giving constructive criticism help us to be civil?</li> </ol> <p>Citation:</p> <p>23. <i>accept and give constructive criticism - choosecivilityresourceguide</i>. Google Sites. (n.d.). Retrieved February 11, 2022, from <a href="https://sites.google.com/site/choosecivilityresourceguide/25-rules-of-considerate-conduct/23--accept-and-give-constructive-criticism">https://sites.google.com/site/choosecivilityresourceguide/25-rules-of-considerate-conduct/23--accept-and-give-constructive-criticism</a></p>
<p><b>Activity 5</b> <b>Power of Body Language</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes,</p>	<p><b>Power of Body Language</b></p> <p>This activity will help students work on their body language skills.</p> <p>Here's how it works:</p> <p>Tell the students that you are going to give them a series of instructions and you want them to follow them as fast as they can.</p> <p>State the following actions as you engage in them:</p>

<p>accepts praise, cooperative and courteous, respects rights of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language</p>	<ul style="list-style-type: none"> <li>● Put your hand to your nose.</li> <li>● Clap your hands.</li> <li>● Stand up.</li> <li>● Touch your shoulder.</li> <li>● Sit down.</li> <li>● Stamp your foot.</li> <li>● Cross your arms.</li> </ul> <p>Put your hand to your mouth (but while saying this one, put your hand to your nose).</p> <p>Observe how many students copied what you did instead of what you said.</p> <p>Share this observation with your group and lead a discussion on how body language can influence our understanding and our reactions. It can reinforce what we hear, or it can interfere with the verbal communication we receive. The more aware we are of this possibility, the better communicators we become. It's vital to keep your own body language in mind, just as it's vital to notice and understand others' body language.</p> <p>Now, mix it up! Switch between the five different instructions and begin to pick up the pace. This is when the eliminations begin.</p> <p>Each time a student engages in the wrong activity, eliminate them from the game.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Make a list of the important manners for cafeteria, elevator, and phone usage.</li> <li>● Make a list of nonverbal behaviors.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● Why are manners important?</li> <li>● Why is feedback important? Why is feedback necessary?</li> <li>● What are some thoughts that should be kept inside your head and not said?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>● Describe what appropriate nonverbal communication to have: <ul style="list-style-type: none"> <li>● listening in class</li> <li>● paying attention to a friend talking to you</li> <li>● upset that you lost your favorite t-shirt</li> </ul> </li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>● Describe what worked and did not work when communicating with someone</li> <li>● Talking to classmate</li> <li>● Talking to teacher</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>● Make a list of where it is easier to use communication skills and where it is not.</li> <li>● Talk about the difference and why</li> <li>● Working at one place it is difficult or stressful to use communication skills (in front of people that you do not know, talking in front of a big group of people, or</li> </ul> </li> </ol>

receiving constructive criticism).

6. Creating:

- Create a list of feedback that you would give yourself.
- What would happen if you didn't listen to your teacher's or parent's feedback?  
Or on your dream job?
- What would happen if you didn't practice manners at school or at a job?

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.



# Listening To Others



The Skill	The Purpose
<p><b>When someone is talking to me, I should stand facing towards him/her.</b></p>	<p><b>I should stand facing towards someone so that I can hear them clearly and let them know that I am paying attention.</b></p>
<p><b>When someone is talking to me, I should look at their face while they are speaking.</b></p>	<p><b>I should look at the face of the person that is talking to me so that they feel that I am listening to them.</b></p>
<p><b>When someone is talking to me, I should look directly in their eyes from time to time.</b></p>	<p><b>I should look directly in someone’s eyes while they are talking so that we both feel “connected” to the conversation.</b></p>
<p><b>When someone is talking to me, I should acknowledge them by my nodding my head or making a comment about what they are saying.</b></p>	<p><b>I should acknowledge what someone is saying by nodding or making a comment so that the other person knows that I understand what is being said.</b></p>



# Listening To Others



<b>The Skill</b>	<b>The Purpose</b>
<b>When someone is talking to me, I should stand facing towards him/her.</b>	
<b>When someone is talking to me, I should look at their face while they are speaking.</b>	
<b>When someone is talking to me, I should look directly in their eyes from time to time.</b>	
<b>When someone is talking to me, I should acknowledge them by my nodding my head or making a comment about what they are saying.</b>	



## How to Start a Conversation

It can be helpful to have some standard ways to start a conversation with another person. It is important to make sure that your conversation starter is appropriate for the level of familiarity that you have with the person you will be talking to. Look at the list of conversation starters below. Highlight the ones that you like. Create two more conversation starters to go at the bottom of the list. Then, determine which conversation starters are appropriate to use with different people by inserting them into the graphic organizer that accompanies this activity.

“Hey, \_\_\_\_\_, what’s up?”

“Good Morning, \_\_\_\_\_. How are you today?”

“\_\_\_\_\_, how’s it going?”



“Hi, \_\_\_\_\_ . What are you doing?”

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0 Quiet
1 Whisper
2 Hallway/work area
3 Breaktime



0 Quiet
1 Whisper
2 Hallway/work area
3 Breaktime

## Tone and Volume Activity

**Instructions:** Mix and match a word from each column. Practice with your partner on each combination of words with a simple sentence like “I have a dog.”.

**For example:** The student picked the words volume-whisper, tone- upset saying “I have a dog”. Have fun with different combinations!

<b>Tone</b> (How you say your words)	<b>Volume</b> (How loud or quiet your voice is)
Caring	Whisper
Upset	Very Quietly Talking
Upbeat	Table Talk
Funny	Regular Talking Voice
Professional	Presentation Voice (Loud and clear voice that can be heard by a large group of people)
Sympathetic	Outside Voice (Very loud voice that should only be used outside)
Serious	Yelling
Informative	
Sarcastic	
Bored	
Passionate	
Irreverent	
Formal	
Enthusiastic	
Authoritative	
Casual	

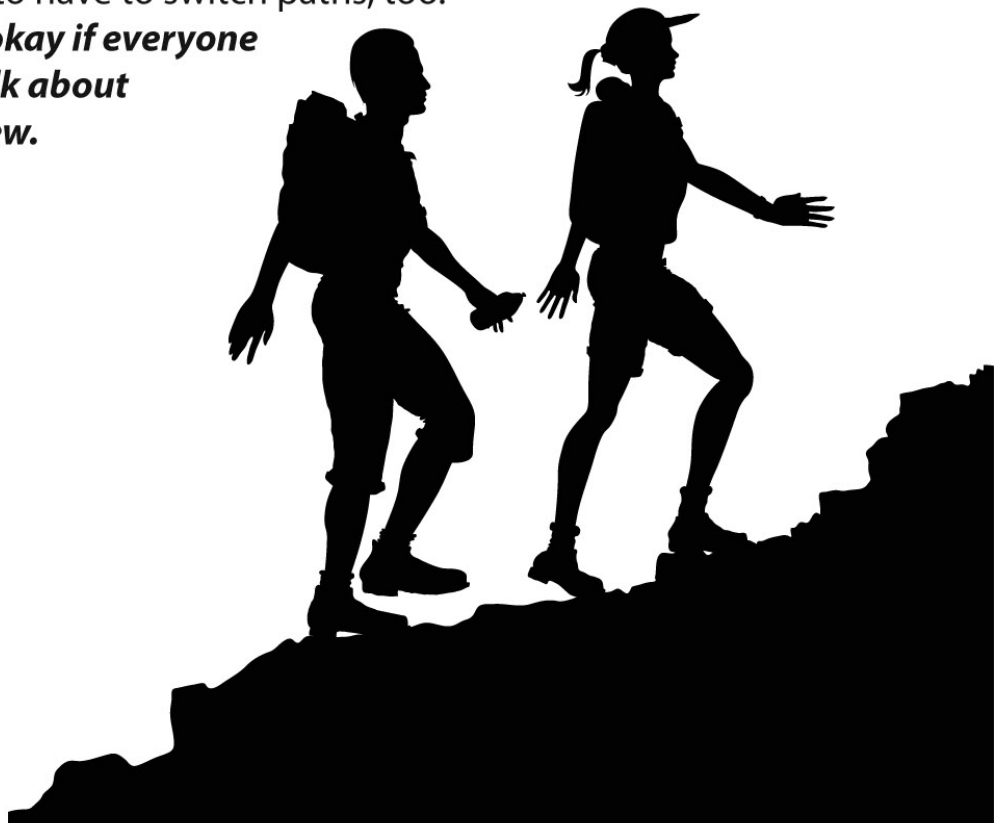
## Staying on Topic

When people have a conversation, they pick a topic to discuss. They will often talk about this topic for a while and give each person a chance to make comments or ask questions about the topic. When everyone is done talking about the topic, they will then begin to talk about something different. **This is called “switching topics”.**

**When you have a conversation with someone about a topic, it is kind of like following a path together.** You are following a path in your minds together by thinking about the same topic and focusing on the comments that are being made.

**When someone in the conversation “switches topics”, they are “changing the path” they are on.** This forces the other people in the conversation to have to switch paths, too.

***This is ONLY okay if everyone is ready to talk about something new.***



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# Staying on Topic

When people have a conversation, they pick a \_\_\_\_\_ to discuss. They will often talk about this topic for a while and give each person a chance to make comments or ask \_\_\_\_\_ about the topic. When everyone is done talking about the topic, they will then begin to talk about something different. **This is called \_\_\_\_\_ topics”.**

**When you have a conversation with someone about a topic, it is kind of like following a \_\_\_\_\_ together.** You are following a path in your \_\_\_\_\_ together by thinking about the same topic and focusing on the comments that are being made.

**When someone in the conversation “switches topics”, they are “changing the path” they are on.** This \_\_\_\_\_ the other people in the conversation to have to \_\_\_\_\_ paths, too.

***This is \_\_\_\_\_ okay if everyone is ready to talk about something \_\_\_\_\_.***





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### Waiting Your Turn to Speak

When people have a conversation, it is like a game of tennis. While one person is talking, the other person is listening and receiving the information. Then, it is the other person's turn to talk. Just like in tennis, one person hits the ball and the other person waits to receive it.

It is important to wait your turn to talk so that you can...

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

If you talk while another person is talking, the following things may happen...

-----

 \_\_\_\_\_

 \_\_\_\_\_

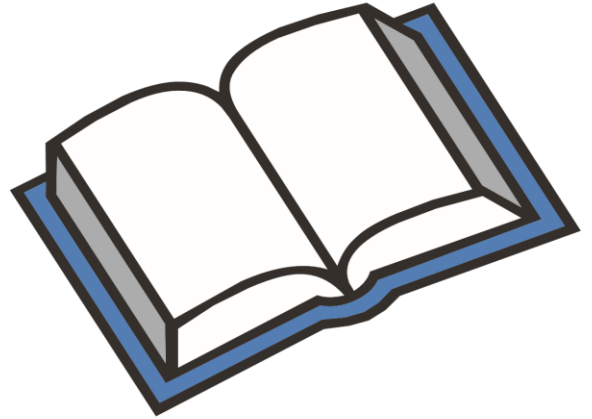
 \_\_\_\_\_











## Ending A Conversation

Friendly conversations are structured like books or stories because they have a beginning, middle and ending to them. It is important to end a conversation with another person appropriately so that you are being polite.

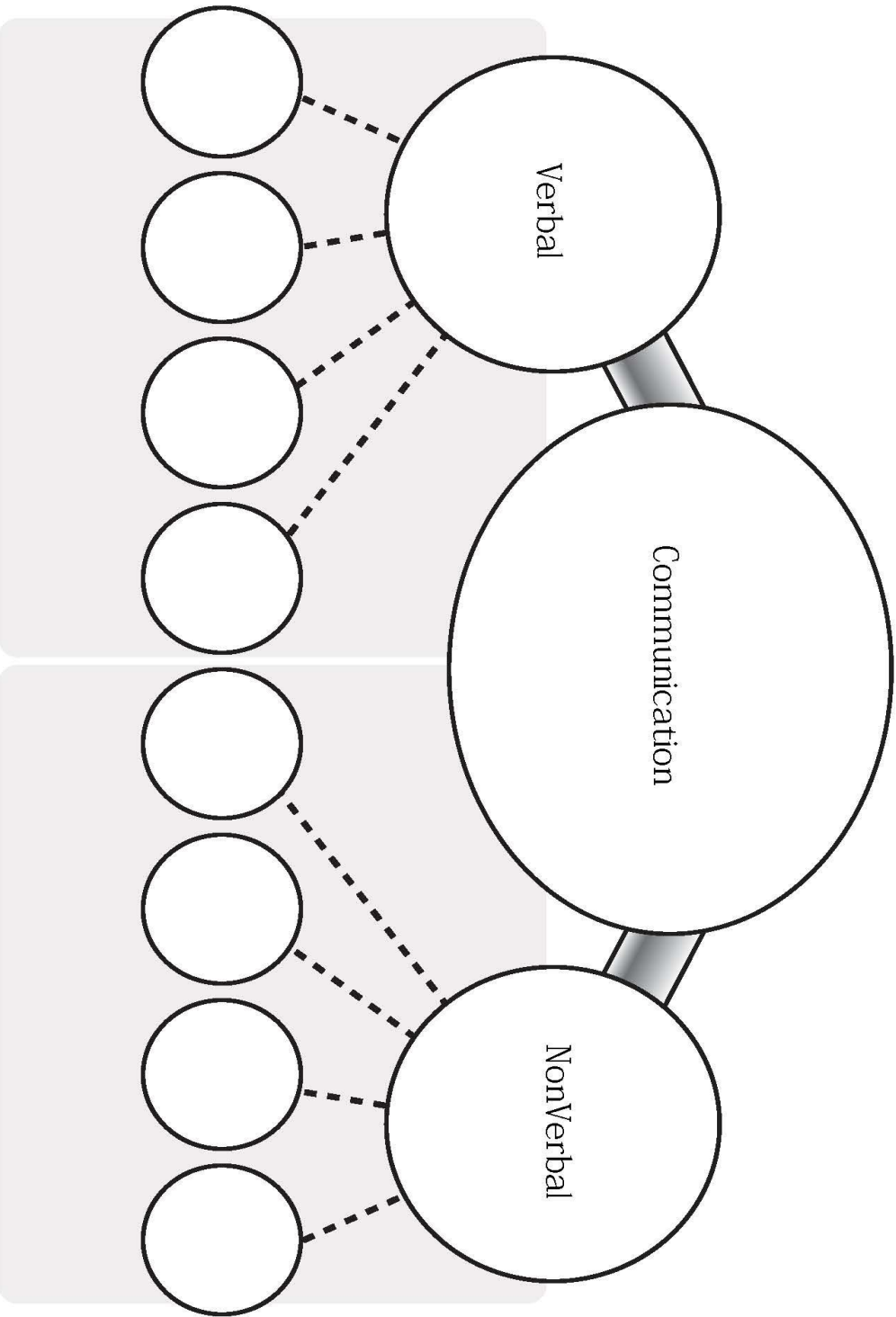
Below is a list of things that you should and should NOT do when ending a conversation with someone. Look at the list and then write each item in the circles on the corresponding brainstorming map about "Ending a Conversation".



-  Just walk away from the person when you're done talking
-  Wait for the person to stop talking
-  Say, "Okay, I'll talk to you later"
-  Turn away and say nothing
-  Say, "I'm done with this conversation now"
-  Say, "Nice talking with you"
-  Start up a new conversation about a new topic
-  Look at them and smile

# Brainstorming Map

Print Form



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Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**



**Unit 7: Soft Skills**

**Objective 7.2: The student will display appropriate adult mannerisms.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 7.2: The student will display appropriate adult mannerisms.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> Topic- Soft Skills to engage with others using the appropriate mannerisms to help with efficient and professional communication and interaction.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Formal and Informal Greetings</li> <li>• 7 Golden Rules of Greeting</li> <li>• Nice or Nosey</li> <li>• Introductions Activity</li> <li>• Good Manners for Work</li> <li>• Acceptable/Unacceptable</li> <li>• Would you Rather</li> <li>• Life Without Rules</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Internet to play YouTube Videos in activities below</li> <li>• Activity 3- Smartphones to take videos of students (to show them after the activity to give them a clear idea and awareness of what to work on)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Hula- Hoop</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Example: Glossary/Vocabulary Be able to know the vocabulary presented	Example: Be able to use the vocabulary presented in a variety of settings	Example: Check context of their vocabulary use to ensure their understanding
Be able to know how to greet others in informal and formal situations.	Be able to greet others in informal and formal situations.	Role play and practice using informal and formal greetings with others.
Be able to know how to introduce yourself and others.	Be able to introduce yourself and others.	Role play and practice introductions in different situations.
Be able to know what personal space is.	Be able to practice personal space with others.	Role play and practice being aware what is appropriate personal space and inappropriate personal space.
Be able to know appropriate manners.	Be able to practice good appropriate manners.	Practice and display appropriate manners in the classroom.

Be able to understand perception and why it is important.	Be able to practice the understanding their own perspective and others perspectives.	Discuss other student's perspectives after activity.
Be able to know what a first impression is and the things to do to help make a good first impression.	Be able to practice the things to do to have a good first impression.	Discuss first impressions and practice making a good first impression during the activity.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Poise:</b> gracious tact in coping or handling; particular way of carrying oneself</li> <li>● <b>First impressions:</b> assumption at first meeting or first sight</li> <li>● <b>Perception:</b> how you see something; your view</li> <li>● <b>Manners:</b> the way of acting or behaving</li> <li>● <b>Etiquette:</b> The practices and forms prescribed by social convention or by authority.</li> <li>● <b>Formal:</b> following established form, custom, or rule</li> <li>● <b>Informal:</b> having a relaxed, friendly, or unofficial style, manner, or nature.</li> <li>● <b>Greeting:</b> word or movement to welcome someone.</li> </ul>
<p><b>Introduction:</b> Introductions/ Greetings</p> <p><b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b></p>	<p><b>Introductions/Greetings</b></p> <p>Greeting and introducing yourself (or others) is really important in the workplace. This is the first impression that someone gets of you and a chance for you to show how awesome you are! We use greetings and introductions in our first-time interaction with people. We are going to practice how to greet and introduce ourselves and others.</p> <p>It is really important to know that there are greetings for formal situations and information situations.</p> <p>This is an example of greetings used in <b>formal</b> situations:</p> <p>-How are you? -I am fine, thanks.</p> <p>This is an example of greetings used in <b>informal</b> situations</p> <p>-How are you guys doing?</p>

<p>Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>-We are doing great.</p> <p>Let's remember that there are informal and formal greetings and that some of them can be used in either contexts or situations.</p> <p><b>Formal and Informal Greetings</b> These are some of the most common phrases to greet people and where they belong. Please see <a href="#">Formal and Informal Greetings Handout</a>. Discuss each greeting with the students and have them guess (informal, formal, or both).</p> <p><b>Role-Play and Discussion</b> Let's first go over the <a href="#">7 Golden rules when Greeting</a> (please see handout). Discuss each point with the students and why each point is important. Ask the students to get into groups and to role play each of the 7 Golden rules when greeting. Once students understand the 7 Golden Rules, pass out the <a href="#">Introductions Activity cards</a> and have students partner up to deliver their assigned introductions.</p> <p>It is important for students to respect cultural differences. Some people might greet you differently due to their culture.</p>
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**Lesson Activities**

<p><b>Activity 1</b></p> <p><b>Perception</b> Intertwined throughout the entire class period (45-55 minutes 10-15 minutes of this activity will be a part of the class period )</p> <p><b>VocFit Crosswalk: Self-Determination</b> - Evaluate the results of own actions to determine effectiveness, anticipate thoughts &amp; actions of others</p> <p><b>Interpersonal Skills</b> - show compassion towards others, greet others, monitor own body</p>	<p><b>Perception</b> Perception is how a person sees things. This can be based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation. Today you will have an opportunity to have a different view of the class.</p> <p><b>Step 1</b> Have students go to locations in the room that they usually do not sit during class - could be lying down, others could be facing away from the front of the room, sitting by the door, sitting in the area of the room where there is a loud sound.</p> <p><b>Step 2</b> Go through the lesson planned for the day. Keep in mind that it will be difficult for some to focus, hear or concentrate. This may be a lesson that needs to be retaught. If it is a review of a previous lesson, you may need to review one more day.</p> <p><b>Step 3</b> Explain that although everyone is gathered in the same room, each person has a different view, and that is how we can all approach daily experiences and relationships.</p> <p><b>Step 4</b> After you have completed the lesson, have each student write down his or her view (of sitting in a new location during class today). What was seen, heard. Challenges and/or successes.</p> <p><b>Step 5</b></p>
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<p>language</p> <p><b>Communication -</b> Deal with angry/upset customers, deal with conflict</p>	<p>Talk about these changed views, relating this activity to how our perspective of what we know, expect, feel can be changed by looking at things at a different point/angle.</p> <p>Modified from “Perspective: A Game Changer in the Classroom and our Lives” <a href="https://www.edutopia.org/blog/perspective-game-changer-in-classroom-lori-desautels">https://www.edutopia.org/blog/perspective-game-changer-in-classroom-lori-desautels</a></p>
<p><b>Activity 2:</b></p> <p><b>First Impression</b> 15-20 minutes</p> <p><b>VocFit Crosswalk: Self-Determination</b> - Evaluate the results of own actions to determine effectiveness, anticipate thoughts &amp; actions of others</p> <p><b>Interpersonal Skills</b> - show compassion towards others, greet others, monitor own body language</p> <p><b>Communication -</b> Deal with angry/upset customers, deal with conflict</p>	<p><b>First Impression</b> First impressions are based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation. Today you have had an opportunity to see how quickly a first impression takes place.</p> <p><b>Prior to class</b> Teacher sets up for a guest to come into the classroom that the students do not know.</p> <p><b>Step 1</b> Have the guest person address the class for a few minutes and then leave. The person can come in and address the class over a topic being covered - just keep to 5 to 10 minutes. Or, this person may talk with the teacher privately and then leave.</p> <p>This person could already be in the room, or come in sometime during class. Keep in mind that your lesson you are in the middle of will continue the next day so you can focus on this mini-activity.</p> <p><b>Step 2</b> After the guest person leaves, have students write down his/her impression about the person. Gather up the thoughts, and say something like - “First impressions are human thoughts that they have about others, as well as others have about them when they meet for the first time. It could be passing in the hall, on the street, at a store to being in a class together or at a job. It can be based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation.”</p> <p><b>Step 3</b> Share what was written down with the class to discuss as a group. To wrap up the discussion, talk about how they look, act, talk affects what others think of them the first time paths cross. If time, have the class brainstorm what impression they may have left with the guest person.</p>
<p><b>Activity 3:</b> Personal Space</p> <p><b>VocFit Crosswalk: Communication Skills:</b> Communicate face-to-face with others, Work with</p>	<p><b>Personal Space</b></p> <p>Personal space is very important in the workplace. Today we are going to talk about what is personal space and practice what is appropriate personal space for different situations. Let’s practice knowing what personal space.</p>

