

## Activity 11 - Put Your Best Foot Forward

**Grades:** 1 - 3

### **Instructional Materials**

- copies of Attachment 11
- empty cereal boxes
- masking, packing or duct tape
- ribbon, flowers, feathers, pompons, buttons, etc

### **Introduction**

Ask students if they have ever been uncomfortable meeting new adults or talking to their teacher about a problem in school. Explain that how they behave when they meet new adults and how they talk to people when they have a problem influences the way an adult feels about them. We call this making an impression on someone. You can make a good impression or a bad impression. Remind students that it takes a little courage and practice to make a good impression.

**A.** Choose one student as a volunteer. Explain that you will pretend to meet the student for the first time. Go up to the student, introduce yourself, and shake hands. Ask the students what they noticed about this staged meeting. Explain that to make a good impression is easy. Review how to make a good impression using the steps in the box.

**B.** Role-play meeting each student and ask them a few questions about themselves. Have students critique the meetings.

**C.** Ask students to brainstorm a list of reasons they might need to talk to the teacher about a problem. Have a volunteer present the problem to you. Critique the presentation and tell students that prior preparation makes a presentation easier.

### **Enduring Understanding**

Successful people exhibit the traits of creativity, goal setting, intelligence, courage, and kindness.

### **Guiding Question**

How can gifted students exhibit courage?

### **How to Make a Good Impression**

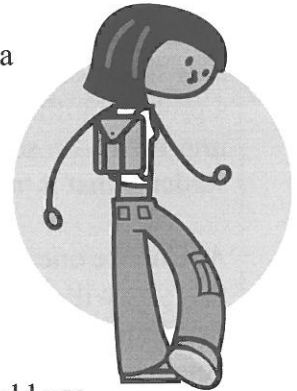
- Look the adult in the eye.
- Introduce yourself in a clear voice that is loud enough to hear.
- Restate the name of the person you just met. Ex: It's nice to meet you Mrs. Brown.
- Always say "please" and "thank you" and say "yes" or "no" instead of "yeah" and "nope".

D. Choose a situation, have students form small teams, and have them practice preparing to talk to a teacher given the following instructions:

- Make an appointment to meet. Sometimes the teacher is too busy to talk immediately, so making an appointment shows you respect the teacher's time and that you are serious about the problem.
- See if anyone else in your class feels the same way as you do. When more people have a concern, an adult may be more likely to pay attention.
- Write down what you want to talk about. You can even give it to your teacher ahead of time, so they have time to think about the concern.
- Choose your words carefully. Avoid words like boring, stupid, etc.
- Offer solutions to the problem. If you do not want to write another book report, provide some things you would do, such as create a commercial about the book.
- Be respectful.
- Focus on your need without blaming the teacher or anyone in your class.
- Listen carefully without interrupting.

E. Invite a colleague or principal to come and have the students present a different concern to them. Have the adults give feedback based on their presentation.

F. Have students make a pair of cereal box sandals using the instructions on Attachment 11 to remind them how to put their best foot forward with adults.



### Assessment

Observe students during role playing and make note of students who could use extra coaching. Look at the sandals and see which tip(s) each student thought would help them most.

Notes

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A cartoon illustration of a pencil with a pink eraser and a sharpened lead tip. The pencil is positioned at the bottom right of the lined area, with a small shadow underneath it.

1. Have each student stand on an open, flattened cereal box and trace around his/her shoe.
2. Cut out shoe and as many straps as the student wants (1-3).
3. Tape the straps in place. For the best fit, wrap and tape the straps and soles together on the student's bare feet.
4. Students may decorate the sandals any way they like.
5. Students should write at least 1 tip for talking with adults on the bottom of each sandal using a permanent marker.