



Emily Post®

The Gift of Good Manners



SECTION 6

Manners at School

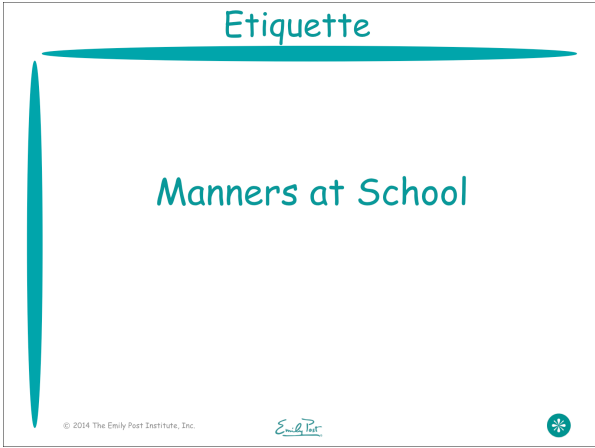


Image 1

SLIDE 1: MANNERS AT SCHOOL

1. IMAGE 1: Title slide

Kids spend a great deal of time at school. There are large groups of people trying to get a finite amount of work done in a relatively short period of time. It's all a recipe for disaster. Obviously there are many school rules to help move things along.

And, of course, there are manners—guidelines—which have evolved to help us all get along a little better. If kids see how manners make things flow better throughout the school day, it helps them see how manners are relevant in their world.

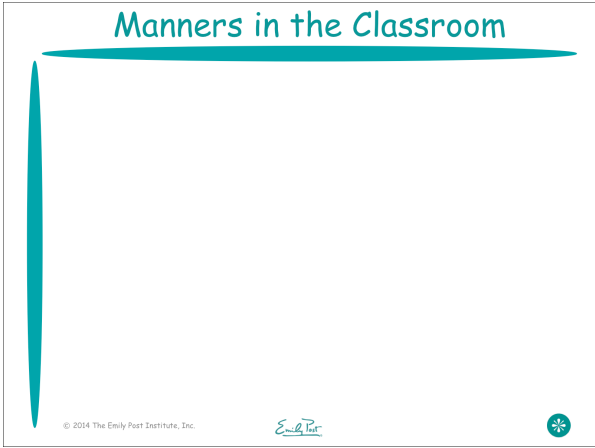


Image 1

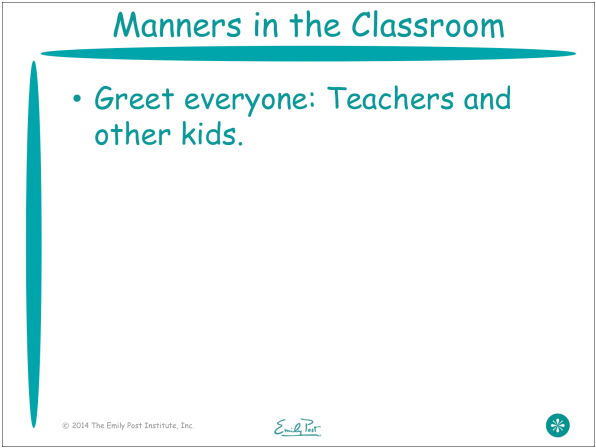


Image 2

SLIDE 2: MANNERS IN THE CLASSROOM

1. IMAGE 1: Slide header

The classroom is where the kids spend the bulk of their day. Classroom manners are designed to make the environment work for adults and kids alike so the focus can be on the work at hand, not on the common everyday interactions that have the potential to be disruptive.

2. IMAGE 2: Greet everyone

- a. Ask the kids to think about a time when a friend walks into the classroom, goes to his desk, gets his books out, and starts to read.
 - i. You are wondering, “Have I done something wrong? Is Ronald angry about something? What did I say?”
 - ii. Now you lose time worrying about Ronald.
 - iii. A simple “Hello” and a smile from Ronald would have made such a difference. Your day, which was going along just fine, has now been disrupted. Maybe Ronald just had a fight with his brother, or lost his homework. If he had just given a pleasant greeting, he might have even felt a little bit better himself.
- b. A greeting and a smile can work miracles for both the greeter and the greeted.
- c. It is important to greet everyone when you come into the classroom. You can do this by the manner of your greeting. You don’t need to do twenty-five hellos. One hello directed at the group will do.
- d. (Another “Picture this...:” Ronald walks into the classroom, pointedly ignores David and Max and goes over and starts talking enthusiastically with Jack and Israel. How might David and Max feel?)
- e. It is also important to use greeting manners with the adults in the room. Just a “Hello” is fine, but it is important to greet *everyone*.

Continued

Manners in the Classroom

- Greet everyone: Teachers and other kids.
- Call adults by the name they prefer.



© 2014 The Emily Post Institute, Inc.  

Image 3

Manners in the Classroom

- Greet everyone: Teachers and other kids.
- Call adults by the name they prefer.
- Call your friends by the name they prefer.



© 2014 The Emily Post Institute, Inc.  

Image 4

SLIDE 2: MANNERS IN THE CLASSROOM, continued

3. IMAGE 3: Some teachers ask to have their students call them by their first names; some want to be called by their title and last name. Some parents want their children to call all adults by their title and last name. The kids wind up caught in the middle. The manners associated with this are straightforward:
 - a. The default is: Always call an adult by their title and last name. Mr. Jones, Mrs. Smith, Ms. Henry, Dr. Peters are all examples of using a title and last name.
 - b. If the adult asks to be called by their first name, the child should respect that request unless...
 - i. The child's parent has been clear that they only want their child to call adults by their title and last name.
 - ii. When a teacher asks to be called by his first name, the child can say, "My mom and dad insist I call you by your title and last name."
 - iii. If it continues to be a problem, the child can say, "Please give my parents a call. I'm feeling sort of caught in the middle."
4. IMAGE 4: Nicknames can be a source of pain or discomfort for some children. Here's a story that helps make this point:

There was a boy in a 6th grade classroom who was talking to his mother about another boy in his class.

He called the boy, "Meatball."

His mother said, "That's not a very nice name. How do you think he feels about it?"

The boy answered, "Oh! He doesn't mind. He just sort of laughs. We all call him "Meatball."

Years later, the boy went to his mother and told her that "Meatball" had actually stood up in an assembly and talked publicly about how painful it had been to be called "Meatball" all those years.

The point is that nicknames can hurt, and kids should be careful how they interpret reactions to them.

You can also ask the group if any of them are called a name that has a "y" sound at the end, like Willy or Jimmy or Lizzie. Perhaps when they get to middle school or high school they will ask to be called Will, Jim, or Liz. It is good manners to respect that request.

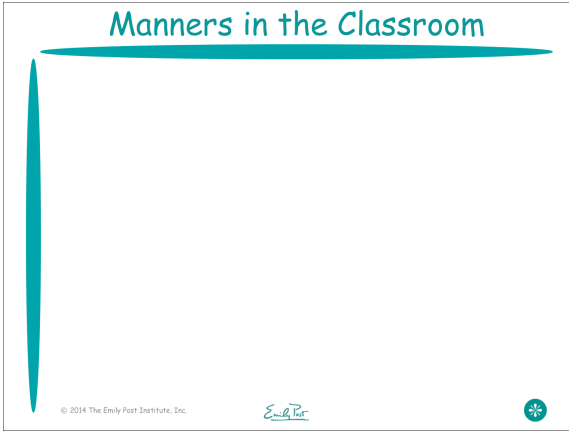


Image 1

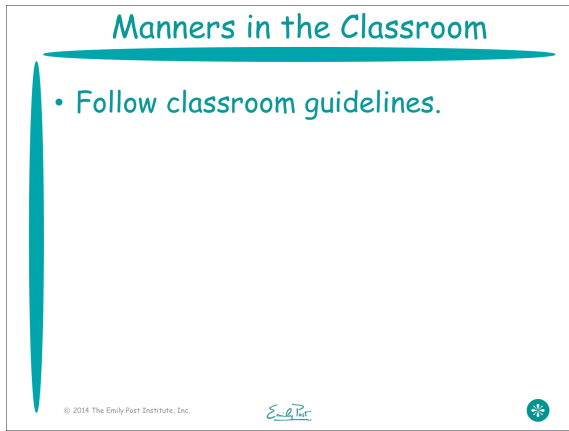


Image 2

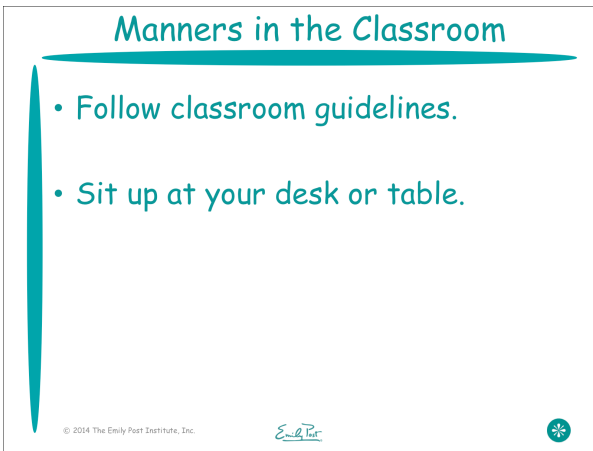


Image 3

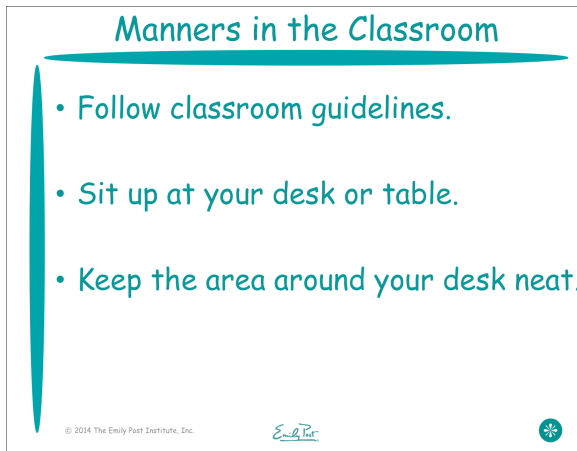


Image 4

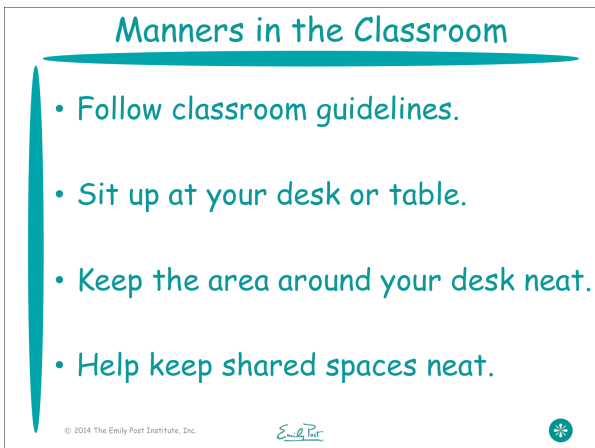


Image 5

SLIDE 3: MANNERS IN THE CLASSROOM

1. IMAGE 1: Slide header. Continue with manners in the classroom by talking about the importance of following classroom guidelines.
2. IMAGE 2: Follow classroom guidelines.
 - a. Just as manners vary from country to country and region to region, they vary from classroom to classroom. Most teachers set guidelines that define the culture of the classroom. Kids should be respectful of and follow classroom guidelines.
 - b. In one classroom it may be okay to get up and do something—sharpen pencils or go to the restroom; in another you may need to check with the teacher.
 - c. Some teachers may allow gum chewing; others may not.
3. IMAGE 3: Sit up at your desk or table.
 - a. Your body language says a lot about who you are. Slouching all over your desk or tipping back in your chair may send the message that you are bored or disinterested.
 - b. Your body posture also feeds and encourages your emotions.
 - i. Slouching will actually make you feel tired and bored.
 - ii. If, on the other hand, you sit up and appear engaged, you not only send that message about yourself, you may find you actually become more engaged.
4. IMAGE 4: Keep the area around your desk neat. This almost goes without saying.
 - a. It is important to understand that the way you treat your surroundings will have an effect on how you get things accomplished. A neat workspace shows respect for the room and is conducive to allowing you to get more done. A messy workspace does just the opposite.
 - b. Since your desk is part of a common area, you need to treat it differently than if it was your own private space. Your mess may have a negative impact on those around you. Definitely not considerate!
5. IMAGE 5: Help keep shared spaces neat. For the same reasons just mentioned, it is respectful and considerate to do your part in keeping shared spaces neat and clean.

