



MACARONI AND PLEASE

Ten-Minute Manners Lessons for Children Ages 3-7

INSTRUCTOR GUIDE



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Instructor's Note:

1. For children ages three and four some of the lesson activities that require printing or reading will not be appropriate. In these instances, we suggest reading from a children's book on manners, doing group activities, role playing, watching videos, putting on puppet shows, making crafts, or doing other activities rather than completing worksheets.
2. For every lesson, simply discussing the Knowledge Material should take 10 minutes. The instructor then has the option to extend the lesson up to one hour by choosing to do worksheets and other suggested activities.
3. We anticipate that Instructors will need to adapt materials, formats and even approach, depending on the age of participants and teaching scenario. We encourage you to use your imagination.
4. The lessons are listed in such a way that they build on each other. We suggest that Instructors proceed through the lessons in order. Or, choose complete sections and begin with the first lesson in that section, i.e. Table Manners – Eat, Drink and be Wary, Lessons 11-16.



LESSON 1

WHAT ARE MANNERS ANYWAY?

Overview:

By age two, most children already understand that saying “please” and “thank you” is required. Some children are also beginning to understand what “that’s not nice” or “good girl/boy” mean. So, this is the right time to help those children understand what manners are, in relation to who they are specifically, and also to explain why manners are important generally.

Objectives:

- Explain to children what manners are.
- Show children some simple polite behaviours.
- Introduce “respect”.

Knowledge Material:

Instructor begins by explaining that “manners” can be defined as proper ways of doing things, or rules for behaving. Using your manners makes it easier to get along with other people. Instructor then asks children if anyone can give an example of manners and then explains how the behaviour they suggested helps them get along with people. Explain what would happen if no one used their manners.

Example of manners- saying please. Saying “please” shows you are asking politely and not being bossy, if no one said please we would all be grabbing things and being bossy at the same time.

Discuss other polite behaviours:

- Waiting your turn
- Not interrupting
- Saying thank you
- Smiling
- Don’t push
- Clean up your mess
- Don’t hit or bite

Lead into Lesson 2 by saying that having good manners shows that you have respect, “Next lesson, we’re going to learn about respect”

Instructor’s Note:

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 humour where you can. We want children to have fun with manners, to choose to exhibit them because they want to, not because they have to.

The end of Lesson 1 is a good time to introduce Success Charts, or friendly competition, or some other means of tracking manners. Use Worksheet #2 for Lesson 1 and provide children with stickers for each appropriately exhibited behaviour. With older children explain how younger children look up to them and that you need them to set an example.

IDEA: Each day you have a manners lesson you could assign a few children to be the “Polite Posse,” give them sheriff’s badges and ask them to memorize “the rule” for the day so they can help all the rest of the class (“courteous citizens”) learn them. You could expand this theme and ask children to wear western clothes one day when you will visit the “Behaviour Badlands”- a world where rude outlaws live-maybe have a manners scavenger hunt outdoors or make up rude characters (Potty Mouth Pete, Sloppy Joe, Rude Rusty, Sneaky Pete, etc.)

Practice Exercises/Activities:

- Worksheet #1 for Lesson 1- Be a Manners Detective (for younger children, this activity can be done as a group with the instructor reading the sheet aloud)
- Make up a manners theme song. Divide children into groups. Ask each group to make up a song (and dance) about manners/respect. Give children a few minutes to do this and then let each group perform their song for the others.
- You could place signs of mannerful behaviours around the room (for example, “Put coat in locker,” “Put books in desk,” Clean craft area,” “Put garbage in trash” and then let children be detectives and try to find all the signs.

Materials/Supplies Checklist:

- Worksheets
- Pencils
- Assorted stickers
- Props could include a magnifying glass for when you do the Manners Detective Sheet.
- Sheriff badges (optional)
- Cassette player or radio (for ideas for manners songs)
- Costumes or dress up items for playing “Polite Posse” (optional)



LESSON 1-WORKSHEET 2

I HAVE GOOD MANNERS!

Every time you remember your manners, put a sticker in the good behaviour box.

Try to fill the whole row for each behaviour before camp is over.

NAME _____

SMILE	SHAKE HANDS	SAY PLEASE	HELP SOMEONE	SET TABLE	SAY THANK YOU	BE POSITIVE

BONUS POINTS:

Behaviour _____ Sticker _____

Behaviour _____ Sticker _____



LESSON 2

I CAN'T GET ANY RESPECT

Overview:

By the time children are in kindergarten, “respect” is a well-worn word. Many children say it, but don’t really understand what it means. Most parents/teachers expect respect, but are not always clear about explaining how (using specific behaviours) a child can exhibit respect.

Objectives:

- Explain what “respect” means.
- Illustrate (by example) specific ways a child can show respect.
- Explain that how we feel on the inside will show on the outside and respect is “actions speaking louder than words”.

Knowledge Material:

The Civility Group Inc. defines respect as “showing care and consideration for people and things.” Being respectful is “a way of doing things that shows care and consideration for yourself and other people.” Using good manners shows that you have respect. Instructor asks, “Can anyone tell me a way you can show care and consideration for others?” (Typical responses are; “be nice to them”, “share my toys,” “hug them,” etc) Instructor encourages, “That’s right, and you could also.... (Instructor should expand the idea 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

Instructor’s Note:

There are all kinds of childrens’ books and videos that teach respect, these could be used in a longer session. You could also choose a song like Aretha Franklins “ Respect” and let children dance and sing.

Practice Exercises/Activities:

- Do Lesson 2 worksheet on respect, consider using Bristol board and putting children in small groups and let them work together to find pictures of respectful behaviours. Have group discussion to choose respectful behaviours for each letter, for example:

R Remember to brush your teeth

E Eat what is served without complaining

S Speak with inside voices in the house

P Put your toys away

E Everyone gets a smile

C Clean up

T Take care of your things

Materials/Supplies Checklist

- Worksheets
- Assorted magazines
- Glue
- Scissors
- Pencils
- Construction paper or Bristol board

LESSON 2-WORKSHEET I CAN'T GET ANY RESPECT!

If everyone has forgotten his manners, no one is getting any respect. The fastest and easiest way to get respect is to give respect. Write a respectful behaviour for each letter in the word RESPECT. Then look through some magazines to find a picture of each Behaviour.

Paste pictures here.

R _____

E _____

S _____

P _____

E _____

C _____

T _____



LESSON 3

WHAT DO YOU DO WHEN YOU MEET SOMEONE NEW?

Overview:

Meeting new people can be scary. Children who are confident and outgoing in most situations are sometimes shy, or get upset, when they are meeting new people. Teaching children what behaviours are expected when meeting someone new helps them feel confident about themselves and less nervous about doing something silly or incorrect when they are in a new situation.

Objectives:

- Help children understand that meeting new people is scary for a lot of people and that they're not alone if they feel scared.
- Show children what to do when they meet someone new; specifically smiles and introductions.

Knowledge Material:

Instructor starts by asking, "What do you do when you meet someone new? Do you.... (ask silly questions such as, "Make a funny face and run away?", "Throw a sandwich at them and laugh?" say they're stupid and then ignore them?" , "quack like a duck?" Well then what should you do?" Talk about eye contact and explain how if you don't look people in the eye, they will think you don't respect them.

Next, ask children to show you their best sad or mad or tired face. Explain that those faces don't make people feel comfortable and welcome. Ask, "What would work instead?" Children will usually smile. Instructor should explain the value of smiles and how they are contagious. (With small children you can play "pass the smile". Like the game password, children line up one at a time, turn to their neighbour and instead of passing a word they pass a smile. Each child passes their smile on to the next child until the whole line is smiling.)

Next, discuss how polite introductions usually include some conversation and that the easiest way to start a conversation is by saying "Hello" and then your name.

Instructor's Note:

Meeting someone new incorporates everything from first impressions, eye contact, verbal introductions, smiles, posture and handshakes. In this 10-minute lesson we are touching on eye-contact, but focusing on the smiling and introduction components.

Practice Exercises/Activities:

- Have each child write their name on a stick-on name tag (for children who can't yet read/write, ask each child to take a turn and say their name out loud) Then, ask children to get into two long lines facing each other, Ask them to look at the person across from them, smile and then introduce themselves to each other. (You can ask children to rotate and continue the role-play practice if some children seem shy.) *You could make this fun and focus on eye contact for a minute by asking children to put on funny google eye, 3-D or oversized glasses.
- SMILES- for younger children, provide paper and crayons and ask them to draw smiley faces, then give glitter and glue and let them make the smiles shine. You can also hand out smiley stickers to children who smile throughout the lesson.
- Worksheet for Lesson 3 - What do you do when you meet someone new?

SPECIAL SNACK IDEA “Apple Smiles”

- apples
- nutella or caramel spread or marshmallow spread or peanut butter if there are no allergies.
- mini marshmallows

Quarter apples (with or without peel on), remove core and slice into thin semi-circle slices. Spread with topping of choice and add mini-marshmallows for teeth.

Materials/Supplies Checklist:

- Nametags
- Pencils
- Paper
- Crayons
- Glitter
- Glue
- Workbook
- Mirrors to see smiles (optional)
- Google eyes, oversized glasses or 3D glasses
- Apples, caramel, mini-marshmallows, peanut butter etc (optional- for apple smiles)

★ LESSON 3-WORKSHEET

WHAT DO YOU DO WHEN YOU MEET SOMEONE NEW?

Introduce yourself of course! Let's practice.... Find a partner and then...

1. SAY HELLO
2. SAY YOUR NAME
3. ASK THE OTHER PERSONS NAME

Here is more practice. Introduce yourself to the person in the picture.

Mrs. Jones



Hello Mrs. Jones. My name is Lew .

Mr. Smith



Hello Mr. Smith. My name is Lew .

Mr. and Mrs. Brown



Hello Mr. and Mrs. Brown. My name is Lew .



LESSON 4

NO SPAGHETTI HANDSHAKES FOR ME

Overview:

Many young children are friendly but shy. Teaching children how to make others comfortable by greeting them appropriately and shaking hands (just like adults do) builds confidence.

Objectives:

- Explain why handshakes are important.
- Show children how to shake hands properly.
- Let children practice handshakes.

Knowledge Material:

How many of you have seen your mom or dad or teacher shake hands? Why do you think they do that? Handshakes are a very easy way to show respect for other people and make them feel welcome. Sometimes we are nervous when we meet new people and we don't always know what to say. So, putting our hand out and shaking hands with someone shows them that we think they are important and that we want to meet them. BUT, you have to be careful with handshakes, because there is a right way and a wrong way, Let's see if you can guess. Show children a bone crushing shake, a spaghetti shake, etc. Let children practice the "bad" handshakes with each other and then ask them to show a proper handshake.

A proper handshake is palms touching palms, fingers wrapped, not too tight but still firm, 2-3 shakes from the elbow (not the shoulder) and then let go. Remember not to stand too close to people.

Instructor's Note:

Important to remind children that if they have dirty hands or have a cold and have been coughing or sneezing into their hands, they should not shake hands because that spreads germs. Explain that this is why we wash our hands often, use Kleenex or even sanitizer.

IDEA: Hand out decorative, cute or cartoon wrapped mini-packs of Kleenex (one for each child), or show children (and let them sample) where the soap and/or sanitizer is kept.

Practice Exercises/Activities:

- Demonstrate to your group the types of handshakes and have them choose the one that they think shows respect. Have them practice with each other and then greet adults as they come to pick them up. Role play situations that require greetings. e.g. meeting a new friend at school, meeting your sister's friend, etc.

IDEA: It might be fun to use food or other items to illustrate types of handshakes and how they feel to others in a more tactile, memorable way. For example, blindfold the children and let them put their hand into a bowl of cold wet cooked spaghetti, a bag of light, flimsy feathers and/or on a big, heavy rock or block.

