



The Gift of Good Manners



SECTION 3

Etiquette for Children & Youth

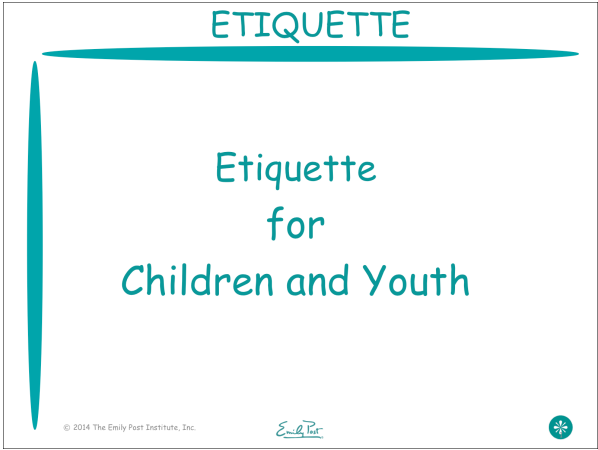


Image 1

SLIDE 1: ETIQUETTE

1. NOTE: The slide design changes when children will be your audience.
2. IMAGE 1: Title slide
The importance of this section is to help children and youth see from the outset that etiquette is more than a set of rules. If they understand the derivation of the word, what it means, and why it is important to them, they will get more out of the remainder of the program.

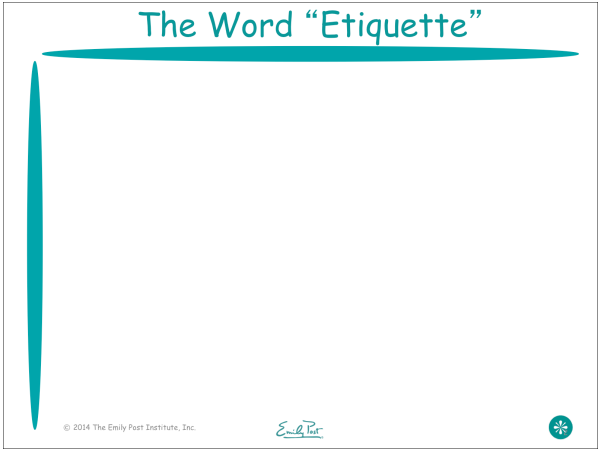


Image 1

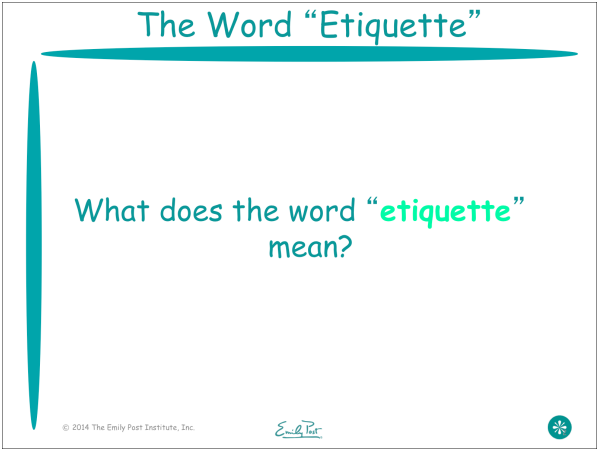


Image 2

SLIDE 2: THE WORD “ETIQUETTE”

1. IMAGE 1: Slide header. Etiquette word association game.
2. IMAGE 2: Ask the participants how many of them have ever heard the word “etiquette.”
 - a. Ask if any of them know what it means. Then call on any who raise their hands. Write down any ideas the kids have on a board or pad.
 - b. Tell the kids that you are going to spend a little time with them talking about what etiquette means because that will help them gain an understanding of why this is important to them!

