



Middle School

National FFA Organization

Lesson MS.19

CREATING POSITIVE IMPRESSIONS IN PUBLIC

Unit.

Stage One of Development—ME

Problem Area.

What Foundational Skills Do I Need for Personal Growth?

Precepts.

H2: Present self appropriately in various settings

National Standards.

NL-ENG.K12.12 - Applying Language Skills - Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Describe the importance of making a positive impression.
- 2 Discuss conduct and appearance for various settings.
- 3 Demonstrate proper conduct and appearance.



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Time. Instruction time for this lesson: 50 minutes.



Resources

FFox, Sue. *Etiquette for Dummies*. New York, NY: Hungry Minds, 1999.



Tools, Equipment, and Supplies

- ✓ Clothing items
- ✓ MS.19.TM.A
- ✓ MS.19.TM.B
- ✓ MS.19.TM.C
- ✓ MS.19.Assess—one per student
- ✓ MS.19.Test—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- Impression
- Body language



Interest Approach

Select two students from the class and take them into a separate room or hallway. Provide them with clothing to wear that makes one appear very neat and the other sloppy. Instruct the two students to answer the questions they are asked in a manner that depicts how they are dressed. Encourage them to use their imaginations and act the part.



Today you are going to pretend you are a storeowner, and you are looking for a part-time employee to help you at your business. This person will be assisting the receptionist in answering the telephone and greeting customers as they enter the store. Take 30 seconds to write down a question you would ask this potential employee.

Time the students for 30 seconds



Time is up! For the next few minutes, you will be conducting interviews with candidates who are applying for the job. You need to act very professionally throughout this interview process. When I call your name, you may ask the candidate your question.

Introduce the first student, posing as a messy person with poor manners. Call on students to ask their questions.

Introduce the second student, posing as the neat and tidy person with good manners who makes a positive first impression. Call on students to ask the same questions as before. Elicit responses.





Which person would you hire for the job, and what qualities make him or her a better fit for the position?

Common responses: neat; answered questions more completely; fit the job description.+



Why is it important to look the part when you are applying for a job? In what other situations is it also important to look the part? For the rest of this class period, we will be looking at characteristics you can use to make positive impressions on people.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the importance of making a positive impression.



Let's look more deeply into what making a positive impression really means.

Share MS.19.TM.A.



Write the following definition and information in your notes.

I. What is an impression.

A. An **impression**: is the effect, feeling, or image we give or receive as the result of an experience. When we meet someone for the first time, we take with us a memory of how that person first appeared to us within the first 30 seconds of our meeting, and we also leave a memory of ourselves on the person we have just met; this is called a first impression.



Are there any characteristics that you think are missing from this list?

Call on students to share responses and list on the transparency those that are on target.



Now, using a Picasso Moment, you will identify those characteristics that will help you make a positive impression on others. Take out a sheet of paper and utensils to color with. Draw yourself, as you are dressed today. Then draw yourself so you would make a more positive impression on someone you may meet today. You will have five minutes to perform this activity. Begin!

Time the students for five minutes while you are circulating in the room.





Time is up! Take the next 30 seconds to share your picture with you neighbor and tell him or her what you would change about your appearance today.

Time the students for 30 seconds.



Time's up! Next, let's explore some things you can change today that will make a better first impression.

Objective 2. Discuss conduct and appearance for various settings.



Who can tell me what a mime is? Have any of you ever seen a mime perform? Mimes have the ability to communicate with their audience without talking. We all have mime-like characteristics, and we need to be aware of the messages we send even though we may not be uttering a word!

I need three volunteers to come forward. Who would like to help me?

Call on three students and have them line up at the front of the room.



Without uttering a word, I would like you to show the class you are sad, using only body language.

Thank you! Next, without uttering a word, I would like you to show the class you are upset, using only body language.

Finally, without saying a word, show the class you are confused, using only body language.

As we've seen, we send very clear messages without uttering a single word! It is imperative, therefore, that we make sure we are sending the message we intend. As body language is a key factor in making a positive first impression, we must be aware of the unspoken messages we are transmitting.

Share MS.19.TM.B.

II. What characteristics are included in making a positive first impression?

- A. Clothes
- B. Hair
- C. Voice
- D. Language, both verbal and non-verbal
- E. Manners
- F. Posture



What characteristics should be added to this list?

Write those on the transparency.



 Now that we know what a positive first impression is and how to make one, let's practice!

Objective 3. Demonstrate proper conduct and appearance.

 There are several things you can make a conscious effort to consider that will ensure you make a positive impression on others, including your clothing, your language, and your introductions.

Share MS.19.TM.C.