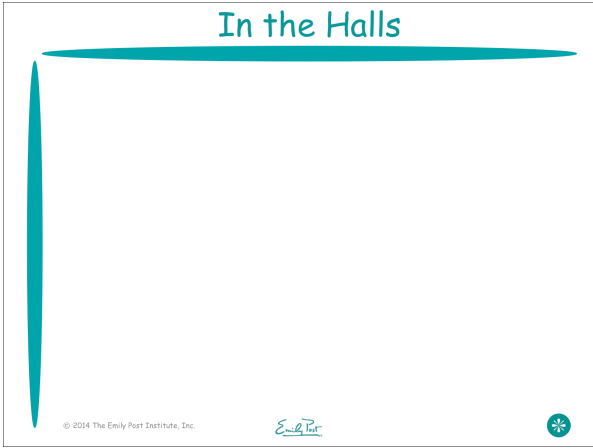


Image 1

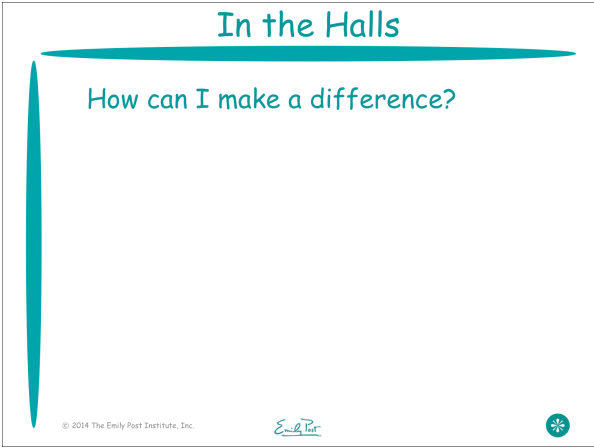


Image 2

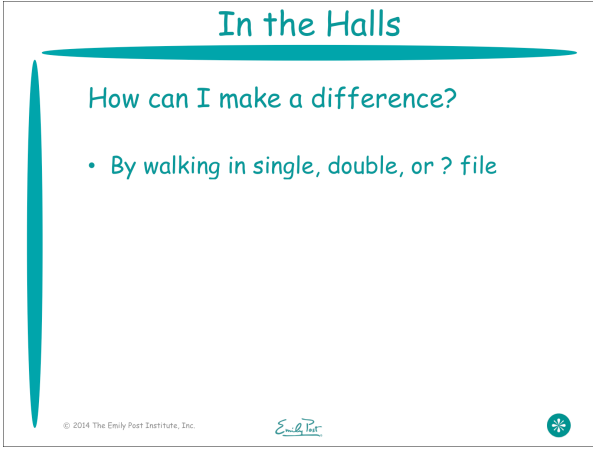


Image 3

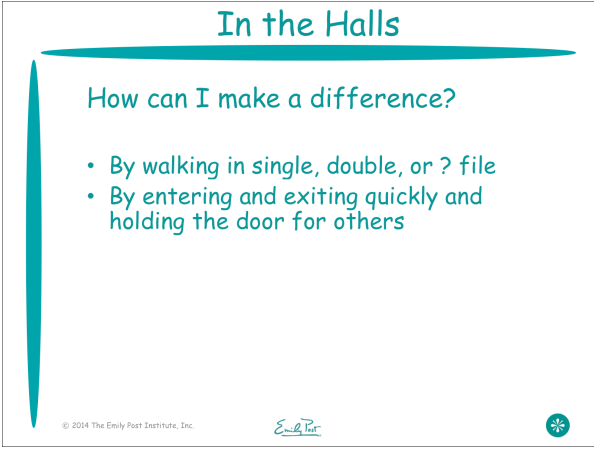


Image 4

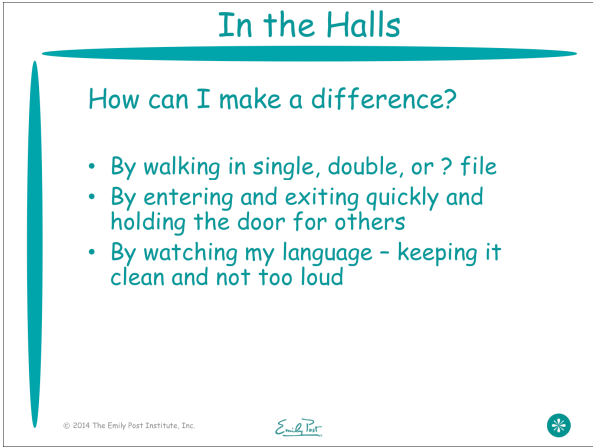


Image 5

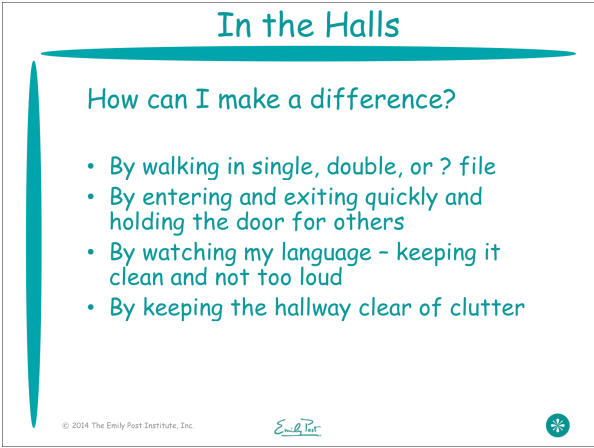


Image 6

SLIDE 4: IN THE HALLS

1. IMAGE 1: Slide header
 - a. The halls tell us a great deal about a school. Are the kids considerate and respectful, or only mindful of themselves?
 - b. There are definite guidelines for behavior in the halls and they are all based on consideration and respect.
 - c. Ask the kids in your group for examples of hall manners and why they think they would be good manners. Then you can go through the statements on the slide and see how many the kids came up with.
2. IMAGE 2: How can I make a difference? Sometimes kids need reassurance that they really do have the capacity to make a difference. Explore the topic of manners in the halls from the perspective of how several small actions can actually combine to truly make a difference.
3. IMAGE 3: Even when in a hurry, walking is the only pace that is considerate of everyone else.

And single or double file? Ask the kids to imagine the busy time when classes are changing over. If all the kids going in both directions decided to walk four abreast, what kind of chaos would ensue?
4. IMAGE 4: Entering and exiting. We can't all go through the door at once. Who should go first?
 - a. Manners dictate that the one who gets there first should go through the door.
 - b. If someone has a heavy load, perhaps the others should offer to hold the door.
 - c. Common sense should prevail, and you will know who should open the door for whom.
5. IMAGE 5: Your language. As you move from class to class you have an opportunity to touch base with your friends. In your efforts to get everything said in the four minutes you have, it is important to keep in mind at least two things:
 - a. Volume, volume, volume. If some people talk loudly, everyone else will talk louder and the roar can become deafening and no one can hear anything. Keep the volume down.
