

FRIENDSHIP
Intellectual Property

RAISE the STANDARDS

BY JACQUELINE DEL ROSARIO

Helping People Dream Again

CHRYSWACIER

RAISE IT MOTTO

We are committed and on our way.
We are taking it higher.
We will raise the standard for ourselves, those we love and generations to come.
RAISE IT!

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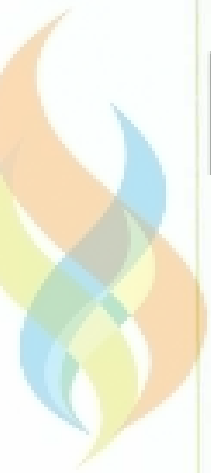
RECAPTURING
THE VISION

Helping People Dream Again



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**SELF-ESTEEM:
FEELING GOOD
ABOUT YOURSELF**

What Is Self-Esteem?

Self-esteem is the feeling a person has about his or her own worth and value. If you have self-esteem, you have **positive** feelings about yourself. However, if you have **low self-esteem**, you have **negative** feelings about yourself.

There are a **variety** of things that can affect your self-esteem. Since no two people are exactly alike, what builds or lowers your friend's self-esteem may not have the same effect on yours. While winning at sports or getting good grades may increase your friend's self-esteem, yours may be built up by helping your dad finish his project or making a quilt with your grandmother. Sometimes just knowing you've done your best increases your self-esteem.

Your self-esteem should not be determined by what others think and say about you. You must determine for yourself the things that make you feel positively or negatively about yourself. This will enable you to better meet the challenges of life.

Definitions:

- **Self-esteem:** the feeling that you are of great worth and value.
- **Positive:** good; the opposite of negative.
- **Low self-esteem:** the feeling that you are of little worth or value.
- **Negative:** bad; the opposite of positive.
- **Variety:** a number or collection of different things.



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Janet's New Hair Cut

Directions: Read the following scenario and answer the questions on the next page.

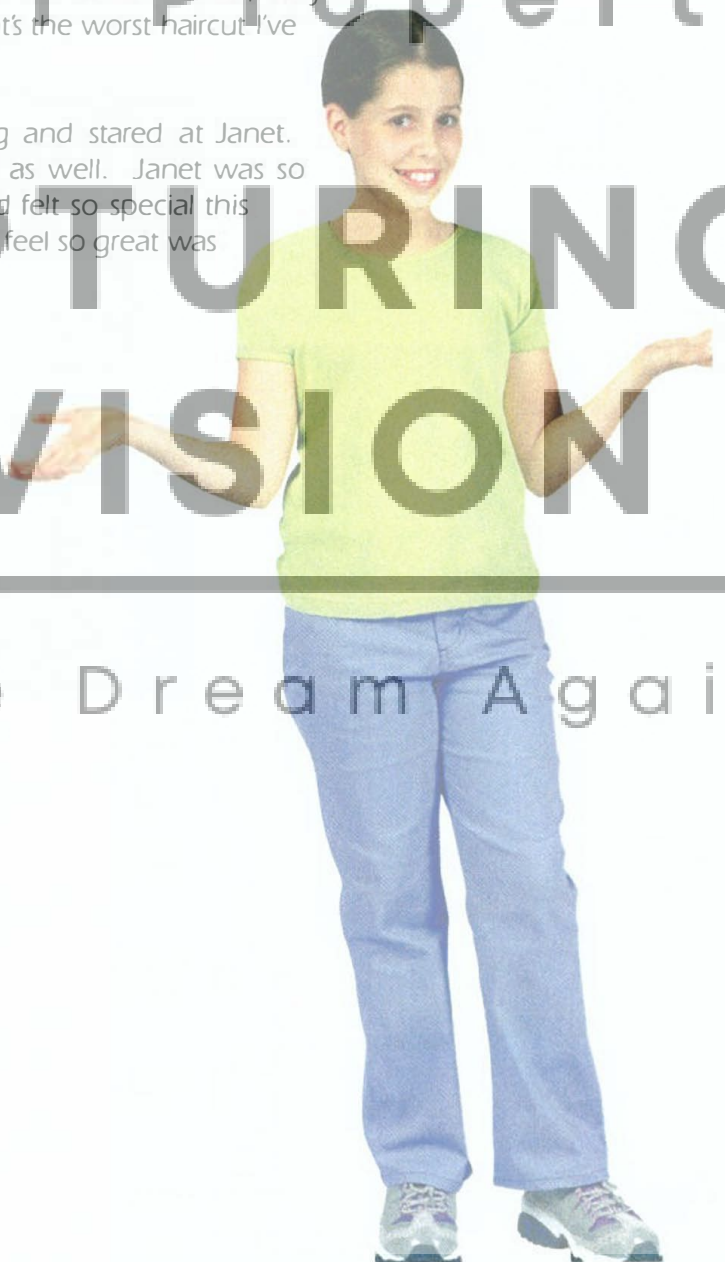
Janet jumped out of bed full of excitement. She was eager to show her friends the new haircut that her mother took her to get for her birthday. Janet thought her haircut was really cute and made her look like she was in the seventh grade, even though she'd just started the fourth. Janet was sure that all of her friends were going to want the same haircut once they saw how great she looked.

As she approached school, Janet grabbed her book bag, kissed her mom goodbye and ran to meet her friends. But before she could show off to her friends, Joey started laughing at her. "Look at Janet's hair! That's the worst haircut I've ever seen – she looks like a boy!"

All the children stopped what they were doing and stared at Janet. Some of them even started to point and laugh as well. Janet was so **embarrassed** that she ran off crying. Janet had felt so special this morning, but now the haircut that had made her feel so great was the cause of her **humiliation**.

Definitions:

- **Embarrassed:** made to feel uncomfortable or ashamed.
- **Humiliation:** a feeling of great shame.



Activity 1.1: Thinking About What You Have Learned

1. What lesson did you learn from this story?

2. Did Joey's behavior rob Janet of her self-esteem?

3. Describe a situation that has affected your self-esteem.

4. How did you respond to the situation?

5. Instead of running off, how could Janet have responded to Joey's behavior?



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Katori Learns a Lesson

Directions: Read the following scenario and answer the questions on the next page.

