Say Please!

Grades K-2

2519-03
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Why Should Children View Say Please?

Children in grades K-2 are at a point where they are still adjusting to interactions with other children beyond the security of home. They are beginning to realize that it is necessary to be respectful and polite in order to be accepted. Good manners and polite behavior are important components of these new social situations and words such as “please,” “thank you,” and “excuse me” should be incorporated into children’s everyday vocabulary.

Learning Objectives

Children will:

• understand why good manners are desirable.
• recognize what constitutes good manners.
• understand that good manners are a way of showing respect and caring for people.
• learn polite ways to act in a variety of social situations.

Video Content

• a story about a boy with no manners who finally learns how to behave politely
• examples that demonstrate respecting the feelings of others and good table manners as well as how words such as “please,” “thank you,” and “excuse me” can be used effectively

Preview Questions

• What do you think good manners are?
• Can you think of some examples of poor manners?
Guidelines for Discussion

Create a Climate of Openness and Acceptance

• Encourage children to show respect for the opinions of others.
• Model this behavior yourself.

Establish Ground Rules

• Avoid put-downs, ridicule and sarcasm.
• Don’t allow anyone to interrupt a speaker.
• Give students the option to pass if they don’t feel like speaking.

Guard Against Inappropriate Self-Disclosure

• Be prepared to handle discussions without allowing students to expose too much personal information.
• Have strategies for moving the conversation along or for steering the discussion in a different direction.

Probe Beyond the Neat and Tidy Answers

• Children know how to tell adults what they think they want to hear. To find out what children really think, try prolonging a discussion to search for even greater depth.
• Remind children that there is no right or wrong feeling for any given situation.

Pause for Discussion

• Some children may benefit from pausing for discussion after each segment of the video. This gives them the opportunity to more immediately reflect on the content as well as their own experiences.
Scene One

Jonathan Michael Harrison Dunn is a little boy who has terrible manners. He slurps his soup, never covers his mouth when he sneezes, and never says "thank you," "excuse me," or "please." Jonathan’s manners are so bad that none of the other children like him. One day Jonathan’s parents can stand it no longer. They take Jonathan to his room and tell him not to come out until he’s learned some manners. Angry and scowling, Jonathan decides not to stay in his room. But when he opens his door, he finds himself in a very strange place, the Manners Mansion.

Discussion Questions

• Why do you think Jonathan has such poor manners?
• Why might the other kids not like being around Jonathan?

Scene Two

A woman named Ms. Manners appears from nowhere. She tells Jonathan that he is about to go to the World of No Manners. Jonathan suddenly finds himself with many other children who have no manners at all. They push Jonathan, make faces at him, sneeze at him without covering their mouths, and throw food at meal time. They grab things without asking and never say “thank you.” Jonathan is completely horrified. He finally realizes why good manners are important—that they simply make life more pleasant and nice for everyone.

Discussion Questions

• How did the World of No Manners help Jonathan to understand why good manners are important?
• What would you think if you visited a place like this?
Scene Three

Jonathan finds himself back at Manners Mansion. He has learned that the key to good manners is to treat all people the way you want them to treat you. Ms. Manners now teaches him all about table manners and how to meet new people. He learns how to thank someone for a gift he really doesn’t like, and how to graciously refuse an invitation when he really doesn’t want to go. He learns to say “I’m sorry” when he accidentally hurts someone. Ms. Manners is proud of what he has become. Jonathan, on the other hand, is exhausted from all his hard work, and falls asleep.

Discussion Questions

• Why do you think treating people the way you want them to treat you is a good idea?
• What are some ways that bad manners can make people want to stay away?

Scene Four

When Jonathan wakes, he is amazed but happy to find himself back in his own room. He tells his parents, “I’ll always be polite and as kind as can be. I’ll mind my manners—and always say ‘thank you’ and ‘please’.”