<p>external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p><b>Step 1:</b></p> <p><b>Let the student feel “too close.”</b></p> <p>Have your student stand about 2 feet away from you. Ask if that distance feels comfortable. Then ask the student to slowly walk toward you until it feels uncomfortable. Explain that this is how people feel when others stand too close—except their “personal bubble” is larger.</p> <p><b>Step 2:</b></p> <p><b>Show the right distance.</b></p> <p>Generally, 18–24 inches is a good amount of space. Use a prop to make this distance concrete. Take a hula-hoop, for example, and stand in the center. Have your student stand just outside the rim. Then take it away to practice finding the right place to stand. You can also use a tennis racquet or similar-length object to show the proper space between people who are talking.</p> <p><b>Step 3:</b></p> <p><b>Stage conversations.</b></p> <p>Have students take turns standing too close or just the right distance when talking to each other. Take videos of these scenes and review them together so your student has a clear idea of what appropriate spacing looks like.</p> <p><b>Step 4:</b></p> <p><b>Help look for clues.</b></p> <p>Explain that if someone in a conversation takes a step back, your student should remain in place. The person is signaling that more distance between them would be better. Discuss other social cues your students can look for to see if the other person is uncomfortable.</p> <p>Practice, practice, practice.</p> <p>With enough repetition, students can learn the rules of personal space and more easily call up strategies to keep a proper distance. Give your students a reminder phrase, such as <i>“To be cool, an arm’s length is the rule.”</i></p>
<p><b>Activity 4:</b> Manners and Etiquette</p> <p><b>VocFit Crosswalk:</b></p>	<p><b>Manners and Etiquette</b></p> <p>What are manners? Why are manners important? IT is all about RESPECT! Respecting others in the way of using manners. Think of someone that you really respect. Who would that be? IS that your teacher, dad, mom, uncle, friend, or another family member? How do you treat them?</p>

<p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>Do you want to be respected? Do you want to be taken seriously? Think about how you would like to be treated. Using manners will help others FEEL respected.</p> <p>As you start in the new job, using manners is key to make your day and your coworkers' day better. Usually, you spend more time with your coworkers than your actual family. Manners can help your days go smoothly and be fun!</p> <p>Look at the "<a href="#">Good Manners for Work</a>" handout. Discuss each point with the students.</p> <p>Discussion Points with <b>Good Manners for Work:</b></p> <ul style="list-style-type: none"> <li>● How can we practice this manner?</li> <li>● Why is this manner important?</li> </ul> <p><b>Role Play Points:</b></p> <p>Have the students role play in front of the class or in groups each point below:</p> <ul style="list-style-type: none"> <li>● <b>Saying Thank You and Excuse Me</b></li> <li>● <b>Holding the door (or pretend elevator)</b></li> <li>● <b>Cleaning up after yourself (after eating or working on a school task)</b></li> <li>● <b>(have the students pick a manner by choice to role play)</b></li> </ul> <p><b>Optional-</b> Follow up with having the students watching the YouTube videos below:</p> <p><a href="https://www.youtube.com/watch?v=etxASaYtJu8">https://www.youtube.com/watch?v=etxASaYtJu8</a></p> <p><a href="#">(319) What Are The Workplace Etiquette { BUSINESS ETIQUETTE } - YouTube</a></p> <p><a href="#">(319) Business Etiquette Basics - YouTube</a></p> <p><a href="#">(319) 7 Unusual Business Etiquettes Around the World that Might Surprise You - YouTube</a></p>
<p><b>Activity 5</b></p> <p><b>Time: 15 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p>	<p><b>Crafting Connections</b></p> <p>Knowing how to connect people to others in important part of being an employee. This activity is about business networking and connecting with others.</p> <p>Supplies needed: Whiteboard</p>

<p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>Ask the students to share a fact about themselves. I like to cook; I like piano music; I just back from vacations. Write each person’s name and the fact about the person on the board.</p> <ul style="list-style-type: none"> <li>• George: Plays Basketball</li> <li>• Lindy: Rides Motorcycles on the weekend</li> <li>• Danny: Like to Cook</li> </ul> <p>The students much select two other students to introduce to each other. The top person on the list is the more senior. Explain that you always introduce junior people to senior people. Furthermore, one the introduction has occurred, those being introduced have an obligation to exchange some basic information.</p> <p>The game ends when everyone has introduced someone.</p> <p>Example: Lindy, I would like you to meet Danny. Danny, Lindy is a cool motorcycle rider and just got back from New Mexico. I know you like to cook. Do you ever make Southwest meals? She said the food there was great. From there Danny might say, Lindy, I don’t cook much southwest food, but what did you eat on your trip. Then it is the next person’s turn.</p> <p>If you help people build connections with others, they will enjoy you and themselves more. This is particularly important when you are wanting to throw a party or plan an event with your friends.</p> <p>Follow-up Discussion: Role-play on how to ask questions. What questions are appropriate, and what questions should you avoid. Use the Nosey or Nice Handout (<a href="#">Appendix C</a>)to gauge understanding. Have your students partner to complete the worksheet, then discuss as a class why some questions are nose questions.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• First Impression - Have students list what first impressions may cost them a job when going in for an interview; may cost them a friendship when meeting someone for the first time</li> <li>• First Impression - Have students list what first impressions may help them when going in for an interview; list first impressions that may help with developing a friendship when meeting someone for the first time;</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Perspective - Interview someone to learn about how they see things.</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>• Poise - Student is given corrective criticism and he/she is able to stay in control of emotions (if not appropriate time/place to react).</li> <li>• First Impressions - Students go on a college visit or job experience, dress appropriately and have good hygiene for where he/she will be going.</li> <li>• Manners and etiquettes - students opening/holding doors for others.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior.</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Personal Space - have student observe in different settings, such as lunch room, office, classroom and how personal space is different in each location and between students (female/male) and adults (school staff)</li> <li>• Perspective - <b>Would you rather?</b> Worksheet found in <a href="#">Appendix D</a>. Ask questions and have students move to the side of the room designated they “would rather” choose. For those who are comfortable, have students share why they chose what they did.</li> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior. When returning to school can discuss what unwritten expectations and acceptable behaviors were.</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior. When returning to school you can discuss what unwritten expectations and acceptable behaviors were, and did others (not necessarily students, but other people) follow them. Use the Acceptable/Unacceptable Behaviors worksheet found in <a href="#">Appendix E</a>.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Life without rules (see <a href="#">Appendix F</a>) - have students create expectations/acceptable behavior they have for others in a work setting (this will also help them begin thinking about the environment they would like to work in).</li> </ul>
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## Formal and Informal Greetings

Let's remember that there are informal and formal greetings and that some of them can be used in both contexts and situations.

These are some of the most common phrases to greet people and where they belong.

**Instructions:** Ask your students if each greeting is formal, informal, or both. Afterwards, you and your class can discuss why.

Greetings	Formal or Informal?
Good Morning	Both
Morning Josh	Informal
Morning, Guys	Informal
Good Afternoon	Both
Good Night	Both
Good Evening	Both
Hi	Both
Hello	Both
How are you?	Formal
How are you doing?	Informal
Howdy?	Informal
How is it going?	Informal
Hey Matthew	Informal
Hey, What's up?	Informal
Hey, Buddy	Informal
Hey, Guys	Informal
Hey, What's going on?	Informal
What's new?	Informal

Citation:

Manuel, J. (n.d.). A guide to greetings and introductions in English. EnglishPost.org. Retrieved March 13, 2022, from <https://englishpost.org/greetings-and-introductions/>

Website used: <https://englishpost.org/greetings-and-introductions/>

## 7 Golden Rules for Meeting and Greeting

- Stand Up. When you're greeting new people, do so face-to-face. ...
- Look 'Em in the Eye. Making eye contact indicates engagement and focus. ...
- Smile (and the World Smiles with You) ...
- Take the Initiative with a Handshake. ...
- Say Who You Are. ...
- Observe the Hierarchy. ...
- Get the Name Game Right

Website: <https://www.mindtools.com/blog/7-rules-meetinggreeting/>

### 1. Stand Up

When you're greeting new people, do so face-to-face. It's just polite, and shows respect. It means that you consider them important enough to change your physical position for them. It also helps you to make eye contact.

### 2. Look 'Em in the Eye

Making eye contact indicates engagement and focus. It shows that you're interested in the other person. Staring at your shoes, your watch, or your phone shows the opposite, and suggests disengagement. Use positive [body language](#).

### 3. Smile (and the World Smiles with You)

Even if you're carrying the woes of the world on your shoulders, try to look happy to see your new acquaintance. A grimace immediately puts the other person on the defensive, while a smile is welcoming and inclusive.

### 4. Take the Initiative with a Handshake

Approach the person you're greeting and extend your hand. You'll come across as confident and [assertive](#), not aggressive. Don't wait for the other person to take a lead.

Keep it simple: shake firmly but avoid the "death grip." A "limp fish" leaves an equally poor impression. And keep your spare hand by your side: two-handed pumping and hands on shoulders are strictly for politicians.

### 5. Say Who You Are

Even better, say why you're there and what you do. "Hi, I'm Paula" is a start. "Hi, I'm Paula. I'm an account manager with the Client Success team. How can I help?" is actually useful and shows you're making the effort.

## **6. Observe the Hierarchy**

If you're making the introductions, remember business etiquette. Introduce less senior people to more senior ones. Start with the name of the senior person, then introduce the junior person to them.

As you did when you introduced yourself, give some context. So, "Colette, may I introduce Phil? Phil is our new lead developer. Phil, Colette is our chief financial officer."

## **7. Get the Name Game Right**

Make sure that you remember the name of anyone you've been introduced to, and use the name properly. It's better to ask the person to repeat the name than to keep using an incorrect version.

Wait for permission before using someone's first name. It's respectful. Some people don't like informality from the get-go, and it may be seen as [culturally insensitive](#).

# Introductions Activity

<p><b>Introduce your friend, Joe, to your mom, Jill Seljan.</b></p>	<p><b>Introduce your teacher, Ms. Brooke, to your dad, Larry Fletcher.</b></p>
<p><b>Introduce your cousin, Beka, to your boss, Alison Fletcher.</b></p>	<p><b>Introduce your mom, Alison, to your boss, Lee Fletcher.</b></p>
<p><b>Introduce your brother, Thomas, to your teacher, Erin Miller.</b></p>	<p><b>Introduce your friend, Rachel, to another friend, Sarah.</b></p>
<p><b>Introduce your coworker, Jenny, to your manager, Emily.</b></p>	<p><b>Introduce yourself to someone you have not met.</b></p>
<p><b>Introduce your brother, Thomas, to your friend, Rachel.</b></p>	<p><b>Introduce Emily, the girl you sit next to in math class, to your friend in science class, Jenny.</b></p>
<p><b>Introduce your friend Drew to a boy you just met at the park, whose name is Dustin.</b></p>	<p><b>Introduce your next-door neighbor, Mrs. Fletcher, to your Aunt Marie, who is visiting from Canada.</b></p>

## Introductions Activity Key

- **Introduce your friend, Joe, to your mom, Jill Seljan.**

Mom, this is my friend, Joe. Joe, this is my mom, Jill.

- **Introduce your teacher, Ms. Brooke, to your dad, Larry Fletcher.**

Ms. Brooke, this is my dad, Larry. Dad, this is Mrs. Brooke my teacher.

- **Introduce your cousin, Beka, to your boss, Alison Fletcher.**

Alison, this is my cousin, Beka. Beka, this is my boss, Alison.

- **Introduce your mom, Alison, to your boss, Lee Fletcher.**

Mom, this is my boss, Lee. Lee, this is my mom, Alison.

- **Introduce your brother, Thomas, to your teacher, Mr. Erin Miller.**

Thomas, this is my teacher, Mr. Erin. Mr. Erin, this my brother, Thomas.

- **Introduce your friend, Rachel, to another friend, Sarah.**

Rachel, this is my friend Sarah. Sarah, this is my friend, Rachel.

- **Introduce your new coworker that works in another department, Jenny, to your manager, Emily.**

Jenny, this is my manager, Emily. Emily, this is my new coworker, Jenny. She works in another department.

- **Introduce yourself to someone you have not met.**

Hi, my name is \_\_\_\_\_. It is nice to meet you. What is your name?

- **Introduce your brother, Thomas, to your friend, Rachel.**

Thomas, this is my friend Rachel. Rachel, this is my brother, Thomas.

