



MODULE

Social Skills & Etiquette



MODULE

Social Skills and Etiquette

MODULE GUIDE

► ENDURING UNDERSTANDING

Social skills and proper etiquette contribute to better communication in any environment.

► LEARNING OUTCOMES

At the end of this module, students will be able to do the following:

- Create a great impression and professionally interact and communicate with others by applying the necessary personal skills and manners.
- Apply personal and professional skills and manners in a variety of settings.

We have developed a **Module Guide** to assist you with delivering **Social Skills and Etiquette**. It is intended as a guide only and can be adapted to best meet the needs of the students. The overarching objective of the presentation is to **INSPIRE** the students to do their best!

The Module Guide begins with an **Enduring Understanding** and **Learning Outcomes**. The Guide contains a **Module Overview**, which may be used to plan the delivery of the segments. The **segments**, which are mini-lessons, allow the classroom teacher and facilitator(s) to collaborate for effective grouping of segments into a flexible time frame. The short segments also enable choice among facilitators, as they may select which topic/segment they would like to cover. Some of the longer or more complex segments include a specific **Enhancement(s)** or **Follow-up Idea(s)**. These **optional ideas** may be utilized by either the facilitator(s) or by a classroom teacher, who may be interested in extending the module.

Resources to Enrich and Extend the module are provided in the Succeed Through Service Resource Guide to help facilitators and the classroom teacher further expand the segments in the module. These resources are aligned with the **Universal Design for Learning (UDL)**. The Succeed Through Service Resource Guide also provides additional information including links to the **Common Core Standards**.

Remember to incorporate **FUN** into the module. Consider using music, visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!

MODULE OVERVIEW

This module is designed to actively involve the students in developing the knowledge, skills and abilities crucial to demonstrate basic personal and professional social skills and etiquette. Part of the series of Succeed Through Service presentations, **Social Skills and Etiquette** consists of 12 segments captured under five categories.

Welcome and Purpose

1. Welcome to Social Skills and Etiquette
2. Overview of today's session

Social Skills and Etiquette Defined

3. What are Social Skills?
4. What is Etiquette?

Social Skills

5. A positive and lasting first impression
6. Name usage
7. Handshakes
8. Small courtesies

Etiquette

9. Telephone Etiquette
10. Grooming
11. Table Etiquette

Recap and Post-Assessment

12. Review and post-assessment

TIME: 1 hour+

(The presentation has enough content to be expanded in length if time available.)

LOCATION: On-property

Note: The session includes guidance on table etiquette and the tables should be set with cutlery, water glasses, bread plates and napkins, etc. It is not necessary to serve a meal to the students.



EQUIPMENT: Laptop, LCD projector, document, camera/overhead, and screen.

MATERIALS: A summary of the session (*example attached*), one copy per student; sticky notes; laptop; LCD projector; document camera/overhead projector; chart paper and markers

FACILITATORS: Succeed Through Service Team, made up of leaders and employees from a selection of departments. The suggested **Script(s)** and **Segues** with their italicized words are provided as a guide.

OVERVIEW: This module is designed to actively involve the attendees in developing the knowledge, skills and abilities crucial to achieving the **Enduring Understanding** and demonstrating the outcomes listed above.

WELCOME AND PURPOSE

| Topic/Timing | Scripting/Direction | Resources |
|---|--|---|
| <p>SEGMENT 1: Welcome to Social Skills and Etiquette</p> <p>TIME: 7 minutes</p> | <p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher introduces facilitators to the class. 2. Brief introductions by the facilitators (names, positions and brief career paths) if this is the first time they have met the class. Depending on the size of the class and space available the icebreaker can be done in one group or smaller groups. <p>ICEBREAKER SCRIPT: <i>I would like to share with you one of my favorite icebreakers! It's called "The Last Word."</i></p> <ol style="list-style-type: none"> 1. <i>Let's stand in a circle.</i> 2. <i>I will move and stand randomly in front of one of you.</i> 3. <i>I will then make a statement (e.g., "It is such a lovely day").</i> 4. <i>The person I spoke to will then move to another person and make another statement starting with the last word in the statement he/she received.</i> 5. <i>So in this case, the word is "day." The person whom I spoke to might say something like, "Day one of summer is always warm and beautiful."</i> 6. <i>Each participant takes turns to ensure that everybody gets a chance to participate.</i> 7. <i>Are you ready? Isn't it a wonderful icebreaker? It teaches you to listen carefully to what another person is saying, and it gives you the opportunity to practice being able to think on your feet.</i> |   |

SEGUE: *Congratulations for being such great team players! Let's find out what we're going to cover today.*

SEGMENT 2:
Overview of
Today's Session

TIME: 1 minute

SCRIPT/VISUAL: *During the next hour, Social Skills and Etiquette will provide you with the necessary knowledge and skills to help you understand:*

- 1. The personal skills and manners needed to create a great impression, as well as professionally interact and communicate with others.*
- 2. How to apply personal and professional skills and manners in different situations and settings.*



ENHANCEMENT

Quickwrite: Introduce the **Enduring Understanding (EU)** for the unit: *Social skills and proper etiquette contribute to better communication in any environment.*

Ask students to read the **EU** above and complete a **quickwrite** (a piece of writing completed in a very short period of time) jotting what they think *social skills and etiquette* are based upon the context of the **EU**. They may use words, phrases, or examples/non-examples.

