

**LASTING IMPRESSIONS**

**Purpose:** Students learn about and practice the art of making good first impressions

**Time Required for Lesson:** 50 minutes

**Grade Level:** 6-7

**Missouri Comprehensive Guidance Program**

**Strand:** Career Development

**Big Idea:** CD.9. Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Concept:** CD.9.A. Personal skills for job success

CD.9.B. Job seeking skills

**ASCA Standards**



**Domain:** Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Materials:** Paper; Pens/pencils

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 6 Unit:** Evaluating One's Personal, Ethical, Academic and Work Habits

**Concepts:** CD.9.A.&B.  

**Grade 7 Unit:** Using Job Seeking Skills **Concepts:** CD 9.A.& B  

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Speaking and writing standard English Participating in formal and informal presentations and discussion of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Observation of student exchange during role play. Students introduce themselves to three faculty members he or she is do not know. Faculty members signed student’s index card and card is turned in to the guidance office.

**Lesson Preparation**

**Essential Questions:** What impressions do we make on others? What do others think of you? Do you communicate to others what you want them to know about you?

**Engagement (Hook):** State: you are going for a job interview. Does it matter what others think of you? Why is this important?

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> <li>1. Explain to students that employment experts say that the first two to three minutes of a job interview sets the image and impression for everything else that is conveyed in the interview. Welcome comments or questions</li> <li>2. Demonstrate and discuss the etiquette of meeting and greeting adults. Write the formal rules of introductions on the board and discuss with students: a) smile naturally and exhibit a pleasant appearance, b) maintain good eye contact, c) observe appropriate physical space rules; learn to stand comfortable distance from the person with whom you are meeting, Some people stand too close or too far away, d) learn to develop a good hand shake; learn to feel comfortable extending your hand to a stranger. Learn to develop an appropriate amount of grip when shaking someone’s hand. Practice the appropriate length of time for shaking an individual’s hand. e) learn to state your full name clearly with the appropriate speed of delivery. Some people speak too slowly and others too fast, f) develop a comfortable line of “small talk” conversation that can be shared with a stranger. Students should think of topics that could be conversation items such as the weather, hobbies, or sports, and g) learn to say “thank you,” “please,” and “excuse me.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and offer comments or ask questions.</li> <li>2. Students listen and discuss formal rules of introductions.</li> </ol>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
<p>3. Ask for a volunteer to role play an introduction with you. Practice hand shake, eye contact, introduction, and informal conversation. Allow students to practice each other.</p> <p>4. Ask students to use introduction skills with three faculty members he or she does not know. Distribute an index card to each student. The faculty member will sign the card when the introduction is completed. Cards are turned in to the guidance office.</p>	<p>3. Volunteers practice hand shake, eye contact, and informal conversation, then practice with each other.</p> <p>4. Students use introduction skills by introducing themselves to three faculty members they do not know. After introductions are made, faculty members signed the student's index card. The index card is turned into the guidance office.</p>