Courtesy
Discussion Questions, Vocabulary and Activity
For Grades 3-5

Courtesy Segment Summary

A violent argument at a basketball game reminds Colt Barron that both children and adults can teach others to be courteous by modeling courteous behavior themselves.

Courtesy can be displayed in many ways. Saying, “Please” and “Thank-you” are just two examples. People can also be courteous while talking on the telephone. While it may be difficult to remember all of the ways in which we should demonstrate courtesy, it may be easier just to remember the Golden Rule, especially when tempers begin to flare. Colt Barron saw a coach and referee violently argue on the basketball court. Even 10-year-old Colt knows their demonstration of poor sportsmanship was not acceptable or appropriate. He believes that these adults should be setting a better example for children.

Discussion Questions:

1. What characteristics does Colt Barron possess? The other people featured in the CONNECT! video segment?
2. Why is it important to be courteous to others?
3. Why do you think some people are not always as courteous as they should be?
4. How do you show courtesy to your parents, siblings, friends, teachers and other adults?
5. Have you ever been in a situation when someone was rude to you? How did it make you feel?
Appropriate (adj.)
Definition: correct or right for a particular time, situation or purpose
Context: Because Karley is 10 years old, it is not appropriate for her to watch a rated R movie.

Courtesy (n.)
Definition: the state of being polite; polite behavior that shows that a person respects other people
Context: Habib’s mother was proud of his display of courtesy when he offered his seat to an elderly lady.

Tool (n.)
Definition: a piece of equipment or a skill that is useful for completing an activity
Context: Elizabeth uses her skills in conflict resolution as a tool when people confront her.

**Courtesy Activity**

**Use the Right Tool**

**Objectives:**

Students will be able to

- Discuss the various ways to demonstrate courtesy
- Explore the ways in which demonstrating courtesy could help other people
- Compare acceptable behaviors in various settings
- Work with a group to create a courtesy “toolbox”
- Practice public speaking by presenting a “toolbox” to the class
- Journal personal experiences involving courteous behavior

**Materials:**

- Pens, pencils, crayons, markers
- Paper lunch bags
- Magazines, newspapers, catalogs, etc.
- Scissors, glue
- Chalkboard or overhead projector
- *Use the Right Tool* handout
- *Courtesy Tools* worksheet

**Procedure:**

**Note:** Before beginning this procedure, you will need to provide enough magazines, newspapers, catalogs, etc., for use by your students. You will also need to bring in enough paper lunch bags so that each group of four to five students receives one bag.

1. Introduce this activity by drawing a concept web on the chalkboard or overhead projector. In the middle of the web, write the word “courtesy.” Ask your students to offer their own definitions of courtesy. Then, invite your students to fill in the web by listing the characteristics of a courteous person.

   **Note:** You will want to ensure that your class web includes the following characteristics of courtesy, which are listed on the *Use the Right Tool* handout: attentive, compassionate, friendly, generous, helpful, respectful, thoughtful and watchful. If your students do not mention a particular characteristic, you will need to prompt them to do so.

2. After completing the courtesy web, use the following questions to begin a class discussion about the different ways in which people can demonstrate courtesy:

   - How can you display courtesy at home, at school, at a restaurant, at a sporting event, at a friend’s house, etc.?

     **Examples:** helping with daily chores at home, delivering a homework assignment to a sick friend, saying thank-you to a waiter at a restaurant, reciting only positive cheers at a sporting event, following and respecting the rules at a friend’s house, etc.

   - Why do you think a person might demonstrate a courteous behavior in one setting but not in another?

     **Note:** Students should conclude that people act in a certain way according to their environment because one behavior might be appropriate in one setting but not in another.
Example: If you are watching a baseball game and the catcher drops the ball, you would not try to pick it up for him. However, if you were at the mall and an elderly man dropped a bag, you would try to pick up the bag and hand it to him.

3. Divide students into groups of four or five. Distribute one copy of the **Use the Right Tool** handout, one copy of the **Courtesy Tools** worksheet and a paper lunch bag that will serve as the “toolbox” for each group. Explain to your students that they will work together to create a courtesy “toolbox” to help them remember to demonstrate courteous behavior on a daily basis. Review with your students the instructions for assembling their “toolboxes” on the **Use the Right Tool** handout.

4. After groups complete their courtesy “toolboxes,” allow time for them to present their “toolboxes” to the class.

5. Challenge your students to use their courtesy “tools” whenever possible for the next two weeks by displaying courteous behavior toward other people when an opportunity arises. Instruct your students to journal their experiences by writing about the situations they encounter, the responses of people and the feelings they experience as a result of being courteous.

### Related Vocabulary Words

- appropriate
- courtesy
- tool
Use the Right Tool

Directions: In order to be a courteous person, you must be attentive, compassionate, friendly, generous, helpful, observant, respectful and thoughtful. You will work with your group to create a courtesy “toolbox” to help you remember to demonstrate courteous behavior on a daily basis. Use the sample box and the steps below as a guide to assemble your “toolbox.”

Sample Box:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Symbol</th>
<th>Setting</th>
<th>Courteous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watchful</td>
<td>A pair of eyeglasses to symbolize that you stay focused on your surroundings</td>
<td>The beach</td>
<td>I will remind my sister to put on sunscreen so she does not get sunburned.</td>
</tr>
</tbody>
</table>

Step 1: Research the magazines, newspapers, catalogs, etc., provided by your teacher to find one image that represents or symbolizes each characteristic of courtesy. The eight characteristics of courtesy are listed in the boxes on the Courtesy Tools worksheets. After you find the symbols, record a simple description of each one in the appropriate box.

Step 2: Work together to decorate your courtesy “toolbox” by gluing the eight images on the exterior of your group’s paper lunch bag. Use markers and crayons to be more creative.

Step 3: Match each characteristic with one of the following settings, then decide on a way to use the characteristic to demonstrate courtesy in the chosen setting:

- A movie theater
- A school bus
- Your home
- A sporting event
- The classroom
- A grocery store
- A playground
- Your neighborhood

Choose one group member to record your settings and courteous behaviors in the boxes on the Courtesy Tools worksheets.

Step 4: Cut out the eight boxes on the Courtesy Tools worksheets, and place them in your “toolbox.” Now you have all of the “tools” you need to be a courteous person!
## Courtesy Tools

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Symbol</th>
<th>Setting</th>
<th>Courteous Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compassionate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generous</td>
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<td></td>
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</tbody>
</table>
## Courtesy Tools

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<th>Characteristic</th>
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<th>Setting</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watchful</td>
<td></td>
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<td></td>
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</tbody>
</table>
Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.

2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.

3. The **Courtesy Assessment/Evaluation** form serves as a guideline for assessing each student’s performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.

4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

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**Courtesy Assessment/Evaluation**

Name ____________________      Class ______________

<table>
<thead>
<tr>
<th>Lesson/Activity</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courtesy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the Right Tool</td>
<td>No participation</td>
<td>Created concept web and participated in class discussion</td>
<td>Created concept web, participated in class discussion and worked with group to create courtesy “toolbox”</td>
<td>Created concept web, participated in class discussion, and worked with group to create courtesy “toolbox” and presented “toolbox” to class</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments: