

LIFE LESSONS SERIES
An emotional wellness series

MORE THAN MANNERS

VIDEO PRESENTATION and DISCUSSION GUIDE

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*This skills based series is especially useful for reducing
conflict in young lives and providing positive examples
for learning to live together peacefully.*

INTRODUCTION TO SERIES

The purpose of this skills based video series is to make useful psychological concepts accessible to elementary aged students. Students can find themselves in difficult situations, both emotional and circumstantial. This emotional wellness series hopes to provide them with some tools to handle these situations in a constructive and well thought out manner. By relying on several teaching methods to convey these “life Lesson,” the series will increase the viewer’s overall level of comprehension and absorption. The series is especially useful for reducing conflict in young lives and providing positive examples for learning to live peacefully together.

STRATEGIES FOR THE SERIES

Our first strategy is to humanize our messages via the use of a teen presenter. A youthful; presenter can use accessible, friendly language that coming from an adult might be regarded as condescending (or even silly). Being able to see and to identify with the narrator is very important for a younger audience, especially when the presenter possesses compassion and self-awareness as in the series.

FOLLOW-UP ACTIVITIES (continued)

3. Have viewers role play a “don’t-manners” situation. Have the viewers discuss ways they can turn it into a “do-manners” situation.
4. Have viewers say aloud what other “do-manners” and “don’t-manners” they can think of.
5. Have viewers go over a list of actions and decide which are “do-manners” and which are “don’t-manners.”

LYRICS

*Manners are important to us
so much more than just rules.
Manners are a way we show respect
for others and ourselves, we know it's best.
Manners are a way of telling
other people that we like them, too.
Always remember, your manners
reflect everything that you do
Yeah!*

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Additional titles In The LIFE LESSONS Series

WHEN I GET MAD
HURTFUL WORDS
THAT’S WHAT FRIENDS ARE FOR

PROGRAM OBJECTIVES (continued)

4. Talk about the importance of and list do and don't-manners in regards to taking turns.
5. Talk about the importance of and list the do and don't-manners in regards to not interrupting others.

CONTEXT FOR USING THE VIDEO

This program is recommended for use in any elementary grade classroom or group setting where discussion is directed towards emotional wellness, self-awareness, conflict resolution, physical differences or ethnic issues.

GUIDELINES FOR VIEWING AND DISCUSSING THE VIDEO

Before viewing the video we recommend the following:

1. Have the viewers write down manners they have heard elders tell them to obey.
2. Have viewers say what they think manners are.
3. Have viewers discuss why manners are important.

FOLLOW-UP ACTIVITIES

1. Have viewers write down an experience they have had with "don't-manners" and talk about how it made them feel. Have them turn the situation into a "do-manners".
2. Have viewers talk about times others have made them feel good about themselves. What "do-manners" were being practiced?

Our second strategy is to make clever use of computer graphics. This multifaceted tool helps us lend clarity to abstract concepts. For example, to portray the loss of a relationship, we show two figures holding hands, surrounded by a heart, being suddenly broken apart. This use of colorful graphics also gives more personality to reviews and exercises. Graphics act as visual mnemonic devices to help viewers master the strategies we suggest.

Our third strategy is to highlight interview footage of the kids as they talk about their own experiences. Seeing peers talk candidly about their feelings encourages our young audience to take the risks involved in dealing with such personal subjects. These revealing interviews also validate our viewers' own feelings. We reassure them that their feelings aren't unusual, strange or shameful. This technique also allows us to effectively and concretely model self-expression for our viewers.

Our fourth strategy is to present viewers with voiced-over vignettes dramatizing the emotional challenges we are addressing. Many students learn by watching others. The use of dramatized, voiced-over vignettes allows viewers to observe how other children might respond to various emotional situations.

Through their identification with on-screen peers, they learn more about themselves, experiencing the feelings associated with confronting and overcoming challenging situations. Actually seeing an on-screen peer's triumphant smile, for example, is much more powerful than hearing a faceless voice talk about happiness.

All the videos in the series also contain a review that reinforces key terms and concepts. A pleasant, upbeat, original musical score adds pace and dimension while innovative transition effects help maintain continuity. All these elements come together to deliver a series of videos which are visually interesting and informative.

interrupting. How would you feel if someone acted like they didn't care about what you were saying? Chances are, you'd feel pretty bad. One of the best ways we can show other people that they are important to us is to listen to them while they are speaking. We can always say what we want to say once they're finished.

"We don't ever interrupt people while they are talking."

