SUCCEED THROUGH SERVICE TOOLKIT
One in four public school children drop out before they finish high school. For African-American and Hispanic students, the challenge is more severe with the likelihood of graduating on time from high school only 65 percent\(^1\). Many of these students don’t have access to positive role models, cannot envision a career, and don’t feel connected to their communities. It is tragic that young people who drop out are much more likely to be unemployed, incarcerated or live in poverty.

Recognizing that the dropout crisis is impacting all of our communities, in 2009 The Ritz-Carlton Hotel Company partnered with America’s Promise Alliance, the nation’s largest partnership dedicated to improving the lives of young people, to develop and launch Succeed Through Service. This youth engagement curriculum partners at-risk students with employee role models who introduce them to career options, essential life skills, and civic responsibility. The goal is to help reinforce and bring additional relevancy to what is being taught in the classroom and inspire students to remain in school.

Helping to address the dropout crisis will take all of us. We hope that the sharing of our Succeed Through Service blueprint will be a catalyst to inspire other businesses to get involved. By harnessing the skills, knowledge and experience of your employees to inspire and engage at-risk youth you will be supporting schools in their mission to see young students flourish, remain in school, and have a successful and productive life.

# TABLE of CONTENTS

1. Introduction
2. Table of Contents
3. Executive Summary
7. Establishing Your Succeed Through Service Program
15. Overview of Succeed Through Service Modules
24. Service Project and Global Youth Service Day
27. Explanation of Resources and Strategies
32. Module Guides:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career Exploration</td>
<td>pp. 33-45</td>
</tr>
<tr>
<td>2</td>
<td>Social Skills and Etiquette</td>
<td>pp. 46-61</td>
</tr>
<tr>
<td>3</td>
<td>Successful Presentation Skills</td>
<td>pp. 62-76</td>
</tr>
<tr>
<td>4</td>
<td>The Power of Teamwork</td>
<td>pp. 77-88</td>
</tr>
<tr>
<td>5</td>
<td>Application and Interview Skills</td>
<td>pp. 89-104</td>
</tr>
<tr>
<td>6</td>
<td>Safe Food Handling Skills</td>
<td>pp. 105-121</td>
</tr>
<tr>
<td>7</td>
<td>Healthy Eating</td>
<td>pp. 122-139</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Sharing the Succeed Through Service Blueprint

By Sue Stephenson
Vice President, Community Footprints

The Ritz-Carlton Hotel Company, LLC

This toolkit is intended as a practical resource for those who are interested in engaging their employees in a sustainable volunteer program that introduces students to career options, essential life-skills, and civic responsibility. It leverages The Ritz-Carlton Succeed Through Service program which has already impacted over 15,000 young students. As background, in 2008, while evaluating a number of our existing hotel-specific youth engagement programs at The Ritz-Carlton Hotels in New York, Jakarta, New Orleans, Singapore and Phoenix, we were struck by the great amount of positive feedback we were getting from teachers, students, and employees. The question we wanted to answer was: how do we scale the individual programs to create a brand-wide systematic approach to youth engagement? We chose America’s Promise Alliance as our partner, recognizing that the combined core competencies of both organizations would enable us to develop a strong curriculum that could help at-risk students. Through Grad Nation, America’s Promise mobilizes its more than 400 national partners and their local affiliates to help ensure all children receive the Five Promises – the fundamental resources they need to thrive and succeed: Caring Adults, Safe Places, A Healthy Start, Effective Education, and Opportunities to Help Others. With the Five Promises as a road map, Succeed Through Service provides real-world experiences and opportunities for students to be exposed to new things, helping them appreciate the relevance of their schoolwork. They may then become more motivated to stay in school and succeed, and to reach career goals they set for themselves.

“The partnership with The Ritz-Carlton is a life impacting program for our students. We value The Ritz-Carlton coming to our school to present lessons that are designed to help them be successful in the work world and in being community citizens that care about our world.”

Sia Chamberlin
Guidance Counselor
Supai Middle School, Phoenix

By Sue Stephenson
Vice President, Community Footprints

The Ritz-Carlton Hotel Company, LLC
We targeted the curriculum towards students in middle-school with research highlighting that a balance of career exploration, life-skills and service-learning would have the most impact. With this in mind, we formulated a core curriculum by adapting our existing multi-cultural career and life-skills training modules and aligning it with the Common Core Standards for 7th grade. This led to the creation of the Succeed Through Service Blueprint, which pairs employees with at-risk students, teaching them critical life and career skills while introducing them to the importance of giving back.

Succeed Through Service brings students to our hotels and takes employees into the classrooms. The first phase of the program introduces the students to the critical aspects of being successful in the workplace through presentations that highlight the importance of hard work, commitment and a positive attitude. Back in the classroom, volunteers teach valuable life skills which include engaging the students on the importance of eye-contact, a great smile and a firm handshake; introducing dining etiquette; teaching students the importance of healthy eating habits and how to safely handle food; and coaching students on effective collaboration and group presentation skills.

“I learned about why I should follow my passion, work hard and how to be successful. I appreciate all the time and advice that my mentors give to me.”

Mathew
Student
New York, New York

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2 The Common Core State Standards Initiative is a U.S. education initiative that seeks to bring diverse state curricula into alignment with each other by following the principles of standards-based education reform. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
During the final phase, employees support teachers and students in the planning of a service project which tackles challenging issues such as homelessness, child literacy or environmental conservation. This phase teaches civic responsibility and highlights the impact each student can make by giving back to their communities.

Today, Succeed Through Service is in over 80 schools and children’s organizations with the overarching goal of improving social outcomes for children by reinforcing the importance of education. At the same time, the program is yielding benefits for the volunteers with high levels of engagement resulting from active involvement in this purposeful and meaningful program.

This guide provides a road map for how to define, establish, and execute your own Succeed Through Service youth engagement program. The first section enables you to:

- Determine the scope of your involvement and resources
- Select a school or children’s organization that will be the best fit for the program
- Develop a strong and thoughtful collaboration and effective partnership
- Evaluate your program’s impact

The second section outlines the basic curriculum, module guide overviews, and additional resources along with links to the module guides and supporting PowerPoint presentations.

The flowchart on the next page provides an overview of the Succeed Through Service Toolkit.

Beyond these guidelines, the Succeed Through Service model is flexible so that it can be adapted to a variety of settings to best meet the needs of the students and your business. We wish you great success with bringing Succeed Through Service to at-risk youth in your community - and making a lasting contribution to their future.

“The Succeed Through Service program is exactly the kind of hands-on community transformation work our kids need and want as part of our Grad Nation campaign. This program does more than teach our youth workforce skills, it helps them envision a path for the future while becoming the best person they can be.”

John Gomperts
President and CEO
America’s Promise Alliance

“The Ritz-Carlton module, Social Skills and Etiquette, made me think about how I impact people when I meet them. I feel more confident now and connect with a person when I smile and give a firm handshake. I now know the first impression is a lasting impression.”

Faben
Student
Atlanta, Georgia
SUCCEED THROUGH SUCCESS SERVICE TOOLKIT – This Toolkit is a practical resource for establishing a skills-based volunteer program that engages employees, inspires students and supports your local community. Developed in partnership with America’s Promise Alliance, the curriculum has three components: career exploration, life skills training, and civic responsibility.

The first step in the Succeed Through Service Toolkit is to evaluate whether the program is a good fit in your organization (page 9). If YES, move to the next stage:
Youth engagement programs, such as Succeed Through Service, enable businesses to support the efforts of educators to inspire and engage students - and are an important element in helping address the drop-out crisis. By providing some of the necessary resources to help at-risk students lead happier, healthier, and more productive lives, your employees will play an important role in delivering sessions that are character-building and relevant.

**ESTABLISHING YOUR SUCCEED THROUGH SERVICE PROGRAM**

The Succeed Through Service program was initially designed to be integrated into the regular academic school year but can be easily applied to after-school and summer programs. There is also flexibility built in so that it can easily be adapted to best meet the needs of the teachers, students, and volunteer resources in your business. Succeed Through Service brings students to the place of business and takes employee volunteers into the classrooms, introducing career exploration and critical life skills and reinforcing the importance of giving back to the community. Below is a brief overview of the three segments of the curriculum with full details provided in the next section.

1. **Career Exploration**
   The goal of the Career Exploration segment is to reinforce to the students the importance of remaining in school to graduate and proceed on to successfully obtain a college degree or post secondary credentials. The module introduces the students to the broad range of career options, including senior management, available in the Hospitality Industry, and gives them insights on what it takes to get prepared. You are strongly encouraged to conduct this presentation at a business location to give the students a real-life perspective on what you are presenting.

   “The Succeed Through Service program has given me a look into my future and the different things that I could do with my life.”

   **Marilyn**
   Student
   Naples, Florida
2. Life Skills
The Life Skills modules are designed to inspire the students, reinforce what is already being taught in the classroom, and incorporate a “real world” perspective that the skills being taught are essential to future success. Each module can be delivered within a 55 minute time frame, with the flexibility to be expanded if needed.

 THERE ARE SIX “CORNERSTONE” MODULES:

• Social Skills and Etiquette
• Successful Presentation Skills
• The Power of Teamwork
• Application and Interview Skills
• Safe Handling Skills
• Healthy Eating

“The Succeed Through Service program has been such a wonderful experience! From table manners to dressing for success—it’s all made a huge impression on the students and opened their eyes to a new world. Most importantly, it has instilled in all of them a sense of confidence and the drive to keep working hard in school in order to be a successful career person one day.”

Dyan Konicek
8th Grade American History
Apache Team, Social Studies Chair
Immokalee Middle School, Naples

3. Service Project: Making a Difference
The third component of Succeed Through Service involves engaging the students in a service project that introduces them to the importance of giving back to their community. Enabling youth to identify and learn about an issue in their community and work together on a meaningful project can have a profound effect and increase academic engagement.

“The Ritz-Carlton has taken much time to teach various modules to educate me about being employed in the real world. Basic social etiquette was a mystery to me before this experience. I also learned how I can help people in need. I want to thank you for taking time to come and teach me many different modules and how to succeed through service.”

Gerardo
Student
Phoenix, Arizona
Implementing an effective Succeed Through Service program starts with determining that the program is a good fit for your business, identifying a school or children’s organization that will be a strong partner, and then collaborating to develop a strategic and thoughtful plan to ensure that the program can be executed successfully.

As you go through the first step, take into consideration the following points:

- Do you have senior leadership buy-in to support such a program?
- Is the program aligned with your business’ social responsibility focus?
- Are there any financial resources available to be channeled towards the program?
- Is this a program that will actively engage your employees?
- Can your business sustain a commitment to the school or children’s organization partner?
- Are there other businesses in your community that could collaborate on this effort?

The next step is to identify a potential school or children’s organization serving an at-risk student population that would be the best fit. Your local Communities in Schools affiliate may be able to assist you in finding the ideal partner school (www.communitiesinschools.org/). With nearly 200 local affiliates in 26 states and the District of Columbia, Communities in Schools works within the public school system determining student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources.

As you look for the right partner there are a number of considerations to take into account:

- Is there a Title 1 middle school in close proximity to your business?
- What grade level would be the best fit for your program? (Although the Succeed Through Service curriculum is developed for middle school students, it can be adapted for high school students).
- Is the partner located in a geographical area that provides easy access for your employee volunteers?
- Does the potential partner have a track record of striving to improve the lives of the students? (Although the partner school may be under resourced you should ensure that the school leadership is focused on strong outcomes for their students).
- How can you involve your employees in selecting the partner? (Involvement at this early stage will increase employee engagement around the program).

Title 1 is the largest federal education-funding program. It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind.
ENGAGING THE PARTNER SCHOOL

The Succeed Through Service program will be most successful if there is a strong relationship and full collaboration with the partner school from the beginning, matched with a commitment on both parts to deliver agreed-upon expectations. As you embark on the program, it is essential that commitments are clearly defined:

**Be Informed:** Gain an understanding of the partner school’s aspirations for the students, the challenges the school faces, and the successes they have experienced. Use this knowledge to identify win-win opportunities for both sides, educate the key stakeholders on your business and orientate the school’s leadership and key points of contact about your business operations.

**Be Compelling:** Schools face great constraints around the flexibility of their academic curriculum and may initially be skeptical about how effective the partnership with a local business can be. It will be important to highlight how partnering with your business would support their mission and help them achieve their goals.

**Be Realistic:** Clearly communicate what your business can commit to in regard to volunteer and financial support to ensure there are no expectations that cannot be fulfilled at a later date. It is recommended that the business covers the transportation costs for students visiting the business location and for program-related field trips, cost of materials, meals and incidental out-of-pocket expenses linked to the program.

DEFINING THE PROGRAM

Defining roles and responsibilities, outlining clear expectations and desired outcomes, will be critical to the program’s success and enable you to build a partnership based on trust and respect. You are encouraged to work with your school partner to think about how you can adapt the Succeed Through Service curriculum to make the modules most impactful for your student audience. Remember:

**Be Collaborative:** Work with the school at each stage of the program’s development and deployment. Determine up front who will be the primary points of contact between the business and the school as effective and on-going two-way communication is essential to the program’s success. Remember that educators spend their time in the classroom and often don’t have frequent access to email during the day.

**Be Flexible:** The school’s primary mission is the education of the children. You will need to adapt the program to certain constraints, for example around testing periods and school holidays. Work with the teaching staff to determine which
modules will work best to support the needs of the students, and whether it is most effective to deliver modules in the classroom or at your business site. **Be Transparent:** There will be times when business demands (e.g. during high or low business periods) may not allow your employees to be available to participate in the program so it is essential to communicate this during the planning phase. Good planning will avoid disappointments on both sides. If circumstances change, it will be essential that expectations and commitments be redefined, if needed, so as not to undermine the sustainability of the program.

**Be Knowledgeable:** Understand precautions and policies relating to the volunteers (in some jurisdictions these may include a background check, fingerprinting or proof of vaccination). Each school is different and the availability of resources, such as technology, internet access, flip charts, and basic school supplies, will vary. Get an understanding of the classroom resources so the modules taught in the classroom can be adapted accordingly. **Be Creative:** Identify what additional resources and support can be offered such as school drives, fund-raising, literacy mentors, job shadowing, etc. Determine if field trips should be linked to student achievement, rewarding high performing students. Explore whether other businesses in your community are interested in playing a role in the Succeed Through Service program (e.g. expanding career exploration options, coordinating field trips and/or holding school drives for clothes or school supplies).

**Be Prepared:** Develop secondary points-of-contact on both sides in the event of a change of leadership or contact person at the business or school. This will help to ensure the program doesn’t stall while new members get established in their roles.

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**ENGAGING EMPLOYEE VOLUNTEERS: HOW TO MAXIMIZE ENGAGEMENT**

Employees report that involvement with the Succeed Through Service program engages and inspires them as it allows them to play an active role in the well-being of local students. To ensure that you maximize the experience for your volunteers, it is important that they understand their roles and responsibilities, receive a full orientation on the program and the partnership with the school so they have clear expectations and understand the desired outcomes. It is recommended that you:

**Identify Champions:** To ensure the program is sustainable and not dependent on one individual to liaise with the school, plan and orchestrate activities, it is recommended that a small cross-functional team of Succeed Through Service “champions,” with management representation, be established. The team can split out responsibilities, help recruit volunteers, and be an additional communication conduit with the school, ensuring that one person’s departure would not disrupt the continuity of the program.
Recruit Volunteers: Select and recruit volunteers from a broad range of departments, backgrounds, and career paths. If your employees were involved in the initial stage of selecting the partner school, it is most likely that many volunteers will already be invested in the project and will step forward without having to be recruited.

