



High School

National FFA Organization

Lesson HS.54

FIRST IMPRESSIONS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. H2: Present self appropriately in various settings.

National Standards. NPH-H.9-12.5 Using Communication Skills to Promote Health — Analyze how interpersonal communication affects relationships.



Student Learning Objectives. As a result of this lesson, the student will ...

1. List and distinguish between actions that create a positive first impression and those that create a negative one.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Variety of hats—one per student
- ✓ John Deere Hat
- ✓ Bibs or overalls
- ✓ Lab coat
- ✓ Athletic hat
- ✓ Sweatpants
- ✓ Variety of jackets, shirts, or pants—one per student
- ✓ Writing surface
- ✓ Overhead projector
- ✓ Pen and paper for student notes and activity
- ✓ Boxes to hold the clothing, hats and props



Interest Approach

Before students arrive, place the box of clothing in the center of the room. Any attire, which can be used to judge a person's occupation, will work. Examples: "Farmer" hats like John Deere, seed corn companies, or cowboy hats. Athletic hats, dress attire, or specific uniforms such as medical lab coats or scrubs. The students will choose one item that will change their appearance. Once everyone has on a costume, the students will develop their first impressions of the people in the room.



Welcome everyone! Please come to the center of the room and put on one item from these boxes. Any item will work.

Monitor time for about two minutes.



Please take your seats. Look around the classroom at your new classmates. What do you think of them? Take a few moments and look at each person.

Give students about 25 seconds.



What can you tell me about the person wearing the John Deere cap and bibs?

Possible answers are: a farmer; a rancher



What about the person wearing the athletic team hat and the sweatpants?



Possible answers are: that person is an athlete or a sports fan



How about the person in the lab jacket.

Possible answers are: that person is a doctor or nurse



What if I told you that the person in the John Deere hat is a sports fan, the person in the lab coat is a farmer, and the person in the cheese head hat is your family doctor? Why would that be hard to believe?

Possible answers include: because you would not expect someone to be dressed that way with a certain profession



We have just discovered a nasty trick that society plays on many people every day. The game of first impressions. We look at someone and decide that we know everything about that person just by the kind of car they drive or by the type of clothing they wear. First impressions are more than what we see on the outside; they are about our words and actions as well. Because first impressions are very important, how can we do our best to always make a positive one? What actions should we avoid that might cause us to make a negative impression? Look at the person next to you and say, "Guess what?"

Students repeat



We are about to find out.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and distinguish between actions that create a positive first impression and those that create a negative one.

►Activity:



Now more than likely you already have ideas in your mind about what causes good and bad first impressions. And if you don't, let's take some time right now to brainstorm and see what we can come up with. Let's get into groups.

Put students into groups of four for the following activity. Groups may be divided by height, color of hair, or by random numbering. They will brainstorm the factors that lead to a good and bad impression.





When I say, “go,” your group will find a corner of the room to work in. Choose one person to be the scribe to take notes. Scribes, divide the paper in half. Record “Bad” on the left side and “Good” on the right side. You are to brainstorm factors that lead to a good first impression and factors that lead to a bad impression.

You will have three minutes to complete this activity. Every group will be asked to share their answers with the entire class. Are there any questions? Go.

Time the event for three minutes. Walk to each group and assist them if they need help in the brainstorming process.



Okay, let’s hear what your groups have to say. Please come to the front of the room and, as a group, present your ideas to the other groups. Listen carefully to what each group shares.

Call on each group to present to the class. Capture their answers on the writing surface. Some possible answers are clothing, handshake, eye contact, environment, association with the person, conversations.



Thank you for sharing your wonderful thoughts! Please return to your seat and put these ideas I have written in your notebooks.

Tell me why these particular traits are important when making a first impression?

Possible answers include: because these are the first things you may notice about a person



Which one do you think would create the best first impression? Which one would create the worst?

Write all these ideas in your notebooks.

Allow students to copy the information into their notebooks.

