

health  
character  
respect  
drugs  
career  
harassment  
violence  
bullying  
responsibility  
alcohol  
conflict  
anger

**Think About  
Others:  
What It Means to  
Be Considerate  
Grades K-2**

1013371



# CREDITS

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Teacher's Guide

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program running time: approximately 13 minutes

We highly recommend that teachers preview programs before showing them  
in the classroom.

# INTRODUCTION

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## **Why Should Children View This Program?**

One of the most important social skills children need to learn is how to behave in ways that help them forge connections to others. To be at ease among others, to be well liked, and to give and receive emotional support, requires the ability to imagine oneself in someone else's place. Among the youngest students, not surprisingly, the capacity for empathy, for thinking about and responding sensitively to others, is often absent. Nevertheless, these youngsters' ultimate success in forming and maintaining healthy relationships depends on their learning to be caring and considerate of others. The goal of this K-2 program, **“Think About Others: What It Means to Be Considerate”** is teach them how.

The program defines at the outset that the word “considerate” means caring about how another person feels. “How can you know how someone else feels?”, the program's host asks viewers. The answer, they learn, is by imagining how they would feel in that person's place. Using age-appropriate scenarios to make and reinforce its points, the program goes on to show students that other good ways to show consideration to others is to treat them the way you would like to be treated, and to be helpful, even without being asked. But the most important point that **“Think About Others: What It Means to Be Considerate”** makes is that being considerate has positive personal benefits. Not only does thinking about others make them feel good about you, the program tells viewers, but doing so also makes you feel very good about yourself.

# LEARNING OBJECTIVES

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This program is designed to help the youngest students:

- Recognize the difference between being considerate and inconsiderate.
- Learn that being considerate means thinking about the feelings of others, that is, caring how another person feels.
- Learn that another way to show consideration is to be helpful to others.
- Recognize that saying “Please” and “Thank you” are easy ways to show consideration for others’ feelings.
- Learn that the best way to understand the feelings of others is to think about how you might feel in the same situation.
- Understand why it’s important to treat others as you would like to be treated.
- Learn that being considerate not only makes others feel better about you, but makes you feel better about yourself.

# PROGRAM CONTENT

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Featuring age-appropriate scenarios, a host to move the stories along, plus a lively song with lyrics to reinforce the points made, this program defines for the youngest students what it means to be considerate. It shows them how being polite and helpful to others not only can help them get along better with others but also make them feel better about themselves.

## **PRE-VIEWING QUESTIONS**

- How do you feel when someone says “Please” or “Thank you” to you?
- How do you feel when someone is mean to you? Do you feel you want to be mean back to them? Why or why not?
- What does it mean to treat someone the way you would want to be treated?

## **MUSIC VIDEO**

What does it mean to be considerate?

Let’s take a look. Let’s get into it.

Think about others and you will see...

Considerate makes the world a nicer place to be.

# SUMMARY OF THE PROGRAM

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The program opens with three short clips showing children being polite and helpful to others, followed by two clips of children being mean to classmates. As the word “considerate” appears onscreen, the host explains that this very big word means thinking about the feelings of others and caring about how another person feels.

In a replay of the first three clips, she shows that being polite, saying “Please” and “Thank you,” is an easy way of showing consideration to others. Being helpful to others is another way, she adds. Advising viewers that the program will take a look at kids who are considerate as well those who aren’t, she promises that they will see how much nicer the world is when they Think About Others.

## **Part One: What If That Was Me?**

Says the host, if being considerate means caring about someone else’s feelings, how can you know how someone else feels? One way, she explains, is to figure out how you would feel if you were in that person’s place, how you would like others to treat you. A scenario in the school auditorium illustrates.

Taking a break from working on the scenery for their class play, Chloe and Erin are looking forward to the snacks they brought, in Chloe’s case, a pear, in Erin’s, peanut butter crackers. But when Erin looks in her backpack, the bag with peanut butter crackers is gone. What could have happened?, Erin wonders.

Suddenly she notices Kevin eating peanut butter crackers, but he denies taking her snack. He found it on the floor, he says. When Chloe sees how upset Erin is, she imagines how angry and hungry she would feel if someone took her snack. She imagines what she would like Erin do in that case. Her solution? She offers the grateful Erin some of her carrots. Says the host, what Chloe did was considerate. *A music video about being considerate brings Part One to a close.*

## **Part Two: Can I Help You?**

As the host explains, another way to be considerate is to be helpful to others. Ethan learns this lesson the hard way. Arriving home from school, Ethan sees his older sister Katelyn kneeling on the floor, trying to pick up a bag of dog food that has accidentally burst. When Katelyn asks Ethan for help in picking up the scattered morsels, his reply is, “Why should I? You made the mess.” Even when Katelyn tells him she can use the help, Ethan simply turns and leaves.

Ethan didn’t think or care about helping Katelyn, the host points out. But later that evening, as he struggles with his math homework, Ethan discovers he’s the one who now needs help. But when he asks Katelyn to help him, she retorts, “Why should I?”

When he says it’s because he needs help, Katelyn reminds him of his refusal to help her. “How would you feel if I just said ‘No’ like you said ‘No’ to me?” she asks. He acknowledges he would be upset. Katelyn then explains that his refusal was like his telling her that he didn’t care enough about her to help her. In other words, he was “inconsiderate,” he hurt her feelings. Ethan answers that he didn’t know that and that he’s sorry.

Explaining further, Katelyn tells him that being considerate means that when someone has a problem, to think about how they feel. And if you see that they need help, offer to help them. Now that Ethan understands this, he asks Katelyn again for help. Calling herself a very considerate person, she agrees to help him. Says the host, Ethan learned that people who are considerate help each other out, and they get along better, too. *A reprise of the music video brings Part Two to a close.*

## **Part Three: Feel Good About Yourself: Be Considerate**

As the host points out, being considerate can make you feel good about yourself. McKenzie’s story illustrates. Ben, Jack, and Haley try to be friends with McKenzie, who is new in school, but she says and does mean things to them. So, they decide not to be friends anymore.



Aware that Ben, Jack, and Haley are suddenly avoiding her, McKenzie asks what the matter is. They tell her that sometimes she's not very nice, that she says mean things, refuses to share and doesn't think about other kids' feelings.

McKenzie is sitting alone thinking over what she's just been told, when her teacher, Ms. Lucas, sees her and asks what's wrong. Hearing what Ben, Jack, and Haley had to say, Ms. Lucas says it seems to her that they were saying that McKenzie isn't being considerate. When McKenzie asks what that means, Ms. Lucas explains that it means thinking about how other people feel, not hurting their feelings, and being helpful and polite.