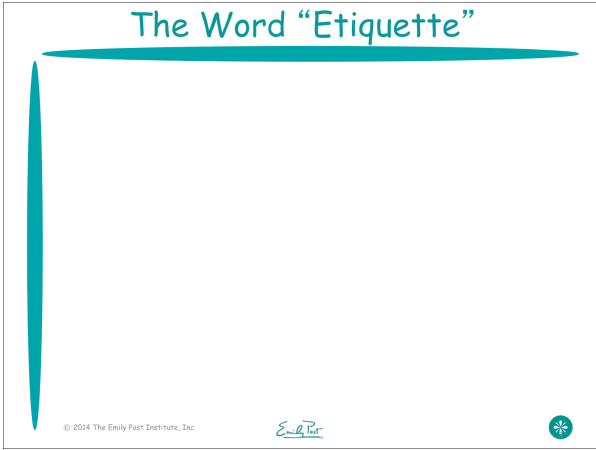


Image 1

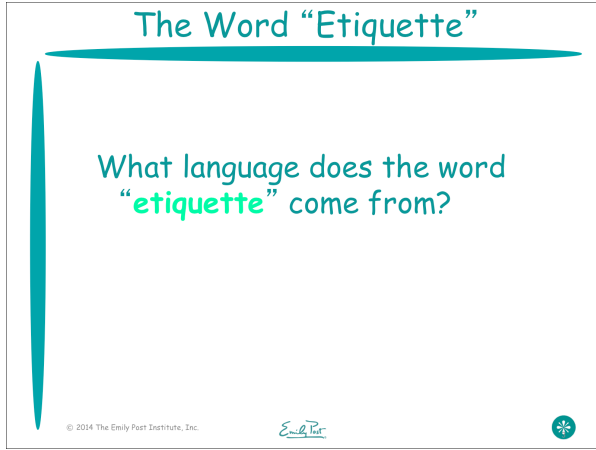


Image 2

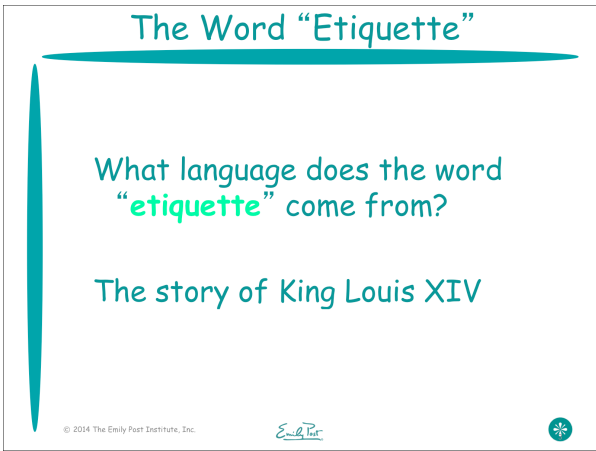


Image 3

SLIDE 3: THE WORD “ETIQUETTE”

1. IMAGE 1: Now, we’ll spend a few minutes talking about the word itself.
2. IMAGE 2: Does anyone know what language the word “etiquette” comes from?
 - a. Call on any who think they know.
 - b. As soon as someone says French, let them know that is exactly right.
 - c. Now tell them you have a little story about the origin of the word.
3. IMAGE 3: The story of King Louis the XIV
 - a. Begin the story.

Back in seventeenth century France, King Louis XIV had a beautiful summer palace. It had formal gardens, fountains, wooded areas, paths and informal gardens full of so many flowers. Every summer he used to invite people to his palace for parties and festivals. The problem was that the people from all around did not have these kinds of gardens and fountains at their homes and they did not know how to behave in the gardens.

Picture this... If it was a hot summer day and there was a beautiful, cool fountain with little jets of water coming out, what do you think the people might do?

- b. Let the kids answer. One will surely say, “Jump in!” or something to that effect.
- c. Continue, and let the children respond to the next questions as well.

Then what if they were walking along the path and saw a big statue across the way they wanted to see? What do you think they might do?

And if they saw a garden so FULL of flowers that smelled lovely and they know their mother would love to smell one and there were SO many, what might they do?

- d. You can expand this as much as you like!
- e. Then ask the kids what those gardens might look like at the end of the day. They will say, “Trashed,” “Gross,” “Littered,” or something like that. You can confirm and then continue...

However, the king and the head gardener became really upset when people walked all over the lawns and gardens squishing the grass, stomping on flowers and jumping in the fountains. So before the next party, they got together to talk about this problem. They decided to put up little signs everywhere telling the people how to behave.

Continued

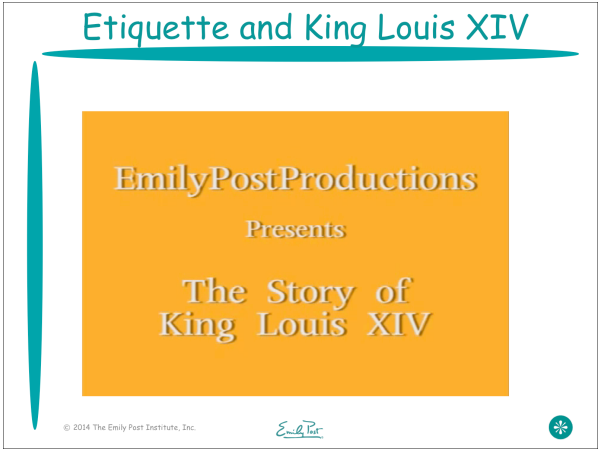


Image 4

SLIDE 3: THE WORD “ETIQUETTE,” continued

What do you think the signs said?

- f. The kids will volunteer many don'ts.
 - i. Simply affirm each “don't” that it could be what the signs said. “Don't jump in the fountain.” “Don't pick the flowers.”
 - ii. After the kids give you several that are littered with “don't” and “no” ask them to give you answers only in the positive:
 - 1. “Stay on the path, please;” “Be careful of the roses;” “Leave the flowers for others to enjoy;” etc.
 - 2. The kids will come up with several.
- g. Now ask the kids what the French word is for the little signs. If none of the kids say it, you can tell them the word is “etiquette.”

4. IMAGE 4: King Louis Video slide.

- a. The video of the King Louis story is on your thumb drive or can be found online at this URL:

<http://emilypost.com/advice/video-etiquette-and-the-story-of-king-louis-xiv/>

(This story is in Section 13 – Resources, page 27)

