



LESSON 1

OBJECTIVES:

Creating a positive emotional background for self-expression, getting acquainted with the role and the main means of communication.

LIST OF TASKS:

- **Group exercise — "Meaning of My Name";** *purpose:* to warm up the group, create a friendly atmosphere, develop the skills of self-presentation
- **Group exercise — "Adoption of the Group Rules";** *purpose:* to set up for work, promote a team atmosphere and the ability to conduct dialogue
- **Group discussion — "Communication in Our Life";** *purpose:* to develop the skills of group communication, practice the rules of working in a group
- **Group exercise — "Acquaintance";** *purpose:* to develop verbal and non-verbal ways of greeting and getting acquainted
- **Group exercise — "Levels of Communication";** *purpose:* to understand the importance of nonverbal elements in communication, develop self-reflection
- **Group exercise — "Go through the Ring";** *purpose:* to teach participants problem solving within the basis of partnerships, develop communicative skills; required equipment: hula-hoop

- • Paper-easel and markers for facilitation

Note 1: The descriptions of the tasks are general guidelines, keeping in mind that personal input and creativity are encouraged throughout the program.

Note 2: The context of each paragraph is instructor speaking and engaging participants.

Note 3: "... " indicates participants have performed the task.

LESSON 2

OBJECTIVES:

Analyzing the basic tools used in non-verbal communication, developing the skills of self-expression through facial expressions, training observation skills and attention to the nonverbal ways of emotions expressed by others

LIST OF TASKS:

- **Group exercise — "Photo Album";** *purpose:* to warm up and integrate the group, develop the skills of focusing on others
- **Mini-lecture — "Facial Expressions Training";** *purpose:* to teach the skills of mimicry to express emotional states
- **Group discussion — "Recognition of Emotions through Facial Expressions";** *purpose:* to warm up the group, develop group discussion skills; *required equipment:* mirrors - for each participant
- **Individual exercise — "Facial Expressions";** *purpose:* to master the recognition of facial expressions and emotions; *required equipment:* Attachments 1.1 and 1.2, colored pencils – for each participant
- **Group exercise — "Find a Matching Pair";** *purpose:* to develop the ability of self-expression, train attention to peculiarities of others; *required equipment:* Attachment 2
- **Group exercise — "Smile";** *purpose:* to understand the nuances of facial expressions, train the use of a smile

ATTACHMENTS:

Attachment 1.1



Attachment 1.2



Attachment 2

Fear	Anger	Love	Joy
Humility	Remorse	Embarrassment	Contemplation
Contempt	Drowsiness	Surprise	Indifference



LESSON 3

OBJECTIVES:

Getting acquainted with the expressive features of speech, developing the ability to reflect intonations of one person to another, developing one's own skills of confident intonations.

LIST OF TASKS:

- **Group exercise — "Pronounce a Name";** *purpose:* to warm up and integrate the group, develop the skill of focusing on others
- **Group discussion — "Intonational Structure of Speech";** *purpose:* to make participants aware of the peculiarities of intonation in speech
- **Group exercise — "Feelings and Intonations";** *purpose:* to expand the range of intonational expressiveness, receiving feedback; *required equipment:* paper and pens - for each participant
- **Group exercise — "Fast, Steadily, Slowly";** *purpose:* to develop the ability to control speech tempo
- **Group exercise — "Voice Range";** *purpose:* to understand the influence our voice range has and what perception it creates with others, develop the skills of team work
- **Group exercise — "Expressiveness of Speech";** *purpose:* to develop attention and skills in expressing emotional states with the help of intonations

LESSON 4

OBJECTIVES:

Exploring the means of self-expression, expanding the range of non-verbal means of communication (posture, gestures), developing self-reflection, studying the factors that influence emotional background.