 - b. Keep it clean. The halls are public places crowded with people. Language that you might think is okay may be offensive to many of those you pass. Choose your words carefully so you don't inadvertently offend others.
6. IMAGE 6: The environment. Speaking of keeping it clean, the same issues of respect and consideration that were discussed in classroom manners apply in the halls.

Continued

In the Halls

How can I make a difference?

- By walking in single, double, or ? file
- By entering and exiting quickly and holding the door for others
- By watching my language - keeping it clean and not too loud
- By keeping the hallway clear of clutter
- By greeting others and by saying excuse me if I bump someone

© 2014 The Emily Post Institute, Inc.

Emily Post



Image 7

SLIDE 4: IN THE HALLS, continued

- a. Use the trash cans. Literally hundreds of people pass through these halls every day. It doesn't take much to create a dump.
 - b. Show your respect by not participating in that creation.
7. IMAGE 7: Remind the kids that they can make a difference in someone's day just by what they say.
- a. Ask the kids if they have ever experienced walking down the hall and encountered someone coming the other way who did not even say "Hi?" How did that feel? What could be some of the interpretations of that omission? It seems so simple, but the results can be significant.
 - b. If you have told the "Excuse me" story, remind the kids of it. If not, tell a shortened version. You are walking down the hall with a pile of books in your arms, another student crashes into you, knocks the books out of your arms, and just continues on her way. Another student crashes into you, knocks the books out of your arms, stops, says a sincere "Excuse me!" and continues on his way. How do the two similar incidents make you feel? Is there any similarity? It doesn't take much to change a negative into a positive or "to make a difference."



Image 1



Image 2

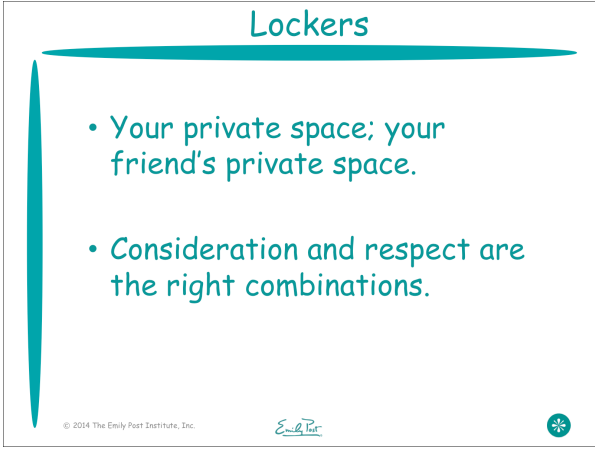


Image 3

SLIDE 5: LOCKERS

1. IMAGE 1: Slide header.

Moving from cubbies or cloakrooms to lockers is a big step in many schools. Some kids have full lockers; some have half lockers. Whatever the size or configuration, there are two important manners associated with lockers.