Discussion Questions

• How do you think Jonathan’s parents feel after he wakes up from his dream?
• Can you think of any other examples of poor manners that weren’t shown in the video?
Suggested Activities

Language Arts; Art

Have children create their own finger puppets with construction paper, felt, yarn and glue. Children can use the puppets to role play situations in which manners are important, and apply some of the tips they learned in the video.

Language Arts

Have children practice their table manners by having a “dinner party” in class (or by eating their lunch in the classroom one day). Bring in paper plates, plastic knives and forks, and napkins and help children set tables. Children can practice passing food, using their napkins, and other things that they learned in the video.

Creative Expression

Play a game of Guess My Manners. Give each child a turn to act out a good or poor manners situation for the rest of the class (i.e. coughing without covering your mouth). Children can do this alone or with a partner. The rest of the group can try to guess what is being acted out and then say whether it represents good manners or poor manners.

Language Arts; Art

 Invite children to design their own Manners Mansion. They can draw a picture and then dictate or write something about what happens inside.
Language Arts; Art

With children, make a class book about good manners. Each child can write or dictate their manners tip and then draw a picture to go with it. Several children can work together to design the cover. Use large sheets of paper for the book pages and colored poster board for the cover. Display the book in your classroom library.

Language Arts

Create a rhyming word card game. Cut paper into card-sized sheets. Write different words on each card. Children can spread the cards out face down and take turns choosing two cards, turning them over, and determining whether or not they rhyme. If a child gets a rhyming pair, he can take another turn. To assist children in being able to play this game independently, make a master list of the rhyming words that children can consult as they play.

Language Arts

Display an old phone in your classroom or make a receiver out of cardboard. Invite children to use the phone to practice their phone manners.
Create large cut-outs of speech bubbles. Write a different polite word or phrase inside of each bubble. Put all of the speech bubbles in a box or large manila envelope near the bulletin board. Invite children to pick out bubbles that might be part of the same conversation and tack them to the board. Children could even dictate or write stories about the dialogue or add to the conversation with their own speech bubbles.

Give each child a strip of colored posterboard or construction paper and a black marking pen. Ask them to dictate or write a “good manners” tip on the strip of paper. Place the strips of paper on the bulletin board around a large cut-out of the Manners Mansion.

As a group, discuss with children what they liked and didn’t like about the program. Record their responses on a list. Then invite children to choose their favorite part from the list and have them draw a picture of it. Display their work on a bulletin board under the heading: “Critics’ Corner.”

Invite children to dictate or write polite post cards to a made up character, a character from a book, or a stuffed animal. Display the post cards on the bulletin board under the heading: “Our Manners Are All Write!”.
<table>
<thead>
<tr>
<th>Page</th>
<th>Suggested Use</th>
</tr>
</thead>
</table>
| 1    | • Read the list of sentences with children before they begin working.  
      • Display children’s manners circles on their desks, suspend them from your classroom ceiling with yarn, or display them on a bulletin board. |
| 2    | • Try playing the game as a group before inviting children to play the game with partners.  
      • Encourage children to have fun with this game. They can try using different voices or making up silly sentences using the word cards. An added challenge might be making up a story using all of the words. |
| 3    | • If this is too challenging for children, try using the situations as a basis for discussion.  
      • Children could role play these situations and work in cooperative groups to come up with solutions. |
| 4    | • Before children begin work on their bookmarks, read the list of words to them. Ask them which words they feel are important and which words they feel they should be using more often. Encourage them to think about this as they choose words for their bookmarks.  
      • Display children’s bookmarks in your school or local library to remind other readers about the importance of good manners. |
| 5    | • If it is too challenging for children to write their own sentences, invite students to dictate them.  
      • Display children’s sentences and artwork on a bulletin board. |
| 6    | • If this is too challenging for children to do on their own, try assigning it for work in cooperative pairs. Give each pair one or two words to look for. |
| 7    | • Invite children to count and add how many shapes of each color make up the design.  
      • Invite children to make up their own designs. |
| 8    | • If it is too challenging for children to write what they would say, invite them to dictate their responses.  
      • Children could also act out their responses. |
I cover my mouth when I cough. I answer when someone speaks to me. I say please. I say excuse me. I listen to grown-ups. I say thank you.
Make a Manners Game

Cut out the manners word cards. Flip them over so you can’t see the words. Pick a card and make up a sentence using the word on it. Play this game with a friend.

