



*Little Stars
Learning to Be Polite*



LEVEL ▶ Pre-K

TRAIL TO FAMILY AND COMMUNITY

PROJECT ▶ I'M LEARNING TO BE POLITE

PURPOSE ▶ Children learn positive behavior and how to be polite.

MEETING PLANS ▶

P's and Q's
Let's Have a Party
Listen Up!
Hello?
School Rules
We're All Wonderful

YOUTH OUTCOMES ▶

- Is aware that each person is part of a larger group.
- Understands his or her ability to help others.
- Works and plays cooperatively.
- Is aware that actions impact others.

REQUIREMENTS FOR EARNING A RECOGNITION ITEM ▶

When children complete each meeting plan, they each receive sticker #D00022 from the project to place on their recognition charts.

TIPS FOR GROUP LEADERS ▶

- When looking for resource people and volunteers, try to include people with disabilities or people of different races or religions. Have them share their skills and knowledge and let any other discussion take place naturally.
- Model positive behaviors for role-playing.
- Be a good listener. Remind the children to be good listeners, too.
- Accept the children's contributions in a positive way. All children have different values and skills.
- Encourage empathy; encourage children to be kind and helpful to each other.
- Involve children in setting up and cleaning up activities.
- Sometimes the children will think of new ways to expand an activity. They will want to explore and discover. Encourage them and help facilitate a time to continue with their ideas.
- Keep activities and explanations at a level that children can understand.
- Go over safety rules before doing an activity.

Distribute this project overview to each activity leader who will be involved in this project.

MEETING PLAN ▶ P'S AND Q'S**PROJECT ▶ I'M LEARNING TO BE POLITE****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to use kind words and how to be polite.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Chart paper, markers.**ACTIVITIES ▶****Elephant Rules**

Explain to the children that an elephant is very polite and will go out of its way NOT to step on a tiny animal as it makes its way across the plains of Africa. Explain that the elephants are ladies and gentlemen and ask the children to set up some "elephant" rules to be polite to each other. Write the rules on chart paper to display during group meetings. Discuss how the rules will help the children to act in a polite manner toward friends.

Zookeeper Games**Bear, Tiger, Zookeeper**

Have the children sit in a circle and play a variation of "Duck, Duck, Goose." Choose a child to be "zookeeper" first. As the zookeeper walks around the outside of the circle, have him or her touch each child lightly on the head and say either a type of animal or "zookeeper." When the new zookeeper is chosen, the original zookeeper must run around the circle and sit in the empty spot before the new zookeeper tags him or her. If tagged, the child sits in the middle until someone else takes his or her place.

Zookeeper, May I?

Children will play a variation of "Mother, May I?" Children ask the "zookeeper" if they may take a specified number of movements.

PLAYBACK: POINTS TO REINFORCE ▶

- Why do we want to be polite to friends?
- What are some kind words?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ LET'S HAVE A PARTY

PROJECT ▶ I'M LEARNING TO BE POLITE

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn table manners and how to prepare for a party.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Invitations, crayons, stickers, party decorations, napkins, plates, cups, serving trays, eating utensils, a beverage (like tea, juice, soda or milk), cookies, cake, materials needed to create centerpiece decorations for the tables.

PREPARATION ▶ At a previous meeting, children should decide what the theme of the party is. Make up invitations to include who, what, where and when. Each child should be allowed to invite one or more people to attend the party.

The length of this meeting may need to be extended in order to have time for preparations and the party.

ACTIVITIES ▶

Invitations

At a prior meeting, have the children decorate invitations that include the details of the party and send them to family or friends of the children. Use crayons, stickers and any other craft materials on hand. On the invitations, ask your guest to arrive during the second half of the group meeting. This will give children time to help decorate for the party.

Setting a Table

Provide children with napkins and show them how to fold them to triangles. Have the children place the napkins in the appropriate spot for a place

setting. Do the same with the plates, utensils and cups. Have the children create centerpieces for the table.