Explaining further, Ms. Lucas tells McKenzie that being considerate makes you someone people want to be friends with. An added dividend, she continues, is that it also makes you feel good about yourself. When McKenzie asks what she can do to redeem herself, Ms. Lucas offers some suggestions, and emphasizes that as soon as McKenzie starts being more considerate, the other kids will notice, and will want to be friends.

McKenzie follows Ms. Lucas's advice, and after a while, her friends come back to her. You were right, McKenzie tells Ms. Lucas, and adds that acting in considerate ways has made her feel better about herself.

As the program's song reprises a final time, the host wraps up by reviewing what viewers have learned about being considerate. It means caring about the feelings of others, being polite and treating others the way you would like them to treat you, and helping someone who needs help. What's more, the host advises, being considerate not only makes others feel better about you, but you feel better about yourself as well.

# GUIDELINES FOR GROUP DISCUSSION

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Group discussion is an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills in young students. The following guidelines can help you maintain a “discussion-friendly” classroom:

- **Create a climate of openness and acceptance.** Encourage students to show respect for the opinions of others and model this behavior yourself.
- **Establish ground rules.** Students can participate in formulating the rules for discussion. Rules will vary, but should include some of these general principles:
  - No putdowns, ridicule or sarcasm.
  - Everyone may speak without interruption.
  - Everyone has the right to pass.
- **Guard against inappropriate self-disclosure.** An intense discussion may lead students to reveal inappropriate information about themselves or others. Sensitivity and vigilance can help you head off such revelations.
- **Probe behind the neat and tidy answers.** Children are good at telling adults what they think adults want to hear. To find out what students really think, it is often helpful to prolong discussion time and encourage greater depth. Offer a “What if...?”; bring out issues such as fairness, justice, intent or lack of it, and so on. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.

# QUESTIONS FOR DISCUSSION

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## **Part One: What If That Was Me?**

1. What does it mean “to care about the feelings of others”?
2. How does Chloe know how Erin feels about her missing snack? What does Chloe do?
3. What is another way you can tell how someone else feels?
4. Have you ever thought about how you would feel in another person’s place? Describe what happened and its outcome.
5. What does it mean to treat others the way you want to be treated?

## **Part Two: Can I Help You?**

1. What does Ethan say when Katelyn asks him to help her pick up the dog food? Is he being considerate? Why or why not?
2. When Ethan needs help with his math homework, Katelyn won’t help him. Do you think she’s being inconsiderate? Why or why not?
3. Katelyn tells Ethan that his refusing to help her meant that he didn’t care enough about her. Is she right? Why or why not?
4. What does Ethan say when Katelyn tells him he was inconsiderate? Does saying, “I’m sorry,” help? Why or why not?
5. Does Katelyn end up helping Ethan? Do you think she did the right thing? Why or why not?
6. What do you think Ethan learned about being considerate when someone needs help?

## **Part Three: Feel Good About You: Be Considerate**

1. Ben, Jack, and Haley want to be friends with McKenzie, but decide not to. Why?
2. What does McKenzie do that changes their mind?
3. After hearing McKenzie explain why her classmates are avoiding her, what does Ms. Lucas tell her?
4. How does Ms. Lucas define being considerate?
5. What does Ms. Lucas suggest McKenzie do to have her friends like her again? Do you think that will work?
6. The program tells you that being considerate helps you feel better about yourself. Explain why.

# BULLETIN BOARD STARTERS

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- Invite children to each draw a picture of something they can do to be polite, caring or helpful to others. Have them write or dictate one or two sentences about their picture describing why the behavior illustrated is polite, caring or helpful. Display the pictures on the bulletin board under the heading, “Thinking About Others.”
- Create a tree of etiquette. Make a bare-limbed tree out of brown construction paper and post it on the bulletin board. Give each child a leaf-shaped piece of green paper and have them use their leaf to dictate or write about any occasion they can think of when it’s important to always say, “Please,” “Thank you,” or “Excuse me.” Tack the leaves individually to the tree.
- Tack a large sheet of oaktag to the bulletin board. At the top, in large capital letters, write the following word across the top:

C O N S I D E R A T E

Under these letters create 3 columns, giving them the headings: “2-letter words,” “3-letter words,” and “4- and 5-letter words.” Tell children there are lots of little words hiding in the big word. Invite them to come up with suggestions, and as they do, write each word under its appropriate heading. Leave the poster on the board for a week to allow children to come up with more words as they think of them.

- Invite children to take part in a “Cartoon Contest.” Invite each one to create a picture that illustrates the expression, “Treat Others the Way You Would Like Them to Treat You.” Post the pictures on the bulletin board and let the class vote for the best, the funniest, the most meaningful, and so on.

# SUGGESTED ACTIVITIES

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## **Language Arts; Communication**

Invite children to contribute all the words they can think of that describe how they feel when someone is inconsiderate or impolite to them. List the words on the chalkboard. Then invite them to contribute all the words they can think of that describe how they feel when someone treats them with consideration or is helpful or polite. List these words alongside the other list. Lead a discussion of both lists of feelings, including how thinking of others helps people get along better and makes them feel good about themselves.

## **Art; Creative Expression**

Invite children to create a picture book entitled “Thinking About Others.” Distribute crayons and sheets of white paper. Have children select one of the three themes illustrated in the program: for Part One, how they would feel if they were to put themselves in someone else’s place; for Part Two, being helpful when someone else has a problem; and for Part Three, feeling good about themselves whenever they treat others with consideration. Children can write or dictate which of the three parts their picture represents. Collect the pictures and put those illustrating the same theme together. Ask for volunteers to design front and back covers, and when the book is complete, bind it and place it where children can look through it in their spare time.

## **Music; Creative Expression**

Copy the lyrics of the program’s song on the chalkboard. Lead the children in reciting the words of the song together, or ask for volunteers to sing a solo, using any tune they wish. Divide students into small groups. Work with each group to help them come up with an original short stanza of additional lyrics that describes something equally delightful that can happen when you “Think About Others.”

## **Language Arts; Creative Expression**

Choose one of the books on manners for children from the bibliography on page 41 of this guide, or a book your school or local librarian can recommend. Read aloud the book or parts of it to the children, then invite them to write or dictate a short story about a time they either remembered or forgot their manners, and how they felt about it. If they wish, they can read their story to the rest of the class.

