

PUBLIC EXPECTATIONS FOR BEHAVIOR

THE GOAL



Expectations for behavior at home and with friends can be lax and often times forgiving. Public expectations however tend to be more stringent with consequences for behaviors that are not acceptable. The students need to know and understand what is expected of them and how their behavior in public places can lead to consequences with lasting affects.

THE OBJECTIVE

This exercise will help the students identify the types of behaviors that are unacceptable in public and the consequences for these behaviors

• EXERCISE •

1

Before greeting the students tell them the following story:

Michael is a 9-year-old 4th grader. He doesn't have many friends. One day he is waiting in line at the school cafeteria. He grabs a soda as he makes his way towards the food. He takes a big drink of the soda and lets out a loud belch. When Michael finally gets his food he makes his way to a table and sits down. Before he starts eating he takes his napkin and blows his nose. He throws the napkin on the table. Michael looks at his food and realizes he forgot his silverware. He doesn't want to get up so he decides he will just use his fingers. Nobody is sitting with Michael.

2

Ask the students if they want to be friends with Michael. Remind the students of the gross things Michael did and then ask them if they would want to eat with Michael. Ask the students to explain their answer.

3

Ask the students to identify the things Michael did that they think are inappropriate.

4

Now tell the students the following story:

Miguel and Joe are good friends. They hang out at the mall each Saturday. Today they are waiting for the movie theatre to open so they are sitting in the food court next to a family with two small children. While they are waiting for the movie Miguel tells Joe a joke he heard. The joke has a lot of bad language. Midway through the joke the man at the next table walks over to Miguel and tells him to stop with the joke and knock off the bad language.

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5 Ask the students if they would want their mother or grandmother or little brother or sister sitting next to Joe and Miguel listening to what they were saying. Ask them to explain their answer.

6 Tell the students the following story:

Miranda is a 8-year-old 3rd grader. She doesn't have many friends. Miranda wears dirty clothes and doesn't really care how she looks, she doesn't smile, and she doesn't look at people when they talk to her. Each day she walks down the hall at school with her head down, avoiding eye contact with other people. A few girls have tried being friends with her but she is so gloomy that no one wants to be around her. Now she has no real friends and people make fun of her.

7 Ask the students if they would want to be friends with Miranda. Ask them to explain their answer.

8 Ask the students if it would be easy to hang around with a person like Miranda.

9 Explain to the students that Michael, Joe, Miguel, and Miranda all exhibited unacceptable public behavior. They also all paid consequences for their actions.

10 Tell the students that public behavior is measured in three ways:

- ACTIONS – Michael wasn't accepted because his actions were crude and vulgar.
 - WORDS – Joe and Miguel made a bad impression on someone because their language was inappropriate and offensive.
 - ATTITUDE – Miranda has no friends because she isolates herself and has a bad attitude
-

11 Ask the students to think of the examples from the stories you just told. What consequences did each student receive from his or her inappropriate public behavior?

- Michael has no friends. His crude behavior causes everyone to think he is gross and they want nothing to do with him.
 - Joe and Miguel were embarrassed by the family man at the next table. It could have been worse. They could have been thrown out of the mall because profanity is a version of public obscenity and is illegal.
 - Miranda has no friends because of her bad attitude. Even when other people have tried to be her friend she runs them off because no one likes someone who is always so down on everything.
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12 Explain to the students that every action, word, and attitude they display will be noticed by someone. If any of their actions, words, or attitudes are unacceptable in then they will have consequences.

13 Ask the students how their actions can help them be accepted by their peers and how their actions can cause their peers to reject them. Talk about the things they can do that their friends will appreciate versus the things they can do that their friends will not appreciate and reject.

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14

Ask the students how their words can be offensive to their peers and how their words can cause them to be rejected by their peers. Talk about the things they say that their friends will appreciate versus the things they can do that their friends will not appreciate and reject.

15

Ask the students how their attitude can impact their ability to make and maintain friends and to be accepted in a public fashion. Talk about how their attitude can impact their ability to make and keep friends.

16

Explain to the students that it is very important that they know what is expected of them.

17

Ask the students to help you create a list of 5 dos and don'ts involving actions, words, and attitude. Ask the students to help you think of 5 things they should do, things they should say, and appropriate attitudes. Next ask them to help you think of 5 things they should not do or say and 5 inappropriate attitudes.

18

As the students identify each do and don't ask them to explain why some behaviors are acceptable while some are not.

19

Spend the final few minutes talking about how the students' actions, words, and attitude can impact their social life, their grades, and their family.