LIST OF TASKS:

- **Group exercise — "Express It with a Gesture";** *purpose:* to warm up the group, draw attention to the means of non-verbal self-expression
- **Group exercise — "Express an Emotion";** *purpose:* to develop observation skills, teach the skills of expressing emotional states with the help of gestures
- **Group exercise — "A Person and Their Gait";** *purpose:* to broaden participants' view on the importance of gait
- **Individual exercise — "Slender Posture";** *purpose:* to practice self-control, develop a correct posture; *required equipment:* books and balloons - for each participant
- **Group discussion — "My Mood";** *purpose:* to increase motivation for self-reflection
- **Individual exercise — "What Can Affect My Mood";** *purpose:* to develop the ability to analyze one's own feelings and behavior; *required equipment:* Attachment 3, pens - for each participant



ATTACHMENTS:

Attachment 3

	Makes you happy	Doesn't change your mood	Makes you unhappy
Weather			
Place			
Clothing			
People			
Food			
Physical state			
TV show			
Book			
Time of the day			
Housework			
Friends			
School			



LESSON 5

OBJECTIVES:

Getting acquainted with the rules of establishing distance and space in the process of communication, realizing the importance of one's boundaries, training the skills of self-expression through body language.

LIST OF TASKS:

- **Group exercise — "Message for Yourself";** *purpose:* to warm up the group, explore "comfort-discomfort" zones
- **Group discussion — "Personal Space";** *purpose:* to understand the importance of personal territory and distance while interacting
- **Individual exercise — "My Circle";** *purpose:* to determine what kind of people may be permitted into close personal space; *required equipment:* paper, pencils, erasers - for each participant
- **Pair exercise — "Further-Closer";** *purpose:* to study personal boundaries, develop the self-expression ability
- **Pair exercise — "Body Language in Pictures";** *purpose:* to develop the skills in cooperation and dialogue, focus participants' attention on body language signals; *required equipment:* glossy magazines, paper, scissors, glue - for each pair
- **Group exercise — "Message in the Image";** *purpose:* to develop the skills in presenting and studying the elements of body language



LESSON 6

OBJECTIVES:

Getting acquainted with the technologies of persuasive impact and creating rapport, developing the ability to establish contact using the non-verbal tools of adjustment, identifying belief systems.

LIST OF TASKS:

- **Group exercise — "Jumping in Rank and File";** *purpose:* to introduce the theory of adjustment
- **Group discussion — "Positioning";** *purpose:* to get acquainted with the technique of establishing contact
- **Group exercise — "I'm in a Hurry";** *purpose:* to practice the correct use of positioning
- **Group discussion — "Adjustment";** *purpose:* to get acquainted with the technique of adjustment and the various roles of communication in it
- **Pair exercise — "I'm Like This, I'm Like That";** *purpose:* to study the differences in communication with and without the adjustment technique
- **Group exercise — "Contacts";** *purpose:* to practice the skills in initiating contact, use of the techniques of adjustment



LESSON 7

OBJECTIVES:

Studying non-verbal interaction signals, developing the ability to understand oneself and others properly, developing attention and awareness of participants, practicing and interpreting micro-elements of non-verbal communication.

LIST OF TASKS:

- **Group discussion** — "**Meaning of Gestures**"; *purpose*: to get acquainted with the meaning of gestures and one's own cliches
- **Group exercise** — "**Express an Emotion**"; *purpose*: to warm up the group, get shy participants involved
- **Group exercise** — "**Sculpture**"; *purpose*: to maintain acquaintance of non-verbal means of expressing emotional states
- **Group exercise** — "**Secret**"; *purpose*: to master observation skills and improve communication skills
- **Pair exercise** — "**Read Each Other's Eyes**"; *purpose*: to expand the experience of non-verbal communication; learn about the micro-elements of non-verbal communication



LESSON 8

OBJECTIVES:

Cultivating responsibility for one's own image, exploring the elements of the personal image and the factors in a successful look, developing the ability to accept feedback and respond to criticism appropriately, practicing self-presentation skills.

