

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.6.1**

Relating to Others

Purpose:

The purpose of this lesson is to help students understand the human relations skills needed for effective skills.

Directions:

Discuss the role human relations plays in leadership.

1. Ask students to think of people they know or have encountered who they consider to have good “people skills.”
2. Instruct students to record their thoughts and be prepared to share. Allow students about 60 seconds to think and record their thoughts.
 - a. Encourage students to think about such people skills characteristics as honesty, sensitivity, cooperation, and flexibility.
3. After allowing time for students to think and record their thoughts, have them share their thoughts; record on writing surface. As students share, have them share the “people skills” that brought that person to mind. Record the characteristics next to each person.
4. Explain that human relations skills is another phrase for people skills.
 - a. Students are developing their human relations skills by taking this course.
 - b. People develop human relations skills in the positive interactions we have with those around us.

Quick Reference:

Time Required:

60 minutes

Objectives:

After completing this lesson, students should be able to:

1. Identify the role human relations plays in leadership.
2. Identify human relations skills.
3. Implement and practice effective human relations skills.

Materials:

- ✓ Writing surface
- ✓ Writing utensil
- ✓ Blank sheets of paper – two to three per student
- ✓ Markers
- ✓ RNH.6.1.AS.A – one per student
- ✓ RNH.6.2.AS.B – one per student





5. Explain that people like to be around people with positive human relations skills, like the people identified on the writing surface.
 - a. People with positive human relations skills make us feel good about ourselves and about others.
 - b. Positive leaders often exhibit positive human relations skills.

Identify human relations skills and discuss why they are important.

6. Describe positive human relations skills that help students achieve success in school, relationships, and their career.
7. Record each of the following human relations skills on the writing surface. For each skill, ask students to consider “What does this skill look like?” and “Why is this skill important?” Generate discussion based on students’ responses to the “What” and “Why” questions for each skill:
 - a. Honesty
 - b. Integrity
 - c. Sensitivity
 - d. Cooperation
 - e. Flexibility
 - f. Support
 - g. Self-confidence
 - h. Responsibility
 - i. Dependability
 - j. Maturity
 - k. Attitude of service
 - l. Role modeling
 - m. Availability
 - n. Visibility

Note: Instructors may wish to provide a list of the human relations skills above to small groups of students. Have each small group discuss a skill and then generate whole-class discussion based on the small group thoughts.



Apply human relations skills to situations or phrases students may encounter. Engage students in a Hieroglyphic e-Moment® with the items.

8. Display the items on the activity sheet RNH.6.1.AS.A.
9. Guide students through a Hieroglyphic e-Moment. Explain that the task is to consider each item related to positive human relations skills and to create a picture or glyph of each item.
10. Have students create their glyphs on blank sheets of paper, drawing with markers.
11. Help students get started with the first couple of items. Model the following steps on the writing surface, having students follow along.
 - a. Record the item above or below where you will create the glyph (for example, #1: Be totally committed to doing the best job possible).
 - b. Create a picture or glyph that represents that characteristic of positive human relations skills
 - a. For example, represent commitment by drawing a stick figure studying a book.
 - b. Support yourself with the highest quality people: draw a stick figure lifted up by three to five other stick figures.
 - c. Maintain a cheerful, pleasant attitude: draw a stick figure with a big smiley face.
 - d. Refrain from “passing the heat”: draw a stick figure attempting to pass a fire to another stick figure, then draw a circle around the figures, with a line through it to indicate this is something we should not do (similar to a no-smoking sign).

Have students engage in a self-assessment of their human relations skills. Follow up with setting goals for improvement.

12. Ask students to think for a moment then ask, “Where do you think you rate with human relations skills?”
13. Continue by explaining to students they will have an opportunity to assess their own human relations skills.
 - a. Encourage students to think critically and honestly about their ability with each item.
 - b. Give students about three minutes to complete the task.
14. Distribute copies of RNH.6.1.AS.A to each student.
 - a. Ask students what questions they have as they begin.