**Art; Creative Expression**

Supply buttons, leftover wool, or scraps of felt, and invite children to bring in old gloves or mittens. Have them create their own finger puppets by gluing on whatever of these materials they choose. Divide children into small groups. Invite each group to use the puppets to role play one of the scenarios in the program. Alternatively, a group can make up another scenario that shows how thinking about others makes the world a better place.

# SEND-HOME LETTER

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Dear Family Member:

Your child has viewed a program called “Think About Others: What It Means to Be Considerate.” Not surprisingly, thinking about others is something that doesn’t come easily to young children. But children in the early elementary grades are in the process of learning the social skills that help them connect to others. By exploring what it means to be polite, caring and considerate to others, this program helps the youngest children understand that putting these positive qualities into effect in their daily lives not only makes others feel good about them, but as an added bonus makes them feel good about themselves.

In the program your child learned that thinking about others means:

- being polite and saying “please,” “thank you,” and “excuse me” when appropriate.
- caring about and responding to the feelings of others.
- figuring out how someone else feels by putting yourself in that person’s place.
- treating others the way you would like to be treated.
- helping someone who needs help, even without being asked.
- helping to make the world a much nicer place.

Talk with your child about what he or she has learned from the program. Create openings for discussion by helping your child become aware of family situations in which being considerate helps everyone get along better. Two books that can help in reinforcing what your child learned are:

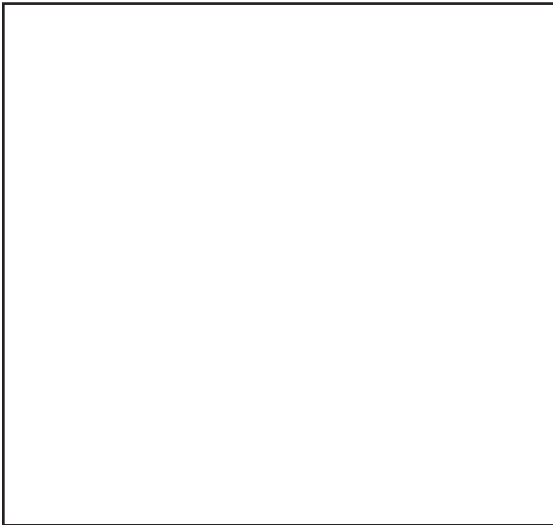
Eyre, Richard, and Linda Eyre. *Teaching Your Child Values*. Fireside, 1993.

Post, Peggy, and Cindy Post Senning. *Emily Post’s The Gift of Good Manners: A Parent’s Guide to Raising Respectful, Kind, Considerate Children*. HarperCollins reprint, 2005.

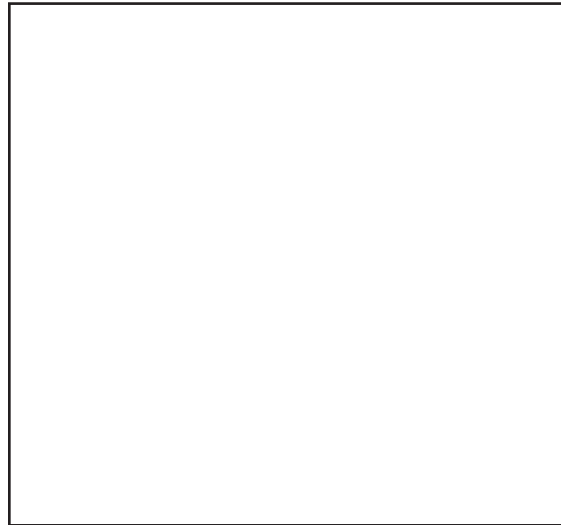
# TAKE-HOME BOOK: GRADES K-1

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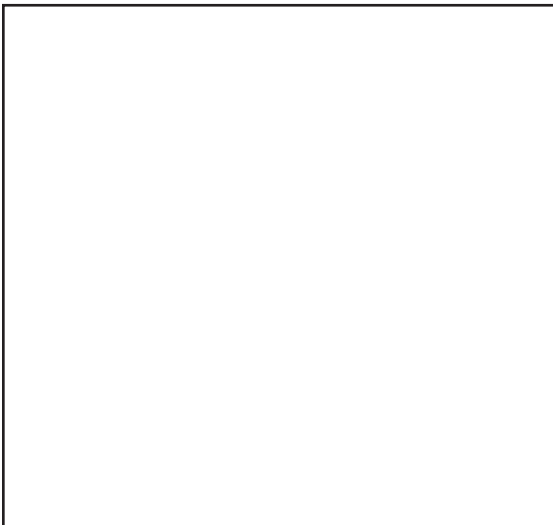
Draw pictures to go with the words. Then staple the pages together to make a book.



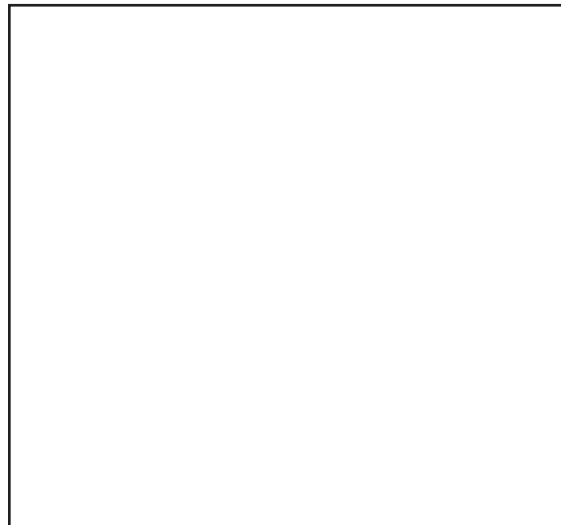
Jane has her arms full of books.



She can't open the door to  
the classroom.



Luke jumps up and opens the  
door for Jane.



Jane says to Luke,  
"Thank you for your help."



# TAKE-HOME BOOK: GRADE 2

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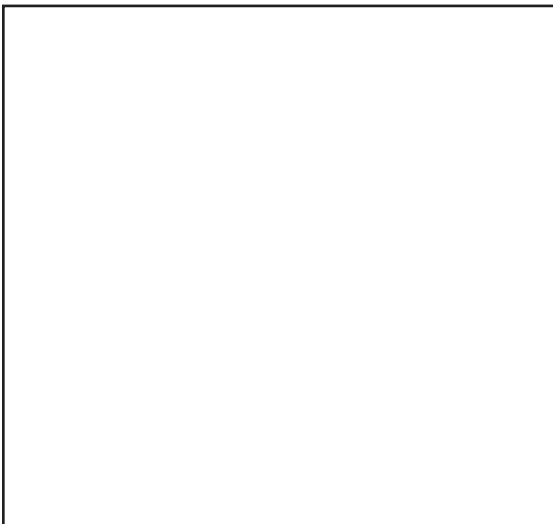
Draw pictures to go with the words. Then staple the pages together to make a book.