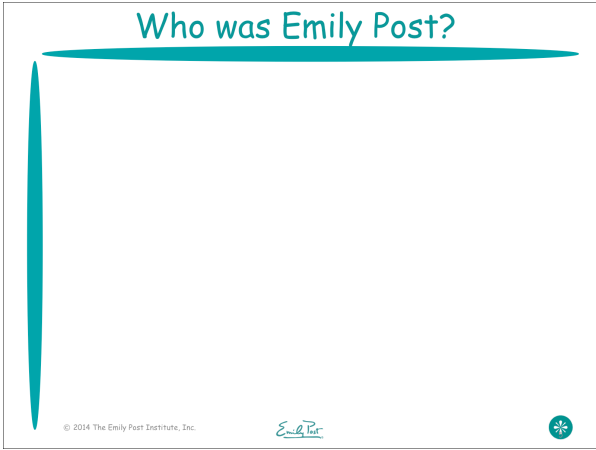


Image 1

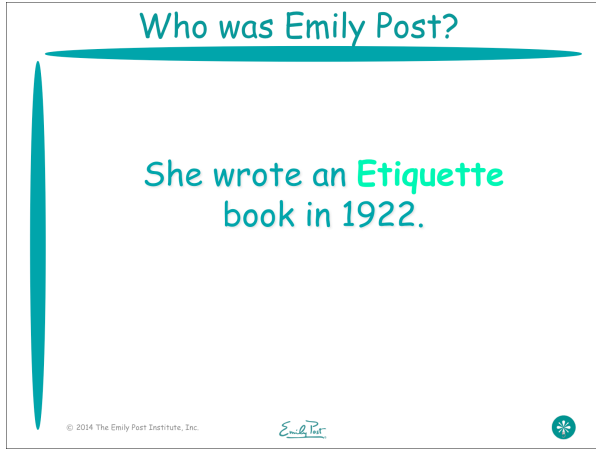


Image 2

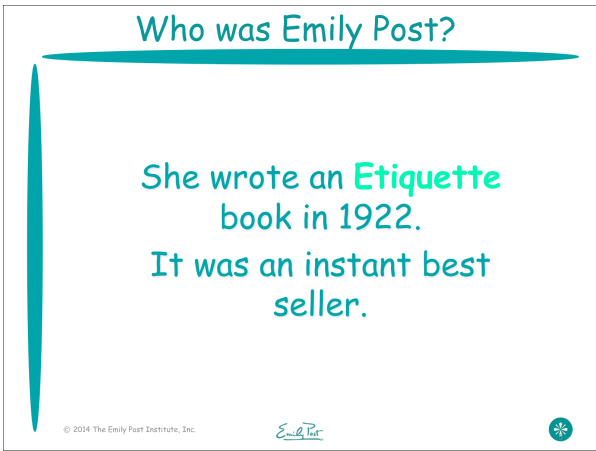


Image 3

SLIDE 4: WHO WAS EMILY POST?

1. IMAGE 1: Slide header

Tell the kids you are going to change the subject completely and talk about a lady named Emily Post. And they will see in just a few minutes how this ties in with King Louis.

- a. She was a lady who lived quite a long time ago.
- b. But she was a special lady who did something that has helped people of all ages and who live in all parts of our country.

2. IMAGE 2: What she did was to write an etiquette book in 1922. That's 95 years ago.

3. IMAGE 3: It was an instant best seller

- a. It went immediately to the top of the non-fiction bestseller list and stayed there for a long time.
- b. It has been in print continuously since 1922 and is now actually in its 19th edition.
- c. That is really quite amazing.
- d. Now the question is, "Why?"



Image 1

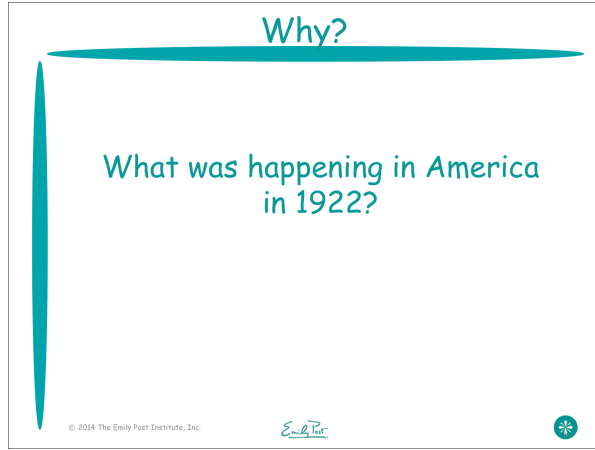


Image 2

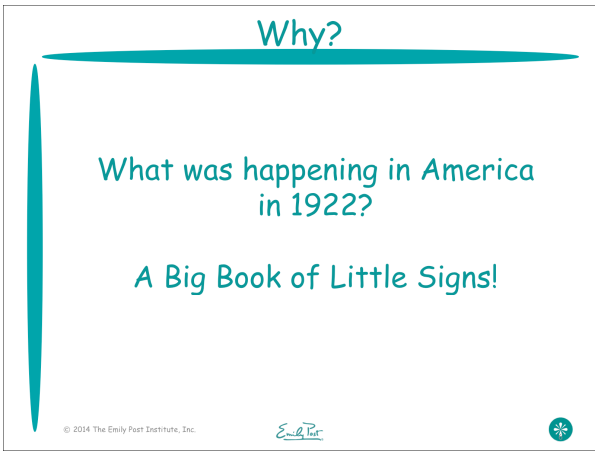


Image 3

SLIDE 5: WHY?

1. IMAGE 1: Slide header
 - a. Think about this. If I were to give you a book 600 pages long full of “Do this,” “Don’t do that,” “Don’t do that,” “Do this,” “Do this,” what would you think?
 - b. The kids will surely say, “Boring!”
 - c. But it wasn’t. People bought it like crazy. And there was good reason.
2. IMAGE 2: Do any of you know what was happening in America in 1922?
 - a. (Call on some kids. They are likely to say that it was the Depression. Gently say that it wasn’t; that didn’t really start until 1929.) Well, let me tell you.
 - b. The economy was changing from agrarian or farming to industrial.
 - c. People were leaving their rural communities and moving to the big cities where the jobs were.
 - d. People were immigrating to America from many different countries.
 - e. So you had this big influx of people in the cities who weren’t sure how to behave.
 - i. If they went to a wedding in their small rural communities or their home countries they knew what to do, what was expected.
 - ii. But now they were in a place with lots of different customs and standards and there was no one standard that they all knew.
 - f. Emily Post gave them one.
3. IMAGE 3: She created a big book of little signs...
 - a. Telling these people how to behave in a new setting that was unfamiliar.
 - b. But it had to be more than that. Remember how we all felt when we talked about 600 pages of little signs? Boring!
 - c. Emily did something else.