- **Introduce Emily, the girl you sit next to in math class, to your friend in science class, Jenny.**

Jenny, this is Emily. I sit next to her in math class. Emily, this is Jenny, my friend from my science class.

- **Introduce your friend Drew to a boy you just met at the park, whose name is Dustin.**

Dustin, this is my friend Drew. Drew, this is Dustin. I met Dustin at the park.

- **Introduce your next-door neighbor, Mrs. Fletcher, to your Aunt Marie, who is visiting from Canada.**

Mrs. Fletcher, this is my Aunt Marie who is visiting from Canada. Aunt Marie, this is my next-door neighbor, Mrs. Fletcher.

## Good Manners for Work

Good manners make all the difference in our daily encounters in the workplace and can make a big difference to your career advancement opportunities. But not everyone seems to know what it means to have them. Here is a list of rules of good manners that one should abide by in the workplace – and anywhere else, really. You might think these are all obvious and, if so, good for you. There are, however, many people who need this refresher.

**Say please and thank you.** If you're asking for something, or asking someone to do something, say "please." If someone does something for you, or gives you something, say "thank you."

**Say hello and goodbye.** Greet people when you encounter them. In the morning say, "Good morning." Similarly, when you leave, say "Goodbye" or "Goodnight."

**Don't ignore people in the elevator.** This is hands down the weirdest thing I've encountered in the corporate world. You get in the elevator with people you know work in your office (but you don't work together) and they avoid making eye contact as though you're not there. OK, maybe all these people hate me, but I don't think so. I'm nice. Also, even if you do dislike someone you should greet them in the elevator.

**Offer to get coffee.** If you're running down to Tim Horton's (or whatever) ask the people around, you if they would like a coffee or tea. Make a point of saying "coffee or tea" so they don't order whole meals (without giving you money for it). If you can't afford a couple of bucks for the extra coffees, maybe you should ask for a raise. But really, someone else will get them next time, so just do it.

**Say "Excuse me."** If you want someone to get out of your way, if you bump into someone, if you walk between two people having a conversation, if you need to interrupt a conversation, say "excuse me."

**Don't interrupt.** Ideally, you shouldn't interrupt people when they're speaking. Let them finish. If you must interrupt, say "excuse me," or if you catch yourself after the fact, say "Sorry for interrupting you."

**Say "I'm sorry."** Also say "I'm sorry" if you intentionally or unintentionally hurt someone, or if you are rude or short, or if you make a mistake that costs someone else in any way, be it time, money, or something else. Sometimes we are rude or snippy when we are not at our best, and then when we realize we have made a mistake, we are too embarrassed to say anything and we just continue on as though nothing has happened. Don't do that. Take a moment to own up and make verbal amends. If the offense was very bad, buy a small gift like coffee, chocolate, flowers, or a card.

**Hold the door.** When you go through a door, always look behind you and see if anyone else is coming. If someone is, *hold the door open for them for Pete's sake*. The same goes for when you are getting into the



elevator, and you see someone coming.

HOLD THE ELEVATOR. It's what separates us from the animals.

**Turn your phone down or off when in the office.** It's OK if you forget once in a while, but don't be that one person who leaves their phone at top volume and gets calls alllllll day long.

**Don't check your phone in meetings or when someone is speaking to you.** Most of us are at least a little guilty of this. Some just steal a peek from time to time, while others stare at the screen the whole time someone is talking. It's best to put the phone away and pay full attention to the person in front of you.

**Don't complain.** Just don't. It poisons the atmosphere, makes you sound like a jerk, and might hurt someone's feelings (like if you're complaining about the food at a meeting and it gets back to the person who was in charge of it).

**Don't give unsolicited advice.** We live in a world where people are always telling others how to live. They tell you what you should and shouldn't eat and wear, how to be happy, how to exercise, and how to manage your relationships – all without being asked. This is rude. Wait for the other person to ask your advice. If they don't ask, *they don't want it*.

**Don't make personal remarks about someone's appearance or clothing.** Making personal remarks used to be considered rude. Nowadays it's normal. But guess what? It's still rude. It's OK to say, "I like your sweater." It is not OK to comment on someone's weight or appearance (unless you are good friends). Even "You look great today!" can be taken to mean "You look terrible every other day!" Be careful.

**Clean up after yourself.** So, this one time I went into a private interview room in the Workopolis office, and someone had left what, from a distance, looked a pile of toenails on the floor. Guess what it turned out to be when I looked closer? It was a pile of toenails. You probably don't leave your toenails around the office. But put your dishes in the dishwasher, and just pick up after yourself. It's not anyone else's job to clean up your mess.

**Leave the personal grooming for home.** Including clipping your toenails (weirdo) (whoever you are). Yes, you should still display good manners even if no one is looking. It's not just about whether you get caught. It's about the effect you have on the world around you. Be mindful of it, and your coworkers will appreciate it.

Website:

<https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners/>

## Appendix C

### Are You Nice or Nosy?

It is important to ask questions to break the ice when you meet someone new. However, some questions are not polite to ask, especially if you don't know that person really well. Take the quiz below by placing an X by the questions that are nosy.

1. \_\_\_\_ How long have you been playing sports?
2. \_\_\_\_ How much do you weigh?
3. \_\_\_\_ Do you have a pet?
4. \_\_\_\_ Have you always lived here?
5. \_\_\_\_ What do your parents do for a living?
6. \_\_\_\_ How much money does your dad make?
7. \_\_\_\_ Why do you talk funny?
8. \_\_\_\_ How did you get that scar?
9. \_\_\_\_ Have you ever been to Disney World?
10. \_\_\_\_ How much did your house cost?
11. \_\_\_\_ May I see the inside of your house?
12. \_\_\_\_ Why do you smell so bad?
13. \_\_\_\_ Is it true that your uncle is in jail?
14. \_\_\_\_ What is your favorite subject in school?
15. \_\_\_\_ Why did your parents get divorced?
16. \_\_\_\_ How come you don't have an X-box III?
17. \_\_\_\_ Why did you get held back last year?
18. \_\_\_\_ Do you have an older brother?
19. \_\_\_\_ Do you like to scrapbook?
20. \_\_\_\_ What is your favorite TV show?

#### Adapted from:

**Kent, Heather. C. & Brinkley, Monica. L. (n.d.) Manners for the real-world curriculum project. University of Florida IFAS Extension., Retrieved August 28,**

**2012 from <http://nwdistrict.ifas.ufl.edu/4H/Manners/manners.htm>**

**With the authors' permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman. 11-2013**

## Nice or Nosy Activity Sheet Answer Key

### Are You Nice or Nosy?

It is important to ask questions to break the ice when you meet someone new. However, some questions are not polite to ask, especially if you don't know that person really well. Take the quiz below by placing an X by the questions that are nosy.

1. \_\_\_ How long have you been playing sports?
2. X How much do you weigh?
3. \_\_\_ Do you have a pet?
4. \_\_\_ Have you always lived here?
5. \_\_\_ What do your parents do for a living?
6. X How much money does your dad make?
7. X Why do you talk funny?
8. X How did you get that scar?
9. \_\_\_ Have you ever been to Disney World?
10. X How much did your house cost?
11. X May I see the inside of your house?
12. X Why do you smell so bad?
13. X Is it true that your uncle is in jail?
14. \_\_\_ What is your favorite subject in school?
15. X Why did your parents get divorced?
16. X How come you don't have an X-box III?
17. X Why did you get held back last year?
18. \_\_\_ Do you have an older brother?
19. \_\_\_ Do you like to scrapbook?
20. \_\_\_ What is your favorite TV show?

Adapted from: Kent, Heather. C. & Brinkley, Monica. L. (n.d.) Manners for the real world curriculum project. University of Florida IFAS Extension., Retrieved August 28, 2012 from <http://nwdistrict.ifas.ufl.edu/4H/Manners/manners.htm> With the authors' permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman. 11-2013

## Appendix D

### Would you rather?

Would you rather read a book or watch a movie?

Would you rather eat pizza or ice cream?

Would you rather do a school project by yourself or with friends?

Would you rather play a video game or play outside?

Would you rather have a dog or a cat?

Would you rather have chocolate or vanilla?

Would you rather go to the beach or go camping?

Would you rather eat salty or sweet snacks for the rest of your life?

Would you rather win the lottery or be famous?

Would you rather dance or sing in front of a group of people?

Would you rather be the oldest sibling or the youngest sibling?

Would you rather give a presentation or write a long paper?

Would you rather do your homework or do chores?

Would you rather travel back in time or travel to the future?

Would you rather live in snow or rain for the rest of your life?

Would you rather be able to fly or be invisible as a superpower?

Would you rather live without Netflix or live without YouTube?

Would you rather stay in the same state all your life or travel?

Appendix E

Circle which one your group is doing:

- School
- Basketball (player or fan)
- Your home
- Grocery shopping
- Driving
- Attending a dinner at the mayor’s office
- Watching a film in a movie theater

List at least three things in each column.

<b>Acceptable/Expected Behavior</b>	<b>Unacceptable Behavior</b>

## Appendix F

### Life Without Rules

When students have completed their lists and are ready to discuss as a large group ask these questions:

- How did you know what the expected behavior or rules were for your category?
- What are the reasons that people don't follow rules?
- Describe the consequences when people don't follow the rules in school, in society, or in the workplace (Possible answers: chaos, injustice, crime, confusion, errors, selfishness, danger, fear, job loss, etc.)
- Why are their rules or expectations in these settings?

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**Lesson Plan Contents Page**



**Unit 7: Soft Skills**

**Objective 7.3: The student will be able to solve conflicts and problem solve.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 7.3: The student will be able to solve conflicts and problem solve.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
Lesson Plan Summary: Soft skills to engage others use problem solving to solve and learn through conflicts across different environments and situations.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● SC Power Of Active Listening Student Handout</li> <li>● Character Cards (print off, cut and distribute) <a href="https://www.tolerance.org/sites/default/files/general/someone%20else%27s%20shoes.pdf">https://www.tolerance.org/sites/default/files/general/someone else's shoes.pdf</a></li> <li>● SMART Goals Activity</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer</li> <li>● Projector or ability to cast/mirror computer screen</li> <li>● <a href="https://apps.mathlearningcenter.org/money-pieces/">https://apps.mathlearningcenter.org/money-pieces/</a></li> <li>● <a href="https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s">https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Dry spaghetti noodles</li> <li>● Marshmallows</li> <li>● Magazines with photos of people</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
The student will know what conflict is and how to recognize it.	The student will be able to identify what is conflict to be prepared how to handle it.	The students will discuss the appropriate steps on how to handle conflict.
The students will have practice on how to solve different forms of conflict.	The student will be able to identify different ways to solve different forms of conflict.	The students will discuss how to solve each conflict in an appropriate and inappropriate way.
The students will have practice on problem solving with a team.	The student will be able to work together with others on problem solving a task.	The student will discuss how they solve the task. What went well? What could have gone better?