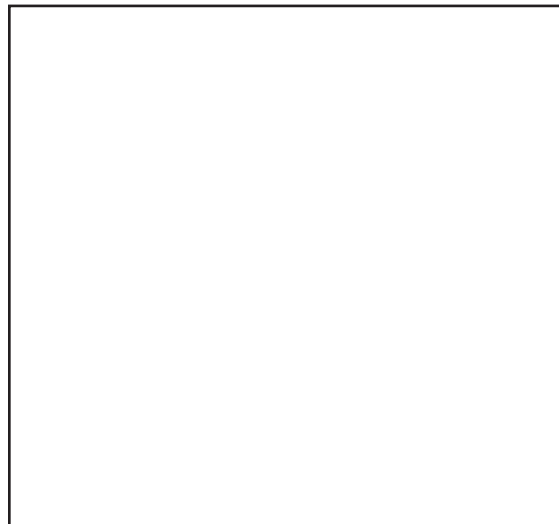
Maria is a new girl in school.  
She doesn't know anyone.



At lunch, she sits by herself.



Lily asks Maria to sit with her,  
Mark, and Teddy.



Lily thinks about how she would  
feel if she were Maria.

# CONSIDERATE OR NOT?

Being considerate means caring about how another person feels. Put a “C” next to any statement below that you think shows that the person is being considerate. Put a “N” next to any statement you think is **not** considerate.

\_\_\_\_\_ Mike sees Emily accidentally drop her books. He helps her pick them up.

\_\_\_\_\_ Megan has new sneakers. Tim thinks it is funny to laugh at her.

\_\_\_\_\_ Tony helps his mother bake cookies. “Thank you for helping,” his mom says.

\_\_\_\_\_ When her friend Sara forgets to bring a snack to class, Jenny shares hers.

\_\_\_\_\_ Kevin is on the swing. Jack wants a turn, but Kevin won’t get off.

\_\_\_\_\_ When Bryan wants more pizza, he asks his mother, “Please, may I have some more?”

\_\_\_\_\_ Ellen can’t finish the puzzle she is working on. Jan won’t help her.

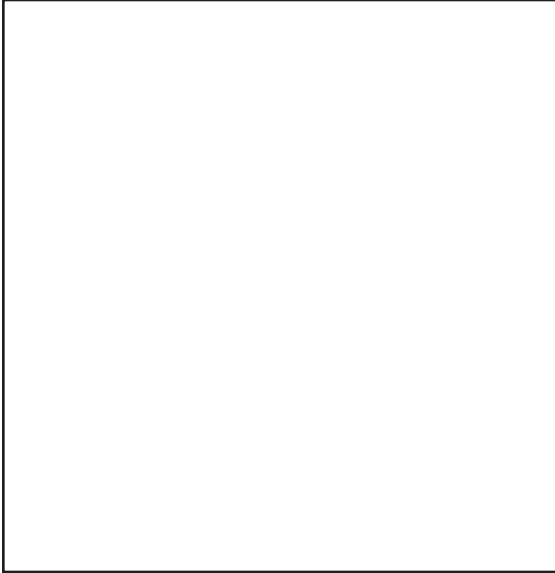
\_\_\_\_\_ Max needs help with a math problem. His brother helps him solve it.

\_\_\_\_\_ Kate is happy with the poster she made. Danny tells her how nice it is.

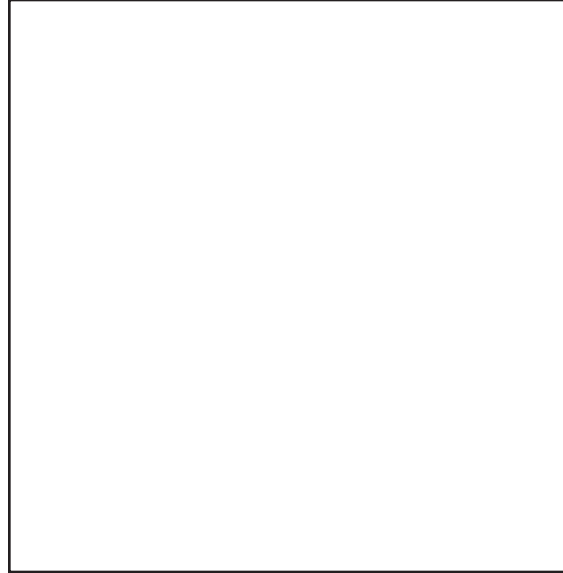
# CHLOE'S STORY

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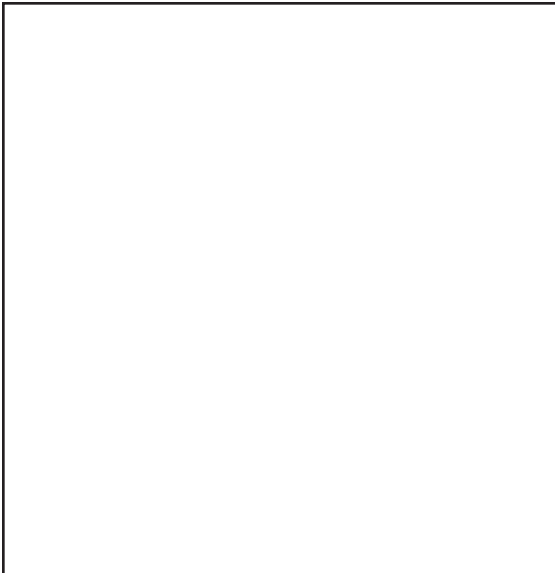
Make a storybook of how Chloe decides to share her snack with Erin.