2. IMAGE 2: Lockers are a private space. Either yours or your friend's.

- a. You don't want your friends going through your locker. Your friend doesn't want you going through hers.
- b. If you have a combination lock, don't give the combination to anyone. That is how you will keep it private.
- c. Multiple choice: If you see your friend's locker did not shut completely, and you want to know how she did on the science test, what should you do?
 1. Look in her locker and see if it's there. Leave her locker open as you found it.
 2. Close her locker tightly without looking.
 3. Close her locker tightly without looking and tell her it was ajar.
 4. Do nothing.
 5. Do nothing, but ask her how she did on the science test.

Discuss the possible answers with the kids. You are looking for them to come up with 2 through 5 as possible answers. The only definite "no" is 1.

3. IMAGE 3: Consideration and respect. Talking about combinations, the right one for lockers is consideration and respect.

- a. Keep it clean enough so others don't have to smell your locker: Food, gym shoes, or cologne.
- b. The pictures you hang on the door shouldn't be offensive to anyone. Keep it clean in more ways than one.

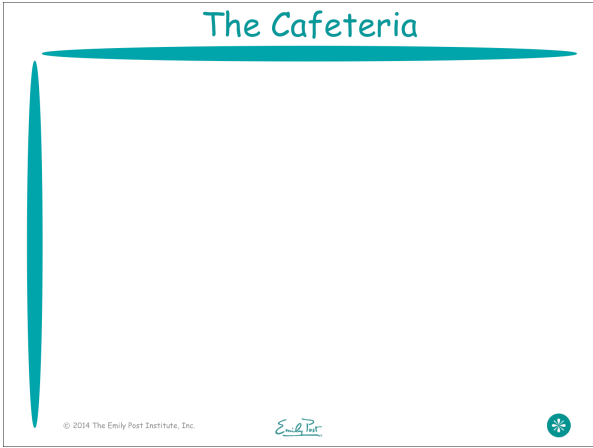


Image 1

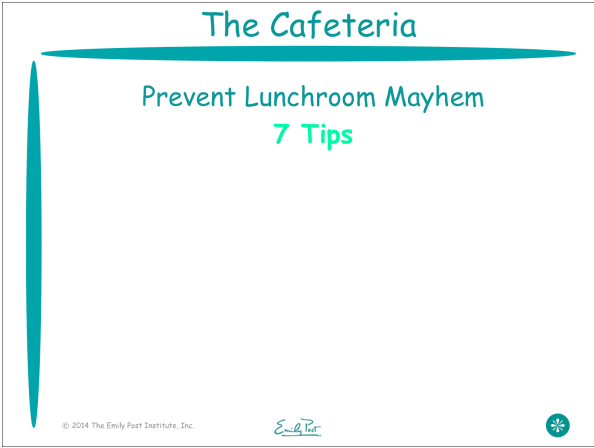


Image 2

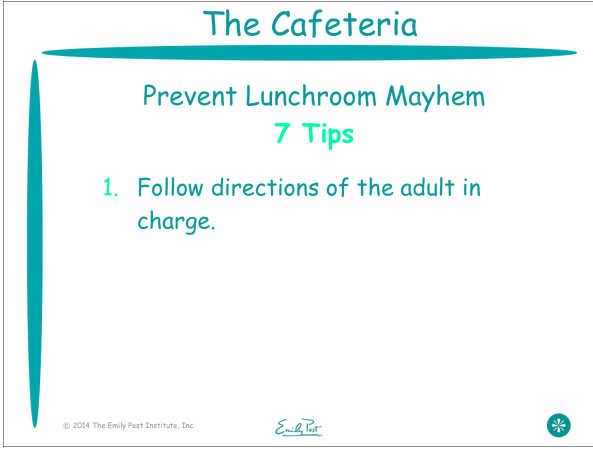


Image 3

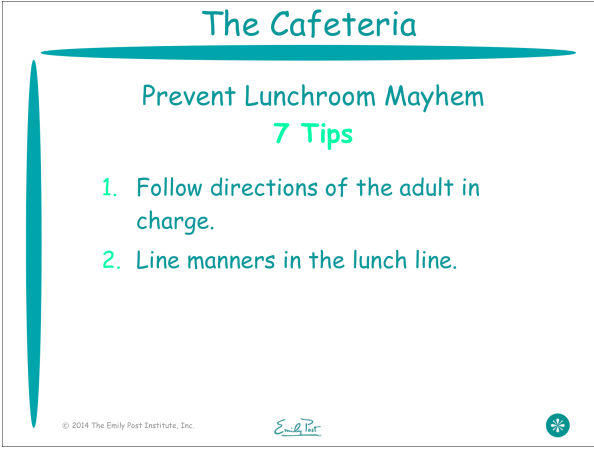


Image 4

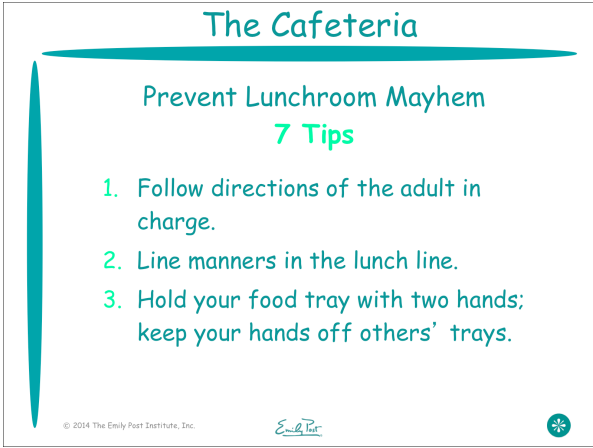


Image 5

SLIDE 6: THE CAFETERIA

1. IMAGE 1: Slide header. The school cafeteria is a unique place. Imagine trying to get 1200 students through one cafeteria in 120 minutes. Sometimes manners have to be adjusted a bit.
2. IMAGE 2: The following 6 tips present manners that will help you prevent lunch room mayhem!
3. IMAGE 3: Follow the directions of the adult in charge.
 - a. Sometimes kids think if the adult in charge isn't a teacher, or isn't one of their particular teachers, then they don't have to listen to her.
 - b. Nothing could be farther from the truth. In a crowded cafeteria someone has to be in charge.
 - c. It is respectful for all kids to listen to that person.
4. IMAGE 4: Line manners, first learned in Kindergarten, still apply to every grade! They have a few refinements for the cafeteria scene:
 - a. No cuts—either you cutting in, or letting your friend cut in.
 - b. Keep your hands to yourself. No pushing and shoving.
 - c. Wait patiently.
 - d. Have your money or lunch ticket ready.
 - e. Thank the people serving you.
5. IMAGE 5: Do hold your tray with two hands.
 - a. Holding it out there with just one hand is a recipe for disaster: It can easily get knocked out of your hand and it's easy to tip all your food onto the floor.
 - b. Also, if you are using both your hands to hold your tray, you'll be more likely to keep your hands off your friend's tray.