Consider tying this lesson in with a hygiene lesson on hand washing. Explain how to wash hands, use soap, and dry properly, and then explain why it is important.

Materials/Supplies Checklist

- Worksheets
- Pencils Crayons
- Paper
- Touchy feelie things. e.g. spaghetti, cotton balls or feathers, something hard (block or rock).
- Kleenex and/or sanitizer (optional)



LESSON 5

SMILE AND THE WORLD SMILES WITH YOU

Overview:

Nothing lights up the room like a child's smile. It typically doesn't take much to get children ages 4-7 to smile so this is an easy lesson to teach. Children don't realize how contagious smiles are or what effect they have on us or others. Smiles relate to positive attitude and how people relate to us. It's important for children to know that their actions, even something as simple as smiles, have impact.

Objectives:

- Explain how happy on the outside can make us feel happy on the inside.
- Show children how their smile impacts others in a positive way.

Knowledge Material:

Who can show me a big, happy smile? Wow! How do you feel when you are smiling? Did you know that it is polite to put on a happy face whenever you can? What do you think about someone else when you see him or her smiling? Do you think they are happy? Smiles are very powerful. Did you know that they are even contagious? Who knows what contagious means? It means "catchy," like jumping from one person to the next. Smiles are catchy, do you want to see what I mean? (Do smile train exercise described below)

Instructor's Note:

This lesson could be presented just before class pictures- everyone would have practiced his/her smiles. You could also tie this lesson in with a hygiene lesson about tooth brushing and fresh breath. Give out toothbrushes or breath mints, maybe have a hygienist or dentist come in and talk about how to keep your smile bright and white.

This is a good time to make children with missing teeth, or braces, or those who are maybe just a little bit uncomfortable with their mouth, teeth, or smile, more comfortable. Explain how no one notices anything else when your face is happy so children need not be shy about not having perfect teeth or smiles.

Practice Exercises/Activities:

- Handout page making glitter smiles.
- Make a “smile train”- have children sit in a row or in a circle. Have everyone face the front. Then ask the first child to turn to his/her neighbour and give him/her their biggest, happiest smile and see what happens. Typically each child sees the smile and smiles back. Tell the children to catch a smile and then pass a smile along. The smile travels the train.
- Ask children to sit in pairs. Tell them they must look each other (in the eye) and see who can go the longest without smiling.
- You could play photographer and ask children to photograph each other smiling. Then get them to draw what they see to create photographs.
- Offer a short art history lesson. Find a picture of Mona Lisa. Explain who she is and why her smile is so famous. Maybe even ask children to try and guess what she is thinking or smiling about. You could even blow up a photo of Mona Lisa and cut a circle where her face is and let each child’s smile be a famous smile.

Materials/Supplies Checklist

- Worksheets
- Construction paper
- Glitter
- Glue
- Tape
- Scissors
- Crayons/Markers
- Photo frames
- Toy camera



LESSON 5-WORKSHEET

SMILE AND THE WORLD SMILES WITH YOU!

Draw three big happy smiley faces on the page below. Then find some glitter and make the smiles sparkle!



LESSON 6

FIRST IMPRESSIONS

Overview:

First impressions matter. Adults and children make judgments (consciously or otherwise) based on first impressions. Children need to understand that others will respond to them differently depending on the first impression they send.

Objectives:

- Describe what a first impression is.
- Explain to children how sending a great first impression is a sign of respect for both the child and the person they are meeting.
- Help a child understand that how they feel on the inside will show on the outside.
- Illustrate different types of first impressions.
- Explain what kinds of things influence a first impression.

Knowledge Material:

Get a stopwatch or ask children to sit quietly and look at a clock. After 30 seconds stop the watch or ring a bell and indicate to children that the time passed was 30 seconds. Then explain to them that this is how quickly some people will make a first impression of them. Ask if anyone knows what a first impression is. Then explain that a first impression is the first idea or thought that someone has of you when they first meet you. Explain that how you look on the outside tells people a lot about what you are thinking, or how you are feeling, or how happy you are, on the inside. Illustrate the point by making a few faces or walking funny or changing your posture and ask children what they think. Then ask children, “What things do you think help make an impression?”

Practice Exercises/Activities:

- Worksheet- What’s a First Impression? For younger children, this activity can be done as a group with the instructor reading the sheet aloud. For older children matching the facial expression to the description and making note of it will re-enforce the importance of watching their own facial expressions.
- Have children make facial expressions to each other and guess what expression they are making. Pass around a mirror and let children watch their own expressions.

- Let children dress up in different clothes. e.g. have the following available:
 - something torn or stained or messy looking. e.g.
 - something clean and neat
 - something fancy
 - something way too small or way too big
- Let children dress up and ask others to say what they think about the dressed up person. Maybe even let them dress in the hall or behind a door and then come in to make a real first impression.
- Play with “impressions.” Make plaster handprints or play dough masks (facial impressions), even impressions with leaves or other things with charcoal and paper.

Instructor’s Note:

The instructor could sneak out just before this lesson and put on a “Sloppy Sue” costume (Old clothes, messy hair, dirty face) Then the instructor can come in to the room and watch the children’s reaction as a lead in to the lesson.

Materials/Supplies Checklist

- Workbook
- Crayons
- Dress up clothes
- Mirror(s)

★ LESSON 6-WORKSHEET

FIRST IMPRESSIONS

Look at the faces below. Try to match the first impression word with the correct face.

CURIOUS

BORED

HAPPY

WORRIED



(worried)



(happy)



(curious)



(bored)

See what a difference a smile makes? If you make a good first impression, people will want to have a conversation with you.





LESSON 7

GREETINGS REVIEW

Overview:

Positive first impressions, smiles, introductions, posture, all of these are aspects of proper greetings. Once children have learned about each behaviour separately, they can learn to put all the behaviours together to create a polite greeting.

Objectives:

- Remind children that first impressions are important.
- Show children what a proper greeting looks like.
- Ask children to practice proper greeting, including posture, introduction, smile and handshake.
- Introduce eye contact as an element of greetings.

Knowledge Material:

Instructor's should orient children by explaining how they have learned about handshakes and smiles, what a first impression is, and introductions. *You may decide to review and practice each behaviour. For example:

- Smiles
- Eye contact
- Handshakes
- Saying hello and then saying your name

Tell children that now they are going to put all those polite behaviours together and practice being great greeters. Let children role play, use a real or pretend door and let them take turns initiating greetings. Encourage them to act like different people. i.e. parent, teacher, friend, and illustrate how everyone gets a polite greeting.

Practice Exercises/Activities:

- Worksheet- What's a First Impression?
- Consider speaking with another teacher. Plan to teach the lesson on the same day or during the same week and then arrange for classes/groups to meet and practice greeting each other. This works especially well if the children have actually never met each other.
- Face painting- Happy faces.

Instructor's Note:

This session is a perfect opportunity to talk about how children should address adults. Explain that children should not call an adult by his/her first name unless that adult (or the child's parent) has given them permission.

Materials/Supplies Checklist

- Workbook
- Crayons
- Props and costumes for dress up (optional)

★ LESSON 7-WORKSHEET

PROPER GREETINGS AND INTRODUCTIONS MATCHING

Match the symbols with the things to remember when you meet someone new.

Say Hello



(shake hands)

Smile



(stand up)

Stand Up



(make eye contact)

Shake Hands



(smile)

Make Eye Contact



(say hello)



LESSON 8

I RESPECT MYSELF

Overview:

Once children know what respect is, they should learn about self-respect. Children who take care of themselves; brush their teeth, dress themselves and eat well, are more likely to feel good about themselves and apply that self-esteem to decision making, trusting themselves, and being kind to themselves in emotional and physical ways. When we treat ourselves with respect, others are more likely to treat us with respect.

Objectives:

- Teach children what “self-respect” means.
- Discuss specific examples of “self-respect.”
- Explain the benefits of “self-respect”.

Knowledge Material:

Instructor should explain how each of us is important. We have to treat ourselves with respect to show others how we expect them to treat us, and to show them how we will treat them. Give an example. i.e. “If I always eat with my fingers and never use a napkin, people will think it is OK for them to eat with their fingers too and they probably won’t offer me a napkin. But, if I always use a napkin and utensils, people will probably feel like they should use a fork and napkin when they eat around me, and they will probably hand me a napkin before I have to ask for one.” Instructor should ask children to share ideas of things they might do that do not show self-respect. Look for answers such as:

- Throw a fit
- Don’t wash my face
- Wear a dirty shirt
- Whine and complain
- Stay up late, don’t sleep enough
- Only eat junk food
- Break my things
- Leave my books at school
- Say mean things about myself
- Let other people push me around, don’t stand up for myself

Write the suggestions on the board or flipchart. Then ask children to review each and say why it is not positive behaviour and then discuss what you could do instead to show self-respect. Explain that one of the easiest ways to show self-respect is by keeping yourself neat and clean- we call this hygiene. It includes things like: wash and brush hair, wear clean clothes, clean your nails, brush teeth.

Instructor's Note:

For older children, instructor might introduce a “My Feelings” journal. Give each participant a notebook or journal and ask them to either draw a picture or write a word or a few sentences that expresses what they are feeling. You could even expand this session to include work on “feelings” or “emotions.” Explain that sometimes talking to ourselves (or writing or thinking) about how we feel helps us understand how we feel, and that how we feel about ourselves often determines how we act or respect ourselves.

Practice Exercises/Activities:

- Worksheet – I respect myself.
- Consider combining this session with a “health” or fitness lesson. Maybe have the nurse or gym teacher or dietitian come and talk about healthy foods, proper exercise or other health and wellness issues.

Materials/Supplies Checklist

- Workbook
- Stamp of star or sticker
- Pencils
- Journals (optional)
- Flipcharts and markers

LESSON 8-WORKSHEET I RESPECT MYSELF

Make a list of things you can do to be polite to yourself:

1. only say positive things about myself
2. allow myself to make mistakes
3. don't say "yes" if I mean "no"
4. stand up tall
5. be positive
6. take care of my stuff

WHAT ARE GOOD HABITS

Put a star beside the things that are good habits.

- brush your teeth
- popping your gum
- showing off
- dressing neat and clean
- gossiping
- good posture
- cleaning your fingernails
- taking a bath
- washing your hair

Can you think of anymore? eating healthy, getting exercise.



LESSON 9

BEING CLOTHES MINDED

Overview:

By age four most children are dressing themselves. If you have completed lessons 2, 6, and 8, children will be well on the way towards understanding what self-respect is too. Many children will now easily make the connection that taking care of themselves and their body, hygiene, eating well, getting a good night's sleep and exercising are all elements of self-respect. They may already also understand that how you dress sends a first impression. This lesson reinforces all of those ideas.

Objectives:

- Remind children what self-respect is.
- Ask children to think about what impression different clothes send.
- Explain to children what “appropriate” dress means for specific situations.

Knowledge Material:

Instructor begins by talking about first impressions lesson, “Remember when we were talking about first impressions and how important they were? What do you think people see first when you come into a room?” Children will typically say smiles and/or what you’re wearing. Instructor then orients children by saying that today’s lesson is about “being clothes minded.” Ask children what they think that means. Explain that it’s important to think about what you have to do, where you are going and who you might see, when you decide what to wear each day.

Explain that depending on what you are doing, or where you are going, different types of clothes are appropriate. Ask children, “Would you wear your bathing suit to bed?” Ask children to think of other funny situations that would arise if you didn’t dress appropriately. Lead if necessary by suggesting:

- Pyjamas to a fancy dinner
- Ski suit to swimming lessons
- Wearing nothing to go skiing
- Wearing a rain coat to the beach on a sunny day

Describe scenarios that require certain types of dress. e.g. fancy dinners at restaurants, church, ballgames, parties, etc.

