


SMILE & SUCCEED FOR *Teens*



A CRASH COURSE
IN FACE-TO-FACE
COMMUNICATION

**Must-Know People Skills
for Today's Wired World**

THE TEACHING GUIDE

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To order *Smile & Succeed for Teens* please visit www.SmileforTeens.com, call 248-685-0483 or email Kirt@SmiletheBook.com.

A NOTE FROM KIRT

Thank you for bringing *Smile & Succeed for Teens* into your classroom. *Smile & Succeed for Teens* will help your students learn critical people skills while boosting their confidence. You can conduct the activities in any order. You can choose one or more activity and exercise to do per day, per week, or per month, or in whatever order works best for you and your students.



Have fun as you help teens learn these simple yet critical skills that will benefit them in school, work, and life.

Kirt Manecke
Author

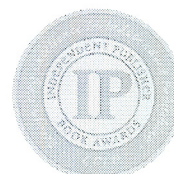
Are you using *Smile & Succeed for Teens* to teach teens outside a classroom? Good news! This Teaching Guide is also perfect to use for church and other youth groups (scouting, etc.), nonprofits, businesses employing teens, and more.

Schools using *Smile & Succeed for Teens* include Hartland Middle School at Ore Creek, Oakland ISD/Oakland Schools (MI), Huron Valley School District, Washtenaw County ISD Special Education, Lapeer County ISD Career Education, Summit Academy, and more.

INTRODUCTION

This *Smile & Succeed for Teens* Teaching Guide will...

- Help your students apply the techniques in *Smile & Succeed for Teens*
- Help students improve critical communication skills for success in school, work, and life.
- Help students prepare for a job and get a head start in their career.
- Help students who have jobs or volunteer quickly improve customer service and increase sales or donations.



AWARD WINNER!

Winner of the prestigious Mom's Choice Gold Award honoring excellence in family friendly products, and the IPPY Gold Award recognizing excellence.

PRAISE FOR *SMILE*

"It is the execution of common people skills which make a difference in the customer experience. *Smile & Succeed for Teens* tackles these issues. You got it right!"

ROBERT LAMEIER
President & CEO
Miami Savings Bank
Miamitown, OH

"I love your book! It is perfect for any teen looking to get that first job and not only succeed in getting the job, but keeping the job. The ideas presented could be easily incorporated into the classroom. I think it should be on every Career Development Practitioner/Counselor's bookshelf!"

JENNIFER KLUESNER
Oakland Schools
Regional Career Development
& Career Cruising Coordinator
Waterford, MI

"Your book is **ALL THE RAGE!**"

TAMMY HANSFORD
Teacher Consultant
Washtenaw ISD
Ann Arbor, MI

"A great book for teens with autism."

HOLLY FADIE
Speech-Language Pathologist
Boston Children's Hospital
Boston, MA

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PRE-READING ACTIVITIES

1. INFORMATIONAL TEXT SCAVENGER HUNT

Be certain every student has the book *Smile & Succeed for Teens*. Students will survey informational text features found in *Smile & Succeed for Teens* such as: Table of Contents, Summary, Chapters, Titles, Illustrations, Captions, Notes, Index, and About the Author.

- Have students examine only the front and back covers. Answer questions 1-4 on their own. Correct in class.
- Have students work in pairs to answer questions 5-15. Correct in class.

Student Resource 1: Navigating Smile & Succeed for Teens

Teacher Resource 1: Navigating Smile & Succeed for Teens (Answers)

2. ESSENTIAL PEOPLE SKILLS

Students discover the critical people skills that will help them succeed in school, work, and life.

- Have students each brainstorm a list of skills that they feel are important when communicating at home, at school, and at a job.
- Divide students into small groups to combine each of their essential skills into one list. Each group should have a spokesperson prepared to share their list and the reasons for their choices with the class.
- After discussing the merits of each skill, students will vote on one final classroom list of their top ten essential people skills. Compare their final list with the skills in *Smile & Succeed for Teens*.

3. EVALUATING PERSONAL EXPERIENCE

Students will gain awareness of the importance of people skills when communicating with adults.

Prompt: Think about a recent time in your life when you felt awkward around adults. This could be during a wedding ceremony and/or reception, a funeral, or meeting adult friends of a family member for the first time. Write a brief description of the event. Describe the actions of the adults and how you reacted. (Teacher may share an event from their teen years as an example.)

- Develop a whole-group conversation about essential people skills by having students share their writing.
 1. Describe examples of good people skills used by the adults and students.
 2. Describe actions that did not illustrate good people skills used by the adults and students.
 3. What does a lack of people skills look like to adults? To parents? To other students?
 4. What could have been done to improve communication?
- Students will add a paragraph to their description explaining how they could have used good people skills to improve communication in their situation.