Table Manners

Cover basic table manners by role-playing. Talk about not tasting food before it is served, not licking the serving spoons, not talking with your mouth full and how to pass food. Act out what not to do and see if the children can tell you what you did wrong and what you should have done instead. Explain to the children that they should wash their hands before preparing or serving food.

Decorate!

Have children help decorate for the party. Use the centerpieces created earlier, as well as any other decorations the children created or brought.

Almost Party Time!

Have the children help you put cookies on a serving tray and prepare the drinks. Have the children introduce their guests as they arrive and seat and serve them.

Clean-up Time

After the party, encourage the children to help clean up the decorations and put away the trash. Celebrate a job well done!

PLAYBACK: POINTS TO REINFORCE ▶

- What are things we need to do when preparing for a party?
- What are some good table manners?
- What do we need to do before serving or preparing food?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

LET'S HAVE A...

MEETING PLAN ▶ LISTEN UP!**PROJECT ▶ I'M LEARNING TO BE POLITE****LEVEL ▶** Pre-K**PURPOSE ▶** Children learn to improve listening skills.**OPENING ▶** Choose from the suggestions on page 129 or develop one of your own.**MATERIALS ▶** Six plastic 35mm film containers, tape player/recorder, tape cassettes, hot glue gun, small amounts of dried whole peas, dried lentils, barley, uncooked rice, course sand, fine white sand. Optional: Paint.**PREPARATION ▶** Record everyday sounds and voices on a cassette tape.

Fill each of the six film containers half way full with a separate ingredient. Use dried whole peas, dried lentils, barley, uncooked rice, course sand and fine white sand. Permanently glue the lids on each container with a hot glue gun. Optional: Make two sets of "sound boxes" if the group is large. Mark the top of one set with paint to identify a complete set.

ACTIVITIES ▶**Familiar Sounds**

Play the pre-recorded tape of everyday sounds and voices. See if the children can tell what or who made the sounds.

Simon Says

Explain to the children that in this game they should follow only the leader's instructions that begin with the phrase, "Simon Says..." Have one child stand at the front of the room and tell the other children, "Simon says jump around" and have the other children follow. Have the leader give a command without saying, "Simon Says."

The children who move to this command must sit down until the next game begins. The last child standing is the new leader.

Telephone Game

Ask children to sit in a circle. Whisper something in a child's ear. He or she then whispers what he or she heard into the next child's ear and so forth down the line. When the last person receives the message, have him or her repeat it to the group. Compare the final message to the original message.

Sound Boxes

Teach the children listening skills of soft vs. loud, louder and loudest using one set of film containers. Let the children experiment with the "sound boxes" and making sounds at different volumes.

Our Voices

Make a tape recording of the children's voices and play it back to them. Let the children take turns guessing whose voice they hear.

PLAYBACK: POINTS TO REINFORCE ▶

- Why is it important to listen?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

MEETING PLAN ▶ HELLO?

PROJECT ▶ I'M LEARNING TO BE POLITE

LEVEL ▶ Pre-K

PURPOSE ▶ Children learn how to politely answer a telephone and to recite their phone numbers.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Toy telephone, copy of the telephone handset pattern on page 51, crayons, a list of everyone's phone number.

PREPARATION ▶ Copy and cut out the telephone handset pattern on page 51 for each child.

ACTIVITIES ▶

Home Telephone Numbers

Explain to the group that it is important for them to know their home telephone numbers in case they need to call home when they are away from home. Give each child a copy of the telephone handset and let each child decorate his or her own telephone and write his or her telephone number on it (you may have to help with this). Let them practice calling their home numbers by touching the buttons on their telephones.

Hello?

Demonstrate to the children how to answer the phone and what to do if the phone call is for another person. Emphasize that they should always ask permission from an adult before using the telephone.

Call Me

Discuss phone courtesy rules. Teach children how to answer the phone and what to say if a parent cannot come to the phone. Have the children use the toy phones and pretend to call each other.

