



LESSON

2

Good Manners Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Manners skits (provided) or you can write your own

Puppets or hats for skits, if desired

[Kindness Concept Posters](#) for Respect, Responsibility

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.1.1, 1a-c, 3, 4, 6 Colorado:
Comprehensive Health S.3,
GLE.1, EO.d; Reading, Writing and
Communicating S.1, GLE.1, EO.a,c,d;
S.1, GLE.2, EO.a,c

[Learning standards key](#)

Who Has Manners?

Students will recognize situations where using good manners could help encourage sharing/cooperation and resolve conflict.

Lesson Background for Teachers

This lesson builds on [previous lessons in this unit](#).

Students who are able to recognize situations where good manners are used will be better equipped to practice using good manners themselves. Having students use good manners in the classroom can help create a more positive classroom culture.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness.

RESPONSIBILITY Being reliable to do the things that are expected or required in your life, home, community and environment.

GOOD MANNERS Behaving and speaking in an appropriate way. Using language like: please, thank you, excuse me or sorry.

COOPERATE To work together.

POLITE Showing good manners or respect for others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having one student in their group assigned to prompting the others if they forget their lines.
- Working with a partner on their assigned parts if they are pre-readers.
- Receiving an index card with their lines.
- Being able to review a recording of the skit to review at a later date; have recording available in the classroom.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Watch the short instructional video that explains more about the skits and provides a demonstration of this activity: <https://www.youtube.com/watch?v=KqItXdl7k2s>.

Share (3 mins)

*Share who you said "thank you" to for something nice they had done. Share how you felt when you said "thank you" and how you think they felt when you used your **good manners**.*

Inspire (10 mins)

Manner Skits

*From the song we sang last lesson, we learned some ways to show **good manners**. Now I am going to act out skits about different children. In each skit, I will ask you which person is being most **polite** or **cooperating**.*

For the skits, you could use different puppets to represent the different children, or you could use different hats or different voices. Another possibility is to team up with another teacher to do the skit, or you can have the students act out the skits if you think that they will feel comfortable. Six skits are provided (including one for emergent English learners); you can also write your own or have the students write their own.

Empower (15 mins)

Discussion (10 mins)

After each skit, ask the discussion questions listed on the skit sheet. Have students first discuss their responses with a partner and then share out with the larger group.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- How do you think speaking **politely** to others can help us work together and **cooperate** in the classroom?
- What are some ways that we can work together? Who do you think is **responsible** for working together?

Reflection Questions

- Have you ever forgotten to use your **manners**? How would the situation have been different if you did use your **manners**?
- When is a time that you used your **manners**?

Summary

*It's important to be **polite** and use our **manners** when we are talking to our classmates, friends and family members. Being **polite** shows that we **respect** the other person and ourselves. It feels good to use **good manners** and be kind!*



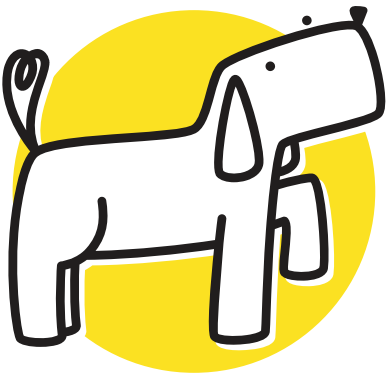
Act (2 mins)

Kindness Minute

Think of some **good manners** you can use at dinner tonight. Tell your friend one you will try.

Kindness in Action

Make a list of all of the manners you could use while having dinner.



Manner Skits

Directions: Act out the skits below about the different children using puppets, hats or different voices. You could also act them out with the students or with another teacher. Also note the props below that you may want to gather ahead of teaching or performing the skits.

Skit 1

Narrator: Melissa and Jane are friends and they like to color together.

Melissa (grabbing a marker from Jane): I want to use that marker, Jane. Give it to me.

Jane: Melissa, don't grab that marker. If you want to use it, say please!

Questions:

- Who was most polite and why? (Jane, because she says please.)
- Why do you think Melissa grabbed the marker? Have you ever grabbed something from someone? What do you think would have been a better way to act?

Skit 2

Narrator: Jackson and John are walking out of school at the same time.

Jackson: (pushing past John) Move John! I was here first.

John: Excuse me, Jackson. We can both get through the door!

Questions:

- Who was most polite and why? (John, because he says excuse me.)
- Why do you think Jackson pushed past John?
- Have you ever pushed past someone because you were in a hurry? What can we do to slow down and show good manners?

Skit 3

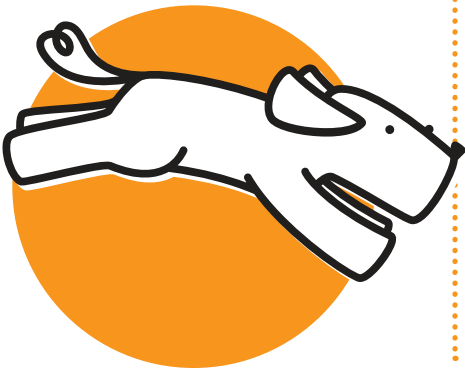
Narrator: Maria has borrowed Brittany's newest doll outfit. By accident she rips it.

Maria: Brittany, I'm sorry. I ripped the doll dress but my mom fixed it.

Brittany: I forgive you, Maria. I know it was an accident.

Questions:

- Who was most polite and why? (They both are. Maria says I'm sorry and Brittany says I forgive you.)
- Do you think they handled the problem in a polite way? Why or why not?



Skit 4

Narrator: José and Colton are playing soccer and they run into each other as they go for the ball.

Colton: Hey, sorry José! Guess we need to watch where we are going!

José: Colton, why are you always in the way?

Questions:

- Who was most polite and why? (Colton, because he apologized.)
- Has this ever happened when you are playing sports, at recess or during PE? What did you do?
- What if you are in the middle of a game and can't apologize right then? How could you handle it then?

Skit 5

Narrator: Michael and Jamil are on the playground and they both want to go down the slide.

Michael: Jamil, I went first yesterday, why don't you go first today.

Jamil: Thanks, Michael.

Questions:

- Who was most polite and why? (They both were, because they were cooperating, thinking about the other person, and said thank you.)
- Do you think that cooperating and sharing is a way to be polite and show good manners? Why or why not?

Skit 6

This skit is for students who are emergent English language learners; encourage them to act out their parts while you read.

Narrator: During math time, Julia is chosen to hand out papers.

Julia: Pretends to pass out papers to three students, but forgets to give papers to one student.

Two students: Thank you, Julia!

One student: Grabs the sheet from Julia in an angry way.

Questions:

- Who was most polite and why?
(The two students, because they said Thank you.)
- How could the student who grabbed the paper have done to let Julia know in a polite way that she had forgotten?