OVERVIEW

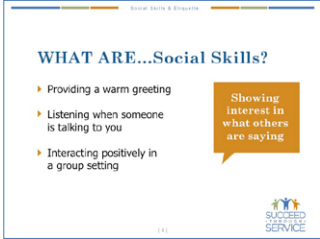
- 1 Personal skills and manners needed to create a great impression as well as professionally interact and communicate with others
- 2 How to apply personal and professional skills and manners in different situations and settings



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SEGUE: *Let's start by defining "social skills."*

SOCIAL SKILLS AND ETIQUETTE DEFINED

| Topic/Timing | Scripting/Direction | Resources |
|--|--|---|
| <p>SEGMENT 3: What are Social Skills?</p> <p>TIME: 2 minutes</p> | <p>ACTIVITIES/SCRIPT:</p> <ol style="list-style-type: none"> Brainstorm: <ul style="list-style-type: none"> <i>What comes to your mind when you hear the words “social skills?”</i> (If students completed the quickwrite during Segment 2, they may refer to their notes. Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart). <i>What does it look like when a person doesn’t have social skills?</i> (These are referred to as “non-examples”). <i>Great job everyone! Social skills are the set of skills you need to successfully interact and communicate with others. Social skills help a person to navigate this big, confusing world without offending others, so to speak. For example:</i> <ul style="list-style-type: none"> - <i>Providing a warm greeting when you meet someone.</i> - <i>Listening to someone when they’re talking to you.</i> - <i>Interacting positively in a group setting.</i> |  |

SEGUE: *Now that we know what “Social Skills” means, let’s define “etiquette” and find out how this word is connected to “social skills!”*

| | | |
|---|---|--|
| <p>SEGMENT 4: What is Etiquette?</p> <p>TIME: 2 minutes</p> | <p>ACTIVITIES/SCRIPT:</p> <ol style="list-style-type: none"> Brainstorm: <i>In what context have you heard the word “etiquette?”</i> (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart). | |
|---|---|--|

SEGMENT 4:

What is Etiquette?

cont ...

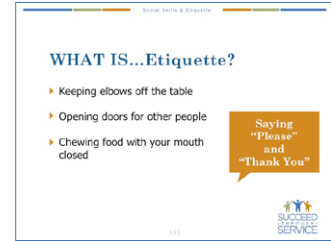


ENHANCEMENT

- Consider mapping the word by using <http://www.visuwords.com/>.
- Consider using a video to illustrate examples and non-examples of “good etiquette.”

Again, great job! Etiquette really is about having good manners. For example”

- *Using words like “please” and “thank you.”*
- *Keeping elbows off the table.*
- *Opening doors for other people.*
- *Chewing food with your mouth closed.*



SEGUE: *Now we’re going to apply social skills and etiquette in different settings, starting with “making a first impression.”*

SOCIAL SKILLS

| Topic/Timing | Scripting/Direction | Resources |
|---|--|-----------|
| <p>SEGMENT 5: A Positive and Lasting First Impression</p> <p>TIME: 8 minutes</p> | <p>ACTIVITY/SCRIPT: <i>When we meet someone for the first time, we have an opportunity to make either an excellent or poor first impression.</i></p> <p>1. Brainstorm: <i>What can we do to make a positive first impression?</i> (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart). <i>Thanks everyone!</i></p> | |

SEGMENT 5:
A Positive and
Lasting First
Impression
cont ...

Factoids: Did You Know?

One of the best techniques to ensure eye contact is to **note** the **eye color** of the person with whom you are speaking.

It takes 43 muscle to frown and only 17 to smile!

2. **Lecturette:** *Here are the top four techniques to remember when making a positive first impression:*
- **Eye Contact** - *People speak with their eyes as well as their voices. Maintain eye contact to show interest.*
 - **Facial expressions** - *Don't forget to give a genuine smile. Let your face reflect what you are saying!*
 - **Energy in your voice** - *Remember to project interest. Make sure you speak loudly enough for the other person to hear you and, of course, get rid of the "Ums" and "Uhs!"*
 - **Polite greeting** - *"Good Afternoon, Hello, Great to see you." We don't have a second chance to make a first impression!*



ENHANCEMENT

Fictional Scenarios - Create characters that the students could practice greeting. (Examples could include a person who is holding a map and is clearly lost, a clerk at a retail store, a new student on the first day of school, etc.) Ask the students to practice some of those steps as you explain it).