Katori is in third grade this year. Until now she has always loved school and liked to get good grades. This year, however, things seemed different for her. Last year she was sort of the **teacher's pet**. She was always **praised** by the teachers for doing a great job on all of her tests and classroom assignments. This year, however, she seemed to have a harder time getting good grades. Her third grade teacher, Mrs. Green, hardly noticed her at all.

Katori began to withdraw and gave up on even trying to get back to where she was last year. Every time there was a test she barely **prepared**, this way she figured she wouldn't feel bad if she failed. One day Katori saw a movie on the life of Helen Keller. She was amazed at how much Helen achieved even though she was blind and could not speak.

This movie **sparked** something inside of her and she decided she was going to really try again to succeed in school. The next day Katori began studying every night. She even went to after-school tutoring to get help for the classes she found difficult. She was amazed by the results. She actually began getting good grades again. Now Katori was happy. She felt good about herself again and her self-esteem went through the roof. She realized that she had the power to change things through her determination and hard work.

Definitions:

- **Teacher's pet:** a student who receives special attention and favors from the teacher.
- **Praised:** showed approval.
- **Prepared:** made ready/got ready for.
- **Sparked:** motivated/moved to action.



Activity 1.2: Thinking About What You Have Learned

1. What lesson did you learn from this story?

2. What do you believe sparked Katori's negative feelings about herself?

3. What other steps would you suggest Katori take to overcome her negativity?

4. List the negative feelings you have about yourself. (For example: I sometimes feel fat and ugly.)

- a. _____
b. _____
c. _____

5. What caused you to first have each of these negative feelings? (For example: I first felt this way when my older sister told me I looked like a whale.)

- a. _____
b. _____
c. _____

6. What can you do to change these negative feelings into positive ones. (For example: I can ignore my sister and focus on how beautiful my mother says I am.)

Activity 1.4: Expressing Yourself

Directions: Use your vocabulary words from this lesson to write a story about how you can help others raise their self-esteem. Use as many examples as you can.

I n t e l l e c t u a l P r o p e r t y



R E C A P T U R I N G

T H E V I S I O N

H e l p i n g P e o p l e D r e a m A g a i n

Activity 1.5: Role Play or Skits

Directions: Now that you have discussed the importance of self-esteem, let's have some fun! The class will be divided into groups. Half of the groups must come up with a role-play or skit that shows negative ways you can react when someone tries to damage your self-esteem. The other groups should be prepared to present the positive ways you can react.

In the space below develop your group role-play:

First: Choose one leader of the group who will be the spokesperson.

Second: Choose a recorder who will write down the information that your group develops.

Third: Present either a skit or role-play that shows the different possible reactions.

Examples:

- They could role-play a person getting picked on and that person running off as a **NEGATIVE** way to react.
- They could show someone calling a student a name and the student responding calmly as a **POSITIVE** way to react.



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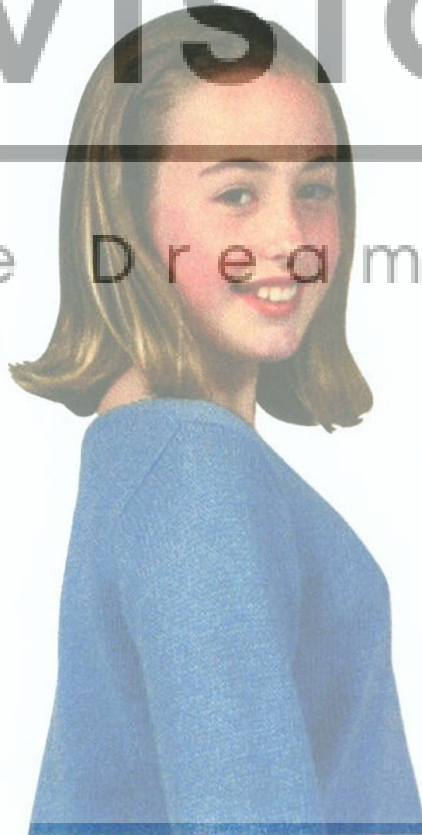
Activity 1.6: Reflections

Although it is hard sometimes, you must ignore negative words from others. An old saying that you may have heard is “sticks and stones may break my bones, but words will never hurt me.” Actually, that’s not always true. The truth is that words can hurt us. You must realize that what really matters is your **opinion** of yourself. You cannot live your life based on other people’s opinions. If Janet loved her haircut, she should not let Joey rob her of her joy. It should not matter that he didn’t like it. It wasn’t his haircut! Janet should not be **ashamed** because she liked something that someone else thought was ugly. Doing so will only cause her to lose her self-esteem.

While Katori’s situation was different, she too lost her self-esteem because of someone’s actions. In this case it was not a classmate, but a teacher. Katori was used to a lot of attention from her previous teacher, but Mrs. Green was different. Hopefully, what Katori now realizes is that not everyone is the same, but this does not mean that she should stop being herself. Thankfully, she **recognized** she could achieve and soar to new heights no matter who is teaching her. Her **determination** came from within instead of from how other people responded to her. This can be a lesson for all of us.

Definitions:

- **Opinion:** an estimation of worth or quality of a person or thing.
- **Ashamed:** feeling shame, especially when a person realizes that his/her actions or thoughts are foolish or improper.
- **Recognized:** understood.
- **Determination:** a fixed or firm purpose.



Activity 1.7: Vocabulary

Words:

Opinion	Self-esteem	Humiliated	Embarrassment
Ashamed	Recognized	Determination	Variety
Praised	Teacher's Pet	Prepared	Sparked
Positive	Negative	Low self-esteem	

Directions: Choose the correct word from above that best completes each sentence below.