Instructor's Note:

This lesson could be presented on or before “picture day,” so children can practice dressing themselves and choosing something appropriate for a photo.

Practice Exercises/Activities:

- Worksheet- Being clothes minded.
- You could play musical hats. Gather all kinds of hats (old fashioned ladies, winter hats, ball caps, dress-up hats, tiaras, hard hats, etc.), and ask children to get in a circle. Each should have a hat on his/her head. Start the music, tell children to pass hats until the music stops at which time they must put the hat they have in their hand on their head. Then ask each child to say out loud where they might wear that type of hat and what clothes go with it.

Materials/Supplies Checklist

- Workbook
- Assorted magazines
- Scissors
- Glue
- Hats (optional)
- Play cameras and materials for drawing “photos” (optional)



LESSON 9-WORKSHEET

BEING CLOTHES MINDED

Look through some magazines and find and paste a picture of the proper clothes to wear in each of these situations:

Paste pictures here

A Birthday Party

Playing Outside

A Sleepover Party

School

Halloween

The Beach

Reminder: Don't forget about shoes and hats too



LESSON 10

POSTURE

Overview:

How a person stands, sits, walks and generally moves, says a lot about how they are feeling. In addition to first impressions, proper posture is good for a growing child's health. Posture also affects the way other people respond to us.

Objectives:

- Explain what posture is.
- Illustrate different postures.
- Explain the benefits of posture; self-confidence, positive first impression, easier breathing, clearer voice, good for your body and overall health.

Knowledge Material:

This lesson is best illustrated to children by actually displaying posture. Instructor might approach the class in a hunched over posture or stand at the front of the room rigidly with arms crossed. Ask children what they think when they see someone standing like this (exhibit a posture) or this (change posture). Explain that how you sit and stand is called posture, how you move your face is called expressions, and how you move your hands and body is called gestures. Talk about the benefits of good posture:

- Look and feel taller
- Look and feel more confident
- Make a good impression
- Breathe easier
- Speak with clearer voice

Ask children to stand up and reach for the sky, stand on tip toes and make themselves as tall as they can. Ask them to take in a deep breath and then let it out. Explain how stretching and standing tall when they are tired (or stressed) gives them energy. Then ask children to go to their chair or sit on the floor, fold their necks into their chest and then cross their arms. Ask them to try taking a big breath and noting how hard it is to do. Ask children to speak in that position and notice how hard that is too. Then ask children to stand and show positive posture.

Instructor's Note:

This is a good lesson to combine with the initiation of a morning calisthenics routine or a yoga class.

Practice Exercises/Activities:

- Worksheet – Posture
- For younger children, get a large roll of brown paper, cut it into 4 foot lengths (maybe longer depending on the age of the children) let each child lay “tall” on the paper or “scrunched up.” Take a variety of different poses/postures and have classmates trace around them with chalk.
- If you can find string puppets, they are good tools for showing how to pull yourself up. Let children walk around the room taking on different postures and stances; toy soldiers, squatting like ducks, bending trees.
- Use yardsticks or measuring tapes to measure children and show them how tall they are.
- Ask children to practice perfect posture and walk while balancing a book on their heads.

Materials/Supplies Checklist

- Worksheets
- Roll of paper (at least 3 feet wide is best)
- Chalk
- Yardsticks or measuring tapes
- Books to balance on heads (optional)
- Puppets (optional)



LESSON 10-WORKSHEET

PRACTICING POSTURE

Look through some magazines and see if you can find some pictures of someone with polite postures.

Paste Pictures Here

Sitting up straight

Arms by their side

Standing tall and proud

Holding their head up

Not dragging their feet



LESSON 11

BEWARE THE TABLE MONSTERS

Overview:

These days it seems that children/families rarely have an opportunity (or take the time) to eat together at the table. More and more we are on the run, eating as we go. Children spend a lot of time eating in the car, in front of the TV or at fast food restaurants. Because these environments are so casual and everyone is in a rush, we tend to expect, and exhibit, fewer manners. Technically, the guidelines for eating and table manners have not changed much, Manners are still expected, regardless of where you are, what you're eating, how rushed you might be or who you are eating with. Basic table manners are the same for both formal and informal situations.

Objectives:

- Introduce the table monsters.
- Discuss which behaviour by each monster is rude.
- Suggest alternative, polite behaviours.

Knowledge Material:

Introduce the topic by saying “Eating is something we do everyday. So, everyday we have an opportunity to practice good manners and send positive impressions.” Ask how many children use their manners when they eat, then ask how come if they all use their manners, there are so many table monsters around? Children will ask what a table monster is and then instructor should read aloud pages 6-11 from *Beware the Table Monsters*.

Instructor's Note:

This lesson is one of the most popular with children. Even very young children will laugh when they see an adult eat like the cookie monster. You could in fact (outdoors if possible) give each child a cookie and let them be table monsters- Cookie monster specifically. Let them make a big mess and lots of noise and have some fun. Then get into the lesson- explaining that they will be hungry, waste food, and make a mess if they act like cookie monsters.

This lesson could be presented at lunchtime. Maybe videotape children on a normal lunch day, then after or during the lesson, show the video and let them see who was behaving like a table monster.

Practice Exercises/Activities:

- Handout
- Actually pass a bowl of potatoes, or potato chips, as children practice the tongue twister.
- Play “hot potato” – An elimination game (can be played outdoors or in a gym) where children pass a ball (or potato or any object) to each other, when the instructor says “stop,” or the music stops, the child holding the potato is eliminated.
- Provide dress up clothes and let children role play the table monsters. Or ask children to make up five new “dining darlings” or “food fairies” who are opposite the table monsters in appearance and in behaviours. Food Fairies might include:
 - Nellie Neat Freak- opposite the Wrinklepuss
 - Tinybite Fairy-opposite the Slobbergobblere
 - Smiley Fairy-opposite the Crankypants
 - PickerUpper Princess Fairy-opposite the Toyasaurus
 - Mr. Quietmouse-opposite the Squirminwormin

Materials/Supplies Checklist

- Worksheets
- Pencils
- Cookies (optional)
- Potatoes (for playing hot potato)
- Potato chips
- Dress up clothes
- Craft materials



LESSON 11-WORKSHEET

BEWARE THE TABLE MONSTERS

Have you ever seen a tablemonster? After your teacher reads to you about “the tablemonsters,” draw a picture of what you think each one might look like:



WRINKLEPUSS

CRANKYPANTS

SLOBBERGOBLEREX

SQUIRMINWORMIN

TOYASAUROUS

JUST FOR FUN:

Here’s a tongue twister to help you remember to say please and thank you at the table. Try to say it as fast as you can three times.

“PARDON ME MR. PETER PATTERSON, PASS THE POT OF PAN FRIED POTATOES PLEASE.”



LESSON 12

TABLE SETTING PRACTICE

Overview:

Busy, stressful lives mean that we rarely eat at the table these days, never mind use utensils. As a result, setting the table is something many children don't know how to do. Studies show that there is a cultural shift towards old-fashioned values, family life and homestyle rituals. Entertaining at home is back in fashion too. Young children seem to enjoy helping and they also benefit from the camaraderie and conversation that goes along with dining with family at the table.

Objectives:

- Show children what a properly set table looks like.
- Show the difference between an informal table setting and a formal setting.
- Let children practice setting the table.

Knowledge Material:

This lesson is best illustrated with props. Instructor should try to be in a room (maybe a lunchroom) where there are tables and chairs. Useful props include:

- Napkins
- Knives
- Forks
- Spoons (small and large)
- Plates
- Side plates
- Soup bowls

Instructor might set the tables in advance and ask each child to sit at the table. Then go through each item on the table and talk about what it is used for and where it is located on a properly set table.

For example: utensils

You could teach children this verse to help them as they practice setting the table:

“Mr. Fork LEFT (the fork is on the left of the plate) his knife and spoon RIGHT (the knife and spoon go on the right side of the plate) beside the plate.

*Note. It is helpful if children know which side is left and which is right.

Practice Exercises/Activities:

- Worksheets (2) on setting tables.
- Provide plastic or real dishes and utensils and let children practice setting the table.
- Provide coloured paper, scissors and crayons and let children design placemats.

Instructor's Note:

This session could be combined with a social studies lesson or maybe history. Talk about how different people in different cultures eat and how tables are set in different countries. Maybe assign older children the task of finding an interesting eating tool from another time or culture for a report or show and tell.

Materials/Supplies Checklist

- Worksheets
- Tables
- Chairs
- Table setting items: knives, spoons, forks, glassware, bowls, etc.



LESSON 12-WORKSHEET 1

TABLE SETTING PRACTICE

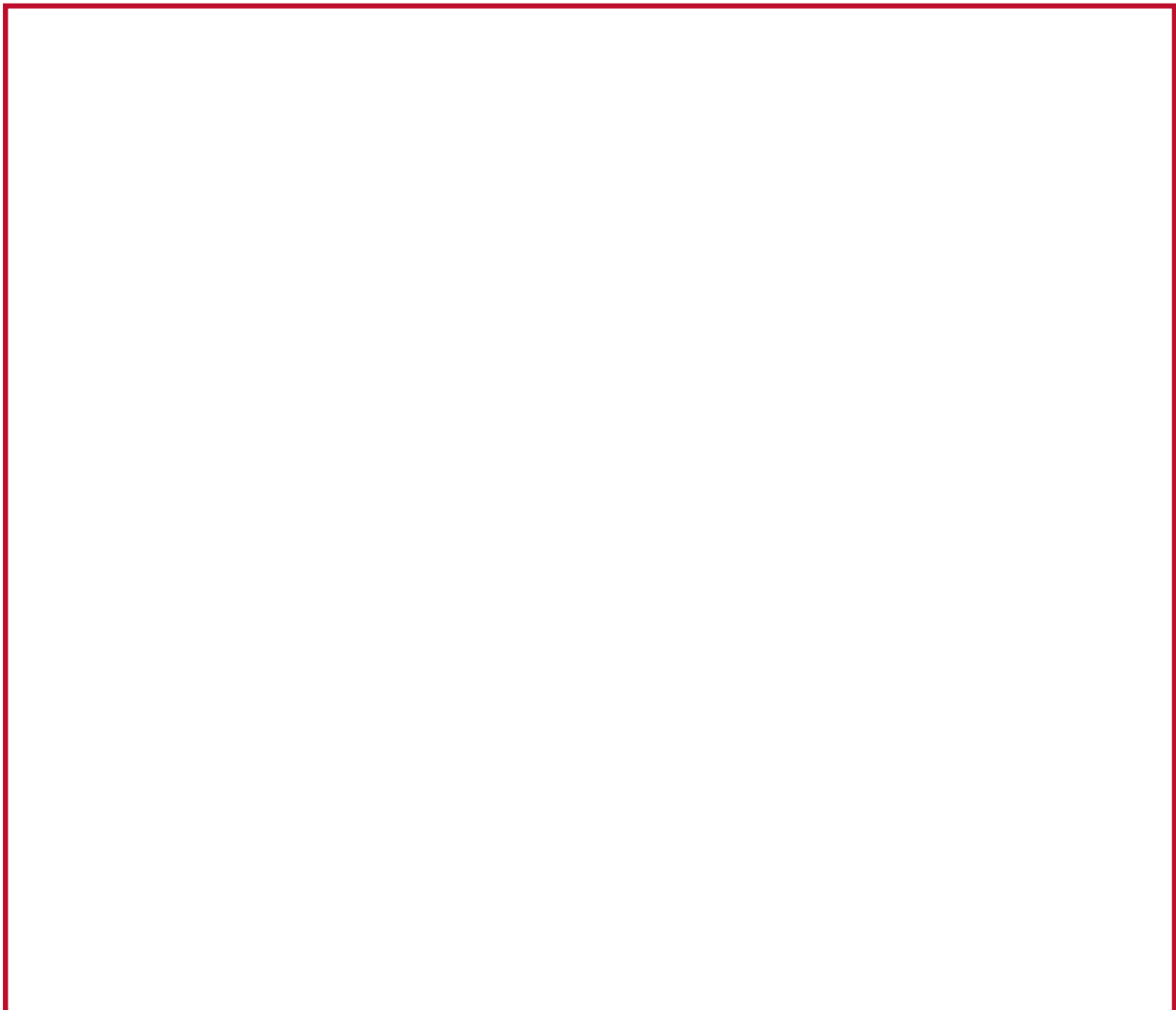
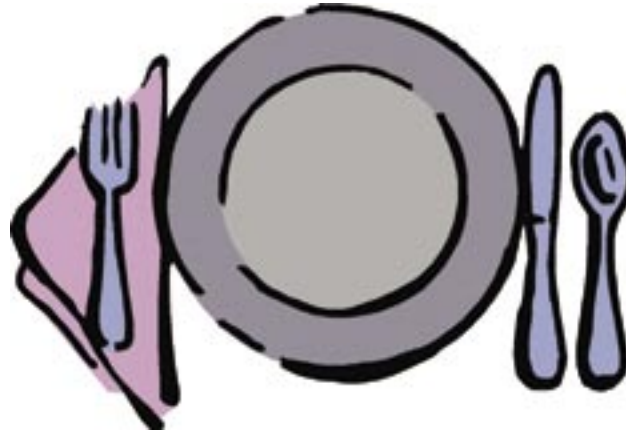
Work with your teacher to draw a formal place setting and then make a list of the 15 items you drew.