Social Skills & Etiquette

**It's all about
 FIRST IMPRESSIONS
 Provide a warm welcome...**

- ▶ Eye contact
- ▶ Facial expressions
- ▶ Energy in your voice
- ▶ Polite greeting

It takes 43 muscles to frown and only 17 to smile...

SEGMENT 5:
A Positive and Lasting First Impression
cont ...

3. Practice: Remember: I hear and I forget. I see and I remember. But when I practice, I really understand! So let's do some role plays!

Divide the students in teams of two and ask each team to practice providing a **warm welcome** by incorporating the aforementioned **4 Steps**.

SEGUE: *Awesome job everyone! Now the next important step in making a positive first impression is using a person's name!*

SEGMENT 6:
Name Usage

TIME: 2 minutes

ACTIVITY/SCRIPT: *People always like to hear their names when they are greeted.*

Do you know why?

Because your name is the sweetest sound to your ear! In addition, you will always feel valued when they refer to you using your name! Correct?

Now, what are some of the tips for proper name usage? (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).

- 1. Always address adults by their formal name (Mr. Jones, Mrs. Smith, Dr. Stevens); and*
- 2. Try to use a person's name throughout the discussion.*



SEGUE: *Are you ready for the next social skill? Let's talk about the importance of handshakes when being introduced.*

SEGMENT 7: Handshakes

TIME: 4 minutes

ACTIVITY/SCRIPT:

1. **Brainstorm:** *What are the important things to remember when shaking hands?* (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).

First class, team!

2. **Five Steps to a “Level 10” Handshake:**

- *Use your right hand;*
- *Make sure your hand is clean and dry;*
- *Press your “web” (between thumb and pointer) against the other person’s “web.”*
- *Grasp firmly (no knuckle busters), pump 2-3 times, then release.*
- *Shake with confidence! Be sure to avoid executing the “princess shake” (grasp tips of fingers) or a “spaghetti shake” (limp noodle shake).*

Time to practice!

(Divide the students in teams of two and ask each team to practice providing a “Level 10 Handshake” by incorporating the aforementioned **5 steps**.)



ENHANCEMENT/ FOLLOW-UP IDEA



- **Video** - Show clips of greetings from around the world. Consider clips that demonstrate proximity, embracing/kissing/bowing, and/or specific phrases that are used.
- **Research** - Challenge students to research elements of social skills that are present in other cultures.

SEGUE: *Now that we know how to create professional introductions through the warm welcome, name usage, eye contact and handshakes, let's share some small courtesies that make a huge impression.*

SEGMENT 8:
Small Courtesies

TIME: 4 minutes

ACTIVITY/SCRIPT: *Small courtesies make a big impression and ensure you look professional and successful! Let's see what small courtesies you can make when entering a room or elevator, or asking a seat at the table.*

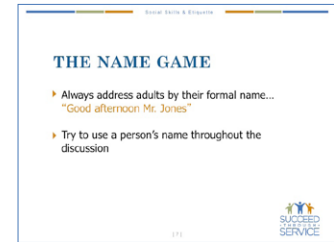
1. **Visual Slide:** (Involve the students by asking their input for each item):
 - **Entering through a door as people are exiting?** Wait for them to leave the room first to avoid blocking their exit.
 - **Entering an elevator or subway train?** Always wait for people to get off an elevator, or get off the subway, before you enter.
 - **Remember everyone** – always offer to give up your seat to persons who are elderly, disabled or pregnant.



ENHANCEMENT

Consider rewriting all of the small courtesies as “What should you do when/if . . . ?” questions and asking students to figure out the responses in small groups.

Remember to slow down and be aware of your surroundings. If you practice small courtesies in everyday life, it becomes a habit and will positively impact your personal and professional lives.



SEGUE: *Now let's move on to etiquette, starting with how to properly handle telephone calls.*

ETIQUETTE

Topic/Timing

Scripting/Direction

Resources

SEGMENT 9:
Telephone
Etiquette
TIME: 5 minutes

ACTIVITY/SCRIPT: *Every one of us uses a phone to connect with others.*

- Engage:** *Who can demonstrate the proper way to answer the phone?*
(Solicit responses and recognize participants).


