

Complimentary, My Dear

Use: After page 133

Format: Whole group

Time: 20 minutes

Materials: Students' names on slips of paper, jar, pens, paper

1. Say, "What is one thing that shows good manners and can make someone's day? What makes people work harder? What makes people feel special and important? Compliments! They are often the key to making people feel better about themselves and you."
2. Arrange the chairs in a circle.
3. Discuss the following questions. Feel free to use the supplemental information included on the next page.
 - What is a compliment?
 - What are some types of compliments? Think of something you or someone else has been complimented on and share it.
 - How do people react to compliments?
 - Why do we like to receive compliments?
 - Why is it good to give compliments?
 - How can compliments demonstrate good manners?
 - Why is it important to be a gracious receiver of compliments?
4. Have each student draw a name from the jar and write a short, complimentary note to that person.
5. Finally, have students try to think of a positive thing they could say to someone they haven't been getting along with.

Supplemental Information

Compliment: A compliment is an expression of esteem, respect, affection, or admiration.

Tips on giving compliments:

- Be sincere.
- Honesty is the best policy.
- Personalize by giving different compliments to different people.
- Use eye contact.
- A written compliment counts double.

Types of compliments:

- Appearance
- Personality
- Characteristics
- Values/beliefs
- Work done well

Tips for receiving compliments:

- Thank the person for the compliment.
- Accept it graciously.
- Smile.
- Use eye contact.
- Return the compliment with a compliment.

Manners in Action

Use: After page 137

Format: Group of two or three

Time: 25–30 minutes

Materials: Index cards, pens, paper

1. Explain that this activity is a role-play and will be done in groups of two or three, depending on the card that is drawn.
2. Have index cards laid face down on the desk or table. On the front should be written one of the following sets of information. Be sure to have these cards repeated enough so that every student is involved in a presentation.

Setting: A job interview
People: Two
Manners: Good

Setting: A job interview
People: Two
Manners: Bad

Setting: A meeting with management
People: Three
Manners: Good

Setting: A meeting with management
People: Three
Manners: Bad

3. Ask a student to choose a card. When the student has looked at the information, he or she may choose the group members.
4. Students should write a script that portrays the setting and manners described on the card. Scripts should be for 2- to 3-minute skits.
5. Finally, students should perform the skits for the entire class. Take time after each skit to discuss what students saw.