

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.5.2**

Meeting People

Purpose:

The purpose of this lesson is to help students develop their social skills and increase their comfort level when meeting new people.

Quick Reference:

Time Required:

50 minutes

Objectives:

After completing this lesson, students should be able to:

1. Demonstrate introducing themselves to new people.
2. Demonstrate shaking hands appropriately.
3. Practice opening a conversation.
4. Practice introducing others.

Materials:

- ✓ Name tags
- ✓ Container
- ✓ Slips of paper with names, ages, and titles

Directions:

Share with your students that one of the most enjoyable benefits of participating in FFA and other student organizations is the opportunity to meet new people from your area or possibly from other corners of the nation and world. Indicate that many of us feel insecure about approaching someone we do not know and initiating a conversation. To help the students overcome that hurdle, today's lesson will include guidelines on how to meet people and feel more comfortable in new situations.

Before class, make slips of paper with a name, age, and title on each slip of paper. Each student will draw out a slip of paper and role-play introducing another at the end of the class.

Introducing Yourself

1. Share with your students that when you find yourself in a situation where there is someone present you do not know you should introduce yourself promptly and appropriately. Some simple guidelines may be helpful. Generally, we expect three things when we meet others: eye contact, a smile, and a handshake.
 - a. If you are with a friend or acquaintance and they do not introduce you first, take the initiative and introduce yourself and say something like, "Hi, I'm Elizabeth Moore." You might follow with some background information about yourself, such as "I am from Clarksburg," or, "I met Tyler at the national FFA convention."
 - b. Role-play this by pretending to introduce yourself to one of your students. This will naturally lead into a discussion on responding to introductions.





Responding to Introductions

2. Indicate that if it is an informal introduction, you can simply respond with “hello.” Again, you could add some information, such as, “Elizabeth has been telling me all about your great SAE.” If it is a formal introduction, the appropriate response would also be more formal, such as, “How do you do?” or “It is a pleasure to meet you.”

Greetings

3. Tell your students that it is appropriate for them to rise for an introduction.
 - a. (Note whether or not the student you introduced yourself to earlier stood up or remained seated). Standing is appropriate in most situations.
 - b. However, when a new person enters a large function and everyone else is seated, it is not appropriate for everyone to stand. Rather, the person closest to the person entering the room should rise for the introduction.
 - c. Have students practice entering a room and being introduced in a formal setting. Also seat students in groups around tables and have them practice introducing a new arrival.

Shaking Hands

4. Part of a lasting and positive first impression in the American culture is the handshake. Instruct students that the proper shake includes several steps:
 - a. Make eye contact with the other person.
 - b. Glance down at his/her right hand and guide your hand into his/hers so that the palm of each hand meets, palm-to-palm.
 - c. Re-establish eye contact
 - d. Grasp firmly but painlessly (don’t try to play the intimidator and squeeze too hard or play the part of a dead fish and have no grip; both are inappropriate).
 - e. Pump hands two to three times only.
 - f. Release hands crisply.
 - i. *Note: If the right hand of the person you are greeting is disabled or unavailable, it is appropriate to shake their left hand.*
5. Have students form two concentric circles and work their way around the room, shaking hands with each student they encounter. This will give them practice at making appropriate contact.
 - a. Mention to the students that not all cultures use a handshake for greeting. For example, in many Asian cultures a bow is considered more appropriate.



Opening a Conversation

6. Instruct students that when they are introduced, they should listen carefully to the other person's name and repeat it early in the conversation. This will help them remember their new acquaintance's name. Review the following sample questions that can be asked to get a conversation started. Encourage your class to commit this list to memory as a way of sharpening their conversation skills.
 - a. What is your name?
 - b. Where are you from? (also, related questions about their home town, e.g., size, location, characteristics)
 - c. Do you have any brothers or sisters? (also, other family-related questions)
 - d. What are your hobbies, interests, pastimes, sports, and talents?
 - e. Do you work? What do you do? What is your supervised agricultural experience program?
 - f. What are your favorite foods, cars, colors, etc.?
 - g. What are your goals?
7. Encourage your students to ask open-ended questions, avoiding those that have "yes" or "no" answers. Of equal importance, instruct them that they should strive to give more than "yes" or "no" answers. No one likes to have to carry the entire conversation burden.
8. Indicate that as the conversation develops, they will generally find they have some things in common and the conversation will take off from there. Here are some conversation guidelines:
 - a. Listen.
Maintain eye contact with the other person when they speak.
 - b. Avoid folding your arms; it sends a message that you are not interested in what the other person is saying.
 - c. Indicate interest when the other person speaks by leaning forward slightly.

Introducing Others

9. There are some general rules for making introductions.
 - a. The person being introduced or "presented" is named last.
 - b. The person of lesser authority is introduced to those of greater authority. For example, you would say, "Mr. Smith, I would like to introduce you to my friend, Sandy Fletcher."
 - c. A younger person is introduced to an older person. "Jacob, I would like you to meet my younger sister, Britta."
10. Give each student a name tag with a short description (gender, age, title). Put the same names on slips of paper and mix them up in a container. Draw two names out of the container and ask those students to come up to the front of the class. Choose a student to do the introduction.
 - a. Using the rules of etiquette, the student must correctly introduce the two people to each other.
 - b. You may choose to make this into a game by picking teams and timing students. Award a point each time a student makes a correct introduction. This could even be a great time to invite an administrator or fellow teacher to "pop" in and be introduced to other students.



Connection Questions:

1. Why is it so important to make a first impression?
2. What can we do to make a lasting impression even if we didn't make a good first impression?
3. Why should everyone develop and practice etiquette?

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