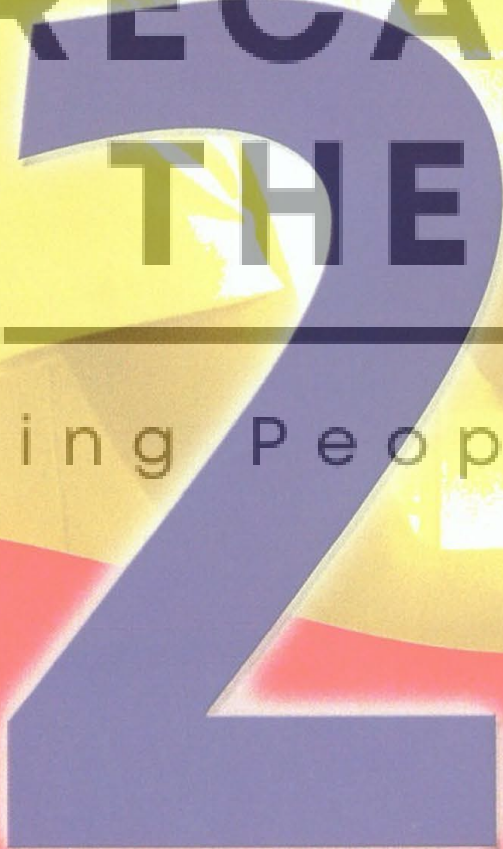
1. Janet had really high _____ until she went to school and Joey made fun of her new haircut.
2. Joey _____ Janet in front of her other friends by shouting out that her haircut looked like a boys'.
3. If Janet listens to the other children's _____, then she would never be able to know what she liked and didn't like.
4. Joey should have been _____ of himself for hurting Janet's feelings.
5. Janet's _____ made her run away from the children who were teasing her.
6. Even if we are not _____ for what we do, we should still feel good about ourselves.
7. Watching a movie about Helen Keller _____ Katori's interest in doing well in school again.
8. Katori soon learned that being _____ for class is still the best way to make good grades.
9. Even if you are not the _____ that is no excuse to stop trying hard in school.
10. _____ and hard work are the keys to success in school.
11. Katori _____ that while she could not make Mrs. Green like her, she could still do well in school.
12. I will not allow the _____ things people say about me to damage my self-esteem.
13. I will replace all the negative thoughts I have about myself with _____ ones.
14. Katori developed _____ when she was no longer the teacher's pet.
15. There are a _____ of things that can affect your self-esteem.

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2

RESPONSIBILITY

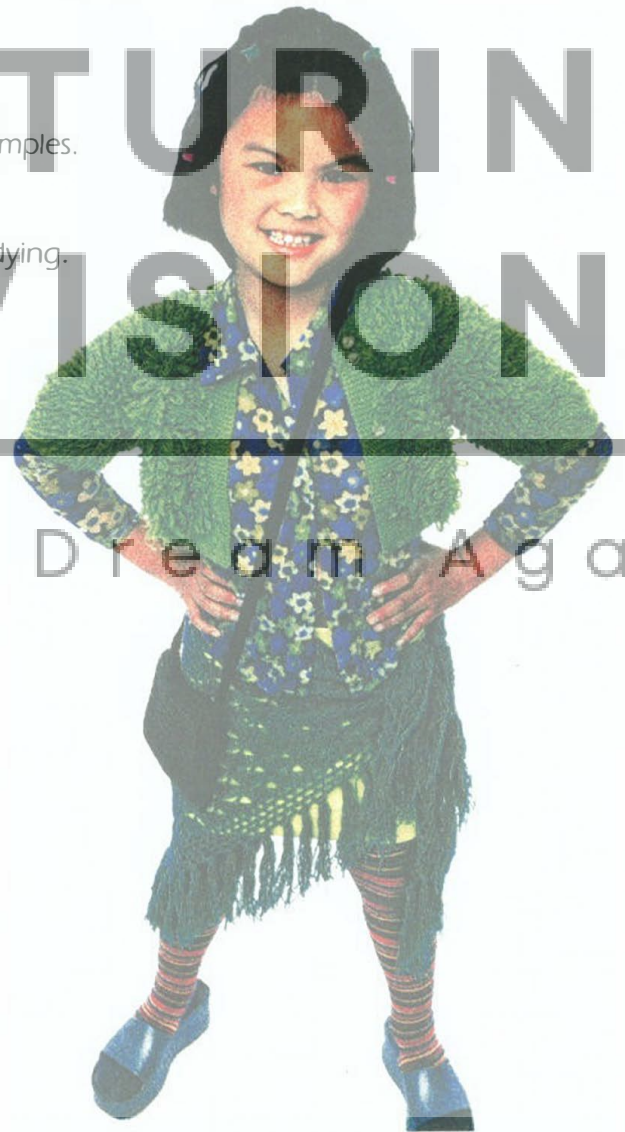
What It Means to be Responsible:

Learning to be **responsible** or dependable, is a very important part of life. Responsibility is taking care of the things in your life that need to be cared for, loved and nurtured. Everywhere in life you can see people **demonstrating** responsibility. Good parents who are responsible take care of their children by making sure they are safe, fed and clothed. They work to earn money to pay for the food, clothing and home that you enjoy.

Everyone in life can show responsibility. Responsibility is not just for adults. **Despite** your age, you also have **certain** responsibilities both as a student and as a child. While your mother and father show responsibility by going to work, you can show how dependable you are by doing well in school. Doing well in school will give you the **education** you need to get a better job. Finding a better job will give you the money you need to take care of your own family when you grow up. You will be better able to feed them, clothe them and find them a home.

Definitions:

- **Responsible:** the quality of being dependable.
- **Demonstrate:** to describe, to explain or to show.
- **Demonstrating:** explaining or showing with examples.
- **Certain:** specific.
- **Despite:** not considering.
- **Education:** knowledge and skill gained from studying.



Where is My Brother?

Directions: Read the following scenario and answer the questions on the next page.

Fabian had no problem playing with his baby brother Brian while they were at home, but he hated being responsible for him when they went out. Yet, once again he was stuck in the mall watching him in the kiddy playroom while his mom was in the store next door. She said she couldn't take Brian with her because last time he had broken an expensive vase in the store and she had to pay for it.

All he wanted to do was go two stores down and play in the video arcade with his friends. They were always there on Saturdays. He could almost see Marlon destroying all the space aliens in the new game the arcade had just installed. "This is just not right," he thought as he looked over to see Brian playing and laughing with another toddler.