III. What you can do to make a positive impression

- A. Be impeccably groomed.
 - 1. Comb hair neatly.
 - 2. Select clothes that are neat, worn appropriately, and are flattering to your body style.
- B. Use a voice and language that are appropriate for the setting.
- C. Employ good manners in all situations.
- D. Be conscious of the body language, or non-verbal communication, you use.
- E. Demonstrate good posture.

IV. Introductions

- A. Smile and show that you are happy to meet this person.
- B. When introducing a male to a female, say the woman's name first; for example, "Susie Smith, I would like you to meet Jack Jones."
- C. When introducing a person to a small group, say his or her name first, followed by the group; for example, "Susie Smith, I would like you to meet Jack, Janice, and Rob."
- D. When introducing yourself to someone new, say your name and a piece of information relevant to the situation, then wait for a response; for example, "I am John Smith, I am a senior at South High School."
- E. Next, find a similarity between those who are being introduced.

 Now it is time to practice the skill we just learned. When I say, "tidy up," We have one minute to clean ourselves up. Let's take the time to tuck in our shirts, tie our shoes, comb your hair, or do anything else that will create a positive first impression. Let's tidy up!

Time the students for one minute.

 Time is up! Now that we are ready to make your first impressions, let's practice introducing one another.

For this activity, students are given name tags that say who they are and what they do. They will then use this information to introduce themselves to one another and begin a conversation. They have 30 seconds to make their first impression and will then switch to another person.





You are going to practice making introductions to one another. You will have 30 seconds to make a positive first impression. When I say, "switch," our 30 seconds are up, and we will need to move on to another person. What questions are there? Start your introductions!

Time the students for 30-second intervals, saying, "switch" between each one.



It is important to leave a positive impression with everyone we meet and to strive to remember names and information about people we could use to strike up another conversation if the opportunity comes around.



Review/Summary

Use a Go-With-the-Flow-Moment to represent the steps that must be taken to make a positive first impression.



Application

►Extended Classroom Activity:

Visit a nursing home and have the students practice making positive first impressions with those they do not know.

►FFA Activity:

Have students present to the chapter a demonstration on how to make a positive first impression.

►SAE Activity:

Have students apply their positive first impression skills by visiting a banker to inquire about getting a loan to assist them in their SAE program.



Evaluation

A written test is provided along with an assessment tool.

Assessment:

Each student will have 30 seconds to make a positive first impression on you. They will be graded on the rubric attached.



Answers to Test:

Part One: True or False

1. True
2. False
3. False
4. True

Part Two: Short Answer

5. Voice, Language, Clothing, Posture, Introduction
6. Nod their head yes or no, smile to be happy, frown to be sad
7. "Mom, I would like you to meet Mr. Brown. Mr. Brown, this is my mother, Teresa."



CREATING POSITIVE IMPRESSIONS IN PUBLIC

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Body language is non-verbal communication.
- _____ 2. Creating a first impression does not include your dress and hair.
- _____ 3. Creating an impression with someone takes about 30 minutes.
- _____ 4. When introducing a man and a woman, the woman’s name should be said first.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

5. List four things that are considered when making a first impression
6. Describe how someone could use body language to make a statement.
7. Write how you would introduce your teacher to a parent or guardian.



CREATING POSITIVE IMPRESSIONS IN PUBLIC

Assessment of Student Performance on Creating a Positive First Impression			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student was neat and made a proper introduction, then proceeded with a conversation. Satisfactory: the student was neat and introduced himself or herself. Needs Improvement: the student was not neat and lacked information in the introduction.	10	
Represents Definition of Personal Growth	Exceptional: the student included proper information in the introduction. Satisfactory: the introduction was made. Needs Improvement: introduction lacked important information.	30	
Appropriateness and Originality	Exceptional: nothing questionable; shows very original thought. Satisfactory: nothing questionable; idea is modified. Unacceptable: inappropriate action or dialogue.	10	
TOTAL POINTS			



WHAT IS AN IMPRESSION.

◆ **An impression is the effect, feeling, or image we give or receive as the result of an experience. When we meet someone for the first time, we take with us a memory of how that person first appeared to us within the first 30 seconds of our meeting, and we also leave a memory of ourselves on the person we have just met; this is called a first impression.**



WHAT CHARACTERISTICS ARE INCLUDED IN MAKING A POSITIVE FIRST IMPRESSION.

- ◆ Clothes
- ◆ Hair
- ◆ Voice
- ◆ Language, verbal and non-verbal
- ◆ Manners
- ◆ Posture



WHAT YOU CAN DO TO MAKE A POSITIVE FIRST IMPRESSION

◆ **Be impeccably groomed.**

➔ Comb hair neatly.

➔ Select clothes that are neat, worn appropriately,
and are flattering to your body style.

◆ **Use a voice and language that are appropriate for the setting.**

◆ **Employ good manners in all situations.**

◆ **Be conscious of the body language, or non-verbal communication, you use.**

◆ **Demonstrate good posture.**

