

WHAT'S THAT LINE?

Making positive first impressions

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Tennessee 4-H Youth Development

This lesson plan has been developed as part of the TIPPs for 4-H curriculum.

What's That Line?

Making Positive First Impressions

Skill Level

Intermediate, 7th and 8th Grade

Learner Outcomes

The learner will be able to:

- Synthesize information to decode a variety of opening lines
- Create a positive opening line to introduce yourself as a 4-H member
- Value the importance of making positive first impressions

Educational Standard(s) Supported

7th Grade

7.L.VAU.4

7.RL.KID.1

8th Grade

8.L.VAU.4

8.RL.KID.1

Success Indicator

Learners will be successful if they:

- Correctly interpret opening lines and quotes
- Create an effective opening line to introduce themselves as a 4-H member

Time Needed

45 Minutes

Materials List

Pencil

Student Handout

Copies of quotes

Introduction to Content

We have all heard the phrase, “You never get a second chance to make a first impression.” In this lesson, students explore the importance of making a positive first impression while having the chance to read and interpret opening lines from characters and quotes from famous individuals.

Introduction to Methodology

This lesson focuses on providing quotes and lines for students to interpret and form their own opinions. Students discuss these opinions in small groups and with the class, and then have the opportunity to craft a good opening line for a 4-H member to use when speaking with a donor.

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Terms and Concepts Introduction

4-H members often encounter situations where they will be meeting with government officials and donors. It is critical for a 4-H member to effectively introduce themselves and give a positive first impression.

Setting the Stage and Opening Questions

Say to students, **“Who has ever heard the phrase, ‘You never get a second chance to make a first impression?’”** Allow students to respond.

“What do you think that phrase means?” Allow students to respond.

“Today, we are going to look at some famous opening lines and quotes and determine what they meant and what kind of impression they made on people. By the end of class today, you should be able to synthesize information to decode a variety of opening lines, create a positive opening line for a 4-H member like yourself, and value the importance of making positive first impressions.”

Experience

Say to students, **“We are going to start today by analyzing two opening lines as a class, and then you will have time to work as a team to interpret other quotes and share your interpretation with the class. The first quote we are going to look at today is from A Tale of Two Cities.”**

Display this quote either on the board or on a projector. Allow students to read and then offer their interpretations of the quote.

“It was the best of times, it was the worst of times.”

After students have interpreted this quote, repeat the process with this quote.

“No one can make you feel inferior without your consent.” –Eleanor Roosevelt

After students have interpreted both quotes, break the students into 5 groups and pass out the student handout and say, **“Now, you are going to work in your groups to interpret three other quotes. As you work with your group and reach a consensus on what each quote is trying to say, write that response on your handout and we will share those with the class once everyone has finished.”**

Pass out three quotes to each group and allow the students to work to interpret those quotes.

Tips for Engagement

As students interpret quotes and opening lines, it is important to remind them that there are no right or wrong answers.

As students work in their groups, rotate around the classroom to ensure that all students are engaged. If you find students who are not engaged, ask them questions to help them rejoin the discussion in their group.

Share

After all groups have completed interpreting their quotes, ask a representative to share their interpretations with the class. Allow students to briefly discuss if they interpret the quotes differently from how the groups interpreted them. Remember, there are no right or wrong answers.

Process

Ask students to think about how those quotes would be taken if what they said was their first impression of that person. Would they be positive? Negative? Would they want to continue speaking to that person, or would they be put off by them?

Generalize

Have the students think back to a time when they had to make a first impression on someone. Ask them to share that experience with the class and how they thought the person took their first impression.

Apply

Say to the students, **“It’s your turn to craft an effective first impression for a 4-H member. Thinking back to what we have discussed today, write a 2 sentence opening line for a 4-H member that was wanting to make a great first impression on a 4-H donor.”**

Allow students to work and then have them share their writing with the class.

Life Skill(s) from TIPP for 4-H

7th Grade

Use the learned information in new situations, to solve problems, or to change one’s behavior. (Head, Thinking)

Respond appropriately to communications from others. (Heart, Relating)

8th Grade

Have positive experience with those who are different from oneself. (Heart, Relating)

Form a connection with two or more people that contributes to their mutual well-being, each providing care and attention to the other person. (Heart, Caring)

Supplemental Information

Educational Standards Met

7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- c. Consult reference materials,

7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

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Quote 1:

My Interpretation:

Quote 2:

My Interpretation:

Quote 3:

My Interpretation:

Effective opening line for a 4-H member:

1. "I have but one lamp by which my feet are guided, and that is the lamp of experience." –Patrick Henry
2. "Yesterday is not ours to recover, but tomorrow is ours to win or lose." –Lyndon B. Johnson
3. "Nobody can give you freedom." –Malcolm X
4. "Love all, trust a few." – William Shakespeare
5. "Music hath charms to soothe a savage beast/To soften rocks, or bend a knotted oak." – William Congreve
6. "To be great is to be misunderstood." – Ralph Waldo Emerson
7. "Do not consider painful what is good for you." – Euripedes

8. “Character is much easier kept than recovered.” – Thomas Paine

9. “The persuasion of a friend is a strong thing.” –Homer

10. “What hunger is in relation to food, zest is in relation to life.” – Bertrand Randall