Objective: Students will be able to:
• Explain that having kind feelings can help them be kind to other people.
• Recognize that using manners when speaking is a way to be kind.
• Demonstrate what it means to cooperate and share with others.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Respect, Responsibility

LESSON ACTIVITIES

Manners Song, pp. 3-4
(15 minutes)

Manners Skits, pp. 5-7
(20 minutes)

Manners Game, p. 8
(15 to 20 minutes)

Tower Building Activity, p. 9
(30 minutes)

Home Extension Activity, pp. 10-11

LESSON MATERIALS

• Mr. Manners Matters song downloaded before class: http://bit.ly/emLgs0

• Manners skits provided or you can write your own

• Puppets or hats for skits, if desired

• Before class, create signs that say Please, Thank You, You’re Welcome, Excuse Me posted in four corners of the room

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

• Please, Thank You, You’re Welcome, Excuse Me signs

• Take home activity, one sheet for each student
LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class or have students discuss with a partner, if you think that is appropriate.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Teacher Guide for how to create and use this tool kit.
- RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which could be sent home after completing all the lesson activities.
- The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 12 and 13.

SUGGESTED INTRODUCTION TO UNIT

Teacher says “For the next few days, we are going to talk about what it means to use good manners and how to cooperate and share. Can anyone tell me what it means to use good manners or to be polite? Why do you think people use good manners? Who is responsible for your manners?” Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the Kindness Concepts (respect and responsibility) and create classroom definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for respect and responsibility as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Respect: Treating others as you would like to be treated.
Responsibility: Doing what you need to do.
MANNERS SONG (15 minutes)

LESSON MATERIALS

- Kindness Concept Poster for Respect

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.1.1, 1a-c, 2, 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,b,c

DESCRIPTION

1. Ask the students to stand up by the desks and say: “Before we start today, could someone tell me a word or phrase that you could say to your classmates that would show good manners? Then let’s sing a song together that will help us learn more good manners.”

2. Option One: “Mr. Manners Matters” downloaded from Youtube.
   1) Play through the song once for the students and then invite them to sing and dance along. Play a few times.
   2) After you finish listening to the song, ask the students:
      a. What words does Mr. Manners say show good manners? (Thank you. Excuse me. You’re welcome. Please.)
      b. What are some other words that show good manners? (I’m sorry. Yes, sir. No, ma’am. After you, sir.)
      c. How do you feel when people say please, thank you, and other polite words to you?
      d. Do you think it is important to use these words? Why or why not?
      e. Do you think manners can help us learn to cooperate and share in the classroom? In what ways?

3. Option Two (if you don’t have access to AV equipment): Manners Song
   1) This song is sung to the tune of “If You’re Happy and You Know It.” Practice the song a few times in order to figure out how the words fit with the tune.

   **Verse 1:**
   When my grandpa gives me something, I say thank you.
   When my grandma gives me something, I say thank you.
   I can see it makes them happy
   When I say it so politely
   Yes, good manners mean to always say thank you!

   **Verse 2:**
   If I spill my drink at lunch, I say I’m sorry.
   When I break your toy, I say I’m sorry.
   I can see it makes you happy
   When I say it so politely.
   Yes, good manners mean to always say I’m sorry!

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© The Random Acts of Kindness Foundation | Good Manners, Grade 1
Verse 3:
If I bump into you, I say excuse me.
If I need to interrupt, I say excuse me.
I can see it makes you happy
When I say it so politely
Yes, good manners mean to always say excuse me!

2) After singing the song, ask the students:
   a. What are some words in the song that show good manners? (Thank you. I’m sorry. Excuse me.)
   b. How do you feel when people say please, thank you, and other polite words to you?
   c. Do you think it is important to use these words? Why or why not?
   d. Do you think manners can help us learn to cooperate and share in the classroom?

EVALUATION
Teacher asks: “Do you think using good manners and being polite show kindness to other people? Why or why not?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:

1. Having the phrases “Thank You” “I’m sorry” and “Excuse Me” written on separate pieces of paper and holding them up at the appropriate time in the song.

2. Listening to the Mr. Manners song during choice time. Consider having a recording of this song available in the classroom along with a printed copy of the words for students to practice and follow along.
MANNERS SKITS (15 to 20 minutes)

LESSON MATERIALS

- Manners skits provided (p. 6 and 7) or you can write your own
- Puppets or hats for skits, if desired
- Kindness Concept Posters for Respect, Responsibility

STANDARDS MET

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

DESCRIPTION

1. Say: “From the song we sang, 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.”

2. 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.

3. After each skit, ask the questions listed on the skit sheet.

EVALUATION

Teacher asks: “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?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

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

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 TWO

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 THREE

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 FOUR

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 FIVE

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 SIX
(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? (They 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?
MANNERS GAME (15 to 20 minutes)

LESSON MATERIALS

- Before class, create signs that say Please, Thank You, You’re Welcome, Excuse Me and post in four corners of the room.
- Kindness Concept Poster for Respect

STANDARDS MET

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

DESCRIPTION

(NOTE: This activity can be done in a gym or outside so that you have more space for all the students to run to the signs; there is no need to divide into groups in the gym or outside.)

1. Divide students into groups of four or five (if doing the activity in the classroom.)

2. Teacher says: “Now we are going to play a manners game. I am going to say something and I want you to think about what polite word you would say. If you think it is ‘please’, go to the sign in that corner of the room. If it is ‘thank you’, go to that corner. If it is ‘you’re welcome’, go to that corner. And if it is ‘excuse me’, go to that corner. The groups will take turns walking to the correct sign.”

