



# The Gift of Good Manners



## SECTION 1

### What Is Etiquette?

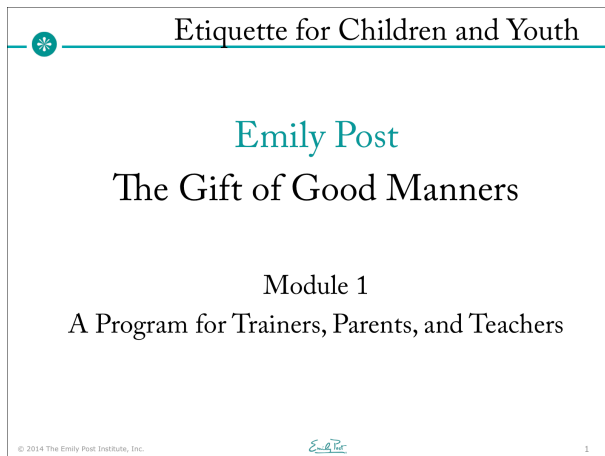


Image 1

## SLIDE 1: THE GIFT OF GOOD MANNERS

### 1. IMAGE 1: Cover slide.

- a. This slide can be up on the screen as the participants arrive.
- b. Before beginning the program, welcome everybody, let them know the plan for the event, and introduce yourself. Take care of event housekeeping. Ask for phones to be shut off. Present your agenda and plan for audience participation.
- c. Point out the location of restrooms.
- d. If there will be books or other materials available at the end of the program, let the participants know at this time.

What Does  
“Etiquette”  
Mean To You?

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Image 1



## SLIDE 2: WHAT DOES ETIQUETTE MEAN TO YOU?

1. IMAGE 1: Title slide
  - a. Before explaining what etiquette really is, ask the participants what the word etiquette means to them.
  - b. Tell them you want to try a word association with them.
2. QUESTION: If I say the word chocolate, what's the first thing that comes to mind? (Or choose any other universally well-liked item.)
  - a. Elicit answers from audience members.
  - b. This is a free association, first thing that comes to your mind question.
3. QUESTION: Now, when I say "etiquette," what's the first thing that comes to mind? Write answers on board or pad on easel.
  - a. Likely answers:
    - i. Manners
    - ii. Politeness
    - iii. Behavior
  - b. Possible answers that you may indicate "very good" to the answerer, but say no more:
    - i. Consideration
    - ii. Respect
    - iii. Honesty
    - iv. Sincerity
  - c. By the end of the seminar you will see how your minds may have changed about what etiquette really is.



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Image 1

## SLIDE 3: EMILY POST ON ETIQUETTE

### 1. IMAGE 1: Emily Post

- a. To understand what etiquette really is, go to the source.
- b. Identify the photograph for the participants. Emily Post, 1946, two great grandsons: Allen and Billy.

### 2. QUESTION: How many of you have ever heard of Emily Post?

- a. Usually as many as 90% of the audience know who she is. Lower with younger audience.
- b. She wrote a book about etiquette in 1922.
- c. It became the second non-fiction best seller after the Bible. Nineteen editions were published over the next 95 years.
- d. She was a fascinating woman.
  - i. She was born in 1872 and died in 1960.
  - ii. 57 years later, she is still one of the most recognized names in America today.
  - iii. She had two children, and then was divorced in a very public way. It made the front page of *The New York Times*.
  - iv. To support herself, she wrote romance novels about the turn of the century – the last century – stories of women getting married, divorced, or widowed and their lives in society in the United States or in Europe.
- e. *Etiquette* was first published in 1922 when she was 50 years old.
  - i. The book was successful because it spoke to the growing American middle class that was mushrooming as result of the industrial revolution and the migration of people from rural areas to urban and suburban areas. With the move came increased wealth and leisure time.
  - ii. The book wouldn't have been a success if it only appealed to the social "400" of New York.
  - iii. It appealed to the masses because it told people in practical, no-nonsense terms how to build relationships with their neighbors, new friends, acquaintances, and work colleagues and how to fit into established society.
  - iv. It gave people a roadmap to understand what to do and what to expect people to do in return, and people wanted to know that.

### 3. KEY POINT: It made etiquette available to all.

*Continued*

## Emily Post On Etiquette

“Whenever two people come together and their behavior affects one another, you have etiquette.”



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Emily Post

3

Image 2

## Emily Post On Etiquette

“Whenever two people come together and their behavior affects one another, you have etiquette.”

“Etiquette is not some rigid code of manners, it's simply how persons' lives touch one another.”



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Emily Post

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Image 3

## SLIDE 3: EMILY POST ON ETIQUETTE, continued

### 4. THE EMILY POST INSTITUTE

- a. Emily created The Emily Post Institute in 1946 as a way for family to continue to research and promote etiquette in America.
- b. The fourth and fifth generations of the family are now writing, speaking, and promoting etiquette.

### 5. IMAGE 2: Emily Post on etiquette

- a. Return to word association. How would Emily respond?
- b. READ text.
- c. Emphasize **no** mention of manners.
- d. Just about how people interact and affect one another.

### 6. IMAGE 3: Emily Post on manners

- a. In the next sentence, here's what Emily said about manners:
- b. Read text.
- c. REPEAT: Etiquette is not just about manners, it's also about how people get along with each other.

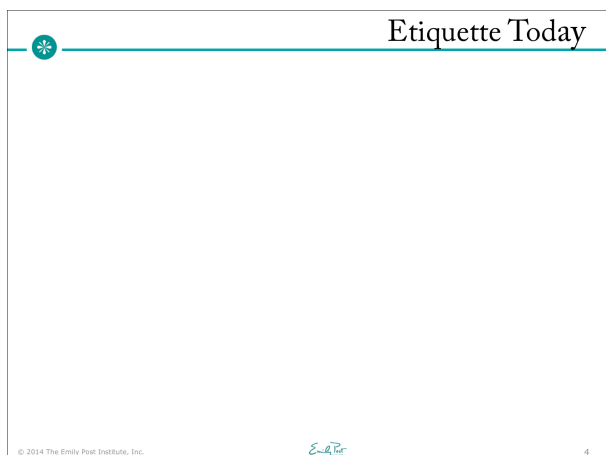


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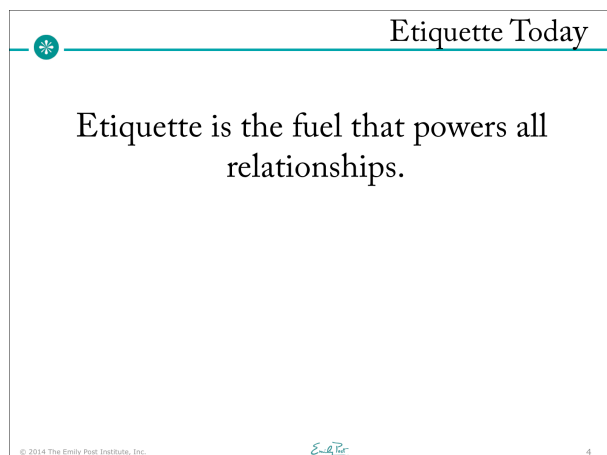


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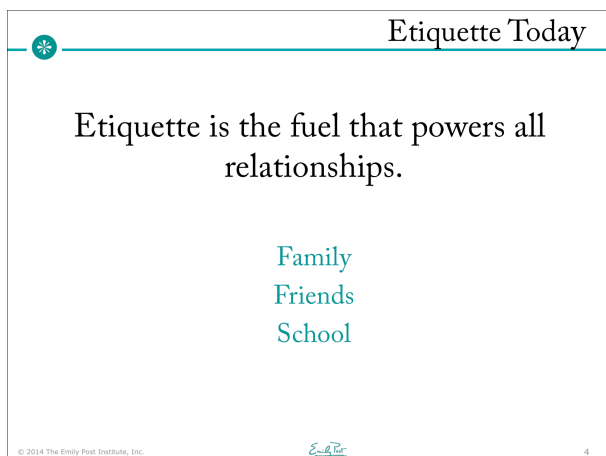


Image 3

## SLIDE 4: ETIQUETTE TODAY

### 1. IMAGE 1: Slide header

- a. So just how can you define etiquette today?

### 2. IMAGE 2: Etiquette today

- a. READ text.
- b. Today, just as in 1922, etiquette is really a means of building great relationships.
- c. One day when Emily was answering letters, she discovered over a dozen asking which fork a person should use. Her frustration got the better of her and she told her secretary to write the people and say she didn't care which fork they used. Considering today's definition of etiquette, the fact is it doesn't matter which fork you use, what really matters is that you use a fork.

### 3. IMAGE 3: Family Friends School

- a. It's important to help parents and teachers understand that they need to emphasize this whole point when they are talking about etiquette to kids who tend to think that manners only matter when they are interacting with grandparents and other adults.
- b. The key here is that kids understand these skills will be important with their friends and other school relationships as well.

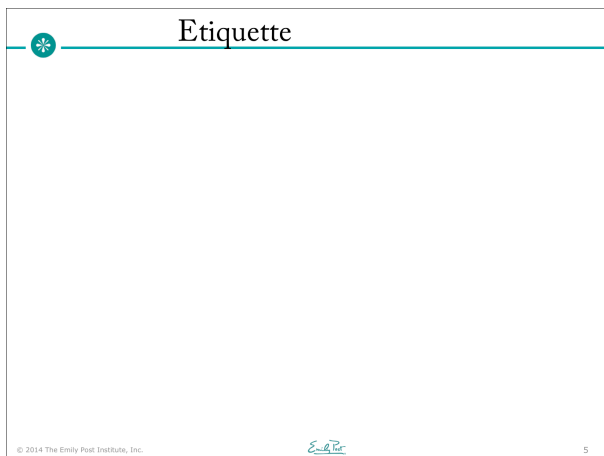


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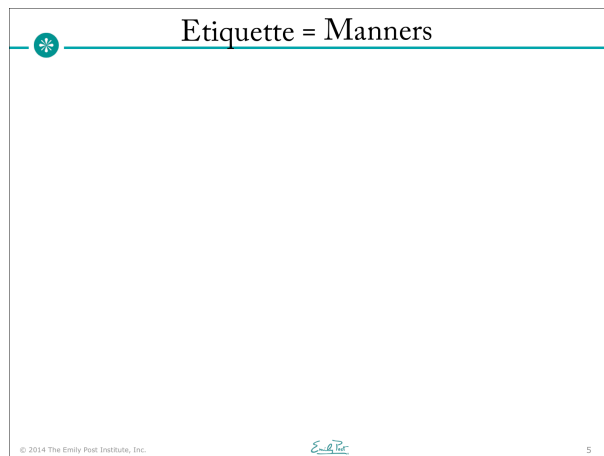


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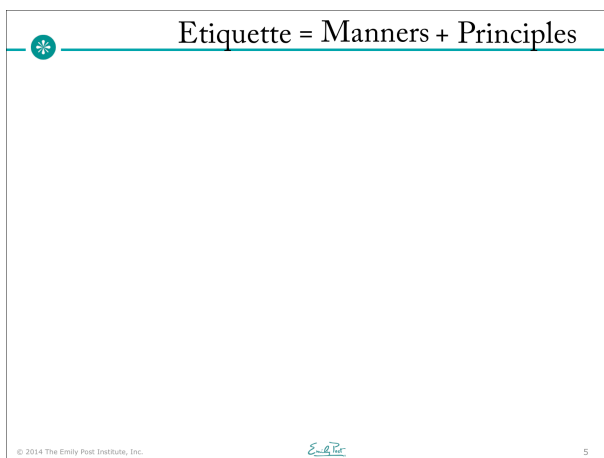


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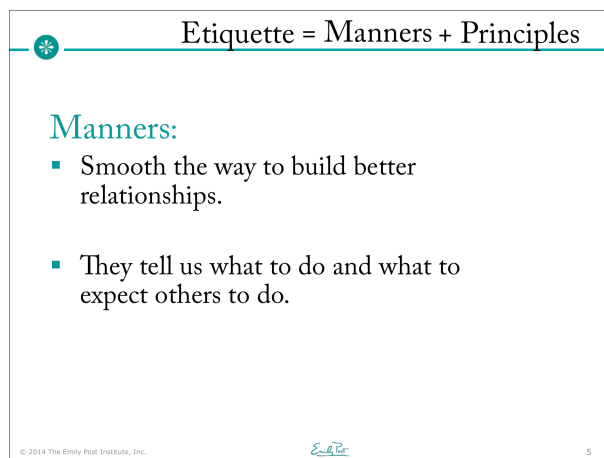


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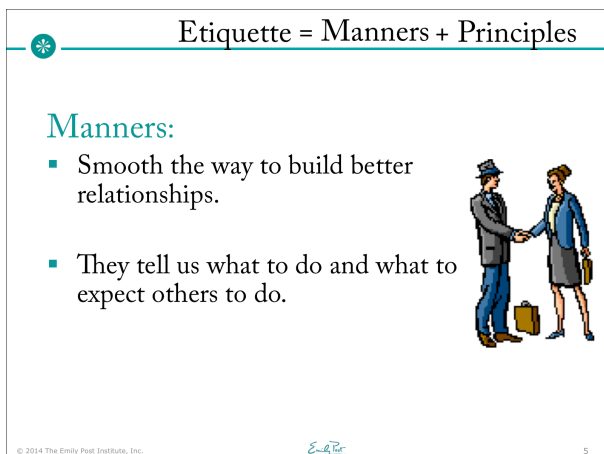


Image 5



## SLIDE 5: ETIQUETTE = MANNERS PLUS PRINCIPLES

1. IMAGES 1, 2, and 3: Slide headers: Etiquette = Manners + Principles
  - a. Examination of what etiquette is comprised of: Manners and Principles. Use the reveal to reinforce the importance of two parts.
2. IMAGE 4: Manners
  - a. Manners are the guidelines of etiquette, the specific do's and don'ts.
  - b. Review the description of manners.
3. IMAGE 5: Shaking Hands: an example of manners
  - a. Role play an example of a good introduction:
    - i. Focus on a participant.
    - ii. Approach the participant and start to introduce yourself.
    - iii. Shake hands, say your name, smile, and use a firm handshake.
  - b. Step back and role play again:
    - i. Instruct the participant NOT to offer his/her hand when you extend your hand.
    - ii. Allow the discomfort of the moment to linger, comment on it. What's wrong? Why is this person hostile to you? Did you say something to offend the person?
  - c. This situation demonstrates how:
    - i. When a person does what is expected and the other person does what is expected, both people involved feel comfortable. This starts the relationship off in a positive manner.
    - ii. When a person doesn't do what's expected, in this case not extending a hand to shake hands, the first person feels pretty uncomfortable. In fact we all do!
  - d. KEY TEACHING POINT: Manners do matter.
    - i. Manners give you confidence.
    - ii. By knowing what to do—offer a hand as part of an introduction—and by knowing what is expected when a hand is offered, instead of spending effort wondering what to do, you confidently act and the focus is on building the relationship.

