Objective: Youth will…

- Become more aware of and practice the basics of meeting and greeting individuals properly.

Curriculum to Use:
This lesson plan; “Meeting and Greeting” factsheet/handout; “Interesting Introductions” activity sheet and answer key; “Nice or Nosy” activity sheet and answer key.

Background Information for the Presenter:
This lesson will teach youth to make a good first impression when they meet and greet others, whether at school, on the ball field, at a family reunion or at a party. Review all handouts and corresponding activities prior to teaching this lesson.

Introduction: (<5 minutes) Share with participants.

Do you ever pick out a movie to watch or a book to read by looking at its’ cover? People often do the same thing to other people when first meeting them. This is called a first impression.

What do you notice about people when you first meet them? To make a good first impression, it would be best if you stand tall. Your body tells a lot about yourself. Make eye contact. This lets people know that you are friendly and interested in what they are saying.

This lesson will help you develop the skills to make a good first impression. Let’s start by talking about introductions.

Demonstrate a poor introduction, i.e. not making eye contact, limp fish handshake, introducing yourself first. Ask the teens what they think about the (poor) introduction you just made.

Ask youth to share stories about past experiences with introductions.

Guided Discussion: Basic Greeting (10 minutes) Share with participants.

Generally, there are 3 or 4 steps to a basic greeting or introduction. 1) Stand. By standing, you convey a sign of respect. 2) Smile and make eye contact. A smile
Open-ended questions
✓ Activities & games
☐ Checklist
☐ Show of hands
☐ Interview
☐ Quotes

Essential Elements:
Strive to include as many of the elements as possible in each session.

☐ Positive relationship with a caring adult
☐ Inclusive environment
☐ Safe emotional & physical environment
☐ Engagement in learning
☐ Opportunity for mastery
☐ Opportunity to see oneself as an active participant in the future
☐ Opportunity for self-determination
☐ Opportunity to value and practice service for others

To learn more, check out:
https://nifa.usda.gov/resource/essential-elements-4-h,
https://www.ag.ndsu.edu/pubs/yf/youthdev/yd1482.pdf,
https://nifa.usda.gov/sites/default/files/resource/Experiential_Learning.pdf,
http://4-h.org/
See appendices pp.WA-4 - WA-12

Standards (KOSSA):
Communications
• AA.1. Utilize effective verbal and non-verbal communication skills
• AA.2. Participate in conversation, discussion, and group presentations
• AA.3. Communicate and follow directions/procedures
• EC.2. Use language and manners suitable for the workplace
• EC.3. Demonstrate polite and respectful behavior toward others

21st Century
Learning and Innovation Skills-
Communication and Collaboration
Communicate Clearly
• Articulate thoughts and ideas effectively using oral, written and shows that you are friendly. Looking the person in the eyes, shows that you are focusing your attention on them. 3) Say a greeting such as “Hello,” “Hi,” or “I am glad to meet you” followed by the person’s name. Remaining silent when you are greeted may give the other person the idea that you don’t like them or that you are a snob. Try to always repeat the person’s name. That will help you remember their name and it also lets them know that you care enough about them to learn their name. 4) Shake hands as you say your greeting. Shaking hands may not be something you do with your friends right now but it should become a habit when greeting adults. As you mature, these four steps should become an automatic reaction when you greet friends and meet new people.

To help you become comfortable using these skills, let’s learn to take the lead in greeting and making an introduction.

Review the points on “Intro to Introductions” and “Handshake Pro Tips to Practice” on the handout “Meeting & Greeting.”

Activity 1: Interesting Introductions
(15 minutes) Conduct activity with youth.

1. Pair up youth. Have each member pull a slip out of the bag.
2. Allow youth time to practice introductions and handshakes using the slips as a guide. This can be done in front of the whole group or within the pair.

Introduction to Polite Conversations (<5 minutes)

When meeting someone, especially for the first time, you should make polite conversation to get to know them better and make them feel more comfortable.

Activity 2: Game—Are You Nice or Nosy?
(15 minutes) Conduct activity with youth.

1. Divide the group into two or more teams. Give each team a “Nice” and “Nosy” sign.
2. Each team will choose a captain. Give the following instructions, “When a question is asked, team members quietly discuss whether the conversation topic is nice or nosy. After a minute, I will repeat the question again and ask, “Is it nice or nosy?” When I say, ‘Answers ready,’ place your answer on top and get ready to raise your sign. When I say, “Answers up,” the captain will hold up the answer.”
3. The questions are listed on the “Nice or Nosy Activity Sheet.” Ask each question and record one point for each team that answered correctly.
4. The team with the most points wins.

Reflect: (5 minutes)
To complete the experiential learning model, discuss these or similar questions with participants. [http://florida4h.org/clubs/files/101.10_Using_Experiential_Learning_Model.pdf ]

Share: “What was the hardest part of this activity?” “What did you enjoy the most?”