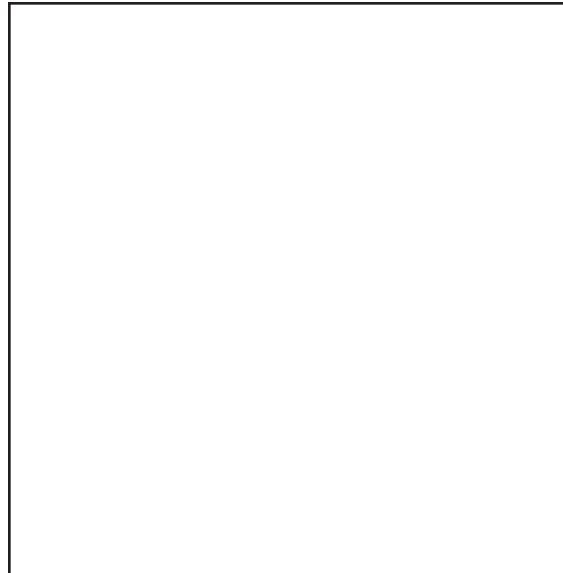
Erin can't find her snack. Where can it be?



Kevin tells Erin, "I did not take your snack."



Chloe thinks about how she would feel if her snack was gone.

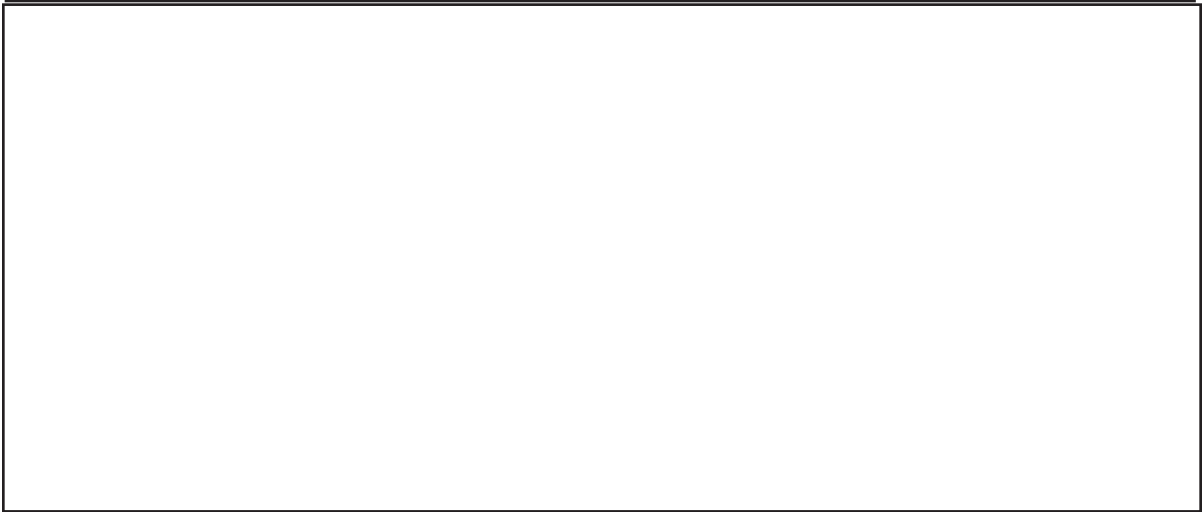


She makes Erin feel good by sharing her own snack.

# ERIN IS HAPPY

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In the top box, draw a picture of how Erin looks when she finds her snack is gone. In the bottom box, draw a picture how Erin looks when Chloe puts herself in Erin's place and shares her own snack.



# WHAT'S YOUR STORY?

Write or dictate a few sentences about a time when you put yourself in someone else's place. Draw a picture of how it made you feel.

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# ETHAN LEARNS A LESSON

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In the program, Ethan learns that people who are considerate help one another. The six sentences below tell how he learned this lesson, but they are out of order. Number them in the right order.

\_\_\_\_\_ Ethan says, “Why should I? You made the mess.”

\_\_\_\_\_ Ethan says he is sorry. He did not know he hurt her feelings.

\_\_\_\_\_ But when Ethan asks Katelyn to help him, she says, “What if I said ‘No’ the way you said ‘No’?”

\_\_\_\_\_ Katelyn asks Ethan to help pick up the dog food that spilled.

\_\_\_\_\_ Katelyn says that because she’s a considerate person, she will help Ethan.

\_\_\_\_\_ She tells Ethan he made her feel he did not care about her.

\_\_\_\_\_ Ethan has trouble with his math homework. He asks Katelyn to help him.

# ETHAN LEARNS A LESSON

---

In the program, Ethan learns that people who are considerate help one another. The six sentences below tell how he learned this lesson, but they are out of order. Number them in the right order.

  2   Ethan says, “Why should I? You made the mess.”

  6   Ethan says he is sorry. He did not know he hurt her feelings.

  4   But when Ethan asks Katelyn to help him, she says, “What if I said ‘No’ the way you said ‘No’?”

  1   Katelyn asks Ethan to help pick up the dog food that spilled.

  7   Katelyn says that because she’s a considerate person, she will help Ethan.

  5   She tells Ethan he made her feel he did not care about her.

  3   Ethan has trouble with his math homework. He asks Katelyn to help him.

# I REMEMBER THE TIME

Have you ever had a problem and someone cared enough to help you? Write or dictate what happened.

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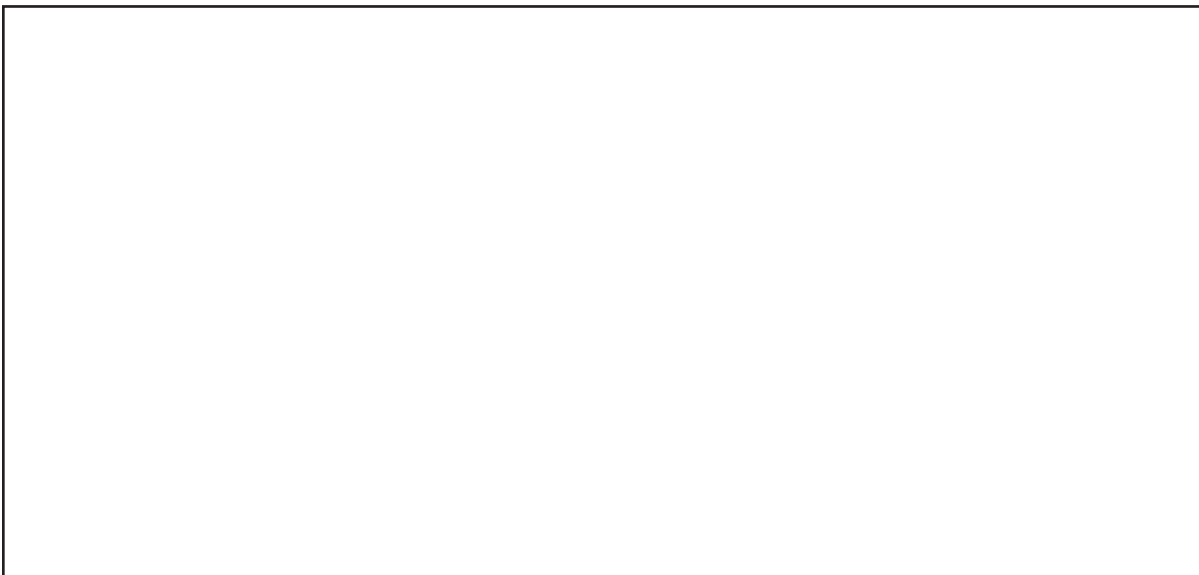
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How did the person's caring make you feel? Draw a picture.