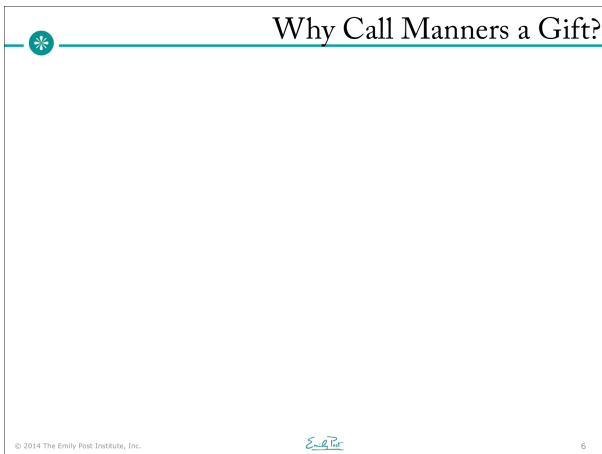


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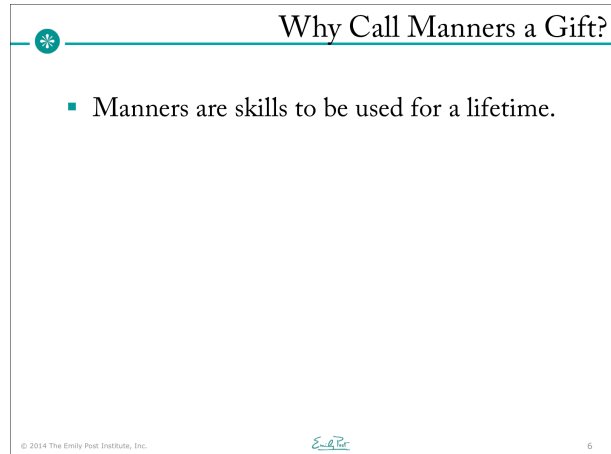


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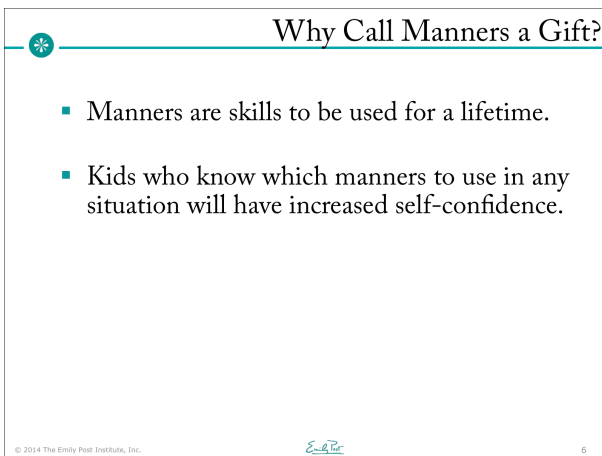


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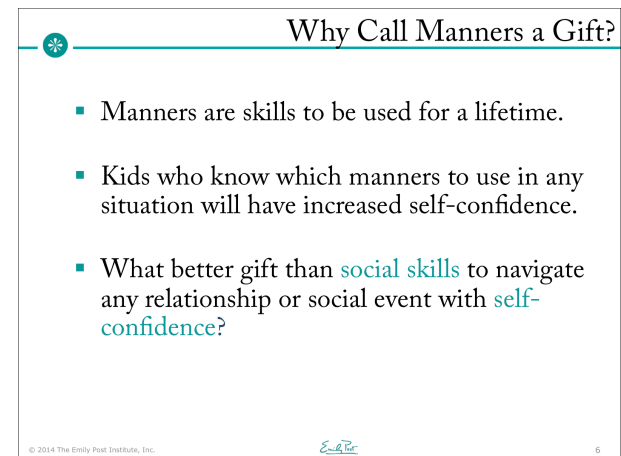


Image 4

## SLIDE 6: WHY CALL MANNERS A GIFT?

1. IMAGE 1: Slide header
  - a. Start the discussion by pointing out to participants that manners are in fact the best gift you can give children.
2. IMAGE 2: Manners are social skills to be used for a lifetime.
  - a. Kids can use these skills at every age.
  - b. They will serve them well at home, in school, with friends, and, later on, in jobs and life in general.
3. IMAGE 3: Kids who know which manners to use in any situation will have increased self-confidence.
  - a. Think about going to an event when you do NOT know what is expected. For instance, a wedding in a culture very different from your own.
  - b. If you know a bit about what to expect, you will enjoy the event that much more. In part that comes from feeling confident that you will not offend someone by mistake or make a fool of yourself.
  - c. Children are not different.
  - d. Self-confidence is an awesome gift. It does as much for children as anything else you can give them.
4. IMAGE 4: Conclude this section with this final question.
  - a. What better gift than **social skills** to navigate any relationship or social event with **confidence**?
  - b. It is rhetorical and does not really call for discussion. The answer is obvious and you can let it make its own point.
  - c. It's free. It's available to anybody. What a gift for life.



Image 1

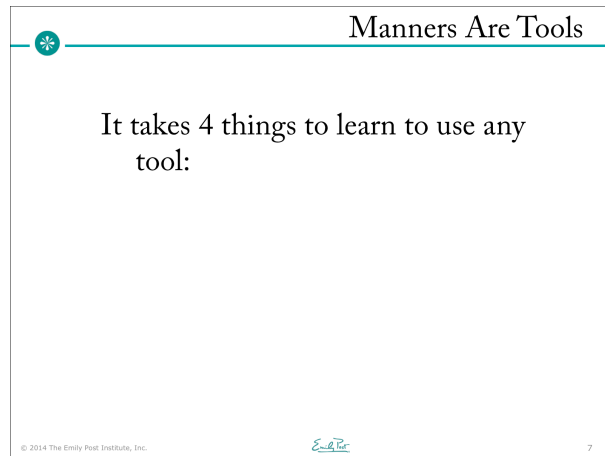


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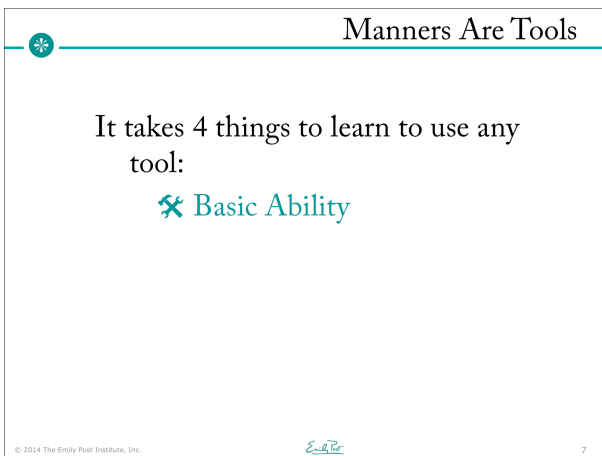


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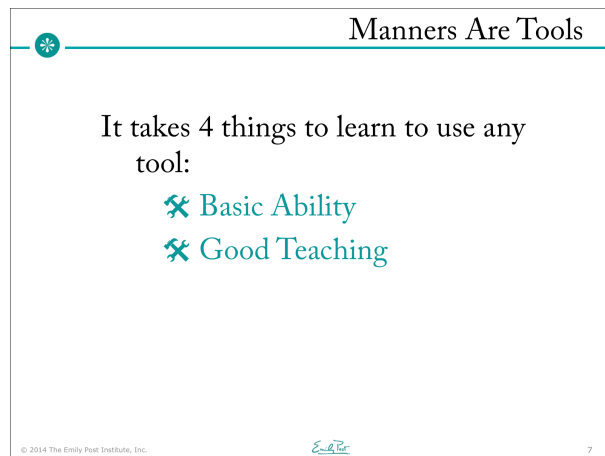


Image 4

## SLIDE 7: MANNERS ARE TOOLS

1. IMAGE 1: Slide header
  - a. Manners are tools. Explain to participants that this is another important way to look at manners. They are the tools children need to build and strengthen relationships.
  - b. Just as you wouldn't give children any tool without teaching them how to use it, you must teach children how to use manners.
2. IMAGE 2: Consider these four things as you teach children manners and how and when to use them.
3. IMAGE 3: Basic ability
  - a. This is really about expectations which we will talk about at great length in Section 3.
  - b. It is important to be teaching to the child's ability level.
    - i. A child must have developed the manual coordination before you can teach them the proper way to hold their fork.
    - ii. Children must be developmentally able to handle sitting for an hour before you can expect them to sit still at a fancy restaurant.
4. IMAGE 4: In order for children to learn to use manners effectively, you must use good teaching techniques.
  - a. Be intentional about teaching manners. They don't just happen. If you want your children to stand when they greet someone, you need to let them know.
  - b. Focus on the child when teaching. Give them your full attention. Stop your other activities and make eye contact. "When Mrs. Jacobs arrives this evening, I want you to mute the television, stand, and shake her hand. Then you can go back to your show."
  - c. Use language they can understand.
  - d. Tone. Keep it positive.

*Continued*

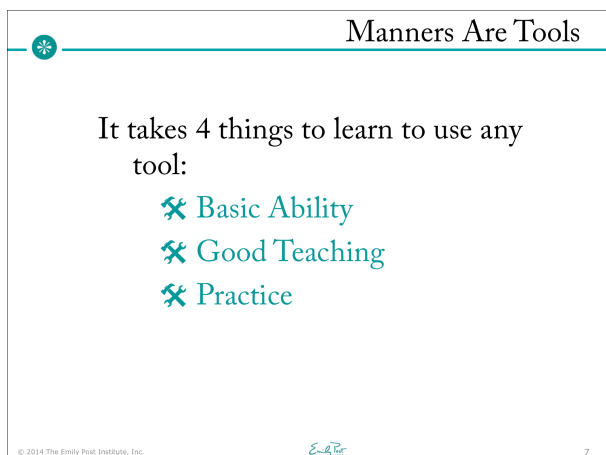


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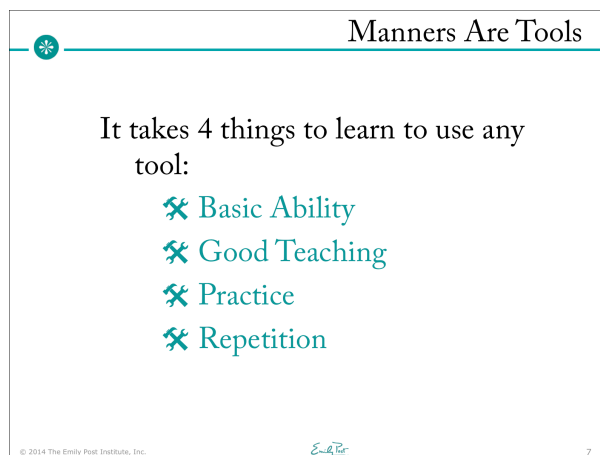


Image 6

## SLIDE 7: MANNERS ARE TOOLS, continued

### 5. IMAGE 5: Practice.

- a. It takes practice to get good using any tool. Think about teaching your child to:
  - i. ...play the piano at first, dribble a basketball, or use a new controller for a game. It can be awkward and frustrating at first.
  - ii. It is no different for a child trying to cut their first piece of chicken.
    - 1. Practice on a soft food first.
    - 2. Practice at home before going out to a grandparent's house or a restaurant.
- b. Ask participants:
  - i. "Would you send a child to his first piano recital without ample opportunity to practice the skills required to play the piece?"
  - ii. "Would a basketball coach have kids playing in a championship game without practicing dribbling the ball?"
  - iii. And then ask, "Would you send your child to her first job interview without reviewing and practicing interview skills?"
  - iv. Practice is getting it right.

### 6. IMAGE 6: Repetition


- a. This is a little different than practice.
- b. Parents and teachers often ask how many times they need to repeat manners instructions. "Say please!" "Chew with your mouth closed." "Knock before coming in through a closed door." "Please don't interrupt." And on and on.
- c. Repetition is what it takes to build a habit.
  - i. Google how long it takes to build a habit.

### 7. REPEAT: Practice is getting it right; repetition is making it a habit.

Etiquette = Manners + Principles

**Manners:**

- Smooth the way to build better relationships.
- They tell us what to do and what to expect others to do.




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Image 1


Etiquette = Manners + Principles

**Manners:**

- Smooth the way to build better relationships.
- They tell us what to do and what to expect others to do.

**Principles:**

- Serve as a foundation for all the manners.
- Help us to figure out how to interact when there is no manner.




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Image 2



## SLIDE 8: ETIQUETTE = MANNERS PLUS PRINCIPLES

### 1. IMAGE 1: Repeat of Slide 5, Manners

- a. Now we return to the formula we saw in Slide 5. I like to think that this is actually the more important part. Let's see what you all think.

