

			C19-L1
Human Relations		Core Competency: C19	Level 1, Introductory
Practice effective human relations			
Time to complete: 120 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Practice effective human relations. 2. Demonstrate politeness and civility. Practice effective human relations. 3. Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations. 4. Demonstrate an ability to adapt to people and situations 		
Cross Competencies	G41 Apply critical thinking skills G48 Demonstrate an openness of change G51 Demonstrate politeness and civility G53 Exhibit work ethics and behaviors essential to success G56 Demonstrate an ability to analyze the strengths and weaknesses of self and others H62 Demonstrate how to work effectively with others H63 Demonstrate an attitude that attracts the attention of management H67 Demonstrate good reasoning skills that result in thinking first, then taking action H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 5 Workplace Competencies: Content Standards 1, 2 and 4		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • C19L1ACT1 Box of Crayons • C19L1ACT2 Left Out • C19L1WS1 Differences and Similarities • C19L1WS2 What is Most and Least Like Me 	<ul style="list-style-type: none"> • Poster paper, tempera paint 		

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events

Suggested Instructional Approach		Notes
Introduction	<p>Human relations is how people interact with one another. Individuals learn and develop their human relations skills in school, from their families and friends, and through society itself. Treating people with courtesy is one of the basic elements of effective human relations. Everyone has a natural right to courtesy and respect. We need to practice effective human relations if we are to be successful. In order to become better citizens and employees we need to understand that people have differences and similarities which need to be accommodated. The Secretary's Commission on Achieving Necessary Skills (SCANS-1991) listed competencies which need to be possessed by workers, one of which is the ability to work well with men and women from diverse backgrounds.</p> <p>Diversity can best be described in terms of differences in others, such as race, gender, age, language, disability, culture, geographic origin, religion, ethnic group and national origin. People can also differ in the way they function--they think, use time, communicate, handle emotions, management situations and stress differently, work at a different pace, etc.</p> <p>Respect and communication are key elements in working and living with those who are different from us. Valuing diversity makes people more comfortable and productive when they work with different peers, bosses, people and everyday life situations.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

<ol style="list-style-type: none"> 1. Walk around the room and compliment your students. Have them practice looking you in the eye and simply saying “thank you” with confidence. Then have each person in the class GIVE a compliment to someone else. Observe and coach. Ask students how they feel, both giving and receiving. Discuss the importance of learning to give and receive praise. 2. Have students brainstorm various American traditions of politeness that men do when interacting with women, i.e., open doors, let women sit down first when dining, go through a revolving door first, walk closest to the curb (street), Discuss as a class how traditions have changed. 3. Read the poem <u>C19L1ACT1 Box of Crayons</u> to your students. It is about the different colors getting along and liking each other. 4. Discuss with the students the value of diversity. 5. Have all the students participate in <u>C19L1ACT2 Left Out</u>. Conclude with debriefing questions. 6. <u>C19L1WS1 Differences and Similarities</u>. The purpose of this activity is to help you understand that while people around you share some differences they also share some similarities with you. Review the coversheet with the class and then have the class complete the diversity chart. 7. <u>C19L1WS2 What is Most or Least Like Me</u>. This activity allows each student to evaluate how unique each of them is. 8. Conclude lesson by creating a class poster of all of your students hands (size of paper will depend on number of students in the class). Discuss how they can make a helping others understand differences. 	
<p>Assessment</p>	<p>Completion of activities</p>
<p>Supplemental Activities</p>	<ul style="list-style-type: none"> • Shake hands with your students--maybe when they enter the classroom. Discuss the proper way to shake hands--elbow level, arm straight, firm but brief. Don't pump the hand up and down. Don't shake fingertips. You may need to glance down to see where the person's hand is so you can shake comfortably; maintain good eye contact. Either the male or female may initiate the handshake. If your hands are full, it is okay to say, "I would like to shake your hand, but my hands are full." • Use a social event to review table settings and table manners, including gentlemen seating ladies, removing hats, proper introductions, etc. (this is a great activity when you attend Fall Leadership Conference and/or MCA Conference)