The students will have practice on how to be an active listener.	The student will be able to identify what active listening is and looks like.	The student will discuss nonverbal and verbal strategies of active listening.
The students will have practice on how to be an empathetic person.	The student will be able to understand what others are feeling.	The student will discuss how others and themselves show empathy.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● Conflict- a struggle or clash between opposing forces</li> <li>● Resolution- a firm decision to do or not to do something</li> <li>● Conflict Resolution- is a way for two or more parties to find a peaceful solution to a disagreement among them.</li> </ul>
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**Lesson Activities**

<p><b>Introduction Activity: What is conflict?</b></p> <p><b>Time: 45 minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with</p>	<p><b>What is Conflict?</b></p> <p><b>Please Note: When dealing with conflict, it is REALLY important to have a clear understanding and strong foundation of what your goals (priorities) are. This will help guide you during situations that can be difficult and stressful like conflicts. If your students have not had the chance to learn SMART goals. Please see the handout attached "<a href="#">SMART Goals Activity</a>" before teaching this lesson.</b></p> <p>Ask the students, "what is conflict?". Write their answers on the board. Ask why each of the students chose to describe conflict in that way.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> <li>● When have you been in a conflict?</li> <li>● What happened?</li> <li>● What did you do?</li> </ul> <p>Discuss each step below:</p> <p><b>STEP 1: COOL OFF</b></p> <p>The very first step is to have the student or students calm down. This sounds obvious, but very often we rush past this step and engage a student in problem-solving before they are ready. You can always schedule a time for later in the day for students to</p>
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<p>a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p>complete the rest of the steps.</p> <p>If students are struggling to do this step independently, try a lesson on coping strategies. Let students learn about different ones and find ones that work for them.</p> <p>For younger students, deep breaths are a great place to start.</p> <p><b>STEP 2: SHARE, LISTEN, CHECK</b></p> <p>This step requires students to listen, check they understood, and share their perspective. Needless to say, this can be the most challenging step and it will likely require more of your support for longer before students are independent.</p> <p>When it is their turn to listen and check, students need to work on reflective listening and paraphrasing. To encourage, and guarantee, that students are truly listening and trying to understand the other student's perspective, they will paraphrase what the other student said. It is helpful to provide them with sentence frames such as:</p> <p>"I think I heard you say you feel ..." or "So you want me to try to ...".</p> <p>When it is the student's turn to share their perspective, it is really helpful to have them use an I-Message to communicate in a way that is respectful but assertive.</p> <p>"I feel sad when you don't let me play because I am alone."</p> <p>Consider adding in lessons around I-messages and assertive communication to help your students talk about their feelings and perspectives in a way that is easy to hear and act on.</p> <p><b>STEP 3: TAKE RESPONSIBILITY</b></p> <p>Once students have shared their perspective about the conflict, they need to take responsibility for their actions. In many instances, students each have some part of the responsibility, even if not equal. I prompt students to think about what they could have done differently.</p> <p>For example, Lily might be angry because Juan was playing with Kori and not her at recess. Juan doesn't have to play with Lily all the time, so Lily could take responsibility that it isn't fair for her to expect that Juan always plays with her. Juan could take responsibility that he could have nicely told Lily he wanted to play with Kori today or found a way to play with both Kori and Lily.</p> <p>A good prompting question to ask students is "Could you have done something differently to change what happened?"</p> <p><b>STEP 4: BRAINSTORM SOLUTIONS</b></p> <p>Given what the students heard from each other and the responsibility they took, the now need to brainstorm solutions that are agreeable. I emphasize thinking of solutions that are win-win for everyone. I preview what a compromise might look like and how they both get something from this. I make sure to check students who are only suggesting solutions that mostly benefit them.</p>
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	<p>It can be helpful to start the discussion with some suggestions, but it is best if this really comes from the students.</p> <p><b>STEP 5: CHOOSE A SOLUTION</b>  At this point, the conflict should feel like it is nearing a close. Students have expressed themselves, felt heard, taken responsibility, and brainstormed good solutions.</p> <p>Next students cross off solutions that are not ok to both of them. They also cross off solutions that won't prevent future problems. I like them to imagine when this happens again, do you think this solution will work? Finally, I ask them to choose the solution together they think will be the most successful. Find the win-win.</p> <p><b>STEP 6: AFFIRM, FORGIVE, THANK</b>  You could stop things at step 5 depending on the situation, but I like to conclude by giving students the option to affirm, forgive, or thank. I don't demand that they apologize because sometimes they aren't ready and/or the situation doesn't need it.</p> <ol style="list-style-type: none"> <li><b>Affirm.</b>- This focuses on acknowledging what happened and encouraging their partner.</li> </ol> <p>They can say I understand why you were upset and I will follow through with our plan.</p> <ol style="list-style-type: none"> <li><b>Forgive.</b> -If it makes sense, the students can forgive someone if they have apologized or taken responsibility for something specific.</li> </ol> <p>Thank you for your apology. I forgive you.</p> <ol style="list-style-type: none"> <li><b>Thank.</b> -The student can acknowledge the time and effort it takes resolving conflicts.</li> </ol> <p>Thank you for working on this with me.</p> <p>Says:, L., says:, A. B. M., says:, C. G., &amp; Says:, I. U. (2021, November 6). <i>Teaching conflict resolution skills in 6 easy steps</i>. Social Emotional Workshop. Retrieved April 14, 2022, from <a href="https://www.socialemotionalworkshop.com/teaching-conflict-resolution-skills/">https://www.socialemotionalworkshop.com/teaching-conflict-resolution-skills/</a></p>
<p><b>Activity 1:</b>  <b>Conflict Source Scenarios</b></p> <p><b>Time: 40 minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b>  Communicate face-to-face with</p>	<p><b>Conflict Scenarios</b></p> <p>Discuss each scenario with the students (can be as a class or in groups).</p> <ol style="list-style-type: none"> <li>Joshua sits in your chair in class. You sit there everyday and now you have to sit in the back of class. What do you do?</li> <li>Rebekah is your best friend in the whole world. You walk up to her and she doesn't say a word and walks away. What do you do?</li> <li>Tommy's dad really wants him to play on the soccer team. His dad has talked to Tommy all week about joining the team. Tommy likes to watch the games</li> </ol>

<p>others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p>instead. Tommy is worried about bringing it up to his dad. What should he do?</p> <ol style="list-style-type: none"> <li>4. Erin is really close to Emily and Jenny. Erin starts to hang out with Jenny more than Emily. Emily feels left out. What should Emily do?</li> <li>5. Jenny borrows Rebekah’s jacket. Jenny stated that she would bring it back on Monday. Jenny did not bring it back Monday. What do you do?</li> <li>6. Ask the students to talk about a conflict scenario that they have gone through. How did they handle it? Should they have handled it in a different way?</li> </ol> <p>You can ask to have the students act out the scenarios. They can give the correct way to handle the situation and the wrong way to handle the situation (for fun and to help understand the concept fully).</p>
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<p><b>Activity 2:</b> <b>Tower Building</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p><b>Tower Building</b></p> <p>Although there are many variations to this game, this one using spaghetti and marshmallows is our favorite. Divide your group of students into teams with an equal number of players. Provide each team with an equal amount of spaghetti and marshmallows. The goal is to see which team can build the highest tower within a set amount of time.</p> <p>At the end of each activity, you will need to discuss with your students how they built the tower and why did each group choose to build it that specific way.</p> <p>Mann, S. B. (2021, January 5). <i>17 fun problem-solving activities &amp; games [for kids, adults and teens]</i>. IcebreakerIdeas. Retrieved April 14, 2022, from <a href="https://icebreakerideas.com/problem-solving-activities/">https://icebreakerideas.com/problem-solving-activities/</a></p>
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<p><b>Activity 3:</b> <b>Active listening</b></p> <p><b>Time: 15 minutes</b> <b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determine priorities, determine customer needs, anticipate thoughts and actions of others</p> <p><b>General -</b> Cooperative and courteous, listens and pays attention, respects rights and privacy of others</p> <p><b>Communication skills -</b> Deal with unpleasant or angry or discourteous individuals, deal with conflict</p>	<p><b>Active Listening</b></p> <ol style="list-style-type: none"> <li>1. Explain to students that it is important for them to have an understanding of what active listening looks like concretely.</li> <li>2. Distribute <a href="#">SC Power Of Active Listening</a> Student Handout</li> <li>3. Go over the “Definition of Active Listening”</li> <li>4. Tell students that they are going to learn more about active listening through the Tips for Active Listening video.</li> <li>5. Play the Tips for Active Listening video for students. <a href="https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s">https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s</a></li> </ol> <p>After watching the video discuss it with the following questions. The SC Power Of Active Listening Student Handout could be used to help guide the discussion:</p> <ul style="list-style-type: none"> <li>● Which of these tips are nonverbal strategies?</li> <li>● Which of these tips are verbal strategies?</li> <li>● What are examples of other tips for active listening?</li> </ul> <p>Lesson: The Power of Active Listening. (n.d.). Storycorps.org. <a href="https://storycorps.org/discover/education/lesson-the-power-of-active-listening/">https://storycorps.org/discover/education/lesson-the-power-of-active-listening/</a></p>
<p><b>Activity 4: What Would You do?</b></p> <p><b>Time: 30 minutes</b> <b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determines priorities, determine customer needs, anticipate thoughts and actions of others</p>	<p><b>What Would You Do?</b></p> <p>What Would You Do? is a question activity that challenges players to imagine themselves in tough situations. For this version of the game, the prompts should focus on conflicts. To play the game, read off the situation, then give students the chance to respond. You can have players vote on certain actions multiple-choice style in a poll or call on players to share answers out loud.</p> <p>Some example prompts:</p> <ul style="list-style-type: none"> <li>• What would you do if two teammates refused to speak to each other and used you as an in between?</li> <li>• What would you do if your boss took credit for your work during a meeting?</li> <li>• What would you do if you heard that a teammate was spreading a rumor that you were hoarding all the packets of Cheez-It’s from the break room snack stash?</li> <li>• What would you do if one of your teammates did not reply to your emails for days, but you saw them posting random, non-work comments in Slack?</li> </ul>

<p><b>General -</b> Cooperative and courteous, listens and pays attention, respects rights and privacy of others</p> <p><b>Communication skills -</b> Deal with unpleasant or angry or discourteous individuals, deal with conflict</p>	<p>The prompts can be funny, serious, or a mix of both. Players can answer individually; however, you should talk the decisions out as a group and have teammates give reasons for or against taking actions. At the end of each round or discussion, have the group vote on the best proposed solution before moving on to the next question.</p> <p>This activity can help students imagine and prepare for scenarios before they happen, as well as giving students a better understanding of what teammates' first instincts are in crises.</p> <p><a href="https://teambuilding.com/blog/conflict-resolution">https://teambuilding.com/blog/conflict-resolution</a></p>
<p><b>Activity 5: Empathy</b></p> <p><b>Time: 45 minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determine priorities, determine customer needs, anticipate thoughts and actions of others</p> <p><b>Communication -</b> communicate face-to-face, deal with conflict, deal with unpleasant, angry, or discourteous individuals,</p> <p><b>Interpersonal Skills -</b> work with coworker in a group or team,</p>	<p><b>Empathy</b></p> <p>Someone Else's Shoe</p> <p><a href="https://www.tolerance.org/sites/default/files/general/someone_else's_shoes.pdf">https://www.tolerance.org/sites/default/files/general/someone_else's_shoes.pdf</a></p> <ol style="list-style-type: none"> <li>1. Go to the above link from Tolerance.org. Distribute a character card from Someone Else's Shoes. You are going to complete the rest of the activity as this character, so take some time to think about how he or she feels in the given situation.</li> <li>2. Pair up with a classmate (be sure your partner's character card is different from yours; if you have the same character, you need to pair up with someone else). As your character, tell your partner about your situation. Your partner should practice being empathetic as he is listening to your story. Then, switch roles: practice being empathetic as your partner, as his character, tells you what he is experiencing.</li> <li>3. With your partner, discuss how she showed empathy toward you, how it made you feel, and what you wish she had done differently. Use statements like, "I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care."</li> <li>4. Everyone in the class should now stand. Go around the room, sharing something you learned about practicing empathy, sitting after you share. If someone else shares your thought, sit down. Continue around the room until everyone is sitting.</li> </ol> <p>SE3.2 - Character Education Lessons: Empathy. (n.d.). Character Counts. <a href="https://charactercounts.org/se3-2/">https://charactercounts.org/se3-2/</a></p>

ask clarifying questions, show compassion towards coworkers and/or clients	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• When is the time that you have gone through a conflict? How did it go? Would you do anything different?</li> <li>• Describe what happens when you make your recipe with your team. Did everyone participate? Why or why not? Did the recipe turn out the way you expected? Why or why not? Did someone become the leader? Why do you think they became the leader?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• How can working in a team or with others make a large task easier?</li> <li>• How does the conflict make you feel?</li> <li>• What do I think the other person meant to achieve by saying / doing what they did in a past conflict?</li> <li>• How might they have felt when they said/ did this?</li> <li>• What might the other person have been thinking during a conflict that you have gone through in the past?</li> <li>• What was the other person's intention in a past conflict?</li> <li>• What emotions am I experiencing about it?</li> <li>• What do I need to forgive?</li> <li>• How will I know when the conflict is over?</li> <li>• What power does this conflict have over me?</li> </ul> <p>3. Applying:</p> <p><b>Wool Webs</b></p> <p>Divide your group into teams of equal numbers. Give each team a ball of yarn. Instruct the teams to create a web using only the yarn. Once the teams have finished (you may have to set an amount of time for completion), switch the teams around so that every team has a web other than their own. Each team then blindfolds one team member. The goal is for the blindfolded individual to unwind the web following the verbal instruction of their teammates. In order to be successful, team members must concentrate, and give/follow directions. The first team that has dismantled the web wins this game.</p> <p><a href="https://icebreakerideas.com/problem-solving-activities/">https://icebreakerideas.com/problem-solving-activities/</a></p> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Have students cut photos from a magazine and create a collage of different feelings. Have them share what the face is saying and why they think this.</li> </ul>



<https://funandfunction.com/blog/need-empathy-10-fun-activities-for-home-or-school>

5. Evaluating:

- Tell the group about a time with another team when the assignment or group task was not met. What happened? What could YOU have done differently to help meet the group goal?
- Invite one of the leaders of your host organization to talk to your class about their role. Prepare questions to ask about their challenges, conflicts, and successes.