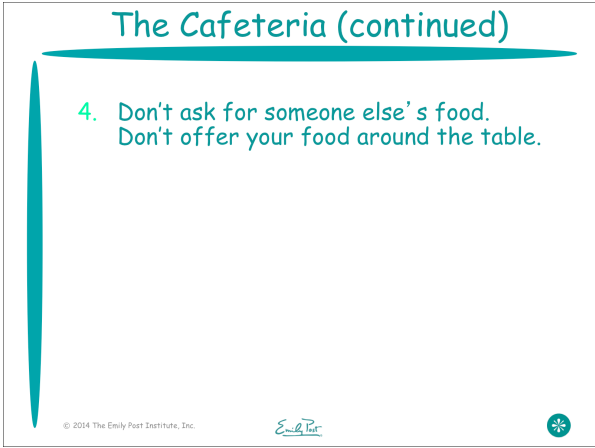


Image 1

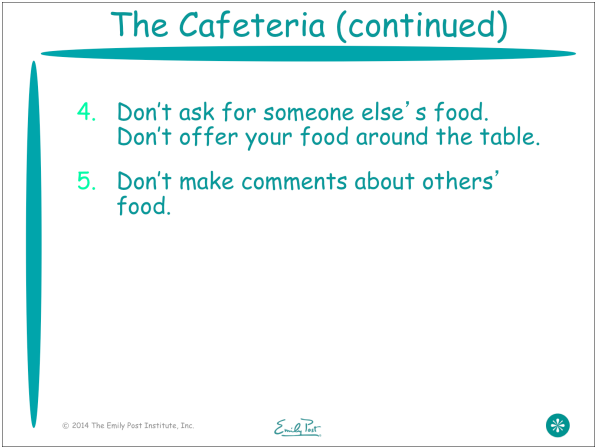


Image 2

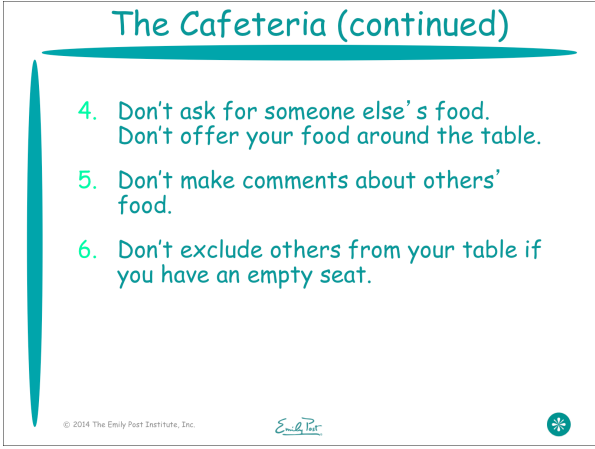


Image 3



Image 4

SLIDE 7: THE CAFETERIA, continued

1. IMAGE 1: Sharing food.
 - a. Sharing food around the table seems like a nice thing to do, but, actually, it is bad manners.
 - b. Neither ask your friend for food from his tray nor offer him food from yours. It is what happens after you ask or offer that leads to problems:
 - i. Passing food around the table increases the risk of spills.
 - ii. It is also sometimes hard to say, “No” when someone asks for something and you may be putting your friend in a difficult situation. It’s better not to ask at all.
2. IMAGE 2: Don’t make comments about others’ food.
 - a. Ask the kids in your group if they have any food allergies. Nowadays, so many kids have food allergies that you are likely to have at least one or two. You can also ask if there are any vegetarians in the group.
 - b. Then you can ask if they bring their own meals to school, and how they feel if people at the table make comments about what they eat.
 - c. If no one indicates that this has been an issue, you can talk to the kids about how it could be an issue.
 - i. What if someone has a special diet for health reasons or religious reasons? That is not as easy to talk about and demonstrates why kids really shouldn’t make comments about other kids’ food.
 - ii. You never know what personal choices or requirements are behind their meal.
3. IMAGE 3: Don’t exclude others.
 - a. What would you do if you notice the new kid in your class sits alone at lunch every day? Two choices:
 - i. Invite her to join you when you have an empty seat at your table.
 - ii. Go sit with her one day. You may find out she’s pretty interesting.
 - b. Lunch is a social time, a time to be with friends, but perhaps it can also be a time to make new friends.
4. IMAGE 4: Throw away your trash. You really don’t need to say anymore. Kids get it.

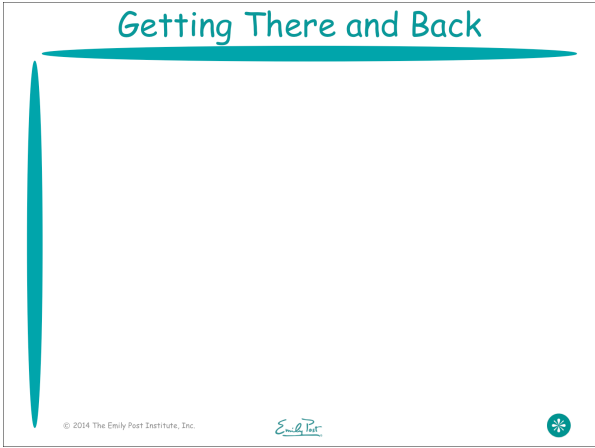


Image 1

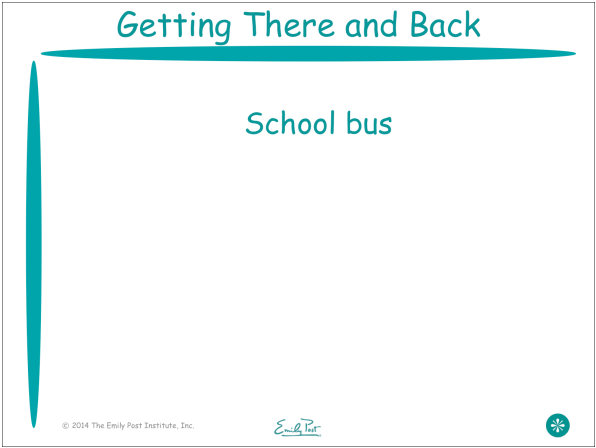


Image 2

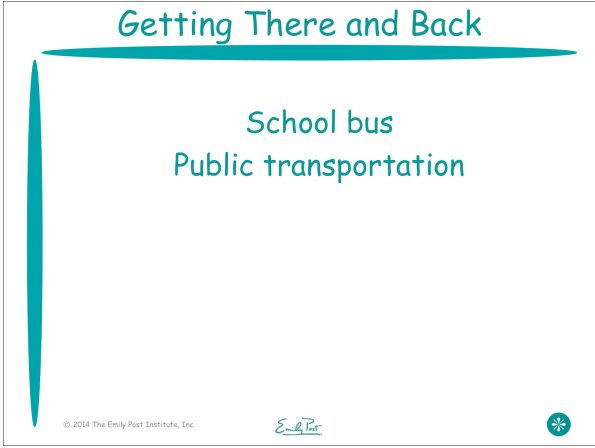


Image 3

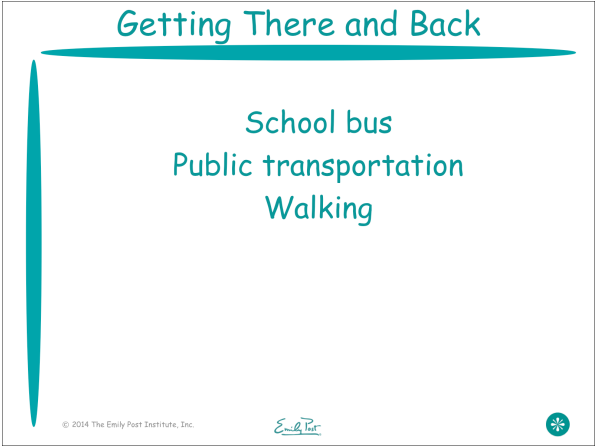


Image 4

SLIDE 8: GETTING THERE AND BACK

1. IMAGE 1: Slide header

The day begins and ends with your school transportation. It can set the tone for the whole school day. Transportation also involves many people, some of them not even associated with the school. Keep everyone, including yourself, in mind as you travel to and from your school. The following are manners related to getting there and back.

2. IMAGE 2: School bus:

- a. Wait for the driver's signal before getting on or off.
- b. Have your things organized so you can get on or off quickly.
- c. Keep your voices low and watch that "bus talk."
 - i. Bus talk can be bad words or bad gossip or bullying.
- d. Buckle up if seat belts are available.
- e. Say hello or goodbye and thanks to the driver.

3. IMAGE 3: Public buses:

- a. Remember line manners at the bus stop.
- b. Have your pass, ticket or change ready as you step on the bus.
- c. Keep your book bag in your lap so there is room for others to sit.
- d. Keep your voices low if you are riding with friends.
- e. Get off quickly at your stop, and thank the driver if you get off at the front of the bus.