(This story is in Section 13 – Resources, page 22)

Continued

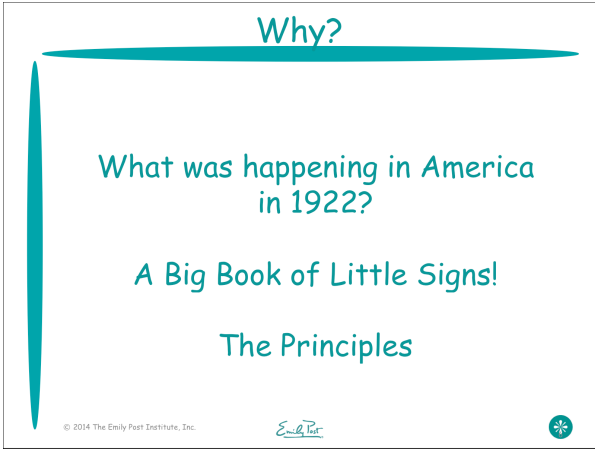


Image 4

SLIDE 5: WHY?, continued

4. IMAGE 4: The Principles

- a. The books that were Emily's competition just listed rules.
- b. Emily, on the other hand, spent more than a year researching all the different customs and discovered that there were three fundamental principles that should guide our behavior with each other.
- c. She came to understand that etiquette was not just about the little signs, although they are important, but it is also about these three principles. She grounded every manner in the book in one or more of these principles.
- d. Rather than just being handed a set of rules, people were given a sense of why these manners, or little signs, made sense.

These principles are so important we need to look at them one by one:

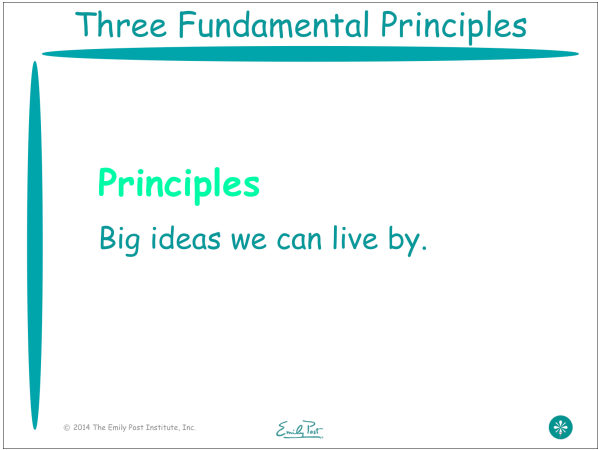


Image 1

SLIDE 6: PRINCIPLES

1. IMAGE 1: Big ideas we can live by

When you introduce the concept of “principles,” it is important to clarify what you mean. While some of the kids may know what principles are, some may only have a vague idea. This definition helps to clarify the context in which you are talking about principles. I sometimes even clarify to the point of saying, “...and I don’t mean like the principal of your school.”

Then you can say, “When I talk about principles in etiquette, I am talking about ‘ideas you can live with.’”

This slide is especially important if you have younger children in the group. However, because “a principle” is an abstract concept, it is good to go over this with the whole group.

The key is to keep it simple. Once you discuss the three principles all the kids will understand.

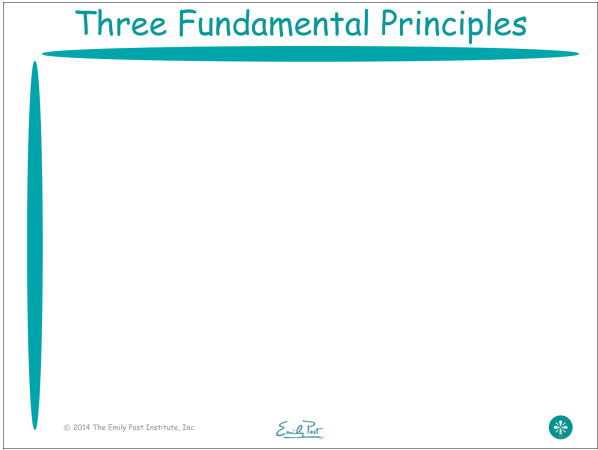


Image 1

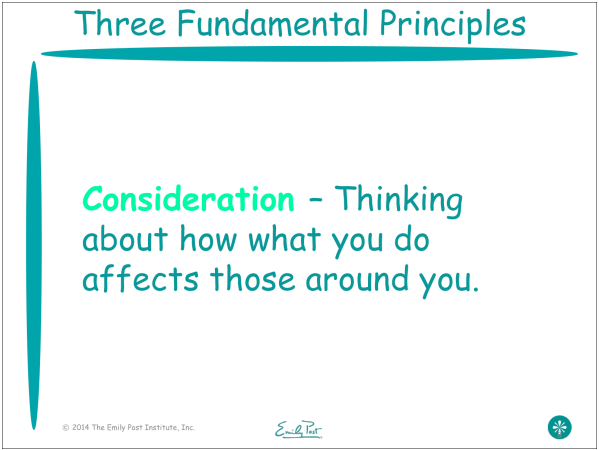


Image 2

SLIDE 7: THREE FUNDAMENTAL PRINCIPLES - CONSIDERATION

1. IMAGE 1: Slide header
2. IMAGE 2: Consideration is really quite simple. It means thinking about how what you are about to do will affect those around you. Let's try this example:

Going to the beach – Ask the kids, “How many of you have gone to a beach or a park?” Many will have!
Now:

- a. Ask if one of the things you do at the beach is run around and play volleyball or Frisbee. They will all acknowledge that is so.
- b. Ask if another thing people are expecting to do at a beach may be to have a picnic lunch. They will all say, “Yes.”
- c. Now you can explain that the considerate thing to do if you are a group of kids putting together a volleyball game is to do it a ways from the family having a picnic.
- d. Or, if you are a family arriving at the beach for a picnic, you don't set it up in the middle of a kids' game.

