

Character and Life Skills: **Courtesy**

SEL Focus: **Social Awareness**

Lesson Title: **The Art of Courtesy**

Grade Level: **3-5**



Project and Purpose

Students create statues of situations that display discourtesy and correct them to represent courtesy to demonstrate their understanding of the concept of courtesy.

Essential Question

What does courtesy look like in different situations?

Materials

- **Discourteous Situation** cards (provided)
- Space for movement

Introduction

1. Review/introduce the concept of courtesy: The showing of politeness in one's attitude and behavior toward others.
2. Post the definition of social awareness and ask students to tell you what they think it means in their own words. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of social awareness.

Social Awareness: The ability to take the perspective of an empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviors, and to recognize, school, and community resources and supports.

3. Ask students to think about how courtesy is part of social awareness.
4. Tell students that in this session, they will work in teams of three to create courtesy statues.

Direct Instruction (I do)

1. Show the discourteous situations cards and randomly pick one and tell the group you are going to create sculpture of the situation using students as your clay.
2. Ask for two volunteers and use them as your clay. Put the volunteers in a position that shows two people behaving discourteously according to the card's instructions. Self-narrate your thoughts and your actions as you sculpt your statue.

3. Mold their faces as well as their bodies and have them hold the position for the class to analyze. Step back and lead the group through an observation about the discourtesy being demonstrated. Ask any of the following:
 - What do they look like?
 - What are they feeling? How do you know?
 - Why do you think this happened?
4. How can we turn this into a courteous version of the situation?
5. Remold them in courteous positions.
6. Ask students to describe what they see now.

Guided Exploration (We do)

1. Have a volunteer become the sculptor and two new volunteers become the clay.
2. The sculptor will do exactly what you did: mold his clay according to the card selected.
3. Coach the sculptor from the sidelines to help define the facial expressions, body position, and other details of the sculpture.
4. Have the class describe what they see.
5. Have a new volunteer come up and change the sculpture to a courteous interpretation of the same event.

Independent Practice (You do)

1. Form groups of three and have them determine who will be the sculptor and who will be the clay in each group. Remind them that everyone will have a chance to be the sculptor.
2. Pull a card and have each group create a sculpture of the discourteous situation.
3. Ask the sculptors to step back, carefully observe their sculptures, and then have them go back and redo the project to change it to a courteous response.

Conclusion

Ask volunteers to share their sculptures and the changes for an audience of the rest of the class. Remind the audience to show courtesy to the presenters; ask what this will look like.

Notes

Character and Life Skills: **Courtesy**

SEL Focus: **Social Awareness**

Activity: **Discourteous Situation**

Grade Level: **3-5**

Directions

Cut out the Discourteous Situations Cards and distribute to the small groups for the sculpture exercise. There are two blank cards for student original ideas.

One person carries many bags and is having trouble going through a door. A second person opens the door and goes through without holding it for the first person.

One person takes a drink from the water fountain and the second person pushes the first person's head in the water

One person stands in line and a second person cuts in front.

One person reaches for a treat in the cafeteria line and the second person reaches in front and grabs it.

One person walks by a bench and the person sitting on the bench trips the walker.

One person gives an answer in class and the second person makes fun of the person and/or the answer.

One person is the referee at a game and the second person angrily "gets in the referee's face."

One person is on an important phone call and the second person interrupts.

One person reaches down to pick up something and the second person tries to push the first person over.

One person tries to hang up a jacket on a hook and the second person knocks it off.

One person drops a lunch box and the second person laughs at the first person.

One person talks on a cell phone in the movie theater while a second person tries to watch the movie.

One person waves to say hello, and the second person ignores the first person and walks by.