Etiquette of آداب التعارف والتحية والتواصل اللائق) Introduction, Greeting, and Respectful Communication)

Materials Required

- Scenario Cards (Index cards detailing different people/contexts: e.g., "The School Principal," "An Older Relative," "A New Classmate," "A Job Interviewer")
- Printout or whiteboard display of the "Three Pillars of Presence" (Posture, Eye Contact, Voice)
- Mirror (optional, for practicing posture)
- Timer or stopwatch
- Learner Checklist/Rubric for self-assessment

Learning Objectives (الأهداف التعليمية)

By the end of this session, learners will be able to:

1. **Analyze:** Identify the three core components necessary for making a positive first impression (Posture, Eye Contact, Voice Tone).
2. **Demonstrate:** Execute an appropriate, context-specific physical greeting (e.g., handshake, wave, verbal acknowledgement).
3. **Apply:** Engage in a brief, respectful introductory exchange using formal titles and appropriate language tailored to the age or authority of the person being met.

Success Criteria (معايير النجاح)

Learners will know they are successful when they can:

- Maintain confident posture for 15 seconds during an introduction.
- Introduce themselves clearly without mumbling.
- Successfully transition from an introduction to a brief, polite follow-up question (e.g., "How are you?").

Introduction: The Power of Presence (قوة الحضور)

Hook: The 7-Second Rule

Ask: If you walked into a room right now and met someone new, how long do you think it would take for them to form an opinion about you? (Answer: Studies show it takes about 7 seconds!) These first few seconds are critical. They determine if someone feels respected, interested, or comfortable around you.

Relevance

Today, we are learning the foundational skill of social etiquette: **How to introduce yourself and greet others respectfully.** This skill helps you make friends, impress teachers, succeed in school, and eventually, land a great job.

Session Agenda

We will first define the three pillars of presence, practice different types of greetings, and then apply everything in a real-time role-playing exercise.

Body: Mastering the Art of Introduction (إتقان فن التعارف)

I Do: Defining the Three Pillars of Presence (النموذج والمحاكاة)

Educator Modeling and Instruction (Visual/Auditory): I will now show you the three elements that make up a strong first impression. I will model both a 'Weak' and a 'Strong' introduction.

1. **Posture (الوقوف):** Stand tall, shoulders back, chin level. This shows confidence and respect for the other person. (*Weak Model: Slouching, hands in pockets. Strong Model: Standing tall and still.*)
2. **Eye Contact (التواصل البصري):** Look at the person's face, not the floor or over their shoulder. Aim for focused, friendly eye contact. (*Note for Age 5-8: Aim for short glances; prolonged staring can be uncomfortable.*)
3. **Voice and Words (الصوت والكلمات):** Speak clearly, projecting your voice. Use polite, appropriate language. (*Model Script: "Hello, my name is [Name]. It is a pleasure to meet you."*)

We Do: Guided Practice – The Greeting Gauntlet (التطبيق الموجه)

Interactive Group/Pair Work (Kinesthetic/Auditory): Learners will practice the three pillars simultaneously using scenario cards. Learners will work in pairs (or with the educator) to execute the introduction.

Activity Steps:

1. Learner draws a Scenario Card (e.g., "Meeting your parent's new boss, Ms. Fatima").
2. Learner must decide on the appropriate greeting (formal, informal, handshake, or wave/nod).
3. The Learner practices the introduction, focusing on the three pillars.
4. The partner/educator provides immediate feedback based on the success criteria.

Differentiation in Practice (التكييف حسب الفئة العمرية):

- **Ages 5-8 (Scaffolding):** Focus primarily on verbal scripting ("Hello, I am [Name]") and maintaining eye contact for 3 seconds. Physical greeting is a wave or a high-five.
- **Ages 9-12 (Core Practice):** Introduce the proper firm handshake technique (brief, firm, two pumps). Focus on articulating the full introduction and remembering the partner's name.
- **Ages 13-18 (Extension):** Practice professional titles (Mr., Ms., Dr., Engineer) and integrate a follow-up conversational question related to the scenario ("It's a pleasure to meet you, Mr. Ali. How was your trip?").

You Do: Independent Application – The Networking Mixer Simulation (التطبيق المستقل)

Role-Play Simulation (Creative/Social): Learners will apply all skills in a sustained role-play

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environment designed to mimic a social or professional gathering. This provides formative assessment data.

Activity Steps:

1. Learners invent two fictional characters (e.g., a famous chef, an astrophysicist).
2. Learners must circulate and introduce themselves (as themselves) to the two fictional characters (played by the educator/other learners).
3. The goal is for the learner to successfully introduce themselves, introduce the two fictional characters to each other, and maintain respectful conversation for 60 seconds.

Formative Assessment: The educator observes the execution of the handshake/greeting, the clarity of the voice, and the sustained presence (posture/eye contact). Use the checklist/rubric to score performance.

Conclusion: Reflection and Takeaways (الخلاصة والمراجعة)

Recap: The Core Message

Educator Review: Let's quickly review the three pillars of presence we practiced today. What are they? (Prompt learners for Posture, Eye Contact, Voice/Words).

Remember, proper introductions are not about showing off; they are about showing **respect**. A strong introduction communicates, "I value your presence and I am ready to engage with you."

Action Planning and Closure

Challenge: Over the next week, practice using a formal introduction and proper greeting whenever you meet someone new (a cashier, a neighbor, a family friend). Pay attention to their reaction.

Summative Assessment & Differentiation (التقييم والتكييف)

Summative Assessment: Peer/Self-Assessment Checklist

Learners use the provided checklist during the "Networking Mixer" to grade their own performance or the performance of a partner.

Skill (المهارة)	Achieved (تحقق)	Needs Practice (يحتاج تدريب)
Maintained appropriate eye contact.		
Used confident, clear voice.		
Executed appropriate greeting (handshake/wave).		
Used respectful formal language/titles (Ages 9-18).		

Differentiation and Extension Options (خيارات التوسع)

- **Extension Activity (Advanced/Ages 13+):** Learners write a formal professional email introducing themselves to a mentor or potential job contact, practicing digital etiquette. They must maintain the same clarity, respect, and confident tone required for a verbal introduction.

- **Scaffolding Activity (Beginner/Ages 5-8):** Use visual cue cards showing smiley faces for good eye contact and straight figures for good posture. Practice the introductory script as a song or chant for memorization.
- **Alternative Modality:** Learners record themselves introducing themselves using a phone or camera, allowing them to visually critique their own posture and presence for immediate feedback.