



MANNERS MATTER

Grade: **Second Grade**

Lesson time: **30-45 min**

VA School Counseling Standards

EC2, EP1, EP2, EP4.

Curriculum Standards Addressed:

Oral Language 2.1b-d, 2.2b; Civics 2.10a,c.

LEARNING OBJECTIVES:

1. Students will be able to explain how showing good manners is a form of respect.

MATERIALS NEEDED:

- Mary Louise Loses her Manners, Diane Cuneo
- Role playing cards

LESSON SUMMARY/PARENT CONNECTION:

Students review what it means to show respect and the counselor explains that having good manners is a way of doing this. Together, the class brainstorms a list of manners they are familiar with and the counselor reads the book Mary Louise Loses her Manners. The class is then split into pairs and each pair draws a role-playing card that they are to act out showing respectful and polite behaviors.





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LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Review** with students what it means to be respectful. Remind students that respectful students:
 - a. Treat others the way they want to be treated (the Golden Rule).
 - b. Use good manners and appropriate language.
 - c. Solve problems fairly and peacefully.
 - d. Are considerate of others' feelings.

Step 2: Direct Discussion (I Do)

1. **Explain** that showing someone respect involves using polite words and good manners. It shows others that you care about their feelings.
2. **Brainstorm** with the class manners that the students are familiar with.
 - a. Using polite words: please, thank you, you're welcome, excuse me, I'm sorry
 - b. Play fair, being helpful, following the rules, sharing, taking turns
3. **Tell** students you are going to show "bad manners" in several different scenarios and it's their job to offer a better way to handle the situation.
 - a. Student reading a book with an extra book on her lap
 - i. Teacher: Walk up and grab the extra book, "Hey, that's the book I want! Give it to me!"
 - ii. Students: "Excuse me? Are you reading that extra book? May I borrow it?"
 - b. Standing in the lunch line and you accidentally step on someone's toe
 - i. Teacher: "Hey, get out of my way!"
 - ii. Students: "I'm sorry; I didn't mean to step on your toe."
 - c. Standing in the crowded cafeteria in the morning and need to get to the other side of the room
 - i. Teacher: Push and shove through the crowd, "Move it!"
 - ii. Students: "Excuse me,"
 - d. Eating dinner and someone offers you some food you don't like
 - i. Teacher: "Gross! That is disgusting! I would never eat THAT"
 - ii. Students: "No thank you" or "Sure, I'll try a little"
 - e. Working on a project in class and your neighbor doesn't have any crayons or markers
 - i. Teacher: "Don't even think about touching my stuff. Get your own!"
 - ii. Students: "Would you like to use mine? We can share"



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LESSON PLAN:

Step 3: Guided Practice (We Do)

1. **Read** Mary Louise Loses her Manners. After reading, discuss the following with students:
 - a. What happens when Mary Louise starts to use disrespectful behavior?
 - b. How do her parents and neighbors respond?
 - c. Is it possible to change this behavior?
2. **Divide** the class into pairs and have each pair select a card from the role-playing card stack. Tell students it's their turn to practice their manners.
3. **Explain** that each group will take their behavior card and prepare a short skit to display it for the class.
4. **Give** the groups times to plan their skit and practice it.
5. **Bring** the groups back together and allow each group to share their role play with the class. If desired, ask the class to guess what the card said and how it's a polite behavior/shows respect.

Step 4: Assessment

Do the students understand that showing good manner is a form of respect? Were they able to act out polite behaviors in their pairs?

Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit

You see someone carrying a heavy load of books in their arms. What should you do?

Someone gives you a gift that you already have. What should you do?

You need something from your teacher but her back is turned. What should you do?

Someone calls you a name. What should you do?

Someone on the playground takes the ball you are playing with. What should you do?

You want to tell your mom something but she is on the phone. What should you do?

You notice that a classmate can't seem to find his pencil. What can you do?

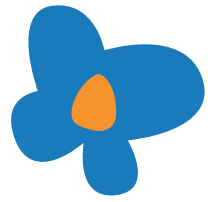
While eating dinner you would like someone to pass you something from the other end of the table. What should you do?