NAME___________________________

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Think Page 2
Read each story. Choose something that Sara could say from the box below. Cut it out and paste it where it belongs.

1. Sara was with her friends.
   She let out a big sneeze.
   **What could she say?**

2. Sara wanted some bread.
   It was at the other end of table.
   **What could she say?**

3. Sara threw a ball.
   It hit her friend.
   **What could she say?**

---

**Give me that.**

**Please.**

**I’m sorry.**

**Get out of my way.**

**Excuse me.**
Use this bookmark to help you think about manners. Choose some manners words from the Word Box. Write them on your bookmark. Then color it and cut it out.

**Word Box**

- Thanks
- Please
- Excuse me
- Hello
- How are you?
- Sorry
- May I
Write a sentence about each picture. Each sentence must use the word PLEASE. On the back of this page, draw a picture of one sentence.

 Teddy bear with a red bow:

 Ice cream:

 Bicycle:


Look for the words from the list in the puzzle. Circle the ones you find.

<table>
<thead>
<tr>
<th>Please</th>
<th>Thank You</th>
<th>Manners</th>
<th>Excuse Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>May I</td>
<td>Hello</td>
<td>Sorry</td>
<td>Care</td>
</tr>
<tr>
<td>Polite</td>
<td>Good</td>
<td>Rules</td>
<td>Respect</td>
</tr>
</tbody>
</table>

A L S K T H A N K Y O U T Z Y T
T I P B A J Z G F Q U D A E O E
P I L U B O O V H T W V C T S A
M H E X C U S E M E M J X A O L
J K A R I D A E A C L T U B R K
L F S C Q U N R Y J S L Z I R E
A M E B M D W D I R G O O D Y B
X R S J A M E N D O Y H T G F R
B N G C N P A X C V W X C Z J H
U A E T N E R E S P E C T G I T
J E J F E X U V W M O H A I K C
L M H I R C L Q R J I L H B L F
M B D D S H E L L O A B I G E A
P N A T O K S U S T O Q D T M S
O N G E Q Z K Y R F Q U Z T E D
R X M P L L O Z A V A P T U C Z
What is the manners word that goes with everything?

Follow these directions to find the answer.

Color all the shapes with the number 1 blue.
Color all the shapes with the number 2 yellow.
Color all the shapes with the number 3 green.

Name___________________________
If you met Jonathan when he had no manners, what would you say to him? Write it on the lines below.

Draw a picture of you and Jonathan.


Dear Family Member,

Your child has viewed the video *Say Please!* Here are some things that you can discuss with your child about manners.

- **Help your child become aware that he/she is not behaving politely or respectfully.** Try to keep your suggestions positive. **You might say,** “Your face would look even better without food on it. Try using your napkin. That will help.” or “If you cover your mouth when you cough, then everyone else won’t get your cold.” Remind your child that good manners simply means treating others with the same respect you would like them to have for you.

- **Practice good manners with your child whenever possible.** **Here are the tips that he/she learned in the video:**
  - Use the words *thank you, excuse me,* and *please.*
  - Cover your mouth when you cough or sneeze.
  - Say hello when meeting someone new, and tell that person your name.
  - Look people in the eye when you speak to them.
  - Put your napkin on your lap when you are at the table.
  - Use a napkin to wipe your lips.
  - Keep your elbows off the table.
  - Ask for food to be passed instead of grabbing or reaching over others for it.
  - Wait until you have swallowed your food and then speak.
  - Ask to be excused if you want to leave the table before everyone has finished eating.
  - Don’t push people out of your way or cut in front of them on line.
  - Say “I’m sorry” if you accidentally hurt someone in some way.
  - If you receive a gift, thank the person nicely, even if you don’t like it.
  - If you are invited somewhere and don’t want to go, thank the person and politely tell them you are unable to go.
Querida familia,

Su hijo(a) vio el video ¡Digan, por favor! Usted puede hablar de las siguientes ideas con su hijo(a) cuando ve una falta de educación.