LIST OF TASKS:

- **Group exercise — "In One Line";** *purpose:* to recognize the individual peculiarities of oneself and others
- **Group exercise — "Silent and Talking Mirror";** *purpose:* to accept feedback about one's verbal and non-verbal image
- **Group exercise — "Components of the Image";** *purpose:* to understand the elements that form the external image
- **Team exercise — "Building a Positive Image";** *purpose:* to analyze the factors that create an external image of success; *required equipment:* Attachment 4 - for each team
- **Pair exercise — "Self-Portrait";** *purpose:* to focus on the elements of the image of others, practice self-presentation skills
- **Group exercise — "In the Store";** *purpose:* to identify the significant elements of one's image, develop the ability of self-criticism; *required equipment:* paper and pens

ATTACHMENTS:

Attachment 4

	Helps	Hinders
Clothes		
Footwear		
Hairstyle		
Gait		
Voice		
Charm		
Manners		
Skill of self-presentation		

LESSON 9

OBJECTIVES:

Developing group dynamics, getting acquainted with the stereotypes of social perception, broadening the ideas of the effect of the first impression, discussing the peculiarities of the dress code, developing self- confidence.

LIST OF TASKS:

- **Group exercise — "Brainstorming";** *purpose:* to develop interaction within the group, analyze the image of the "valence person"
- **Group discussion — "First Impression";** *purpose:* to get acquainted with the peculiarities of the first impression
- **Team exercise — "Photo";** *purpose:* to expand the understanding of the elements that form the external image, get acquainted with the effects of social perception; *required equipment:* Attachments 5.1 and 5.2 – for each team
- **Group discussion — "What Should You Wear?";** *purpose:* to understand the significance of clothes in accordance with time and place; *required equipment:* Attachments 6.1-6.10 - for each participant
- **Individual exercise — "Dress-codes";** *purpose:* to master the skill in distinguishing the basic elements of dress codes; *required equipment:* paper, pencils, marker pens, scissors, glue and glossy magazines - for each participant



ATTACHMENTS:

Attachment 5.1



Attachment 6.1



Attachment 6.3



Attachment 6.5



Attachment 6.7



Attachment 6.9



Attachment 5.2



Attachment 6.2



Attachment 6.4



Attachment 6.6



Attachment 6.8



Attachment 6.10





LESSON 10

OBJECTIVES:

Improving attention, getting acquainted with the concept of "active listening", mastering the techniques of active listening, developing the ability to cooperate and prevent conflicts.

LIST OF TASKS:

- **Group exercise — "Interview";** *purpose:* to warm up the group; improve communication skills
- **Group exercise — "Forbidden Letter";** *purpose:* to improve attention, strengthen the audio channel
- **Team discussion — "Active Listening";** *purpose:* to discuss versatile and specific methods of active listening
- **Group exercise — "Reflection";** *purpose:* to practice the technique of echo reactions in the process of active listening
- **Group exercise — "If I Understand You Correctly";** *purpose:* to develop paraphrasing skills as a way of avoiding conflicts
- **Pair exercise — "Tell Me About Yourself";** *purpose:* to get feedback and practice one's own style of active listening

LESSON 11

OBJECTIVES:

Getting acquainted with the mechanisms of information distortion, improving active listening techniques, developing empathy and the ability to establish contact, training the skills required in dialogue and conversation.

LIST OF TASKS:

- **Group discussion — "Rules of Active Listening";** *purpose:* to repeat the basic techniques of active listening
- **Group exercise — "Seven Words";** *purpose:* to warm up the group, improve attention, rate of response and auditory perception
- **Group exercise — "Repeat the Text";** *purpose:* to demonstrate the mechanisms of information distortion, analyze typical errors when messaging
- **Group exercise — "Telephone Conversation";** *purpose:* to develop empathy and the ability to identify non-verbal signals
- **Group exercise — "Trained Listener";** *purpose:* to master the techniques of active listening; *required equipment:* Attachment 7 - for each participant
- **Group exercise — "Recapturing the Initiative in Dialogue";** *purpose:* to incorporate the skill of active listening in a common conversation



ATTACHMENTS:

Attachment 7

Set aside all other thoughts and concentrate on the other person's message.	Pay attention to body language — posture, gestures and facial expressions.	Get into a comfortable relaxed mode.	Face the speaker and maintain eye contact.
Show signs of acknowledgement by nodding, «uh huhing» and using motivational words.	Reflect on what has been said by paraphrasing.	Ask clarifying open questions.	Show empathy and try to feel what the speaker is feeling.