Another example: On the bus or subway the considerate thing to do is to keep your voices down so you don't wake the baby sleeping on the seat next to you.

Those are examples of consideration. There may not be any rules that guide your behavior but consideration does.

[Note to Train the Trainer participants: This following story is from *The Guide to Good Manners for Kids* book on page 69. It is also in *Module 7 Manners at School* and in the *Resource* section (p. 23). It really helps make the point that you don't necessarily *get* something for using good manners; sometimes it's just the nice thing to do.]

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.

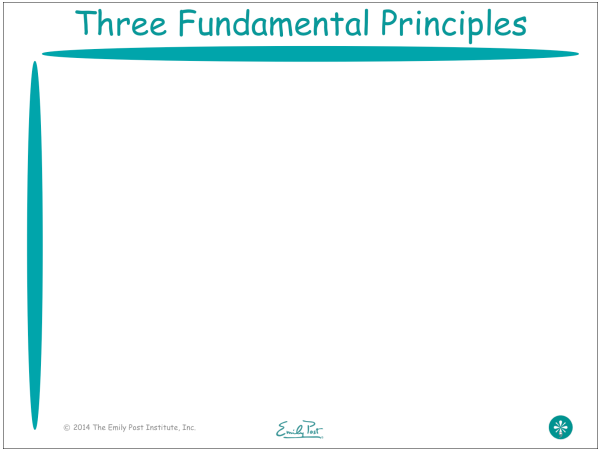


Image 1



Image 2

SLIDE 8: THREE FUNDAMENTAL PRINCIPLES - RESPECT

1. IMAGE 1: Slide header

2. IMAGE 2: Reveal the two pieces of the definition

Respect is a hard word to define but we have brought it down to a simple concept. Respect simply means showing those around you that you care. It doesn't matter if they:

- Aren't your best friend.
- Aren't your parents or grandparents.
- Aren't your teacher.
- Don't look like you.
- Don't act like you.

The important thing is that we treat each other in a way that shows caring just because we are all in this together, sharing the same space.

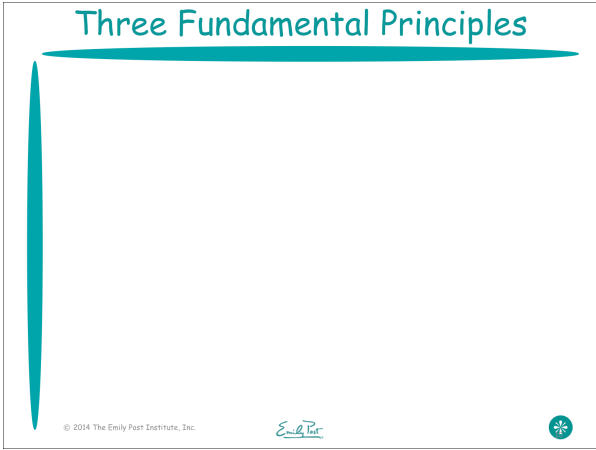


Image 1

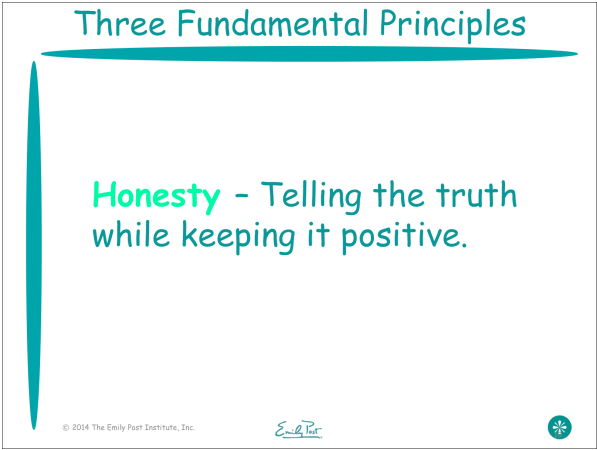


Image 2

SLIDE 9: THREE FUNDAMENTAL PRINCIPLES - HONESTY

1. IMAGE 1: Slide header
2. IMAGE 2: Reveal the principle

Honesty can be a hard one to practice. Basically it is simply telling the truth. But even though we all know it is important to tell the truth, we sometimes feel that telling the truth can be hurtful, either to ourselves or to others.

- a. If it is a matter of the truth hurting us, it's a no-brainer. The truth may hurt but ultimately the lie and our becoming a dishonest person is more hurtful.
- b. If it is a matter of hurting others, the etiquette approach to honesty helps us stay honest but not be hurtful. The etiquette approach is to ALWAYS tell the truth, but KEEP IT POSITIVE.
- c. Sincerity is the key to honesty. Without sincerity your truth may lose its value. If you're not convinced, how can the other person be?

