

Raising Good Kids

A Solid Foundation Course for Parents

Doing Good

Session 3

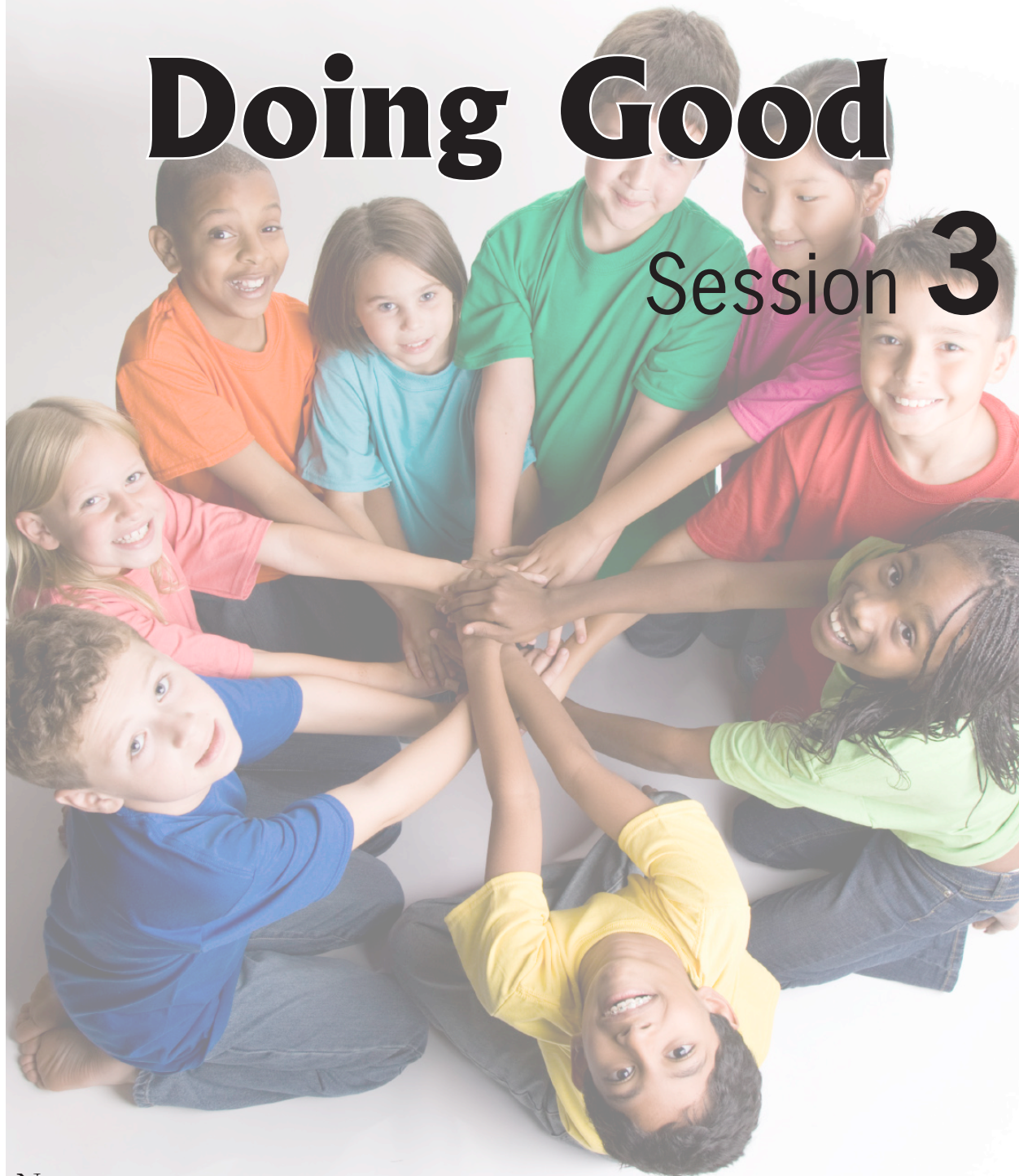


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Name _____



Manners easily and rapidly mature
into morals.



Horace Mann

WELCOME BACK!

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Did everyone sign the sign-in form?