LESSON 12

OBJECTIVES:

Introducing the art of small talk, consolidating the basic techniques of non-verbal communication and active listening, getting acquainted with the micro-elements of verbal communication, developing the skill-set required to give and receive compliments, developing teamwork.

LIST OF TASKS:

- **Group exercise — "Wonderful Carpet";** *purpose:* to warm up, teach group interaction; *required equipment:* spool of thread
- **Group discussion — "Small talk";** *purpose:* to discuss the most effective options for maintaining and continuing a conversation
- **Group exercise — "Start a Conversation";** *purpose:* to develop the skill of small talk, master the basic techniques of non-verbal communication
- **Group discussion — "Rules of Compliments";** *purpose:* to teach the art of complimenting
- **Team exercise — "Finding Mistakes";** *purpose:* to develop observation skills, identify the mistakes that are made when giving compliments; *required equipment:* Attachment 8 - for each team
- **Group exercise — "Goodness-Chair";** *purpose:* to consolidate the skills required when giving and receiving compliments

ATTACHMENTS:

Attachment 8

1. How do you manage your fashion and modesty at the same time?	1. How do you manage to attract people this way?	1. What a pleasure to communicate with you!
2. You are the best, no one can flatter like you!	2. One can learn a lot communicating with you.	2. I am captivated by your responsiveness!
3. I am amazed with your determination!	3. Know that the firmness of beliefs adorns the person! Be able to defend your position!	3. I am amazed at your ability to cleverly change the subject while conversing with others.
4. Listening to you is a great pleasure!	4. Conversation with you is just great!	4. Truth be told — you really are great with your hands.
5. You are very polite, but you don't seem to be modest!	5. You have empathy!	5. You look beautiful today. Hope you look even better tomorrow!
6. You should always be as active as today!	6. You have amazing insight, but your memory is not as good.	6. You have good willpower. It would be great to send it in the right direction!
7. I did not know that you are so subtle and well versed in people!	7. Did you know that your energy inspires others?	7. I am amazed at your diligence!
8. You have a good memory, it would be great to put it to use.	8. Your talkableness can be envied!	8. You are the new Inodi and Diamandi.

LESSON 13

OBJECTIVES:

Developing the ability to communicate politely, getting acquainted with the basics of positive interaction, analyzing one's motives and stereotypes in situations of request and refusal, expanding the range of verbal interaction.

LIST OF TASKS:

- **Group exercise — "Polite Request";** *purpose:* to warm up the group, develop polite communication and attention
- **Group discussion — "Order, Begging, Request";** *purpose:* to teach the identification of nonverbal signals of a polite request
- **Group exercise — "Numbers Exchange";** *purpose:* to develop communication skills and the ability to reach a common agreement; *required equipment:* Attachment 9
- **Individual exercise — "It's Hard to Refuse Because...";** *purpose:* to develop self-reflection and awareness of the reasons for non-refusal; *required equipment:* Attachment 10, pencils, erasers - for each participant
- **Group exercise — "Play a Refusal";** *purpose:* to analyze verbal and non-verbal forms of confident, aggressive and unsure refusal; *required equipment:* spool of thread
- **Group exercise — "Excuses";** *purpose:* to state various reasons for refusal; *required equipment:* Attachment 11 - for each participant

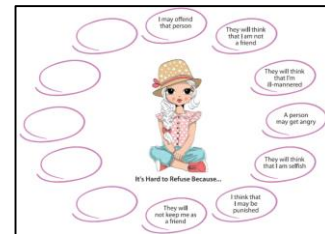


ATTACHMENTS:

Attachment 9

1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

Attachment 10



Attachment 11

<input type="checkbox"/>	You can not do what is asked of you because you don't feel well
<input type="checkbox"/>	You do not want to give up something that was asked because it is important to you
<input type="checkbox"/>	You are busy when you are asked to come or do something
<input type="checkbox"/>	You do not want to do what you are asked because it does not interest you
<input type="checkbox"/>	You do not want to do what you are asked because it may involve danger
<input type="checkbox"/>	You do not want to do what you are asked because you promised your parents you would never do this type of thing
<input type="checkbox"/>	You can not do what you are asked because you are tired
<input type="checkbox"/>	You can not do what you are asked because you do not know how to do it



LESSON 14

OBJECTIVES:

Developing mental flexibility and positive perception, getting acquainted with the possibilities of controlling our emotions, training self-reflection and ways of overcoming negative experiences.