Define Expectations: Provide an orientation for employee volunteers in advance of them visiting the partner school and meeting the students. Ensure they understand their roles and responsibilities, the goals that have been set for the partnership, are knowledgeable about the content they’ll be delivering, and educated on how best to interact with the students.

Match Skillsets: Identify which employees will be best suited and most comfortable in delivering selected topics. A natural fit may be members of the front desk area teaching social skills; human resources guiding the students through the application and interview process; members of the culinary team guiding the students on safe food handling skills and healthy eating; and a cross-section of your employees engaged in the Career Exploration: Introduction to the Hospitality Industry module.

Build Commitment: Provide updates to your employees about the progress of the program, share student and teacher feedback on the program’s impact, along with student, teacher and volunteer quotes and observations about the contributions being made.

Recognize Contributions: Recognize volunteers after each event by showcasing their efforts to your broader workforce. Consider introducing volunteer recognition materials such as T-shirts or buttons and hold a celebratory event for all volunteers involved once the program has been completed.
ENGAGING WITH THE STUDENTS: SETTING THE STAGE

To develop a successful relationship with the students, it is important that the Succeed Through Service team lives up to any commitments made to the class. During the course of the program’s various segments, it is particularly critical to remember that the goal of the program is to focus on the children’s needs – not the volunteers own wants and needs. Look for ways to improve the young students’ prospects while respecting their life circumstances and perspective. This includes not trying to transform the student or impose a volunteer’s own values.

It’s important to recognize that initially some of the students may be skeptical about whether the program will be meaningful. It is important to stay committed to the long-term objectives so that a trusting and beneficial relationship is developed. Volunteer facilitators should collaborate with the classroom teacher to ensure optimal lesson delivery and that standards are set high. Consider incorporating a recognition component for student participants (this could include award certificates or gift certificates for best performing students, badges, mugs, T-shirts, or an end of school year celebration of accomplishments).

Volunteers should get to know the students without getting overly involved. Remember, we cannot be substitutes for parents. Volunteers should not give the students a home telephone number, address or personal or professional cell phone number. If they need to contact a volunteer, the request should be channeled through the teacher and vice versa. Volunteers should also not give personal gifts to any of the children unless approved by the teacher.

EVALUATING THE EXPERIENCE: WHAT DIFFERENCE DID IT MAKE?

Every good program needs to build in evaluation as part of its design. What’s important is to decide at the beginning of each program cycle what you want to evaluate, who’s going to be responsible for getting information, and how you will go about gathering information from the students, teachers, and your employees. What you learn from this information-gathering process can help you build on your program’s strengths, improve its effectiveness, and tell partners, employees and the community about the success of your program and partnership.

Written surveys, in-person interviews, observations of interactions between children and your volunteers, and feedback from the teacher on the students’ work over time are just a few examples of how you might learn about the progress and impact of your Succeed Through Service program. Be sure to get any required permission from the teacher and parents or guardians before conducting evaluations directly with a student.
FEEDBACK CAN HELP IMPROVE THE IMPACT OF YOUR SUCCEED THROUGH SERVICE PROGRAM:

• Student Feedback
• Partner Feedback
• Volunteer Feedback

Student Feedback: Capture the number of students who are in the class or group. To determine a baseline, it is recommended you arrange with the teacher for students to take a self-assessment when the Succeed Through Service program is launched and then again once the overall program is completed. To measure the impact of each segment of the curriculum, the students should complete a brief survey at the end of the class. Volunteers should collect the surveys at the end so the responses can be evaluated.

Partner Feedback: Ongoing communication with the partner will be important to maximize the program’s potential and ensure it is meeting the students’ needs. At the conclusion of the program, it will be valuable to formally capture the teacher’s feedback through a survey.

Volunteer Feedback: Ask employee volunteers who are part of the program to take a survey when it is completed to assess/evaluate engagement, feedback for strengthening the program and lessons learned. Progress of your Succeed Through Service program should be monitored throughout the school year with a full assessment conducted upon completion of the three phases of Succeed Through Service. You want to be able to determine:

› Was feedback positive and did the students and teacher(s) report impact?
› Were you able to involve employees from a range of backgrounds and career paths?
› Where there any barriers to the program’s success?
› What suggestions were offered for fine-tuning the curriculum?
› Is the partnership going well and a right match?
› Is the partner interested in maintaining the partnership?

In addition to measuring the impact of the program, also remember to track resources including volunteer hours, cash and in-kind donations, catering et cetera that have been provided by your business as part of the Succeed Through Service partnership. This information, along with the survey data, will reinforce the value your program brings to the partner school and the students it serves.
OVERVIEW of SUCCEED THROUGH SERVICE PROGRAM

We have developed a Module Guide for the Career Exploration and Life Skills presentations to assist your employee volunteers with delivering each lesson. Collaboration with the classroom teacher is essential for building a collegial relationship and to get input to ensure the script can be adapted to complement the level of instruction that normally occurs within the grade level. Each school is different, so the level of resources available, such as technology, internet access, flip charts, and basic stationery, may vary. Get an understanding of the classroom resources, so the modules taught in the classroom can be adapted accordingly. The employee volunteers are encouraged to use personal stories to make the lessons “real.”

Each Module Guide begins with the Enduring Understanding and Learning Outcomes, followed by a Module Overview, which may be used to plan the delivery of included segments/mini-lessons. Finally, suggested Resources to Enrich and Extend are provided to help facilitators and the classroom teacher differentiate the segments in the Module Guide. These resources are aligned with the Universal Design for Learning (UDL).

The segments, which are mini-lessons, allow the classroom teacher and volunteer facilitator(s) to collaborate for effective grouping of segments into a flexible time frame. The short segments also allow collaboration and 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 Lesson.

“Succeed Through Service has given my students a vision of the hospitality industry and what it means to be successful in the real world. The value of the program is superior. No book can teach our students the lessons learned through the program such as the etiquette class, team building activities, or the community service project.”

Kameelah Chase
7th Grade Teacher
Atlanta, Georgia
The intent of Succeed Through Service Career Exploration module is to reinforce to the students the importance of remaining in school to graduate, and go on to successfully obtain a college degree or post secondary credentials. This module is designed to introduce the students to the broad range of careers, including senior management, in the Hospitality Industry and give them insights into what it takes to get prepared. You are strongly encouraged to conduct this presentation at a business location so the young students get a real-life perspective on what you are presenting. For many students, this may be the first time they have visited a hotel and the visit will lay the groundwork for a relationship between the class and your employees. Although designed to represent the Hospitality Industry, the Module Guide can be adapted to showcase other industries as needed. The Module Guide includes an introduction, overview, and learning outcomes and is broken out into segments so the facilitators can select which topic/segment they would like to cover.

The first in a series of presentations, Introduction to the Hospitality Industry consists of 13 segments captured under four categories.

Welcome and Purpose
1. Welcome to Career Exploration
2. Overview of today’s session
3. Icebreaker
4. What is hospitality?
5. The hospitality industry

Introduction to our Hotel
6. About our hotel
7. The hotel/restaurant experience

Hospitality Industry Specifics
8. Jobs in the hotel industry
9. Meet our team
10. Providing great service
11. How to remember names

Preparing for One’s Dream Job
12. Best foot forward

Recap and Post-Assessment
13. Post-assessment and review

“I learned that if you work really hard you can achieve anything.”

Deanna
Student
Cleveland, Ohio
You are encouraged to incorporate additional activities into the students’ “field trip” to your business location to enhance the Career Exploration: Introduction to the Hospitality Industry presentation. Suggestions are:

- Welcome children to the hotel with a “Wall of Applause” created by your employees lined up on both sides of the entrance – reinforcing to the students at the program’s onset that they are important and valued.

- Split the class into small groups to take a tour of the property (front and back of the hotel) enabling them to see employees “in action” (think safety first when planning this segment).

- Consider hosting a cooking class by one of your chefs (focus on a nutritious item the children can make at home without kitchen equipment).

- Host a mini-job fair to explain different roles. Link back to what the students are learning in school (the importance of learning math in order to forecast business levels, create recipes, order supplies, forecast business levels, create work schedules, calculate sales, etc; the importance of social studies as the guests they may interact with come from around the world; science connects with engineering roles; as well as the importance of communication skills for interacting with employers and guests).

- Present the children with simple gifts such as pens, T-shirts, aprons or caps, etc.

- Introduce the students to your employees, including senior managers, in their place of work, representing diversity of careers and backgrounds.

**Bryanna**
Student
Jupiter, Florida

“When I walked in and they started clapping it made me feel that I was special.”

**LINKS:**
- [Career Exploration Module Guide (English)](#)
- [Career Exploration PowerPoint Presentation (English)](#)
The Life Skills modules are designed to inspire the students, reinforce what is already being taught in the classroom, and incorporate a “real world” perspective that the skills being taught are essential to future success. There are six “cornerstone” modules, each very interactive, which can be taught in the classroom or at your business location.

Social Skills and Etiquette

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. It provides students with a basic understanding of the personal skills and manners needed to create a great impression and professionally interact with others, and educate them on how to apply the personal skills and manners in a variety of settings. 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. Post assessment and review

Links:
- Social Skills and Etiquette Module Guide (English)
- Social Skills and Etiquette PowerPoint Presentation (English)
Successful Presentation Skills

Designed to introduce the students to the top five mistakes made by presenters, educate the students how to overcome presentation anxiety, and practice the delivery basics (eye contact, facial expressions, gestures, movement appearance, and voice). Successful Presentation Skills consists of 11 segments captured under four categories.

**Welcome and Purpose**
1. Welcome to Successful Presentation Skills
2. Overview of today’s session

**Presentation Pitfalls**
3. Top 5 Presenter’s Mistakes
4. Overcoming anxiety

**Presentation Pointers**
5. Delivery basics
6. Eye contact and facial expression
7. Movement and gestures
8. Appearance
9. Voice

**Recap and Post Assessment**
10. Recap and rehearse
11. Post assessment

“The Succeed Through Service program affected my life by teaching me things that I didn’t know before. They showed us proper manners and how to dress for important events, like job interviews. I didn’t know anything about that before this program.”

Christelle
Student
Naples, Florida

**LINKS:**
- Successful Presentation Skills Module Guide (English)
- Successful Presentation Skills PowerPoint Presentation (English)
The Power of Teamwork

This module introduces the students to The Power of Teamwork and shows them what teamwork is, why teams are essential to success, and what the essential elements are to make a team successful. The Power of Teamwork consists of six segments captured under four categories.

Welcome and Purpose
1. Welcome to The Power of Teamwork
2. Overview of today’s session

Illustration
3. Teamwork and geese

Application
4. Team practice
5. What makes a successful team?

Recap and Post Assessment
6. Practice, post assessment and review

“Our students were enriched and inspired. Most significant was the emphasis on personal achievement and advancement. In short, I saw hope in their faces and joy as they experienced a whole new world opening up to them. Thank you for a superb adventure!”

Narda Reigel
Life Skills Teacher
Vail, Colorado

LINKS:
The Power of Teamwork Module Guide (English)
The Power of Teamwork PowerPoint Presentation (English)
Application and Interview Skills

This module is designed to actively involve the attendees in developing the knowledge, skills, and abilities crucial to complete an application form thoroughly. It also helps them to prepare for the interview and execute it with confidence, and present themselves in the best possible light during formal interviews. The Application and Interview Skills module consists of 12 segments captured under four categories.

Welcome and Purpose
1. Welcome to Application and Interview Skills
2. Overview of today’s session

Interview Preparation
3. What preparations you should make
4. The application template
5. A winning first impression
6. Grooming
7. Going after the job
8. Completing the application

The Interview
9. Dos and Don’ts for the interview
10. The interviewer’s questions
11. The candidate’s questions

Recap and Post Assessment
12. Post assessment and review

L I N K S :
- Application and Interview Skills Module Guide (English)
- Application and Interview Skills PowerPoint Presentation (English)
Safe Food Handling Skills

This module is designed to introduce the students to **Safe Food Handling Skills** by educating the students on how to apply basics of safety, hygiene, and cleanliness when handling food items, safely handle and store raw and cooked food items, the appropriate use of cutting boards or working surfaces to avoid cross-contamination, and how to prepare a nutritious, low cost dish they can make at home. **Safe Food Handling Skills** consists of nine segments captured under three categories.

**Welcome and Purpose**
1. Welcome to Safe Food Handling Skills
2. Overview of today’s session

**Kitchen and Food Safety**
3. Cleanliness and hygiene
4. Buying food
5. Storing food
6. Preparing food
7. Kitchen knife skills

**Recap and Post Assessment**
8. Post assessment and review
9. Cooking demonstration

**Links:**
- Safe Food Handling Skills Module Guide (English)
- Safe Food Handling Skills PowerPoint Presentation (English)
Healthy Eating

This module is designed to introduce the students to the MyPlate five nutrition groups (grains, vegetables, fruits, milk and meats/beans), discuss the importance of staying hydrated and show them how to prepare a simple nutritious, low cost dish they can make at home. Healthy Eating consists of twelve segments captured under three categories.

Welcome and Purpose
1. Welcome to Healthy Eating
2. Overview of today’s session

Components of MyPlate
3. About MyPlate
4. Grains
5. Vegetables
6. Fruit
7. Dairy
8. Protein
9. Hydration
10. Washing Hands

Recap and Post Assessment
11. Post assessment and review
12. Cooking demonstration

LINKS:
- Healthy Eating Module Guide (English)
- Healthy Eating PowerPoint Presentation (English)
The third component of Succeed Through Service is a service project that introduces the students to the importance of giving back to their community. Enabling youth volunteers to identify and learn about an issue in their community and work together on a project can have a profound effect and increase academic engagement. Since the most impactful projects are those inspired and lead by the students themselves, the role of the volunteers is to provide resources to help students identify a service project and support them to ensure the project is successfully executed. There are a wide range of project options for the students to select from including improving the environment, working on hunger and homelessness, supporting seniors and people with special needs, to promoting child literacy and health and wellness.

To maximize the impact and awareness of the service project developed by your students and employee volunteers, it is recommended that you plan the event to take place on or around Global Youth Service Day. This annual campaign, which is held in April of each year, celebrates and mobilizes the millions of children and youth who improve their communities through service and service-learning. The campaign is organized by YSA (Youth Service America) and it’s Global Youth Service Network, and is the largest and longest-running service event in the world. Global Youth Service Day is the only day of service dedicated to children and youth and is celebrated in over 100 countries.

Full details on how your students and volunteers can get engaged with Global Youth Service Day (GYSD) can be found at [http://gysd.org/about](http://gysd.org/about) and [www.ysa.org/semester/projects](http://www.ysa.org/semester/projects).