Name tags in place? Great!

Tasks From Last Session

At the last session, we agreed to complete tasks with our families. As I read the tasks, check the ones you completed.

Check if completed:

- _____ 1. I kept a **Personal Journal** of my own behavior and that of my children, noting examples of respect and responsibility.
- _____ 2. I talked privately with each of my children to discuss the examples of respectful and responsible behavior I had observed in them.
- _____ 3. I told at least one personal or family story to my children this week.
- _____ 4. I read at least one story to my children this week. We discussed how the children would feel if the story happened to them and if they thought the characters made the right choices.
- _____ 5. I asked each of my children to tell me about his or her day and helped them form their description into a story of the day's events.
- _____ 6. I watched at least one television show with my children this week. We discussed how the children would feel if the story happened to them and if they thought the characters made the right choices.

At the end of the last session, we made a commitment to complete the tasks listed above. I will tell you about my family's experience with each task. Then each of you will share your family's experience. Tell the group how you did with your tasks. If you had a great success, share your excitement with the group. If you had problems, maybe the group can give you suggestions. Our work with our families between sessions is the most important part of this course, so let's take time to discuss our progress and be helpful to one another.



TELL THE GROUP

Group Leader: Allow about 15 minutes to report and discuss progress on tasks from last session.

Doing Good

Actions speak louder than words. As parents, we not only nurture our children's natural feelings of sympathy and fairness, we also teach them the behaviors of respect and responsibility. We teach them good manners. We teach them to look out for themselves, to help other people and to do their fair share. In this session we will discuss ways to teach our children to respect others, respect themselves, and act responsibly.

As parents, we not only nurture our children's natural feelings of sympathy and fairness, we also teach them the behaviors of respect and responsibility.

Lesson 1: Manners

Session 3

Manners are one way we show respect for other people. When our children display bad manners, we are embarrassed. But sometimes we take it for granted that our children know proper manners. Of course we have taught them manners, haven't we? Maybe it has been a long time since we reviewed manners with our children.

No matter how old our children may be, it's a good idea to brush up on manners. One way to brush up on manners is to teach and practice manners through role-playing games.

MEETING PEOPLE

Unless taught otherwise, children and adolescents can be very awkward when meeting someone for the first time. Teaching them the following simple steps can help them meet people with grace and polish. The best way to teach the steps is to role-play with them, taking turns playing the role of the person initiating the introduction.

WHEN MEETING SOMEONE NEW

1. Look into the person's **eyes** and extend your **hand** to shake.
2. Give a greeting and tell **your name**. ("Hello, my name is Sally.")
3. Listen for the **person's name**.
4. **Repeat** the person's name. ("I'm happy to meet you, Jim.")
5. Ask a **question**. ("Do you live in the neighborhood?")

These simple steps, taught and rehearsed, help children handle what can otherwise be a frightening social situation. Repeating the person's name helps the child remember it. Asking a question pushes the conversation forward.

Group Leader: Pair the group members and let them practice introductions using the steps above. Ask each pair to stand when it is their turn.

GIVING AND RECEIVING COMPLIMENTS

Giving and receiving compliments can be difficult for children. But parents can teach their children a few simple steps that make giving and receiving compliments easy. The best way to teach these steps is by role playing. The simple steps to remember are:

GIVING A COMPLIMENT

1. Look for good things about a person.
2. Be sincere and direct in giving compliments.
3. Look people in the eyes.

RECEIVING A COMPLIMENT

1. Say a sincere, "Thank you."
2. Accept the compliment positively and happily.
3. Don't deny that you deserve the compliment.

EXERCISE



COMPLIMENTS

Think of a compliment you would like to pay the person sitting to your left. Jot the compliment here:

TELL THE GROUP



Remembering the steps for giving a compliment, I will pay a compliment to the person sitting to my left. The person to my left will receive the compliment, following the steps above. We will continue until every group member has given and received a compliment.

When our children learn how easy it is to give compliments, we will probably be receiving many compliments from them.

WHY, THANK YOU!