LIST OF TASKS:

- **Group exercise — "Experiment with a Pencil";** *purpose:* to warm up the group, study the interaction between one's mood and body language
- **Group discussion — "Mood as a Mirror of the Body";** *purpose:* to warm up the group, improve polite communication and attention
- **Group exercise — "Positive Attitude";** *purpose:* to practice physical exercises, which help in relaxation and improving one's mental state
- **Group exercise — "Heads-Tails";** *purpose:* to improve mental flexibility and the ability to recognize opportunities; *required equipment:* a coin
- **Team exercise — "Ways to Cope with a Bad Mood";** *purpose:* to study ways of developing positive perception and emotional self-regulation; *required equipment:* paper and pencils - for each team
- **Pair exercise — "Politeness is the Solution to Everything";** *purpose:* to teach the art of resisting negative vibes, practice positive attitude towards people and events



LESSON 15

OBJECTIVES:

Expanding the range of interaction with others, developing the ability to prevent and resolve conflicts, practicing the skill of polite and assertive communication, improving social confidence.

LIST OF TASKS:

- **Group exercise — "Knife and Butter";** *purpose:* to develop the ability to overcome fear of an uncomfortable situation
- **Group discussion — "Relieving Stress";** *purpose:* to warm up the group, improve polite communication and attention
- **Group exercise — "I-Statements";** *purpose:* to improve communicative competence, practice the process of self-actualization
- **Group exercise — "Diplomacy";** *purpose:* to develop the ability to end the conversation politely and with diplomacy
- **Group exercise — "Air-balloon";** *purpose:* to develop the skills of making group decisions; *required equipment:* Attachment 12 - for each participant

ATTACHMENTS:

Attachment 12

No	Name	Quantity
1	Rope	165 feet
2	First Aid Kit with medical supplies	11 pounds
3	Compass	4 pounds
4	Canned meat and fish	54 pounds
5	Sextant for locating the stars	11 pounds
6	Rifle with an optical sight and a stock of bullets	55 pounds
7	Candies	44 pounds
8	Sleeping bags	(one for each crew member)
9	Flare-launcher	17 pounds
10	Tent	44 pounds
11	Cylinder with oxygen	110 pounds
12	Set of geographical maps	15 pounds
13	Canister with drinking water	5 gallons
14	Transistor radio	7 pounds
15	Inflatable rubber raft	55 pounds

LESSON 16

OBJECTIVES:

Training emotional stability, developing the skill of verbal self-presentation, practicing the ability to conduct discussion / conversation / dialogue, getting acquainted with peculiarities of the job interview, developing confidence.

LIST OF TASKS:

- **Group exercise — "Gait of a Professional";** *purpose:* to warm up the group, study the nonverbal language of the professional image; *required equipment:* paper and pens - for each participant
- **Group exercise — "Announcement";** *purpose:* to develop a resistance to stress and the skills of verbal self-presentation; *required equipment:* paper and pens - for each participant
- **Group discussion — "Rules of Employment and Mistakes at the Job Interview";** *purpose:* to get acquainted with peculiarities of the job interview
- **Group exercise — "Unification According to Features";** *purpose:* to understand the features that unite people; *required equipment:* paper and pens
- **Role game — "Questions for a Press Conference";** *purpose:* to develop the ability to ask questions politely and give answers politely; *required equipment:* Attachment 13
- **Group game — "Make Me Laugh";** *purpose:* to train emotional resistance to negative stimulus



ATTACHMENTS:

Attachment 13

Describe yourself and name five attributes about you.	How do you think other people describe you?	Can you work on a tight schedule and in stressful situations?	What are your strengths and weaknesses?	What new things would you like to learn?	Describe your most recent achievements.
What goals would you like to achieve in life?	Define your model of ideal work.	What skill sets do you possess that may be used at your workplace?	What motivates you?	How do you evaluate your ability to work in a team?	What are your plans for the next five years?
Tell us about a recent challenge and how you addressed it.	How do you assess your ability to resolve conflict situations?	What do you like to do in your spare time?	In your opinion, what does success depend on?	What working conditions appeal to you most?	What kind of person would you refuse to work with?