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

★ LESSON 12-WORKSHEET 2

SETTING THE TABLE

Look in some old magazines and find some pictures of utensils. Cut out the utensils you need for an informal setting. Then paste them onto the placemat below.





LESSON 13

TOOLS OF THE TRADE

Overview:

When a child is three, simply getting him/her to show interest in food and eat it, even if that means using his/her hands, is good enough. Using utensils seems less important and sometimes a young child's level of dexterity makes holding utensils difficult anyway. By age four however, teaching children to use forks is possible and not really difficult to do. Whether a child holds a fork in exactly the right way is not so important in the beginning. The main thing is that he/she tries to hold it and practices using it and other utensils. (Maybe not knives until age five.)

Objectives:

- Introduce tools of the trade; forks, spoons, knives, serving utensils.
- Explain what each utensil is used for.
- Show children how to hold and use utensils properly.
- Let children practice using utensils.

Knowledge Material:

Instructor starts by holding up a beach shovel or other large tool/utensil and asks, "Did you ever eat your breakfast with a shovel?" Then explain how it is not good manners to eat with our fingers (and hands should be clean) so we have to learn to use our utensils properly. Display (by actual props or by images) a range of utensils – the more the better (all types of forks, knives, cooking utensils, etc.). Ask children to explain what each are for and as you come to dinner spoons, knives and forks, hand each child one and show them how to hold it. Let them practice eating something (maybe Cheezies or Cheerios).

Instructor's Note:

This session ties in nicely to conversations about hand washing. Explain to children that we use a fork or spoon because it is polite to do so but also because it's not a good idea to use your hands due to germs.

Practice Exercises/Activities:

- Worksheet
- On the day of the lesson ask children to bring mittens to class. Just for fun, give each a plastic spoon or utensil and ask him/her to try using utensils. Get plastic bowls and fill with Cheerios or Corn Flakes (dry). Let children try eating with a spatula or egg flipper. They will have fun and laugh, and then when they try using actual utensils, it might be much easier.
- Have a contest where the prize is “The Golden Fork” award. Ask parents to help by completing a chart or signing a note if a child uses utensils for 10 meals in a row.

Materials/Supplies Checklist

- Worksheets
- Cheerios or other dry cereal
- Plastic bowls, utensils, plates
- Oversize utensils. e.g. giant fork

★ LESSON 13-WORKSHEET TOOLS OF THE TRADE



A long time ago, cavemen had to use their hands to eat because they didn't have any utensils. A utensil is a tool for eating. The utensils that we use for eating are knives, forks and spoons. See if you can pick the proper dining tools out of all the tools below.





LESSON 14

HELPING AT MEALTIME

Overview:

By age three and a half, most children are eager to be little helpers and the kitchen is often a favorite place. Letting children help in the kitchen at mealtime (or even at the restaurant by ordering on their own or getting their own food from a buffet) helps them feel a sense of accomplishment and more confident in the kitchen. Start with small tasks such as setting the table, or getting vegetables from the fridge and washing them, and then let children tackle more complicated tasks like stirring the soup or grating the cheese.

Objectives:

- Explain that it is polite to help at meantime.
- Show how children can help.
- Let children practice helping.

Knowledge Material:

Instructor could come to the lesson all dishevelled, (messy hair, chef's hat tilted, covered in food or flour, looking exhausted), and explain to children that he/she is so very tired from doing all the work in the kitchen. Talk about how you first have to make a grocery list, then buy groceries, then unload the groceries, and then plan a meal. Explain that there are still more tasks: cleaning the kitchen, making the food (and all that goes with that; washing, peeling, cutting, boiling), then serving the food and cleaning up again after the food is eaten.

Explain how it shows respect and consideration for the chef/cook if you offer to help. Practice saying, "May I help you with...?" Ask children to suggest other helping behaviours. e.g. come when called, wash up, don't spill, and take dirty plates to sink.

Instructor's Note:

If you have access to a playroom kitchen you could do this lesson there. Easy to illustrate how messy things can get and how much work there is to do.

Practice Exercises/Activities:

- Worksheet
- Jokes about food and eating:
 - Q: What do you call a stolen yam? A: A hot potato.
 - Q: Why did the cookie go to the doctor? A: Because he felt crummy!
 - Q: What do get when you cross a chili pepper, steam shovel, and a Chihuahua?
 - A: A hot, diggety dog.
 - Q: What do you call cheese that doesn't belong to you?
 - A: Nacho cheese!
 - Knock, knock. Who's there? Lettuce...Lettuce who? A: Lettuce in and we'll tell you!
 - Comment: Overweight is something that just sort of snacks up on you.
 - Q: What did the baby corn say to the momma corn?
 - A: Where's popcorn?
 - Q: What wobbles when it flies? A: A jelly copter!
 - Knock, knock. Who's there? Stew. Stew who? A: Stew early to go to bed.
 - Knock, knock. Who's there? Candy. Candy who? A: Candy you go faster?
 - Knock, knock. Who's there? Wanda. Wanda who? A: Wanda hamburger?
 - Knock, knock. Who's there? Sweden. Sweden who? A: Sweden sour is my favorite Chinese meal!
- Plan a field trip to a grocery store. Walk children down the aisles and show them how a person shops. e.g. what ripe tomatoes look like, why you don't take cracked eggs, etc.
- Ask children to bring in their "easy bake ovens" (buy a few mixes) or use a home economics room if there is one. Put children in groups and let them work in teams to help each other prepare something.
- Homework- Ask children to bring in a recipe that they have practiced making with a parent or other adult at home.

Materials/Supplies Checklist

- Worksheet
- Pencils
- Grocery lists, play groceries (plastic food) play grocery cart (optional)
- Chef's hat and apron
- Recipe cards
- Children's easy read cookbooks



LESSON 14-WORKSHEET

HELPING AT MEALTIME

Ask your parent or another adult to help you complete the form below. Check off which of the following ways you helped in the kitchen in the last week

_____ wash my hands

_____ took out the garbage

_____ set the table

_____ put the groceries away

_____ washed the dishes

_____ dried the dishes

_____ cleaned up a spill

_____ washed vegetables

_____ put food in fridge

_____ served a guest

_____ didn't waste

_____ came to the table on time

_____ helped cook

_____ used a serving spoon

_____ pushed the chairs in

_____ swept the floor

_____ put the dishes away

_____ other



LESSON 15

BASIC TABLE MANNERS

Overview:

At The Civility Group we believe that whether you are three or 30, it is silly in most situations to worry about what fork to use. The bigger issue is presenting yourself positively and feeling confident and comfortable in social settings. When it comes to dining etiquette, the primary objective is to show respect for others in social and dining situations.

A child is never too young to begin learning the basics. The dining table will be the setting for many important happenings in a child's life. It may, one day, be the setting for meeting his girlfriend's parents for the first time, a lunch with a potential employer or a dinner with upper management at the office holiday party. No matter what the occasion, knowing how to navigate their way through a meal will tremendously benefit your child.

Most children will master these dining skills by age five, but you should start teaching them around the age of two. Of course, there will be some exceptions to this, but as your toddler grows and matures, the more difficult dining skills can be taught and mastered.

Objectives:

- Discuss basic table manners; sit still, chew with your mouth closed, no playing, etc.
- Explain why table manners are important.
- Let children practice table manners.

Knowledge Material:

Below is a list of behaviours that are not acceptable when dining. The instructor could either describe, or illustrate by showing, each behaviour to the children. Explain why the behaviour is not positive (or ask children to explain) and then suggest a positive behaviour.

- Lick the knife! Sharp objects should never be put in the mouth, not to mention that Band-aids don't do well on the tongue.
- Lean back on a chair's hind legs.
- Complain or grumble at the table
- Read or play at the table
- Chew with your mouth open or chew noisily.
- Put more in your mouth than you can chew. Small bites should be encouraged. In addition, food should never be shovelled.
- Interrupt others when they are talking.
- Point utensils at others.
- Leave the chair out when you get up. It should always be pushed in when you step away from the table.
- Take the last bit of food without first offering it to others at the table.
- Talk about gross or gossipy subjects.
- Get up before everyone else is finished eating.
- Put elbows on the table. After all, Mae West once said, "Keep all uncooked joints off the table."

Instructor's Note:

This is potentially a two hour lesson. Instructor may decide to choose two or three behaviours and focus on them (choose depending on situation and on age of children). For younger children, chewing with mouth open, playing or leaving the table before everyone else is finished might be three key issues to focus on.

Saying grace: Children may or may not be familiar with the custom of saying grace. Explain to your child that other families may give thanks before a meal. It may be something simple like, “Lord, thank you for the food we are about to receive. Amen.” Explain that if a child is not comfortable participating, he/she should just sit quietly.

Practice Exercises/Activities:

- Worksheet
- Let children do plays and act out terrible table manners.

Additional Information: Dining 101

- Your napkin should be placed on the lap when you sit down (and after grace is said if someone is saying grace). The napkin is unfolded on your lap, not above the table. If someone inadvertently took your napkin, don't shout, “Who took my napkin?” Quietly ask for another. Many parents ask if it is okay to tuck in their child's napkin into the collar to prevent spillage onto clothes. You may do so if your child is five or younger.
- Posture. Feet should be flat on the floor (if they reach) and have your back against the chair. Good posture!
- Hold the glass with two hands if necessary. If the glasses are more formal, small hands can hold the stem to prevent tipping or dropping.
- If a bread basket or other food item is passed to you, remember to continue passing to the right. If the dish is closest to you before you begin passing, offer it to the person to your left and then pass to the right.
- If you must sneeze or cough, turn your head toward your shoulder and cover your mouth with napkin or hand (preferably your napkin).
- Always dab (rather than wipe) your mouth with your napkin before taking a sip. Greasy lips leave an unpleasant and unappetizing ring on the glass.
- If you must use the bathroom, simply say, “Excuse me,” and get up. If there are guests at the table you need not let everyone know where you are going.
- Get on and off of your chair on the right side. When you leave the table, place your napkin on either the seat or back of your chair.