What do we mean by keeping it positive? Here's an example:

- d. You go to your grandmother's for supper. She has prepared a delicious dinner except that the vegetable is spinach. You don't like spinach. Here's what you do.
 - i. Take a taste – that's good manners.
 - ii. If you still don't like it, just leave the spinach on the side of your plate. There is no manner that says you have to eat foods that make you gag.
 - iii. Finish the rest of your dinner.
 - iv. Then, when your grandmother says, "What's the matter; didn't you like the spinach?"
 - v. You definitely don't say, "Yuck, I hate spinach." That might be honest but it is not etiquette honest.
 - vi. You don't say, "Oh, Grandmother, I'm so full." Then when she brings on the apple pie or catches you eating cookies in the kitchen right after dinner, and you'd just said, "I'm full," then you are caught in the dishonesty.
 - vii. You CAN say, "You know, Grandmother, I have never really liked spinach that much BUT this chicken is delicious." Now your grandmother is pleased you like her delicious chicken, she knows you don't really like spinach, and the focus is a positive one. (Resource section – p. 24)
- e. Another example: Your friend comes up to you and says, "How do you like my new jacket? I just got it." The jacket is not really one you would buy. You can just say, "I bet that would keep you warm on the coldest day of winter." Or you could say, "That color is just right for you. I never thought I looked that good in orange, but it seems just right on you."

The point is: FIND THE POSITIVE! AND BE SINCERE!

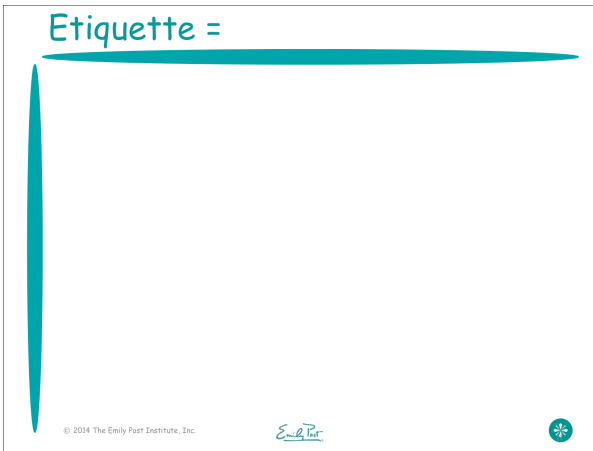


Image 1

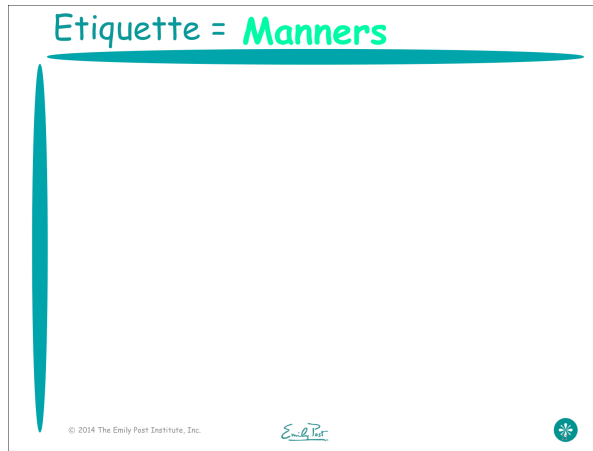


Image 2

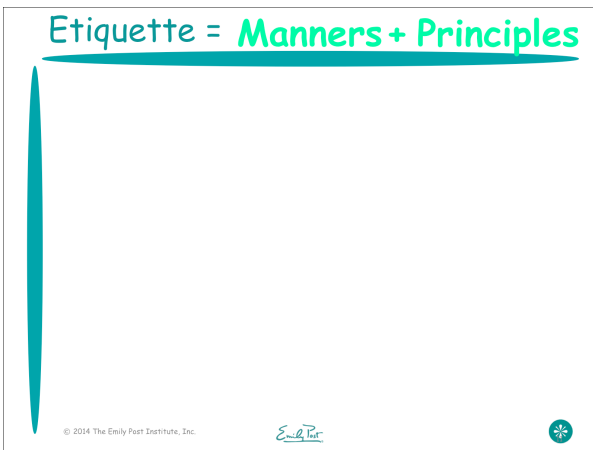


Image 3

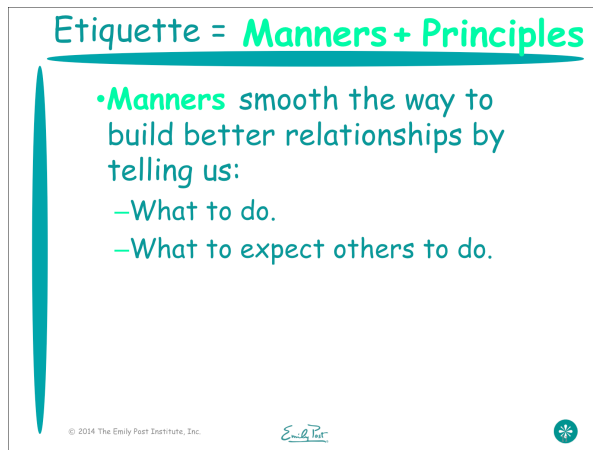


Image 4

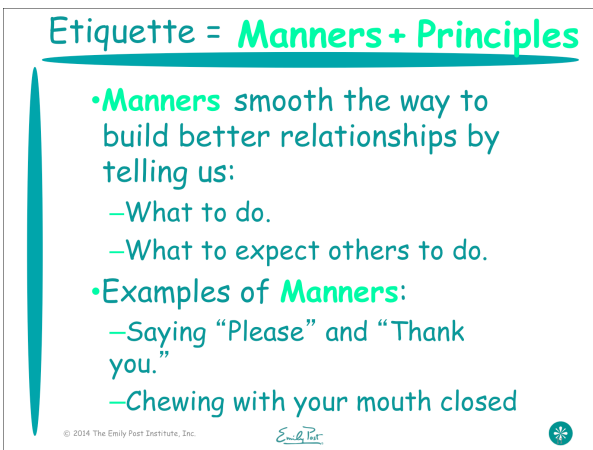


Image 5

SLIDE 10: ETIQUETTE = MANNERS + PRINCIPLES

1. IMAGE 1: Tell the kids you want to make two more points that will bring closure to this discussion about etiquette. For this first point, the kids will see etiquette as a formula. It starts with Etiquette on one side of the equation.
2. IMAGE 2: Etiquette is really the sum of two things: Manners +
3. IMAGE 3: Principles.