6. Creating:

- Create a class shield for your Project SEARCH team that represents the members but also represents the goal of employment.
- If you could create a product to help all your team members be more productive, what would the product do?

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson .

## SMART Goals

Did you know that the simple act of writing down your goals makes it more likely you will achieve them? But you also need to write goals you can measure and attain, as well as identify specific steps you can take to reach them.

Websites used: <https://creativeeducator.tech4learning.com/2017/lessons/set-SMART-goals>  
<https://helpfulprofessor.com/smart-goals-examples-for-students/>

### Discussion Questions:

What are some goals that you want to accomplish?  
Do you feel you have any dreams that could come true one day?  
When do you want to accomplish these goals?  
Take a minute to write down at least 3 goals that you have.

Now, let's talk about what a SMART Goals is!

<b>S</b>	<b>Specific</b> Clearly State your Goal
<b>M</b>	<b>Measurable</b> Ensure you can Measure Success
<b>A</b>	<b>Attainable</b> Set Goals you know you can Achieve
<b>R</b>	<b>Relevant</b> Set Goals Relevant to your Career or Education
<b>T</b>	<b>Time-Based</b> Set a Deadline for Completion

**S- Specific   M- Measurable   A- Attainable   R- Relevant   T- Timely**

# Specific

Students need to clarify the who, what, when, and where of their goal. Have a discussion about using words that are specific vs. those that are ambiguous, or subject to interpretation.

# Measurable

Students need to be able to know when they have reached their goal or if they are making progress toward it. Have a discussion about quantitative vs. qualitative measurement.

# Attainable/Actionable

Students need to be realistic about what they can achieve this school year with the time and resources they have available. While "going to college" is a worthy goal, this is far into the future for most students. Work with students to help them understand that goals must also be things students can take action on now.

# Relevant

Students should be able to explain the personal and academic benefits. Talk with them about qualities that make a goal worthwhile.

# Timely

Students need to be able to achieve the goal by the end of the school year. As students are writing have them share their goals with a single peer to help them see if a single school year is a deadline that makes sense for this goal.

Work with your students to transform at least one of the items in their list into a SMART goal. Write a SMART goal for something you would like to accomplish this school year. Keep your drafts so your students can see the difference between a goal and a SMART goal.

While students can write their goals on paper, writing effective SMART goals usually takes a few revisions. Since revising is much easier and neater when done on the computer, so use a word processing program to facilitate this necessary editing.

If students use cloud-based tools like Google Documents or Wixie, have them record their goals in these programs. This way they are in their accounts collected with the rest of their work this school year.

If students have a portfolio they use to demonstrate growth and progress, add these goals to it. Students can easily add a goals document to the other projects and files in their Wixie portfolios.

Examples of SMART Goals:

- **“I will improve my focus during class this term by leaving my phone in my bag, sitting alone instead of with friends, and ensuring I turn up well-hydrated and rested.”**

**Specific-** My goal is to have better focus specifically during class time.

**Measurable-** I will have a checklist that I will fill-out every day before class to ensure my phone is in my bag, I'm sitting on my own, I have my water bottle, and I've slept for 8 hours the previous night.

**Attainable-** These are simple tasks that are within my power.

**Relevant-** The goal will help me to learn in class so it's relevant to my education.

**Time-Based-** I have set myself the goal to maintain this checklist for the entire current term.

- **“I will create a deck of 100 flashcards related to my Spanish course and memorize all 100 flashcards within 3 weeks by spending 20 minutes per day on the task.”**

**Specific-** The goal will be to learn the things that are specifically listed on the flashcards.

**Measurable-** I will be able to have a friend test me at the end of the 3 weeks to see my grade out of 100.

**Attainable-** It is reasonable to be able to memorize 100 new words in 3 weeks, or about 5 words per day.

**Relevant-** Learning these words will make it easier for me to create sentences in Spanish class.

**Time-Based-** I will meet this goal within 3 weeks.



## **POWER OF ACTIVE LISTENING**

Student Handout

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### **DEFINITION OF ACTIVE LISTENING**

ACTIVE LISTENING involves attentively seeking to understand a speaker's message, rather than passively hearing the words that a speaker says.

ACTIVE LISTENERS provide verbal and nonverbal feedback to show their sincere investment in what the speaker is sharing.

ACTIVE LISTENING can help to build trust within a conversation, thereby allowing the speaker to communicate more easily, openly and honestly.

### **REFLECTION QUOTE: LISTENING AS SURRENDER**

Listening...involves a certain surrender, a willingness to sit with what one does not already know...Listening requires us to stretch a little beyond what we know, expect or want.

- Diana Senechal

**Lessons for  
Living, Learning,  
and  
Working**





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**Lesson Plan Contents Page**  
**Unit 7: Take Responsibility for Own Actions**  
**Objective 7.4: *The student will be able to demonstrate the ability to take  
responsibility for their own actions.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 7: Social Skills Objective 7.4: The student will be able to demonstrate the ability to take responsibility for their own actions.</b>		<b>Total Activities: 5</b>
<b><i>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</i></b>		
<b>Lesson Plan Summary:</b> Soft skills to engage with others by taking responsibility for their own actions in different situations and environments.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Responsibility Activity</li> <li>● The Four Steps to Fix Your Mistakes</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer</li> <li>● Projector or ability to cast/mirror computer screen</li> <li>● <a href="https://apps.mathlearningcenter.org/money-pieces/">https://apps.mathlearningcenter.org/money-pieces/</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart paper</li> <li>● A clean, empty jar</li> <li>● A container with enough plastic golf balls or ping pong balls to fill the jar to the top</li> <li>● A container with enough uncooked rice to fill the jar once the balls are inside</li> <li>● Paper Plates</li> <li>● Markers</li> <li>● School Student Handbook</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the importance of representing an organization and how to conduct oneself.	The students will be able to be aware of one's actions.	Students will discuss how they can be aware of their own actions.
Students will know what responsibility is and how to be responsible.	The students will carry out responsible actions in the classroom and throughout the day.	Students will discuss how they can be more responsible everyday.
Students will know the importance of prioritizing responsibilities.	The students will understand that they can have responsibilities and fun, but what needs to be done first.	Students will discuss responsibility and the importance of prioritizing them (before having fun).

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Logo:</b> a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.</li> <li>● <b>Responsibility:</b> the opportunity or ability to act independently and make decisions</li> <li>● <b>Consequence:</b> something that is either positive or negative produced by a cause or necessarily following from a set of conditions</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities</b>
<p><b>Introduction Activity:</b></p> <p><b>Time: 1 Hour</b></p> <p><b>Logo Activity</b> Picture Walk</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or</p>	<p><b>Logo Activity</b></p> <p>Logos are pictures and symbols that organizations and companies use. Here are few examples of logos:</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p><b>Discussion Question to start:</b></p> <ul style="list-style-type: none"> <li>● Why do you think companies use logos?</li> </ul>



clients, Follows Directions, Listen Actively

**Self-Determination:**

Determine Priorities, Identify and express own strengths and weaknesses

**General:** Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately

- Why do you think logos are important?
- Why do you think of when you see your favorite sports team logo?
- What is your school logo?
- Do you know what the Project SEARCH logo looks like?

Whenever you wear a company or school logo, you represent that company. That is a very important responsibility. When employees wear their company logo, the employee is responsible for doing the right thing while wearing that logo.

What do you think happens to employees if they are caught doing something that is bad while wearing that logo? Like stealing or being mean to others.

They could get fired. Why is that? That is against the companies' values and ethics. Your actions are really important and have consequences (good or bad). To be the best employee, it is best to have that same "mindset of wearing a logo" all the time. Be aware and take responsibility for your actions. What are some things to keep in my mind?

What are good actions?

- Honesty
- Kindness
- Being Safe
- \_\_\_\_\_ - (You give me a good example).

As a class, create a logo that represents your classroom values and ethics. Decide as a group:

- How do you want the logo to look?
- What do you want to represent?

After creating the logo, discuss how important it is to wear that logo with pride and always doing the right thing because you all represent each other.

Think how you would want to be represented.



<p><b>Activity 1:</b> <b>What is Responsibility?</b></p> <p><b>Time: 30 minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, follow directions listen actively</p> <p><b>General:</b> Cooperative and Courteous, Communicates Adequately, Follows Directions, Works well with co-workers</p>	<p><b>What is Responsibility?</b></p> <p>Start off with the discussion question: "What does it mean to you to be responsible?" Write down each answer each student gives and talk about it as a team.</p> <p>Please see the <a href="#">Responsible Activity Handout</a>. You can pass this out to the students or draw/write this on the board (have the students do this activity as a group).</p> <p><b>Ask each student to write down 3 things that have done that showed they were VERY responsible.</b></p> <p>After each intern has finished with their list, ask the interns to share what they put on their list. Write the ideas on a whiteboard. Some students may have written the same thing. Ask and discuss with the interns:</p> <ul style="list-style-type: none"> <li>• Why does that certain thing show that you are very responsible?</li> <li>• How did you feel knowing that you were being very responsible?</li> </ul> <p><b>Ask each student to list 3 things that they can do to be more responsible. Then, ask students to share when finished.</b></p>
<p><b>Activity 2:</b> <b>Scavenger Hunt</b></p> <p><b>Time: 1 hour</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, follow directions listen actively</p>	<p><b>Scavenger Hunt</b></p> <p>Divide the class in groups of four if you are playing the game at school or ask family members to form pairs at home. Give each group of pairs a long list of items -- if children cannot read yet, include images instead of words -- and ask the groups to search around the school -- or home -- and return in one hour with all the items of the list. The members of each group or pair must determine which specific items each person must search for. This way, every player is held accountable for finding -- or failing to find -- certain items of the list. The team to find the most items within an hour are the winners.</p> <p>After finishing the scavenger hunt:</p> <ul style="list-style-type: none"> <li>• Tie this accountability piece with work by talking about different professions:</li> </ul> <p>Form a list of a series of professions, such as police officer, accountant, fire fighter, teacher, restaurant inspector and so forth. Make copies for each student or family member and distribute them to students or family members. If students are unable to read yet, draw pictures of each professional, with his distinctive outfit or work tools. Start each round with a number and ask students or family members who are</p>