Materials/Supplies Checklist

- Worksheet
- Crayons
- Napkins
- “dining room” set-up with tables and chairs
- Props related to eating: utensils, dishes, glasses

★ LESSON 15-WORKSHEET

BASIC TABLE MANNERS

Look at the boxes below and colour only the squares that show good table manners.

Whispering a joke to someone	Picking at the mud under my fingernails	Smiling and making polite dinner conversation	Waiting until everyone is seated before I start eating
Tickling someone who is eating	Helping set the table before sitting down	Saying excuse me if I burp or sneeze	Spitting something out if I don't like how it tastes
Whispering a rude story at the table	Asking someone to please pass the potatoes	Bringing my toys to the dinner table	Saying excuse me when I go to the bathroom
Sneezing on food without covering my mouth	Helping clean up the plates after dinner	Chewing with my mouth wide open	Putting my dirty shoes on the chair



LESSON 16

TOP 10 DINING MISTAKES

Overview:

Good manners are not about being perfect. We're all allowed to make mistakes, and regardless of age, we often do. Sometimes though we are in the habit of making mistakes and the only way we can correct them is by having them brought to our attention. This session covers the top 10 dining mistakes children typically make.

Objectives:

- Discuss the top 10 dining mistakes.
- Ask children to say what behaviours are appropriate at the dining table.

Knowledge Material:

Listed below are 10 common dining mistakes. Instructor should go through the list and discuss why each behaviour is not polite. Then suggest alternative, positive, proper behaviour.

1. Chew with your mouth wide open and food showing.
2. Use an outside voice at the table or talk really loud.
3. Play at the table, fidget or be messy with your food.
4. Gulp down food without chewing or eat like a slowpoke.
5. Burp or make other rude noises.
6. Make a sour face at food you don't like.
7. Come to the table messy and dirty.
8. Have "talkus interruptus" or talk with your mouth open.
9. Use utensils like swords or napkins like flags.
10. Take too much food and waste it.

Instructor's Note:

Because children have already learned about the table monsters, it might be useful to ask children which table monster would make each of the mistakes. Let children act out, describe, or draw, what the monster would look like.

Practice Exercises/Activities:

- Worksheet
- Try to find videos or stories about messy or inappropriate eating and show or read them to children.

Materials/Supplies Checklist

- Worksheets
- Crayons

★ LESSON 16-WORKSHEET

TOP 10 DINING MISTAKES

Now that you are an etiquette expert, you will probably never make these dining mistakes again. Etiquette experts say that there are 10 common dining mistakes that children make. Try not to make these mistakes at the table.

1. Chew with your **mouth** wide open and food showing.
2. Use an outside **voice** at the table or talk really loud.
3. Play at the **table**, fidget or be messy with your food.
4. Gulp down food without **chewing** or eat like a slowpoke.
5. **Burp** or make other rude noises.
6. Make a **sour** face at food you don't like.
7. Come to the table **messy** and **dirty**.
8. Have "talkus interruptus" or talk with your mouth **open**.
9. Use **utensils** like swords or napkins like flags.
10. Take too much food and **waste** it.





LESSON 17

RULES WEREN'T MADE TO BE BROKEN

Overview:

For young children who are just entering nursery school at age three or kindergarten at age 5-6, the world is a pretty exciting place. Along with the excitement of meeting new people and doing new things there is usually some nervousness about learning how to make their way. School introduces a whole new set of guidelines for how to behave (put your coat here, sit over there, don't talk now, walk in a line, etc.). Children ages 4-7 generally accept the rules and do what they are told just because they are eager to please and used to following directions from adults. It is important however, for them to understand that we have rules for a reason.

Objectives:

- Explain what “rules” are.
- Discuss why rules are important.
- Give some examples of rules.
- Illustrate consequences of breaking the rules.

Knowledge Material:

Sometimes using the word “rule” can seem aggressive or authoritarian for children. Explain that rules are guidelines, directions for how to be and how to do things. Ask children to give some examples of rules for games they play and then ask about everyday rules. Most often children will say things like:

- Use inside voices in the house.
- No hitting or biting.
- Take your shoes off at the door.
- Wash your hands before dinner.

It is best to start with simple rules, and maybe choose something that will seem funny to children. Ask, “What about getting dressed? Do you have a rule at your house that you should only wear purple? Purple everything, purple socks, purple hat, everything purple. “Children will usually laugh. Ask them to explain why wearing only purple is a silly rule and then ask them to describe a rule they follow everyday; brush your teeth, get dressed and eat something. Illustrate that rules help us and that when we follow them, it is usually easier to get around in the world and to get along with other people.

Next, talk about what happens if no one follows the rules. Ask the children what would happen if you ran to the wrong base when playing baseball or what if you left the soccer field in the middle of the game. Explain what consequences means. Consequences are what happen when you do or don't do something- they can be good, but they are usually not good Ask children to say what the consequences are if you don't:

- Ever brush your hair
- Listen to your parents
- Be quiet while the teacher is talking

Then briefly review the positive result of following each of the rules discussed above.

Instructor's Note:

This lesson can easily become a series of lessons. Instructors could start out by categorizing rules. e.g. rules for eating, rules for getting dressed, rules for in the bathroom, rules for staying safe, rules for in the house etc. Then each lesson could expand on one category of rules.

Practice Exercises/Activities:

- Handout – Rules weren't made to be broken
- Play “manners police”- get some toy sheriff badges and a small pad (for writing tickets) and let children take turns (maybe even every day) being the manners policeperson who enforces rules. Choose 1-3 rules and post them where all children can see them. Enforce some penalty, maybe clean-up duties, to show children that there are consequences to breaking the rules.

Materials/Supplies Checklist

- Pens
- Pencils
- Workbooks
- Sheriff badges
- “ticket” pad



LESSON 17-WORKSHEET

RULES WEREN'T MADE TO BE BROKEN

Read the story below and underline all the unmannerly behaviours that show someone forgetting to be respectful. (*Hint- there are 14 rude behaviours in the story, see if you can find them all.)

A day without manners...

I stayed in bed for 20 minutes after my mother called me, even though I knew I would be late for school. I put on some crumpled clothes that were on the floor and stomped downstairs without even combing my hair. I grunted good morning to my brother but didn't smile because I was grouchy. When my mom gave me pancakes, I complained and wouldn't eat them. Then I shouted "big dummy" at my brother and ran out the door letting it slam behind me. I left my shoes untied and forgot my lunch bag.

Did you find some unmannerly behaviours?

Write a polite behaviour for each unmannerly one you find.

A day with good manners. Don't forget, there are 14 things!

1. stayed in bed after mom called
2. knew I'd be late
3. put on crumpled clothes
4. stomped downstairs
5. didn't comb hair
6. grunted good morning
7. didn't smile
8. was grouchy
9. complained
10. wouldn't eat
11. shouted "big dummy" to brother
12. ran out door
13. left shoes untied
14. forgot my lunch



LESSON 18

SHOWING KINDNESS TO OTHERS

Overview:

Most people, adults and children, are generally (and instinctively) kind to others. There comes a point, however, in every young person's life- usually when they start school-that he/she encounters a bully or someone who is unkind. Life can be difficult and at times children can be cruel. It is very important for teachers and parents to encourage kindness, to reinforce kind behaviours and to help children understand the impact of kindness.

Objectives:

- Describe what kindness is.
- Ask children to give examples of kindness.
- Talk about the impact of kindness.

Knowledge Material:

Instructor starts by asking, "Does everyone know what kindness is?" Ask for examples of how you can be kind to others. Most children immediately say, "sharing" or "hugging" or "being nice" to someone. Instructor should ask, "Why do you do that? Why do you share, or hug or be nice?" The purpose of the question is to illustrate that kindness is something you do "just because." Ask what happens when we are kind? How does it make you feel when people are kind to you? Do you feel happy? Do you feel warm inside? Explain that kindness makes you feel good and it makes the person you are kind to feel good, kindness is it's own reward.

Instructor could take this opportunity to implement a "Bee kind to others day" or "Bee kind at school." Make a reward chart with "Bee" stickers. Dress someone as the Bee who is a reminder to be busy being kind. Encourage children to reach out to someone, to show kindness, or even to write a poem, colour a picture, sing a song etc, about kindness. Colour a picture, sing a song, report a random act of kindness that earns the student a bead/sticker or gets posted to the board.

Instructor's Note:

It is important for Instructor's to remind children that even if a stranger seems kind, they should remember what their parents/teachers say about strangers – NEVER accept gifts or take rides or speak to "kind strangers" unless a parent knows and gives permission.

The important message is that although most people are kind, some people only pretend to be kind but are not.

This is also a good time to talk about trusting yourself. If you don't feel comfortable, even if you just feel funny and can't explain why (even when someone is kind to you), find a parent or someone you can trust and talk about it.

Because kindness should be spontaneous with no expectation of a response, it is not always necessary to offer rewards such as candy, gifts, privileges, etc. for kindness. Let children experience the feeling of kindness and help them be aware of intrinsic rewards.

Practice Exercises/Activities:

- Worksheet – Showing kindness to others
- "Be Kind" arm bands or friendship bracelets

Materials/Supplies Checklist

- Worksheets
- Pens
- Beads
- String
- Paper for badges or armbands
- Scissors

★ LESSON 18-WORKSHEET

SHOWING KINDNESS TO OTHERS

**Today I pledge to be kind, to use the nicest words I can find.
 Today I pledge to share. To wait my turn and play fair!**

See if you can find the following words:

Be polite

Helping

Thank you

Excuse me

You're welcome

Manners

Waiting

Asking

Please

Sit up

Kindness

Talking

Compliments

Be happy

Behave



H	E	L	P	I	N	G	N	E	B	T	T	O	S	Y	O	U	S	S	B	B	A	K	U
T	G	I	R	N	G	O	C	L	B	A	A	O	I	T	M	A	N	N	E	R	S	J	O
H	E	X	C	U	S	E	M	E	N	L	E	L	T	H	N	E	W	E	C	Y	K	I	Y
A	F	E	A	E	G	S	H	L	N	K	P	A	U	T	E	Y	A	N	A	L	I	W	P
N	E	E	D	N	B	E	P	O	L	I	T	E	P	T	W	O	I	A	O	L	N	W	P
K	E	P	L	E	A	S	E	Q	A	N	L	U	W	Y	O	U	T	U	N	A	G	L	A
Y	E	A	R	E	D	E	R	E	K	G	S	S	E	N	D	N	I	K	M	E	F	A	H
O	O	C	O	M	P	L	I	M	E	N	T	S	M	I	L	K	N	A	E	R	A	F	E
U	Y	O	U	R	E	W	E	L	C	O	M	E	T	Y	O	U	G	E	V	A	H	E	B



LESSON 19

SOCIAL BEHAVIOUR IN SPECIAL PLACES

Overview:

With school comes invitations; invitations to parties, sleepovers, and field trips. Children need to learn what the expectations are when they are out in public in social places. Understanding what behaviours are expected and respected in any social situation helps children feel confident.

Objectives:

- Describe what “social” means.
- Discuss examples of social places.
- Explain how our behaviour sometimes changes depending on where we are and how the “rules” apply to different situations.

Knowledge Material:

Instructor to ask children, “Does anyone know what social means?” Explain that “social” means society and that means our world and where we live with other people, like in social studies, we learn about other people and places. The Instructor asks the children, “What do you do after school or on weekends or on holidays?” Explain that when we are not at home we are in our community. When we are in the community we are meeting, talking, playing, swimming, walking with other people. When we share space with people we need to be nice so that everyone has a good time and stays safe. Ask children to give some examples of social places, for example:

- The circus
- School
- The grocery store
- The shopping mall
- Dance class
- A birthday party
- McDonald’s

Explain that there are different rules for behaving depending on what kind of social place you’re in. Ask, “Do you do the same things at the circus as you do at school?”