Since manners come first let's do a quick review. Remember manners are really those little signs.

4. IMAGE 4: Manners smooth the way to build better relationships by telling us:
 - a. What to do.
 - b. What to expect others to do.
5. IMAGE 5: Examples of manners:
 - a. Saying, "Please" and "Thank you."
 - b. Chewing with your mouth closed.

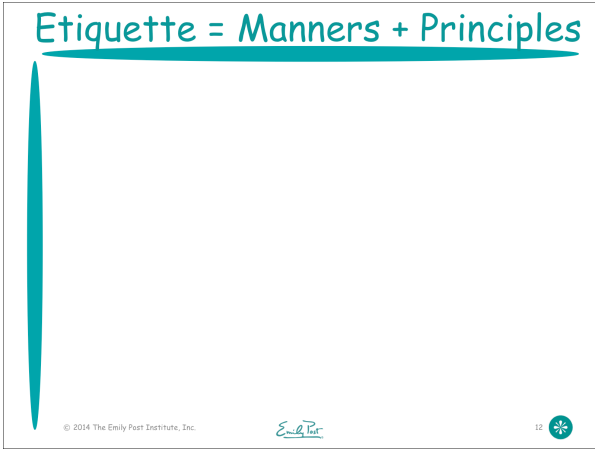


Image 1

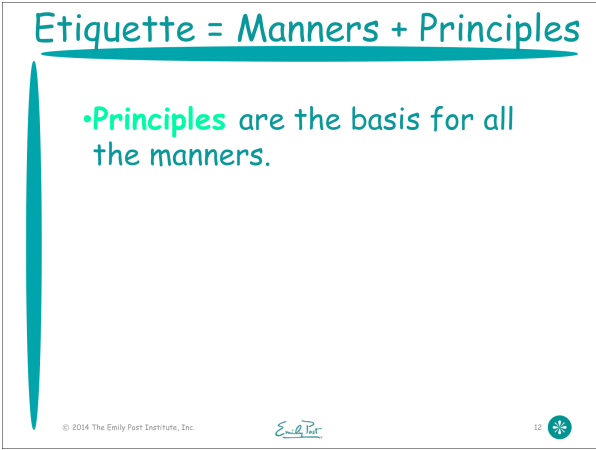


Image 2

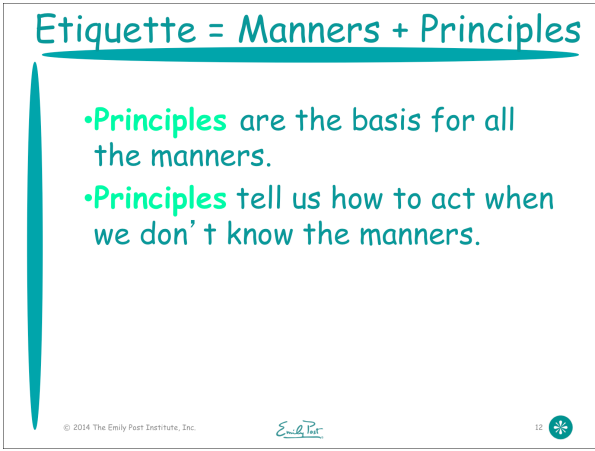


Image 3

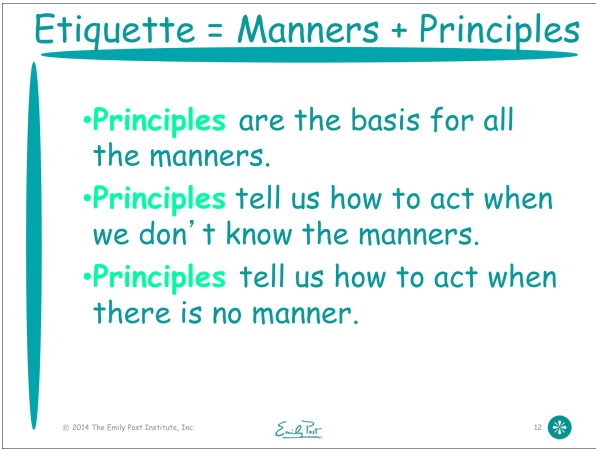


Image 4

SLIDE 11: ETIQUETTE = MANNERS + PRINCIPLES

1. IMAGE 1: Slide header. Here we are back at the equation. We started with manners.
2. IMAGE 2: And equally important – this is an equation that adds two equal parts to make a whole – are the principles. Just to reiterate: principles are the basis for all manners. Think of any manner and you can link it to respect, consideration, and/or honesty.
3. IMAGE 3: Another thing about the principles is that if we don't know the manners for a given situation and we act in a way that is respectful, considerate, or honest, we will probably be just fine.
4. IMAGE 4: The same is true for when there is no manner.
 - a. For instance, when cell phones were new, there were no manners.
 - b. People just had to rely on the principles when they were deciding when and how to use their cell phone.
 - c. Over time the manners have developed, but in the beginning people just had to be considerate or respectful if they wanted to be polite with their cells.
 - d. MATCHING GAME:
 - i. Find Match the Principle to the Manner in Resources.