### 2. IMAGE 2: Principles

- a. The principles are the foundation for all the manners in the book. Essentially all manners can be linked to one of the three principles.
- b. Also, the principles provide the basis for figuring out what to do when:
  - i. You don't know the specific manner you think is called for.
  - ii. There is no manner in the book for the situation you are facing.
    - 1. Ask the participants for examples.
    - 2. If they don't come up with any, ask them to think about instant messaging or "friends" pages on the Internet.
- c. There are only three principles and we will examine them all as they are an essential part of etiquette and critical to teaching children manners.

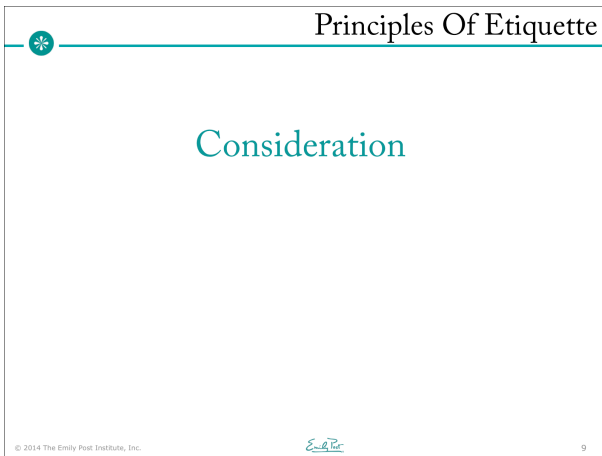


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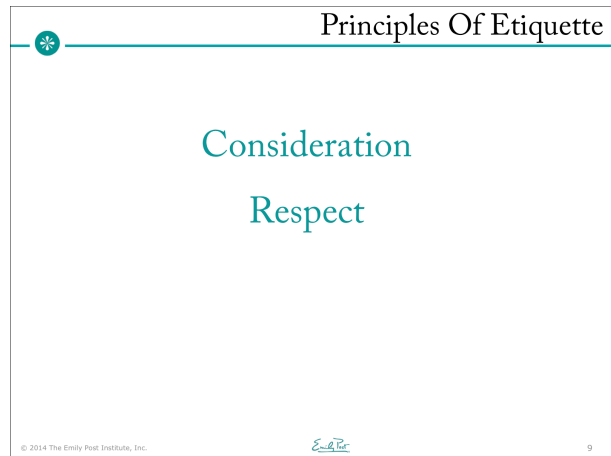


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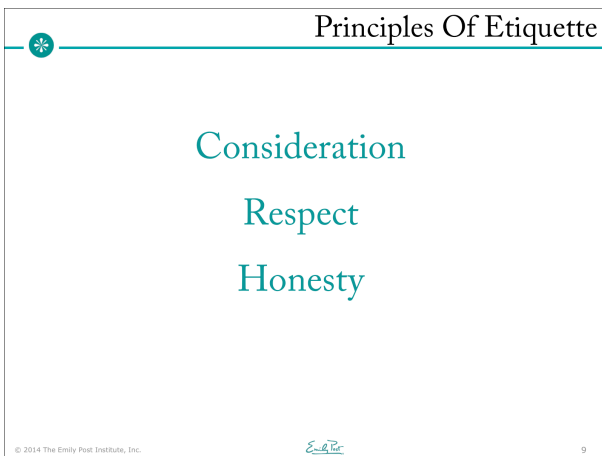


Image 3

## SLIDE 9: PRINCIPLES OF ETIQUETTE

Read the slide and explain that you will take each of the principles and give the definitions you will use with the children.

1. IMAGE 1: Consideration
2. IMAGE 2: Respect
3. IMAGE 3: Honesty



Image 1

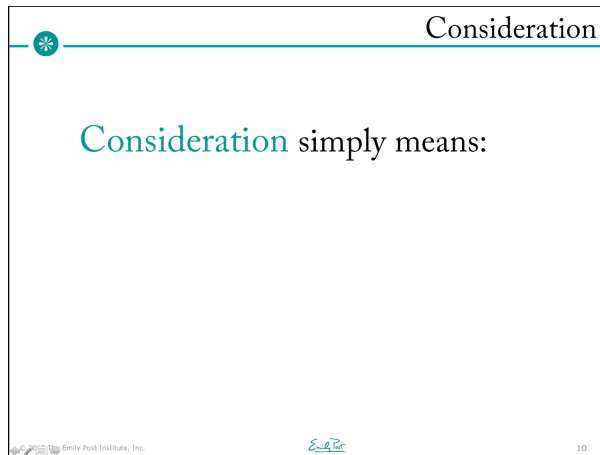


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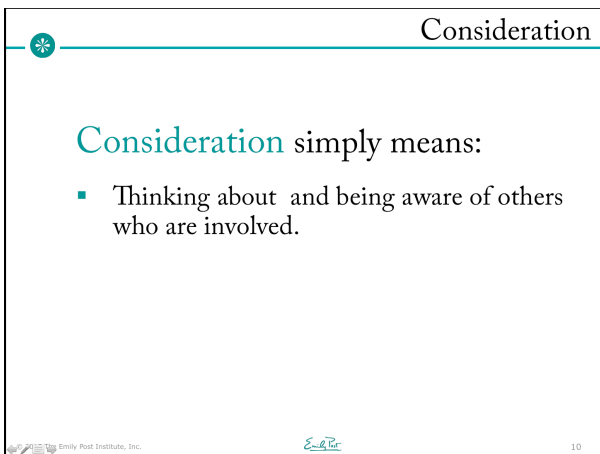


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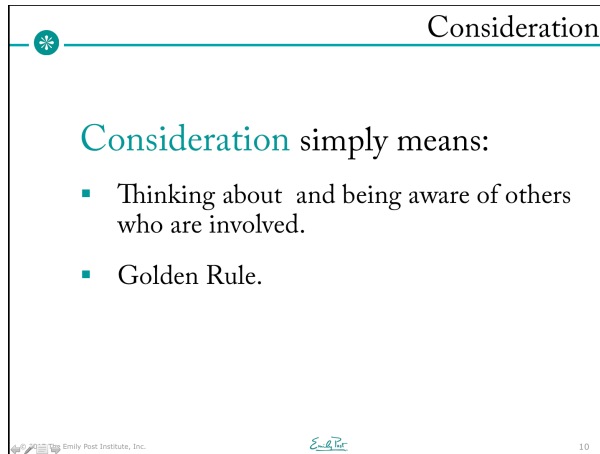


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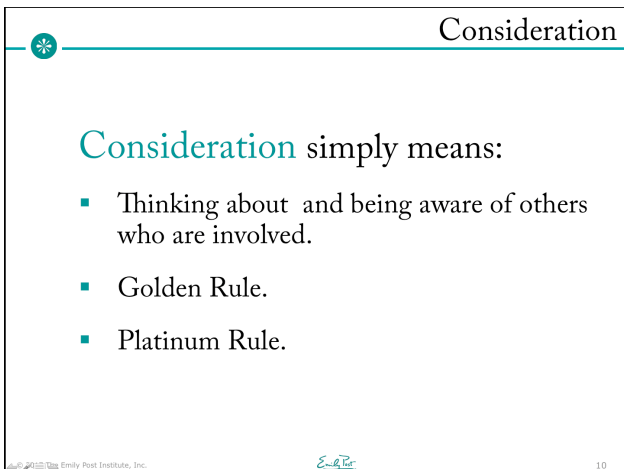


Image 5

## SLIDE 10: CONSIDERATION/AWARENESS

1. IMAGE 1: Slide header
2. IMAGES 2 and 3: Read the definition as it reveals and then let the parents know that you will expand the concept for kids with some examples.
  - a. Consideration is thinking about and being aware of others involved.
    - i. This is pre-emptive.
    - ii. We think before we act.
3. IMAGE 4: The Golden Rule: Do unto others as you would have them do unto you.
4. IMAGE 5: The Platinum Rule: Treat others the way they would want to be treated.
5. EXAMPLE USED WITH THE KIDS:
  - a. Do any of you ever go to the beach or lake or park? (They all have!) (see Resources, Section 13, page 23)
    - i. When you go to the beach, you play in the sand, right? You play Frisbee or volley ball or whatever, right? (They all do!)
    - ii. OR when you go to the beach people often take a picnic. They spread out some towels and eat peanut butter and jelly or sometimes something fancier. That is a reasonable thing to do at the beach, right? (They all say, "Yes!")
    - iii. And there are no rules that say you can't play or eat, right? (They all say, "Yes!") So here's where consideration comes into play.
    - iv. If you are the kids who have just arrived at the beach, the considerate thing to do is play your game where you will not be kicking sand bothering the picnicking family.
    - v. If you are the family, you don't plop your picnic down in the middle of someone's volleyball game.
  - b. Other examples: Talking really loud on your cell phone on a bus and maybe waking the sleeping baby behind you.
  - c. Ask the participants for other examples.
  - d. The point is not where to picnic/play at the beach or park, the point is to be aware.



Image 1



Image 2



Image 3



Image 4

## SLIDE 11: RESPECT

1. IMAGE 1: Slide header
2. IMAGE 2: Respect means caring for and accepting others just as they are.
  - a. Accepting others: You don't ask them to change or judge based on your standards.
  - b. Explain to the adults that when you give this definition to children you emphasize that this means "just as they are."
  - c. Whether they are your best friend or not, look like you, act like you, dress like you, celebrate like you do. Whatever!
  - d. It is important to show caring and acceptance for everyone around us. And that is respect.
3. IMAGE 3: Respect means caring for oneself.
  - a. Tell the participants that it is difficult to show respect for others if you do not have respect for yourself.
  - b. In fact, self-respect is essential to being respectful of others.
4. IMAGE 4: Respect means caring for things that are important to you and others.
  - a. Remind participants that you show respect for things by taking care of them.
  - b. You don't write on the walls, you take care of things that are breakable, you clean up spaces that you've been using, etc.

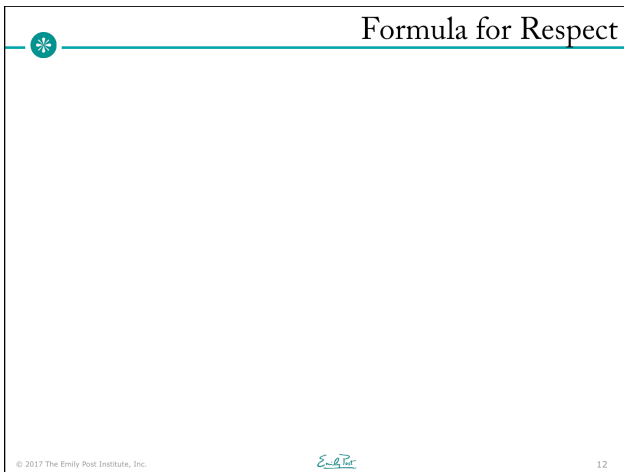


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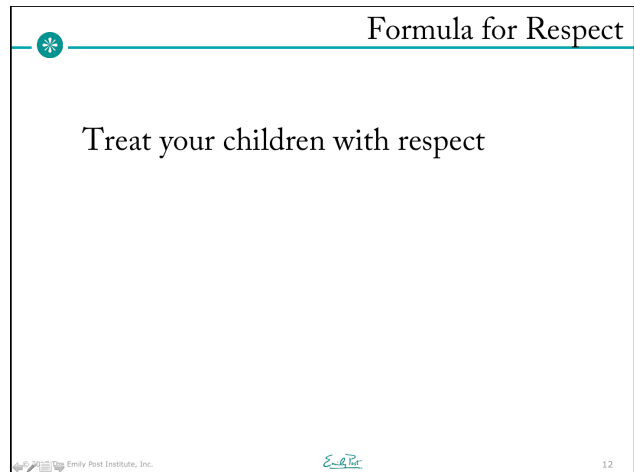


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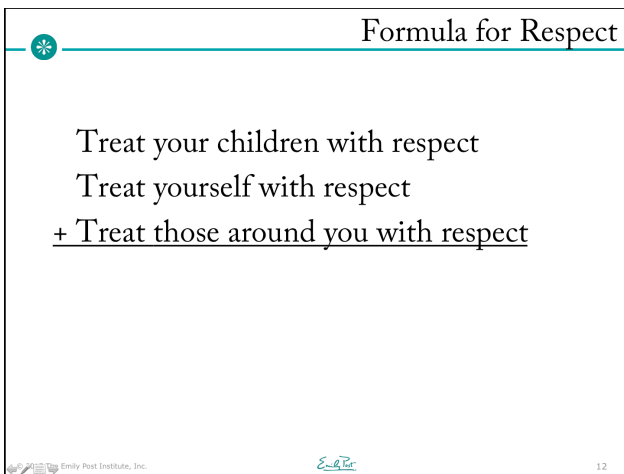


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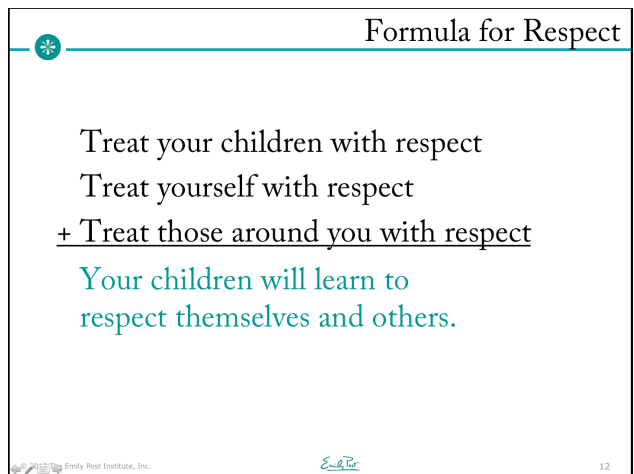


Image 4



## SLIDE 12: FORMULA FOR RESPECT

1. IMAGE 1: Slide header
  - a. Tell the participants you have a little formula to help adults teach children to be respectful. It's pretty straightforward.
2. IMAGE 2 and 3: Read the three addends as they come up on the screen.
3. IMAGE 4: Read the answer and then reiterate that it really doesn't need much more.



