

Courtesy

COURTESY is the ability to be considerate and nice to others. A courteous person uses good manners and is polite.

LESSON 1

Read the definition of **COURTESY**. Tell students that some examples of courtesy are saying “please” and “thank you” when talking with others and addressing an adult as “Mr., Mrs., and Miss.” Invite students to name ways that they can show courtesy at school. (Wait their turn, use indoor voices instead of yelling, saying, “Excuse me,” “I’m sorry,” “you’re welcome,” etc.) Record student responses to create a class list of courteous behaviors as a reference for the week.
School/Home Link Ask students to list with a family member two to three ways to show courtesy at home.

LESSON 2

Review the definition of **COURTESY**. Read: **It would be nice if everyone was always courteous, but that doesn’t always happen. I will read some situations where someone is not showing courtesy. Be prepared to explain how the situation could be reversed to show courtesy.** Ask for volunteers to suggest courteous alternatives after each scenario. **MOVE OUT OF MY WAY! (Excuse me...), SHUT UP! (Could you please be quiet?), GIVE ME THAT BOOK! (May I please look at that book?), I GOT THAT PRESENT ALREADY! (Thank you for the gift), etc.** Thank students who raise their hand to speak for being courteous.

School/Home Link Ask students to practice courtesy at home tonight and observe how people react to their courteous behavior.

LESSON 3

Review the definition of **COURTESY**. Tell students there is a specific way to introduce a person that shows courtesy and respect. Teach them to always say the older or honored person’s name first. Demonstrate the following: **“Grandmother, this is Alicia.”** Then say, **“Alicia, this is my grandmother.”** Alicia can respond by looking at the adult and saying, **“I am happy to meet you.”** Invite three students to role-play the correct way to introduce a friend to a grandparent or other adult. (One student would be the adult, one student would be the person making the introduction, and one student would be the friend.) Congratulate students when the introduction shows courtesy.

School/Home Link Ask students to show a family member the correct way to introduce a friend to an adult.

LESSON 4

Review the meaning of **COURTESY**. Explain that courteous people follow the Golden Rule, which is to treat others as you want to be treated. Ask students how to be considerate and courteous in the following situations:

1. **You have one big cookie and two friends.** (Share)
2. **Your classmate is feeling sad and lonely.**
(Invite him or her to join your game)
3. **You are very thirsty, but there is a long line at the water fountain.**
(Wait your turn)
4. **Your friend compliments you on the picture you colored.**
(Say “thank you”)
5. **You see a student with his arms full of books, struggling to open the door.** (Hold the door)

Teach students that one of the best ways to be courteous is to treat others with the kindness and respect they hope others will give to them.

School/Home Link Ask students to tell a family member about the Golden Rule. (Treat others as you want to be treated.)

LESSON 5

Review the definition of **COURTESY**. Emphasize that a courteous person uses good manners. Create a two-column T- chart titled Table Manners – Do’s and Don’ts. Write the title **Table Manners** on the board. Write the word **Do** at the top of the first column and the word **Don’t** at the top of the second column. Instruct students to complete the chart by listing examples in each column. Examples to list on the Do column include: wash your hands before a meal, wait until everyone is seated, use a napkin, use a fork instead of your fingers, etc. Examples to list on the Don’t column include: chew with your mouth open, pick at someone else’s meal, slurp your drink, put your fork in the serving dish, etc. Ask students to evaluate the chart and decide which side describes their manners.

School/Home Link Ask students to create a list of table manners “Do’s and Don’ts” with a family member.