• Ayúdele a su hijo(a) a entender que no está portándose cortesmente o con respeto. Puede decir, "Tu cara tendría mejor aspecto si no fuera cubierta de comida. Trata de usar tu servilleta. Así se hace." o "Si te taparas la boca al toser los otros no se resfriarían." Explíquele a su hijo(a) que tener los buenos modales realmente significa que debe tratar a otros con el mismo respeto que querría recibir de ellos.

• Lo que siguen son los Buenos Modales que su hijo(a) aprendió en el video:
  • Emplea las palabras gracias, con permiso y por favor.
  • Tápate la boca al toser o al estornudar.
  • Al saludar a una persona por primera vez, dile tu nombre.
  • Fíjate en la cara de la persona con quien hablas.
  • Pon la servilleta en tus rodillas cuando estás a la mesa.
  • No apoyes los codos en la mesa.
  • Pide que te pasen la comida en vez de agarrarla o alargar la mano por encima de la mesa.
  • Límiate los labios con tu servilleta.
  • No hables antes de tragar la comida en tu boca.
  • Pide permiso para levantarte de la mesa antes de que todos hayan terminado.
  • No aparte a empujones a otros y no te coles.
  • Pide disculpas a otra persona si lo lastimas sin querer.
  • Al recibir un regalo, dele las gracias amablemente aún si no te gusta el regalo.
  • Si alguien te invita y no quieres aceptarlo, dele las gracias y cortesmente dile que no puedes ir.
I would like some more peas. 1. I will ask someone to pass them. 2. I will say please. 3. Then I will say thank you. 4.
Grade 2 Take Home Book

Cut and staple the pages to make a book.
Then draw pictures to go with the words.

There is a long line in the lunch room. 1.

Tonya needs to meet her friend across the room. 2.

She says, "Excuse me, please." 3.

Children move so she can get to her friend. 4.
Quisiera más chícharos.

1. Pido que alguien me los pase.

2. Digo, "Por favor".

3. Luego digo, "Gracias".

Recorta y cose con grapas las páginas en orden.

Haz dibujos para ilustrar cada página.
Los niños abren paso para que ella pueda llegar a su amiga.

Tonya necesita ver a su amiga que está al otro lado de la cafetería.

Hay una cola larga en la cafetería.

Dice, "Con permiso".
Jonathan Michael Harrison Dunn had every new toy under the sun. He had all the new games and all the best clothes, a Mom and a Dad, and a sister named Flo. A cat and a dog, and a hamster named Harry. A goldfish, a turtle, and a pet canary. Awards and trophies and ribbons and banners, he had everything—except good manners.

Jonathan Michael Harrison Dunn was quite disliked by everyone. He never said "thank you," "excuse me," or "please."

JONATHAN I need some pepper.

NARRATOR And he never turned away, when he had to sneeze.

JONATHAN Aaachoooo!!

DAD Jonathan!

MOM Goodness!

FLO He’s so disgusting!

NARRATOR And if he opened a gift and didn’t like what it was—he simply did what a rude person does.
JONATHAN  This is ugly. I don’t like it.

NARRATOR  And when he answered a telephone call—people never liked what he said at all.

JONATHAN  Who is this? Huh? What?!

NARRATOR  Even his classmates would see him coming and run, shouting....

KID 1  Oh no, it’s Jonathan Michael Harrison Dunn.

NARRATOR  Both Mr. and Mrs. Jonathan Dunn didn’t know what to do with such a rude son.

And try and try and try as they might, they just couldn’t teach Jonathan to be polite.

Finally, when his parents could take it no more, they marched him straight to his room, and then, closed the door.

JONATHAN  Hey---what did I do?

FATHER  You must learn to mind your manners.