“It impacted me because I learned how many people there are who have nothing - and I just wanted to help at least one person and give her hope for a brighter future.”

Sara
Student
Orlando, Florida
A brief overview of the steps to planning and orchestrating a successful and meaningful service event include:

**Investigation:** The students should identify a local, national, or global need they would like to work together on to help address. They can learn more about this issue by interviewing community members and key stakeholders, and finding out how others are already addressing the issue. One resource that will assist the students identify a potential project is “The Kid’s Guide to Service Projects: Over 500 Service Idea for Young People Who Want to Make a Difference” by Barbara Lewis (Free Spirit Publishing).

**Preparation and Planning:** The students should develop a project plan – a detailed list of every task that needs to be completed for the project to take place. Decide who will work on each task, and assign dates by which each task needs to be completed. Items to include are: develop a project budget and fund-raising plan; secure a location for the project and plan project logistics including tools and resources; determine how many other volunteers will be needed to accomplish the project; and identify the specific tasks that each volunteer will do.

**Action:** Let local media and public officials know about your students’ project and, if appropriate, invite them to participate alongside the student volunteers. Register the service project on YSD.org. Students should document their actions by taking photos or videos and surveying volunteers to gather information about the planning and project phases, who participated and what they thought about the project.

**Reflection:** Provide an opportunity for reflection for all project volunteers and for the project leaders. This will help the students analyze and understand the difference they are making, and what they are learning along the way.

**Demonstration and Celebration:** Recognize and celebrate volunteers, partners, and special guests. Evaluate the project, comparing it to baseline data to identify what changed because of the students’ project. Share the project’s impact with YSA by completing the GYSD report form to make sure the project is included in the annual GYSD Final Report.

“I felt that I was helping the community by making the Anacostia Watershed look more beautiful. This project is something that my great, great, great, grandchildren will see and enjoy, and that makes me happy.”

*Mirlyn*
Student
Washington D.C.
“The MAGIC about the SUCCEED THROUGH SERVICE program is that it recognizes the remarkable power of children and youth to change the world. By creating a program where employees and youth interact with mutual respect and high expectations, Ritz-Carlton is changing the way society sees its children and the way that kids see themselves.”

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Steven A. Culbertson
President and CEO
Youth Service America

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“Working with The Ritz-Carlton has impacted me to realize I can make a difference by helping others. Even though they can’t pay me back, I still feel good about myself for making someone’s life just a little bit easier.”

---

Gustavo
Student
Phoenix, Arizona
EXPLANATION of RESOURCES and STRATEGIES

Collaboration with the classroom teacher is essential for building a collegial relationship during Succeed Through Service module delivery. Each school is different, so the level of resources available, such as technology and Internet access, may vary. Incorporation of these modules should complement the level of instruction that normally occurs within the grade level. For this reason, each Module Guide contains the following:

- An Enduring Understanding with Learning Outcomes
- Common Core Standards
- Lesson Overview
- Segmented Lesson Plans to allow for flexible delivery and “grouping” of concepts

As a whole, the Segments flow strategically and contain specific lesson elements that permit assessment (pre/post), engagement, whole-class and independent processing, and enhancement and/or follow-up opportunities for the Succeed Through Service facilitator or classroom teacher. The following are embedded throughout the Segments:

- Pre/Post-assessments
- Activities
- Enhancement/Follow-up Ideas, incorporation of which should be determined by the facilitator and classroom teacher. These ideas are often technology-dependent.
Enduring Understanding (EU): Makes a connection between the entire learning episode and the real world, thus helping the student to synthesize the learning and help him/her understand its value beyond the classroom. Each module endeavors to anchor the students in the EU via the pre/post assessment. It can be expected that the students would have the opportunity to revisit such EUs during the course of his/her lifetime. Each EU is designed to connect to the philosophies espoused by Succeed Through Service.

Learning Outcomes: These explain what the students should be able to know and/or do as a result of the learning episode. They connect directly to the EU for the module.

Common Core Standards: The Common Core Standards Initiative, is a U.S. education initiative that is sponsored by the National Governors’ Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The standards are informed by the most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. The Common Core Standards contained in each Lesson Guide reflect the standards covered in each module, unless stated otherwise. These were excerpted from the Common Core Standards for seventh-grade students, but most of the language is consistent within the like Standards listed for sixth and eighth-grade students. Additional Standards and further explanation may be found at the link indicated below. Source: http://www.corestandards.org/about-the-standards.

Universal Design for Learning (UDL): According to the Center for Applied Special Technology, UDL is an educational framework based on research in the learning sciences. This includes cognitive neuroscience, which guides the development of flexible learning environments which can accommodate individual learning differences of all students. It was developed as a means to include students with physical and cognitive disabilities in general education settings. Across the country, many educators, school districts and states have discovered that UDL is a great way to improve daily classroom instruction while personalizing learning for each student. It is also an effective way to implement Common Core State Standards. Source: http://www.cast.org/about/news/2012-05-18.html.
Lesson Overview: The Lesson Overview is a planning tool to orient the facilitator(s) and classroom teacher to the number and content of the segments, the resources needed, and the time commitment, among other general information about the module.

Resources to Enrich and Extend: This section (page 29) provides the facilitator(s) and classroom teacher with an opportunity to extend the learning by the incorporation of technology. This is an excellent resource for classroom teachers who want to connect their daily instruction to the Succeed Through Service modules.

Discussion protocols (a variety of structured discussion formats), vocabulary, and writing ideas all may be found in this section. They demonstrate the Universal Design for Learning framework as they aim to engage all types of learners, from special education students to gifted and/or talented students.

Module Guide Activities

Brainstorm: A brainstorming opportunity usually comes at the beginning of the lesson to permit students to explore what they already may know about a given topic. Responses should be charted to show that all ideas are valued by the group. Repeated ideas may be noted with a check mark.

DLIQ (Did, Learned, Interesting, Questions): The DLIQ is a post-assessment that provides a quick and structured method for surveying the learners at the end of each module. It may be used to plan future interactions with the group or guide the classroom teacher in his/her follow-up lessons. It may be completed by the students and the teacher.

Enhancement/Follow-up Idea: These optional activities provide opportunity to stretch students’ thinking and encourage further inquiry. These should be discussed between the facilitator(s) and classroom teacher in advance. Their completion may be dependent upon the level of resources available in the classroom or learning lab within the school.

Factoids: These are fun facts that may be incorporated into a segment at any time.

Icebreakers: An icebreaker(s) may be found at the beginning of each module and give the facilitator(s) the opportunity to connect personally with the students in an engaging way. These should be shared with the classroom teacher ahead of time, particularly if there is a concern that the group may be more difficult to manage.

Question: Any time a question is noted in bold, it is typically open-ended and written at a higher level so that deeper thinking by the students is encouraged.
Quickwrite: The quickwrite is a short, timed writing (one to three minutes in length) that is usually completed on a sticky note. It is completed independently by the student, allowing him/her to tap into prior knowledge about a topic or process newly acquired concepts.

Pre/Post Assessments: Contained within each module, these assess both prior knowledge and acquired knowledge. The pre-assessment may take a variety of forms, including quickwrites, turn-and-talks, or introductory questions/brainstorming. The post-assessment serves as either a critical evaluation tool for the learning episode or an indicator to guide both facilitator(s) and classroom teachers during a follow-up module or classroom lesson, its simplest option always being the DLIQ. Ideally, pre and post-assessments should connect to the Enduring Understanding, when possible.

Turn and Talk: This is a quick and easy way to engage the learner by permitting collaborative processing. These mini-discussions are typically limited to three minutes.

Script: A script, noted by the words that are italicized and bolded in orange, is embedded in most segments for use by the facilitator. A script may be a standalone, such as in a summary, or it may accompany a lecturette, notes, or visuals.

Segue: These are orange, bolded and italicized statements that the facilitator(s) may use in order to seamlessly transition from one segment to the next within a Module.

RESOURCES TO ENRICH AND EXTEND

This section provides the facilitator(s) and classroom teacher with an opportunity to extend the learning from the modules by the incorporation of technology. This is also an excellent resource for classroom teachers who want to connect their daily instruction to the Succeed Through Service modules. Discussion protocols (a variety of structured discussion formats), vocabulary, and writing ideas all may be found in this section. They demonstrate the Universal Design for Learning framework as they aim to engage all types of learners, from special education students to gifted and/or talented students.

Discussion Protocols
- Set up an Edmodo page for students to post responses to questions posed by facilitator and to each other. http://www.edmodo.com.
- Ask students to complete a virtual “sticky note” with a response to a facilitator’s question. www.stixy.com.

Vocabulary
- Vary group discussion formats by utilizing specific discussion protocols that support the desired level of organized discussion. http://www.nsrfharmoney.org/protocol/a_z.html.

Writing

- Create a class newspaper for Succeed Through Service and challenge students to craft a “feature story” about some element of the hospitality industry. Use a Microsoft Publisher newsletter template.

- Set up a class webpage for Succeed Through Service and assign students to report on different new learnings, including the specific Service Learning or Community Footprints project. www.weebly.com or http://www.mywebspiration.com.


- Consider using a highly-structured “worksheet” that requires students to chart goals toward attaining their dream jobs. http://worksheetplace.com (type “Setting Goals” in the search window.)

Students who love animation can create an avatar that could summarize in 30 words or less one aspect of the hospitality industry they found interesting. This could serve as an assessment tool/post-assessment. www.voki.com.
<table>
<thead>
<tr>
<th>MODULE GUIDES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Career Exploration</td>
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MODULE GUIDE

Introduction to the Hospitality Industry

We have developed a Module Guide to assist you with delivering Introduction to the Hospitality Industry. 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 the 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 choices among facilitators, as they may select which topic/segment they would like to cover. Some of the longer or more complex segments include 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, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!

ENDURING UNDERSTANDING
The values of the hospitality industry reflect the virtues of polite society.

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

• Define hospitality and explain its various components.
• Explain the various careers one may have in the hospitality industry.
• Apply the principles of the hospitality/service industry when participating in a service project.
**MODULE OVERVIEW**

This first presentation to the students will introduce them to the Succeed Through Service program. It will lay the groundwork for a relationship between the class and the employees at your property. The overall goal of the relationship is to inspire the students to study and become the best they can be. This first in a series of presentations, *Introduction to the Hospitality Industry*, consists of 13 segments captured under four categories that follow.

**Welcome and Purpose**
1. Welcome to Succeed Through Service
2. Overview of today’s session
3. Icebreaker
4. What is Hospitality?
5. The Hospitality Industry

**Introduction to Our Hotel**
6. About our hotel
7. The hotel and restaurant experience

**Hotel Industry Specifics**
8. Jobs in the hotel industry
9. Meet our team
10. Great service
11. How to remember names

**Preparing For One’s Dream Job**
12. Best foot forward
13. Recap and post-assessment

**TIME:** 3 hours+
(including tour of hotel, employee panel and other suggested activities outlined in the Succeed Through Service Resource Guide on page 16).

**LOCATION:** Ideally at the partner hotel but can be adapted to the school location.

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

**MATERIALS:** Chart paper and markers, sticky notes and pencils.

**FACILITATORS:** Succeed Through Service Team, made up of 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 participants in developing the knowledge, skills and abilities crucial to achieving the Enduring Understanding and demonstrating the outcomes listed to the left.
# Welcome and Purpose

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
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| **Segment 1:** Welcome to Succeed Through Service | **ACTIVITIES:**  
1. Brief introductions to the facilitators (Names only – positions and career paths are introduced later in the presentation).  
2. Teacher introduces class.  
3. Give an overview of the Succeed Through Service relationship with the class. |           |
| TIME: 8 minutes       | **SEGUE:** Let’s find out what we’re going to do today.                                                                                                                                                                  |           |

| **Segment 2:** Overview of Today’s Session | **During the next 75 minutes that we spend together, we will provide you with the necessary knowledge to help you:**  
- Find out about the hospitality industry.  
- Understand the various positions.  
- Find out about skills that will help you be successful.  
- Take a tour of our hotel and meet our employee team.  
*Note: You may want to conduct the hotel tour at this stage so the students can put the presentation into context.* |           |
| TIME: 2 minutes       | **SEGUE:** (If tour is being conducted later in the program). *Let’s start with a fun exercise!* |           |
SEGMENT 3: Icebreaker
TIME: 15 minutes

ACTIVITIES:
“I’d like to introduce ...”
1. Students sit in a circle. Give one sticky note to each student and ask each student to write his/her first name and one way that he/she has provided “service” to other(s). Note the service and where it was done. (Example: Brought canned goods to church, babysat for a family friend, did grocery shopping for an elderly neighbor, etc.).
2. Each student is paired with the person sitting at his/her right elbow. Give two minutes for pairs to share the contents of their sticky notes.
3. Go around the circle. Each student will introduce his partner and service activity by saying, “I’d like to introduce (partner’s name) who has provided service to others by (tell WHAT and WHERE).”

SEGUE: That was fun! Now let’s start talking about the Hospitality Industry.

SEGMENT 4: Pre-Assessment — What is Hospitality?
TIME: 10 minutes

ACTIVITIES:
1. What does the word hospitality mean to you? (Solicit responses – write them on the black/white board or flip chart).

ENHANCEMENT
Consider mapping the word “hospitality” by using http://www.visuwords.com

2. Connect to Enduring Understanding: Explain the Enduring Understanding to be explored during the module:

   The values of the hospitality industry reflect the virtues of polite society.
SEGMENT 4: Pre-Assessment — What is Hospitality? cont ...

3. **Turn and Talk:** Students may either discuss in table groups or work with a small group and then share with large group.

   - **Question:** *How do the following reflect “polite society,” and how are they mirrored in the hospitality industry?*

   - **Examples:**
     - Warmly welcoming people when they arrive at a restaurant.
     - Learning the proper way to introduce someone as demonstrated during Icebreaker.
     - Ensuring they receive the service or product they want.

   **ENHANCEMENT / FOLLOW-UP IDEAS**

   - Consider discussing the various language registers as a way of clarifying the difference between formal and informal language and appropriate contexts for each. [http://www.genconnection.com/English/ap/LanguageRegisters.htm](http://www.genconnection.com/English/ap/LanguageRegisters.htm)

   - Create Simulation Cards and allow pairs of students to practice how they would utilize/maintain a given register when encountering various situations (*Example: restaurant—angry customer—steak not cooked to his liking*).

**SEGUE:** *Many of these items factor into the Hospitality Industry and the different businesses that are part of it.*
SEGMENT 5: The Hospitality Industry

TIME: 15 minute

ACTIVITIES:
Lecturette/Script: The Hospitality Industry consists of companies within the lodging, food services, recreation, and travel and tourism sectors.

1. Lodging: This sector provides accommodation for people when they are away from home. Types of lodging include hotels, motels, guesthouses, campsites and cruise lines.

2. Food Service: Nearly half of all adults in the United States have worked in the Food Service sector of the industry at some point during their lives, and more than one out of four adults got their first job experience in a restaurant. This sector includes restaurants, cafes and bars.

3. Recreation: Activities such as golf courses, spas, and theme parks would be included in this sector.

4. Travel and Tourism: This sector includes airlines and travel agencies.

5. Summary: All segments of the Hospitality Industry share a very important component – service to customers – making them feel welcome, providing what they want and caring for their well-being.