Process: “Where should you look while you are introducing someone?” “What gestures or facial expressions should you use?” “Why do you think people shake
hands when they say hello?” “How does introducing people help you to speak in public?” “How many different places can you use the skills of introducing people?”

**Generalize:** “Why is it important to get along with people you don’t know?” “In what other parts of your life are good communication skills important?” “Why is it important to have good manners?” “How do you think manners will help you in the future?”

**Apply:** “How can being good at conversation help you in other social situations?” “How can you use what you learned to be a better listener?” “Have you ever been around someone who did not have good manners?” “How did it make you feel?”

**Post-Test:** Conduct the evaluation with youth.

As they complete the learning activities, listen and observe their actions. Work individually with youth who are having difficulty demonstrating the skills. Each young person should be able to successfully demonstrate an introduction, handshake, and appropriate conversation.

**Extended Learning:** Ways to extend learning beyond this lesson.

- This lesson topic can be easily integrated into the Mealtime Manners and Job Seeking Interview Etiquette/Skills modules included in this curriculum.
- If teaching in a series of classes, end the series with a culminating event with full table setting, meal and table host/hostess so youth can practice their skills. The hosts/hostesses may be 4-H volunteers, Extension Homemaker members, or parents. Prep the hosts/hostesses on what the participants have learned including proper introductions and polite conversations.

**Presenter Tips:**

- You may choose to have prizes for the winning team (or all participants) of the polite conversations game.
- An easy way to choose pairs or teams of participants is the dot/sticker method. You will need several colors or kinds of like stickers to create groups. Dot each person with a sticker when they walk into the room or as you give the introduction of the topic. Separate youth by their sticker color or kind thus integrating youth into new groups.

**Reporting Your Success:**

**Initial Outcomes:** As a result of this lesson, youth were able to:

- Introduce self and others. (observation of group activity)
- Initiate a conversation. (observation of group activity)
- Compare/critique effective and less effective introductions including gestures, facial expressions, firmness of handshake, volume and tone of voice, etc. (observation of role play)
- Distinguish appropriate and inappropriate comments and conversations. (observation of role play, Nice or Nosey discussion)
Intermediate Outcomes: Youth:

- Report feeling more confident in social situations.
- Exhibit good listening skills.
- Use introduction skills in social and leadership situations.
- Initiate conversations with new or unfamiliar people.

Long Term Outcomes: Youth:

- Serve in leadership roles and represent their family, school, and community.

Reference Used:


Adapted From:


With the authors’ permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman with input from the Manners Writing Team made up of Extension Agents Christy Eastwood, Melissa Goodman, Nancy Kelley, and Paula Tarry; and Extension Specialists Pam Sigler, Evaluation, and Martha Welch, 4-H Youth Development. 04-2016
## Interesting Introductions Activity

**Grades 4-12 – FCS Core Curriculum**

<table>
<thead>
<tr>
<th>Introduce your teacher, Mr. Kent, to your mom, Janet Smith.</th>
<th>Introduce your best friend, Jane, to your cousin, Joe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce your brother, Mike, to your coach, Mr. Johnson.</td>
<td>Introduce your next door neighbor, Mrs. Jackson, to your Aunt Sally, who is visiting from Chicago.</td>
</tr>
<tr>
<td>Introduce Jennifer, the girl you sit next to in History class, to your friend in gym class, Stephen.</td>
<td>Introduce your new next door neighbor, Josh, to a group of friends from your soccer team.</td>
</tr>
<tr>
<td>Introduce your principal, Mr. Sanders, to your grandmother, Mrs. Black.</td>
<td>Introduce your best friend Amy’s mother, Mrs. Spoon, to your mother, Mrs. Green.</td>
</tr>
<tr>
<td>Introduce your friend Jack to a boy you just met at the park, whose name is Dan.</td>
<td>Introduce yourself to someone you haven’t met.</td>
</tr>
</tbody>
</table>

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**Adapted from:**


With the authors’ permission, this activity was adapted for use in Kentucky 4-H by Melissa Goodman.
Interesting Introductions Answer Key
Grades 4-12 – FCS Core Curriculum

Introduce your teacher, Mr. Kent, to your mom, Janet Smith.
   Mr. Kent, this is my mom, Janet Smith. Mom, this is Mr. Kent, my teacher.

Introduce your best friend, Jane, to your cousin, Joe.
   Jane, this is my cousin Joe. Joe, this is my best friend, Jane.

Introduce your brother, Mike, to your coach, Mr. Johnson.
   Mr. Johnson, this is my brother Mike. Mike, this is Mr. Johnson, my coach.