Image 1

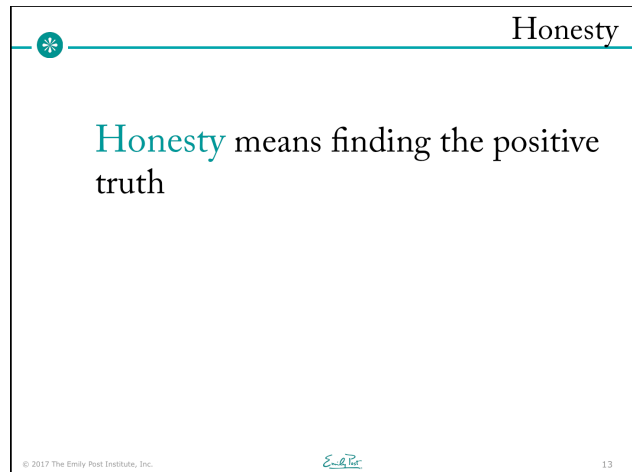


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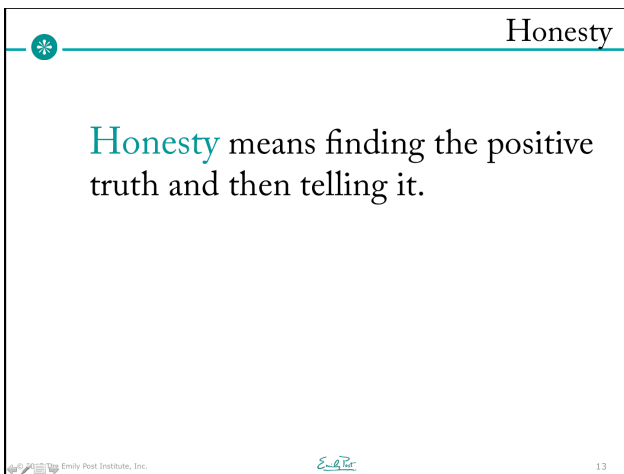


Image 3

## SLIDE 13: HONESTY

1. IMAGE 1: Slide header
2. IMAGES 2 and 3: Read the definition as it reveals and then let the parents know that you will expand the concept for kids with some examples.
3. This one can be difficult, but in fact it is really straightforward and simple.
  - a. If you make it a standing policy in your life to always be honest, it's easy. You never have to choose.
  - b. The important thing is to keep it positive. At the same time you make the commitment to be honest, you make the commitment never to be brutal.
  - c. Honesty does not have to be hurtful! (see Resources, Section 13, page 24)
    - i. EXAMPLE USED WITH KIDS: A friend comes up and says, "Look at my new coat. What do you think?" And you don't really think it's a coat you would love. BUT you can always find the positive thing...for example, "That coat looks so warm. I bet it will keep you warm on the coldest day of the year." You can even tell kids they can say, "You know, I probably would never wear an orange coat, but I know it's your favorite color and can tell how much you love that jacket!"
  - d. The important thing is to be sincere.
  - e. QUESTION: We are often asked, "What about the 'white lie?'"
    - i. We advise to stay away from white lies.
    - ii. White lies are deceptive.
    - iii. Can get you in trouble. Remember Murphy's Law: If it can go wrong, it will. When, not if, you get caught, recovering will be much more difficult than having told the truth to begin with.
    - iv. ANOTHER EXAMPLE: You've gone to your grandmother's for dinner. She has spent the whole afternoon making a great meal. The trouble is she has served spinach – not your favorite. So you taste it (in case she found the magic recipe that you end up liking), you don't like it. You don't HAVE to eat it; just leave it on the plate. When she asks "What's the matter with the spinach?," you don't tell that white lie and say, "I'm full," because then you're stuck when she brings out a perfect apple pie or catches you eating cookies in the kitchen right after you said you were full. (see Resources, Section 13, page 24)
    - v. The key is to give them the language that is okay for them to use:
      1. Tell them they can say, "You know Grandmother, I've never really liked spinach that much, BUT this is the best chicken you ever cooked. I love it.

*Continued*

**Honesty** means finding the positive truth and then telling it.

**Honesty** means wrapping the principles and manners in sincerity.

Image 4

## SLIDE 13: HONESTY, continued

4. IMAGE 4: Of course don't say that it's the best chicken unless it really is, because she is likely to remember and will probably cook it again. But she probably won't serve you spinach again!
  - a. For the adults you may be teaching, consider the concept of brutal versus benevolent honesty.
  - b. EXAMPLES FOR ADULTS AND FOR USE WITH TEEN PROGRAMS:
    - i. Brutal honesty: "You stink. Do something about it."
    - ii. Benevolent honesty: "Tom, can I see you for a minute? There's something I want to talk to you about, but I'm really uncomfortable. If the situation were reversed I hope you'd talk to me. It's about body odor..."
  - b. When we are honest, we are believable and genuine.

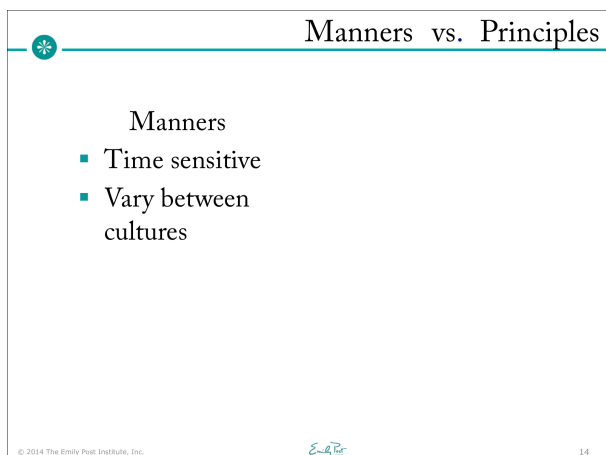


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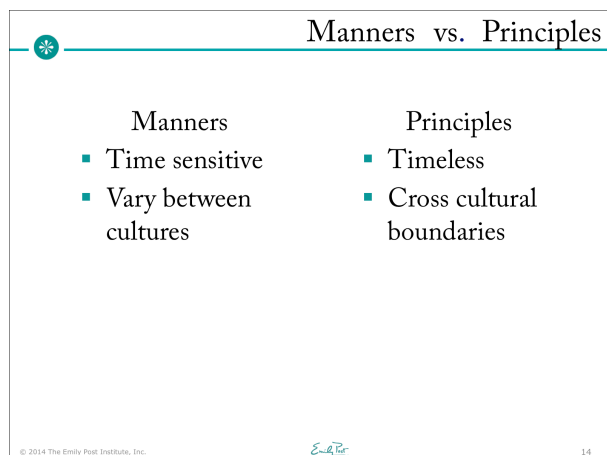


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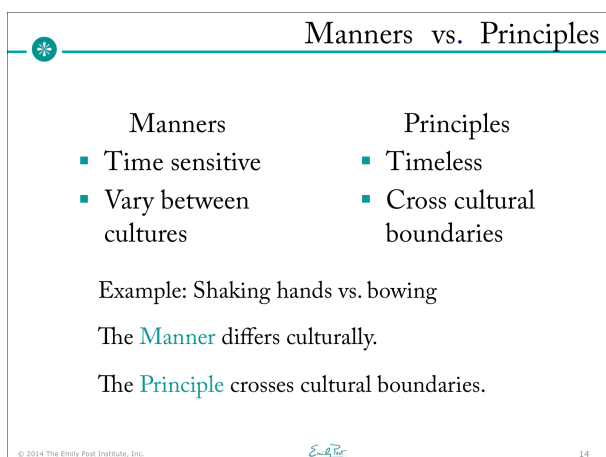


Image 3

## SLIDE 14: MANNERS VS PRINCIPLES

One final point that is important to make about principles and manners!

QUESTION: What is the difference between principles and manners?

### 1. IMAGE 1: Manners

- a. Manners are time sensitive. When Emily first wrote her book there was an entire chapter on chaperones for single women. That chapter is no longer in the book. Kids think of chaperones as the people who go on field trips with them. They love this example!
- b. Manners vary between cultures.
  - i. South America versus North America; Europe versus Asia.
  - ii. Regional differences like the Northeast versus the Southwest.
  - iii. Cultural differences between one school and another: Picture two that you know are very different. They have the same educational standards, but they look completely different.
  - iv. Differences within a school in different locations. One teacher's room can be very different for another's, but they both have the same purpose.

### 2. IMAGE 2: Principles

- a. Principles are timeless and cross cultural boundaries.
- b. Timeless:
  - i. They are the same today as 30 years ago or 300 years ago.
- c. Cross cultural boundaries:
  - i. East or West
  - ii. Europe or North America
  - iii. Even within schools: While manners may vary in different classrooms, the principles behind the manners are the same.

### 3. IMAGE 3: An example of how the manner differs but the principles remain the same:

- a. In an introduction, what is important is showing respect for the other person as you greet him/her.
- b. The form of respect varies, but the fact you demonstrate respect in an introduction is important in all cultures.

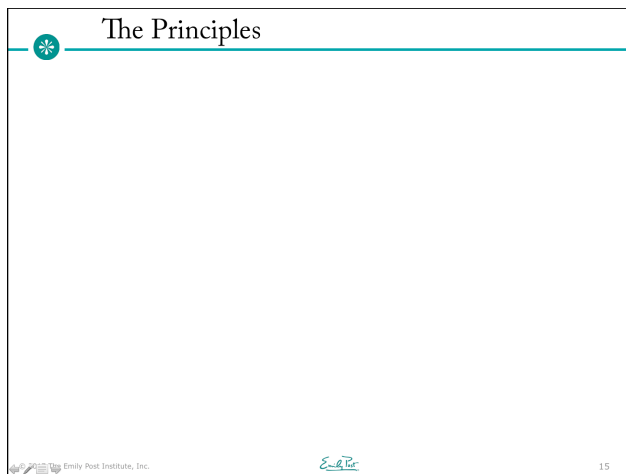


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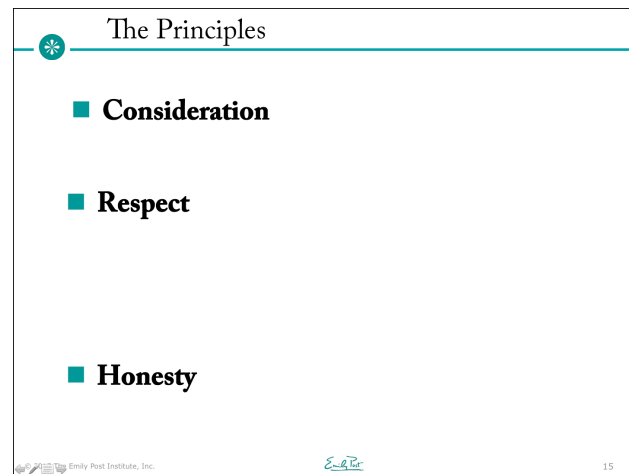


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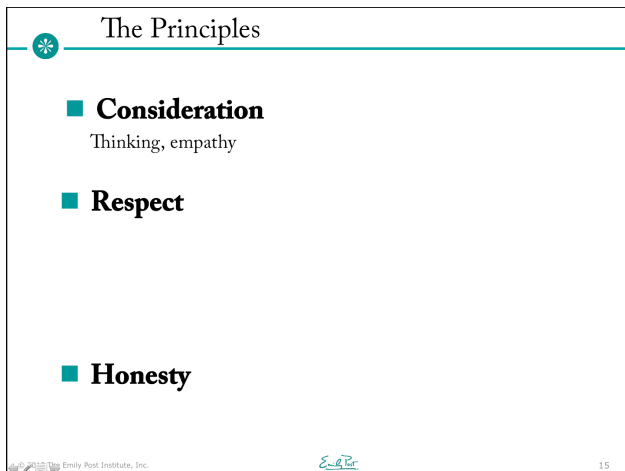


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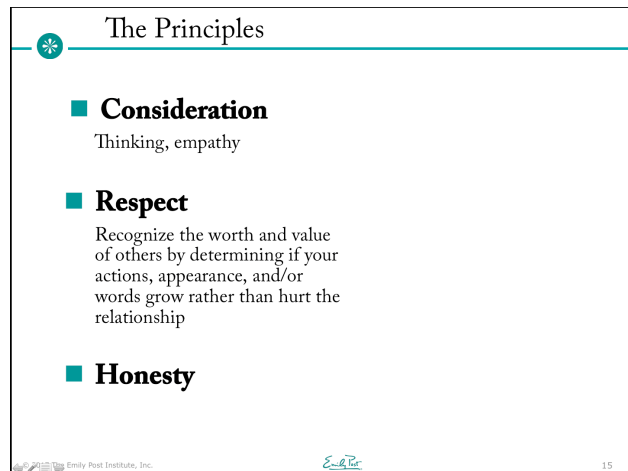


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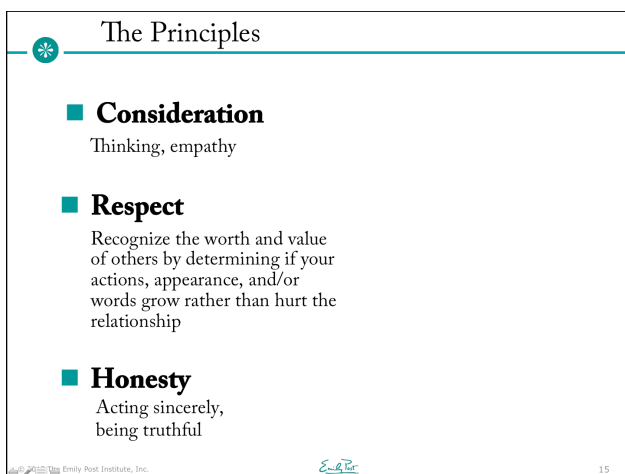


Image 5



## SLIDE 15: WHAT ARE THE PRINCIPLES OF ETIQUETTE?

### 1. IMAGE 1: Slide header.

QUESTION: What are the Principles of Etiquette?

