

# Chapter 8: Manners

## Objectives

- Understanding what manners are.
- Identifying good and bad manners.
- Noticing the effects of manners.
- Learning the magic of good manners.

## Working Vocabulary

- **Manners:** Manners are a way of acting. Manners are a person's bearing or behavior.
- **Enhance:** Something is enhanced when it is made better.

## For Discussion

Manners make a statement about you instantly. We may rarely think about our manners, but everyone we come in contact with observes them.

Bad manners might not overshadow your skills, education, or qualifications for a job, but they certainly make you look bad. They make a statement about you—your responsibility, your customer relations, your ability to get along with co-workers. Bad manners can disrupt a workplace, interfere with your job progression, and hurt your ability to create an opportunity in the work world.

Good manners show good sense and are impressive. People like good manners. Everyone can become skilled in good manners regardless of gender, economic level, background, race, environment, or disability. Good manners are assets that work in your favor for job survival. They help you to make a good impression on your boss. They help you to deal with customers. They help you get along with co-workers. Can you think of any other ways that good manners help you in the workplace?

Something happens when you practice good manners. I call it magic.

## Presentation Suggestions

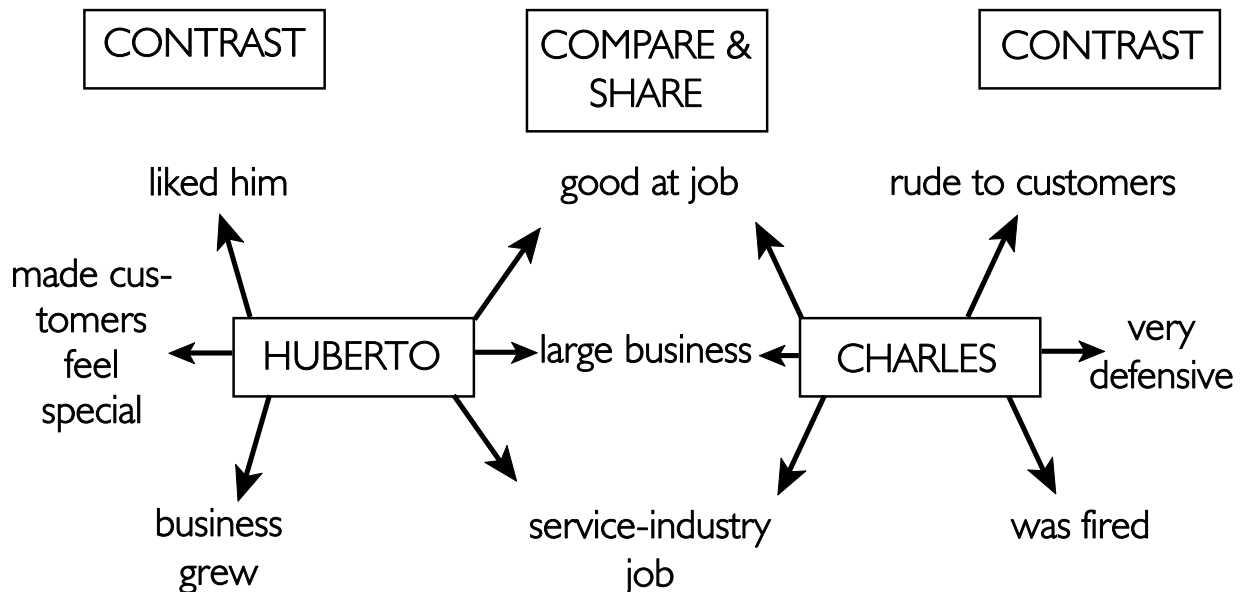
### *Use with Pages 128–133*

Ask students to respond to “Until Next Time” from Chapter 7. It will be helpful to reread the section in case many have forgotten the theme.

Invite a student to read aloud the Example on page 128. Discuss and then have the group complete the Stop and Think on pages 128–129. Allow time for a whole group discussion. Have students read the bottom of page 129 silently and complete the Stop and Think on page 130 individually. Discuss the contrast between what students wrote on pages 128–129 and page 130. Ask, “If a potential employer were talking about you after an interview, how many positive things about your manners would he or she say? Is it possible to correct or relearn manners as an adult?” Discuss all appropriate responses.

Invite a student to read the Example on page 131. Ask, “How did good manners help Carmen? Give examples from the story that show proof of good manners.” Next, break the class into small groups to complete the Stop and Think on page 132. When students finish, ask for volunteers to share their group’s responses.

Ask students to read the text at the bottom of page 132 silently. Call on a student to read aloud the Example on page 133. Ask, “In what ways was Elsa rude? How did this put her job in jeopardy?” Discuss appropriate responses. As a whole group, complete the Stop and Think on page 133 and discuss responses. You might choose to compare and contrast the exercises on pages 132 and 133 on the board or overhead as shown below:



### ***Use with Pages 134–137***

Before starting on the next section, use the activity “**Complimentary, My Dear**”. This will get students thinking about the immediate effects of good manners.

Read aloud “Good Manners Versus Bad Manners” on page 134 to the class. Discuss the scenario of a first date. Perhaps invite a few first date stories from students if time allows. Then ask students to find a partner (or assign partners) to complete the Stop and Think on pages 134–135. It might be fun for students to expand this exercise by drawing an index card with either the word “GREAT” or “DISGUSTING” written on it. They could then role-play a brief first date scene using their information from pages 127–128. Just be sure that your class is comfortable with such an exercise.

Remind students that a first date is not the only time good manners impress people. Good manners take self-awareness and work, but in the workplace they are always welcome and worthwhile. Have students complete the Stop and Think on page 136 individually. Share responses as a whole class. When students have finished, have them go directly to the Stop and Think on page 137 and complete it individually.

If students struggle to see how having good or bad manners applies to the workplace, use the “**Manners in Action**” activity. This also serves as a useful and fun introduction to the next section.

### ***Use with Pages 138–141***

Request a student to read aloud the Example on page 138. Ask, “What suggestions would you give the supervisor if he asked you for help in handling the situation?” Have students find a partner for completing the Stop and Think on pages 138–139. Discuss students’ responses.

Ask the class to read page 139 silently and complete the Stop and Think on pages 139–140. Allow time for volunteers to share their stories with the class. Explain that the Stop and Think on pages 140–141 is a self-test. Have students complete it individually and place completed pages in their yellow folders.

### ***Until Next Time***

Think about the ways you are able to tell what your job responsibilities are. Have you ever had a job where you were hired to do one main thing but were also responsible for several other things? Be prepared to give examples in class next time.