LESSON 17

OBJECTIVES:

Getting acquainted with the rules of accepted behavior in greetings and farewells, developing competence in communication, applying etiquette in public transportation.

LIST OF TASKS:

- **Group discussion — "Etiquette and Manners";** *purpose:* to get acquainted with the reasons for etiquette, differentiate between good and poor manners
- **Mini-lecture — "Etiquette of Greetings and Introductions";** *purpose:* to teach participants the norms of courtesy when meeting people in business and everyday life; *required equipment:* Attachment 14.1 - for each participant
- **Group exercise — "Let Me Introduce Myself";** *purpose:* to practice the skill of acquaintance and introduction
- **Mini-lecture — "Goodbye Etiquette";** *purpose:* to develop competency in the basic rules of farewells; *required equipment:* Attachment 14.2 - for each participant
- **Group exercise — "Bye-Bye!";** *purpose:* to practice consolidation of the rules of farewell with acquaintances and strangers
- **Mini-lecture — "Etiquette and Transportation";** *purpose:* to broaden participants' knowledge of accepted behavior in transportation; *required equipment:* Attachment 14.3 - for each participant

ATTACHMENTS:

Attachment 14.1

There are special rules of etiquette for greetings and introductions. Regardless of age or position, first and foremost, a man is always introduced to the woman. It's easy to remember, start your introduction with the woman's name, saying: "Let me introduce (man's name) to you". Younger men and women should be introduced to elders, individuals are typically introduced to the couple or to the group. If someone introduces two people to each other, they should say their names and a few words about each of them. When introducing people of the same age and gender, a less familiar person should be introduced to a more familiar person. In business etiquette there is no gender division, and priority is given to position and status, the exception being clients — who always maintain a higher status.

When referring to government officials, military, diplomatic or religious rank we usually use last names. At parties, dinners and other events, it is better to be introduced by someone else. However, if there is no such person, you may introduce yourself. A woman gives her hand first but in business etiquette it will be the one who has a higher position or status. Greetings are carried out with the right hand, as is the business card. If a man is sitting at the time of the introduction, he must stand up whereas a woman is allowed to remain seated, the exception being when she is introduced to a woman who is older or maintains a higher status. In business etiquette both men and women stand up for greetings. The initiator of such a conversation is the person of senior rank and position or a woman. When greeting the person it is important to maintain eye contact, smile and during the handshake ensure your left hand is not in your pocket.

When married couples meet each other, first, the women greet each other, then the men greet the women and only after that the men greet each other. When greeting a woman outdoors, a man should raise his hat or coat, but such is not the case with a winter hat which remains on. If the greeting is accompanied by a handshake, the man should remove his glove, however the gloves of a woman (silk, cloth) always remain on as do her garter, scarf and hat which are part of her image. It is recommended that ladies remove mittens and other gloves and in inclement weather, a man may only lift the hand of a married woman and only indoors. It is not acceptable to shake hands in places such as warehouses and public transportation. It should be kept in mind that an introduction and handshake can differ in different cultures. The most important requirement of "the rules of etiquette" is that they must be followed even though they may not correspond to the person's desire, mood or psychological state.

Attachment 14.2

There are two important rules of "farewell". The first relates to one person, where it is necessary to emphasize the importance of having met that individual. Such a message is typically deposited in the memory of this person, if not at a meaningful level then at the emotional level. In addition, it may be appropriate to mention another meeting which need not necessarily take place, such as the rules of "transparency". The second rule covers farewells when leaving a certain large public event. In this case there is no need to explain the reasons for your departure.

What's important is choosing the right time for your farewell and allowing a few minutes to say "Good bye" and "Thank you" to the host and specific guests. When leaving unfamiliar people who were introduced to you, it is enough to just nod, smile and leave. When leaving a crowded party ahead of time, it is acceptable to do it discreetly, without attracting the attention of other guests, saying "Good bye" only to the host, the issue being that your leaving can push other visitors to leave ahead of time. After the meeting itself, the farewell procedure may be deferred for a period of one to three days where it is advisable to contact the organizers and hosts in writing and thank them again for a wonderful meeting.