Brian was having all the fun. As he watched him play with the other child, Fabian had an idea. His mom was right next door; the other child's mom was in the room; so he could quickly race over to the arcade and see his friends. He'd be back before anyone even missed him.

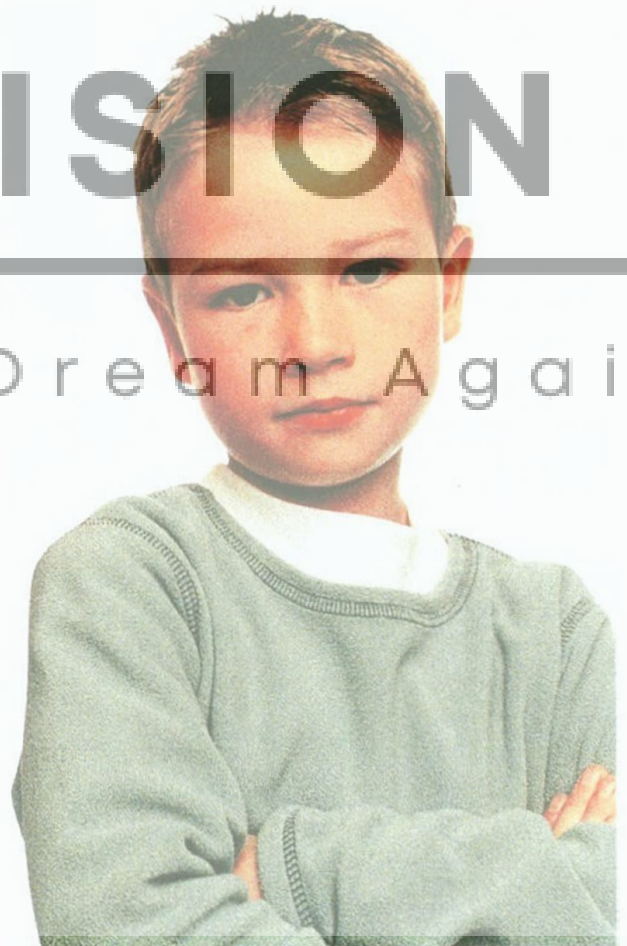
He raced over to the arcade. Marlon was there and so were Freddy, Jorge and Jamal. His whole crew from sixth grade English! Fabian got so caught up that he soon forgot all about Brian. He was too busy racing cars, beating dragons and climbing to the next level to think about his brother.

His excitement was interrupted by an announcement over the loud speaker: HAS ANYONE LOST A LITTLE BOY? HE SAYS HIS NAME IS BRIAN. PLEASE COME TO THE INFORMATION DESK.

Fabian could hear Brian **wailing** in the background. He took off as fast as he could. His mother was already there. He had never seen her look so angry before in his life.

Definitions:

- **Wailing:** crying loudly because of pain, sadness or fear.



Activity 2.3: Thinking About What You Have Learned

1. What lesson did you learn from this story?

2. Who is to blame for what happened to Brian? Explain.

3. If you were Fabian's mother what would you do and say to him? Explain.

4. Should Fabian ever be trusted to watch his brother again? Explain.

Activity 2.4: Reflections

Now that you have read Jamie's and Brian's stories, hopefully you have a better understanding of what it means to be responsible. What you need to understand is that when someone gives you a responsibility, they are saying I trust you with this. Once that trust is broken, it may be very difficult to rebuild.

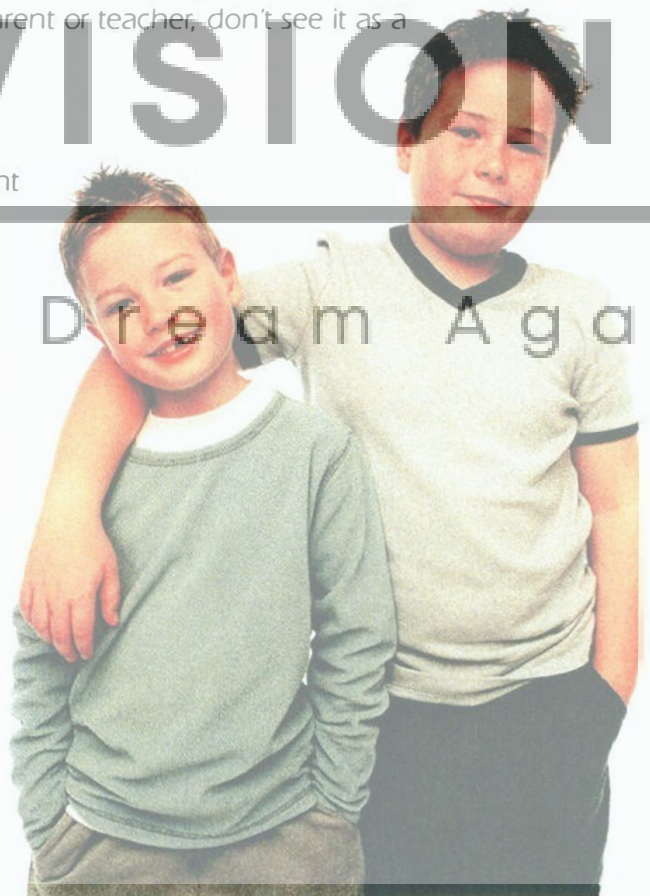
Let's look first at Jamie's story. How long do you think it will take for her teacher to trust her again to do anything? Jamie will probably have to prove to her teacher and her class that she can be trusted again by living up to all the responsibilities she is given from now on. The same goes for Fabian. Fabian chose his friends over his responsibility. For one moment of fun, he could have created a lifetime of pain and **sorrow**. What if someone had walked off with his brother or he had fallen and seriously hurt himself?

Being responsible sometimes means making a choice. The choice is not always easy to make, but you must take your responsibilities seriously. As long as you are in school, you will have certain responsibilities such as homework, tests and coming to school on time. At home you will always have responsibilities such as cleaning your room, washing the dishes and taking out the garbage. This is all in preparation for the bigger responsibilities you will have as a grown up; responsibilities like paying your bills, keeping a job and supporting your family.