FOLLOW-UP IDEAS
• Provide students with a list of Apps to explore the different sectors, e.g. The Restaurant Game.
• Create a set of Exploration Cards that outline popular examples of the various sectors.
### Segment 5: The Hospitality Industry (cont...)

**FOLLOW-UP IDEAS, cont...**

Ask students to use a vacation planning website(s) to plan a fictional three-day/long weekend experience. A specific budget could be determined for students, and they would include transportation, lodging, activities, and at least three dining experiences. They could use websites such as the following to plan the trip:

- [www.kayak.com](http://www.kayak.com)
- [www.orbitz.com](http://www.orbitz.com)
- [www.cheaphotels.com](http://www.cheaphotels.com)

### Segue: Now let's find out about our hotel which is part of the Lodging sector of the Hospitality Industry.

### Introduction to our Hotel

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
</thead>
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| **Segment 6: About our Hotel** | **Activities:**
1. **Presentation:** Provide the students with details of your hotel.
2. **Visual:** Provide an overview of your property. Consider what visuals you can share to bring this segment alive. | **Enhancement / Follow-up Ideas**
Create “Explore” resource cards about some of the hotels in your company or areas of interest for people to visit in your vicinity.

**Time:** 10 minutes
**SEGMENT 7:**
The Hotel and Restaurant Experience

**TIME:** 3 minutes

**ACTIVITIES:**
1. **Pre-Assess for Prior Knowledge:**
   - Have you ever been to a hotel or nice restaurant? How did it make you feel?
   - (Solicit responses). Write these on the blackboard or flip chart under the heading “Service Top 10 List.” Look for words such as “made to feel special” and “welcomed.”

**SEGUE:** *Now that we understand what service is, let’s find out about the different types of jobs available in hotels.*

---

**SEGMENT 8:**
Jobs in the Hotel Industry

**TIME:** 15 minutes

**ACTIVITIES:**
1. **Turn and Talk (with a partner) Question:** *Describe the jobs that are necessary to run a successful hotel.*
2. **Transition to Visual/Script:** *Let’s take a look at the positions in the Hotel Industry. They may vary a bit from company to company but in general they fall into five categories: Rooms, Food & Beverage and Culinary, Staff Services, Technical, and Sales. Let’s take a look at the positions within each job family. There are positions at every level, for example:*
   - *In the kitchen the positions will start with a cook who helps to prepare the food, all the way up to the Executive Chef or Head Chef who is responsible for the overall kitchen operation, including menu creation.*
SEGMENT 8: Jobs in the Hotel Industry

- In the Housekeeping Department an employee may start as a Housekeeper but can grow to a Housekeeping Supervisor role and then Housekeeping Manager and beyond.
- Every hotel has a General Manager who is responsible for the overall operation, ensuring that the hotel is clean, that the customers receive great service, that the employees enjoy their roles and have career opportunities, and that the hotel is profitable. He or she will have worked in many different departments and will have had experience in many of the positions.
- Add other examples specific to your property.

SEGUE: Now that you have some idea about the different positions, let’s talk with a few members of our team!

SEGMENT 9: Meet our Team

TIME: 15 minutes

ACTIVITY: Use a panel format for a minimum of five of your employees, including a manager, talking briefly about their careers and answering questions.

ENHANCEMENT
Students should prepare at least two questions for at least one member of the panel. Teacher will review these prepared questions prior to meeting with the panel.

SEGUE: You’ve heard a lot of talk today about service. Let’s discuss what the steps are to delivering great service.
### SEGMENT 10: Great Service

**TIME:** 10 minutes

**ACTIVITY:**

1. **Script:** *We've talked a lot about service today. How do we deliver service?* Solicit answers and write on flip chart.
   - *Greet the guest or customer warmly, using their name, if possible.*
   - *Fulfill their request in a timely manner.*
   - *Give them a warm goodbye when they leave the premises.*

2. **Visual – PowerPoint Slide**

### SEGUE: Let's find out how to remember names.

### SEGMENT 11: How to Remember Names

**TIME:** 15 minutes

**ACTIVITIES:**

1. **Script:** *It is important that we remember the names of our guests. How do we do that? There are three important steps.*

2. **Visual – PowerPoint Slide:**
   - **Impression:** *Observe the person, study what they're doing & listen to what they're saying.*
   - **Repetition:** *Repeat their name, use it again & review.*
   - **Association:** *What can you associate the name with? Maybe the business they're in? Does the name rhyme with something to help you remember it? Is it similar to another name/word that will help you recall the name?*
**SEGMENT 11:** How to Remember Names  

3. **Practice:** *We’re going to do a fun exercise to practice the Impression, Repetition, and Association tips.*  
   - Give every student a piece of paper with a name written on it.  
   - Tell them not to show it to anyone.  
   - If it’s a 6th to 8th grade class you can use cartoon characters. If it’s an older group consider using movie stars or historical characters.  
   - Invite the students in groups of eight to line-up at the front of the room and in turn to say their “name.”  
   - Once each group returns to their seats ask for a volunteer to stand up and try to remember each student’s “name.”  

4. **Closure:** *What did this exercise teach you?* (Solicit responses).  

**SEGUE:** *First class everyone! Now we’re going to talk about how to prepare or your dream job.*

---

### PREPARING FOR ONE’S DREAM JOB

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<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
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</table>
| **SEGMENT 12:** Best Foot Forward | **ACTIVITIES:**  
  
  **ENHANCEMENT**  
  Consider having students create clouds that list their names and their dream careers on the front. On the back, students can list responses to the pre-assessment question that follows. | |
**SEGMENT 12: Best Foot Forward**  
1. **Pre-Assessment Script:** *It’s never too soon to start preparing yourself for your dream job! What does a person have to do to be successful?*  
(Solicit responses).
   - Punctual
   - Grooming
   - Always prepared
   - Team work
   - Learn to take responsibility, gain confidence, and have self-respect

*Well done! These are all important things to do. We’ll be talking about this in more detail in future Succeed Through Service programs such as Social Skills and Etiquette and The Power of Teamwork.*

**ENHANCEMENTS**
- Consider having students also list possible barriers to securing one’s dream job.
- Invite discussion on how education and training would be necessary in order to make one a “qualified candidate.”

**SEGUE:** *We’ve covered a lot of information today, so let’s see what you’ve learned.*

**SEGMENT 13: Recap and Post-Assessment**  
**TIME:** 5 minutes

**ACTIVITIES:**
1. **Post-assessment:** Ask students to work in pairs to create a one-sentence summarization of the key ideas of the *Introduction to the Hospitality Industry* module. OR
   Ask students to complete a DLIQ survey, which can guide either follow-up by the facilitator(s) or classroom teacher.

2. **Closure:**
   - Share next steps
   - Fond farewell
**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?
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!

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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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>SEGMENT 1:</strong> Welcome to Social Skills and Etiquette</td>
<td><strong>ACTIVITIES:</strong> 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.  <strong>ICEBREAKER SCRIPT:</strong> <em>I would like to share with you one of my favorite icebreakers! It’s called “The Last Word.”</em> 1. Let’s stand in a circle. 2. I will move and stand randomly in front of one of you. 3. I will then make a statement (e.g., “It is such a lovely day”). 4. 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. 5. 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.” 6. Each participant takes turns to ensure that everybody gets a chance to participate. 7. 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.</td>
<td><img src="image1.png" alt="Image" /></td>
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</tbody>
</table>

**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.

Segue: Let’s start by defining “social skills.”
### SOCIAL SKILLS AND ETIQUETTE DEFINED

<table>
<thead>
<tr>
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</table>
| **SEGMENT 3:**  
What are Social Skills?  
TIME: 2 minutes | **ACTIVITIES/SCRIPT:**  
1. **Brainstorm:**  
   - *What comes to your mind when you hear the words “social skills?”*  
   (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).  
   - *What does it look like when a person doesn’t have social skills?*  
     (These are referred to as “non-examples”).  
   - *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:*  
     - Providing a warm greeting when you meet someone.  
     - Listening to someone when they’re talking to you.  
     - Interacting positively in a group setting. |  

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

| **SEGMENT 4:**  
What is Etiquette?  
TIME: 2 minutes | **ACTIVITIES/SCRIPT:**  
1. **Brainstorm:** *In what context have you heard the word “etiquette?”*  
   (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart). |  

SEGMEN T 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SEGMENT 5: A Positive and Lasting First Impression</td>
<td>ACTIVITY/SCRIPT: When we meet someone for the first time, we have an opportunity to make either an excellent or poor first impression. 1. Brainstorm: What can we do to make a positive first impression? (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart). Thanks everyone!</td>
<td></td>
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</tbody>
</table>
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).
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.
SEGMEN T 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

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.
## SEGMENT 9: Telephone Etiquette

**TIME:** 5 minutes

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

1. **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

2. **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

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

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.
SEGM ENT 10: Grooming 

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!

SEGUE: Now it’s time to learn about table etiquette.
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 chew with your 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 drink 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.

1. 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.

2. Option 2: DLIQ Survey

   Ask the class if they have any questions.

   Provide recognition and feedback.

   Fond farewell.
**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?
We have developed a Module Guide to assist you with delivering Successful Presentation Skills. 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 the 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, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!
**MODULE OVERVIEW**

This Module is designed to introduce the students to Successful Presentation Skills by educating the students on how to overcome anxiety and practicing the delivery basics (eye contact, facial expressions, gestures, movement, appearance and voice). Part of the series of Succeed Through Service presentations, Successful Presentation Skills consists of 11 segments captured under four categories.

**Welcome and Purpose**
1. Welcome to Successful Presentation Skills
2. Overview of today’s session

**Presentation Pitfalls**
3. Top five presenter’s mistakes
4. Overcoming anxiety

**Presentation Pointers**
5. Delivery basics
6. Eye contact and facial expression
7. Movement and gestures
8. Appearance
9. Voice

**Recap and Post-Test/Application**
10. Recap
11. Practice/post-test

**TIME:** 1 hour+ (can be adapted to meet the class schedule). **Note:** There is enough content in Module Guide to build a two-hour session, if needed.

**LOCATION:** On-property or in the classroom

**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 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 to the left.
## MODULE 3 Successful Presentation Skills

### WELCOME AND PURPOSE

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<td><strong>ACTIVITIES:</strong> 1. Teacher introduces the facilitators to the class. 2. Brief introductions by the facilitators (names, positions and brief career paths), but only if this is the first time they have met the class. Depending on the size of the class and space available, the <strong>icebreaker</strong> can be done in one group or smaller groups. <strong>Icebreaker Script:</strong> “I would like to find out something about each of you. Take a minute and write down one thing about yourself that you think is interesting and put your name at the top.” Collect the papers so the Facilitators can review later.</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>TIME: 5 minutes</td>
<td><strong>SEGUE:</strong> Thank you, I’m looking forward to reading what you’ve written about yourself. Let’s find out about what we’ll be covering today.</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>SEGMENT 2:</strong> Overview of Today’s Session</td>
<td><strong>ACTIVITY/SCRIPT:</strong> During the next hour, the Successful Presentation Skills module will provide you with the necessary knowledge and skills to help you understand how to: 1. Avoid committing the top five mistakes made by presenters. 2. Overcome presentation anxiety. 3. Apply the six presentation delivery basics.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>TIME: 2 minutes</td>
<td><strong>SEGUE:</strong> Let’s start by discussing the top five mistakes made.</td>
<td><img src="image4.png" alt="Image" /></td>
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</table>
### PRESENTATION PITFALLS

**SEGMENT 3: Top Five Presenter’s Mistakes**

**TIME:** 7 minutes

**ACTIVITY/SCRIPT:** Pre-assess through Turn and Talk to the person next to you: *What would you say are the most common mistakes people make when giving presentations?* (Solicit responses and recognize participants. Write the answers on the black/whiteboard or flip chart).

1. **Great job everyone! Here are the top five common mistakes:**
   - No presentation goals or objectives
   - Poor delivery techniques
   - Poor first impression
   - No preparation
   - Lack of enthusiasm

2. **Some other common mistakes could be:**
   - No audience involvement
   - Lack of facial expressions
   - Sticky floor syndrome (staying stuck to one spot)

*By being aware of the above, we can ensure that we don’t fall into the trap of those common pitfalls or mistakes.*

**ENHANCEMENT**

Locate a video or a lecture that exemplifies these mistakes and have students critique the presenter, noting all of the mistakes that contribute to the poor presentation.

**SEQUE:** Do you feel your legs will never stop shaking while standing up to speak? If you are thinking yes, then you have to manage your anxiety to become effective presenters. Let’s review some techniques on how to overcome anxiety.
OVERCOMING ANXIETY

Factoid: Did You Know?
- The fear of presenting in public is the number one fear of most people?
- Over 41% of people have some fear or anxiety dealing with presenting in front of groups?
- People who have this fear can experience all kinds of symptoms—sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.
- Proper preparation and rehearsal can help to reduce this fear by at least 75%.

I would like to introduce you to five steps you can take to overcome your anxiety:

1. Visual-slide:
   - **Step 1: Know your material** – If you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.
SEGMENT 4: Overcoming Anxiety cont ...

• Step 2: Learn how to relax – You can ease tension by doing exercises. Sit comfortable with your back straight. Breathe in slowly, hold your breath for 4 to 5 seconds, and then slowly exhale. To relax your facial muscles, open your mouth and eyes wide, and then close them tightly.

• Step 3: Visualize yourself speaking – Imagine yourself walking confidently to the stage as the audience applauds. Imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.

• Step 4: Concentrate on your message, not yourself – Your nervous feelings will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.

• Step 5: Turn nervousness into positive energy – The same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.

ENHANCEMENT

1. Pair up students.
2. Give each pair a page that contains at least three short pieces (5-8 lines) of high-interest text.
3. Ask the students to practice the five steps for about five minutes.
4. Have each student in the pair stand and present to his/her partner while you circulate.

SEGUE: Now that we know how to control anxiety, let’s review some effective delivery basics.
**SEGMENT 5: Delivery Basics**

**TIME:** 10 minutes

**ACTIVITY/SCRIPT:** *When you present, you communicate verbally and nonverbally. Like any type of communication, the presentation requires a message, a message sender and a message receiver. Your role in the communication may change: sometimes you will be the sender, sometimes you will be the receiver and sometimes you will be both.*

1. **Brainstorm:** *In what ways do we communicate nonverbally?* (Solicit responses and recognize participants. Write the answers on the black/whiteboard or flip chart).