EXERCISE

What compliment would you like to pay each of your children? Think of one good thing about each of your children, something special you would like to compliment the child on. Write the child’s name and the compliment below:

Child’s Name

Compliment

I will share one compliment I want to share with one of my children. Then each of you will share the compliment you will give one of your children.



TELL THE GROUP

TABLE MANNERS

Parents can set a table and play “restaurant” with their children. The children can play the roles of customers and a parent the role of waiter. As they play, the family can discuss such questions as:

How should we behave in a restaurant?

How should we talk to each other?

What should we say when the waiter brings the food?

How should we eat the food?

Extend the lessons to a special family “Manners Dinner.” A family meal with pretty dishes and a candle or centerpiece can be a special time. Teaching and practicing good manners is a way to avoid nagging about bad manners.

TELEPHONE MANNERS

Parents may use role-playing to practice telephone manners with children. Start with a funny example of the wrong way to answer the phone. Then children can practice how to answer the telephone politely, how to call someone to the telephone, how to take a message, and what to say if the parent is not home.

Also, children can learn how to make a call and tell the person who answers who is calling. After rehearsing, children can call a relative or friend to practice their new skills.

EXERCISE



TELEPHONE MANNERS

What do you expect your child to say when he or she answers the telephone.

Do your children know this is what you expect? Yes No

Do they answer the telephone in this manner? Yes No

What is your family's procedure for taking telephone messages?

TELL THE GROUP



I will share my family's expectations and then each group member will share his or her expectations.

“EXCUSE ME!”

Line up chairs and pretend the children are on a bus. What should children do if the bus stops suddenly and they bump into someone? With the children, make a list of incidents that require an “excuse me.” The children will enjoy adding to the list as they experience new situations where someone said, or should have said, “Excuse me.”

SAYING THANKS

The next time children mention something nice another person did for them, parents can suggest they write a thank-you note. It does not have to be long or have a lot of words. It can have pictures. Parents can also write short thank-you notes to their children.

THANK-YOU BOX

A thank-you box with thank-you notes, pens, stamps, and addresses kept in a place for everyone to use is a great way to make it convenient for family members to say “thanks.” The cards can be handed to family members and can be mailed to other people.

When our children learn how easy it is to give compliments, we will probably be receiving many compliments from them.

Lesson 2: Owning Up

Everyone makes mistakes. Mistakes are a part of life and can be forgiven.

When parents make mistakes, the best lesson they can teach their children is to show them how to admit error. A simple statement such as “I should not have done that” followed by an apology is all that is needed. Here again, children learn the most from the example of their parents. If parents show children they can face up to their mistakes and take responsibility for their actions, but still respect themselves, children are likely to do so as well.

Children can learn to “own up” by being taught the language of admitting error when they make mistakes. At these critical moments, it is easy for parents to launch into tirades instead of merely asking the child to say, “I shouldn’t have done that, and I’m sorry.” Calmly teaching the child the right words helps show the way.

Honesty comes gently to a child who learns that mistakes can be taken in stride when they are acknowledged.

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Lesson 3: Helping

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Sure, helping others begins with helping at home. That is why it is a good idea for every child to have responsibilities in the household—tasks that they regularly perform as their contribution to the family’s well-being.

Helping outside the family enables children to generalize their sense of responsibility to the world around them. As children learn to reach beyond themselves to help, they see themselves being genuinely useful. They grow in self-respect and responsibility.

FAMILY SERVICE PROJECTS

EXERCISE

We will divide into partners and brainstorm ways families can work together on simple service projects that would be helpful to someone outside the family. Be careful to keep in mind the ages of children and pick services appropriate to their interests and abilities.

Group Leader: Assign partners. Allow five minutes.

Ideas:


Each pair will share their ideas. Jot down the ideas that you think might appeal to your family.



TELL THE GROUP

Notes:

**TAKING IT
HOME**

 Hold a family meeting to discuss ways to help others. Plan a family project to help someone. Be sure the children have input. You may want to suggest some ideas you learned in this session. Let children select from a short list of possible helping activities. This will increase interest and cooperation.