There's a lot more we can do for others to make them feel like what they have to say is important. Whenever we can, it is good for us to ask people questions about what they think and feel. When we ask people these kinds of questions, we make them feel like what they think and feel matters to us. Everyone likes to feel like what they have to say matters.

"Whenever we can, we do ask people what they think and feel."

PROGRAM OBJECTIVES

After viewing this program students should be able to:

1. Talk about the differences in manners that deal with how we do things and manners that deal with how we treat people.
2. Talk about how do and don't manners affect the way people feel about themselves.
3. Talk about the importance of and list do and don't manners in regards to people who are different from us.

4. MY TURN / YOUR TURN

We spend a lot of time taking turns, don't we? When we give someone a turn at something, like hitting a ball or playing a game, we are showing them that we think they are important enough to deserve a chance. Everyone deserves a chance. If someone cuts in line in front of us and doesn't give us a turn, we feel angry and hurt. They have no right to do that. Other people feel the same way when we don't respect them and give them a turn at things. A great way to show them people that we think they matter to us is to let them have their turn.

"We don't ever jump in front of anyone and take their turn."

Doesn't it make you feel nice when someone goes out of their way to do something for you? One very nice thing we can do for others is to invite them to have a turn at things we're doing. Sometimes, we can even give them our turn so that they can share in what we're doing. That's a great way to make a new friend.

"Whenever we can, we do make sure that other people around us have a turn at things we enjoy".

5. I LISTEN TO YOU/YOU LISTEN TO ME

One of the neatest things we have to share with each other are the things we think about and the things we feel. Whenever we talk to each other, we are sharing things that are important to us. But suppose that someone else is talking and suddenly a great idea comes into our head... something that we just have to say? What should we do? If we just come right out and say what we think while someone else is still talking, we are acting like what they say doesn't matter to us this is called

MORE THAN MANNERS

PURPOSE AND STRATEGIES

The purpose of MORE THAN MANNERS is to provide viewers with some very concrete examples of what we mean by manners. The concept of manners is abstract and needs to be useful to the age appropriate audience. Hence there is a strong use of vignettes to illustrate these situations in which manners are demonstrated. Of course, a youthful narrator links everything together with finesse.

DESCRIPTIONS OF PROGRAM

Many of us have heard people tell us to "mind our manners". It might have been our parents, or our teachers, or some other adult. But what are manners? Why should we mind them? And why are they so important?

Five points outline this lesson.

1. WHAT ARE MANNERS?

Manners are things we can do that will show other people that we care about them and about their feelings. Another way to say this is that manners are a way of showing respect to people in our lives. Some things that people call manners have to do with rules about the way we do things. Some of these manners tell us how we should sit and how we should hold our forks when we eat. These can also be important, but we're going to talk about another kind of manners. These are other kinds of manners that are very important because they have to do with how we treat people. We're going to look at three.

First, we're going to see how we can have good manners by respecting other people's differences. Second, we're going to see how we can have good manners by letting other people take their turns. Third, we're going to see how we can have good manners by respecting what other people have to say.

2. WHY ARE MANNERS IMPORTANT?

Manners are important because we all want to feel important. A big part of feeling important depends on how other people treat us. If other people treat us with respect, that helps us feel like we're good people. If others treat us poorly, that makes us feel like we're not so important. It works the other way around, too. If we treat other people like they're important, they'll feel good about themselves. If we treat other people poorly, they'll feel not so good about themselves.

2. WHY ARE MANNERS IMPORTANT? (Continued)

Some manners are what we might call "do-manners". These are things that we make sure we do to show people we think they're important. Other manners are what we might call "don't -manners". These are things that we make sure we don't do, because they indicate a lack of respect for others.

3. DO-MANNERS MAKE PEOPLE FEEL WELCOME.

Many times if people are different from us we don't include them in our games or activities. Sometimes we even make fun of them for their differences. How should we treat people who are different from us? If we ignore them or make fun of them this can make them feel bad because they may feel like they are not important. This is called bad manners or "don't-manners". If we find ourselves in this situation we need to ask ourselves "How would I feel if someone didn't include me or talked about me in a mean way because I was different from them? It would probably make us feel pretty bad. So we've just discovered a very important kind of "don't-manner".

"We don't talk about people or say mean things about them".

But what about "do -manners?" How can we show someone that we think they are important and that their differences make them special. We can ask them to join us and include them in whatever we are doing. If we see someone who is being left out or treated in a mean way we can show our "do-manners" by including them in our activities.

"We do reach out to others that others have treated mean".