

Power of respect **And** responsibility, **With** cooperation & **Safe** behavior (**PAWS**) in:

### **Polite Manners and Language**

**Skill:** Teach **PAWS** using polite manners and language

**Context:** All Setting

**Tell-Introduction:**

- Teacher: “We are going to talk about the (**PAWS**) Power of respect **And** responsibility, **With** cooperation and **Safe** behavior using polite manners and language.”
- Teacher asks students to give examples of ways to use **PAWS** using polite manners and language.

**Show- Teacher Model:**

- Teacher reviews polite manners and language using phrases like: please, thank you, excuse me, I’m sorry, compliments, etc.

**Show- Role Play:**

- **Example:** Teacher demonstrates using polite manners and language in several situations. (ex: borrowing a pencil, lining up, lunch manners, etc.)
- **Non-example:** (Do not use students for a non-example.) Teacher pushes in line and says, “Watch it!” Teacher grabs a pencil from another student’s desk and says, “Shut up!” etc.
- **Example:** (Repeat good examples.)
- **Practice-Student Example:** Have students practice using polite manners and language as a whole group. Have students practice using polite manners with a partner. “(Please can I borrow a pencil?” “Thank you.” “Excuse me.” etc.

**Feedback- Review:** Give each child a paper strip with a phrase on it. Have them read the phrase. Students will then place the phrase in either the “Polite manners or language” or in the column or a T-Chart or the “Rude manners and language” column. To extend have students think of phrases to use that are positive instead of the rude phrases.

**Re-Teach –Practice throughout the day:** Pre-correct students about **PAWS** using polite manners and language.

**REMEMBER:** Use four praises for each correction.