2. **Visual-slide:**
   - Eye Contact
   - Facial Expressions
   - Movement
   - Gestures
   - Appearance
   - Voice

3. **Practice:**
   - Divide the participants into 6 small teams and assign one of these six delivery basics for each group.
   - *In your group, you have 5 minutes to:*
     - Define the delivery basic
     - Tell how to make it effective.
   - Ask one student from each team to share the teams’ findings.
ACTIVITY/SCRIPT: *People speak with their eyes as well as their words. Eye contact and facial expression are an emotional handshake. One of the best ways to make your audience feel a part of the presentation is through effective eye contact. By doing that, you will get their undivided attention and keep them interested.*

1. **Practice:**
   - Ask the students to establish and maintain eye contact with each other for few seconds.
   - Ask: *How did you feel?*

2. **Visual-slide:**

   *Be careful not to hold eye contact too long or the audience member may feel intimidated by your stare.*

   *In addition, be careful not to have “roller coaster eyes,” which are darting glances to audience members all around the room.*

   *Use eye contact to check understanding.*

   *When it comes to facial expression, smile and let your face reflect what you are saying. Don’t force phony expressions. Relax your facial muscles through laughter and smiling!*

**ENHANCEMENT**

1. Pair up students.
2. Give each pair a page that contains at least three short pieces (5-8 lines) of high-interest text. If you used the Enhancement from Segment 4, ask students to apply the new learnings to the same piece of text.
3. Ask the students to practice the five steps for about five minutes.
4. Have each student in the pair stand and present to his/her partner while you circulate.
SEGMENT 6:
Eye Contact and Facial Expression
cont ...

2. Practice: Ask the students to practice facial expressions while chatting with each other.

SEGUE: Now that we know the importance of eye contact and facial expression, let’s review movement.

SEGMENT 7:
Movement and Gestures

TIME: 5 minutes

ACTIVITY/SCRIPT:

1. Brainstorm/Visual-slide: What are some movements to avoid as a presenter? (Solicit responses and recognize participants. Write the answers on the black/white board or flip chart).
   - Rocking/swaying
   - Podium freeze
   - Nervous movement
   - Hands in pockets

2. Visual-slide: A speaker should establish three positions in the room to which he/she travels throughout the presentation.
   - Home position: This position is where you spend most of your time during the presentation.
   - Across from the home position, on the same side of the room: This position is designed to create a change of pace and increase interest in your presentation.
   - The third position is designed for special points in your presentation, and it should be used sparingly: This position is the only one that crosses the imaginary line between you and the audience.

3. Visual-slide: What about gestures?
   - Make gestures purposeful and natural
   - Use gestures to stress, demonstrate, or complement what you say
   - Use expansive gestures above the waist
   - Keep your elbows away from your body

Ask the students to practice the above techniques while telling the plot of a favorite movie or book.
SEGMENT 7: Movement and Gestures

**ENHANCEMENT**
1. Pair up students.
2. Give each pair a page that contains at least three short pieces (5-8 lines) of high-interest text. If you used the Enhancement from Segment 4 and 6, ask students to apply the new learnings to the same piece of text.
3. Ask the students to practice the five steps for about five minutes.
4. Have each student in the pair stand and present to his/her partner while you circulate.

SEGUE: Let’s discuss appearance.

SEGMENT 8: Appearance

**ACTIVITY/SCRIPT:** Appearance is a major factor in creating a first impression. Your audience can not help but notice your clothing, grooming and posture.

1. **Quickwrite:** Take one minute to respond on a sticky note to the following question:
   
   How can you enhance your credibility through your appearance?

   (Solicit responses and recognize participants. Write the answers on the black/white board or flip chart).

2. **Brainstorm:** What grooming tips should we consider when presenting? (Solicit responses and recognize participants. Write the answers on the black/white board or flip chart).
SEGMENT 8: Appearance

4. Visual-slide:
   - Your dress should communicate a professional image
   - Posture: stand up straight, but not stiff
   - Attitude: The only attitude that is appropriate for a presentation is an upbeat positive one! *No audience wants to listen to an unenthusiastic, disinterested speaker.*

SEGUE: *The last communication delivery basic is voice.*

SEGMENT 9: Voice

ACTIVITY/SCRIPT: *What are some things to consider to effectively use your voice?* (Solicit responses and recognize participants. Write the answers on the black/white board or flip chart).

Visual-slide:
   - Projection: Make sure you speak loud enough for the audience to hear you
   - Pitch: Don’t speak in a monotone voice
   - Pace: Alternate the pace of your voice
   - Slow down for important points
   - Diction: Speak more clearly than normal
   - Get rid of the “Ums” and “Uhs”
SEGMENT 9: Voice

**ENHANCEMENT**

1. Pair up students.
2. Give each pair a page that contains at least three short pieces (5-8 lines) of high-interest text. If you used the Enhancement from Segments 4, 6 and 7, ask students to apply the new learnings to the same piece of text.
3. Ask the students to practice the five steps for about five minutes.
4. Have each student in the pair stand and present to his/her partner.

SEGUE: *Let’s recap what we’ve covered!*

---

**RECAP AND POST-ASSESSMENT/APPLICATION**

### SEGMENT 10: RECAP AND REHEARSE

**TIME:** 7 minutes

**ACTIVITY/SCRIPT:** *Let’s go over the steps we covered today to ensure you will be able to make a successful presentation.* Provide the recap in the form of a handout. Sample is attached.

**Visual-slide:**

- **THE 5 STEPS TO OVERCOME YOUR ANXIETY**
  1. Know your materials
  2. Learn how to relax
  3. Visualize yourself speaking
  4. Concentrate on your message
  5. Turn nervousness into positive energy

- **THE 6 DELIVERY BASICS:**
  1. Eye Contact
  2. Facial Expressions
  3. Movement
  4. Gestures
  5. Appearance
  6. Voice
SEGMENT 10: RECAP AND REHEARSE
cont ...

**ENHANCEMENT**
1. Pair up students.
2. Give each pair a page that contains at least three short pieces (5-8 lines) of high-interest text. If you used the Enhancement from Segments 4, 6 and 7, ask students to apply the new learnings to the same piece of text.
3. Ask the students to practice the five steps for about five minutes.
4. Have each student in the pair stand and present to his/her partner while you circulate.

SEGUE: *Let’s now practice what we’ve learned today!*

SEGMENT 11: PRACTICE POST-ASSESSMENT

**TIME**: 10 minutes

**ACTIVITY/SCRIPT**: *Remember:*

*I hear and I forget, I see and I remember, I do and I understand!*

*So it is time to practice what we learned today through your presentations! Are you ready?*

**Option 1: Volunteers Present** Ask for volunteers to **present** (using the above techniques), applying the three learning outcomes from today’s session. OR

**Option 2: DLIQ Survey** (immediately follows Segment 11)

Provide recognition and feedback. Fond farewell.
**The Five Steps to Overcome Your Anxiety**
1. Know your materials
2. Learn how to relax
3. Visualize yourself speaking
4. Concentrate on your message
5. Turn nervousness into positive energy

**The Six Delivery Basics**
1. Eye contact
2. Facial expressions
3. Movement
4. Gestures
5. Appearance
6. Voice
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?
MODULE GUIDE

The Power of Teamwork

We have developed a Module Guide to assist you with delivering The Power of Teamwork. 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 the 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, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!

ENDURING UNDERSTANDING
Teams are only successful when all members contribute equally and respect one another.

LEARNING OUTCOMES
At the end of this module, students will understand the following:

• What teamwork is and why teams are essential to success.
• What makes a successful team.
**MODULE OVERVIEW**

This Module is designed to introduce the students to The Power of Teamwork. They will discuss why teams are essential to success and what makes a winning team. Part of a series of Succeed Through Service presentations, The Power of Teamwork consists of six segments captured under four categories.

**Welcome and Purpose**
1. Welcome to The Power of Teamwork
2. Overview of today’s session

**Illustration**
3. Teamwork and geese

**Application**
4. Team practice
5. What makes a successful team?

**Recap and Post-Assessment**
6. Practice/post-assessment

**TIME:** 1 hour+ (can be adapted to meet the class schedule). **Note:** There is enough content in Module Guide to build a two-hour session, if needed.

**LOCATION:** On-property or in the classroom

**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; pictures of musical instruments (six minimum or more if class size is large) and tape to attach pictures to the classroom wall.

**FACILITATORS:** Succeed Through Service Team, made up of 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 to the left.
SEGMENT 1: Welcome to The Power of Teamwork
TIME: 10 minutes

ACTIVITIES/SCRIPT:
1. Teacher introduces the facilitators to the class.
2. Brief introductions by the facilitators (names, positions and brief career paths), but only 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.

ICEBREAKER: Prior to the session, post pictures of musical instruments on the wall (trumpet, guitar, cymbals, violin, flute, piano, etc). Start the activity:

1. I would like to start the session with a unique activity entitled: “Musical Instruments.”
2. Go stand by the musical instrument that is most like you. Wait until all students are in those positions.
3. Each student will share with the group why she/he chose this particular instrument. To keep within the 10 minutes allotted, if it is a large class size ask for volunteers to share why they chose the instrument.

This is a great activity to learn about each other and have fun! In addition, relate this activity to the importance of teamwork by sharing the following:
SEGMENT 1:
Welcome to The Power of Teamwork

PROCESS ICEBREAKER: Can you create an outstanding and unique symphony by using only one instrument? Of course not! You need a combination of instruments that play in harmony to create a memorable symphony! That is exactly the case with teamwork, when we work together; we join our energy, passion, talents, and skills to create something unique and memorable! It’s all about teamwork!

SEGUE: Let’s find out what we’re going to cover today!

SEGMENT 2:
Overview of Today’s Session

TIME: 1 minute

ACTIVITIES/SCRIPT:
PRE-ASSESS Using a Quickwrite: Reflect upon a team experience you’ve had. Describe those characteristics (discussed today) that were part of your team experience. Which ones were lacking? (Solicit responses and recognize participants).

During the next hour, the Power of Teamwork module will provide you with the necessary knowledge and skills to help you understand the following:

1. What is teamwork and why teams are essential to success?
2. What makes a successful team?

SEGUE: Let’s start by defining teamwork.
<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **SEGMENT 3:** Teamwork and Geese | **ACTIVITIES/SCRIPT:**

1. **Chalk Talk:**
   - Ask students to move desks into clusters of 4 or 6.
   - Put a piece of chart paper on the center of each cluster, along with enough markers for all students in the cluster.
   - Assign one student in each group to write the following **Enduring Understanding** at the center of the chart paper:

   *Teams are only successful when all members contribute equally and respect one another.*

   - Tell the teams that you will allot three minutes to silently jot their thoughts and questions in response to the **Enduring Understanding**.

   **Great job everyone! The best analogy to describe teamwork is the one of geese.**

<table>
<thead>
<tr>
<th>ENHANCEMENT / FOLLOW-UP IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that students know what an analogy is by using <a href="http://www.visuwords.com">http://www.visuwords.com</a> to “map” the word. Provide them with another example from everyday life.</td>
</tr>
<tr>
<td>• Ask pairs or clusters of students to create original/other analogies for teamwork.</td>
</tr>
</tbody>
</table>
SEGMENT 3: Teamwork and Geese

cont ...

2. Visuals-slides:

Fact 1: Do you know why geese fly in “V” formation? (Solicit responses).
- As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock flies faster and better than if each bird flew alone.
- What can we learn from this fact? (Solicit responses).
- Like geese, individuals who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of each other. That is teamwork!

Fact 2: What happens when a goose falls out of formation? (Solicit responses).
- When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.
- What can we learn from this fact? (Solicit responses).
- If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.
- As with geese, people are interdependent on each other’s skills, capabilities, and unique arrangements of gifts, talents, or resources.

Fact 3: What happens when the lead goose is tired? (Solicit responses).
- When the lead bird tires, it rotates back into the formation to take advantage of the lifting power of the bird immediately in front of it.
- What can we learn from this fact? (Solicit responses).
SEGMENT 3: Teamwork and Geese

Fact 4: Why do the geese honk when flying in formation? (Solicit responses).
- The geese flying in formation honk to encourage those up front to keep up their speed.
- What can we learn from this fact? (Solicit responses).
- We need to make sure our honking is encouraging. In teams where there is encouragement, the production is much greater. The power of encouragement and feedback is crucial in an effective team.

Fact 5: What happens when a goose gets sick or wounded? (Solicit responses).
- When a goose gets sick or wounded – two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again. Then, they launch out with another formation to catch up with the flock.
- What can we learn from this fact? (Solicit responses).
- Like geese, teamwork is about standing by each other in difficult times as well as when we are strong.

Who can repeat the five lessons we learned from geese? (Solicit responses).

Teamwork is about:
- Individuals who share a common direction and achieve their goals quicker and easier.
- Accepting other’s help and support and extending your help and support to others.
- A group of people who are interdependent on each other’s skills, capabilities, talents, and resource.
- Constant encouragements and feedback.
- Standing by each other in difficult times as well as when we are strong.

SEGUE: Now that we know what “teamwork” means and why teams are essential for success, let’s practice teamwork! Are you ready?
### SEGMENT 4: Team Practice

**TIME:** 15 minutes

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
</thead>
</table>

**ACTIVITY/SCRIPT:**

1. Divide the group in teams of 4 or 5 and have each group form a line, one person behind the other.

2. Provide the person at the front of each line with a blank paper and a marker.

3. Share the following instructions with the group:

   *In a moment, I’m going to ask the people at the back of each group to come to the front of the room where they will watch me draw a picture on a piece of paper. Once they see the picture they will return to their lines where they will then use their fingers/or back of a capped pen to draw the same picture on the back of the person standing in front of them, who will then draw the picture on the person’s back in front of them, and so on. The person at the front of the line will then draw the picture on the piece of paper using the marker.*

**Explain/Post the Following Rules:**

- You have only one chance to draw the picture on the back of someone else.
- Verbal communication is not allowed.
SEGMENT 4: Team Practice
cont ...

Notes for Facilitator:
- Keep the first picture simple: smiley face; letter such as B; question mark; a triangle, etc. After the first round, have the students rotate positions in their small groups so everyone can get a chance to be the first person. Get ready to have some fun as the final drawings will be completely different from the original.
- After the first attempt, compare the final drawings with the original drawing. You will experience a lot of inconsistency at the beginning but results will get better as they rotate positions, discuss possible techniques and try again.
- After each attempt, allow time for the team to discuss alternative ways to work better as a team and communicate the drawing effectively.

- Visual-Slide: Share the following lessons between attempts:
  - Teamwork is crucial for success.
  - Teamwork and communication go hand in hand and are both important to achieve great results.
  - Teamwork is a journey of continuous improvement.
  - Every team member plays an important role in achieving the team’s goal.