3. Say each phrase below and have the students in the group walk to the correct sign. You can also create your own phrases. Or, once the students understand the activity, have the students work in their group to create with their own phrase and have another group figure out the polite word and walk to that sign.
   1) You want to go to your friend’s house. What polite word would you use to ask your mom?
   2) A friend gives you a birthday present. What would you say to her to be polite?
   3) A classmate thanks you for finding his lunchbox. What do you say to him to use good manners?
   4) By accident you knock over a younger child. What would you say to that person?
   5) Your sister returns your favorite book. What do you say to her?
   6) A friend thanks you for explaining a math problem. What do you say to him?
   7) A friend comforts you when you are sad. What do you say to her?
   8) Your brother thanks you for helping him pick up his toys. What would you say to him?
   9) You are reading a book when walking down the hall and run into a classmate by accident. What polite word do you say to him?
  10) You forgot your markers at home and want to borrow your friend’s markers. What polite word do you use to ask if you can borrow them?

4. Play as many rounds as you like. Give each group two turns to answer questions and walk to the sign.

EVALUATION

Teacher asks: “If we keep practicing ways to be polite and show good manners, what do you think our classroom will be like?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:
1. Seeing images of the phrases projected up front so they can connect the phrases with visuals.
2. Having cards with images and phrases to refer to as needed. One option would be to have students quiz each other on the situations. Another option would be to have the phrases and images on different cards and students could play a matching game.
TOWER BUILDING ACTIVITY (30 minutes)

1. Teacher says: “Part of having good manners is cooperating and sharing. Can anyone tell me what cooperation means?” Allow students to respond. Then say “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.

2. Then divide students into groups of three and explain: “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.

3. Have students draw their own draft of a plan for how to build a tower. Those students who are struggling to come up with an idea can work with their group members.

4. Hand out materials and say: “In your groups, discuss ways 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.”

5. 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.

6. 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.

7. Then ask:
   1) Did your group cooperate and work well together as a team? Why or why not?
   2) Could you have built the tower differently?
   3) How did using good manners help your group? Was it ever hard to use good manners? When?

EVALUATION

Teacher asks: “What did you learn about cooperating today and working as a team? How can you be responsible for cooperating and working together?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:
1. Reviewing the manners words they learned in the song.
2. Hearing soft classical music played during activity to help focus.
3. Writing or drawing how well they used good manners during the building activity.
HOME EXTENSION ACTIVITY

MATERIALS
Home Extension Activity (p. 11), one sheet for each student

DESCRIPTION

1. 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.

2. Hand out the Home Extension Activity 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 ____________.”

3. The day the students bring back their sheet, ask the following questions:
   1) Do you think that having good manners and cooperating are important?
   2) What are some ways that your family is going to cooperate and have good manners?
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 others as you would like to be treated.  
**Responsibility:** Doing what you need to do.

AT HOME ACTIVITY

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 above:

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

- What are some ways that we can cooperate and have good manners?
COMMON CORE STANDARDS (www.corestandards.org)

1. Speaking & Listening
   • CCSS.ELA-Literacy.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   • CCSS.ELA-Literacy.SL.1.1a: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   • CCSS.ELA-Literacy.SL.1.1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   • CCSS.ELA-Literacy.SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion.
   • CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
   • CCSS.ELA-Literacy.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
   • CCSS.ELA-Literacy.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
   • CCSS.ELA-Literacy.SL.1.6: Produce complete sentences when appropriate to task and situation.

COLORADO P-12 ACADEMIC STANDARDS
www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp

1. Comprehensive Health
   • Standard 3: Emotional and Social Wellness in Health
     Grade Level Expectation (GLE): 1. Demonstrate how to express emotions in healthy ways
     Evidence Outcomes (EO): Students can:
     d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I’m sorry
     e. Cooperate and share with others

2. Reading, Writing and Communicating
   • Standard 1: Oral Expression and Listening
     Grade Level Expectation (GLE) 1. Multiple strategies develop and expand oral vocabulary
     Evidence Outcomes (EO): Students can:
     a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
c. Produce complete sentences when appropriate to task and situation
d. Give and follow simple two-step directions

Grade Level Expectation (GLE): 2. Verbal and nonverbal language is used to express and receive information

Evidence Outcomes (EO): Students can:

a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media
c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

3. Social Studies

- **Standard 4: Civics**

  Grade Level Expectation (GLE): 1. Effective groups have responsible leaders and team members

  Evidence Outcomes (EO): Students can:

  a. Describe the characteristics of responsible leaders
  b. Identify the attributes of a responsible team member
  c. Demonstrate the ability to be both a leader and team member

OTHER STANDARDS MET


   - **Learning and Innovation Skills**
     a. Critical Thinking: Reason effectively, use system judgments, make judgments and decisions, solve problems
     b. Communicate clearly and collaborate with others
     c. Creativity and Innovation: Think creatively and work creatively with others

   - **Life and Career Skills**
     a. Initiative and Self Direction: Manage goals and time, be self-directed learners
     b. Social and Cross-Cultural Skills: Interact effectively with others
     c. Responsibility and Leadership: Be responsible to others, guide and lead other
     d. Productivity and Accountability: Manage projects and produce results

2. **Social and Emotional Standards (www.casel.org)**

   - Self-awareness
   - Social Awareness
   - Self Management

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org