15. After students have completed the self-assessment, ask them to reflect on the process. Consider the following questions:
 - a. How did it make you feel to think about your human relations skills?
 - b. How do you exhibit these skills on a daily basis?
 - c. What surprised you after looking at your results?
16. Continue the process by having students set goals for areas they wish to improve.
 - a. Review with students the concept of SMART goals (see LifeKnowledge lessons below related to goal setting).
 - b. Have students consider three areas from their self-assessment they would like to improve.
 - c. Give an example of a SMART goal related to one of the areas.
 - i. For example, “I want to be more responsible and dependable. To accomplish this, I will start using my planner immediately for the rest of the school year.”
 - d. Allow students time to draft their goals on the lines below the assessment on RNH.6.1.AS.B. Circulate around the room to assist students and answer questions.
 - e. After students write their goals, ask for volunteers to share.

Extend Activity

Use the activity “It’s Payday” (RNH.6.1.AS.C and RNH.6.1.AS.D) to extend thinking about positive human relations skills.

Connection Questions:

1. Who has made a positive impact on my life?
2. What are the characteristics these people have that made a difference?
3. What characteristics do I possess that I can use to have a positive impact on people?
4. How can I use my role as a leader to make a positive impact on the people around me?
5. How does our organization benefit from having members with positive human relations skills?



LifeKnowledge Connections

Precept(s) Addressed:

Action

- A5. Communicate effectively with others.
- A7. Invest in others by enabling and empowering them.

Relationships

- B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.
- B2. Interact and work with others.
- B3. Develop others.
- B4. Eliminate barriers in building relationships.
- B5. Participate effectively as a team member.

Character

- D1. Live with integrity.
- D3. Accept responsibility for personal actions.
- D5. Practice self-discipline.

Awareness

- E3. Participate in activities that promote appreciation of diversity.

Social Growth

- H1. Acknowledge that differences exist among people.
- H2. Present self appropriately in various settings.
- H3. Develop, maintain, and grow healthy relationships.

Professional Growth

- I1. Plan and implement professional goals and priorities.

Communications

- M5. Operates effectively in the workplace.

Flexibility and Adaptability

- O3. Reacts with openness to feedback and professional growth opportunities.



LifeKnowledge Connections (cont.)

LK Lesson Suggestion:



Middle School

- MS.14 – Developing Goals
- MS.15 – Setting Goals
- MS.32 – The Need for Positive Relationships
- MS.36 – Understanding Ways People Are Different

High School

- HS.21 – Positive and Negative Influence
- HS.44 – The Benefits of Goal Setting
- HS.45 – Goal-Setting Strategies
- HS.51 – The Importance of Building Relationships
- HS.56 – Appreciating Differences in People
- HS.60 – Seeking Positive Relationships
- HS.70 – The Value of Diversity on Teams
- HS.71 – Appreciating Individual Talents and Strengths
- HS.84 – The Need for Communication to Influence Others
- HS.101 – Learning to Assess Others' Strengths
- HS.102 – Finding Opportunities for Others to Grow and Succeed

Advanced High School

- AHS.28 – Assessing the Strengths of Others
- AHS.35 – Leading Others in Strategic Thinking
- AHS.43 – Identifying Others to Grow and Develop



Positive Human Relations Skills

1. Be totally committed to doing the best job possible.
2. Support yourself with the highest quality people.
3. Maintain a cheerful, pleasant attitude.
4. Refrain from “passing the heat.”
5. Be willing to say, “I made a mistake.”
6. Be willing to say, “I don’t know.”
7. Avoid indiscreet, negative criticism of co-workers, fellow students, and superiors.
8. Work hard and smart.
9. Stand up for the principles you believe in.
10. Keep an open mind.
11. Be diplomatic.
12. Maintain a positive mental attitude.
13. Develop a professional, energetic image.
14. Be a team player.
15. Be enthusiastic.
16. Treat your co-workers as you would like to be treated— with respect and dignity.



Name: _____

Date: _____

Developing Positive Human Relations Skills

Think about yourself and circle the appropriate number following each human relations skill. Four means “I do this all the time,” zero means “I never do this.”