SEGUE: Did you enjoy practicing teamwork? Let’s now review what makes a successful team?
SEGMENT 5: What Makes a Successful Team?
TIME: 15 minute

ACTIVITY:
- Divide the group in teams of 4 or 5 and have each group write the word TEAMWORK vertically on a piece of chart paper.
- Ask each team to choose a word that starts with each letter of the word TEAMWORK.
- Please note that the words should describe what makes a successful team.
- Each team will present their findings and explain the reasoning behind each word.
- After each team presents its findings, share the following acronym and elaborate accordingly by sharing some of your personal “teamwork” experiences:

1. **Visual-slide:**
   - T - **Talents** (i.e. skills and abilities)
   - E - **Enthusiasm** (i.e. shared excitement and interest)
   - A - **Adaptable** (i.e. flexibility is key to face unforeseen roadblocks)
   - M - **Mutual Respect** (i.e. valuing everyone’s contributions)
   - W - **Working Together** (i.e. common purpose to deliver best)
   - O - **Organized** (i.e. clear structure, expectations, roles, requirements etc.)
   - R - **Recognition** (continuous feedback – like the geese)
   - K - **Knowledge** (i.e. having the required knowledge to achieve the common purpose)

SEGUE: We’ve covered a lot of information. Let’s recap so you’re set up for success!
<table>
<thead>
<tr>
<th>SEGMENT 6: Recap/Post-Assessment</th>
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</thead>
<tbody>
<tr>
<td>TIME: 4 minute</td>
</tr>
</tbody>
</table>

**ACTIVITY/SCRIPT:** *Let’s review some of the skills we learned!*

1. **Option 1: Question:***
   
   *Reflect upon a team experience you’ve had. Describe those characteristics (discussed today) that were part of your team experience. Which ones were lacking? OR Describe how your (subject area) class might feel more like a team if you incorporated some of the characteristics we’ve discussed and practiced today; OR*

2. **Option 2: DLIQ Survey***
   
   Ask the class if they have any questions.
   Provide recognition and feedback.
   Fond farewell.
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?
**ENDURING UNDERSTANDING**
How one presents him/herself influences others both positively and negatively.

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

- Complete an application form thoroughly.
- Prepare for the interview and execute it with confidence.
- Present themselves in the best possible light during formal interviews.

We have developed a Module Guide to assist you with delivering Application and Interview Skills. 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 the 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, additional 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 attendees in developing the knowledge, skills and abilities crucial to demonstrate the outcomes listed to the left. Part of a series of Succeed Through Service presentations, Application and Interview Skills consists of 12 segments captured under four categories.

Welcome and Purpose
1. Welcome to Job Application and Interview Skills
2. Overview of today’s session

Interview Preparation
3. What preparations should you make?
4. The application template
5. A winning first impression
6. Grooming
7. Going after the job
8. Completing the application

The Interview
9. Dos and Don’ts for the interview
10. The interviewer’s questions
11. The candidate’s questions

Recap and Post-Assessment
12. Post-assessment and review

TIME: 70 minutes
(Note: The module can be adapted to shorten the presentation and also has enough content to be expanded in length if time is available).

LOCATION: On-property or in the classroom.

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

MATERIALS: Chart paper and markers, sticky notes, pencils, application form template.

FACILITATORS: Succeed Through Service Team, made up of 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 to the left.
## WELCOME AND PURPOSE

**ACTIVITIES:**

1. Teacher introduces the facilitators to the class.
2. Brief introductions by the facilitators (names, positions and brief career paths), but only 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.

**ICEBREAKER SCRIPT:** *I would like to share with you one of my favorite icebreakers! It’s called “Getting to Know You.” We’re going to split into groups of two, ideally with someone you don’t know too well. Each person will interview the person they’re partnered with and ask the following three questions:*

1. *Which famous person (living or deceased) would you like to meet and why?*
2. *What is your favorite movie and why?*
3. *Tell me one thing of interest about you.*

*Write down the answers. Then, each will take turns introducing the person you are partnered with to the group.* (Complete icebreaker).

*The objective of this exercise is help you feel comfortable talking in front of the group and get used to being asked questions about yourself.*

*Today we are going to provide you with tools and tips to present yourself in the best light possible in a short period of time. Are you ready?*

---

**SEGUE:** *Let’s find out what we’re going to cover today.*
SEGMENT 2: Overview of Today’s Session

TIME: 1 minutes

ACTIVITY / SCRIPT: In the future, whether you are applying for summer jobs, college, or your first full-time job we want to ensure you’ll be successful. During the next hour, Succeed through Service – Application and Interview Skills will provide you with the necessary knowledge and skills to help you:

1. Complete an application form thoroughly.
2. Prepare for an interview and execute it with confidence.
3. Present yourselves in the best possible light during formal interviews.

SEGUE: Planning in advance will help you be prepared and ready to apply for a job.

INTERVIEW PREPARATION

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
</thead>
</table>
| SEGMENT 3:  | ACTIVITY / SCRIPT: Let’s imagine you’ve identified the job you want to apply for. We’re going to prepare the information needed to complete an application. Often, you will be asked to complete either a written or on-line application before you meet anyone in person. We’re going to make it easier for you by helping you collect the information in advance so you can refer to it when completing an application.

1. Question: What kinds of information does one need to gather in order to complete an application? (List responses on chart paper). | | |
SEGMENT 3: What Preparations Should You Make?

2. Lecturette/Script/Notes

Information you will need to provide will include:

- **Contact Information:** How does the employer get in contact with the candidate?
- **Education:** Applicants should consider not only the current school of attendance but also after-school programs, summer camps or other alternative forms of education.
- **Experience:** The applicant should list responsibilities in a positive light. Include any volunteer service or work with your church as this can help if work experience is limited.
- **References:** Applicants should always ask permission of their references to use them before offering their contact information and let them know someone may be contacting them. If they use former employers as references, they should keep in mind that most employers today will only provide dates of employment.

**ENHANCEMENT / FOLLOW-UP IDEAS**

Consider either including a list of responsibilities that may or may not be worded positively, or asking participants to generate a list of possible responsibilities. Participants would then determine how to revise statements using positive language. Describe a scenario that illustrates the importance of notifying references.

**SEGUE:** Be sure to gather all this information in advance and store it in a safe location so you can refer to it later.
### SEGMENT 4: The Application Template

**TIME:** 2 minutes

**ACTIVITY / SCRIPT:**
1. Hand out the application template to the participants.
2. *Gathering the information in this template will help you prepare for your interview. You’ll need to research some items as it’s very important that you’re accurate.*

**Question:** Are there any items on this template that you find surprising or confusing?

**SEGUE:** Now that we know what information is needed, let’s apply for that job! Do not be taken off guard if you are asked to interview on the same day you fill out the application.

### SEGMENT 5: Preparing Yourself and Establishing First Impressions

**TIME:** 5 minutes

**ACTIVITY / SCRIPT:**

*It’s important to remember:*
1. You are your best salesperson.
2. You need to pay attention to every detail, including what you write, what you say, and how you look.

*Have you heard of the term “First Impressions” before?*

---

**Factoid**

On average it takes three to five seconds to make an impression. That’s a very short amount of time!

**NOTE:** Consider including other factoids about job applications and interviews.
SEGMENT 5: Preparing Yourself and Establishing First Impressions

What happens if we make a BAD first impression?
(Solicit responses and recognize participants).
That’s right, we won’t get the job!
Applying for a job should not be taken lightly.
If you treat the application process with a careless attitude, the interviewer will also think you will have a careless attitude about the job.

ENHANCEMENT / FOLLOW-UP IDEAS

- Explain the expression, “You are your best salesperson.”
- Describe how this conflicts with what society/friends tell us about “bragging.”
- Describe a time when either you were judged or you judged someone unfairly because of appearance.

SEGUE: Be sure to gather all the information in advance and store it in a safe location so you can refer to it later.

SEGMENT 6: Grooming

TIME: 8 minutes

ACTIVITY/SCRIPT:

Brainstorm: What are some of the items included under grooming?
(List responses on chart paper and recognize participants).

Visual-slide:
- Proper personal hygiene (bathing, fresh breath, combed hair – long hair should be pulled back for the interview).
- Attire should be pressed/clean; think about how you would dress to go to church, a special occasion, etc.
- Ladies’ skirts should not be too short.
- No loud colors or bizarre patterns.
SEGMENT 6: Grooming cont ...

- Avoid excessive jewelry (*suggest keeping to a watch, one pair of earrings on the lobe, etc.*).
- No overpowering perfumes or colognes.
- Logo items should be avoided as they can distract.
- Clean and well cared for hands and nails (no decorations).
- Avoid excessively long false nails with bright colors.
- Shoes should be clean and polished.
- Ladies’ stockings (neutral skin tones).
- Make-up should be subtle and compliment your natural beauty.
- Remember your posture and to check the mirror.

**ENHANCEMENT / FOLLOW-UP IDEAS**

Encourage students to seek out magazine pictures/photographs that illustrate GOOD examples of grooming, as well as examples that illustrate POOR/inappropriate/unprofessional grooming.

**SEGUE:** Now you’re all ready to go after that job!

SEGMENT 7: A Winning First Impression

**TIME:** 10 minutes

**ACTIVITIES:**

1. **Role Play:** Ask a student volunteer to role play the act of asking for a job application with a facilitator.
2. **Script-pointers:** *You are the best salesperson for you! Make sure that comes across when you enter the door.*
   - Before you get to your destination remove any gum and make sure you have a pen that works.
   - Open the door with confidence.
SEGMENT 7:
A Winning First Impression
cont ...

• Stand up straight and SMILE.
• Approach the person behind the desk with good eye contact and an appropriate greeting ("Good Morning / Afternoon / Evening.")
• Introduce yourself and state that you would like to apply for a job. Energize your voice and make sure you speak loudly enough for them to hear you. No Ums and Uhs!
• Always be cooperative with the staff; follow their instructions. Many employers will ask the first person you met how you treated them.

ENHANCEMENT
Facilitator(s) may want to share a personal anecdote about a time he/she encountered a poor example of a job applicant (Example: The person was rude, dropped off a wrinkled application, was too casual in manner, and chatted with someone he/she knew, etc.

3. Practice / Script:
• Remember: Confidence is a great job skill – show them you are confident! Let’s practice so that your confidence shines through!
• Find a partner and decide who will be the Receptionist and who will be the Job Applicant (don’t worry - you’ll switch roles in just a moment).
• Thinking about all we just discussed, let’s practice making a great first impression when applying for a job interview.

SEGUE: That went very well! Let’s now recap on what to remember about completing an application form!
SEGMENT 8: Application Completion

TIME: 5 minutes

ACTIVITY / SCRIPT:

- At this stage you may be asked to complete either an on-line or paper application form.
- Remember, the application should be filled out completely. Leave nothing blank.
- If you are completing a paper application, you should use the pen you brought with you (black or blue ballpoint). If you aren’t sure one pen will last, bring two.
- Please write legibly, using information you’ve already compiled.
- Spelling is critical and we recommend you bring a pocket dictionary, just in case.
- Once the application is completed, you should return it to the receptionist and wait patiently until called.

ENHANCEMENTS

Consider adding in the following questions:

- If you choose to complete the application on location, where should you accomplish this task? (out of the line of traffic).
- What should you do with your cell phone?

Consider using a document camera to project strong and weak examples of completed job applications.
Factoid: Did You Know?
The act of writing helps to embed information into the brain? Consider anticipating impromptu interview questions, too, by jotting down possible questions and your responses to them.

SEGUE: Now that you have filled out the application beautifully, they are so impressed that they MUST interview you immediately! A list of dos and don’ts for interviewing will be next.

THE INTERVIEW

| SEGMENT 9: Dos and Don’ts for the Interview | Activity / Script: Here are the important points to remember when being interviewed: |
| TIME: 5 minutes | 1. Job Interview Dos: |
| | • Make eye contact and smile at the Interviewer. |
| | • Give an appropriate greeting, “Hello Mr. Jones, it is a pleasure to meet you. Thank you for your time.” |
| | • Give a firm handshake. One shake is plenty. |

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JOB INTERVIEW</strong></td>
</tr>
<tr>
<td><strong>DOs...</strong></td>
</tr>
<tr>
<td>• Do make eye contact</td>
</tr>
<tr>
<td>• Do smile</td>
</tr>
<tr>
<td>• Do give an appropriate greeting</td>
</tr>
<tr>
<td>• Do give a firm handshake</td>
</tr>
</tbody>
</table>
2. **Job Interview Don’ts:** (solicit responses and recognize participants).
   - Don’t sit down until invited.
   - Don’t use first names unless given permission.
   - Don’t show nervousness or boredom. Be confident in yourself.
   - Don’t discuss sensitive topics: Gender, race, national origin, religion, age, etc.
   - Don’t ask about benefits, salary or vacation.

**SEGMENT 10:**

**The Interviewer’s Questions**

**TIME:** 5 minutes

**ACTIVITY / SCRIPT:**
- The interviewer doesn’t know you, so this is his/her opportunity to learn as much about you and your work habits as they can.
- Be prepared to explain your work history and the reason you would be the best person for the job.

**Possible Questions You May Be Asked:**
- Why should I offer you a position or placement?
- What is your greatest strength/weakness?
- Why do you want to work here? And why do you think you would be a good employee for us?
- Have you ever been fired or removed from a project?
SEGMENT 10: The Interviewer’s Questions cont ...

- Countless other questions may be asked of you. We are only reviewing samples.
- When asked a question that you might not be expecting, do not be afraid to pause and think of your answer instead of just blurt- ing something out.

2. Practice: Put students in triads and have them practice responding to the bulleted interview questions.

SEGUE: It's ideal to have some questions planned in advance for you to ask. Let’s work on that next.

SEGMENT 11: The Candidate’s Questions

TIME: 3 minutes

ACTIVITY / SCRIPT AND VISUAL-SLIDE:

1. The interview does not have to feel one-sided. Hopefully, you will be given the opportunity to ask questions of the interviewer as well.
2. You should have some of these questions prepared ahead of time and know how to smoothly exit the interview.

ENHANCEMENT

Brainstorm: Use chart paper to list students’ possible questions for the potential employer/interviewer.

3. Show the interviewer that you are very interested by asking questions that send the message. Here are some samples:
   - Who would I report to?
   - What are the job duties?
   - How many people would I be working with?
   - Does my department work closely with another department?
SEGMENT 11: The Candidate's Questions

4. When the interview is over, you want to exit with the same confidence you had when you entered.
   • Thank the interviewer for their time and also shake hands once again.
   • Never ask, “When will I be hearing from you?” But it is OK to say, “I look forward to hearing from you.”

SEGUE: We’ve covered a lot of information. Let’s recap so you’re set up for success!

SEGMENT 12: Post-Assessment and Review

TIME: 7 minutes

ACTIVITY / POST-ASSESSMENT:

1. Collage:
   • Give every student five index cards.
   • Ask each student to write five descriptive words, one per index card, which illustrates key concepts learned during the Module.
   • Facilitator writes the Module’s Enduring Understanding on the top of a large piece of chart paper:

   How one presents him/herself influences others both positively and negatively.

   • Ask each student to affix his/her cards to the chart paper. Repeated words will not be included, so students should be encouraged to be creative and think of the most original words to describe the concepts; OR

   DLIQ Survey (follows Segment 13).
SEGMENT 12: 
Post-Assessment and Review

2. Review Script: Let’s review some of the topics we’ve discussed:
   • Preparation is important. You never have a second chance to make a great first impression. Take the time to prepare yourself (resume, addresses of past employers, having a pen that works, etc.). Special attention should be paid to the preparation of your appearance (grooming, selection of interview attire, using manners, etc.).
   • Confidence is a great trait to assist you in getting a job. When you feel good about yourself, it shows through how you smile, greet people and answer the questions asked by the Interviewer.
   • The interview is the time to sell yourself. You have to help the Interviewer see that there is no one better for this job than you. You can tell them this but they want to see it in your delivery.
   • Closing the interview properly is just as important as how it gets started. They need to remember you out of the stack of applications they have. What did you do to help them choose you?