Then choose 2 or 3 examples of social places the children in the group can relate to and discuss the rules for each. Include things like how you talk, dress, move and what you do in each place.

Instructor's Note:

Older children might understand what “appropriate” means. You could ask them and then explain that inappropriate behaviour is not socially acceptable. Provide examples and explain why.

For younger children, you could begin with very simple lessons. e.g. do not stand on the chair when you are in a restaurant, do not grab someone else's toys without asking when you are at someone else's house.

Practice Exercises/Activities:

- Worksheet
- Field trips- museum, park, playground, the neighbourhood, a grocery store, the library, a seniors' centre. Somewhere with rules, discuss the rules in advance and let children practice in the actual social setting where they apply.

Materials/Supplies Checklist

- Worksheet
- Pencils

*View a cartoon or movie that illustrates inappropriate behaviour Arthur, Calliou, Bernstein Bears, Dora, Barney or Franklin. Have children point out proper solutions to behavioural challenges. Something like, “Now what could Franklin have said to Bear to help him feel better?”

★ LESSON 19-WORKSHEET

SOCIAL BEHAVIOUR IN SPECIAL PLACES

Write the name of the special occasion that goes with each picture.



Look at the list below and see if you can match the proper behaviours with the proper situation. Draw a line to connect the two.

Funeral

Don't talk or kick the seat in front of me

Playtime

Laugh and yell and run around

Dinnertime

Sit quietly and show respect

Movie theatre

Be a good sport

Holidays

Be cheerful and helpful

Playing soccer

Don't talk with my mouth full



LESSON 20

SHOW US WHAT POLITE LOOKS LIKE

Overview:

One of the overriding goals when teaching manners to children (and to adults) is to encourage people to adopt positive, polite behaviours as habits; to be polite all of the time, wherever they are and no matter what they are doing. “Polite” becomes a personal standard, part of who you are and not just something you do.

Objectives:

- Explain that polite is often more about what we do than what we say.
- Illustrate how a person can look/be polite without saying anything.
- Teach children polite nonverbal gestures.
- Let children practice what polite looks like.

Knowledge Material:

Instructor can start by asking who knows what polite means. Children usually say, “having manners”. Then explain that being polite is often more about what we do than what we say. If you are in the habit of being polite, you don’t really talk about it very much. Ask children to think about how a person could be polite without saying anything. Look for answers such as:

- Be a good listener
- Smile
- Look at someone when they are talking to you.
- Stand up straight and show you have self-respect.
- Pick things up without being asked.
- Sit quietly
- Wait your turn

Show children how gestures such as standing up when an adult walks into the room or turning your head to look at someone, extending your hand and stepping aside to let someone pass, are all polite nonverbal (that means no talking) gestures. Let children role play situations where they can “show polite” without saying anything.

Instructor's Note:

You could have a no talking contest. After the lesson, tell children that you want everyone to show how they can be polite without talking, offer some incentive (maybe the winner can pick which courtesy book to read) for the person who is the quietest and most polite person.

Practice Exercises/Activities:

- Worksheet – Show what you would do!
- We suggest Instructor's take children on a field trip and talk before you go about how to behave when you get there. Maybe do plays or ask children to be "observers" and watch and record what other children do in situations e.g. on the playground when they don't know someone else is watching.

Materials/Supplies Checklist

- Paper
- Pencils
- Index cards (younger children can draw what they see on index cards)
- Crayons
- Small prizes for incentives (optional)



LESSON 20-WORKSHEET

SHOW WHAT YOU WOULD DO

Here are some examples of polite behaviours. Get in your groups and make up a play to show how or when you could show these polite behaviours.

Respect the privacy of others

Give people a firm handshake

Don't interrupt, wait your turn to speak

Respect adults

Don't gossip or say hurtful things

Use good telephone manners

Open the door or help someone

Write a thank you card

Stand still

Introduce your friend to your family



LESSON 21

HOW DO YOU TALK TO A PHONE?

Overview:

What child doesn't love playing with the telephone? By age three, most children have several play telephones and they enjoy mimicking and talking on them. By age four most children are answering the phone and having conversations with friends or grandparents. This is the ideal time to start teaching telephone manners. Considering that many elementary school children carry cell phones these days, it is never too soon to learn how to use them courteously.

Objectives:

- Explain that there are rules for talking on the phone.
- Remind children about first impressions and help them understand that even when people can't see you, you are sending an impression.
- Talk about rules for using the phone.
- Practice talking on the phone politely.

Knowledge Material:

Instructor could begin by asking children to remember when they learned about manners for "social" places. Ask them to explain why manners in social places, were important. Explain that there are also rules for using the phone, in public, and in private. Talking on the phone involves at least two people so it is important to show respect for the person you are talking to. There are rules for using the phone and ways to be polite. These rules include:

- Always say hello.
- Ask who is calling if that person didn't tell you his/her name at the beginning.
- Say your name (only if you know who the caller is).
- Ask who the caller would like to speak to.
- Put the phone down and go get the person the caller wants to speak to; don't yell for the person.
- If you are finished talking, say thank you and good-bye.
- Put the phone down gently.
- Do not eat or chew while talking on the phone.
- Do not have a conversation with someone on the phone at the same time you are having a face-to-face conversation with someone else.
- Give the person you are talking to your full attention. e.g. do not try to listen and watch TV or play or do other things at the same time as you are talking on the phone.

Do worksheet and let children practice their phone manners.

Instructor's Note:

For older children, it might be worthwhile to talk about cell phones. Explain that the rules for regular telephone use all apply to cell phones and there are additional rules as well. For example:

- Try not to talk louder than usual when on the cell phone.
- Try not to talk about things that are very private or sensitive if you are using your phone in public.
- Be respectful of “no cell phones allowed” postings in some public places.
- Keep the volume for your ring on low so it doesn't bother other people.
- Do not answer your phone if doing so interrupts a face-to-face conversation with someone

For younger children who cannot read the worksheet, instructor can explain what is and is not polite telephone conversation. Let the children each take a turn calling someone and answering the phone.

Practice Exercises/Activities:

- Role play Mr. or Miss Just Right and Mr. or Miss Not so Polite on the telephone.
- Worksheet

Materials/Supplies Checklist

- Worksheet
- Telephones for role playing
- Pencils



LESSON 21-WORKSHEET 1

HOW DO YOU TALK TO A PHONE?



Let's practice out phone manners:

Find a partner and take turns calling each other and practicing polite telephone conversations. One of you will pretend to make the call, and the other will receive the call.

Here's what you'll say,

RING A LING!!!! H _ _ _ _ .

my name is _____. May I

P _ _ _ _ _ speak to

_____? Talk a little about something

and then say, T _ _ _ _ _

for calling and G _ _ _ _ _ .

GOOD JOB! NOW SWITCH roles and try it again.



LESSON 22

WHISPERING HURTS MY FEELINGS

Overview:

Gossip is the height of incivility. It seems that whispering and talking about others is something that starts when children begin school. It's important to help children understand, from a very young age, that whispering and gossiping is hurtful and negative.

Objectives:

- Explain why whispering is hurtful.
- Introduce “gossip” and show children how negativity grows.
- Suggest positive ways to communicate.

Knowledge Material:

Instructor asks, “Has anyone here ever had their feelings hurt?” Let children respond and say why/how they were hurt. Inevitably, one or more children will talk about an experience where someone told a lie or said something hurtful about them. Instructor should talk about how hurtful it can be when someone says something mean or untrue. Then ask children to say why they think someone would hurt someone else on purpose by gossiping or whispering. Usually children will respond with:

1. He/she doesn't like me.
2. He/she is mean.
3. He/she is a liar.

Explain to children that people usually make things up, or talk about others, or be mean because they don't feel good about themselves. Ask children how you should respond to whispering or gossip. Encourage responses such as;

1. Tell the person whispering that “It's not polite to whisper.”
2. Tell the person that he/she should try to say something nice instead.
3. Just don't listen, say excuse me and walk away.

Instructor's Note:

This lesson could be expanded to include discussions about emotions. Choose 5 or 6 emotions, write the word, e.g. angry, frustrated, nervous, excited and let children describe when they've experienced an emotion and why. Let them practice making faces for emotions and let the class try to guess which emotion the "face maker" is feeling. Explain to children that it's good to recognize how you feel and to talk about emotions.

Practice Exercises/Activities:

- Worksheet
- Play "pass the word" to illustrate how things/words can start out one way and end up totally different. Ask children to sit in a row or in small groups. Ask the child at the beginning of the row to whisper something into the next person's ear. Ask each child to pass on what they heard. The last person should say what they heard out loud.
- Put children in small groups and ask them to make up a play about gossip or whispering. Let them act it out in front of the class.

Materials/Supplies Checklist

- Pens
- Pencils
- Worksheets



LESSON 22-WORKSHEET

WHISPERING; KEEP IT POSITIVE!

Read each of the statements below, and then write what you could say that is more positive.

(*For younger children, instructor can read aloud and have children say the answer)

1. He is a pig!
2. She's really fat.
3. You can't do math, you're stupid.
4. He has funny clothes.
5. Ha ha, she didn't pass Grade One.
6. Her mom always makes stinky sandwiches for lunch.
7. Your dog is ugly.
8. I don't like you. You're not my friend.



LESSON 23

MANNERS AT SCHOOL

Overview:

Although parents and teachers are pretty good about letting children know there are rules at school (this usually begins the first day of class), it takes awhile for children to understand why they are following the rules. As early as possible, it is good for children to learn that having manners at school means following the rules simply because the rules apply to everyone. But, and maybe more importantly, they also need to understand that exhibiting good manners at school shows they have self-respect as well as respect for their classmates and their teachers.

Objectives:

- Explain why manners at school are important.
- Discuss examples of good manners at school.
- Give children an opportunity to practice good manners at school.

Knowledge Material:

An instructor could start by asking children if they remember what respect is. Hopefully someone will remember that it is “showing care and consideration for others.” This is a good lead in to then asking, “Do you think it is important to show respect for people at school?” Describe how having manners at school makes it easier to get along with others, helps us have more fun, learn more and helps us show respect. Then ask children to say how they can...

- a) show respect for each other. Look for answers such as: don't push, say hello, help people, don't say mean things etc.
- b) show respect for the teacher. Look for answers such as: pay attention, don't interrupt, follow the rules, say hello, look at the teacher when he/she is speaking, etc.

It is usually better to highlight the positive aspects of manners but in this case also talking about what represents poor manners is helpful for children. If the participants responded well to the table monsters (discussed in the dining lessons) Instructor's might consider reintroducing them by asking children to think about how each monster might behave in the classroom, for example:

Toyasaurus	won't stop playing around, the joker in the class, always poking someone or telling silly stories
Burpasaurus Rex	very rude, always burping and making loud noises
Crankypants	grouchy, negative, never has anything nice to say, never says hello, yells at everyone
SquirminWormin	cannot sit still, always running to the bathroom, fidgeting and distracting others
SlobbergobblereX	messy monster, never cleans up, dresses sloppily, has dirty hair and terrible posture, messy writing and no self-respect

You could also ask children to make up their own classroom monsters. Draw them or let them create paper mache puppets or life sized monsters out of boxes and odds and ends.

Instructor's Note:

Depending on their age, children (boys especially) might be uncomfortable saying what they may describe as “mushy” things to classmates or teachers. Children may also be shy and nervous because they have a crush on someone, or even silly because they are at the girl/boy germ stage. Instructor's should try to choose practice activities that the children in their specific group are comfortable with. Remember, many adults don't like to role play, so it is not unreasonable for a child to be uncomfortable doing so.