Having responsibilities also help to build your **character** and make you a better person. So next time you are given something to do by a parent or teacher, don't see it as a chore but see it as them saying, "I trust you."

Definitions:

- **Sorrow:** sadness caused by injury, disappointment or trouble.
- **Character:** the good qualities of a person.



Activity: 2.5: Vocabulary**Words:**

Responsible
Education
Character

Demonstrate
Despite

Demonstrating
Certain

Sorrow
Wailing

Directions: Choose the correct word from above that best completes each sentence below.

1. I can _____ how responsible I am by helping with the chores at home.

2. Without a good _____, I will not be able to get a good job.

3. _____ my age, I can still be a responsible and dependable person.

4. Jamie was not being _____ when she forgot about her hamster.

5. I have _____ chores that I must do at home as well as at school.

6. Fabian was not _____ responsibility when he left his brother alone in the playroom.

7. If Fabian's brother had been kidnapped, that would have caused his family a lot of pain and _____.

8. Brian was _____ because he was alone and afraid.

9. It is important to have good _____.

Activity 2.6: Charting Your Responsibility at Home

Directions: List your major responsibilities at home in the chart on the following page. After you complete each activity, have your parent check it off under the day(s) it was completed. At the end of the week when your chart is completed, have your parents sign at the bottom to make sure the information is accurate. An example has been done for you below.

Name: _____

Week of: _____

My Responsibilities At Home	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1. Washing dishes	✓		✓		✓		
2.							
3.							
4.							
5.							
6.							
7.							

Parent signature: _____

My School Chart

Name: _____

Week of: _____

My Responsibilities at School	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1.							
2.							
3.							
4.							
5.							
6.							
7.							

Teacher signature: _____

Raise It Dollars

Everyone loves incentives! They motivate us to do better, work harder and stay on task. That's what **Raise It Dollars** are all about. **Raise It Dollars** are a wonderful way to reward you for your good deeds. We want you to be caught in the act "doing the right thing". Too often you only get attention when you do something wrong. We want to use the **Raise It Dollars** as an incentive to reinforce all the positive behaviors you will be learning in the Raise It Workbook. **Raise It Dollars** will not only be distributed for the HOME CHART & SCHOOL CHART but also for the COMMUNITY PROJECT in chapter three as well as other positive behaviors.

Raise It Dollars will be distributed at the end of each week. In order to ensure the accuracy of the information, an adult - either a parent or teacher, must verify with a signature that they have witnessed your good behaviors. **Raise It Dollars** can be used to buy lots of goodies such as shoes, hair accessories, clothes and perfume from the **Raise It Store**.

For a completed and signed school chart, you will earn \$10.
 For a completed and signed home chart, you will earn \$10.

Following is a list of behaviors that should also be rewarded and the suggested designated amount of dollars:

Responsible Behaviors	Dollars
1. Raising your hand in class.	\$3
2. Sitting quietly in your chair.	\$3
3. Staying focused and on task.	\$3
4. Opening a door for a girl/lady.	\$3
5. Sharing with a classmate or someone in need.	\$3
6. Completing Community Project (ch.3).	\$20



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LOVE AND CARE
FOR OTHERS

Here are several things that you can do to show love:

★ **Charity** is showing love through kind **deeds**. One kind deed would be to donate one of your favorite toys to a needy child. Remember that you should treat others the way you want to be treated, you wouldn't give away an old, broken toy. Instead, to show true love and kindness, you would give away a toy that you still liked.

★ **Empathy** is sharing and understanding another person's feelings when they have gone through a difficult experience: loss of a pet or death of family member. For example, your friend's dog dies, you would feel sad just like she does.

★ **Forgiveness** means letting go of the hurt and pain others may cause you. It is good to forgive when others offend or anger you. Forgiving others is an **important** ingredient in all relationships. It allows relationships to grow and keeps you free of hatred and other negative emotions. Remember, no one can make you perfectly happy all the time. Sad and upsetting things will happen.

★ **Cooperation** means working together so that everyone is appreciated and considered. Cooperating with others makes things flow smoothly. Playing games is fun when everyone works together. It is important to follow the rules and consider each other's turn and desire to participate. When this happens, everyone has a great time.

Love can also be easily expressed by saying a simple thank you or by giving someone a smile. Both giving and receiving love can make you feel good inside.

Definitions:

- **Behavior:** your manner of behaving or acting; your conduct.
- **Consideration:** thoughtfulness for other people; careful thought.
- **Deeds:** actions.
- **Important:** having special value.
- **Expressed:** to put into words or actions.

Terrell's Big Heart

Directions: Read the following scenario and answer the questions on the next page.

Tony's father died when he was six years old. He missed his father a lot. Every time soccer season came around, Tony felt both glad and sad at the same time. Tony was glad because he loved soccer more than anything, but he was also sad because he was the only one on the team who did not have a father.

Terrell noticed that Tony felt bad about not having a father so he asked his father if Tony could ride with them to all the games. Terrell's father agreed and at every game he cheered for Tony as if he were his own son. This made Tony feel so good. Terrell and his dad also felt great because they liked seeing how much the kind deeds meant to Tony.



Activity 3.1: Thinking About What You Have Learned

1. What lesson did you learn from this story?

2. How did Terrell's behavior show love and care for Tony?

3. Describe a situation that showed you that someone loved and cared for you.

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4. How did it make you feel?

5. Can you think of any activities you and your class can do to show love and care for others?

Activity 3.2: Care Charts

Directions: To show love and care in your class, make a list of the top ten loving and caring behaviors each person should show in class. Your good behavior will be recorded on a care chart for your class and you will be rewarded with **Raise It Dollars**.

First: Choose a recorder; this person will write down everyone's ideas on the board.

Second: Have all the students give at least one good deed for the care chart for your class.

Third: Vote on the top ten good deeds that the entire class agrees upon.

Fourth: Post the good deeds where everyone can see them.

Write the top ten loving and caring behaviors:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Examples:

- Opening the door for others.
- Giving a card to someone that is feeling down.
- Bringing in canned food for the hungry.



