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SECTION 1 - RESPECT AND RULES

Included in this section:

- 1.1 Who Cares About Manners?
Worksheet: Following the Rules
Activity: The Thing
- 1.2 What is Respect Anyway?
Exercise: Explain Respect Your Way
- 1.3 Self-respect and Being Polite to Yourself
Worksheet: I Respect Myself

SECTION RATIONALE AND OVERVIEW OF LESSONS

Rationale:

Respect and rules...who cares? The fact is, most of us do care about rules and respect. We're just not so good at showing it. Ask many parents, in fact ask almost anybody, and people will say that the single most important thing a parent can teach a child is RESPECT. Furthermore, most preschoolers can echo respectful adages that they have heard over and over: "Don't talk back to your parents," "Look at people when they're speaking with you," "Don't take things that aren't yours," etc, suggests that at least some parents are talking about, and teaching, respect. If kids got a nickel every time a parent, caregiver or teacher said "Mind your manners" or "Be good," they'd probably have nickels sufficient to pay for their university educations.

The word respect is not new, but many adults do not really explain to children what exactly constitutes respectful behaviors. And they don't explain to children why respect is important, how it relates to self-respect, how it impacts confidence or how understanding and exhibiting respect will benefit the child.

From age eight to age twelve, young people gain enough life experience that they can recall and describe specific examples of when and why respect impacted them. The objective in these first three lessons is to express to participants how being respectful to others, and respecting themselves, will affect their lives, their confidence and their relationships.

Overview:

"Respect" is showing care and consideration for others. "Etiquette" is a set of guidelines or rules that govern how a person should behave in a respectful way in specific scenarios. Etiquette is situational, meaning the guidelines change depending where you are and when you're there. "Manners" refers to specific actions or behaviors related to etiquette, i.e., folding your napkin a certain way is a specific mannerful behavior related to the rules of dining etiquette.

"Polite" is a word used to describe someone who exhibits manners and "courteous" is a way of describing an attitude or demeanor. This is an important distinction because someone can exhibit manners, for example holds the door for someone else, but do so in a way that is not courteous.

For Lesson 1, the primary issue is helping participants understand that even if it seems that other people don't notice good manners or don't care about respect, it is still very important to practice good manners. Explain to participants that people respond differently to people who are polite and respectful. Remind participants that rules are everywhere: driving, school, the law, downloading music, passing a test and ask them to think about what happens when you don't follow the rules.

Manners are like bad breath, people may not say anything but that doesn't mean they didn't notice.

In linking Lesson 1, 2 and 3, explain to participants that how they treat others usually determines how others will treat them. And talk about how you have to take care of yourself too. Explain that if you don't show that you respect yourself, you are sending a cue to others that they don't have to respect you either.

THE GOLDEN RULE: Treat others the way you would like to be treated.

Objectives for this section:

- Explain to participants what manners are
- Explain how exhibiting good manners shows respect
- Clearly describe what respect is
- Illustrate some specific respectful behaviors
- Show how courtesy and manners relate to respect
- Introduce the concept of self-respect

Related information and interesting points related to the topic:

- For Lesson 1.3, the "Confidence is Cool" content might be of interest to instructors.
- Instructor might find it interesting to give participants some examples of how manners have changed or how some thing that is good manners in one culture (burping after meals or slurping soup or removing your shoes) may be bad manners in another culture.

Materials/Supplies Checklist:

- Worksheets 1.1-1.3 Instructor might consider reviewing the Confidence is Cool Curriculum for ideas, material and activities on confidence.
- Current movie clips, books or magazines that illustrate manners, respect or self-respect.
- The game "Mannerisms" (you could put participants in groups or have contests and offer small prizes). Go to www.mannerisms.ca.
- Pencils
- Extra paper

Instructor's notes: Although you can't really avoid using the word "rules" when talking about manners, try to approach the "rules" as guidelines or helpful hints, even good ideas. Use humor where you can. We want participants to have fun with manners, to choose to exhibit them because they want to, not because they have to.



LESSON 1.1 - WHO CARES ABOUT MANNERS?

Knowledge Material:

“Manners” can be defined as “a way of doing things (behaviors) that shows care and consideration (respect) for yourself and other people.” Using good manners shows that you have respect.