ENHANCEMENT

In order to practice the proper application of a given language register, consider asking students to demonstrate the proper way to request to speak to someone when making a phone call to the following:

- A friend (friend answers)
- A friend (parent answers)
- A business—to inquire about a job opening

- Visual-Slide:** *When you answer the phone, try the following:*

- *You can say “Good morning/Hello/Good evening, thank you for calling.”*
- *Always answer with a smile! People can “hear” a smile in your voice on the telephone.*
- *If answering a call for someone else, take a complete phone message. Be sure to get the full name and phone number. Repeat for accuracy. Thank the caller and be sure not to slam down the receiver.*



SEGMENT 9:

Telephone Etiquette

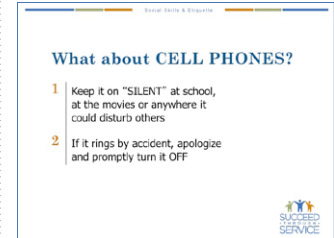
cont ...

Time to practice! (Ask the students to practice the above techniques).

Now what about cell phone etiquette?

Who has a cell phone? Let's list some possible "Cell Phone Pet Peeves." (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).

- *If you have a cell phone, make sure it is on "silent" when you are at school, in the cinema or anywhere where the ring tone could disturb others.*
- *If it rings by accident, apologize and promptly turn it off.*



SEGUE: *The next component of etiquette is grooming!*

SEGMENT 10:

Grooming

TIME: 5-7 minutes

ACTIVITY/SCRIPT:

1. **Quickwrite:** *Explain when it may be appropriate to "judge a book by it's cover."* (On a sticky note; timed at one minute).
2. **Brainstorm:** *What is the relationship between "grooming" and "creating a first impression?"* (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).
You are correct! Appearance is a major factor in creating a great impression.

SEGMENT 10:
Grooming
cont ...

3. **Brainstorm:** *What are important points to remember about grooming?* (Solicit responses and recognize participants. Record answers on the black/white board or flip chart).
- *People should notice YOU, not your make up, hair, perfume or cologne, jewelry or extreme clothing.*
 - *Good hygiene is a MUST!*
 - *Clean nails and freshen polish (which should be clear/conservative color).*
 - *Wear clothes that are clean and pressed, polish shoes, and ensure hosiery is free of holes/runs.*
 - *Look in the mirror and have someone else look too (360 degrees).*
 - *Remember that posture conveys confidence. Stand up straight with shoulders back. Try it now!*



Social Skills & Etiquette

GROOMING

- 1 People should notice YOU
- 2 Good personal hygiene
- 3 Clean nails and freshen polish
- 4 Wear clothes that are cleaned and pressed
- 5 Look in the mirror
- 6 Remember posture



SUCCEED
SERVICE

SEGUE: *Now it's time to learn about table etiquette.*

Topic/Timing

Scripting/Direction

Resources

SEGMENT 11:
Table Etiquette**TIME:** 15 minutes

ACTIVITY/SCRIPT: *Now we get to learn about table etiquette, things like how to use the correct knife and fork, which side your water glass goes, and how to use a napkin.*

1. Visual-slide:

- Wash your hands before eating.
- Fold the napkin in your lap.

2. Practice:

- Seat students in front of a full place setting.
- Ask the students to practice handling their napkins properly.
- Talk them through the different knives, forks and spoons in the table setting.

Let's discuss the other aspects of table etiquette. **Visual-slide:**

- Do eat small amounts
- Do eat with mouth closed
- Do place hands in lap when not eating
- Don't place elbows on the table
- Don't place used cutlery on the table cloth

Factoid

Here's a helpful tip to remember the locations of your bread plate and your water glass is (it's so easy to get confused). Make a "thumbs up" with both hands – do you see that the left hand is forming the letter "b" and the right hand the letter "d". The left hand forming a "b" will remind you the **bread** plate is always on the left and the right hand forming the "d" will remind you that your **d**rink glass is always on the right.



SEGMENT 12:**Post-Assessment
and Review****TIME:** 5 minutes

ACTIVITY/SCRIPT: *Let's review some of the skills we learned.
We covered a lot of great techniques today.*

- Option 1:** Ask students to share **one thing they learned that was new and one social skill or etiquette example that they considered the most important.**

Look for the following responses:

- Always make a positive first impression through eye contact, facial expressions, energy in voice and polite greeting;
- Use the names of those you interact with;
- Ensure a confident handshake;
- Apply the small courtesies that make a big impression; and
- Practice telephone, cell phone and grooming etiquette;
- Practice table etiquette at home.

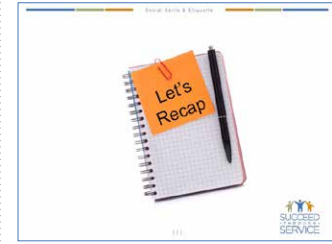
OR

- Option 2: DLIQ Survey**

Ask the class if they have any questions.

Provide recognition and feedback.

Fond farewell.



MODULE

Social Skills and Etiquette SURVEY

Did? What did you *do* during this presentation?

Learn? What did you *learn* during this presentation?

Interesting? What did you find *interesting* during this presentation?

Questions? What *questions* do you have about something in this presentation?