I. Factors of a good impression.

- A. Eye contact
 - 1. Look directly at the person
- B. Friendly and approachable
- C. Good handshake
 - 1. Winning versus whimpy!

►Activity:



I need everyone to form a single-file line. I will meet with each of you in the line. You will need to introduce yourself to me with a handshake. I will evaluate if it is a winning or whimpy handshake.



Perform activity.



I can tell you that a winning handshake is very important to meeting new people and making a good first impression. If you think your handshake was whimpy, you need to work on making it a firm handshake. A good, strong handshake is very important to making a good first impression.

D. Well spoken and can carry a conversation

II. Factors of a bad impression

A. Stares at the ground or looks around.

B. Withdrawn

1. Does not want to be around a lot of people

C. Difficulty in conversing

D. Inappropriate behavior

1. Dressing poorly, sloppy eating, loud voice



Okay, now that we've listed them, let's act them out and see what they look like. Pick one of the actions we've listed and with a partner, each of you will go to the front of the class and act it out. Now don't tell us. Let us guess.

Give each team one minute to act out an action and as an option, give out small prizes to the person who gets the action right first.



Good job everyone. Okay, now what we know how to make a positive first impression, tell me why it is important? What might someone think of you the first time they meet you if you make a good or positive first impression? A bad first impression?

I challenge you to consider your actions, dress, attitude, and conversation the next time you have the opportunity to make a first impression. Remember, we want all of our impressions to be great impressions!

Before I give you the opportunity to show me what you know on paper, let's check our brainpower up to this point.

Use Show What You Know Moment to review.

Perform extended classroom activity (the same activity explained on the following page) if time allows. Each group should have four to five members. The skits should represent a positive or negative first impression. They should 4 minutes to prepare and 45 seconds per group to present the skits.



Review/Summary



We have shared some great information today about first impressions. We are going to forecast



our future success in meeting new people, just like a weatherman forecasts a sunny day! Let's see how much you have learned today in a Bob the Weather Guy Moment.

Use Bob the Weather Guy Moment.



►Extended Classroom Activity:

Students will present examples of good and bad impressions in groups of four to five by conducting a skit that they will develop within their groups.

►FFA Activity:

Students will observe others in FFA CDE settings to see who makes a good and bad impression based on the traits that they learned in the lesson.

►SAE Activity:

In their SAE programs, students will strive to always make good impressions on the people that they meet on the job or in their program environment.



HS.54.Assessment.A

Answers to Assessment:

1. Student must have five of the following:
 - Smile
 - Eye contact
 - Handshake
 - Ability to carry a conversation
 - Dress
 - Actions and gestures
2. A good impression is when you smile and make good eye contact, firm handshake, ability to converse and are dressed appropriately for the setting. A bad first impression is when you are unable to carry on a conversation, are not acting or dressed appropriately for the situation, weak hand shake and little eye contact.



FIRST IMPRESSIONS

►Directions:

Please complete the following questions to the best of your ability.

1. Name five of the six traits of a first impression.
2. Describe a good first impression and a bad first impression.



FACTORS OF A GOOD IMPRESSION

- ◆ **Eye contact**
 - ➔ Look directly at the person
- ◆ **Friendly and approachable**
- ◆ **Good handshake**
 - ➔ Winning versus Wimpy
- ◆ **Well spoken and can carry a conversation**

FACTORS OF A BAD IMPRESSION.

- ◆ **Stares at the ground or looks around**
- ◆ **Withdrawn**
- ◆ **Difficulty in conversing**
- ◆ **Inappropriate behavior**
 - ➔ Dressing poorly, sloppy eating, loud voice



WHAT IS NOTICED DURING A FIRST IMPRESSION.

- ◆ **Smile**
- ◆ **Eye contact**
- ◆ **Handshake**
- ◆ **Ability to carry a conversation**
- ◆ **Dress**
- ◆ **Actions and gestures**