<p><b>General:</b> Cooperative and Courteous, Communicates Adequately, Follows Directions, Works well with co-workers</p>	<p>held accountable for checking the health and safety conditions of restaurants, for example. Players must then write the corresponding number next to the inspector and wait for the next question. The player who answers correctly to all the questions is the winner. This game helps players -- and especially young children -- understand how professionals are held accountable for their performance at work.</p> <p><a href="https://classroom.synonym.com/church-harvest-party-ideas-games-12082562.html">https://classroom.synonym.com/church-harvest-party-ideas-games-12082562.html</a></p>
<p><b>Activity 3: Filling the Jar</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination -</b> Make choices, decisions and plans to meet own goals, Take actions to complete own plans successfully, Determine priorities, Evaluate the results of own actions, make decisions independently,</p> <p><b>General -</b> Admits mistakes, listens and pays attention, asks for help and clarification when needed, follows rules &amp; regulations</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>Filling the Jar</b></p> <p>Learning objectives: Participants will be reminded of the need to prioritize responsibilities before pursuing fun.</p> <p>Materials needed: A clean, empty jar; a container with enough plastic golf balls or ping pong balls to fill the jar to the top; a container with enough uncooked rice to fill the jar once the balls are inside</p> <p><b>Overview:</b></p> <p>Say: “The jar represents the amount of time we have available in a day. The balls represent our responsibilities, or duties, while the rice represents the fun things we want to do. Every day we think about our priorities. Should we take care of our duties first or have fun first? Let’s say we choose to do the things we most <i>want</i> to do.” Dump all the rice in the jar. “We’ll realize that our day is mostly over. Once we begin to add the balls (responsibilities), it isn’t long before our day is full and we have not taken care of all our responsibilities.”</p> <p>Dump everything back out and start over. Say: “What if we choose to take care of our responsibilities first, and <i>then</i> do the things we want to do? If we put the balls in first and then add the rice, everything fits.”</p> <p>Hold up the jar that is full of balls but no rice. The class will see all the gaps in the day. It isn’t balanced this way either. We need to concentrate on accomplishing two or three responsibilities, then taking a few moments of downtime (a few balls, a little rice, then a few more balls, a little more rice, etc.). Pour in the rice on top of the balls, to illustrate.</p> <p>Say: “Sometimes, a lot of us tend to throw balls (responsibilities) into our day as fast and furiously as we can, and never add any rice. Don’t we all have items on our ‘to-do’ lists that never seem to get done? Those are extra balls, and often we try to cram them into the jar. We cannot fit 18 balls in a 12-ball day!”</p> <p><b>Classroom application:</b></p> <p>To make the idea more concrete for younger students, have them suggest what responsibilities some of the balls could represent (e.g., doing homework, walking the dog, practicing piano) and what some of the rice could represent (e.g., playing a video game, talking on the phone, going to the movies).</p>
<p><b>Activity 4: Taking</b></p>	<p><b>Taking Responsibility</b></p>

<p><b>Responsibility</b></p> <p><b>Time: 20-40 Minutes (depends on discussion)</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination</b> - Make choices, decisions and plans to meet own goals, Evaluate the results of own actions to determine effectiveness</p> <p><b>General</b> - admits mistakes, accepts praises, accepts constructive criticism/feedback</p> <p><b>Work Structure</b> - Follow established procedures</p> <p><b>Communication Skills</b> - Communicating face to face with others, Deal with conflict</p> <p><b>Interpersonal Skills</b> - Follow directions, monitor own body language</p>	<p>Watch video “Responsibility - Taking Responsibility - Life skills - Social Skills” (<a href="https://www.youtube.com/watch?v=ZYOUJucqyMI">https://www.youtube.com/watch?v=ZYOUJucqyMI</a> ); about 4 minutes in length</p> <p>The video can be watched in its entirety or stopped throughout to discuss</p> <p>If watched in its entirety questions to ask:</p> <ul style="list-style-type: none"> <li>● What does taking responsibility for your actions mean?</li> <li>● If being responsible is something you learn, how or where did you learn to be responsible?</li> <li>● Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?</li> <li>● How could your character and reputation be damaged?</li> <li>● How can relationships be damaged?</li> <li>● How can it damage personal growth?</li> <li>● What are the benefits of taking responsibility?</li> <li>● Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?</li> <li>● What are ways you can learn to take responsibility for your actions? (If you already know how to do this, how can others learn?)</li> </ul> <p>If stopped to discuss, possible stops &amp; discussion to have:</p> <table border="1" data-bbox="451 1008 1453 1822"> <thead> <tr> <th><u>Stop Time</u></th> <th><u>Question to ask/discuss</u></th> </tr> </thead> <tbody> <tr> <td>26 seconds</td> <td>What does taking responsibility for your actions mean?</td> </tr> <tr> <td>47 seconds</td> <td>If being responsible is something you learn, how or where did you learn to be responsible?</td> </tr> <tr> <td>1:54</td> <td>Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?  How could your character and reputation be damaged? How can relationships be damaged? How can it damage personal growth?</td> </tr> <tr> <td>2:13</td> <td>What are the benefits of taking responsibility?  Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?</td> </tr> <tr> <td>Finish</td> <td>What are ways you can learn to take responsibility for your own actions? (If you already know how to do this, how can others learn?)</td> </tr> </tbody> </table>	<u>Stop Time</u>	<u>Question to ask/discuss</u>	26 seconds	What does taking responsibility for your actions mean?	47 seconds	If being responsible is something you learn, how or where did you learn to be responsible?	1:54	Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?  How could your character and reputation be damaged? How can relationships be damaged? How can it damage personal growth?	2:13	What are the benefits of taking responsibility?  Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?	Finish	What are ways you can learn to take responsibility for your own actions? (If you already know how to do this, how can others learn?)
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<p><b>Activity 5: What’s on</b></p>													

<p><b>Your Plate?</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination -</b> Make choices, decisions and plans to meet own goals, Take actions to complete own plans successfully, Determine priorities, Evaluate the results of own actions, make decisions independently,</p> <p><b>General -</b> Admits mistakes, listens and pays attention, asks for help and clarification when needed, follows rules &amp; regulations</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>What's on Your Plate?</b></p> <p>Learning Objective: To understand student responsibilities Materials: Paper plate (one for each student); markers Instructions:</p> <ul style="list-style-type: none"> <li>● Give everyone a plate and some markers.</li> <li>● Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time as a student. Math-type students can even make it into a pie graph.</li> <li>● Students then pair up with another and tell what is on their plate.</li> </ul> <p>Variation: If the group is too big for everyone to explain their plate individually, you can have them raise their plates to various categories. Like: "Who has 'completing homework' on their plate?" "Who has 'being on time to practice'?"</p> <p>Process and Reflection:</p> <ul style="list-style-type: none"> <li>● Which values are represented in how students fill their day?</li> <li>● What do choices that one makes have to do with putting values into action?</li> <li>● How did you decide what goes on your plate?</li> <li>● What is the most important value to you? Why?</li> <li>● What can you do to live by these core values?</li> <li>● Why is it hard for everyone to live by the values we desire to see in students at our school?</li> <li>● Responsibility is more than just a word – it is the outcome of choices made. List all the ways at our school where you see responsibility as an outcome of a choice.</li> <li>● Can values be taught? What do you think teachers at our school should do if you believe that values can be taught to students</li> </ul> <p><i>Responsibility lesson.</i> Character Counts. (2021, March 13). Retrieved May 15, 2022, from <a href="https://charactercounts.org/c4/">https://charactercounts.org/c4/</a></p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking</b></p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>● When is a time that you have been given responsibility by a parent, teacher,</li> </ul>

**Questions and Evaluation Tools**

[http://www.mandela.ac.za/cyberhunts/bl\\_oorn.htm](http://www.mandela.ac.za/cyberhunts/bl_oorn.htm)

coach, or employer? How did it go? Would you do anything different?

- Describe a time that you took responsibility for something that you did. Was it easy to own it? How did others respond/react when you took responsibility?

2. Comprehension / Understanding:




- Reading your school’s mission statement. Discussing the policies and procedures and how taking responsibility for your own actions is a big piece of your schools’ ethic code. Discuss why and importance.

3. Applying:

- What does it take to fix a mistake? Four steps! When students make a mistake, it is helpful for them to have a process for owning up to the mistake and trying to fix it. Talk to your class about the four steps they can take to admit a mistake and make it better. Create and display a chart like the one below to help them remember the four steps. It can also be helpful to walk students through these steps one at a time when they are struggling to accept responsibility for something they have done.

[The Four Steps It Takes To Fix Your Mistakes](#)

The Four Steps It Takes to Fix Your Mistakes

Steps to Solve the Problem	Questions to Ask Myself
 <p>Step 1: Figure out what I did and why</p>	<p>What did I do wrong?</p> <p>Was I angry or upset?</p> <p>Was it an accident?</p>
 <p>Step 2: Figure out how it affected others</p>	<p>How did my mistake make others feel?</p> <p>How would I have felt if that happened to me?</p>
 <p>Step 3: Figure out how to make sure it doesn’t happen again</p>	<p>What are some better choices I could have made?</p> <p>What can I do differently next time?</p>



Step 4: Figure out how to make it better

What can I do to make the situation better?

Is there someone I need to apologize to?

What would make me feel better if someone did this to me?

*Accepts responsibility for choices and actions* . Conquering Kindergarten. (n.d.). Retrieved May 14, 2022, from <https://conqueringkindergarten.org/skills-toolkit/accepts-responsibility-for-choices-and-actions/>

4. Analyzing:

- Think of a logo and how it is tied to someone famous. How that famous person act or treat people affect how you feel about the product that they are tied to? (see them in commercials or wearing logos on uniform if an athlete)

5. Evaluating:

- Have students review the school student handbook and find five things they are responsible for. Have them discuss what the consequence is for following the rule/expectation and for not following it.
  - **Example** - *Student responsible for completing work when gone (sick or school activity).*
  - *Positive consequence - If a student does this then will not have detention assigned. Will not get a late grade.*
  - *Negative consequence - If a student does not do this he/she may get a late grade, an "F" on assignment, or may be assigned after school detention.*

6. Creating:

- Make a list of signs that a person takes responsibility and a list of signs a person is not taking responsibility
- Top of the board or chart paper write "Responsibility". Under that create a chart with three columns - Looks like, Sounds like & Feels like. Have the students brainstorm what it looks, sounds and feels like. Students may list both negative and positive things.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**What does it mean?**

**Characteristics**

# Responsible

**Examples**

**Non-Examples**



### ***The Four Steps It Takes to Fix Your Mistakes***

<b><i>Steps to Solve the Problem</i></b>	<b><i>Questions to Ask Myself</i></b>
 <i>Step 1: Figure out what I did and why</i>	<i>What did I do wrong?</i> <i>Was I angry or upset?</i> <i>Was it an accident?</i>
 <i>Step 2: Figure out how it affected others</i>	<i>How did my mistake make others feel?</i> <i>How would I have felt if that happened to me?</i>
 <i>Step 3: Figure out how to make sure it doesn't happen again</i>	<i>What are some better choices I could have made?</i> <i>What can I do differently next time?</i>
 <i>Step 4: Figure out how to make it better</i>	<i>What can I do to make the situation better?</i> <i>Is there someone I need to apologize to?</i>  <i>What would make me feel better if someone did this to me?</i>

**Lessons for  
Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**



**Unit 7: Social Skills Across Environments**

**Objective 7.5: *The student will be able to monitor and assess social skills across environments.***

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 7.5: Social Skills</b> The student will be able to monitor and assess social skills across environments.		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities:</b> Individualize these sections to make this section more meaningful for the student.		
<b>Lesson Plan Summary:</b> To help gain and utilize different social skills across many different environments to help grow.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Self-Awareness Worksheet For Older Children</li> <li>• Role Play for Self-advocacy</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the different social environments that are a part of their everyday world.	Students will have to be aware of the social environment that they are currently participating in and display appropriate actions.	Students will be able to demonstrate how to interact in a variety of social environments.
Students will know the different social skills to use in different social environments.	Students will be able to interact appropriately in each different social environment.	Students will be able to demonstrate how to interact in a variety of social environments.
Students will know self-awareness skills.	Students will be able to recognize in him/herself needs, strengths, interests, preferences and limitations.	Students will complete and discuss a worksheet on his/her own needs, strengths, interests, preferences and limitations.
Students will know how to self-advocate.	Students will be able to speak up for him/herself.	Students will practice self-advocating.