Let's review the key points from this session:

- ★ As parents, we not only nurture our children's natural feelings of sympathy and fairness, we also teach them the behaviors of respect and responsibility.
- ★ Unless taught otherwise, children and adolescents can be very awkward when meeting someone for the first time.
- ★ Giving and receiving compliments are situations to teach children and to role play with them.
- ★ When children mention something nice another person did for them, parents can suggest they write a note of thanks.
- ★ Teaching and practicing good manners is a way to avoid nagging about bad manners.
- ★ Parents can teach children that making a mistake is a part of learning and can be forgiven.
- ★ Calmly teaching a child the right words when admitting a mistake helps show the way.
- ★ Honesty comes gently to a child who learns that mistakes can be taken in stride when they are acknowledged.
- ★ It is a good idea for every child to have responsibilities in the household.
- ★ Family service projects can teach children the joy of responsibility to others and greatly increase their self-respect.

Taking it Home

We have learned that we can actively teach our children respect for others, respect for themselves, and responsibility by involving them in simple activities. Now it is time to put our learning into practice. As I read each task, write your initials as a commitment to your family and the parent group to complete the tasks. Because this is the final session of *Raising Good Kids* these tasks should be continued as part of our family life.

TASKS FOR THE WEEK

Parent's Initials:

- _____ 1. I will keep a **Personal Journal** of my own behavior and that of my children, noting examples of respect and responsibility.
- _____ 2. I will talk privately with each of my children to discuss the examples of respectful and responsible behavior I have observed in them.
- _____ 3. I will tell at least one personal or family story to my children each week.
- _____ 4. I will read at least one story to my children each week. We will discuss how the children would feel if the story happened to them and if they thought the characters made the right choices.
- _____ 5. I will ask each of my children to tell me about his or her day and help them form their description into a story of the day's events.
- _____ 6. I will watch at least one television show with my children each week. We will discuss how the children would feel if the story happened to them and if they thought the characters made the right choices.
- _____ 7. I will use role-playing to teach my children to make introductions and to give and receive compliments.
- _____ 8. I will use role-playing to teach my children telephone manners.
- _____ 9. I will use role-playing to teach my children table manners.
- _____ 10. I will make a "thank you" box for my family.
- _____ 11. I will hold a family meeting to select a family service project.

Closing the Session

Session 3

We can take home this manual to remind us of *Raising Good Kids*. The next page in this manual is a tear-out page for the tasks for the week. We can place the tear-out page in a prominent place in our homes (like on the refrigerator). We can check each task as we complete it.

The **Personal Journal** is in the back of this manual.

It is now graduation time.

CONGRATULATIONS!

APPLAUD FOR A GREAT SESSION!



APPLAUD

Raising Good Kids

Building Respect and Responsibility

TASKS FOR WEEK #3

Check (✓) when completed

- I will keep a Personal Journal of my own behavior and that of my children, noting examples of respect and responsibility.
- I will talk privately with each of my children to discuss the examples of respectful and responsible behavior I have observed in them.
- I will tell at least one personal or family story to my children this week.
- I will read at least one story to my children this week. We will discuss how the children would feel if the story happened to them and if they think the characters made the right choices.
- I will ask each of my children to tell me about his or her day and help them form their description into a story of the day's events.
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- I will use role-playing to teach my children to make introductions and to give and receive compliments.
- I will use role-playing to teach my children table manners.
- I will make a "thank you" box for my family.
- I will hold a family meeting to select a family service project.

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

PERSONAL JOURNAL

Parent's Name: _____ Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Date: _____

Examples of Parent's Respectful/Responsible Behavior:

Examples of Children's Respectful/Responsible Behavior:

Academic Development Institute

Founded in 1984

The Academic Development Institute (ADI) works with families, schools, and communities so that all children may become self-directed learners, avid readers, and responsible citizens, respecting themselves and those around them. ADI's vision is of an American landscape filled with distinct school communities reflecting the hopes and dreams of the people intimately attached to them. To this image of the school as a community, ADI is devoted. When the school functions as a community, its constituents (students, parents, teachers, staff) associate with one another and share common values about the education of children. At the root, members of the school community assume responsibility for one another. Those children become our children, and parents are not external agents, but full partners in the education of their children and of each other's children. Teachers are not isolated practitioners of pedagogy, but professionals integrated into the web of community and buoyed by common purpose.



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