- a. Solicit responses from the participants.

### 2. IMAGES 2: The Principles.

- a. Words alone aren't enough. It's important to define the meaning so we all are working from the same understanding of what these words mean.
- b. It's important to define terms.

### 3. IMAGE 3: Consideration.

- a. Understanding how a situation is affecting every person and entity that is involved.

### 4. IMAGE 4: Respect.

- a. Respect is often a feeling we have toward others, but it's demonstrated with actions, appearance, or words.
- b. Once you understand how people are affected, you can begin thinking about ways to act. Respect involves looking at each possible course of action and asking how your action, appearance or words will affect all who are involved.

### 5. IMAGE 5: Honesty.

- a. Honesty means to be truthful, but also to be sincere, genuine, and authentic.
- b. Being truthful is important. But honesty also helps a person to be sincere by choosing actions that will best benefit all involved.
- c. QUESTION: What about the "white lie?"
  - i. White lies are deceptive.
  - ii. Can get you in trouble. Murphy's Law: If it can go wrong, it will. When, not if, you get caught in a lie, recovering will be much more difficult than having told the truth to begin with.
- d. Kinds of Honesty
  - i. Brutal Honesty: "You stink. Do something about it."
  - ii. Benevolent Honesty: "Tom, can I see you for a minute? There's something I want to talk to you about. If the situation were reversed I hope you'd talk to me. It's about body odor. Did you know that is any issue for you?"

The Principles	Etiquette in Action
<p>■ <b>Consideration</b> Thinking, empathy</p>	
<p>■ <b>Respect</b> Recognize the worth and value of others by determining if your actions, appearance, and/or words grow rather than hurt the relationship</p>	
<p>■ <b>Honesty</b> Acting sincerely, being truthful</p>	

Image 6

The Principles	Etiquette in Action
<p>■ <b>Consideration</b> Thinking, empathy</p>	<p>→ ■ <b>Think Before Acting</b></p>
<p>■ <b>Respect</b> Recognize the worth and value of others by determining if your actions, appearance, and/or words grow rather than hurt the relationship</p>	
<p>■ <b>Honesty</b> Acting sincerely, being truthful</p>	

Image 7

The Principles	Etiquette in Action
<p>■ <b>Consideration</b> Thinking, empathy</p>	<p>→ ■ <b>Think Before Acting</b></p>
<p>■ <b>Respect</b> Recognize the worth and value of others by determining if your actions, appearance, and/or words grow rather than hurt the relationship</p>	<p>→ ■ <b>Make Choices That Build Relationships</b></p>
<p>■ <b>Honesty</b> Acting sincerely, being truthful</p>	

Image 8

The Principles	Etiquette in Action
<p>■ <b>Consideration</b> Thinking, empathy</p>	<p>→ ■ <b>Think Before Acting</b></p>
<p>■ <b>Respect</b> Recognize the worth and value of others by determining if your actions, appearance, and/or words grow rather than hurt the relationship</p>	<p>→ ■ <b>Make Choices That Build Relationships</b></p>
<p>■ <b>Honesty</b> Acting sincerely, being truthful</p>	<p>→ ■ <b>Do It Sincerely</b></p>

Image 9

## SLIDE 15: WHAT ARE THE PRINCIPLES OF ETIQUETTE? continued

6. IMAGE 6: Now, let's put the Principles to work by looking at how they relate to the Three Goals.
  - a. The principles and the goals align perfectly.
  - b. TEACHING POINT: The principles alone make sense and all of etiquette is based on them. If you want to put them into action, think about how they relate to the Three Goals.
7. IMAGE 7: Reveals the first goal: Think before acting.
  - a. Consideration is thinking about a situation.
8. IMAGE 8: Reveals the second goal: Make choices that build relationships.
  - a. Respect is recognizing and appreciating the worth and value of others.
  - b. Respect then becomes looking at options and identifying which builds and which tears down relationships.
9. IMAGE 9: Reveals the third goal. Do it sincerely.
  - a. Honesty is acting in a sincere manner. It's where you choose the action that is best for solving the situation and growing the relationships at the same time.
10. TEACHING POINT
  - a. Words alone don't solve problems.
  - b. People like to have a method, a process by which to act.
  - c. The Emily Post Institute has developed a process that you can use to resolve difficult situations. That process is built on the Principles and the Three Goals.



Image 1

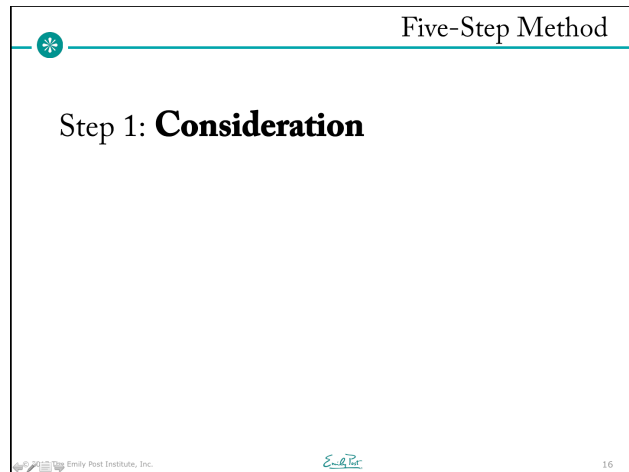


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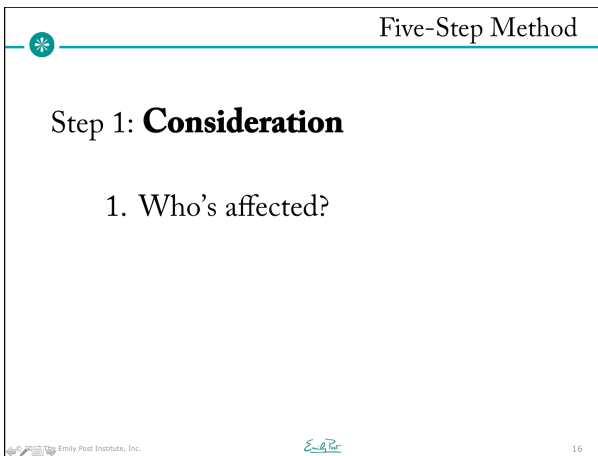


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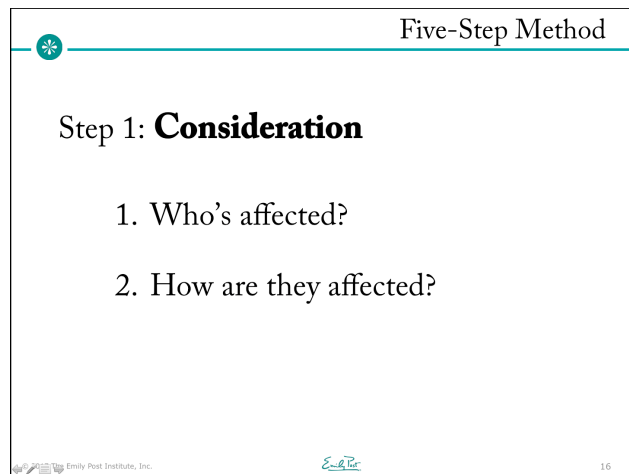


Image 4

## SLIDE 16: FIVE STEP METHOD: CONSIDERATION

1. IMAGE 1: Slide header.
2. IMAGE 2: Apply Consideration.
3. IMAGE 3: Look at any situation and figure out who is involved.
4. IMAGE 4: Then determine how they are affected.
5. TEACHING POINT: It does mean being aware that something is going on.
6. TEACHING POINT: It does not mean making value judgments. You don't need to agree with how someone feels, but you do need to be able to identify how and why they feel that way. You're simply analyzing how each option affects the people involved—including yourself.



Image 1

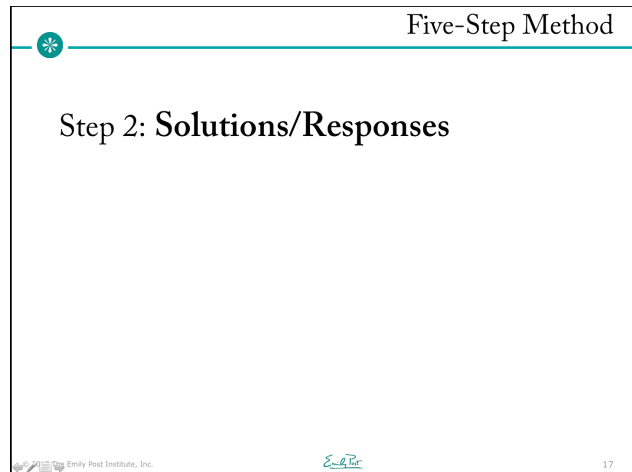


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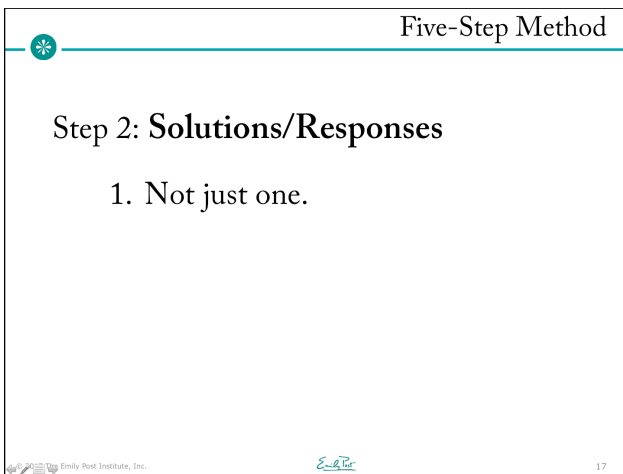


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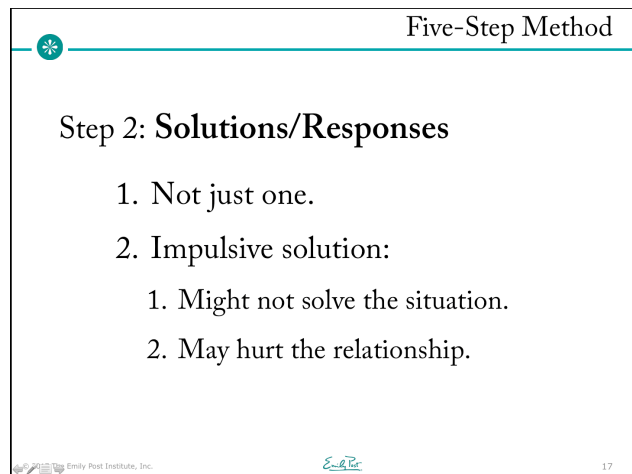


Image 4

## SLIDE 17: FIVE STEP METHOD: SOLUTIONS

1. IMAGE 1: Slide header.
2. IMAGE 2: Develop solutions.
3. IMAGE 3: Be sure to think up more than one solution.
4. IMAGE 4: The first solution a person thinks up may end up not being the best choice.
  - a. The impulsive choice may not only be the wrong choice, it may actually end up hurting the relationship.
  - b. Solutions can be ridiculous and/or totally practical.
  - c. There are usually two to four solutions.
  - d. Try to consider what someone in the moment might do.



Image 1



Image 2

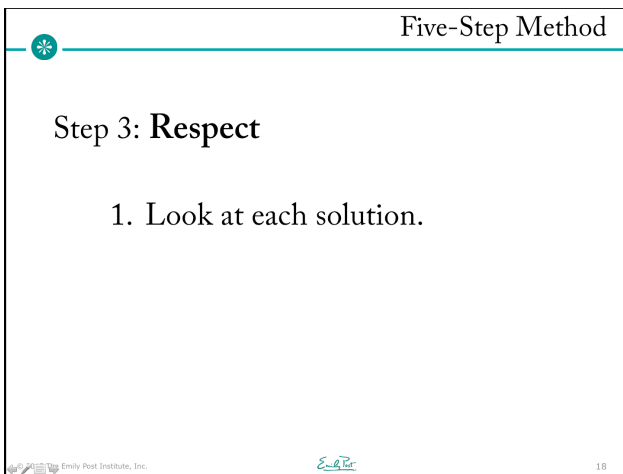


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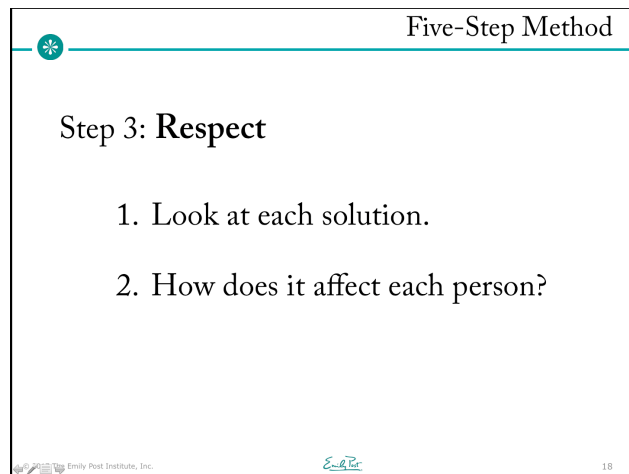


Image 4



## SLIDE 18: FIVE STEP METHOD: RESPECT

1. IMAGE 1: Slide header.
2. IMAGE 2: This is where the second principle is applied: Respect.
3. IMAGE 3: You show respect by doing two things. First:
  - a. You take the time to examine each solution.
4. IMAGE 4: Second:
  - a. As you examine each solution you ask yourself: “How does the solution affect each person involved?”
5. TEACHING POINT: This is a good time to remind listeners of the importance of *How*.
6. TEACHING POINT: Remember to look at how the solution affects you as well as how it affects the others.