Practice Exercises/Activities:

- Worksheet
- Ask children to be “Manners Superheroes.” Ask them to create a character for themselves, complete with costumes and special powers (remind them they are fighting bad manners at school or bringing good manners to school) Give them a day or two to plan something and let them each do show and tell and describe their superhero to the class.

If children seem stalled for ideas (doesn't happen often with vivid little imaginations) Instructor's could make up superhero names in advance and let each child pull a name out of a hat. Then ask them to draw and colour a badge for their superhero. Let them wear the badges all day and ask them to act like the superhero. Names could include:

- Handshake Man – Swoops down to shake hands with everyone
- Super Smiley- Never stops smiling, brings happy faces to everyone
- The Helping Hero- Always doing whatever they can to help teachers everywhere
- The Sloooow Walker- Walks the halls slowly and has long, arms to catch anyone who is running
- The Word Catcher- Has a huge net to catch rude words as they come out of children's mouths
- The Recycler- Makes it his/her mission to rescue items that were thrown away and could have been recycled
- The Stink-Meister- Always has mints on hand to pass to people who didn't brush their teeth before school
- The Please-or-Freezer - A hero who with a wave of his/her hand can turn anyone who forgets to say please into a chunk of ice
- Mr. Forget-me-not – A hero who rescues children who are sad because they were left out or ignored by classmates
- Hello and Goodbye Girl- Hero who hangs around door ways to make sure everyone gets a polite hello or goodbye

Materials/Supplies Checklist

- Worksheets
- Pencils
- Paper and craft supplies to make hero badges



LESSON 23-WORKSHEET 1

WORKSHEET MANNERS AT SCHOOL

Reward Chart

	Monday	Tuesday	Wednesday	Thursday	Friday
Sit patiently					
Clean up desk area					
Help a younger student					
Clean up school yard					
Practice good penmanship					



LESSON 24

POLITE WORDS TO REMEMBER

Overview:

In the past 23 lessons (which may have been taught over 23 days or 23 weeks) the children/participants have learned a lot of new words related to manners. It is always a good idea to review and to ensure that children remember and understand what they have learned.

Objectives:

- Review manners words covered in the first 23 lessons of this workbook.
- Ensure that children understand what the words mean.
- Encourage children to use these new words.

Knowledge Material:

Instructor should begin the lesson by commenting on how much children have learned about manners so far. Then say, “Let’s review what we’ve learned. Who can tell me a word that they have learned that has something to do with manners?” For younger children, instructor might review as a group, write words on board and discuss with the class. For older groups, instructor could ask participants to do the worksheet. (Words to remember are listed on the Instructor’s answer key)

Practice Exercises/Activities:

- Worksheet
- Play Scrabble or another word game and ask children to use only manners related or polite words.
- Make a list of polite words to remember as a group, Then put children in groups and ask them to work together to define what certain assigned words mean. Maybe provide dictionaries to older children.
- Play “Polite word charades”. Instructor can make a card with each polite word on it and divide children into teams to play charades and guess the words.

Materials/Supplies Checklist

- Worksheet
- Pencils
- Word games, blocks with alphabet.



LESSON 24-WORKSHEET

POLITE WORDS TO REMEMBER

Boy, we sure learned a lot. Start at the beginning of your workbook and see how many “polite” words or words about manners you can find.

Respect

Self-respect

Consideration

Gossip

Rules

Manners

Polite

Courtesy

Consequences

Kindness

Occasion

Expression

Gestures

Greeting

Confidence

Attitude

Impression

Utensils

Table setting

Posture

Social

Eye contact

Napkin



LESSON 25

HEY, SHE HAS PURPLE HAIR!

Overview:

Young children can be very open-minded, candid and non-judgmental when they see unfamiliar or new things. That includes people who look different; maybe different hair, clothes, skin colour and other differences including weight, handicaps, deformities or conditions (pregnant, very old, very ill, eccentric, etc.). Inevitably, with no malice intended, young children will ask questions about whatever it is that seems different or they will simply state the obvious. Often these comments or inquiries come at awkward or inappropriate times and adults find themselves apologizing for the child, telling the child to apologize or somehow embarrassing the child by scolding, or shushing, rushing away. Often the child is told, “That’s not nice” or “You can’t say that.” But the reasons are not given and the child doesn’t really understand what he/she has done wrong. It is important for children to understand that it is not always appropriate to say things out loud in front of other people, even if what they are saying is true. e.g. that someone has purple hair or bad breath or looks funny, because it is not good manners to say things that might hurt other people’s feelings.

Objectives:

- Talk about how we are all different but we all deserve respect.
- Explain why we don’t always say things out loud or in front of people.
- Describe what hurt feelings are.
- Provide some examples of things we shouldn’t say as they might hurt someone’s feelings.

Knowledge Material:

Instructor might start by showing a short movie or clips about people around the world to illustrate how we are all different. Explain that we are all different and it is our differences that make us special. Also explain that it is what is on the inside that matters, so even when someone looks different than we do, or maybe he/she is not perfect (maybe they only have one arm or they are blind), he/she is still as special as we are. We all have feelings and we all look at each other and notice our differences. Ask children how they would feel if someone said out loud that they (meaning the child) were different? Children will usually say they would be sad or their feelings would be hurt and maybe they would cry. Ask children to give examples of things they have noticed about people that are different (do not be afraid to talk about those things or answer uncomfortable questions). Ask them to say things that shouldn’t be said out loud as they might hurt people’s feelings.

Practice Exercises/Activities:

- Worksheet
- Collages- Let children cut pictures from magazines and make a collage (individually or in groups) showing differences
- Photo Gallery- Ask each child to bring in a photo of themselves and post them all on the wall for everyone to admire. Attach a big sign that says, “We’re all special.”

- Purple Hair day- (with permission from parents if necessary) Get temporary or washable paint or coloured hair spray and make everyone in the class have purple hair for a day to show appreciation for being different (everyone could wear purple wristbands or purple clothes or write only in purple pens). Anything to make the idea that different is okay stick in their heads.
- For older children who may be familiar with what a “toast” is, you could play “Toast our Differences.” Get disposable plastic cups or wine glasses, make a punch or bring juice, make a big deal about having everyone raise a glass and toast their differences. (Maybe serve little melba toasts too.)
- Play The Compliment Circle. This is where you ask children to form one big circle (or put them in groups that form smaller circles), then choose one child at random, Put the child in the middle of the ring, put a crown on him/her and tell him/her that he/she must stand in the circle and hold his/her head high but say nothing. Then tell the other children that one by one, going all around the circle, they must each take a turn to say something positive, or something that they like, about the child in the middle. After the circle is finished, the crowned child says one big thank you to all and passes the crown on to another child.

Instructor’s Note:

If there is a lot of diversity in the classroom, individual children have special needs or there are other “purple hair” issues, this lesson could easily be expanded to incorporate whatever those issues are.

Depending on the age of children, Instructor’s might consider introducing the idea of empathy and explaining to children that it is normal to feel compassion or sympathy for someone who seems to have less than we do or who is suffering or needs help. It is important to explain that someone who is physically challenged (or seems that way to us), may in fact not be limited by that challenge. It is respectful to give people the benefit of the doubt and not make assumptions about what others can or cannot do. Also, challenges are not always obvious. For example someone might be so shy that they are immobilized with fear.

Instructor’s could show or tell amazing stories about courage and overcoming personal/physical challenges. e.g. Terry Fox.

Materials/Supplies Checklist

- Worksheet
- Crowns- dress-up or paper (you could also use a badge, robe or special chair)
- Bristol board
- Scissors
- Glue
- Pencils and crayons
- Magazines
- Other items depending on which activity you choose



LESSON 25-WORKSHEET

POLITE WORD SCRAMBLE

See if you can unscramble these polite words:

SNAMREN

MANNERS

OEPLTI

POLITE

ESAELP

PLEASE

LLHEO

HELLO

UOYKTNAH

THANKYOU



LESSON 26

RSVPs AND ABCs

Overview:

As early as pre-school, children start to receive invitations to birthday parties and seasonal events. It's very exciting to be invited and children really look forward to attending parties and celebrations. It is not always possible to accept every invitation, so in addition to knowing how to accept graciously, children need to know how to decline.

Objectives:

- Explain what RSVP means.
- Explain why responding is important.
- Teach children how to accept invitations graciously.
- Teach children how to decline graciously.

Knowledge Material:

Instructor asks, "How many of you have ever been invited to a party?" Most children will respond with a "yes." Then ask how they knew they were invited, did they receive an invitation? It's really great to be invited to a party. It sure makes you feel special. One important thing to remember is that sometimes parents limit the number of people who are invited.

This means that sometimes your friends might be invited and you are not. Sometimes our feelings get hurt if we feel forgotten or left out but it is best not to be too upset about this. Maybe you'll be invited next time and they won't be it all depends. If that happens, you will remember not to brag about being invited because that will hurt the feelings of whoever is not invited.

After you've received an invitation in the mail or been invited over the phone, what should you do next? Well, after you check with your parents to make sure you can go, you need to respond to the invitation.

And what did they do next? Explain that responding to an invitation, letting the inviter know you can go to the party (or maybe sleepover or play date), is a way of showing you appreciate the invitation. Explain what RSVP means, "respondez, s'il vous plait"- please respond- but in French. Ask how you can respond to invitations. Look for answers such as:

- By telephone
- Tell the inviter when you see him/her
- Send an e-mail
- Get a parent to let the inviter's parent know
- Send the card back

Talk about what happens if you don't RSVP. Explain that the inviter thinks you're coming and his/her feelings get hurt; how someone cleans and goes to a lot of trouble and no one notices or appreciates it; how maybe the host cooked extra food because he/she thought you were coming and now that food might be wasted, or, how maybe someone else didn't get invited because the host could only invite four people and he/she picked you.

Instructor's Note:

This lesson is applicable at any time of the school year and may be most effective when parents are planning parties or when children have raised the issue of invited/uninvited students and their feelings.

Take time to explore the different holidays or special occasions when you may receive an invitation. Have show and tell and allow the children to bring samples of invitations they have received or sent. Depending on the age of children, the instructor might consider directing the students to create invitations for a specific event or to choose their own event/theme.

It is important to explain the process of party planning so that children begin to understand a budget, a guest list, the appropriate food selections/location/timing, deadline for RSVPs, telephone numbers to call and who to call.

Practice Exercises/Activities:

- Worksheet
- Create invitations
- Plan a party and discuss all the steps involved

Materials/Supplies Checklist

- Paper and items to create invitations with
- Worksheets
- Crayons, coloured pencils, markers
- Glue, scissors



LESSON 26-WORKSHEET

Colour the pictures below and think about how you would behave at a party.





LESSON 27

I'M INVITED. NOW WHAT?

PARTY ETIQUETTE

Overview:

Many children are shy so party or sleepover invitations can also bring nervousness or worry. Teaching children what behaviours are expected when they are out in public or at someone's home helps them feel more comfortable in those situations. Party etiquette is learned by experience, but it doesn't hurt for children to have a few tips to get started.

Objectives:

- Explain that there are rules for behaving at other peoples' homes or out in public.
- Begin to explain what the rules are for parties.

Knowledge Material:

Instructor starts out by asking, "Remember when we were talking about emotions? What kind of emotions do you feel when you are invited somewhere" Let children discuss for a few minutes. Most will say they were happy or excited and someone might say they were nervous. Explain how it is okay to be nervous, most people are; even adults sometimes get nervous when meeting someone new or doing new things. Even though we are excited about being invited to a party, we can be nervous. Sometimes knowing how to behave, what to do, or what people expect of us when we're at parties, can help us feel less nervous. Then we can do the right thing without thinking about it and we can relax, not worry and just have fun.