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**BREAKING THE CYCLE-
PREJUDICE &
STEREOTYPING**

Prejudice is when you dislike other people based on their race, age, color, religion, etc. You may not even know the person, but because they are different you decide not to like them. For example, you may be prejudiced against people who have tattoos or body piercing or a different style of dress. You may even be prejudiced against others because of their weight or size. If you have ever experienced prejudice, then you know how much it hurts.

Examples of some of the hurtful and horrible results of prejudice can be seen in the Jewish Holocaust, Slavery and Apartheid. (If you are not familiar with these horrible times in history, research them in the library so you can learn about them.) Many of you will have heard of Martin Luther King, Jr., the great **Civil Rights** fighter, who fought to get rid of prejudice and other **inequalities** among the American people. You too, can do your best to break the cycle of prejudice.

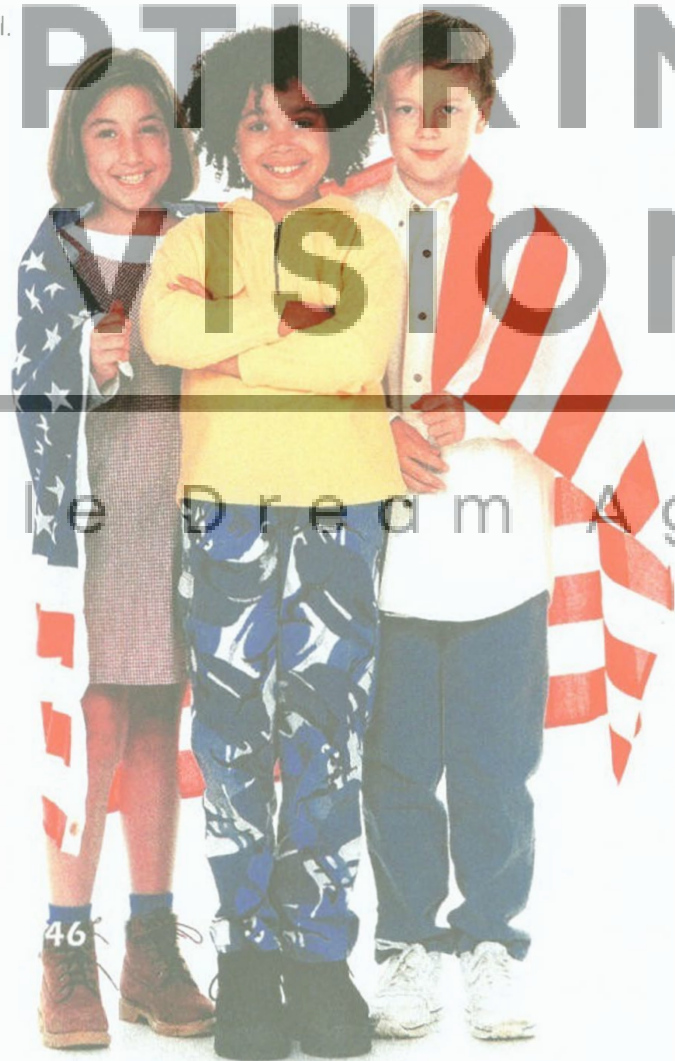
Definitions:

- **Prejudice:** a dislike of people based on their race, age, color, religion, etc.
- **Civil Rights:** the individual rights of a citizen, such as the right to vote and freedom of speech.
- **Inequalities:** things that are not equal.



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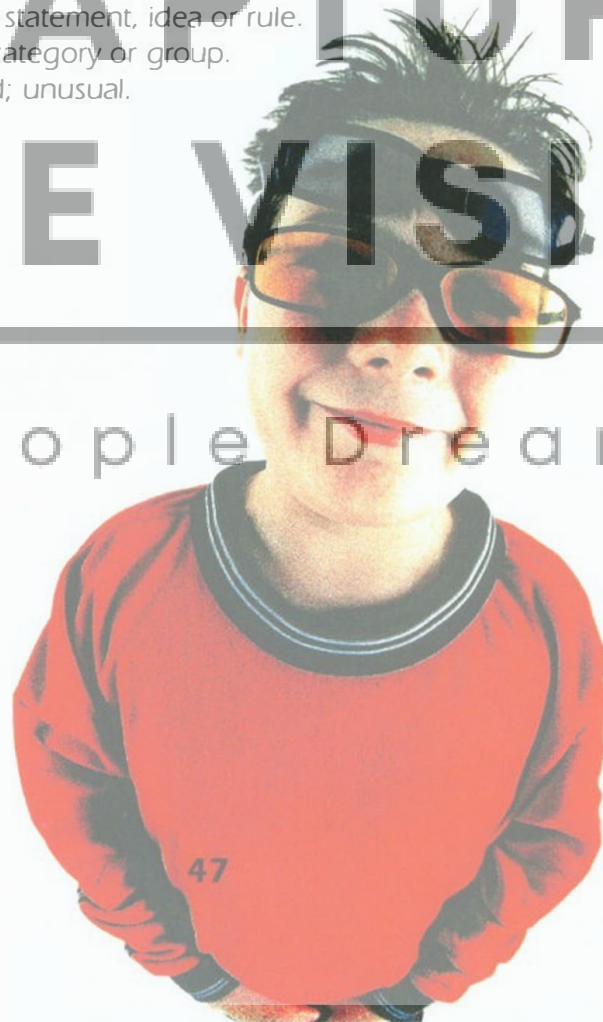


Breaking the Cycle - Stereotyping

Stereotyping is having an unfair belief or opinion about a person, a thing or a group that is often based on false information. Stereotyping often happens when we take one thing a person may have done and make it seem like it happens all the time. This is called making a **generalization**. For example, you may hear someone say, "All blondes are silly." This is far from the truth! Or perhaps you have heard a friend say, "Old people always drive slow." Stereotyping is wrong and many times leads to prejudice and discrimination. When you **categorize** people according to their race, age, disability, size, color or religion, you are discriminating. A good rule to remember is any time you use a word like "all" or "every" to refer to people, you may be stereotyping. Now that you are in a higher grade, you may catch yourself saying, "All first graders are babies!". Since you do not know all first graders, this is a stereotype. Instead of putting people into categories, let's try to appreciate the **uniqueness** of the different people we meet.