READING ACTIVITIES

4. ROLE PLAY TOP TEN PEOPLE SKILLS Chapter 1

Students will practice and role play “The Top Ten People Skills” as presented in *Smile & Succeed for Teens*. Be certain every student has the book *Smile & Succeed for Teens*.

- After reading each section in Chapter 1 students will partner to practice each skill. Correct and assist as needed.
 1. “Here’s How” sample dialogue can be used straight from the book and appears in sections 1, 2, 5, 6, 7, and 10.
 2. Sections 3, 4, 8, and 9 lend themselves to student-created scenarios.
 3. Scenarios for all 10 sections are provided in Teacher Resource 4.
- After role playing, have students write a paragraph explaining which people skills they felt most and least comfortable with and why. Be prepared to share with the class.

Optional:

Additional people skills role playing opportunities: Chapter 3, section 1 and 2.

Teacher Resource 4: Top Ten People Skills

5. CREATE A FLYER Chapter 2

Students will explore their own marketable skills and create a flyer for their own business or service that promotes those skills.

- Create your own job. Brainstorm a list of businesses or services needed in the marketplace. Discuss the skills, training, education, and time required.
- Using information from the brainstorm session, have students fill in “Teen Job Opportunities” chart (Student Resource 5).
- Show students examples of business flyers (visit www.smileforteens.com and click on FREE. An example can also be found on page 36 in the book).
- Discuss important details about each flyer that will attract customers: pictures/illustrations, headline, features/benefits, bullet points, phone number, and email.
- Have students create a flyer based on a job opportunity from their Teen Job Opportunities chart. They can use a computer or draw by hand. Students will have these documents to use or modify to create their own job and get the word out to potential customers.

Student Resource 5: Teen Job Opportunities

6. BUILD A COVER LETTER AND RESUME Chapter 2

Students will create cover letters and resumes. They will not only learn which skills and organizations will help them find and land a job, but will have a cover letter and resume to use in the future.

- Share examples of resumes.
- Students type their own resumes using the Sample Resume as a guideline (Student Resource 6a).
- Find more examples of resumes at www.smileforteens.com and click on FREE.
- Share examples of cover letters and the cover letter template by visiting www.smileforteens.com and click on FREE. There are a multitude of choices on the website, including examples for summer jobs. Have students write their own cover letter for a job they would like to apply for.

Student Resource 6a: Sample Resume

7. MOCK INTERVIEW Chapter 2

Students will experience the interview process by role playing as both the interviewer and the interviewee.

- After students read the section “Interview Like a Pro” in Chapter 2, have students practice the interview process with a partner using Student Resource 7a, or optional 7b.
- After all students practice with partners you may want a group of select students to present a demonstration to the class.
 1. Choose two pairs of partners.
 2. Have one interviewee in each pair follow the interview guidelines on page 39-40. Have the other interviewee interview without using the “Here’s How” section.
 3. Evaluate their performance.
 4. Compare the two interviews using the “Here’s How” section. How could he/she improve? How was one better than the other?
 5. Have students critique the interviews in a whole-group discussion.
 6. Write a compare/contrast paragraph summarizing the demonstration.
 7. Have students perform “phone interviews” asking the same questions.
 8. **Optional:** Ask students to dress for success in interview clothes according to guidelines from page 37-38 to show students acceptable attire to wear on an interview.

Student Resource 7a: Mock Interview

Optional: Teacher and Student Resource 7b

8. KEEP YOUR JOB Chapter 2

Students will learn how techniques from *Smile & Succeed for Teens* apply to the world of work.

- Ask students to list five examples showing how they use each bullet in the “Here’s How” section on page 42. Use examples from home, the classroom, social situations, and from their job if they are working.

Student Resource 8: Keep Your Job

9. OVERCOME STRESS EVALUATION Chapter 2

Students will become familiar with methods to help them overcome stress in the classroom and at home.

- Students independently fill out Overcome Stress Evaluation. (Student Resource 9)
- In a whole-group discussion, students will discuss which stress management tools they use, how the tools help them, and give examples of how these tools are used. Example: I take a yoga class and it helps relieve my stress and also gives me a great work out.

Student Resource 9: Overcome Stress Evaluation

10. MASTER ELECTRONIC ETIQUETTE Chapter 3

Students learn appropriate electronic etiquette for email, texting, and social media and will write their own professional emails, texts, and social media postings.