# FILL IN THE BLANKS

Read the sentences below. Then write or dictate a word from the word box that tells what McKenzie learned.

considerate	do	thinking	friends
feelings	change	said	nice
wrong	bad		

1. Ben, Jack, and Haley want to be friends with McKenzie, but sometimes McKenzie is not \_\_\_\_\_.
2. Sometimes she is mean. She makes Jack feel \_\_\_\_\_.
3. Soon McKenzie finds she has no \_\_\_\_\_.
4. Ben, Jack, and Haley tell her she does not think about other kids' \_\_\_\_\_.
5. Her teacher sees McKenzie sitting alone. She asks, "Is something \_\_\_\_\_?"
6. McKenzie tells her teacher what her friends \_\_\_\_\_.
7. Her teacher says, "It seems to me you're not being very \_\_\_\_\_."
8. Her teacher says, "Being considerate means \_\_\_\_\_ about how other feel."
9. "I get it," says McKenzie. "But what can I \_\_\_\_\_?"
10. Her teacher says, "Start being considerate, and things will \_\_\_\_\_."

# WRITE A PLAY ABOUT CARING

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Choose two partners. Then pick one of the stories below and write a play showing how being considerate helps people.

1. Jamie hurt his leg and can't play tag with his friends. Emma makes fun of him. What could Mike do to show he cares about how Jamie feels?
  
2. Grace feels bad. She lost her lunch money. What could her friends do to show they care about her feelings?
  
3. Sam is upset. His book bag opened and all his homework fell out. What could Tyler do to show he cares about how his friend feels?
  
4. Jack worked hard on his diorama, but felt like crying when he dropped it accidentally. What could his friend Alan do to make him feel better?

# IT'S THE RIGHT THING

Write or dictate your own ending to this sentence.

**Treating others the way you would like to be treated is the right thing to do because...**

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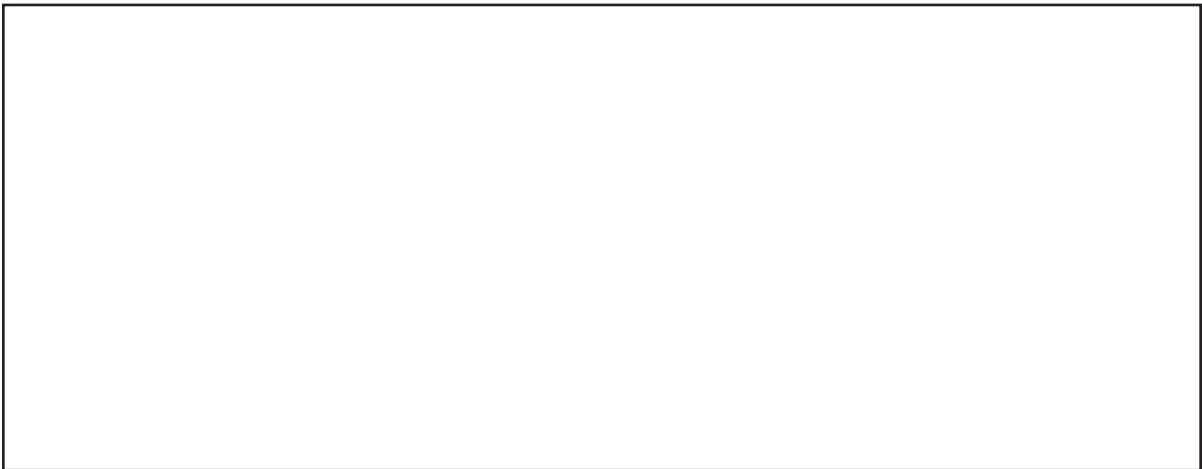
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Write or dictate a list of some of the things that can happen when you are considerate to others:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Draw a picture of how you feel when you are considerate to others.



# YOU CAN BE AN ARTIST

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Make a poster about what you learned in this program. Write a slogan to go with your poster.



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# SUGGESTED READING

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## Reading for Educators and Parents

- Dosick, Wayne D. *Ten Ethical Values Parents Need to Teach Their Children*. HarperSan Francisco, 1996. Argues that while what we teach our children is fundamental, it is just as important to model the behavior we are teaching.
- Eyre, Richard, and Linda Eyre. *Teaching Your Child Values*. Fireside, 1993. Offers practical tips for teaching children the important personal values of empathy, kindness, and consideration for others.
- Forni, P. M. *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*. St. Martin's Griffin, reprinted 2003. Identifies and explains the twenty-five rules that are most essential in connecting effectively and happily with others.
- Hartley, Hermine *Manners Matter: Living the Golden Rule for Kids of All Ages*. Barbour Publishing, Inc., 2002. Offers up-to-date guidelines for living the Golden Rule in our rapidly changing technological society.
- Post, Peggy, and Cindy Post Senning. *Emily Post's The Gift of Good Manners: A Parent's Guide to Raising Respectful, Kind, Considerate Children*. HarperCollins reprint, 2005. Provides useful advice for helping children learn to get along well with others.
- Udell, Barbara C., and Jerry Wyckoff. *Twenty Teachable Virtues: Practical Ways to Pass On Lessons of Virtue*. Perigee Trade, 1995. Discusses the role each virtue plays in everyday life, helps parents teach such virtues as kindness, empathy, respect, and more.

## Reading for Grades K to 2

- Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears Forget Their Manners*. Random House Books for Young Readers, 1985. Suddenly aware that the rest of the family have forgotten their manners, Mama Bear comes up with a plan to correct their bad behavior.
- Burgess, Gelett. *Goops and How Not to Be Them*. Dover Publications, 1968. Classic tongue-in-cheek etiquette for kids, showing them how not to behave.
- Burgess, Gelett. *Goops and How to Be Them*. Dover Publications, 1968. Hilarious etiquette situations that demonstrate the old-fashioned virtues: courtesy, generosity, neatness, and more.

