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

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

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

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

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

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

**Social Skills and Etiquette Defined**
3. What are Social Skills?
4. What is Etiquette?

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

**Etiquette**
9. Telephone Etiquette
10. Grooming
11. Table Etiquette

**Recap and Post-Assessment**
12. Review and post-assessment

**TIME:** 1 hour+
(The presentation has enough content to be expanded in length if time available.)

**LOCATION:** On-property

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

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

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

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

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

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<tr>
<th>Topic/Timing</th>
<th>Scripting/Direction</th>
<th>Resources</th>
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</table>
| **SEGMENT 1:** Welcome to Social Skills and Etiquette | **ACTIVITIES:**
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.

**ICEBREAKER SCRIPT:** I would like to share with you one of my favorite icebreakers! It’s called “The Last Word.”

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.

**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.”
### 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).
SEGMENT 4:
What is Etiquette?

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

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<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>
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</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!

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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**

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<tr>
<th>3. Practice: <strong>Remember:</strong> I hear and I forget. I see and I remember. <strong>But when I practice, I really understand!</strong> So let’s do some role plays!</th>
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<tbody>
<tr>
<td>Divide the students in teams of two and ask each team to practice providing a <strong>warm welcome</strong> by incorporating the aforementioned 4 Steps.</td>
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**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**

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<th><strong>ACTIVITY/SCRIPT:</strong> People always like to hear their names when they are greeted.</th>
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<tr>
<td><strong>Do you know why?</strong></td>
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<td>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! <strong>Correct?</strong></td>
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<td><strong>Now, what are some of the tips for proper name usage?</strong> (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).</td>
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<tr>
<td>1. <strong>Always address adults by their formal name</strong> (Mr. Jones, Mrs. Smith, Dr. Stevens); and</td>
</tr>
<tr>
<td>2. <strong>Try to use a person’s name throughout the discussion.</strong></td>
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**SEGUE:** Are you ready for the next social skill? Let’s talk about the importance of handshakes when being introduced.
SEGMENT 7: Handshakes
TIME: 4 minutes

ACTIVITY/SCRIPT:

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

   *First class, team*

2. **Five Steps to a “Level 10” Handshake:**
   
   • **Use your right hand;**
   • **Make sure your hand is clean and dry;**
   • **Press your “web” (between thumb and pointer) against the other person’s “web.”**
   • **Grasp firmly (no knuckle busters), pump 2-3 times, then release.**
   • **Shake with confidence! Be sure to avoid executing the “princess shake” (grasp tips of fingers) or a “spaghetti shake” (limp noodle shake).**

   *Time to practice!*

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

   **ENHANCEMENT/ FOLLOW-UP IDEA**

   • **Video -** Show clips of greetings from around the world. Consider clips that demonstrate proximity, embracing/kissing/bowing, and/or specific phrases that are used.

   • **Research -** Challenge students to research elements of social skills that are present in other cultures.

   **SEGUE:** *Now that we know how to create professional introductions through the warm welcome, name usage, eye contact and handshakes, let’s share some small courtesies that make a huge impression.*
**SEGMENT 8:**
Small Courtesies

**TIME:** 4 minutes

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

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

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

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

**SEGUE:** *Now let’s move on to etiquette, starting with how to properly handle telephone calls.*
### SEGMENT 9: Telephone Etiquette

**TIME:** 5 minutes

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| **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).  
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. |  

#### 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
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  
TIME: 5-7 minutes  

ACTIVITY/SCRIPT:

1. Quickwrite: Explain when it may be appropriate to “judge a book by it’s cover.” (On a sticky note; timed at one minute).

2. Brainstorm: What is the relationship between “grooming” and “creating a first impression?” (Solicit responses and recognize participants. Record answers on the black/whiteboard or flip chart).

You are correct! Appearance is a major factor in creating a great impression.
SEGMENT 10: Grooming cont ...

3. Brainstorm: What are important points to remember about grooming? (Solicit responses and recognize participants. Record answers on the black/white board or flip chart).

- People should notice YOU, not your make up, hair, perfume or cologne, jewelry or extreme clothing.
- Good hygiene is a MUST!
- Clean nails and freshen polish (which should be clear/conservative color).
- Wear clothes that are clean and pressed, polish shoes, and ensure hosiery is free of holes/runs.
- Look in the mirror and have someone else look too (360 degrees).
- Remember that posture conveys confidence. Stand up straight with shoulders back. Try it now!

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.

   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?