- Share poorly written examples with your students and have them identify and edit areas in need of work.
- Have students write an email, a text message, and a social media post for situations they have experienced.

Teacher Resource 10: Professional Electronic Etiquette

Example scenarios: needing makeup work, missing a practice, and communicating to customers via social media.

11. ROLE PLAY CUSTOMER SERVICE SKILLS Chapter 4–6

Evaluate your students' understanding of the techniques in *Smile & Succeed for Teens*. Correct and assist as needed.

After reading chapters 4-6, students will develop their people skills by participating in various customer service role playing scenarios.

- Divide class into small groups of two to three and assign a customer service scenario to each group.
- Give each group time to practice, then have them present in front of the class. Students should first role play the “wrong way” to demonstrate how NOT to interact with customers.
- Then role play the same scene using the *Smile & Succeed for Teens* model to delight customers.
- Immediately after each presentation students in the audience groups should take a few minutes to evaluate the role play based on knowledge of *Smile & Succeed for Teens* customer service and sales techniques.
- Make sure that you or your students point out any negative behaviors and offer help as to how they can correct them.

Teacher Resource 11: Customer Service Scenarios

12. ANSWER THE PHONE WITH A SMILE Chapter 4

Students become familiar with phone etiquette and feel comfortable making calls to businesses and adults. Students will also become comfortable answering the phone properly at a business.

- Model how you would talk on the phone (using a cell phone or your classroom phone) to a friend vs. a professional or customer.
- Have students practice working in pairs with sample dialogues (Student Resource 12). If space is available and phones allowed, have students use actual phones in different rooms so they can experience the call. Students should take turns being the employee and the customer.
- Have students make a business phone call at home for a parent or other adult.

Student Resource 12: Answer the Phone with a Smile

13. ROLE PLAY FUNDRAISING SKILLS Chapter 7

Students will practice, get comfortable with, and test their fundraising skills.

- Locate a fundraising opportunity in your school that students are passionate about. Have students research this cause/event/trip they are raising money for as well as the product they will be selling.
- With this background knowledge, students will write brief dialogues following the fundraising models on pages 108-109 “Ask for the Donation-Then Stop Talking.”
- Roll play these in front of the class. Correct and adjust as needed.
- Students may be in a position to test their fundraising skills in the real world! If so, do this.

POST-READING ACTIVITIES

14. BE A MYSTERY SHOPPER Chapter 1–7

Students will put their knowledge of *Smile & Succeed for Teens* techniques to use in a real world setting. They will evaluate how sales associates and other employees conduct business.

- Review the Customer Service Techniques Worksheet and give one to every student. (Student Resource 14)
- Ask students to rate a business they frequent with their family using the Customer Service Techniques Worksheet.
- Have students compile their data into one large classroom model and share the results.
- In a whole-group discussion, ask students to identify which behaviors are exhibited more often and which ones are rarely seen.
- In one paragraph, have students summarize their Mystery Shopper experience.
 1. Describe *Smile & Succeed for Teens* techniques that were used properly.
 2. List examples of people skills, customer service and sales skills that were not used when should have been.
 3. Explain how the experience could have been improved with the use of additional *Smile & Succeed for Teens* techniques.

Student Resource 14: Be a Mystery Shopper

15. SERVICE LEARNING PROJECT Chapter 7

Students are often unaware that their skills can help change the world. Let students know they can use their new skills to make a difference through a service learning project.

- Ask your group the following question:
If you could volunteer for any non-profit organization, what would it be? Think about the types of causes you are interested in: people, animals, or the environment.
- Create a class list of organizations the students are interested in.
- Break students into small groups. Ask each group to research a different organization on the list:
 1. Is the organization a legitimate nonprofit?
 2. Do they have effective programs in place?
 3. Search the name of the nonprofit organization online for recent news coverage to learn more about them and to uncover any questionable activities.
 4. What are the volunteer opportunities with this organization?
 5. Do they offer a variety of ways to volunteer? Can our class help them raise funds?
- Assign one person from each group to contact their organization. Learn ways the class can help.
- Have all the groups present their findings to the class.
- Select one of these organizations to volunteer with and fundraise for as a class.
- Get started volunteering and fundraising for this nonprofit.

Optional:

- Create a proposal with information gathered during the research portion above in the form of a PowerPoint presentation, brochure, or professional letter for the whole class. Make sure the students include the following information:
 1. Name of organization and mission statement
 2. Non-profit?
 3. Founder and date
 4. How our class can help
 5. Local chapter to visit for a field trip, to volunteer, or to donate
 6. Students will then submit the proposals to you and present to the class. Have students vote on which proposal they would enjoy doing the most and use this for your Service Learning Project!