MOTHER  Yes---manners are very important.

FATHER & MOTHER  Mind your manners. Please---won’t you try?
NARRATOR And all Jonathan could say was...

JONATHAN Why should I?

I don’t need manners—huh—no way! What good are manners? They just get in my way!

I’m not gonna stay in my room.

NARRATOR And when Jonathan opened his door to leave he saw something he just couldn’t believe.

JONATHAN Whoa!

NARRATOR Now Jonathan was curious, so he peeked once more, and that’s when it happened—he flew out the door.

JONATHAN Ahhhhh!

NARRATOR Jonathan fell through time and space and then landed with a thud in a very strange place.

JONATHAN Hey where am I?

NARRATOR He scratched his head—and said

JONATHAN This is weird.

NARRATOR He heard a magical sound and then a woman appeared.

MS.
MANNERS It’s time that you learn and it’s time that you see, why manners
are important to you and to me.

JONATHAN What?

MS. MANNERS It’s time that you think about what you would do, if everyone acted— well— just like you.

JONATHAN Why? What’s wrong with me?

MS. MANNERS I want you to think about how you would feel if a world without manners really was real.

JONATHAN Huh?! A world without manners?

MS. MANNERS Yes. A world without manners.

NARRATOR Jonathan felt a strange sensation....

JONATHAN Ahhhhh!

NARRATOR And found himself in a different location.

At first, he found himself in a school.

But soon discovered this school had no manners— no rules.

‘Cause when he went to take a drink to quench his thirst,
JONATHAN  I’m thirsty.

NARRATOR  Some kids pushed him away saying...

RUDE KIDS  We want to go first.

JONATHAN  Hey— that’s not fair!

NARRATOR  So the first thing that Jonathan learned---

JONATHAN  Gee— if there were no manners, no one would take turns.

NARRATOR  Suddenly, Jonathan was in a crowded place— with kids coughing and sneezing right in his face.

JONATHAN  This is gross! I don’t feel so good.

NARRATOR  So Jonathan was learning---oh so quick,

JONATHAN  Manners keep people from getting sick.

NARRATOR  Next, Jonathan was giving a gift to a friend, who only complained again and again.

FRIEND  This is stupid! I don’t like it! Get me something better!

NARRATOR  What the friend said hurt Jonathan inside. So much so that he wanted to cry.
It was then— Jonathan understood...

JONATHAN Manners make other people feel good.

NARRATOR Next, Jonathan was in a classroom and learned how it would be—if people didn’t say "thank you," "excuse me," or "please".

KID 1 I forgot my book. I’ll use yours.

KID 2 I need some paper.


NARRATOR And Jonathan learned something he didn’t expect.

JONATHAN Manners help people to show respect.

NARRATOR And then Jonathan found himself having some lunch with a group of kids that were a rowdy bunch. They played with their food and threw it about—so much so, that it even grossed Jonathan out.

JONATHAN This is gross!

NARRATOR Jonathan learned that manners help people to act polite.
JONATHAN Manners make life more pleasant and nice.

MS. MANNERS So Jonathan, what did you learn?

JONATHAN A world without manners is no place to be.

MS. MANNERS What else?

JONATHAN Manners are important to you and to me.

MS. MANNERS Bravo! I’m so glad to hear you say that, Jonathan. Now it’s time to learn some manners.

JONATHAN Okay, I want to learn. What do I do?

MS. MANNERS Say, “hello” and then say your name, and people with manners will do the same.

JONATHAN Hello, my name is Jonathan. What’s yours?
MS. MANNERS Jonathan, your eyes were looking at the floor. Could you try it again, just once more? This time around hold your head up high. Speak clearly and look me straigh in the eye.

NARRATOR So Jonathan said loudly and politely, too!

JONATHAN Hello, I’m Jonathan. May I ask, who are you?

MS. MANNERS Terrific. Just call me Ms. Manners— and this is my school— where you’ll learn about manners and table etiquette, too.

JONATHAN All right! Food!