		I never do this	I hardly ever do this	I sometimes do this	I do this often	I do this all the time
1.	I am honest and just in my dealings with others.	0	1	2	3	4
2.	I am sensitive to the needs and wants of others.	0	1	2	3	4
3.	I am cooperative and work for the good of the group.	0	1	2	3	4
4.	I am flexible and willing to change when I need to.	0	1	2	3	4
5.	I am supportive of the people I work with.	0	1	2	3	4
6.	I am self-confident and don't let others run me over.	0	1	2	3	4
7.	I am responsible and dependable.	0	1	2	3	4
8.	I am emotionally mature.	0	1	2	3	4
9.	I enjoy my work and am pleasant to be around.	0	1	2	3	4
10.	I display an attitude of service to others.	0	1	2	3	4



Developing Positive Human Relations Skills

		I never do this	I hardly ever do this	I sometimes do this	I do this often	I do this all the time
11.	I set a good example for others.	0	1	2	3	4
12.	I am available to assist people I work with when needed.	0	1	2	3	4
13.	I show confidence in people and help to build their self-concept.	0	1	2	3	4
14.	I use the power available to me wisely.	0	1	2	3	4

Consider your self-assessment. Take a look at the skills you rated yourself lower; select three skills you want to strengthen.

Write a SMART goal for each of the human relations skills you want to strengthen.

- _____

- _____

- _____



It's Payday

Quick Reference:

Time Required:

60 minutes

Materials:

- ✓ Envelope for each student
- ✓ Masking tape
- ✓ Scissors – one for every 2-3 students
- ✓ Blank paper – one for each student
- ✓ RNH.6.1.AS.D – one per student

Teacher Preparation:

Prepare copies of RNH.6.1.AS.D for each student; secure enough scissors (one pair of scissors for every two or three students). Distribute pieces of masking tape to each student.

Purpose:

The purpose of this activity is to extend thinking about positive human relations skills by providing positive feedback to peers.

Directions:

1. Distribute an envelope to each student.
 - a. Have students write their first and last name on the back side of the envelope, below the flap.
 - b. Have students use the masking tape to secure their envelope to the wall or on a desk in the room. The flap on the envelope should be open, with the student's name facing out.
2. Have students write on the blank paper the names of 12 different students in the class they have worked with in some way—either in class, in FFA, or in out-of-class activities.
3. Distribute RNH.6.1.AS.D to each student.
 - a. Have students use the 12 names they identified to complete the pay slips on the activity sheet with positive comments.
 - b. Each pay slip should be about a different person.
 - c. Have students cut out the 12 pay slips.
4. Instruct students to distribute their pay slips in the appropriate envelopes.
5. After students have distributed their pay slips, have them retrieve their envelopes.
6. Allow time for students to read their pay slips.



Payday

7. Process the activity with students. Questions may include:
 - a. How did you feel writing the comments about your peers?
 - b. How did you feel receiving the comments from your peers?
 - c. Why is positive reinforcement necessary for people?
 - d. How does this relate to developing positive human relations skills?
8. Have students examine the pay slips they received and consider types of pay slips they did not receive. Guide students to understand that the results of this activity may help illustrate perceived strengths and areas for improvement.

Note: If you have a group who would send negative or inappropriate responses to others, hold the envelopes until the next day to use at the beginning of class. This will allow you to review the pay slips and remove negative comments. Also, the instructor may wish to participate by providing a positive comment to each student.



Payroll

Complete each pay slip and place in the appropriate envelope. You will create a pay slip for each of the 12 people you identified on your list.

_____ taught me how to:	
_____ has helped me by:	
A positive characteristic of _____ is:	
_____ is a good leader because:	
What impresses me most about _____ is:	
I am glad _____ is in our group because:	
_____ has had a positive influence on my behavior by:	
I can tell _____ understands me because:	
_____ has been a role model to me by:	
I have been impressed by the way _____ does:	
The one positive comment I want to give _____ is:	
I hope _____ never changes the way he/she:	