4. IMAGE 4: Walking:

- a. Cross at corners or in cross walks and only go with the green.
- b. Follow directions from the crossing guards.
- c. Don't walk five across.
- d. Do NOT accept rides with strangers.

Continued

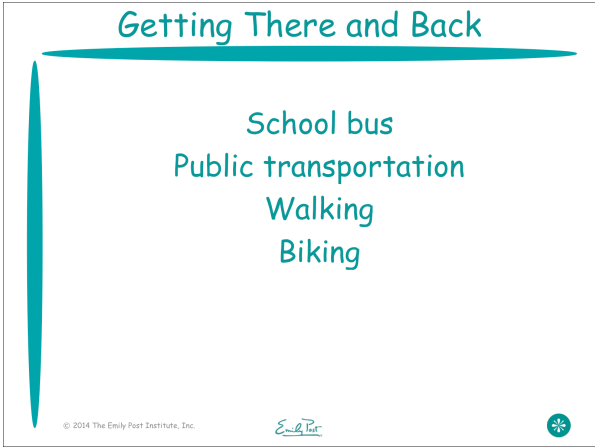


Image 5

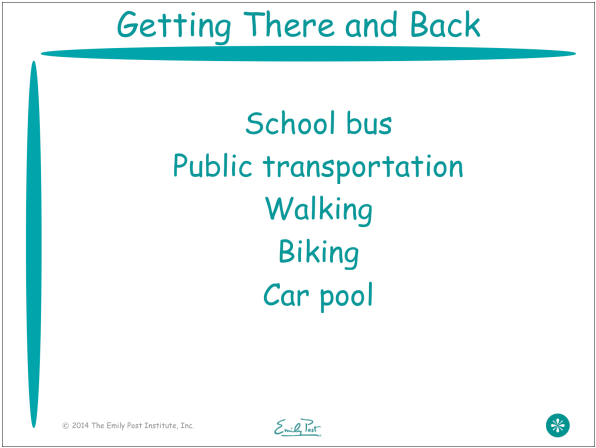


Image 6

SLIDE 8: GETTING THERE AND BACK, continued

5. IMAGE 5: Biking:

- a. Wear your helmet.
- b. Ride single file.
- c. Have a basket, panniers, or a good backpack to carry your things safely.
- d. Leave and lock your bike in the designated place.

6. IMAGE 6: Car Pooling:

- a. Whether it's just you and your mother or you're in someone else's car with every seat full, you need to mind your car manners.
- b. A little question and answer session:

Q. What if...you get in the car and you can't get the seatbelt done up? You would...

A. Ask the driver to wait a second while you buckle up. "Mrs. Bradley, could you please wait a second? I can't get my seatbelt done up."

Q. What if...you didn't have time for breakfast so you grabbed a banana on your way out? You would...

A. Wait until you get to school to eat it. Some people have strict rules about not eating in their cars. Some people don't like the smell of certain foods. Also, if you eat the banana in the car, you're stuck with a banana peel and nowhere to put it.

Q. What if...it's your mom's turn to drive. You are sitting in the front seat. Your friends in the back are getting louder and fooling around. You could...

A. Say, "Come on guys, knock it off. Mom's trying to drive." They'll feel much better hearing it from you and she'll really appreciate it.

- c. No matter whose car you're in, when you get to school, be sure to take all your stuff and remember to thank the driver!

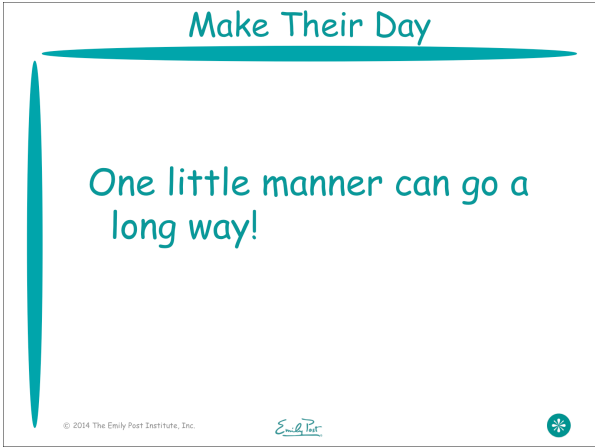


Image 1

SLIDE 9: MAKE THEIR DAY

1. IMAGE 1: One little manner can go a long way.

At school everyone is in a hurry, everyone has their work to do, time pressures are great, bells ring every period, and the pressure and stress can climb. You all have the opportunity to show a little consideration. It's basic good manners, but it truly can make someone's day, and in doing so may make your day, too.

Tell this story to illustrate how using some basic manners and consideration can make a difference.

Consideration: Making Mrs. P's Day Better

Picture this

Mrs. P. works in a cafeteria line. Her job is to serve a scoop of mashed potatoes to each of 400 students in two hours. As the kids come through the line, some say, "Hi, Mrs. P. How's it going?" Others say, "Thanks" or "No, thanks." But some say, "This stuff rots." What a difference a few words can make!

Consideration means thinking about the other person. You do something just to make their situation a little better. Working in a cafeteria line is not easy. Just by the way you pass through the line, you can make a difference to the server's day. You won't get a good grade for it. No one will pay you. No one else will ever know. But Mrs. P. will. And you will. Consideration is the basis for many of the good manners you use. And while sometimes it seems like it just benefits the other person, it does benefit you. You will feel better about yourself just for helping someone else have a better day.

You can talk with the kids about some of the other "hidden" people they encounter at school and how they could make that person's day.