<b>STEP TWO: The Lesson Plan</b>	
<b>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</b>	
<b>Glossary:</b>	Ensure the students are familiar with glossary words connected with this lesson.

	<p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Social Environment</b> - the environment developed by humans as contrasted with the natural environment, society, especially in its relation to the individual.</li> <li>● <b>First impressions</b> - assumption at first meeting or first sight</li> <li>● <b>Perception</b> - how you see something, your view</li> <li>● <b>Casual</b>- relaxed and unconcerned</li> <li>● <b>Self-awareness skills</b> - skills that allow individuals to identify and understand their needs, strengths, interests, preferences and limitations</li> <li>● <b>Self-Advocacy</b> - the action of representing oneself or one's views or interests</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities</b>
<p><b>Introduction</b> <b>Activity:</b> Different Social Environments</p> <p><b>Time:</b> 1 Hour</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>Different Social Environments</b></p> <ul style="list-style-type: none"> <li>● Discussion - First go over the different social environments and then ask the students what their different social environments are.</li> </ul> <p>Examples of Social Environments:</p> <ul style="list-style-type: none"> <li>● School</li> <li>● Work</li> <li>● Church/Religious Settings</li> <li>● Family Gatherings</li> <li>● Being with Friends</li> <li>● Attending a Funeral</li> <li>● Medical Appointments</li> <li>● Meeting New People</li> <li>● Public Interaction By Yourself (Shopping, Walking in the Park, etc.)</li> <li>● Eating At a Restaurant</li> <li>● Social Media</li> <li>● Phone Interaction</li> </ul> <p>Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. How do you interact in the environment above?</li> <li>2. What environments can you be more casual in your manners? What environments require important manners and rules?</li> <li>3. Can you think of any other environments that you are a part of?</li> </ol> <p>Ask the students to split into groups of 2 or 3. Ask students to pick two environments and role-play each environment.</p>

<p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately</p>	
<p><b>Activity 1:</b></p> <p><b>Time:</b> 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p> <p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens</p>	<p><b>Different Social Environment Scenarios</b></p> <p>Split your students into groups of 2 or 3. Give each group a scenario and ask for each group to act out the given scenarios. Each appropriate social skill is worth <b>1 point</b>. Point system below:</p> <p>Social Skills Examples for Points:</p> <ul style="list-style-type: none"> <li>● Greeting appropriately= 1 point</li> <li>● Staying on topic in a conversation= 1 point</li> <li>● Taking responsibility for one’s actions = 1 point</li> <li>● Using Empathy= 1 point</li> <li>● Practice Appropriately Personal Space= 1 point</li> <li>● Using correct amount of eye contact= 1 point</li> <li>● Waiting your turn to speak = 1 point</li> <li>● Using Manners = 1 point</li> </ul> <p>Scenarios:</p> <ol style="list-style-type: none"> <li>1. Dustin is walking in with your best friend Matt into your favorite class. You both are talking about your plans for the weekend, but class starts soon!</li> <li>2. Lindsey is meeting her friend Beka at your favorite restaurant for lunch. They both start talking about how their day is going.</li> <li>3. Jenny and Emily are at work trying to figure out how to clean up a spill in the office.</li> <li>4. Erin is talking to your teacher Ms. Fitz. Erin is apologizing for being late yesterday and will try not to let it happen again.</li> <li>5. Sam is looking at her Instagram while her boss is talking to her about the schedule change.</li> <li>6. Jerry and Cal both walked up to the concession stand at the same time. Jerry motioned to Cal that he could go first.</li> </ol> <p>To get each point the team needs to justify (teacher could help) how they earned each point with the scenario. Try to give at least two scenarios to each team (if time permits). The team with the most points wins!</p> <p>You have a small prize for the team that wins (choice of a fun activity or something else small) to help with the competition.</p>

<p>and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately</p>	
<p><b>Activity 2:</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p> <p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker,</p>	<p><b>Take Initiative Across Environments</b></p> <p>Making Friends in Different Settings</p> <p>Share with students - as you get older you will begin to be in situations where you need to take the initiative to make friends. Your school friends may continue to be in contact with you, but you will begin to make new friends. Ways to make the connections:</p> <ul style="list-style-type: none"> <li>● Make time for each other</li> <li>● Do what they want <ul style="list-style-type: none"> <li>○ Grab a drink/coffee</li> <li>○ Go for a walk</li> <li>○ See a movie</li> <li>○ Attend a local event</li> <li>○ Get lunch</li> <li>○ Go bowling</li> <li>○ Go to a museum</li> </ul> </li> </ul> <p>Brainstorm things that you enjoy doing. Practice (role play) Getting to know someone new - at work, with faith community, at event, moving to new location/town</p>

<p>communicates adequately</p>	
<p><b>Activity 3:</b> Self-Awareness</p> <p><b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination:</b> Determines priorities, Evaluate results of own actions to determine effectiveness, Makes decisions independently, Identify and express own strengths and weaknesses</p> <p><b>General:</b> Admits mistakes, Accepts praises, Expresses needs</p>	<p><b>Self-Awareness across Environments</b></p> <p>Have students brainstorm areas that they are at throughout the day/week. (Some answers may be - home, work, school, games, etc.) Write their responses on the board. Have discussion on if they behave, think or what limitations they may have that are the same in each place they go to throughout the day. These are called being self-aware.</p> <p>Share with students what self-awareness skills are: skills that allow individuals to identify and understand their needs, strengths, interests, preferences and limitations.</p> <p>Discuss with students the importance of recognizing these areas in themselves in all areas/places of their lives. Not everyone recognizes these things in themselves until they stop to take time to look at him/herself. Complete the <a href="#">Self-Awareness Worksheet for Older Children</a></p> <p>Discuss with the class what they have written down.</p> <p><i>21 Self-Determination Skills and Activities to Utilize Today.</i> (2020, January 30). PositivePsychology.com. <a href="https://positivepsychology.com/self-determination-skills-activities/#skills">https://positivepsychology.com/self-determination-skills-activities/#skills</a></p>
<p><b>Activity 4:</b> <b>Patience</b></p> <p><b>Time:</b> 2 Hours</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination:</b> Make decisions independently, Identify and express own strengths and weaknesses</p> <p><b>Communication Skills:</b> Communicate face-to face with</p>	<p><b>Patience with Plants</b></p> <p>What is patience? Patience is the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.</p> <p>Have the students volunteer at a nearby garden center. This is fun activity to work as group but using patience. Good examples of activities are repotting planting, watering, pulling weeds, etc. While volunteering, discuss with your students few questions:</p> <ul style="list-style-type: none"> <li>• How long do you think it took for all these plants to grow?</li> <li>• Do you think all those plants stay alive?</li> <li>• Do you think it took patience to grow these plants? Why?</li> <li>• Why is patience important?</li> <li>• Do you think it takes a lot of hard work to have patience at time? If so, why?</li> </ul> <p>Great follow up activity is to bring seeds to the classroom and each student grows their own plants. Ask the students to keep data on long it takes for the plants to go.</p>

<p>others, deal with conflict, Deal with unpleasant or discourteous individuals, Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a coworker in a group or team, Cooperate with others to accomplish work activities, Listen actively</p>	
<p><b>Activity 5:</b> Self-Advocacy</p> <p><b>Time:</b> 30 minutes</p> <p><b>Self-determination:</b> Make decisions independently, Identify and express own strengths and weaknesses</p> <p><b>Communication Skills:</b> Communicate face-to face with others, deal with conflict, Deal with unpleasant or discourteous individuals, Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a coworker in a</p>	<p><b>Self-Advocacy</b></p> <p>Review with students what “Self-Advocacy” means. <i>The ability to speak up for yourself and the things that are important to you.</i></p> <p>Divide the students into groups of two. Give each group a role play scenario - <a href="#">Role Playing Scenarios for Practicing Self-Advocacy Skills</a></p> <p>.</p> <p>Two options to do with this activity:</p> <ol style="list-style-type: none"> <li>1. Have the students role play how they would self-advocate with the scenario given.</li> <li>2. Have the students brainstorm ways they would self-advocate, then choose what is the best one. Share the scenario with the large group and how they would self-advocate.</li> </ol> <p>Follow Up Discussion: Have students discuss what was challenging about this and what was easy. Why?</p>



<p>group or team, Cooperate with others to accomplish work activities, Listen actively</p>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• When was a time that you self-advocated (at school and/or outside of school)? Tell me about this situation? Was it easy? Hard? Why?</li> <li>• Tell me about a time you made a new friend. What did you do or say? Did you go up to them, or did they come up to you?</li> </ul> </li>   <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Have student(s) tell why they need to know how to self-advocate in different environments?</li> <li>• How can you tell if you are in someone’s personal space? What signal might the other person be giving you? Is there a time that it is okay to be in someone’s personal space?</li> </ul> </li>   <li>3. Applying: <ul style="list-style-type: none"> <li>- After completing the <a href="#">Self-Awareness Worksheet for Older Children</a> document, the student(s) chose something they like to do. Have them role-play asking a friend to do that with them. If his/her friend does not enjoy doing this they can practice telling the friend why they would like them to do the activity together.</li> </ul> </li>   <li>4. Analyzing: <ul style="list-style-type: none"> <li>- Review your social media. Have students pick one of their social media platforms, review thinking from an outside person perspective. What would they think? Would it offend them? Would it make them happy? Would it upset them? What kind of picture do they create of you?</li> </ul> </li>   <li>5. Evaluating: <ul style="list-style-type: none"> <li>- Have student request an accommodation that is his/her IEP on his/her own (ie. asking a teacher to sit in front of class, copy notes, and have a test read). After the student does this, meet with him/her and talk about what went well, what he/she will do again, what needs to change and why. When they have an opportunity to do something similar follow up with that. Did it work the same? If changes were made, did they work?</li> </ul> </li>   <li>6. Creating: <ul style="list-style-type: none"> <li>- Have students create role play scenarios that take place in different settings/environments about one of the following things and then act them out for younger students: <ul style="list-style-type: none"> <li>- Self-Advocating - home vs school vs work vs community</li> <li>- Making Friends - school vs community vs work</li> <li>- Meeting a friend at lunch - cafeteria vs. cafe</li> </ul> </li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## Self-Awareness Worksheet for Older Children What are

three of your greatest strengths?

What two things seem harder for you than for other kids your age? What

are two of your favorite things to do?

What are two of your least favorite things to do?

List three of your recent successes (big or small):

List two things you did recently that you could have done better: Who do

you turn to for help with things that are hard for you?

### *The Four Steps It Takes to Fix Your Mistakes*

<i>Steps to Solve the Problem</i>	<i>Questions to Ask Myself</i>
 <p><i>Step 1: Figure out what I did and why</i></p>	<p><i>What did I do wrong?</i></p> <p><i>Was I angry or upset?</i></p> <p><i>Was it an accident?</i></p>
 <p><i>Step 2: Figure out how it affected others</i></p>	<p><i>How did my mistake make others feel?</i></p> <p><i>How would I have felt if that happened to me?</i></p>
 <p><i>Step 3: Figure out how to make sure it doesn't happen again</i></p>	<p><i>What are some better choices I could have made?</i></p> <p><i>What can I do differently next time?</i></p>
 <p><i>Step 4: Figure out how to make it better</i></p>	<p><i>What can I do to make the situation better?</i></p> <p><i>Is there someone I need to apologize to?</i></p> <p><i>What would make me feel better if someone did this to me?</i></p>