NARRATOR Jonathan quickly reached across the table. He grabbed for some

MS. MANNERS Jonathan—grabbing for food is poor manners.

JONATHAN But I’m hungry!

NARRATOR He snapped.

MS. MANNERS Okay—but first, put your napkin on your lap.
MS. MANNERS  And we don’t put elbows on the table— that’s rude. And please wait for others to sit, too.

NARRATOR  So she carefully and quietly took a seat, put her napkin on her lap, and she said...

MS. MANNERS  Now we can eat.

NARRATOR  So Jonathan Michael Harrison cheered, and reached for the spaghetti, but it disappeared.

MS. MANNERS  At the table we ask if we’d like things passed. And we always say “please”--- even if we end up last.

JONATHAN  Please, may I have some spaghetti?

MS. MANNERS  Certainly.

Jonathan, please remember these meal time tips--- don’t slurp and use a napkin to wipe your lips.

JONATHAN  Okay.

MS. MANNERS  Always try hard to be neat and clean, courteous and pleasant — know what I mean?
And never talk with your mouth full of food. Talking with food in your mouth is just rude.

JONATHAN What do you do if you have to burp?

MS. MANNERS Sometimes that happens, I must admit. Say "excuse me". Don’t make a big deal out of it.

JONATHAN What if you have to cough or sneeze?

MS. MANNERS Turn away, cover your mouth and say, “excuse me”.

JONATHAN I’m done. Thanks.

NARRATOR But just as Jonathan was about to get up and leave, he felt as if he was glued to his seat.

JONATHAN Hey—I can’t get up.

MS. MANNERS Don’t leave the table till everyone’s through. If you must leave—ask to be excused.

JONATHAN Oh— okay.

MS. MANNERS But before you leave— I’d like you to try your best
to answer these questions—it’s a little manners test.

JONATHAN A test? I can do that.

MS. MANNERS Here’s the first question. Now what would you do—imagine if this situation happened to you.

You’re roller blading down the street, and you accidentally knock someone off their feet. If that happened to you on the street one day, what’s the right thing to do and say?

NARRATOR Ah-ha! A thought came into his head and Jonathan very simply said...

JONATHAN I’d help them up and say I’m sorry?

MS. MANNERS Exactly—good for you Jonathan.

Here’s the next question, now what would you do if this situation happened to you?

You receive a gift from Grandma Irene. And it’s the ugliest sweater that you’ve ever seen. To show good manners and be polite, what would you do to make Grandma feel right?
JONATHAN I'd call grandma and say, "I got the sweater—and it looks very nice and warm."

MS. MANNERS Jonathan, that's perfect. It's always a good plan to make people feel good whenever you can.

JONATHAN I know that now.

MS. MANNERS Here's a tough question. Now what would you do if this situation happened to you?

Uncle Lou asks you to go to a baseball game, but you don't like baseball. So use your brain.

Do good manners mean you must go with Uncle Lou? Does being polite mean doing what you don't want to do?

JONATHAN I'd say, "Thanks, Uncle Lou, and I'm sorry I can't." I'd be polite. It's the right thing to do.

MS. MANNERS Jonathan Michael Harrison Dunn, I'm so proud of who and what you've become. You've learned the key to manners is to follow this rule, treat all people the way you want them to treat you.
JONATHAN Yeah— but it was hard work—
I’m tired.

DAD Jonathan? Jonathan?

NARRATOR Jonathan opened up his eyes,
and there were his Mom and
Dad--- what a surprise! Was the
world without manners and Ms.
Manners a dream? Perhaps, but
who cared in the whole scheme
of things?

He gave his Mom and Dad a hug
and a kiss, and made this one
simple promise.

JONATHAN I’ll always be polite and as kind
as can be. I’ll mind my manners,
say "thank you" and always say
please".

NARRATOR So now Jonathan Michael
Harrison Dunn, is liked and ad-
mired by everyone. He is the
nicest person there ever could
be, and his family and friends
would all agree.

THE END