Instructor might ask participants, “Can anyone tell me a way you can show care and consideration for others?” (Typical responses are; “Be nice to them”, “Share with them”, “Pay attention to them,” etc.) If responses are not forthcoming, the instructor should expand on the question by asking, “How do you show consideration for your mother? What about your teacher? And, how do you be kind to yourself?” The objective is to draw out responses such as:

- clean up after myself
- listen
- help others
- don't push
- keep neat and clean

Eventually someone usually suggests, “Obey the rules”. This is a perfect opportunity to talk about rules and do worksheet 1.1 Following the Rules. Do the exercise and then discuss with the group.

Did you know?

The Oxford dictionary defines manners as social customs and habits, a person's outward behavior, a way of doing...

Practice Exercises/Activities:

1. In order to get the participants' attention, instructor might consider showing a short clip illustrating poor manners (without telling the participants what the clip is about). For example something from The Simpsons, Ren and Stimpy, or some other popular show. Or use a clip of a riot, show someone picking their nose, or littering, or fighting on the playground. Ask participants to tell you what they've just watched and parlay their comments into a discussion of manners and why manners are important.
2. Do participant worksheet 1.1 Following the Rules. Put participants into groups of three or four, give them 15 minutes to work together on the exercise and then discuss the responses with the whole group.



LESSON 1.1- WORKSHEET

FOLLOWING THE RULES

1. Think of three rules that you follow every day without even thinking about it or realizing you are doing what you are supposed to do?

- a) getting dressed or bathing
- b) going to the bathroom in the bathroom, or shutting the door when you get into the house
- c) going to school

2. List three rules that you have a hard time following (could be at home or at school), then explain why it is important to follow those rules even if you don't agree with them.

- a) not driving until I'm 16
Why is this rule important?
Imagine if everyone just drove when they wanted to. What if they're not tall enough to see over the steering wheel? What if they can't read road signs?
- b) not playing my music too loud
Why is this rule important?
So my brother can hear the television and my mother doesn't yell at me. We all have to live in the same house and not drive each other crazy.
- c) eating healthy food
Why is this rule important?
I'm still growing and my body needs certain vitamins and stuff. I would be sick all the time and my teeth would be full of cavities and maybe I'd have less energy.

3. Explain what would happen if no one followed these rules:

- a) Driving on the right side of the road
People would just drive anywhere and there would be accidents and it wouldn't be safe for pedestrians.
- b) Going to school
I wouldn't learn how to read or write and then I would have a difficult time finding a job.
- c) Do not litter
People would just throw things everywhere and we would have stinky, vermin infested yards and neighborhoods. Garbage can make you sick too.

4. Write a new rule that would help fix something that drives you crazy.
Everyone must wear a belt with his/her pants so there is no underwear showing.



LESSON 1.1 - ACTIVITY

***This Activity Courtesy of Paula Wilhelm of GoodManners.ca**

The Thing

Ask for six helpers from the class. Assign each one a character. Then, after each of the characters are introduced, pause for the person to say their line.

Cricket: Krick Krick
 Duck: Quack Quack
 Snake: Hiss
 Frog: Ribbit rabbit
 Brook: Babble babble
 Thing: What thing?

Then tell the characters to say their line each time they hear their name and begin the story...

Once upon a time, a young boy went walking along the shore. The first thing* he met on his walk that day was a Cricket*.

"Good morning, Mr. Cricket," said the boy. "What are you doing on the path?"*

"Oh," said the Cricket, "I'm singing so the Thing* won't catch me."*

"Where is the Thing?" asked the boy. "Oh, he's around," said the Cricket**

Soon the boy met Duck*.

"Good morning Mr. Duck," said the boy. "What are you doing on the path?"*

"I'm going to swim in the babbling brook so the Thing* won't catch me."*

"Where is the Thing?" asked the boy. "He's under the blue," answered the Duck*.*

(Boys and girls, what is blue and what do you think he's under that is blue?)

The boy guessed that Mr. Duck* meant under the sky. He walked along a little further and soon met a Snake* slithering along the shore of the babbling brook*.

"Good morning, Mr. Snake," said the boy. "What are you doing here today?"*

"I'm quietly sneaking away so the Thing won't catch me," replied the Snake*.*

"Where is the Thing?" asked the boy. "Under the gold," replied the Snake*.*

(Boys and girls, what is gold and what do you think he's under that is gold?)

The boy guessed that Mr. Snake* meant under the sun. Soon he met Mr. Frog* sitting on a lily pad in the babbling brook*.