- Candell, Arianna. *Mind Your Manners: In School*. Barron's Educational Series, 2005. Dramatizes typical events in children's school lives to help students over the small difficulties they encounter and feel good about themselves.
- Carle, Eric. *The Grouchy Ladybug*. HarperTrophy, 1996. How a bad-tempered braggart learns to improve her manners and becomes nicer, happier, and better-behaved.
- Eberly, Sheryl. *365 Manners Kids Should Know: Games, Activities, and Other Ways to Help Children Learn Etiquette*. Three Rivers Press, 2001. Clever and insightful advice for the myriad situations where being considerate counts.
- Joslin, Sesyle. *What Do You Do, Dear?* HarperTrophy, 1986. With illustrations by Maurice Sendak, uses humorous situations to teach young students about good behavior.
- Joslin, Sesyle. *What Do You Say, Dear?* HarperTrophy, 1986. More humorous situations for teaching good manners.
- Katz, Alan. *Are You Quite Polite? Silly Dilly Manners Songs*. Margaret K. McElderry, 2006. Guaranteed to make kids laugh out loud while getting a good introduction to the whys of etiquette.
- Leaf, Munro. *How to Behave and Why*. Universe Publishing, updated 2002. Classic lessons in etiquette for children that still apply today.
- Leaf, Munro. *How to Speak Politely and Why*. Universe Publishing, updated 2005. Why learning to speak politely isn't such a chore after all.
- Leaf, Munro. *Manners Can Be Fun*. Universe Publishing, updated 2004. Classic lessons in etiquette that make manners a delight to learn.
- Meiners, Cheri J. *Be Polite and Kind*. Free Spirit Publishing, 2004. Helps the youngest students learn the importance of showing politeness, speaking kindly, using "please," "thank you," and "excuse me," and respecting the feelings of others.
- Meiners, Cheri J. *Share and Take Turns*. Free Spirit Publishing, 2003. Help for the youngest students in learning how to share, take turns, and help out at home.
- Ricci, Christine. *Dora's Book of Manners*. Simon Spotlight/Nickelodeon, 2004. Helps children learn good manners and also see their importance.

Rosenthal, Amy Krause. *Cookies: Bite-Size Life Lessons*. HarperCollins, 2006.

Cookies provide young children with life lessons by defining for them some important concepts: respect, trustworthiness, patience, politeness, and more. A good discussion-starter.

Spelman, Cornelia Reed. *When I Feel Jealous*. Albert Whitman & Company, reprinted 2005.

Reassures children that the jealousy they sometimes feel is a universal feeling. A good discussion-starter for helping children deal with feelings.

Verdick, Elizabeth. *Words Are Not for Hurting*. Free Spirit Publishing, 2004. Helps children understand the power of words and how they can be helpful as well as hurtful.

## **Internet Resources**

### **For Educators and Parents**

[www.familyresource.com/parenting/character-development/teaching-children-civility-begins-at-home](http://www.familyresource.com/parenting/character-development/teaching-children-civility-begins-at-home)

<http://web.extension.uluc.edu/champaign/weekly/050323.html>

[www.partnershipforlearning.org/article.asp?ArticleID=1813](http://www.partnershipforlearning.org/article.asp?ArticleID=1813)

## **Related Materials from Sunburst Media**

“How Would You Feel? Learning About Empathy”

14-minute program for Grades K to 2

“Let’s Make Up: Learning About Forgiveness”

18-minute program for Grades K to 2

“Doing the Right Thing: Building Character”

16-minute program for Grades K to 2

# SCRIPT

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**ANDREA**

Thanks.

**MARK**

You're welcome.

**MIKE**

Need help?

**EMILY**

Sure...

**HOST**

Some people are nice. ... They're polite and they like to be helpful. But other people. Well they don't think about how others feel.....

**TINA**

That hat looks so stupid.

**BRIAN**

You're not a very good artist.

**HOST**

People who think about the feelings of others are called considerate. Now that's a very big word. What does considerate mean? Being considerate means caring about how another person feels. Like the kids we saw before.

Mark is holding the door open for Andrea. And Andrea is saying "thank you." They're both being polite. Being polite—saying Please and Thank you—is a very easy way to show that you are considerate. Offering to help someone is another easy way to show that you're considerate.

Now let's take a look at some kids who are considerate and some kids who aren't. Then you'll be able to see how much nicer the world is when you Think About Others.



**HOST**

Being considerate means caring about someone else’s feelings. But how can you know how someone else feels? Well, one way to figure that out is to put yourself in the other person’s place. Ask yourself how you would feel if you were that person. And what you would like others to treat you. Take a look at this story and you’ll see what I mean.

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**HOST**

One day all the students in Mr. Sanchez’s theatre class were busy building and painting their sets for the school play. At snack time, Erin and Chloe sat down to eat their snack they had brought from home.

**CHLOE**

What do you have today?

**ERIN**

My mom packed peanut butter crackers. What about you?

**CHLOE**

A pear.

**HOST**

Chloe got her pear. But when Erin looked in her backpack – her snack wasn’t there!

**ERIN**

Hey, where’s my snack?

**HOST**

Erin was surprised.. What could have happened to her snack?

**ERIN**

My snack is gone

**HOST**

Then she looked up and saw that Kevin was eating peanut butter crackers.

**ERIN**

Did you take my snack?

**KEVIN**

No.....uhm—I found it on the table. I didn’t know it was yours.

**ERIN**

Well it was—and you ate the whole thing!

**KEVIN**

Sorry.

**HOST**

Erin was so upset.

**CHLOE**

What happened?

**ERIN**

Kevin ate my snack.

**HOST**

Chloe thought about how Erin was feeling. She imagined how she would feel if someone took her snack. She knew that she’d be angry—and hungry. Then she thought about what she would like her friend to do for her.

**CHLOE**

Here, you can have my extra snack.

**ERIN**

Gee. Thanks Chloe. That’s so nice...

**HOST**

What Chloe did was considerate. Considerate means thinking about how someone else feels. Once Chloe imagined how Erin felt, she knew just what to do.

**MUSIC VIDEO**

What does it mean to be considerate?

Let’s take a look. Let’s get into it.

Think about others and you will see...

Considerate makes the world a nicer place to be.