Introduce your next door neighbor, Mrs. Jackson, to your Aunt Sally, who is visiting from Chicago.
   Mrs. Jackson, this is my Aunt Sally who lives in Chicago. Aunt Sally, this is Mrs. Jackson, my next door neighbor

Introduce Jennifer, the girl you sit next to in History class, to your friend in gym class, Stephen.
   Jennifer, this is my friend Stephen from gym class. Stephen, this is Jennifer. Jennifer sits next to me in History.

Introduce your new next door neighbor, Josh, to a group a friends from your soccer team.
   Everyone, this is my friend Josh, who just moved in next door to me.

Introduce your principal, Mr. Sanders, to your grandmother, Mrs. Black.
   Grandma, this is my principal Mr. Sanders. Mr. Sanders, this is my grandmother, Mrs. Black.

Introduce your best friend Amy’s mother, Mrs. Spoon, to your mother, Mrs. Green.
   Mrs. Spoon, this is my mother, Mrs. Green. Mom, this is Mrs. Spoon, Amy’s mom.

Introduce your friend Jack to a boy you just met at the park, whose name is Dan.
   Dan, this is my friend Jack. Jack, this is Dan. I met Dan on the playground in the park

Introduce yourself to someone you haven’t met.
   Hi, my name is ______. What is your name?

Adapted from:

With the authors’ permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman. 11-2013
Nice or Nosy Activity Sheet
Grades 4-12 – FCS Core Curriculum

Are You Nice or Nosy?

It is important to ask questions to break the ice when you meet someone new. However, some questions are not polite to ask, especially if you don’t know that person really well. Take the quiz below by placing an X by the questions that are nosy.

1. ___ How long have you been playing sports?
2. ___ How much do you weigh?
3. ___ Do you have a pet?
4. ___ Have you always lived here?
5. ___ What do your parents do for a living?
6. ___ How much money does your dad make?
7. ___ Why do you talk funny?
8. ___ How did you get that scar?
9. ___ Have you ever been to Disney World?
10. ___ How much did your house cost?
11. ___ May I see the inside of your house?
12. ___ Why do you smell so bad?
13. ___ Is it true that your uncle is in jail?
14. ___ What is your favorite subject in school?
15. ___ Why did your parents get divorced?
16. ___ How come you don’t have an X-box III?
17. ___ Why did you get held back last year?
18. ___ Do you have an older brother?
19. ___ Do you like to scrapbook?
20. ___ What is your favorite TV show?

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Meeting and Greeting
Grades 4-12 – FCS Core Curriculum

Intro to Introductions

Conversations are always more fun if everyone knows each other. Have you ever been in a room where you didn’t know anyone? Did you feel weird or left out because no one introduced you? It is fun to meet new people, but it’s even better when someone introduces you!

When making an introduction...

- Whose name do you say first? Here are some guidelines.
  - Consider position or importance. It is polite to say the name of the person of importance or person whom you wish to honor first. For example: “Mayor Brown, I would like to introduce you to my next door neighbor, Fred Williams.” Introduce your teacher to your parents like this, “Mrs. Turner, I would like you to meet my parents, Joe and Karen Smith.”
  - Introduce an older person to a younger person or adult to a child. For example, “Grandpa Jones, I’d like you to meet my friend, Susan Wallace.”
  - Gender—introduce women to men and girls to boys. That means you say the girl’s name first. For example: “Jane, this is my friend John. He lives next door.” “Mrs. Smith, this is my sister, Jane.”

- When making an introduction, make eye contact with the person whose name you say first, then as you say the name of the second person, look toward him or her.

- When introducing someone, it is nice to add something to help the people get to know each other better. For example: “Peter, this is Stephen. Stephen is in my homeroom and we play basketball together.”

- Introductions often lead into a conversation. When you first meet someone, conversation can be hard. You can “break-the-ice” by asking polite questions, such as:

  Where do you go to school?  
  Do you like animals?  
  What are your hobbies?  
  Which 4-H club are you in?  
  Do you have brothers or sisters?  
  What grade are you in?

- If no one introduces you, then it is perfectly okay to introduce yourself. Just remember to smile and say “Hi, my name is ___________. What’s your name?”
Handshake Pro Tips to Practice

It is always good manners to offer a handshake to someone you meet for the first time or even someone you already know.

- Hold your hand out with your fingers together and your thumb pointing up.
- The proper way to shake hands is “web to web.” That means the web of your right hand should be touching the web of the other person’s right hand.
- Grip the other person’s hand, give it a firm squeeze or shake up/down a couple of times, then release.
- If the other person squeezes too hard, try not to let it show on your face.
- In casual situations, when you know the person really well, you may opt to high-five or use some other hand movement instead of a traditional handshake.

Name Tags

The appropriate location for a name tag is on your right side. This makes it easy to shake hands, take a look at the other person’s nametag, and then make eye contact all at the same time.

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