Lesson Number: **RNH.5.3**

Meeting People

Purpose:

Purpose: The purpose of this lesson is to help students develop their social skills and increase their successful communication with others.

Quick Reference:

Time Required:
50 minutes

Objectives:
After completing this lesson, students should be able to:

1. Identify different emotions as others speak.
2. Identify key components of successful public speakers.
3. Evaluate oneself and share with others.

Materials:

- ✔ RNH.5.3.AS.A – one per group of 3 or 4
- ✔ RNH.5.3.AS.B – one per student

Directions:

Today students will be evaluating scenarios and identifying emotions and key components of a successful public speaker.

1. Break class into groups of three or four students. Make sure each student has a writing utensil and paper. Pass out RNH.5.3.AS.A to each group and have them read along as you read.
2. Pose the following four questions that students should write and discuss as a group and then capture answers on individual papers.
    a. What is the person trying to say?
    b. How can you tell a person might be feeling this way? List three reasons why.
    c. What might you do to break through the façade? List three reasons why.
    d. How many different emotions can you identify? List all that your group could find.
3. Have each group share their list of emotions. Make a list on the board of all emotions identified. Some additional emotions the students may not have identified include: anger, fear, contempt, indifference, hurt, interest, contentment, happiness, joy, relief, and pride.
4. Ask students to volunteer to role-play each emotion nonverbally. Assign the student volunteers an emotion in private and have the other students guess the emotion being demonstrated.

5. Draw closure to the activity by leading a discussion. Debriefing questions might include:
    a. Why is it important for effective leaders to be able to recognize and interpret nonverbal communication?
    b. What skills should a leader develop to facilitate open communication?
    c. What personal communications skills can you develop to avoid misinterpreting others' nonverbal messages?
6. End lesson with students doing RNH.5.3.AS.B. Upon completing the self-assessment have students select three areas that they scored low in and ask them to share with the class ways to increase their score in one of them.

Connection Questions:

1. Why is it important for public speakers to incorporate emotions into their speaking?
2. What are some key ways to facilitate open communication with others?
3. Why is it important to evaluate oneself?

LifeKnowledge Connections:

Precept(s) Addressed:

Relationships
B4. Eliminate barriers in building relationships.

Character
D4. Respect others.

Social Growth
H2. Present self appropriately in various settings.

LK Lesson Suggestion:

MS.33 – Approaching New People
MS.34 – The Importance of Handshakes and Eye Contact
HS.52 – Meeting New People
HS.53 – Beginning Conversations

Please Listen to What I'm Not Saying

Don't be fooled by me. Don't be fooled by the face I wear. For I wear a mask, I wear a thousand masks, masks that I'm afraid to take off; and none of them are mine.

I give you the impression that I'm secure, that confidence is my name and coolness is my game, that the water's calm and I'm in command, and that I need no one. But don't believe me. Please.

My surface may seem smooth…beneath I dwell in confusion, in fear, in aloneness, but I hide this. I panic at the thought of my weakness and fear of being exposed. That's why I frantically create a mood to hide behind, a nonchalant, sophisticated façade to shield me from the glance that knows. But such a glance is my salvation. And I know it.

It's the only thing that can assure me of acceptance and love. I'm afraid that you'll think less of me, that you'll laugh. To laugh would kill me.

So, I play my game, with a façade of assurance without—and a trembling child within. And so my life becomes a front. I only chatter to you in the suave, surface tones. I tell you everything that's nothing, and nothing of what's everything, of what's crying within me. For when I go into my routine do not be fooled by what I'm saying. Please listen carefully to what I'm not saying.

I dislike the superficial phony game I'm playing. I'd like to be genuine and spontaneous and me. You've got to hold out your hand even when it seems to be the last thing I seem to want or need. Only you can call me into aliveness. Each time you're kind and gentle and encouraging, each time you try to understand because you really care, my heart begins to grow wings, very feeble wings.

I want you to know how important you are to me, how you can be a creator of the person that is me, if you choose to. But it will not be easy for you. A long conviction of worthlessness builds strong walls.

The nearer you approach me, the blinder I strike back. It is irrational, but despite what the books say about man, I am irrational. I fight the very things I cry out for. But I am told that love is stronger than walls, and therein lies my hope. Please try to beat down those walls, but with gentle hands—for a child is very sensitive.

Who am I, you may wonder? I am someone you know very well. I am every man and woman you meet.

Author Unknown

Name: _____

Date: _____

Self-Assessment

First Impression — Lasting Impression

4 = always; 3 = most of the time; 2 = occasionally; 1 = seldom; 0 = never

1. When you meet a person for the first time, do you make it a point to remember his/her name, make eye contact, and smile warmly? **4 3 2 1 0**

2. Do you make it a point to brighten people's days by doing or saying something that brings a little sunshine into their lives? **4 3 2 1 0**

3. Do you have "telephone etiquette"? **4 3 2 1 0**

4. Do you understand and observe most rules of etiquette with regard to introductions and table manners? **4 3 2 1 0**

5. On the job, do you make it a point to go out of your way to help customers or people who require service or information? **4 3 2 1 0**

6. In social, professional, or business situations, do you attempt to put your best foot forward through dress, appearance, and behavior? **4 3 2 1 0**

7. Do you express gratitude to others by sending thank-you notes or verbalizing your feelings after a situation which requires such correspondence (gifts, social situations, etc.)?
4 3 2 1 0

8. Do you belong to service-oriented organizations which allow you to provide energy and time to say "thank you" to your school or community? **4 3 2 1 0**

9. Do you go the extra mile on the job (school activity projects, school work)?
4 3 2 1 0

10. Do you recognize the achievements of others by comments, notes, or public acknowledgements?
4 3 2 1 0

Total Score: _____