PLAYBACK: POINTS TO REINFORCE ▶

- What do you say when you answer the phone?
- What do you do if you want to use the phone?
- Why should you know your phone number?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.



MEETING PLAN ▶ SCHOOL RULES

PROJECT ▶ I'M LEARNING TO BE POLITE

LEVEL ▶ Pre-K

PURPOSE ▶ Children begin to learn and understand why rules are important.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Scarf or bandanna.

ACTIVITIES ▶

Inside Voices

Have the children sit in a circle on the floor. Toss a scarf/bandanna into the air and let the children yell and make as much noise as they can while the scarf floats to the ground. Once the scarf is on the ground, the children must talk with an “inside” or quiet voice.

Shoe Game

Have the children sit in a circle. Ask that each child take off one shoe and place it in the middle of the circle. Make the circle large enough that they are not close to the shoes. Mix up the shoes. Tell the children that they are not allowed to push, shove or throw shoes. Say “GO,” and the first person to find and put on his or her shoe is the winner. Ask the kids why there are rules. Explain that we have rules to keep us safe and to keep us from getting hurt.

Rules Song

Teach the children the following song to the tune of “Mary Had a Little Lamb.” Let them make up their own rules, song or rap.

Rules are very good for me,
 Good for me, good for me,
 Rules are very good for me in everything I do.
 Rules are made to keep us safe,
 Keep us safe, keep us safe,
 Rules are made to keep us safe and keep us
 happy, too!

PLAYBACK: POINTS TO REINFORCE ▶

- Are rules important?
- How do rules help you?
- What happens when you break a rule?
- What are some rules you have at home?
 (Example, not running in the house)

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

**MEETING PLAN ▶ WE'RE ALL
WONDERFUL**
**PROJECT ▶ I'M LEARNING TO BE
POLITE**
LEVEL ▶ Pre-K

PURPOSE ▶ Children begin to learn acceptance of different cultures and people.

OPENING ▶ Choose from the suggestions on page 129 or develop one of your own.

MATERIALS ▶ Dress-up clothing and music or instruments from other cultures, children's books about different cultures and traditions, newsprint, crayons or markers, anything that would represent a disability, such as a brace or eye patch.

PREPARATION ▶ Find children's books about different cultures, traditions, disabilities, etc.

ACTIVITIES ▶
Dress-Up

Allow the children to dress up in clothing representing another culture or pretend to have a disability. Talk about what it would be like to wear these clothes or have this disability all the time. Be sensitive to the fact that some of the children may have a disability themselves and be ready to adjust the activity as needed.

Languages

Teach the children how to count in another language or how to say a few phrases.

Story Time

Read a story to the children about a child from another culture. Examples could be a story about Native-American folklores, Chinese traditions, etc.

Shadows

Have each child lie still on a large sheet of paper. Trace around his or her entire body. Try to draw as close to the body as possible. Tell the children to write their names on their drawings. Have the children decorate the tracings using markers, crayons and other decorations. Lay the drawings side by side so the children can see how each person in the group is unique, then have them talk about how they are the same. Let the children have a parade with the pictures.

PLAYBACK: POINTS TO REINFORCE ▶

- Talk about how each person is unique and special, and that there is no other person exactly the same.
- What are some special things about each child?
- What are some different cultures in this Camp Fire group?

CLOSING ▶ Choose one from the suggestions on page 129 or develop one of your own.

FAMILY TAKE-HOME PAGE

“I’m Learning to be Polite” is a project on the Trail to Family and Community that teaches children positive behavior and how to be polite. As a result of the project, Camp Fire hopes that your child:

- Is aware that each person is part of a larger group.
- Understands his or her ability to help others.
- Works and plays cooperatively.
- Is aware that actions impact others.

AT HOME ▶

Our Family

Talk to your child about the culture and background of your family. Where did your family come from? Make a meal together that represents a country of your ancestry.

Family Meal

Together with your child, plan a family meal. Have your child help plan and prepare the meal. Have your child help set the table and clean up.

Family Rules

Make a chart with your child showing the different rules that apply to the family.