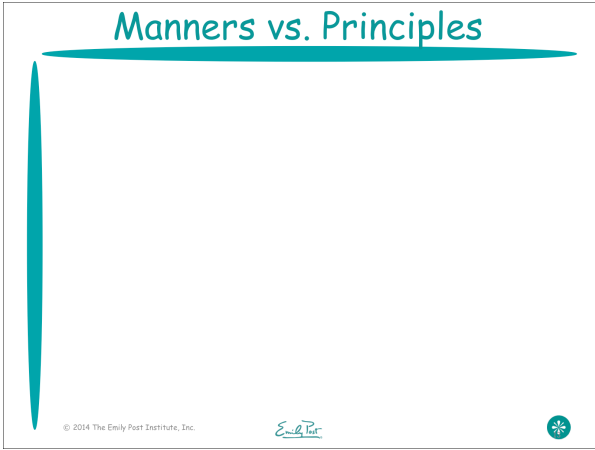


Image 1

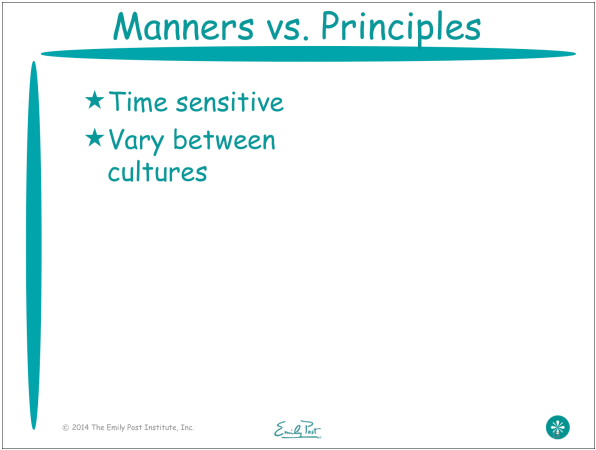


Image 2

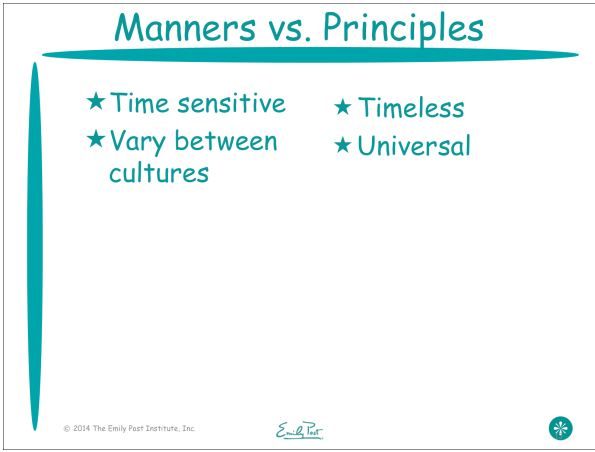


Image 3

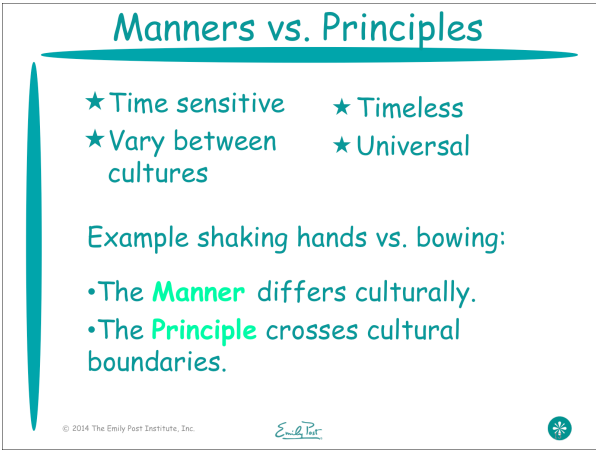


Image 4

SLIDE 12: MANNERS VS PRINCIPLES

1. IMAGE 1: Slide header.
 - a. And this is the second and final point to nail home the discussion on etiquette. I think you all have the point that etiquette is really both manners and principles.
 - b. They are quite different and the kids should know and understand the difference.
2. IMAGE 2: To begin with, consider manners. Manners are time sensitive and vary from culture to culture.
 - a. In the etiquette book Emily wrote in 1922 there were all kinds of manners that are gone now.
 - b. Think about the differences between the northeast and the south. In the northeast, kids call many adults by their first names at their request. In the south, kids are expected to call adults by a title and either their first name or last name. Also, they are asked to say “sir” and “ma’am” whereas kids in the northeast are not. Both are correct because the culture determines the manners that the kids learn.
3. IMAGE 3: Now principles are different. They are timeless and universal.
 - a. In the etiquette book written in 1922, the same three principles that we refer to today were the basis for all the standards defined.
 - b. Manners may vary from culture to culture but the principles are still the same. In some cultures you show respect by removing your shoes when you enter; in others you would never remove your shoes. In both the principle of respect is the same. It is important to show respect for the person’s home.
4. IMAGE 4: One of the clearest examples is shaking hands or bowing. The manner differs culturally. In western cultures we are taught to shake hands. In eastern cultures kids are taught to bow and look at the ground when they greet someone.

For the trainees:

I think we can move on. This lesson is critical and I recommend you start every and any program with it. I also recommend the same for Section 4 which follows. These two sections represent the fundamentals and then you can build on them with any specific subject matter.