\*\*\*\*\*

**HOST**

So we know that being considerate means thinking about the feelings of others. Being considerate also means helping someone who needs help. That’s a lesson Ethan learned.

\*\*\*\*\*

**HOST**

One day when Ethan got home from school, he saw his sister Katelyn kneeling around a huge pile of dog food. It was all over the floor.

**ETHAN**

Wow. What happened?

**KATELYN**

I was going to feed Pepper and the bag ripped open.

**ETHAN**

What a mess.

**KATELYN**

Can you help me?

**ETHAN**

Why should I? You made the mess.

**KATELYN**

...because I can use the help. ....Thanks for nothing.

**HOST**

Ethan wasn’t being very considerate. He didn’t think about how Katelyn felt. He knew she needed help, but he didn’t care. Later that night, it was Ethan who needed help.

**HOST**

Ethan was doing his math homework—and he was having trouble. So, he asked Katelyn if she could help him.

**ETHAN**

Hey, I can’t figure out this problem. Can you help me?

**KATELYN**

Why should I?

**ETHAN**

Because I need help.

**KATELYN**

Oh..... like when I needed your help picking up the dog food?

**ETHAN**

That was different.

**KATELYN**

No it wasn't. I needed your help. I asked for your help. And you still said no.

**ETHAN**

But this is my homework.

**KATELYN**

And how would you feel if I just say "No", like you said "no" to me?

**ETHAN**

I guess I'd be upset.

**KATELYN**

That's right—because it would be like me telling you, I don't care enough about you to help you .....And you know what?

**ETHAN**

What?

**KATELYN**

That's how I felt when you wouldn't help me.....

**KATELYN**

You were very inconsiderate.

**ETHAN**

Inconsiderate?

**KATELYN**

Yeah, you didn't think about how I felt at all. And that hurt my feelings.

**ETHAN**

Oh, I'm sorry.

**KATELYN**

Well, when you see someone who has a problem—think about how they feel—and if they need help—help them. Especially if they ask for it. That’s called being considerate. And, you weren’t very considerate to me.

**ETHAN**

I promise I’ll be more considerate from now on. So....Will you help me—please?

**KATELYN**

Well, since I’m a very considerate person—sure, I’ll help you.

**ETHAN**

Thanks.

**KATELYN**

Now, remember when you see someone who needs help—help them. Think about how they feel—and do something about it. Now, let me see the problem.

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**HOST**

Ethan learned that when you’re not considerate, you can hurt someone’s feelings. He learned that people who are considerate help each other out—and they get along better, too.

**MUSIC VIDEO**

What does it mean to be considerate?

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\*\*\*\*\*

**HOST**

So we know being considerate means thinking about the feelings of others and offering to help. But did you know that being considerate can make you feel good about yourself, too? That’s what this story is about.

\*\*\*\*\*

**HOST**

McKenzie was a new girl in school. Ben, Jack and Haley wanted to be friends with her, but sometimes—McKenzie wasn't very nice. Like one day in class when Jack came to school walking on crutches.

**MCKENZIE**

What happened to you?

**JACK**

I hurt my leg.

**MCKENZIE**

I guess you won't be able to play with us at recess. You'll have to sit all by yourself.

**HOST**

And she didn't only say things to hurt other people's feelings—she did mean things too. And when people asked her for help—she usually said no.

**BEN**

Ohhh, my pencil broke. Can I use your pencil?

**MCKENZIE**

No. I don't like people to use my stuff.

**HOST**

After a while, the other kids didn't want to be friends with McKenzie anymore. So they tried to stay away from her. Then at lunch one day, she asked them what was going on.

**MCKENZIE**

How come you don't save a place for me anymore. What's the matter?

**BEN**

Because—well—sometimes you're not very nice.

**MCKENZIE**

What do you mean?

**JACK**

Well—sometimes you say mean things. Like when you laughed at me.

**BEN**

And you don't share.

**HALEY**

You don't care about other peoples feelings.

\*\*\*\*\*

**HOST**

McKenzie thought about what Ben, Jack and Haley said...She was still thinking about it when Ms. Lucas saw her sitting all alone.

\*\*\*\*\*

**MS. LUCAS**

McKenzie? Is something wrong? You don't look very happy.

**MCKENZIE**

I'm not.

**MS. LUCAS**

What's the matter?

**HOST**

So McKenzie told Ms. Lucas what Jack and Ben and Haley had said to her.

**MS. LUCAS**

Well, it seems to me that what they're saying is that you're not being very considerate.

**MCKENZIE**

Considerate?

**MS. LUCAS**

Yes considerate...That means thinking about how other people feel—Umm, not hurting their feelings—and being helpful and polite. Those are all things that make someone a considerate person—and someone that other people want to be friends with....And you know being considerate can make you feel good about yourself, too.

**MCKENZIE**

What should I do?

**MS. LUCAS**

Well, there are a few things that you can do. For example, before you say or do anything to anyone, you should think how you would feel if that were you. Instead of laughing at Jack’s broken leg, what you could do is tell him that you feel bad for him—and then you could ask him if he needs your help.

**MCKENZIE**

Oh...

**MS. LUCAS**

And instead of pushing someone out of your way, you could say “Excuse me.”

**MCKENZIE**

I think I get it. So, what should I do?

**MS. LUCAS**

Well, I bet that if you started to be more considerate, the other kids will notice—and things will change.

\*\*\*\*\*

**HOST**

So when Haley dropped her books on the floor, McKenzie helped her pick them up and when Jack came by on his crutches, McKenzie held the door open for him and when she was on line at the library, she waited her turn.

**MS. LUCAS**

It looks like things are getting better. You see, people like you a lot more when you’re considerate.

**MCKENZIE**

You were right... And you know what?—I think I feel better about myself too.

\*\*\*\*\*



**HOST**

So McKenzie learned that when she was considerate, not only did everyone else like her—but she felt better about herself too.

**MUSIC VIDEO**

What does it mean to be considerate?

Let’s take a look. Let’s get into it.

Think about others and you will see...

Considerate makes the world a nicer place to be.

\*\*\*\*\*

**HOST**

Today, we learned about what it means to be considerate.

We learned that being considerate means caring about the feelings of others.

We learned that one good way to figure out how someone else feels is to imagine how you would feel if that were you.

Being considerate means being polite and treating others the way you would like them to treat you.

Being considerate also means helping someone who needs help—even offering to help without being asked.

And we learned that being considerate not only makes others feel better about you—it makes you feel better about yourself too.

So Think About Others—Be Considerate... It makes the world a much nicer place for everyone.