Now all your group needs to do is go out and volunteer! Record your experiences and share the successes that your students have accomplished with your district and your community!

16. MAKE IT STICK Chapters 1–7

Keep your students sharp! Take a few minutes to review *Smile & Succeed for Teens* with your students. Choose one or two concepts to highlight and practice each day or each week.

Teacher Resource 16: Warm Ups, Sponges, Exit Tickets

17. QUOTATIONS, ILLUSTRATIONS, COMPUTER MONITORS, AND WIRED TIPS Chapter 1–7

Inspirational quotes, illustrations, and Wired Tips are found throughout the book and support the content.

- Have students choose a quotation that they enjoyed. In a paragraph, explain its connection to the content in *Smile & Succeed for Teens* and how it relates to their life.
- Use teacher selected quotes to assess student knowledge of *Smile & Succeed for Teens* techniques. Have students write a paragraph explaining its message and identify two to three *Smile & Succeed for Teens* techniques associated with the quote.
- The computer monitors contain additional information relevant to the topics in *Smile & Succeed for Teens*. Have students go back and review several of the computer monitors and explain the purpose of the material on them.
- Ask students to write their own Wired Tip for sections they think could use one. Students should research websites that can support their tips.

18. BOOK REVIEW Chapter 1–7

Now it's your students turn to rate this book! One of the best ways to assess how much content a student has retained is by asking them to review it. Have students write a book review including such thing as:

- Author and title
- Short summary
- Most useful parts
- What they learned from the book
- What they will use from the book
- Advice for other readers

Invite the students to mail their book reviews to author Kirt Manecke at:

Solid Press, LLC
Attn. Kirt Manecke
PO Box 145
Milford, MI 48381

Or email him at: Kirt@SmiletheBook.com

Kirt is always interested in hearing from his readers.

APPENDIX

Reproducible Worksheets



STUDENT RESOURCE 1

NAVIGATING SMILE & SUCCEED FOR TEENS

FRONT AND BACK COVERS!

1. Who is the intended audience?

2. What could I learn from this book?

3. Who is Kirt Manecke?

4. What is the author's main purpose for writing this book? (circle one)

To Entertain To Persuade To Inform

LOOK INSIDE!

5. How many chapters are there?

6. Where did you find your answer to question # 4?

7. On what page could you find out how to "Dress for Success"?

8. How many different sections are in Chapter Three?

9. What do you find in the section titled "Notes?"

10. On page 18, how can you verify that the information on the computer monitor is accurate?

11. Locate an illustration in the book and express how it relates to you.

12. What is the purpose of the Wired Tips?

13. On what page can you find Rosa Parks mentioned?

14. How is the shaded area on page 23 different from the rest of the page?

15. Why is Kirt Manecke a credible source to write this book? Cite your evidence.

16. What is the website that corresponds with the book?



TEACHER RESOURCE 1

NAVIGATING SMILE AND SUCCEED FOR TEENS (Answers)

FRONT AND BACK COVERS!

1. Who is the intended audience?

Teens

2. What could I learn from this book?

Various answers: to get a job, talk to adults, how to sell, ways to provide excellent customer service, start fundraising, how to volunteer, etc.

3. Who is Kirt Manecke?

Award-winning author and author of this book

Sales, marketing, fundraising, and business development specialist

4. What is the author's main purpose for writing this book? (circle one)

To Entertain To Persuade **To Inform**

LOOK INSIDE!

5. How many chapters are there?

Seven

6. Where did you find the answer to # 4?

Front and Back Covers

7. On what page could you find out how to "Dress for Success"?

Page 54

8. How many different sections are in Chapter Three?

Nine

9. What do you find in the section titled "Notes?"

All the citations used in *Smile & Succeed for Teens* can be found in there.

10. On page 18, how can you verify that the information on the computer monitor is accurate?

Page 118 of the "Notes" section cites that information.

11. What is the purpose of the illustrations?

To be humorous, help understand text, to provide examples of information on the page

12. What is the purpose of the Wired Tips?

They give students concise tips to support the content and offer suggestions for additional information.

13. On what page can you find Rosa Parks mentioned?

Page 115

14. How is the shaded area on page 23 different from the rest of the page?

It gives a personal account that relates to the text.

15. Why is Kirt Manecke a credible source to write this book? Cite your evidence.

Various answers about Kirt Manecke. From the "About the Author" page, Kirt is the founder of a business, and is a sales, marketing, fundraising and business development specialist.

16. What is the website that corresponds with the book?

www.SmileforTeens.com