Attachment 14.3

Rules of conduct in public transportation oblige a person to relinquish a seat to a woman with a small or nursing child, a pregnant woman, elders or people with disabilities, all of whom should say "Thank you". Try not to step on people's feet, not to lean on the person standing next to you and not to push them in the back. Gazing at people is not acceptable. Although the front seat is considered the most respected place in a car, the safer seat is in the rear, diagonally to the driver.

There are two options regarding the offering of this place. Usually the front seat is occupied by the partner of the car owner and the guests are located in the rear seats, but it is best to offer them a choice. It is also permissible for men and women to sit together, be it the front or rear seats. As a rule, a personal car should not be lent. In urgent cases, you can befriend to take you to the station, airport or a hospital. In the evening, when leaving the house of friends in the company of other guests, it is polite for the car owner to offer to take a few people, depending on the number of seats in their car. If the number of people exceeds the number of available seats, the people should decide who will go.

Politeness requires that when a passenger sits in a taxi they greet the driver, and this politeness should be reciprocated by the driver. The woman is the first to seat herself in the taxi with the man accompanying her at her side and together in the rear seat.



LESSON 18

OBJECTIVES:

Mastering the ability to give and receive gifts, teaching the etiquette of hosting events, developing the skill to conduct a business telephone conversation, consolidating the patterns of polite communication.

LIST OF TASKS:

- **Group exercise — "Gift Giving Etiquette";** *purpose:* to cultivate a benevolent attitude, develop non-verbal language; *required equipment:* Attachment 15.1 - for each participant
- **Mini-lecture — "Party Etiquette";** *purpose:* to teach participants the basic rules of courtesy when hosting guests; *required equipment:* Attachment 15.2 - for each participant
- **Team exercise — "Welcome!";** *purpose:* to consolidate the rules of accepted behavior at a party, develop the required skills when giving and receiving gifts; *required equipment:* Attachment 16 - for each team
- **Group exercise — "Telephone Communication";** *purpose:* to practice the skill of initiating contact, improve competence during a business telephone conversation; *required equipment:* spool of thread
- **Group exercise — "Tough Interlocutor";** *purpose:* to expand the repertoire of participants' roles, teach effective telephone conversation

ATTACHMENTS:

Attachment 15.1

There are special situations for gifting and this process should not be overlooked. Even if you are shy, give as nicely and politely as possible. There is one golden rule relating to gift giving — under no circumstances do you mention how difficult it was to find and how costly the purchase of the gift was. For birthdays, one should give gifts which will be used only by the birthday person and not by the whole family, keeping in mind very expensive gifts may put a person in an awkward position. According to the rules of decency, an acceptable price for a gift should range from \$30 to \$100, differing if you buy for close people.

Gift wrapping is important and note that edible gifts should be served immediately at the table. A gift must not be given at an entrance (except for flowers). It is very useful to have a notebook, where all birthdays and relevant dates of significant people are marked. Gifting is a ceremony that is accompanied by good wishes as well as receiving words of gratitude. When going to visit a home, be sure to take a small present for the host. When a gift is not hand delivered, but sent by other means, a business card or a card in an envelope should be attached to it. Ensure that the label and tag are removed in advance and make sure that the birthday person does not discover a receipt. When accepting a gift, unwrap it immediately and give thanks. Sweets are not recommended as a gift for men, nor are strong spirits for women.

Attachment 15.2

Remember that being a good host, impressing guests with expensive dishes, silverware and sumptuous food, is not nearly as important as making your guests feel good and sincerely accepted. A good tip when inviting guests, is to do it in advance. Written invitations are suitable for official events, in other cases it is better just to call, agree on a time and specify what the event will be (lunch, dinner or just a modest treat). Guests are usually seated in pairs — a man beside a woman, spouses as a rule sit apart (the exception is only for newlyweds). When seating guests, the objective for the host is to ensure that everyone feels comfortable.