3. Closure:
   • Ask the class if they have any questions.
   • Provide recognition and feedback.
   • Fond farewell.
**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?
We have developed a Module Guide to assist you with delivering Safe Food Handling Skills. 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 the 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 choices 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, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!
**Module Overview**

This Module is designed to introduce the students to **Safe Food Handling Skills** by educating the students on how to safely handle and store raw and cooked food, the appropriate use of cutting boards or working surfaces to avoid cross-contamination, and how to make a nutritious, low cost dish they can make at home. Part of the series of Succeed Through Service presentations, **Safe Food Handling Skills**, consists of eight segments captured under three categories.

**Welcome and Purpose**
1. Welcome to Safe Food Handling Skills
2. Overview of today’s session

**Kitchen and Food Safety**
3. Cleanliness and hygiene
4. Buying and storing food
5. Preparing food
6. Using a kitchen knife

**Recap and Post-Test**
7. Recap and post-test
8. Cooking demonstration

**Time**: 1 hour+
(Note: The module can be adapted to meet the class schedule).

**Location**: Kitchen area on-property or at the school.

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

**Materials**:
- 2 Handouts (see Appendix).
- Items for 2 demonstrations (see Appendix).
- Items and equipment for cooking demonstration.
- Aprons for students (see Appendix for recommendation).
- Plastic knives for students and modeling compound (e.g. Play-doh).

**Facilitators**:
- Members of the Culinary Team.
- 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 to the left.
**SEGMENT 1:**
**Welcome to Safe Food Handling Skills**

**TIME:** 8 minutes

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
</tr>
</thead>
</table>

**ACTIVITIES:**
1. Teacher introduces the facilitators to the class.
2. Brief introductions by the facilitators (names, positions and brief career paths), but only 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.

**ICEBREAKER SCRIPT:**
- *Today we’re going to be talking about Safe Food Handling Skills.*
- *First though, let’s find out what are your favorite things to eat and why.*
- *Let’s go around the room. Who’d like to start?*

Record the items on a flip chart, writing down each time an item comes up for the first time and placing a check-mark each time it comes up again.

**SEGUE:** *That was fun! Now, raise your hands if you get involved in cooking at home, either for yourself or your family?* (Solicit responses). *Okay, I know what we’re going to cover today will be very useful to you.*
SEGMENT 2: Overview of Today's Session
TIME: 2 minutes

ACTIVITY / SCRIPT:
During the next hour, the Safe Food Handling Skills will provide you with the necessary knowledge and skills to help you understand:
• The importance of cleanliness and hygiene
• Buying and storing food items
• Preparing food on a cutting board or work surface
• How to use a kitchen knife – remember safety first

At the end of the session, we’re going to have some fun and create a very easy, healthy dish you can make at home.

SEGUE: Let’s start by discussing the importance of cleanliness and hygiene.

SEGMENT 3: Cleanliness and Hygiene
TIME: 5 minutes

ACTIVITY / SCRIPT:
1. PRE-ASSESS: Has anyone in the room ever suffered from an upset stomach after eating food? What might be the causes of food poisoning? (Solicit responses).
2. Brainstorm: To help avoid this we should all adopt good hygiene standards, whether we’re preparing food or eating food. When are times when you should wash your hands? (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart).
3. Visual-slide: Great job everyone! Here are the times to wash your hands:
### SEGMENT 3: Cleanliness and Hygiene

**cont ...**

<table>
<thead>
<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **When should you wash your hands?**  
- Before, during, and after preparing food  
- Before eating food  
- After visiting the restroom  
- Between handling raw and cooked food  
- Before and after treating a cut or wound  
- After blowing your nose, coughing, or sneezing  
- After touching an animal  
- After touching garbage  
**Well done. What is the right way to wash your hands? (Solicit responses).**  
- Wet your hands with clean running water (warm or cold) and apply soap.  
- Rub your hands together to make a lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.  
- Continue rubbing your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.  
- Rinse your hands well under running water.  
- Dry your hands using a clean towel or air dry.  

_Washing hands with soap and water is the best way to reduce the number of germs on them. If soap and water are not available, use an alcohol-based hand sanitizer._
SEGMENT 4:
Buying and Storing Food

TIME: 10 minutes

Note to Facilitator(s):
See preparation instructions for this exercise in Appendix.

ACTIVITY / SCRIPT:

1. Brainstorm: Raise your hand if you sometimes do the grocery shopping for your family.

   When you select food what are the important things to look for? (Solicit responses).

   Correct responses include:
   - “Use by” date not expired
   - Item looks fresh
   - No strange odor
   - No broken seals
   • Cans are not indented
   • No cracks in the eggs
   • Fruit not bruised

When you are storing food items it’s important to separate raw meat, fish and poultry from vegetables, fruit and other food items.

When you are handling food that has been stored at home what should you check for to ensure it’s safe to eat? (Solicit responses).

Many of the items are the same as when you first purchase food at the store. You also want to ensure that the food item hasn’t been damaged while being stored, or that the “use by” date has not expired.

Nobody likes to throw away food but if an item has a strange odor, mold or is out of date it must be thrown away.

Items that are stored in the refrigerator should be stored in a certain order so that the food remains safe to eat.
SEGMENT 4: Buying and Storing Food

2. **Practice:** Items (listed below) are to be pre-assembled prior to session and set up on a speed rack in the INCORRECT order:

**TOP SHELF:**
- Raw chicken breast
- Raw slice of beef
- Sausages
- Orange juice carton

**MIDDLE SHELF:**
- Raw carrots
- Carton of eggs
- Cooked chicken

**BOTTOM SHELF:**
- Carton of milk
- Cheese slices
- Bread
- Sliced turkey breast
SEGMENT 4: Buying and Storing Food

We will now practice properly storing food items (roll out the speed rack).

1. Divide students into three teams.
2. Each team is going to review the items that are displayed on the three shelves of a speed rack.
3. Teams are to pretend that the speed rack’s shelves represent the three shelves of a refrigerator.
4. Ask the students to identify what is wrong with the items and explain how and why they should be rearranged.
5. Check for accuracy.
6. Demonstrate and model the correct placement on the three shelves, explaining as you go.

CORRECT PLACEMENT:

Top Shelf: cheese slices, carton of milk, carton of orange juice, bread
Middle Shelf: cooked chicken, sliced cooked turkey breast
Bottom Shelf: raw pork, raw chicken, uncooked sausage, eggs (if no egg compartment in refrigerator).

Explain that hand sanitizer and cleaning chemicals are to be stored away from food.

Remember, it’s important to always store raw meat on the bottom shelf with cooked product on the middle shelf and dairy products on top. Vegetables such as carrots should be placed in the separate “crisper draw” at the bottom of the fridge. If that isn’t available, store them on the bottom shelf in a plastic bag to retain moisture – and always wash thoroughly before preparing or eating.

SEGUE: Well done everyone! Now that we know how to store food, we’re moving onto another important exercise: using a cutting board.
SEGMENT 5: Preparing Food on a Cutting Board or Work Surface

ACTIVITY / SCRIPT: *It is very important that we separate the work surface when handling cooked and uncooked food.*

Place an uncooked chicken breast on the same cutting board as a piece of bread.

*What is dangerous about this?* (Solicit the response).

*You would never use the same surface for cooked and uncooked food.*

*Why is it dangerous to use the same surface for cooked and raw food?* (Solicit the response).

Explain that cross contamination happens when germs pass from one food item to another.

Students may not have access to two cutting boards at home so stress that the food should be prepared on different parts of the working surface to avoid cross contamination.

**Practice:**

1. Enlist two volunteers who think they know a tremendous amount about food safety.
2. Enlist two more volunteers to keep score.
3. Show the group the two different cutting boards A and B.
4. *We have two cutting boards here to represent different areas of the work surface. We're going to use:*
   *Cutting board A for raw, uncleaned or unprepared foods*
   *Cutting board B for all cooked, ready-to-eat foods*
5. Show the group the two different cutting boards A and B.
6. Explain that the two volunteers are competing against each other. Each time they choose the correct board for the food item, they get the point. If they choose incorrectly, then the facilitator gets the point. The competitors may seek an “ask the audience” lifeline only once.
7. Hold up a food item and ask the volunteers to point to the board that should be used.
SEGMENT 5: Preparing Food on a Cutting Board or Work Surface

BONUS QUESTION/TIE BREAKER:
Hold up the uncleaned carrots and ask the group what must be done before you can prepare them for cutting.

Responses:
• Raw chicken breast – A
• Slices of bread - B
• Cheese slices - B
• Sliced cooked turkey breast - B
• Raw pork - A
• Cooked chicken breast – B
• Uncleaned carrots – A

It is also important that you don’t use a knife on raw or uncleaned food items and then on prepared food without washing the knife thoroughly.

A very important question/reminder:
Why do we separate raw products from ready-to-eat products when we prepare foods?

Correct response: To prevent cross contamination.

After you have used the cutting board or work surface, wash it thoroughly with hot water and detergent to remove any germs before using it again.

SEGUE: Well done everyone! Now that we know how to review how you should hold a knife when cutting a food item.
SEGMENT 6: Using a Kitchen Knife – Safely First

TIME: 10 minutes

ACTIVITY:
Distribute a plastic knife and a piece of Play-Doh or another modeling compound for the student to practice with.

_It is very important that you always think about safety when handling a kitchen knife. They can be very dangerous to you and other people in the immediate area._

Visual-slide:
1. **Hold the knife handle firmly, with fingers kept away from the sharp edge.**
2. **Slice food items downwards, holding the food item firmly with your other hand.**
3. **Keep finger tips on your other hand tucked under your knuckles...Remember to use great caution.**

ACTIVITY / SCRIPT:
Practice: Let the students practice cutting the Play-Doh and observe each student, correcting as necessary.

ENHANCEMENT
Show a video demonstrating knife safety and how to cut and slice different types of food items.

SEGUE: _Well done everyone! That is an important skill to learn. Now let's review all that we've learned today._
SEGMENT 7: Recap and Post-Assessment

TIME: 5 minutes

Option 1:

ACTIVITY / SCRIPT One of the most important aspects of handling food is hygiene and cleanliness. Who can remind me of when you must wash your hands? (Solicit responses then distribute the handout).

Who would like to remind the class how to wash your hands? (Solicit responses).

Remember:

• Use soap and warm water
• Scrub for at least 20 seconds
• Always keep fingernails clean

Well Done! Proper hygiene and cleanliness will mean you can work safely in the kitchen and protect the health of you and your family.

The second topic we covered today was Storing Food in the Refrigerator. Remind me on which shelf to store the following items (solicit responses): Remember to always store raw meat on the bottom shelf with cooked product on the middle shelf and dairy products on top.

The third topic we discussed was the importance of separating raw products from ready-to-use/eat items when preparing food. Who can remind me why we separate raw products from ready-to-eat products when we prepare foods? (Solicit responses).

OR

Option 2: DLIQ Survey (immediately follows Segment 7)
SEGMENT 7: Recap and Post-Assessment
cont ...

ENHANCEMENTS
Present students with a number of different observable scenarios for hand washing, storing food in a refrigerator and preparation of ready-to-use/eat items versus raw items and ask them to critique whether or not the scenario illustrated safe or unsafe conditions. Consider using videotaped illustrations of each.

SEGMENT 8: Cooking Demonstration
TIME: 25 minutes

Note to Facilitator(s):
When providing a healthy food snack/fruit item to the students, Chef will select what will work best.

ACTIVITY / SCRIPT:
- For this segment you are going to prepare a nutritious, low-cost, easy to prepare dish that the students can prepare at home.
- Use inexpensive, easy to purchase, nutritious ingredients, such as eggs, cheese, tuna, tomatoes and vegetables.

Provide recognition and feedback.
As a thank you for your attention today I’m pleased to give you an item to take away with you.

Fond farewell.
**MODULE Safe Food Handling Skills 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?
ASSEMBLE THE ITEMS BELOW IN ADVANCE OF THE BEGINNING OF THE SESSION.

In this exercise you’ll ask the students to determine if these items have been properly stored and, if not, why, and how they should be placed.

- Raw carrots
- Slice of raw beef
- Raw chicken
- Loaf or slices of bread
- Cooked chicken
- Raw shell eggs outside of carton
- Cheese slices
- Sliced cooked turkey breast
- Carton of milk
- Carton of orange juice
- Sausages (uncooked)

SET-UP ITEMS ON A SPEED RACK IN THE FOLLOWING INCORRECT ORDER:

1. **Top Shelf**
   - Raw chicken breast
   - Slice of raw beef
   - Sausages
   - Orange juice carton

2. **Middle Shelf**
   - Raw (unwashed) carrots
   - Carton of eggs
   - Cooked chicken

3. **Bottom Shelf**
   - Carton of milk
   - Cheese slices
   - Bread
   - Sliced turkey breast
ASSEMBLE THE FOLLOWING ITEMS IN ADVANCE OF THE BEGINNING OF THE SESSION:

1. Two cutting boards (each a different color).
2. Individual plates containing the following items:
   - Raw chicken breast
   - Slices of bread
   - Cheese slices
   - Sliced cooked turkey breast
   - Slice of raw meat
   - Cooked chicken breast
   - Uncleaned carrots
   - Raw chicken breast

You’ll hold up each item and ask the group which board to use A or B.

Most likely students will not have access to two cutting boards at home so stress that the food should be prepared on different parts of the working surface to avoid cross contamination of germs.
ALWAYS WASH YOUR HANDS:
• Before, during, and after preparing food
• Before eating food
• Before and after caring for someone who is sick
• Before and after treating a cut or wound
• After visiting the restroom
• After changing a diaper
• After blowing your nose, coughing, or sneezing
• After touching an animal
• After touching garbage

REMEMBER:
• Use soap and warm water
• Scrub for at least 20 seconds
• Always keep fingernails clean
• Rinse thoroughly under running water
• Dry hands thoroughly
Healthy Eating

MODULE GUIDE

ENDURING UNDERSTANDING
A healthful diet contributes to a healthy body and mind.

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

• Consider the importance of nutrition and hydration in their everyday lives.
• Make selections from the five food groups when making food choices.
• Prepare a simple, low cost, nutritious dish.

We have developed a Module Guide to assist you with delivering Healthy Eating. 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 the 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 choices 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, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!
**MODULE OVERVIEW**

This Module is designed to introduce the students to Healthful Eating Tips by educating the students on the MyPlate five nutrition groups (grains, vegetables, fruits, milk and meats/beans), discussing the importance of staying hydrated and showing them how to make a nutritious, low cost dish they can make at home. Part of a series of Succeed Through Service presentations, Healthy Eating consists of twelve segments captured under three categories.

**Welcome and Purpose**
1. Welcome to Healthy Eating
2. Overview of today’s session

**Components of MyPlate**
3. About MyPlate
4. Grains
5. Vegetables
6. Fruit
7. Dairy
8. Protein
9. Hydration
10. Washing hands

**Recap and Post-Test**
11. Recap and post-test
12. Cooking demonstration

**TIME:** 1 hour+
(Including cooking demonstration - can be adapted to meet the class schedule).

**LOCATION:** Kitchen area on-property or at the school.

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

**MATERIALS:**
- 2 Handouts (see Appendix).
- Items and equipment for Cooking Demonstration.
- Aprons for students (see Appendix for recommendation).