Definitions:

- **Stereotyping:** having an unfair opinion about a person, a thing or a group that is often based on false information.
- **Generalization:** a general statement, idea or rule.
- **Categorize:** to put into a category or group.
- **Uniqueness:** one of a kind; unusual.



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Jacqui's Lunch Date

Directions: Read the following scenario and answer the questions on the next page.

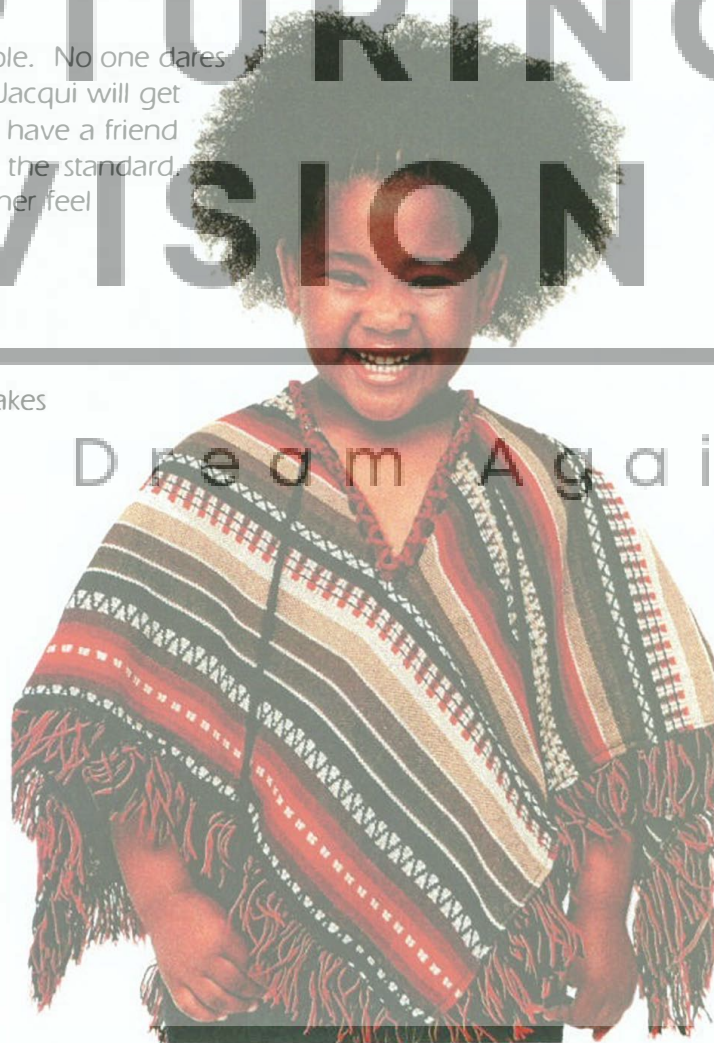
Jacqui is in the 5th grade and is very popular with all of the kids. She is the fastest runner at Gateway Elementary. She is also an "A" student with a winning **personality**. One day, a new girl comes to class. Her name is Diane and she seems shy, but nice. Mrs. Baker seats her near the front of the class. It isn't long before Jacqui notices that her classmates are cracking jokes and making fun of Diane. They began calling her "Fatty" and "Chubby". Jacqui's heart breaks as she hears the wisecracks and laughter. She knows how hard it must be to be the new kid in class, but to hear strangers calling you names is more than Jacqui could imagine.

That day at lunch, Jacqui decides to sit with Diane. Afterwards, she invites Diane to play with her and her friends during recess. As they are playing kick ball in the field, a group of kids come by and start shouting, "Hit that whale! Hit that whale!". Jacqui immediately tries to stop them from saying such horrible things. She grabs Diane's hand and leads her off the field.

From that day on Jacqui and Diane are inseparable. No one dares call Diane names any more because they know Jacqui will get mad at them. Not everyone is lucky enough to have a friend like Jacqui to stand up for him or her and set the standard. Diane will never forget how good Jacqui made her feel during one of the most difficult times in her life.

Definitions:

- **Personality:** the behavior of a person that makes him/her different from everyone else.



Activity 4.1: Thinking About What You Have Learned

1. What lesson did you learn from this story?

2. What did Jacqui's behavior reveal about her personality?

3. Describe a prejudice or stereotype that you have encountered.

4. How did it make you feel?

5. Can you think of any ways that you and your class can break the cycle of prejudice and stereotyping?



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ETIQUETTE AND
MANNERS

Showing Good Manners and Etiquette

You may have heard it over and over again from your parents and your teachers: “Where are your manners?” This question may have come after you have forgotten to say the magic words, “please” and “thank you”.

Showing good **etiquette** means behaving properly and politely in society. It is basically the same as good manners, but usually in a specific place or for a specific occasion. That’s why you will hear people talking about restaurant etiquette or phone etiquette. You are showing good etiquette when you go into a restaurant and nicely eat your meal. You are showing bad etiquette when you go into a restaurant and run around like you are on the playground.

Why do adults push you so much to watch your manners? Well, one reason is that people judge you based on your manners. You may be a very good person inside, but if you have bad manners people will think negatively about you. Another reason is that without manners our society would no longer be **civilized**, that means our society would no longer be a polite, orderly and mannerly place in which to live.

Think what it would be like if you were sitting in the cafeteria and a kid just walked over and started eating from your lunch box. This kid never asked if she could have your lunch and you don’t even know her. Or what if you went to the movie theatre and everyone was talking out loud and throwing popcorn at each other? There would be no way you could enjoy the movie.

Without manners, our world would be **chaos**.

Definitions:

- **Etiquette:** good behavior and politeness for a particular occasion or in a particular place.
- **Civilized:** well mannered.
- **Chaos:** great disorder and confusion.