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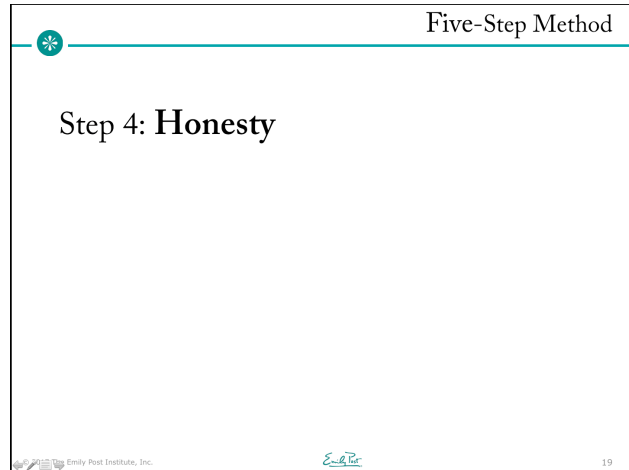


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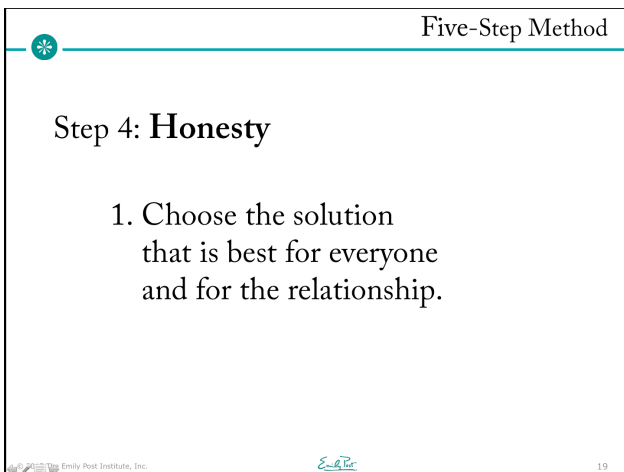


Image 3

## SLIDE 19: FIVE STEP METHOD: HONESTY

1. IMAGE 1: Slide header.
2. IMAGE 2: Remember: in step 3, respect, you examine your choices. You don't actually decide which choice is the right one until you apply honesty.
3. IMAGE 3: When you apply honesty you consider all the ramifications of each choice and then determine which choice really works best not only to resolve the situation, but also has the best chance to build the relationship.
  - a. Applying honesty will often remove a few obvious bad options.



Image 1

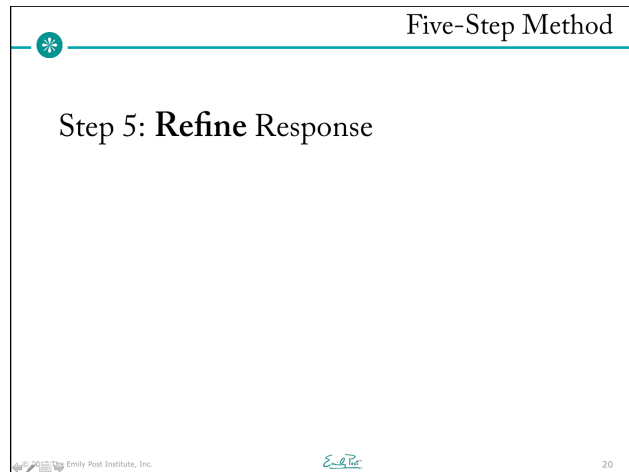


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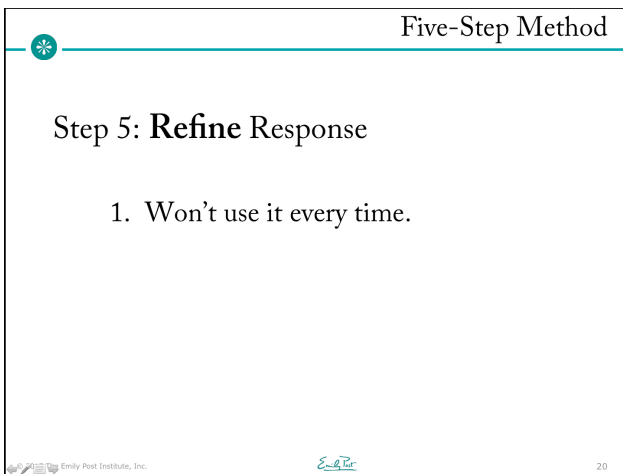


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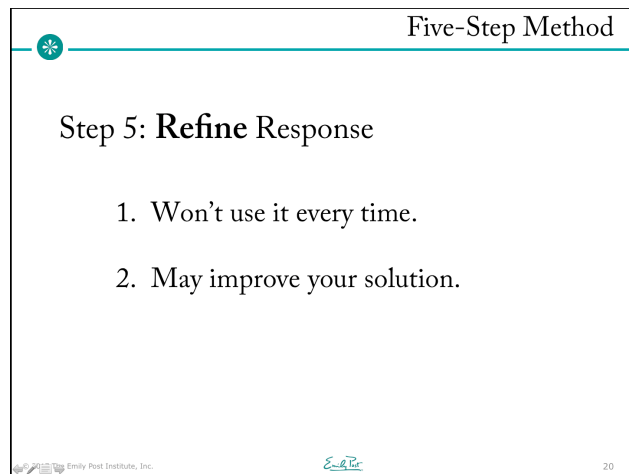


Image 4

## SLIDE 20: FIVE STEP METHOD: REFINE

1. IMAGE 1: Slide header.
2. IMAGE 2: Once a person has chosen the solution, there is a final opportunity to refine the response, to make it better.
3. IMAGE 3: The refine step is NOT always used.
4. IMAGE 4: Think of it more as an opportunity to see if there is anything that can be done to make the solution better.



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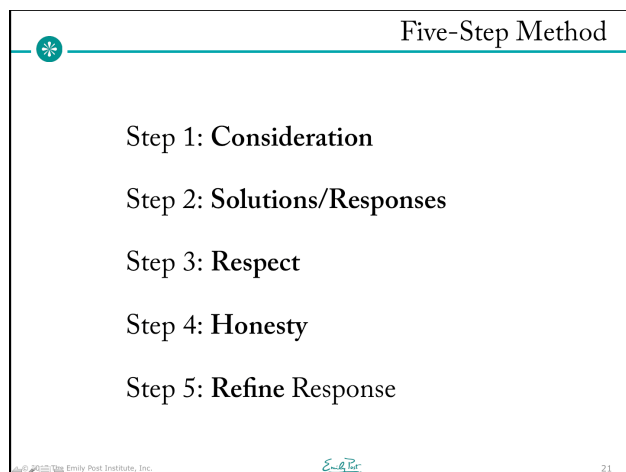


Image 2

## SLIDE 21: FIVE-STEP METHOD

1. IMAGE 1: Slide header. This slide is an opportunity to show the process as five steps and to review the definitions for each step.
2. IMAGE 2: The Five-Step Method.
  - a. Apply Consideration:
    - i. Look at any situation and figure out who is involved and how they are affected.
    - ii. It does not mean agreeing with someone's feelings.
    - iii. It does mean being aware that something is going on.
  - b. Develop Solutions:
    - i. They can be ridiculous and/or totally practical.
    - ii. Develop more than one. Think about possibilities, including what someone might do in the moment.
  - c. Show Respect:
    - i. Consider how each solution affects each person involved.
    - ii. Don't worry about what is right. Just think about, "What happens if I do this?"
  - d. Apply Honesty:
    - i. Examine each solution and ask yourself if that solution really is the best solution for everyone involved, not just you.
    - ii. Use honesty to find which solution makes the most sense to resolve the situation while building relationships.
    - iii. The best solution won't necessarily be the solution that is best for you, but it may be best for everyone involved and therefore is the right solution.
  - e. Refine the response if necessary:
    - i. Sometimes the final solution isn't quite right, but small adjustments will make it even more effective.



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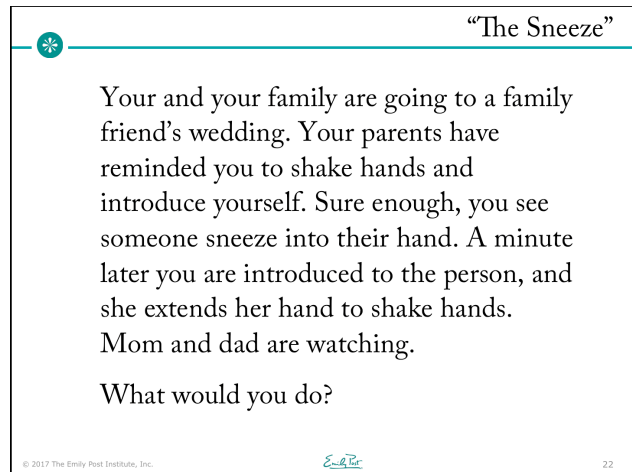


Image 2



## SLIDE 22: “THE SNEEZE” FIVE-STEP METHOD EXAMPLE

### 1. IMAGE 1: Slide header.

- a. Learning to apply the five-step method is an important class lesson. Participants have had more than enough theory at this point. Now they need a concrete example to make etiquette real to them. This example is designed to make them squirm in their seats a little, to be uncomfortable.

### 2. IMAGE 2:

- a. READ text.
- b. Tell the participants that you have several answers for them to consider.
- c. You can mention that this is a real problem that people have called The Emily Post Institute to ask for our advice.



Image 1

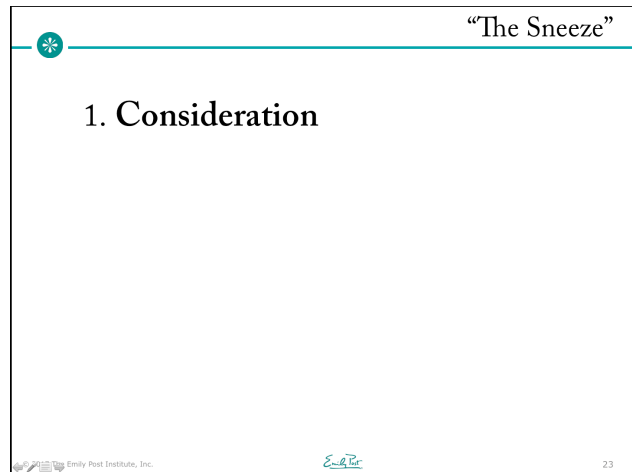


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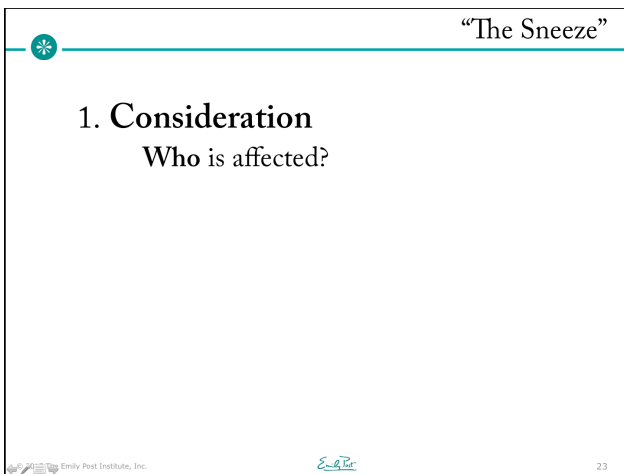


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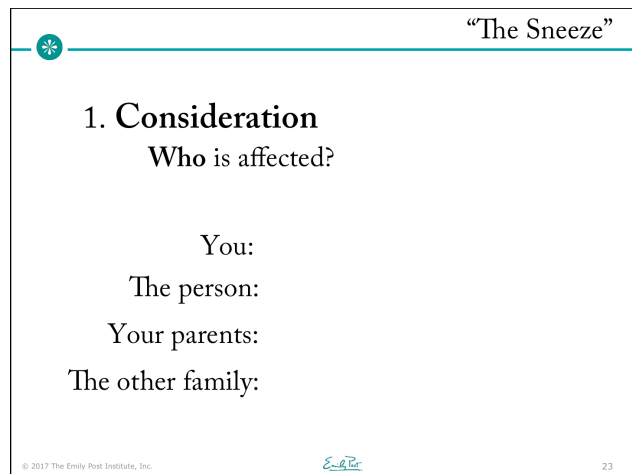


Image 4

## SLIDE 23: “THE SNEEZE”: CONSIDERATION PART 1

1. IMAGE 1: Introduction of the consideration step in the Five-Step Process.
2. IMAGE 2: Consideration.
3. Explain that you are now going to walk them through the solution using the Five-Step Process.
  - a. You use consideration to determine who is affected and how are they affected.
4. IMAGE 3: QUESTION:
  - a. ASK: Who is affected?
5. IMAGE 4: REVEAL: Who is affected?.

"The Sneeze"

1. Consideration

Who is affected?

How are they affected?


You:

The person:

Your parents:

The other family:

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Image 1

"The Sneeze"

1. Consideration

Who is affected?

How are they affected?


You: Unsure, nervous

The person: Confused, embarrassed or unaware

Your parents: Surprised, angry

The other family: Negatively affected

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Image 2

## SLIDE 24: “THE SNEEZE”: CONSIDERATION PART 2

1. IMAGE 1: ASK: Now that the “Who” has been identified, how are they affected by the situation?
2. IMAGE 2: REVEAL: How are they affected?
  - a. Discussion: Ask participants to discuss the people/entities involved and how they are affected.