"Hello Mr. Frog," said the boy. "What are you doing here today?"*

"I'm sitting on a lily pad so the Thing won't catch me," said the Frog*.*

"Where is the Thing?" asked the boy. "In the blue," answered the Frog* as he pointed to the babbling brook*.*

The boy walked on and said, "I wish someone would show me the Thing*."

"Good morning, boy," said the babbling brook. "I can show you the Thing*. Just look into my face."*

The boy looked into the babbling brook* and he saw HIMSELF!

Boys and girls you have the power within your heart to know the difference between right and wrong. You know the good manners you are expected to practice every day to make others feel appreciated and respected. You know the good manners that will help you with your grooming, table manners, introductions and confidence. Thank you for allowing me to help you see that you are each special and unique and well on the way to being The Best Students You Can Be! Thank you to our actors, Cricket,* Duck,* Snake,* Frog,* Brook* and The Thing*.



LESSON 1.2 WHAT IS RESPECT ANYWAY?

Knowledge Material:

Respect means many specific things to many different people but generally it means showing care and consideration for others. Having good manners overall shows that you respect other people. And in most cases, having an overall attitude of respect towards others will mean that other people will forgive you or give you the benefit of the doubt, on occasions when you maybe do or say the wrong thing.

We worry about our manners and how we treat others because how we treat people often determines how others will treat us. If we are considerate and respectful it is easier to get along and live together and life is happier and less stressful.

Manners are specific ways of showing respect in certain situations. For example, there are manners for dining, manners for behaving at funerals, for public places, for having guests over and many, many other situations. In fact, there are so many possible situations, and therefore so many manners to remember, that many people get confused or just give up trying. One easy way to maintain an attitude of respect even when you don't know the rules is to always follow the "Four Es Rules"

The Four E's Rule is this: Every person in Every situation gets Exactly the same respect and consideration Every time.

The tricky thing about respect is that some people think that if they don't understand someone, or do not like a person, they do not have to be respectful or polite towards that person. This attitude often results in rude behavior, poor relationships, a lack of communication and a great deal of stress.

Did you know?

Etiquette is a French word that used to mean, "Keep off the grass." In the days of Louis XIV, the gardener at the palace of Versailles was frustrated with the nobility trampling all over his gardens. He put up signs or 'etiquets' to warn them to keep off the grass. When they ignored the signs, the king had to pass a law that no one was to go beyond the boundaries of the signs. The meaning of etiquette later expanded to include the "ticket" to court functions that told people how to behave, where to stand and what to do. Today it still describes the rules of how to behave and what to do in various situations.

Today, etiquette and protocol are often interchanged because protocol sounds more official and businesslike. However, protocol is the code of international politeness that blends ceremony, diplomatic form, and etiquette.

Generally, manners are those spontaneous actions and reactions based on respect, kindness, courtesy and consideration for others.

Manners and etiquette are still the "tickets" that make life run more smoothly and relationships more successful and productive.

This section inserted with permission from Louise Fox of "The Etiquette Ladies"

Practice Exercises/Activities:

1. Instructor could begin class by playing Aretha Franklin's song RESPECT loud and starting things off in an energized, excited way that young people might relate well to.
2. Do worksheet 1.2 Explain Respect Your Way. Put participants into groups of three or four, give them 15 minutes to work together on the exercise and then discuss the responses with the whole group.
3. If you will be teaching several manners lessons to the same group, you might consider starting some kind of chart or contest to track "The Most Mannerful Person". Then plan a ceremony or graduation from Manners 101 and offer some incentive or reward, maybe a gift certificate for a fancy restaurant where someone could practice the dining skills he has learned.

LESSON 1.2 - EXERCISE

Explain Respect Your Way

1. Work with your group to write a definition of respect.
Definitions should include words like: care, consideration, manners, thinking of others, etc. There should also be an understanding that respect can be in your attitude and/or your behavior.

Instructors Notes: it's a very good idea to keep a copy of any poems, stories, songs, or other ideas participants might come up with. You can use these for future sessions.

2. Write a mission statement expressing one respectful behavior that you will try to practice every day from now on. (If you are working in a group, every person in the group should write his/her own mission statement.)

Mission statements might include something like the following:

- I will try to give at least three sincere compliments every day.
- I will remember to say thank you whenever someone gives me anything.
- I will always take my hat off at the dinner table.