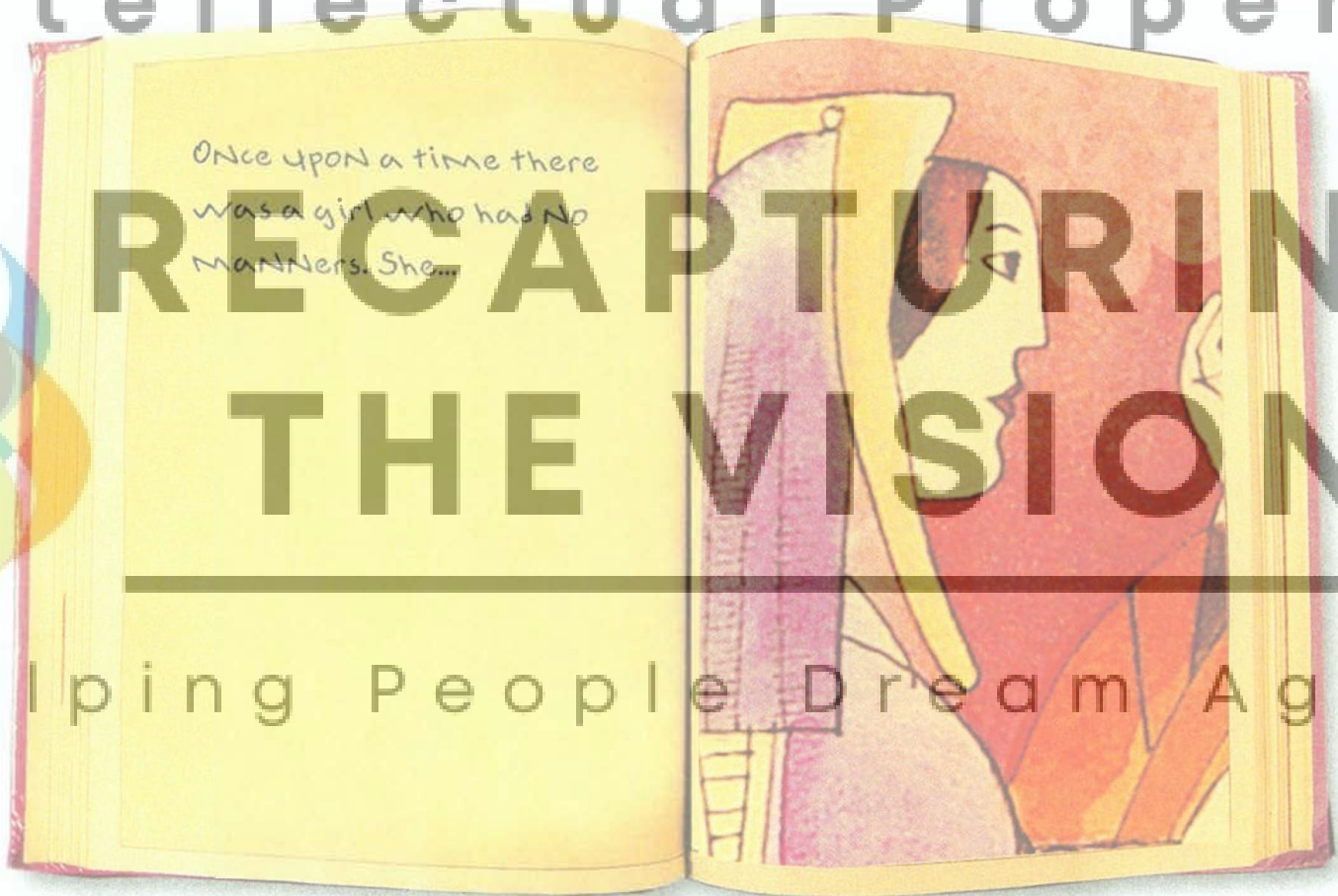
Activity 8.1: Checklist of Good Manners

Directions: Read the list below of basic good manners and put a (✓) next to the things you already do. Put an (x) next to the things you need to work on. Make a promise to yourself that by the end of this chapter, you will have all checks because you have been practicing good manners.

- I always say "please" when I ask for something.
- I always say "thank you" when I am given something.
- I open the door for girls and ladies.
- When I talk to people, I always look them in the eye.
- I say "excuse me" before I interrupt someone.
- I say "sorry" when I have done wrong or hurt someone's feelings.
- When I talk to an adult, I say "sir" or "ma'am".
- When I introduce myself to someone, I give him/her a firm handshake.
- When I introduce myself to someone, I politely tell him/her my name and ask for his/her name.
- I do not answer "what" when someone calls me because I know that is impolite.
- I treat my friends with respect, just the way I want to be treated.
- I do not scream at people, but I speak in a calm, polite voice.
- I am respectful to my friends' parents because it is the right thing to do.
- I do not do rude things to make people laugh or just to look cool.

Activity 8.5: My Manners Book

Directions: Create a storybook that tells a story showing good manners. Draw and color the pictures to go with your story.



Activity 8.6: Telephone Etiquette

You will probably never spend as much time on the phone as you will during your teen years. How you conduct yourself over the phone can communicate a lot about you. Phone skills may not seem very valuable to you right now since you only talk to your friends, but you will see how important they are as you grow up and enter the business world. There are certain rules that should be followed when you use the phone.

Directions: Below is a list of rules that everyone should follow when they use the phone. After each rule is an example of the **incorrect** and the **correct** way to follow the rule.

Rule #1: Always identify yourself when making a phone call.

Incorrect:

Diana: "Hello, who's this?"

Mrs. Smith: "You called me, who are you?"

Diana: "I just want to speak to Patrick, who's this?"

Correct:

Diana: "Hello Mrs. Smith. This is Diana."

Mrs. Smith: "Oh, hello Diana. How can I help you?"

Diana: "May I please speak to Patrick?"

Rule # 2: When you're on the phone, excuse yourself before talking to other people in the room.

Incorrect:

Kenny: "Man, did you see that goal I scored today? It was...."

Juan: (Yelling at his sister) "Get out of my room! I told you not to mess with me!"

Correct:

Kenny: "Man, did you see that goal I scored today? It was...."

Juan: "Excuse me a minute Kenny. Hold on a minute. I need to say something to my sister." (Then he asked his sister to leave the room without yelling into the receiver.)