



# LESSON 4

## Good Manners Unit Grade 1 • Ages 5-7

### TIME FRAME

Preparation: 20 minutes  
Instruction: 30 minutes

### MATERIALS

Tower building activity materials: Half a bag of mini marshmallows and 50 toothpicks for each group of three students

Paper and Pencils

"Please", "Thank You", "You're Welcome", "Excuse Me" signs

[Kindness Concept Posters](#): 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,e; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,d; S.1, GLE.2, EO.a,c, Social Studies S.4, GLE.1, EO.a-c

[Learning standards key](#)

## Building Cooperation

Students will cooperate with their classmates to build a tower and practice using good manners.

### Lesson Background for Teachers

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

By cooperating together, students are building their relationship skills and working towards a healthier classroom environment.

### Key Terms for Students

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

**RESPECT** Treating others as you would like to be treated.

**RESPONSIBILITY** Doing what you need to do.

**POLITE** Showing good manners or respect for other people.

**COOPERATE** To work together.

**GOOD MANNERS** Treating others with kindness.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Reviewing the manners words they learned in the Good Manners Song from Lesson 1.
- Hearing soft classical music played during activity to help focus.
- Writing or drawing how well they used good manners during the building activity.

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

Learn more about the importance of relationship skills in CASEL's core competencies of social and emotional learning:  
<http://www.casel.org/social-and-emotional-learning/core-competencies/>

### Share (3 mins)

Have the students share in a group the 3 **manners** they wrote in the **Manner Mingle** lesson, or have students brainstorm what **manners** we can use. Give each person in the group a chance to share their list of **manners**.

### Inspire (5 mins)

#### Discussion

*Part of having **good manners** is **cooperating** and sharing. Can anyone tell me what **cooperation** means? Allow students to respond.*

***Cooperation** means working or playing together in a peaceful way. When you **cooperate** with other people and work as a responsible team member, you work together. Why do you think this would be important? Can you give an example of a time when you **cooperated** with someone? What happened when you **cooperated**? Allow students to respond.*

### Empower (20 mins)

#### Tower Building Activity (10 mins)

Divide students into groups of three. In this activity, your group will build a tower with marshmallows and toothpicks. Your goal is to build the tallest tower you can in 10 minutes. The tower should be able to stand without holding it. While you are working together, can everyone build exactly the way they want? Why or why not? Allow students to respond.

Hand out materials. Take a minute to think about how you would build your tower. Tell your idea to your group.

In your groups, discuss which way you want to build the tower. Think about taking parts of each group member's plan for your tower; you may need to change your idea if the first plan doesn't work. You and your group members may have the same or different ideas. Remember as you are talking to each other to use the **good manners** we have been learning. Don't start building until I say go.

If students are struggling, give suggestions for how to build the tower (i.e. four marshmallows as base connected with toothpicks, etc.) Give them time to plan their tower.

Then say: *Go!* After 10 minutes, have the different groups stop and share the towers they built with the class. Announce ways that groups won: **cooperated** well, best manners, tallest tower, most creative, great listening, etc.

#### Discussion (5 mins)

Ask the students:

- Did your group **cooperate** and work well together as a team? Why or why not?
- Could you have built the tower differently?
- How did using **good manners** help your group? Was it ever hard to use good manners? When?

### 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 can using **good manners** help you **cooperate** with other people?
- What is **cooperation** and why is it important?

#### Reflection Questions

- What did you learn about **cooperating** today and working as a team?
- How can you be responsible for **cooperating** and working together?

#### Summary

Using **good manners** can sometimes be hard to do, but they can help us when working with others. It is easier to **cooperate** and be kind with another person when both people are using their **manners** and being polite. By using **good manners** and **cooperating**, you are showing respect and kindness for others.



### Act (2 mins)

#### Kindness Minute

Thank all of your group members for working together to build your tower.

#### Kindness in Action

You can send this activity home at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet on Friday with their Friday folders and have students return on a Monday.

Hand out the Home Extension Activity (next page) and say:

*"We have been talking about good manners and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by (date)."*

The day the students bring back their sheet, ask the following questions:

- Do you think that having good manners and cooperating are important?
- What are some ways that your family is going to cooperate and have good manners?



# Good Manners Home Extension Activity

NAME

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PLEASE RETURN BY

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## Background

As part of the Random Acts of Kindness program, we have been learning about good manners and cooperating. Ask your student what he or she about to tell you what manners words they have learned (Please, Thank You, Excuse Me, You're Welcome.)

## Vocabulary Words

**RESPECT** Treating people, places and things with kindness.

**RESPONSIBILITY** Doing what you need to do.

## Instructions

Review the vocabulary words above. Then discuss the following questions and write or have your student write responses in the space provided or on the back and return to school by the date shown:

Do you think that having good manners and cooperating are important?

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What are some ways that we can cooperate and have good manners?

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