Other students are playing with their food at lunch. What do you do?

You overhear students teasing someone in your class. What do you do?

Everyone in class is whispering about your friend. What do you do?

A new kid comes to school. What could you do?



CELEBRATING DIVERSITY



Grade:	Second Grade	Lesson time:	30-45 min
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VA School Counseling Standards	EP1, EP3, EP4.
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Curriculum Standards Addressed:	Oral Language 2.1b-d, 2.2b; Civics 2.1a,c; Writing 2.10, 2.11c, 2.12a-f.
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LEARNING OBJECTIVES:	<p>1. Students will respect the similarities and differences between themselves and their classmates.</p>
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MATERIALS NEEDED:	<ul style="list-style-type: none">• Strips of paper and writing utensils
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LESSON SUMMARY/PARENT CONNECTION:	<p>Students review the importance of celebrating differences as something that makes the world a more interesting and special place. Students then play "snowball." Each student writes 2 or 3 things on strips of paper that they enjoy or are proud of. These strips are crumpled into "snowballs" which the student throw into the middle of the circle they've formed. Students pick up fallen snowballs and share them with the class. They then discuss what similarities and differences there are and how these qualities make our class a diverse and interesting community.</p>
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CELEBRATING DIVERSITY

Grade: **Second Grade**

Lesson time: **30-45 min**

LESSON PLAN:

Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Introduce** the concept of respecting differences in others.
 - a. What does it mean to be different?
 - b. What are some of the ways we are different from each other in this room?
 - c. Is it okay to be different?

Step 2: Direct Discussion (I Do)

1. **Point** out that each of us has differences that make us special and unique. Differences make friendships interesting and the world a colorful place. If we were all the same, then life might be boring. Point out that everyone not only looks unique, but we all have individual talents, as well.
2. **Share** two things about your own appearance and passions/talents that make you unique as an example of this.

Step 3: Guided Practice (We Do)

1. **Introduce** the game "snowball" to the class.
 - a. Each person is going to get 2 or 3 strips of paper on which they are to write something they are really good at doing and something that they enjoy (for example, I am good at math, I like to skateboard, etc.).
2. **Distribute** paper strips. Make sure no one puts their names on the papers. Once they have written one thing on each paper strip, have students crumple them up into balls.
3. **Ask** students to form a circle and toss their 'snowballs' into the middle. Allow students to pick up snowballs near them and toss them back into the middle. Students should not aim at anyone directly.
4. **Ask** students to collect 2 or 3 snowballs near them to read out to the class. Keep track of the responses, identifying similarities and differences between them as students read the responses aloud.
5. **Summarize** the activity by discussing how all these similarities and differences make the classroom community diverse and exciting/interesting to be in. Thank everyone for sharing a little bit about themselves.





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LESSON PLAN:

Step 4: Assessment

Were students able to identify similarities and differences in the classroom community? Did they express enthusiasm that there were so many? Were they able to celebrate their own uniqueness?

Evaluation Form

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https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit





SELF ESTEEM

Grade:	Second Grade	Lesson time:	30-45 min
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VA School Counseling Standards	EA4, EP1 , EP3, EP4.
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Curriculum Standards Addressed:	Civics 2.1d; Oral Language 2.1b-d, 2.2b.
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LEARNING OBJECTIVES:	<ol style="list-style-type: none">1. Students will identify things they are passionate about.2. Students will build their self esteem.
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MATERIALS NEEDED:	<ul style="list-style-type: none">• <u>I'm Gonna Like Myself: Letting Off a Little Self-Esteem</u>, Jamie Lee Curtis• Activity Sheet and illustration materials (crayons, etc.)
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LESSON SUMMARY/PARENT CONNECTION:	Students are introduced to the idea of self esteem--being proud of their own unique qualities and abilities. The group reads the book <u>I'm Gonna Like Me</u> and then each students writes an acrostic poem on the activity sheet.
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