Image 1

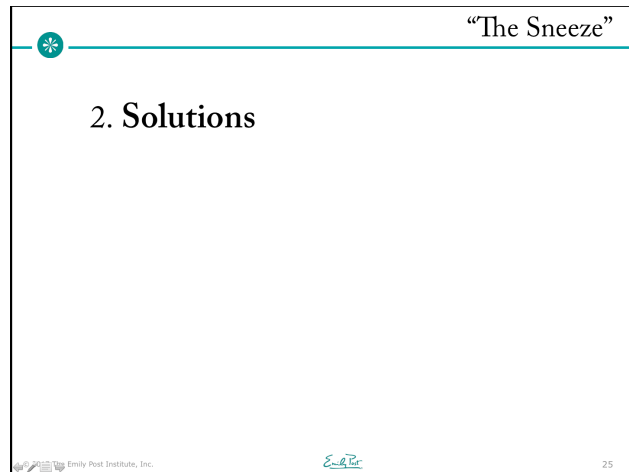


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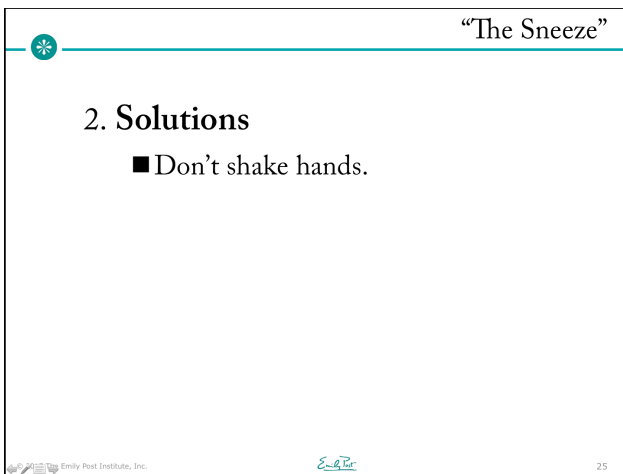


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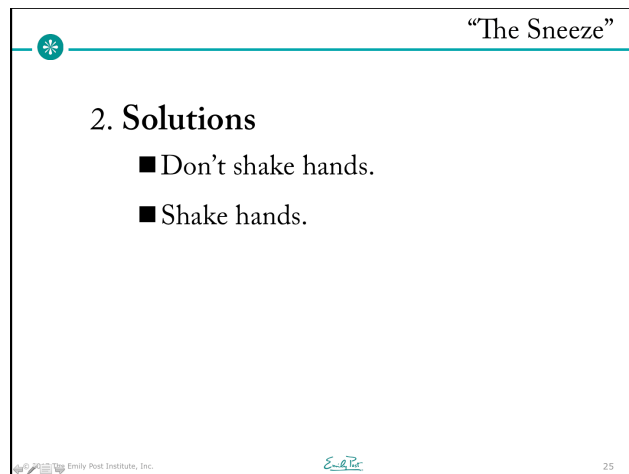


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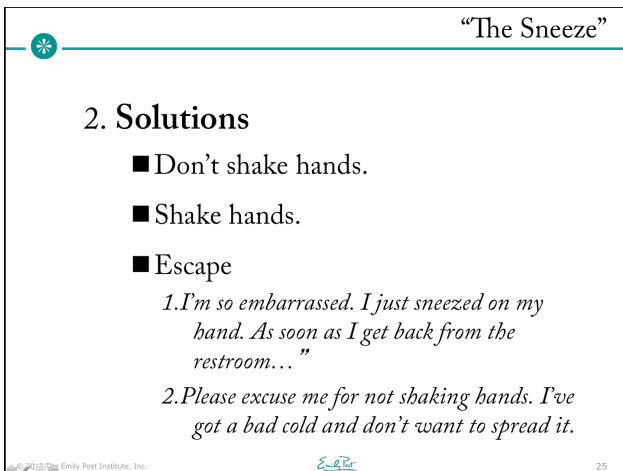


Image 5

## SLIDE 25: “THE SNEEZE”: SOLUTIONS

1. IMAGE 1: Ask the participants what the next step is in the Five-step Process.
2. IMAGE 2: Solutions.
  - a. Now that they know who’s affected and how they are affected, they can think up some solutions.
3. IMAGE 3:
  - a. Let them know you will give them one answer.
  - b. REVEAL text: Don’t shake hands.
  - c. ASK: What other answers are possible?
4. IMAGE 4: ASK: What might be an alternative action to “not shaking hands”?
  - a. If they don’t give you “Shake hands,” then give it to them.
  - b. DISCUSSION: Ask what else could you do in this situation?
5. IMAGE 5: REVEAL: The escape answer.
  - a. READ: Two options for an escape from this difficult situation.
  - b. Don’t qualify any of the answers in terms of which is best. At this point you are simply looking to get ideas. The situation only has three possible outcomes, shake, don’t shake, or find an escape. Help lead them to the answers if they aren’t doing it themselves.
6. REMEMBER: Don’t judge the answers; simply acknowledge that they are possible courses of action.



Image 1



Image 2



Image 3

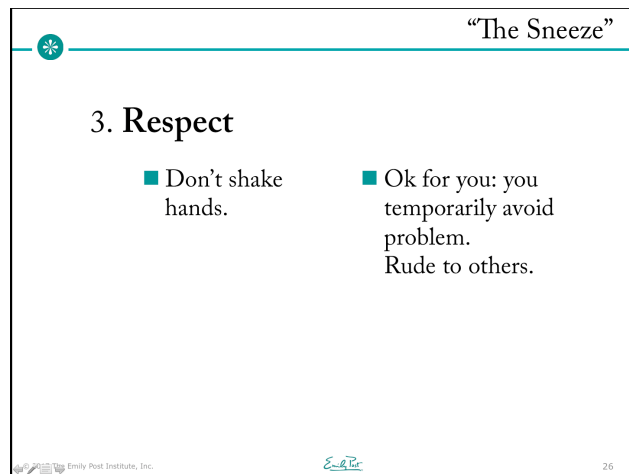


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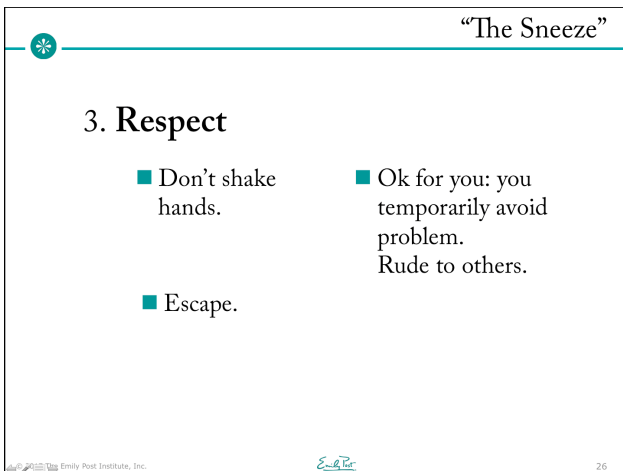


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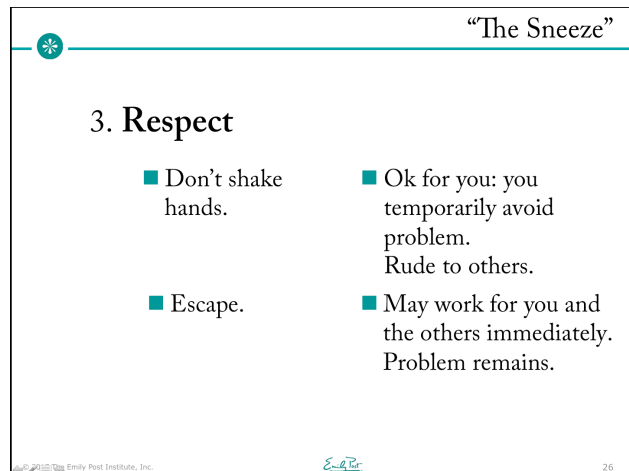


Image 6



## SLIDE 26: “THE SNEEZE”: RESPECT

1. IMAGE 1: Ask the participants what the next step is in the Five-step Process.
2. IMAGE 2: Respect.
  - a. Explain that now that they have some solutions they can proceed to the next step and apply respect to the solutions by analyzing them.
3. IMAGE 3: Don't shake.
  - a. QUESTION: How does this solution work for each participant?
4. IMAGE 4: Applying respect to don't shake.
  - a. REVEAL effect of not shaking on people involved.
  - b. Acknowledge that how *you* are affected matters. In this case the solution is really pretty good for you. You don't have to shake hands with the person.
5. IMAGE 5: Escape.
  - a. QUESTION: How does this solution work for each participant?
6. IMAGE 6: Applying respect to escape.
  - a. REVEAL effect of escaping.
  - b. Works in the short run but not in the long run.
    - i. If escape to bathroom, person could:
      1. Follow you. That would be okay! You could both wash your hands!
      2. Wait for you to return and then offer to shake.
    - ii. If you claim a cold, person could:
      1. See you shaking hands with someone else a few minutes later.
  - c. Escaping is the white lie. When caught in it, the result is much worse than the original situation.

*Continued*

The Sneeze

### 4. Honesty

- Don't shake hands.
- Escape.
- Shake hands.
- Causes more trouble than it solves.
- Doesn't really resolve the situation.

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Image 7

The Sneeze

### 3. Respect

- Don't shake hands.
- Escape.
- Shake hands.
- Ok for you: you temporarily avoid problem. Rude to others.
- May work for you and the others immediately. Problem remains.
- Hard on you. Works for the others.

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Image 8

## SLIDE 26: “THE SNEEZE”: RESPECT, continued

7. IMAGE 7: Shake hands.

a. QUESTION: How does this solution work for each participant?

8. IMAGE 8: Applying respect to shake.

a. REVEAL effect of shaking.

b. It makes sense that shaking works best for the others because it is what is expected. Unfortunately, it is also the hardest action or solution for you.



Image 1

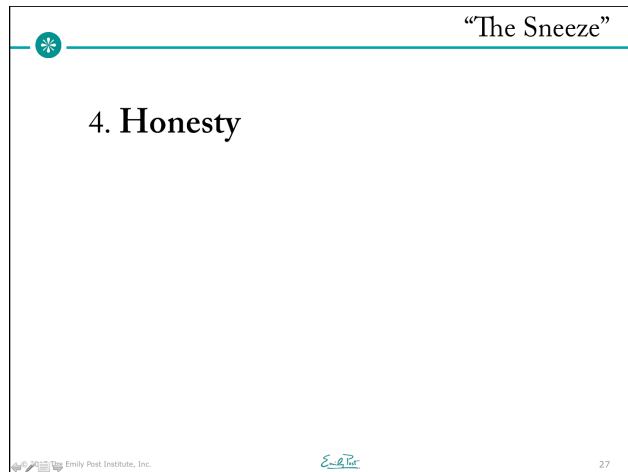


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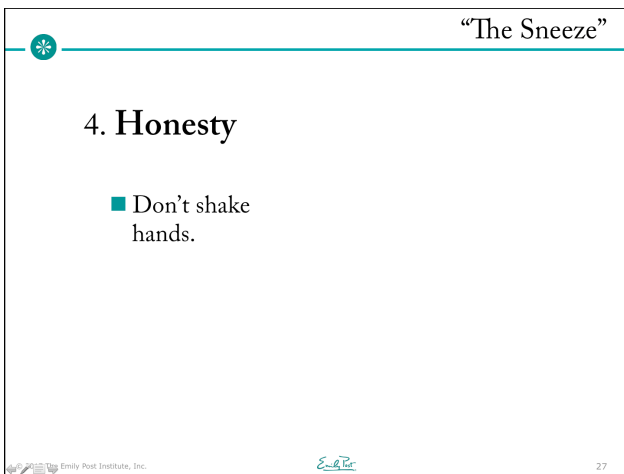


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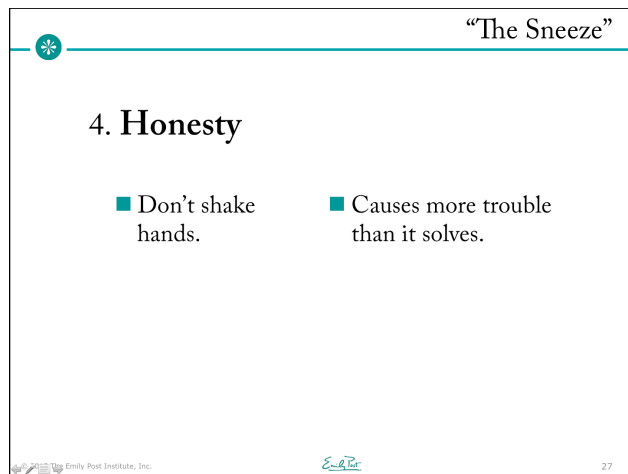


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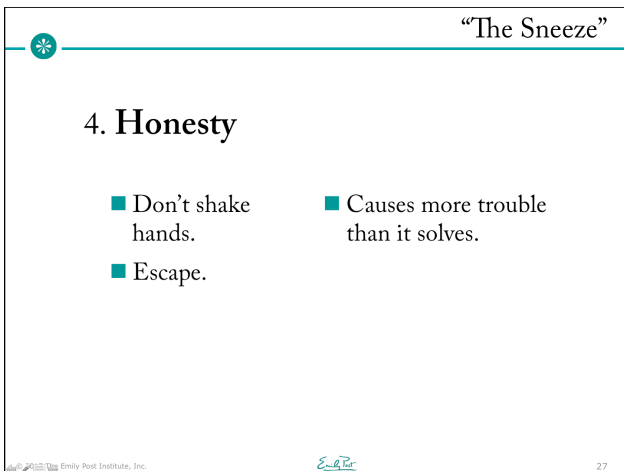


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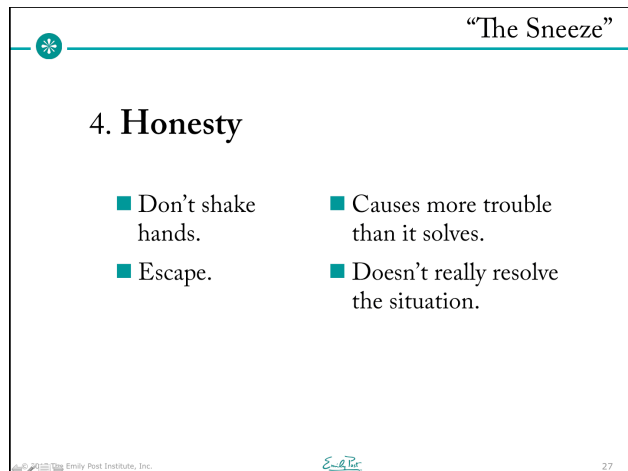



Image 6

## SLIDE 27: “THE SNEEZE”: HONESTY

1. IMAGE 1: Ask the participants what the next step is in the Five-step Process.
2. IMAGE 2: Honesty.
  - a. Explain that now that they have applied respect to the solutions and come to an understanding of how each solution affects the people involved, they can use honesty to find the best solution.
3. IMAGE 3: Don't shake.
  - a. QUESTION: How does honesty work for this solution for each participant?
4. IMAGE 4: Applying honesty to don't shake.
  - a. REVEAL.
    - b. Not a very good solution because it is poor for everyone except possibly you.
5. IMAGE 5: Escape.
  - a. QUESTION: How does honesty work for this solution for each participant?
6. IMAGE 6: Applying respect to escape.
  - a. REVEAL.
    - b. Escape is only good for the short run. Eventually, Murphy's Law will get you.
    - c. Not a very good solution, but probably better than not shaking hands at all.