18

As the students identify each do and don't ask them to explain why some behaviors are acceptable while some are not.

THE SUMMARY



People judge other people to make determinations on whom they like, the people they want to be around, and the people they want to avoid. The students need to understand that the things they do, the words they say, and the attitude they have will determine their social acceptance. They need to make sure that their actions, words, and attitude are acceptable in terms of public expectations.



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DISCUSSION POINTS

How can your actions prevent you from making friends?

How can your words get you in trouble?

How can your attitude get you in trouble at home?

What can you do to make yourself more acceptable at home, with friends, and at school?

THE PLEDGE

ASK THE CLASS TO EITHER READ OR REPEAT THE FOLLOWING:

I will talk, act, and be acceptable in public, with friends, and at home.
I will make sure my words, actions, and attitude are communicating a good message.

COMPLIMENTS & BACK-PATS



- Thank the students for participating and tell them that you are proud of them.
- Tell the students that they all deserve to have lots of friends and to be accepted no matter where they are.
- Tell the students that they control their actions, words, and attitude therefore it is up to them how they are perceived by other people.

RIGHT WAYS & NO WAYS

Ask the group to tell if the following is the “Right Way” or the “No Way”



- Benjamin never remembers to zip up his pants when he comes out of the restroom. (No Way)
- Mandy makes sure to use good manners when she is talking to her teacher. (Right Way)
- Roland doesn't like math so he rolls his eyes and huffs a lot when the teacher is trying to explain the assignment. (No Way)
- Maria noticed that her sister dropped a piece of paper so she ran and picked it up and handed it to her. (Right way)

SKILLS LESSON RECAP

THE GOAL

Expectations for behavior at home and with friends can be lax and often times forgiving. Public expectations however tend to be more stringent with consequences for behaviors that are not acceptable. The students need to know and understand what is expected of them and how their behavior in public places can lead to consequences with lasting affects.

... EXERCISE KEY POINTS ...

Your instructor shared with you two examples of people using poor manners and acting inappropriate in public settings. You discussed their actions and thought about how you would feel if your mother or grandmother was sitting next the people committing the rude acts.

Your instructor shared with you another story that involved a young girl who was an outcast at school because of her odd behavior and appearance. You then answered questions regarding your willingness to be her friend.

You learned that public behavior is measured in three ways: actions, words, and attitude.

You described how your actions could help you be accepted by your peers or cause you to be rejected.

CONSEQUENCES OF **NOT** USING THIS SKILL

Displaying rude and inappropriate behavior in a public setting will likely lead others to treat you with the same lack of respect and eventually avoid you altogether.



BENEFITS OF **USING** THIS SKILL

Thinking before you act and knowing ahead of time what constitutes acceptable behavior will lead to acceptance among your peers, allowing you to enjoy a more positive social life.





Public Expectations for Behavior

Consider the following story:

Michael is a 9-year-old 4th grader. He doesn't have many friends. One day he is waiting in line at the school cafeteria. He grabs a soda as he makes his way towards the food. He takes a big drink of the soda and lets out a loud belch. When Michael finally gets his food he makes his way to a table and sits down. Before he starts eating he takes his napkin and blows his nose. He throws the napkin on the table. Michael looks at his food and realizes he forgot his silverware. He doesn't want to get up so he decides he will just use his fingers. Nobody is sitting with Michael.

Do you want to be friends with Michael? Why or why not?

Identify the things Michael did that you think are inappropriate.

Now consider this story:

Miguel and Joe are good friends. They hang out at the mall each Saturday. Today they are waiting for the movie theatre to open so they are sitting in the food court next to a family with two small children. While they are waiting for the movie Miguel tells Joe a joke he heard. The joke has a lot of bad language. Midway through the joke the man at the next table walks over to Miguel and tells him to stop with the joke and knock off the bad language.

Why was the man sitting next to Miguel and Joe upset by what they were saying?

Would you want your mother or grandmother or little brother or sister sitting next to Joe and Miguel listening to what they were saying? Why or why not?

Consider the following story:

Miranda is a 10-year-old 5th grader. She doesn't have many friends. Miranda dresses all in black, doesn't smile, and doesn't look at people when they talk to her. Each day she walks down the hall at school with her head down, avoiding eye contact with other people. A few girls have tried being friends with her, but she is such a downer that no one wants to be around her. Now she has no real friends and people tend to make fun of her.

Would you want to be friends with Miranda? Why or why not?

Student: _____ Facilitator: _____ Date: _____