**FACILITATORS:**
- Members of the Culinary Team.
- 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 on the preceding page.
# SEGMENT 1: Welcome to Healthy Eating

**TIME:** 8 minutes

### ACTIVITY / SCRIPT:
1. Teacher introduces the facilitators to the class.
2. Brief introductions by the facilitators (names, positions and brief career paths), but only 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.

**ICEBREAKER SCRIPT:**
- *Today we’re going to be talking about Healthy Eating Tips. First though, let’s find out what are your favorite healthy things to eat.*

(In addition to being an icebreaker, the information will provide background for additional wellness and nutrition modules).

- *Let’s go around the room. Who’d like to start?*
- Record the items on a flip chart, writing down each time an item comes up for the first time and placing a check-mark each time it comes up again.

### SEGUE: That was fun! Now, raise your hands if you get involved in cooking at home, either for yourself or your family? (Solicit responses). Okay, I know what we’re going to cover today will be very useful to you.
SEGMENT 2: Overview of Today’s Session

TIME: 1 minutes

ACTIVITY / SCRIPT:
During the next hour, the Healthy Eating session will provide you with the necessary knowledge to help you:
• Learn about the five nutritious food groups.
• Understand the importance of drinking water.
• Learn to make a simple, nutritious meal.

As you can see, at the end of the session we’re going to have some fun and create a very easy to make and healthy dish you can prepare at home.

SEGUE: Let’s now move onto MyPlate and learn about the five nutrition food groups.

COMPONENTS OF MYPLATE

SEGMENT 3: About MyPlate

TIME: 2 minutes

ACTIVITY / SCRIPT:
How many of you have heard of MyPlate? (Solicit responses).

Who can tell me the different sections of MyPlate? (Solicit responses and recognize participants).
• Grains     • Dairy
• Vegetables • Protein
• Fruits

To be healthy and stay healthy our meal choices each day need to include items from each section of MyPlate.
SEGMENT 3: About MyPlate

ENHANCEMENT / FOLLOW-UP IDEA
Consider allowing students to take a virtual field trip(s) to create a daily menu that includes all areas of MyPlate.

SEGMENT 4: Grains

TIME: 2 minutes

ACTIVITY / SCRIPT:
Visual-slides:

1. It is very important that we know which grains are the healthiest to eat.
2. Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product.
3. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.
4. Grains are divided into two subgroups, whole grains and refined grains.
5. Whole grains contain the entire grain kernel. Examples include:
   - Whole-wheat flour
   - Bulgur (cracked wheat)
   - Oatmeal
   - Whole cornmeal
   - Brown rice
6. Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are:
   - White flour
   - White bread
   - White rice
7. Most refined grains are enriched. This means certain B vitamins and iron are added back after processing.
8. Fiber is not added back to enriched grains.
9. Eat at least three ounces of whole wheat bread, cereal, crackers, rice or pasta every day. Demonstrate what three ounces of cereal looks like.
10. Look for “whole” before the grain name on the list of ingredients.

ENHANCEMENT
- Consider bringing in examples of grains and grain-containing products and asking students to sort out the least healthy options (think sugary cereals and white bread).
- Ask students to begin a log of all of the foods they’ve eaten in the past five days, categorizing each food by its group. They will start with grains and move through each group represented in their logs after the facilitator covers/describes it (Segments 4 through 9). They can use a color-coding system in order to do so. Then, they could assign themselves a grade for each day of eating, based upon how closely their choices matched MyPlate.

SEGUE: Now let’s look at veggies.
SEGMENT 5: Vegetables

TIME: 2 minutes

Note to Facilitator(s):
To assist with responses, vegetable subgroups are detailed on the next page.

ACTIVITY / SCRIPT:
Visual-slides:
• Any vegetable or 100% vegetable juice counts as a member of the vegetable group.
• Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed.
• Vegetables are organized into five subgroups, based on their nutrient content.

Question: What foods are in the vegetable subgroups?
(Solicit responses. See longer list on next page).

Correct Responses:
• Dark Green Vegetables (including turnip greens, broccoli, and spinach)
• Orange Vegetables (including carrots, pumpkin and sweet potatoes)
• Dry Beans and Peas (including black-eyed peas, lentils, garbanzo beans/chickpeas)
• Starchy Vegetables (including peas, corn and potatoes)
• Other Vegetables (including cabbage, tomatoes, celery, eggplant, mushrooms)

Factoid: Did You Know?
The tomato is actually a fruit? It is a fruit because it contains the seeds of the plant. However, as far as cooking is concerned, some things which are strictly fruits, such as tomatoes or bean pods, are called ‘vegetables’ because they are used in savory rather than sweet cooking.
<table>
<thead>
<tr>
<th>Dark green vegetables</th>
<th>Green or red peppers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bok choy</td>
<td>Iceberg (head) lettuce</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Mushrooms</td>
</tr>
<tr>
<td>Collard greens</td>
<td>Okra</td>
</tr>
<tr>
<td>Dark green leafy lettuce</td>
<td>Onions</td>
</tr>
<tr>
<td>Kale</td>
<td>Parsnips</td>
</tr>
<tr>
<td>Mesclun</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Mustard greens</td>
<td>Tomato juice</td>
</tr>
<tr>
<td>Romaine lettuce</td>
<td>Vegetable juice</td>
</tr>
<tr>
<td>Spinach</td>
<td>Turnips</td>
</tr>
<tr>
<td>Turnip greens</td>
<td>Wax beans</td>
</tr>
<tr>
<td>Watercress</td>
<td>Zucchini</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orange vegetables</th>
<th>Starchy vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acorn squash</td>
<td>Corn</td>
</tr>
<tr>
<td>Butternut squash</td>
<td>Green peas</td>
</tr>
<tr>
<td>Carrots</td>
<td>Lima beans (green)</td>
</tr>
<tr>
<td>Hubbard squash</td>
<td>Potatoes</td>
</tr>
<tr>
<td>Pumpkin</td>
<td></td>
</tr>
<tr>
<td>Sweet potatoes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other vegetables</th>
<th>Dry beans and peas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artichokes</td>
<td>Black beans</td>
</tr>
<tr>
<td>Asparagus</td>
<td>Black-eyed peas</td>
</tr>
<tr>
<td>Bean sprouts</td>
<td>Garbanzo beans (chickpeas)</td>
</tr>
<tr>
<td>Beets</td>
<td>Kidney beans</td>
</tr>
<tr>
<td>Brussels sprouts</td>
<td>Lentils</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Lima beans (mature)</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Navy beans</td>
</tr>
<tr>
<td>Celery</td>
<td>Pinto beans</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>Soy beans</td>
</tr>
<tr>
<td>Eggplant</td>
<td>Split peas</td>
</tr>
<tr>
<td>Green beans</td>
<td>Tofu (bean curd made from soybeans)</td>
</tr>
<tr>
<td></td>
<td>White beans</td>
</tr>
</tbody>
</table>
The important thing to remember about vegetables is:
• Eat more dark green vegetables.
• Eat more orange veggies.
• Eat more dry beans and peas.

ENHANCEMENT
• Display different types of vegetables that the students may not be familiar with and ask them to guess what they are.
• Consider preparing some interesting clues for the items in advance: e.g.
  • Artichoke: From the Thistle family – actually a flower.
  • Ramp (spring onion): The thick growth of ramps near Lake Michigan in Illinois in the 17th century gave the city of Chicago its name. The plant was called shikaakwa (chicagou) in the language of native tribes.

SEGUE: Well done! Let’s move to the red section: fruit. Are you ready?

ACTIVITY / SCRIPT:
Visual-slides:
1. In this section, any fruit or 100% fruit juice counts as part of the fruit group.
2. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.
3. The important things to remember are:
   • Eat a variety of fruit.
   • Choose from fresh, frozen, canned or dry fruits.
   • Go easy on the fruit juices.

SEGUE: Let’s move on to the dairy section of MyPlate.
SEGMENT 7: Dairy
TIME: 2 minutes

ACTIVITY / SCRIPT:
Engage:
What foods do you think are included in this group? (Solicit responses).

Visual-slides:
1. All fluid milk products and many foods made from milk are considered part of this food group, including yogurt and cheese.
2. Foods made from milk that retain their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not.
3. Some tips when seeking optimal dairy products are:
   • Go for low-fat or fat free.
   • If you don’t or can’t consume milk, choose lactose-free products or other calcium source.

SEGUE: The next component is the Protein section of MyPlate.

SEGMENT 8: Protein
TIME: 2 minutes

ACTIVITY / SCRIPT:
Engage:
What foods do you think are included in the protein section? (Solicit responses).

Visual-slides:
1. All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seeds are considered part of this group.
2. Dry beans and peas are part of this group as well as the vegetable group. Most meat and poultry choices should be lean or low-fat.
3. Some tips when seeking optimal protein sources are:
   • Choose low-fat or lean meats and poultry.
   • Bake it, broil it or grill it.
   • Vary your choices – with more fish, beans, peas, nuts and seeds.

SEGUE: These are very important things to remember when you eat. The next component is a very interesting one – and you’re going to guess the topic.

ACTIVITY / SCRIPT:
Engage:
The following are symptoms of a very dangerous and potentially life-threatening condition. What is this condition? Read aloud without showing slide:

- Decreased memory
- Increased stress level
- Headaches
- Unable to concentrate
- Tired
- Irritable
- Dry cough
- Decreased learning ability

(Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart).

Answer: Dehydration

Has anyone in the room ever suffered from feeling very tired during the day?

To help avoid this we should all make sure we drink enough water to keep us hydrated.

How many glasses of water do you think a young student should drink each day? (Solicit responses).

What are the benefits of drinking the appropriate amount of water? (Solicit responses and recognize participants. Write answers on the black/whiteboard or flip chart).
### Segment 9: Hydration

**Visual-slides:**

1. How much water should you drink?
   - *Children and young adults should drink 6-8 glasses each day*
   - *3-4 glasses should be consumed while at school*

2. Why should you drink enough water?
   - *Aids in digestion*
   - *Vital for blood circulation*
   - *Transports nutrients and oxygen to cells*
   - *Cushions joints*
   - *Protects organs and tissues*
   - *Regulates body temperature*
   - *Maintains electrolyte (sodium) balance*

*Well done! Drinking water will help protect your health. How much of your body is made up of water?* (Solicit responses).

- *Infants begin life with 75% of their body being water*
- *Adults at a healthy weight should be about 57% water*
- *80% of your brain should consist of water*

*Well done, everyone! Being aware of the importance of drinking water will help minimize the likelihood of dehydration which is very important.*

### Segment 10: The Importance of Washing our Hands

**Time:** 5 minutes

*Since we’ve been talking about food today and will be watching a cooking demonstration later, what is important to remember before handling food?* (Solicit responses).

1. **When should you wash your hands?** (Solicit responses).
   - Before, during, and after preparing food
   - Before eating food
   - After using the restroom
   - After handling raw and cooked food
   - Before and after treating a cut or wound
   - After blowing your nose, coughing, or sneezing
### SEGMENT 10: The Importance of Washing our Hands

- After touching an animal
- After handling food waste or garbage

**Well done.**

2. **What is the right way to wash your hands?** (Solicit responses).
   - Wet your hands with clean running water (warm or cold) and apply soap.
   - Rub your hands together to make a lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.
   - Continue rubbing your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end **twice**.
   - Always keep finger nails clean.
   - Rinse your hands well under running water.
   - Dry your hands using a clean towel or air dry.

*Washing hands with soap and water is the best way to reduce the number of germs on them. If soap and water are not available, use an alcohol-based hand sanitizer.*

### RECAP AND POST-ASSESSMENT

<table>
<thead>
<tr>
<th>SEGMENT 11: Recap and Post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME: 5 minutes</td>
</tr>
</tbody>
</table>

**ACTIVITY / SCRIPT:**

1. **We discussed the five nutritious sections of MyPlate. Remind me of what the five sections are:**
   - Grains
   - Dairy
   - Vegetables
   - Proteins
   - Fruits

*Remember to always look for the most nutritious food options.*

(Distribute handout).
2. **Who can remind me of how much water you should drink daily?** (Solicit responses. Distribute handout).
   - *Children and young adults should drink 6-8 glasses each day.*
   - *3-4 glasses should be consumed while at school.*

   **Well done! Drinking water will help protect your health.**

3. **How much of your body is made up of water?** (Solicit responses).
   - *Infants begin life with 75% of their body being water.*
   - *Adults at a healthy weight should be about 57% water.*
   - *80% of your brain should consist of water.*

   **Well done, everyone! Being aware of the importance of drinking water will help minimize the likelihood of dehydration which is very important.**

   (Give a water bottle to each student).  
   *The water in these bottles will keep you hydrated. You can refill them at the water fountain.*

   **Finally, we talked about the importance of keeping our hands clean, particularly when about to handle food. When do we need to wash our hands?** (Solicit responses).

   **Option 2: DLIQ Survey**

**SEGUE:** *Now we’re going to have some fun preparing an easy to make simple dish that you’ll be able to practice at home.*
<table>
<thead>
<tr>
<th>SEGMENT 12: Cooking Demonstration</th>
<th>ACTIVITY / SCRIPT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME: 25 minutes</td>
<td>1. For this segment you are going to prepare a nutritious, low-cost, easy-to-prepare dish that the students can make at home.</td>
</tr>
<tr>
<td></td>
<td>2. Use inexpensive, easy to purchase, nutritious ingredients such as eggs, cheese, tuna, tomatoes and vegetables.</td>
</tr>
<tr>
<td>Note to Facilitator(s):</td>
<td>Provide recognition and feedback.</td>
</tr>
<tr>
<td>When providing a healthy food/snack/fruit item to the students, chef will select what will work best.</td>
<td><strong>As a thank you for your attention today I’m pleased to give you an item to take away with you.</strong></td>
</tr>
<tr>
<td></td>
<td>Fond farewell.</td>
</tr>
</tbody>
</table>
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?
1. Children and young adults should drink 6-8 glasses of water each day.

2. Drinking water:
   - Aids in digestion
   - Vital for blood circulation
   - Transports nutrients and oxygen
   - Cushions joints
   - Protects organs and tissues
   - Regulates body temperature
   - Maintains electrolyte (sodium) balance
1. **GRAINS**: Make 1/2 your grains whole
   - Eat at least 3 ounces of whole grain bread, cereal, crackers, rice or pasta every day.
   - Look for “whole” before the grain name on the list of ingredients.

2. **VEGETABLES**: Vary your veggies
   - Eat more dark green veggies.
   - Eat more orange veggies.
   - Eat more dry beans and peas.

3. **FRUITS**: Focus on fruits
   - Eat a variety of fruit.
   - Choose from fresh, frozen, canned or dry fruits.
   - Go easy on the fruit juices.

4. **DAIRY**: Get your calcium rich foods
   - Go low-fat or fat-free.
   - If you don’t or can’t consume milk, choose lactose-free products or other products.

5. **PROTEIN**: Go lean on protein
   - Choose low-fat or lean meats or poultry.
   - Bake it, broil it or grill it.
   - Vary your choices – with more fish, beans, peas, nuts and seeds.