

Texas Committee for the Education of Students with Visual Impairments

2013 Social Skills Cinema: Lessons for the Real World

Title: No Second Chances to Make a Good First Impression

School: Tyler Independent School District and The Lighthouse in Tyler, Texas

Year: 2013

Length: 4 minutes

Grade Levels: 10-12

Creative Developers:

Director: Markita Lane, Lighthouse Regional Manager, The Lighthouse, Tyler, Texas

Script Writer: Markita Lane and Charlotte Tompkins, Certified Teacher of Students with Visual Impairments, Tyler ISD.

Director of Cinematography: Megan Dodd, Marketing Associate, The Lighthouse, Tyler, Texas.

Abstract and Specific Purpose of the Lesson:

Students need many opportunities to learn how to meet and greet people in social and work situations. They can learn the importance of courteous behavior by having the opportunity to practice desired behaviors in role-play situations. Knowing how to make a good first impression is an important skill that can become regular part of the students' daily routines.

Meet the Actors:

Selena Bustos, age 17

Markita Lane, Lighthouse Regional Manager

Lesson Topic: Making a Good First Impression

ECC Content Area:

Social Skills

Individual Education Program (IEP) Link to Goals and Objectives:

The students will demonstrate skills in problem solving, decision making, and planning, with decreased teacher prompts, with 90% accuracy.

Notes for Accommodations, Paraprofessional, or Intervener Support:

Provide many opportunities to engage in demonstration and discussion. This can easily be used for an individual student or for students in a group setting.

Instructional Goal:

In 36 instructional weeks while in school and/or in a community environment, students will introduce themselves to a peer or adult using correct body and facial gestures and verbal communication in at least 1 out of 3 trials.

I. Preparation

A. Purpose: To provide students with a variety of communication strategies concerning steps in meeting and greeting people in a room.

B. Materials: Empowered - An Activity-Based Self-Determination Curriculum for VI Students by TSBVI Curriculum Department and use DCMP (www.dcmp.org) described videos showing scenes with actors using appropriate social skills that support this area of the lesson.

II. Procedure

A. Anticipatory Set

1. Gain students' attention: By role-playing an incorrect introduction.
2. Inform students of learning objectives: Learn the appropriate way to introduce yourself.
3. Use informed instruction: This is important to know because a good first impression is critical for success in a school and community setting.
4. Pre-teach key vocabulary, if applicable: N/A.

B. Instruction

1. Discuss reasons for appropriate introductions. List essential steps:
 - Present hand outstretched and use firm handshake;
 - Hold head up and directed toward the person to whom introductions are being made;
 - Speak with appropriate speech volume;
 - Model appropriate verbal communication; and
 - Use a positive facial expression.
2. Role-play an incorrect introduction.
3. Role-play a proper introduction.
4. Watch described movies where strong introductions and meeting and greeting scenarios are apparent.
5. Discuss their role-play scenarios. Have students compare and contrast the scenarios and verbalize the positive aspects of a correct introduction.
6. If students need additional steps, use additional scenarios and student-led discussions.

III. Closure

Watch video and critique both scenarios.

IV. Follow-up activity

Consider supporting students in a variety of environments where introductions may be made to unfamiliar people. Have the students attend a school-sponsored club or event and volunteer to assist with a special activity. In groups of two or three have the students meet and greet fellow students and teachers to use the lesson's skill sets.

Also, watch and discuss scenes in described movies (www.dcmp.org) where introductions are being used to build good social skills. Discuss as a group.

V. Assessment

Use an observation rubric based on a scale of 1 to 3 with the following criteria:

Rating Scale of 1 = student demonstrates all 5 targeted behaviors.

- Presented hand outstretched and used firm handshake;
- Held head up and directed toward the person to whom introductions are being made;
- Spoke with appropriate speech volume;
- Modeled appropriate verbal communication; and
- Used a positive facial expression

Rating Scale of 2 = student demonstrates at least 3-4 of 5 behaviors.

Rating Scale of 3 = student demonstrates 1-2 of 5 behaviors.

VI. Evaluation of the lesson and teaching process:

Evaluation of the lesson beyond individual student achievement will include eliciting feedback from teachers and peers to whom the students have practiced appropriate introductions.