As a host, equal attention should be given to all guests. Being late is inconsiderate and early arrivals are in poor taste. Diplomacy by the host is a must: they should be able to mitigate possible conflicts that may arise among guests, elegantly smooth out dissatisfaction and monitor jokes that are told. Hosts are obliged to talk with each of the guests, giving special attention to those who are not less known to others. It is not recommended to take children to parties or social functions, especially if there are no other children involved. If children do go, monitor their behavior.

Having met the guests at the front entrance and welcoming them inside, the host should help with the removal of their clothing. When entering rooms, the female host goes before others keeping in mind the male host follows the guests. When the host invites guests to the table, they are the first to sit and eating does not start until all guests are seated. In sequence, women sit first followed by men then young people. Guests start eating only after the host.

Attachment 16

<p>You went to a friend's home who is celebrating their birthday.</p>	<p>A guest came to visit you with one of their friends who does not like you.</p>	<p>Your friend came to visit, had too much to drink and started to quarrel with one of your important guests.</p>	<p>You went to a birthday party, handed a wonderful gift to the host and while eating the cake accidentally dirtied yourself, the sofa and the carpet.</p>
---	---	---	--

LESSON 19

OBJECTIVES:

Teaching the norms of accepted behavior at the table and at the restaurant, training the skillful handling of linen napkins, teaching the rules of setting the table, teaching the right posture at the table.

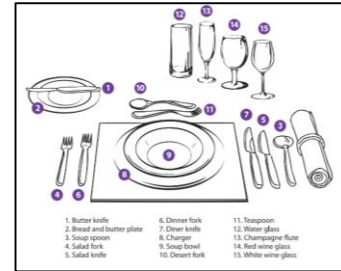
LIST OF TASKS:

- **Group exercise — "Table Set-up, Part 1";** *purpose:* to get acquainted with setting the table and the purpose of tableware, wine glasses and cutlery; *required equipment:* Attachment 17.1 - for each participant
- **Individual task — "Table Set-up, Part 2";** *purpose:* to improve memory and consolidate knowledge of setting the table while considering the rules of etiquette; *required equipment:* Attachment 17.2, pencils and erasers - for each participant
- **Group exercise — "Beautiful Back and Arms";** *purpose:* to teach correct posture and arm movements at the table; *required equipment:* books - for each participant
- **Mini-lecture — "Table Manners";** *purpose:* to master the rules of table etiquette; *required equipment:* Attachment 18 - for each participant
- **Group exercise — "Language of Linen Napkins";** *purpose:* to teach the rules of using a napkin at the table; *required equipment:* paper and linen napkins - for each participant

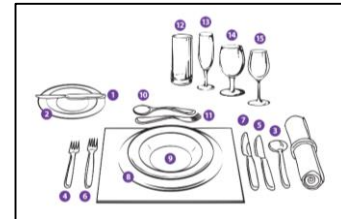


ATTACHMENTS:

Attachment 17.1



Attachment 17.2



Attachment 18

When sitting at the table, never use your elbows or if you do not know where to put your hands – just fill them on your lap. Eating commences once all guests have been served, the exception being in the restaurant you start. Reaching for items in your immediate vicinity is permissible, nothing that allows others to lean beyond your reach is acceptable, but remember to say "thank you". Rules state that food is passed from the left to the right, continuously in one direction. Cutlery is divided into two categories – individual (table, for personal use) and general (saucier, for serving dishes). Eat at a relaxed pace, knowing that it contributes to better digestion and indicates to the host that you are enjoying the food and the company. While eating, your mouth remains closed and try not to make any sounds – whether it be knocking your glass, sipping soup or changing your teeth. If the soup is too hot, do not blow on it but wait until it cools down. This should avoid talking while you have food in your mouth. If you go to the washroom, politely excuse yourself. Salt and pepper are passed together.

Dishes are served from the right and are taken from the left. Restaurant behavior has a number of specific features. The most suitable places to smoke at a restaurant are: beside the wall facing the tables or in the middle facing the front entrance. A ladies purse is hung on the back of her chair or placed on the floor (if it's too big). A small clutch can be put behind her back on the chair. No cell phones on the table. The host to leave the restaurant comes from the entrance of the morning. The person who invites is typically the person who pays.