Ask children how they think they could make a good impression so that they might be invited back again. Write answers on a board or flipchart. Look for responses such as:

1. Be polite.
2. Take your shoes off.
3. Don't ask for things.
4. Don't touch stuff that isn't yours.
5. Say thank you.
6. Clean up after yourself.
7. Bring a present for the host/hostess or person celebrating a special event.
8. Show respect for the parents.
9. Shake hands when you're introduced

Explain to children that all those things are actually guidelines for behaving in almost every social situation, not just at parties. Then review each rule and explain specific behaviours and reasons for each.

Practice Exercises/Activities:

- Worksheet
- “Party Animal” – Ask children to act out or draw what they think a party animal looks like. You could use dress up clothes or let children make party puppets.

Instructor’s Note:

You might consider speaking with another teacher and seeing if you can each organize a party. Let children choose a theme and make all the plans, send invites to the other group and then each group can decide what is appropriate dress, decorum and other behaviours for the party they are invited to. (Try to make one party formal the other informal)

Materials/Supplies Checklist

- Worksheets
- Dress up clothes
- Puppets
- Invitations, party decoration and other items if you decide to plan parties

★ LESSON 27-TIPSHEET 1

ABCs OF PARTY ETIQUETTE

Once you have agreed to go to a party, there are a few more things to remember:

1. Dress appropriately. Don't wear your swim suit to a pajama party.
2. Be on time and don't stay late if everyone else has gone home.
3. Take a gift. Make sure it's nicely wrapped.
4. Don't take along someone who was not invited.
5. Be on your best behaviour, Remember you are a guest at a celebration for someone else.
6. Make sure you introduce yourself to everyone and don't leave anyone out of the games and fun.
7. Offer to help the hostess, maybe serving food to guests, or helping to clean up.
8. Say thank you and something nice to the hostess before you leave.
9. Mind your manners when you are invited to a party and hopefully people will mind theirs when they are invited to a party that you are hosting.



★ LESSON 27-WORKSHEET

PARTY ETIQUETTE BINGO

Put an “x” over the polite things a party host and a polite guest should do. See if you can get five in a row, or across and make a bingo.



B	I	N	G	O
Be positive	Remember please and thank you	Speak to everyone at the party	Introduce yourself	Be kind to everyone
Bring a gift	Dress properly	Be wild and crazy	Tell the parents to go away	Have a temper tantrum
Help clean up	Wander through the host's house	Ignore someone	Get into a fight	Leave my shoes on
Respect the property of others	Eat three pieces of cake	Snoop around	Talk about myself	Make fun of people
Write a thank you card	Hang up a guest's coat	Make a big mess and break things	Make sure to include everyone	Only open some gifts



LESSON 28

THE HOSTESS WITH THE MOSTEST

Overview:

Hosting parties is a lot of work. Since most children ages 4-7 are interested in helping, this is a good time to let them take some responsibility for party planning and hosting. Being a host can be a difficult job though, so children need to know what is expected of them.

Objectives:

- Explain how to be a “hostess with the mostest.”
- Talk about specific hostessing behaviours. e.g. greeting, serving, making conversation.

Knowledge Material:

Who is having a birthday this year? So, are you going to help plan the party? It’s hard work isn’t it? Can anyone tell me some of the things a party host has to do?” Look for responses such as:

- Make invitations
- Decide where the party will be
- Get the food ready
- Decorate
- Make goodie bags
- Greet guests
- Open presents
- Blow out candles
- Keep everyone busy
- Say thank you
- Clean up

Instructor’s Note:

This is a good lesson to present just before a school event, maybe an open-house or Parent’s night. Let children actually help plan the event and get them involved in every step along the way.

Practice Exercises/Activities:

- Worksheet
- Do a play where children take turns playing host/hostess and guest

Materials/Supplies Checklist

- Worksheets
- Pencils
- Movies or books about parties

LESSON 28-WORKSHEET

SHOWING KINDNESS TO OTHERS



See if you can find the following words:

P	A	R	T	Y
Presents	Address	Respond	Tidy up	You
Parents	Arrive (on time)	Respect	Thank you	Your friends
Polite	Ask (questions)	Routine	Take turns	Your best
Portions	Answer (politely)	React	Talk	Your family
Patient	Attitude	Read	Try (the games)	Your present

Word search grid with words highlighted:

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YOURFRIENDS E E L M N A A I P O L
E P R E S E N T S Y S R E N N A M D O O G P
T Y R Q U I E N A T A Y O U R F A M I L Y G
R E S P E C T E G R R E S P O N D A A I T O
A Y G O O D W S O Y E Y G A R R I V E T T O
D O P A U S D E O M R A O T R K I L O E O D
D U V G O O D R D E O M O I A R K W G O T M
R R W R E A D P S U U A D E P Y O U O E I A
E B T G D P A R E N T S E N R I G H O G D N
S E A O U G R U E A I K G T H E R E D O Y N
S S L O T S L O E E N P E H R E A C T O U E
N T K D I C E Y Y E E P E L E G O O D D P R
G O O D T A K E T U R N S A N S W E R D O S
Z P O R T I O N S G O O D M A N N E R S H E
G O O D A T T T H A N K Y O U P A U G O O D
    
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**Bonus Words: Good manners (2)



LESSON 29

THANK YOU AND APPRECIATION

Overview:

Just saying thank you isn't enough. Children need to understand why they are saying thank you and what it means to show appreciation. They also need to learn ways to express appreciation and how to be sincere.

Objectives:

- Define “appreciation.”
- Explain why showing appreciation is important.
- Describe how you can show appreciation.

Knowledge Material:

Instructor asks, “Has anyone done something nice for anyone lately? And, if so, how did that person act when you did that nice thing?” Most children will say that someone smiled or said thank you. Ask how the person’s reaction made the giver/receiver feel. Ask how the children would feel if the person they were doing something for didn’t say thank you to them. Explain that saying thank you is a way of showing respect and more specifically, shows appreciation. Appreciation means that you are thankful and you know that the person did something special for you.

Who can you show appreciation to?

- Teacher
- Parent
- Sister/brother
- Friend
- Stranger
- Mailperson
- Pet
- Coach
- Volunteer
- Babysitter
- Anyone else?

How can you show appreciation? This is a good lead in to thank you cards.

- Teacher (Be a good student)
- Parent (Do a chore without being told)
- Sister/brother (Share or help them)
- Friend (Share or help them)
- Coach (Help other players)
- Volunteer (Compliment or be polite)
- Babysitter (Help to clean up and behave)
- Swim Instructor (Listen and try your best)

Instructor's Note:

It is very important that Instructor explains how sometimes we can show appreciation for someone just by doing kind or thoughtful things for that person and not talking about it or expecting them to notice. Also, sometimes the appreciation comes much later than the gift or kindness we are thankful for. It is never too late to say thank you.

Practice Exercises/Activities:

- Worksheet
- Give an assignment. Ask children to agree to show appreciation every day. Tell them to journal or write down (every day for one week) all of the things someone did for them, that the child showed appreciation for, or how they said thank you.
- Ask children to create and write thank you cards.
- Make a “thank you tree.” Cut all different shapes and colours of leaves and hand out to children. Ask them to write the name of a person they appreciate (younger children can draw pictures) then ask them to think a quiet thought of appreciation or say thank you in their head to that person for something.

Materials/Supplies Checklist

- Worksheet
- Materials for making thank you cards



LESSON 29-WORKSHEET 1

THANK YOU AND APPRECIATION

Do you know what the word **APPRECIATION** means?

Think about three people you appreciate. Write their names below.

1.

2.

3.

Now think about three more things you are thankful for.

1.

2.

3.

Let's all make a promise to remember to say thank you and show people that we appreciate them.



LESSON 30

THE BEST SLEEPOVER

Overview:

When children are finally brave enough to go it alone and stay overnight at a friends house, usually by age five or six, they are both nervous and excited. Teaching them what behaviours are expected and respected in sleepover situations (as with any social situation) helps them feel confident and less afraid.

Objectives:

- Explain that there are rules for behaving at sleepovers.
- Explain what those rules are.

Knowledge Material:

Regardless of where you are, manners are important and there are rules for everything. Instructor asks, “Has anyone ever been invited to a sleepover?” Most children will say yes. Instructor asks, “And, how many of you have ever had a sleepover at your house?” Again most children will raise their hand. Instructor asks, “Would you ever invite the table monsters over for a sleepover?” This question is usually met with a resounding “No!” and tittering by children. Ask, “Why not?” Let children explain how the table monsters are messy and noisy, etc. Explain that those are all impolite behaviours for sleepovers and ask children to say what behaviours are polite. Look for answers such as:

- Take your shoes off in the host’s house
- Go to bed when you are supposed to
- Don’t jump on the bed
- Don’t snoop around
- Don’t fight with other kids who are sleeping over
- Be quiet if you go to the bathroom
- Don’t sleep in too long
- Try not to snore

Instructor’s Note:

This lesson may not be appropriate for the classroom. Some of the activities could apply to a “social manners” lesson though, or might be good for “literacy week” The whole school could camp out or sleepover or have a pyjama party in the gym. This type of event could be in the afternoon, Children can bring sleeping bags, flashlights and their favourite book and celebrate stories or reading.

IDEA: Parents, this could be a good theme for a sleepover party, call it a Courtesy Campout. This might be a well-timed lesson if presented just before summer camp season starts.

Practice Exercises/Activities:

- Worksheet
- Have a classroom sleepover. Ask children to bring a sleeping bag or blanket
- Have a Pyjamarama Festival where children can wear their pyjamas for a day, tell bedroom stories, serve hot chocolate, play sleepy time music and talk about sleepover manners during the event.

Materials/Supplies Checklist

- Worksheet
- Sleeping bags, pyjamas, etc. (if you choose to do a pajama party)

★ LESSON 29-TIPSHEET THE BEST SLEEPOVER

Here are some hints for when you're at a sleepover.



1. You should be respectful of other people's property.
2. Don't snoop or use things without permission.
3. Show appreciation to your hostess
4. Don't stay up all night laughing and giggling.
5. Remember please and thank you.
6. Clean up after yourself.

THE ETIQUETTE QUIZ

Take the quiz below. Write down if the statement is true or false.



1. In order to be cool, you have to wear sloppy clothes.

FALSE

2. It is okay to scream, yell, and run in public places.

FALSE

3. If other people talk about me, it's okay to talk about them.

FALSE

4. I can wear my hat at the table when I'm at my Grandma's

FALSE

5. I should shake hands with people when I first meet them.

TRUE

6. When I answer the phone and it's for my mother, I should yell for her to come to the phone.

FALSE

7. The first thing I should do when I sit down is grab a bun and start eating.

FALSE

8. If I'm at a party and they are eating turnips but I don't like them, I should make a face and say, "Gross!"

FALSE

9. Having good manners gives you self-esteem.

TRUE

10. If you meet someone with purple hair, you should tell them they look stupid.

FALSE



If you found the “**Macaroni and Please**” Etiquette Kit helpful, you might also enjoy the “**Confidence is Cool**” Etiquette Kit for ages 8-12.

“**Confidence is Cool**” is a comprehensive 40 hour curriculum designed as a training kit for day care providers, educators and parents. The course is based on The Civility Group’s Confidence Camp. The content may be easily adapted to short lessons or perfect for 5 full days of summer camp.

Content is intended for youth ages 8-12.

Topics are organized into five sections: Attaining Confidence, What Does Confidence Look Like, Situational Confidence, Dining and Party Confidence, and a Review section. The materials package includes an easy to follow 84 page instructor’s manual and 53 page master handouts file.



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