*Continued*



"The Sneeze"

#### 4. Honesty


■ Don't shake hands.


■ Escape.

■ Shake hands.

■ Causes more trouble than it solves.


■ Doesn't really resolve the situation.

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Image 7



"The Sneeze"

#### 4. Honesty

■ Don't shake hands.


■ Escape.


■ Shake hands.

■ Causes more trouble than it solves.

■ Doesn't really resolve the situation.

■ Hard on you.  
Easy on the others.  
Ultimately, it works best for you.

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Image 8

## SLIDE 27: “THE SNEEZE”: HONESTY, continued

### 7. IMAGE 7: Shake.

- a. QUESTION: How does honesty work for this solution for each participant?

### 8. IMAGE 8: Applying honesty to shake.

- a. REVEAL the effect of shaking.
- b. This solution clearly works the best.
- c. QUESTION: What’s the real point here?
  - i. Recognize that the participants probably knew what the right solution was.
  - ii. Real point is that by going through the process, the participant now KNOWS that shaking hands is the right answer. The participant can now approach the situation not from the point of view of hesitating about what to do as the person hesitated when you did the role-play at the start of the exercise, but rather from a position of confidence that this is the right thing to do.
  - iii. CONFIDENCE is the key. By knowing what to do, the participant focuses on the person and not on whether to shake or not shake. The introduction focuses on the two people meeting each other and building a relationship.
  - iv. CONFIDENCE is a key benefit of etiquette.



Image 1

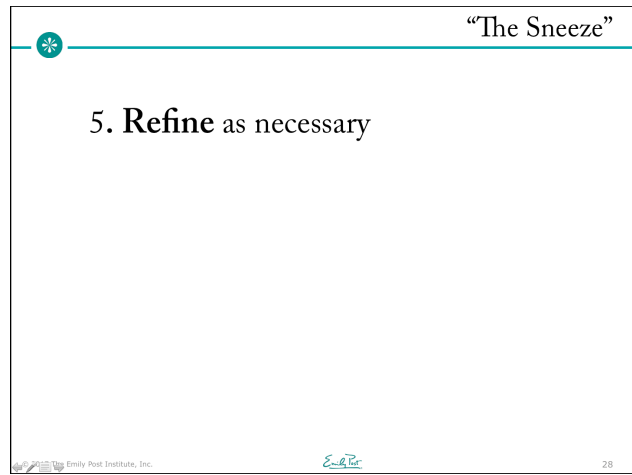


Image 2



## SLIDE 28: “THE SNEEZE”: REFINE

1. IMAGE 1: Ask the participants what the next step is in the Five-step Process.
2. IMAGE 2: Refine as necessary.
  - a. Solutions can often be enhanced.
3. IMAGE 3: Refinement suggestion.
  - a. First enhancement may already have been suggested.
  - b. It’s also important for participants to know that when you have a cold, if someone offers their hand in greeting, it is acceptable to say, “Please excuse me for not shaking, but I have a bad cold and I really don’t want to give it to you. It is really nice to meet you. I hope you understand.” Be consistent throughout the event to do the same for each person you meet. In this case the key is to say with words what the handshake would have said.
4. EXPLAIN: We practice this process to make it a habit, so that when suddenly find yourself in a situation, you can confidently make a good choice that builds your relationship rather than hesitating or making a mistake that you then have to apologize for.

## Manners – The Happy Gift

The American essayist Ralph Waldo Emerson once said, “Manners are the happy ways of doing things.” These “happy ways” are among the most extraordinary gifts you can give to your child. Good manners will play a considerable role in the happiness and contentment of your child and the many people he or she encounters. For eighteen years you and your child will travel a long and sometimes rocky road together. Learning and practicing good manners will often make the journey easier for you both. By the time your child is ready to tackle the world on his or her own terms, he or she will have your gift of good manners to smooth the way.

Image 1

## SLIDE 29: MANNERS – THE HAPPY GIFT

1. IMAGE 1: Summing it all up.
  - a. Read the slide with emphasis on the positive.
  - b. Parents and children so often think of manners and etiquette in a negative fashion.
  - c. It is important to approach children with a positive attitude and this slide provides a perfect opportunity to talk about the positive aspect.
  - d. It also encourages parents to consider again the concept of manners as a gift that will last a lifetime.

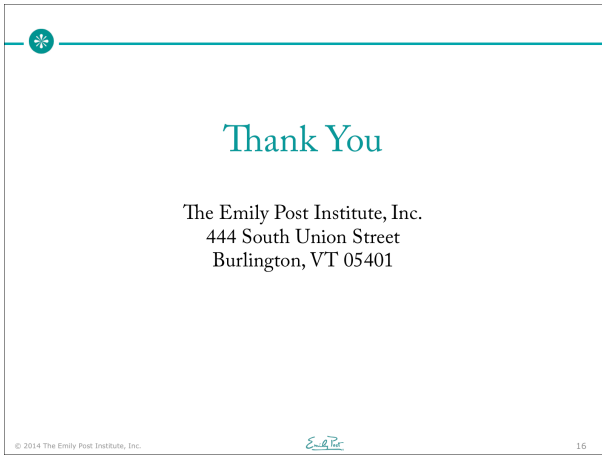


Image 1

## SLIDE 30: THANK YOU

1. IMAGE 1: Of course you want to leave with a “thank you” on the screen. You should also have your contact information in case anyone has questions. At this point, offer participants the opportunity to ask questions about:
  - a. The program
  - b. Manners in general
  - c. Any specific manners question
2. If time permits, you can indicate the formal program is over but that you are glad to talk to people individually.
3. Have a personal message ready as part of your closing. Be sure to leave some time for questions and discussion.

What can you do when your child's friend who is over on a play date is misbehaving?

- Basic manners
- Plays too rough
- Uses inappropriate language

Image 1

## SLIDE 31: MISBEHAVING GUESTS

Sample manners question if your group is quiet. Use it to get the students talking.

1. IMAGE 1: What can you do when your child's friend who is over on a play date is misbehaving?
  - a. Basic manners?
  - b. Plays too rough?
  - c. Uses inappropriate language?

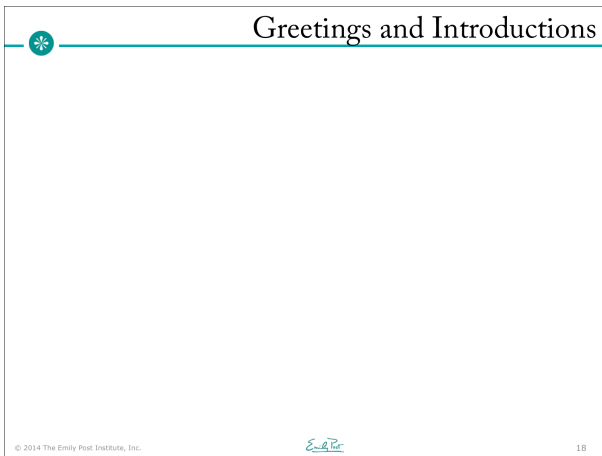


Image 1

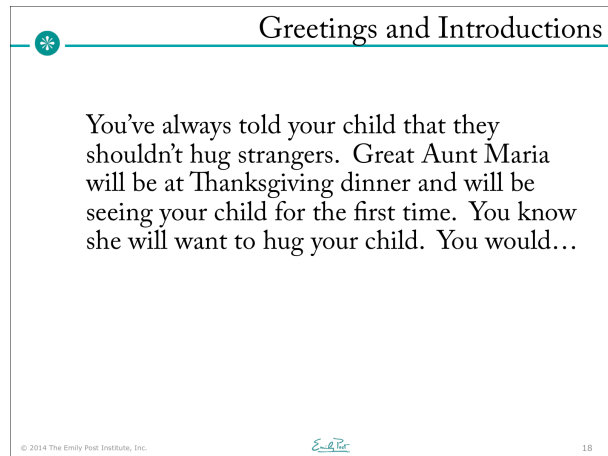


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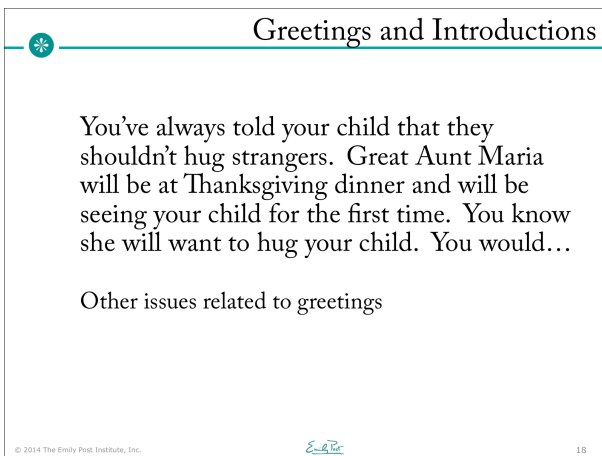


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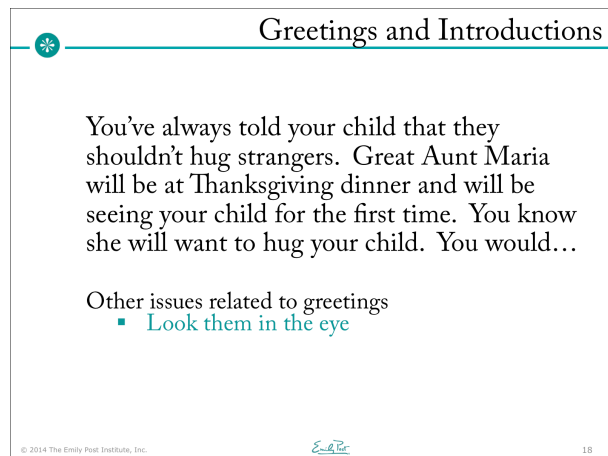


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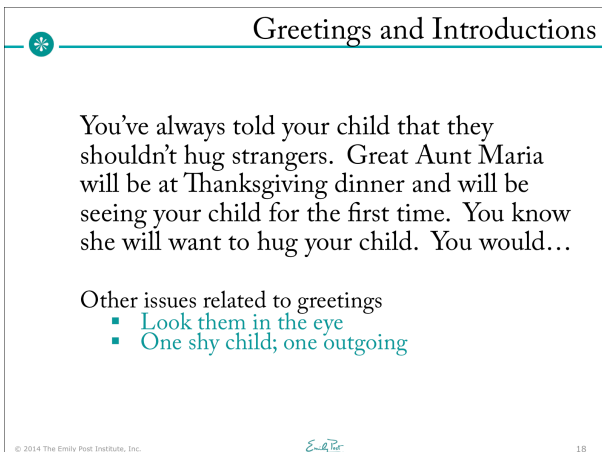


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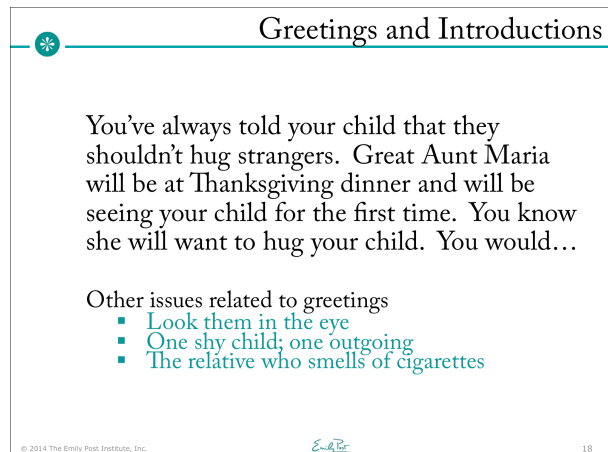


Image 6



## SLIDE 32: GREETINGS AND INTRODUCTIONS

1. IMAGE 1: Slide header
2. IMAGE 2:
  - a. You've always told your child that they shouldn't hug strangers. Great Aunt Marjorie will be at Thanksgiving dinner this year and will be seeing your child for the first time. You know she will want to hug your child. You would...
  - b. Let parents discuss how they would handle this situation.
3. IMAGE 3: And other issues related to greetings:
  - a. These are some common difficulties children have with performing greetings.
  - b. Let parents discuss each one and come up with solutions.
4. IMAGE 4: Look them in the eyes!
5. IMAGE 5: One shy child; one outgoing?
6. IMAGE 6: The relative who smells of cigarettes?

What do you do when your child's friend's family has different standards from yours?

- Day to day issues
- Safety

Image 1

## SLIDE 33: DIFFERING STANDARDS

1. IMAGE 1: What do you do when your child's friend's family has different standards from yours?
  - a. Day to day issues?
  - b. Safety?

What can you do to prepare your kids for a holiday dinner?

- Table manners
- Favorite foods
- Children's table

Image 1

## SLIDE 34: HOLIDAYS

1. IMAGE 1: What can you do to prepare your kids for a holiday dinner?
  - a. Table manners
  - b. Favorite foods
  - c. Children's table

