



Interaction: Lesson 1 (9-12)

Interaction: Build Relationships:

Treat Others with Respect
Communicate Effectively
Seek Out and Offer Help When Needed

Example Practices That Address Relationship Skills:

- Engage families and community members
- Model effective questioning and responding to students
- Plan for project-based learning
- Assist students with discovering individual strengths
- Model and promote respecting differences
- Model and promote active listening
- Help students develop communication skills
- Demonstrate value for a diversity of opinions

The Goals:

As an Arkansas graduate, I am:

- An effective cross-cultural communicator
- An active listener
- A supporter of others

Personal Competency Addressed: In high school, I can:

- ✓ Evaluate how societal and cultural norms affect personal interactions
- ✓ Present myself professionally and exhibit proper etiquette for setting (e.g., class, work, social)
- ☐ Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward
- ☐ Plan, implement, and evaluate participation in a group project
- ☐ Define social networking and its impact on my life
- ☐ Identify consequences of safe and risky behaviors
- ☐ Reflect up on my personal role in applying and responding to peer pressure
- ☐ Develop understanding of relationships within the context of networking and careers
- ☐ Explain benefits of setting limits for myself and others
- ☐ Identify my role in managing and resolving conflict (e.g., staying calm, listening to all sides, being open to different solutions)
- ☐ Apply conflict-resolution skills to de-escalate, defuse, and resolve differences
- ☐ Identify how all parties in conflict might get their needs met (win-win)
- ☐ Listen to and acknowledge another's perspective and rationale

Learning Objectives:

I can identify ways that I can “read the room” and present myself appropriately in person as determined by the context.

Materials and Preparation:

- Access to article - [NATIONAL PRESIDENT: MORRILTON'S GRACE WILLIAMS TO LEAD BETA CLUB](#)
- Set up Padlet or collaborative environment for Introduction activity

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

- Poster or digital collaborative environment for Lesson Activity
- [Collaborative Poster Instructions](#)
- Device and internet access for digital material

Key Vocabulary:

Etiquette: the expectations or standard of behavior in society or among members of a particular profession or group

Interactions: communication or direct involvement with someone or something

Norms: a standard or pattern, especially of social behavior, that is typical or expected of a group

Perception: a way of regarding, understanding, seeing, or interpreting something; a mental impression; may be impacted by one's own personal experiences

Slang: a type of language that consists of words and phrases that are very informal, are more common in speech than writing and are typically specific to a situation, circumstance, context, or group of people

Introduction (3 mins):

Presentation is key both in everyday and professional settings. Being able to determine the level of professionalism needed for different settings both with face to face events/activities and with digital communication. It also is important to be aware of perception. Does the way you dress communicate/affect the way others treat you?

Create a [padlet](#) or a word wall (utilize a blank collaborative Google doc or other app of teacher's choosing) where students share their thoughts.

Explicit Instruction/Teacher Modeling (5 mins):

Teachers share the article from 501 Magazine with students regarding the National Beta Presidents (2018-2019 and 2019-2020) from Arkansas. [National President: Morrilton's Grace Williams to Lead Beta Club](#)

Teachers guide discussion with students. What do you notice about these students? How does the way they dress impact the perception of these students by others? What other factors outside of dress also impact a person's perception of another person?

Lesson Activities (5 mins):

Collaborative poster (digital- google slides or paper). Each person has a different colored marker or colored text (in google slide). Share a scenario of a person running for a school organization office. What would be guidelines and suggestions that would be recommended to a peer running for this position both in physical presentation and what they communicate? How does presentation both visual and communication impact a person's ability to successfully obtain the office or goal they are seeking to accomplish?

Collaborative Poster Instructions

Guided Practice (2 mins):

What are other factors that come into play when considering others' perceptions of you? Brainstorm those ideas: Eye contact, body language, engagement with the audience, relevant message, cultural awareness

What additional things would you want to add to your collaborative poster after discussing this?

Differentiation

Students could role-play various situations such as a job interview where professional attire is the expectation.

Enrichment/Extension: Students could research places/organizations that provide reasonably priced (or free) professional attire.
Intervention/Support: Lessons will be modified as needed for those with 504s and IEPs. Students could match pictures of people in various states of formality (casual attire - hanging out with friends vs. going on a job interview) to the occasion or situation.
Assessment (2 mins): Exit ticket: What do you feel are the 3 most important ways you should present yourself in a professional situation?
Optional Activities: Gallery walk of posters or digital share of collaborative Google Slides
Intervention/Support: Front load vocabulary
Taking Care of Teacher: Schedule 5-10 minutes breaks during the work day. You can do anything fun and not work related during this time.
Sources: Keith, Sonja. "National President: Morrilton's Grace Williams to Lead Beta Club." 501 Life Magazine, July 24, 2019. https://501lifemag.com/national-president-morriltons-grace-williams-to-lead-beta-club/.
<u>Teacher Reflection:</u> <u>To Ask with Students:</u> If we do this again, what can I do differently to help you learn more? Did this activity help you learn more than others we've done? Why? <u>Classroom Culture:</u> Are the relationships that I have with my students helping or hindering their ability to learn? Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues? Was my demeanor and attitude toward my class today effective for student learning? What choices have I given my students lately? Can I explain at least <i>SOMETHING</i> about each of my students' personal lives? <u>Curriculum and Instruction - Assessment and Grading Practices:</u>

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?