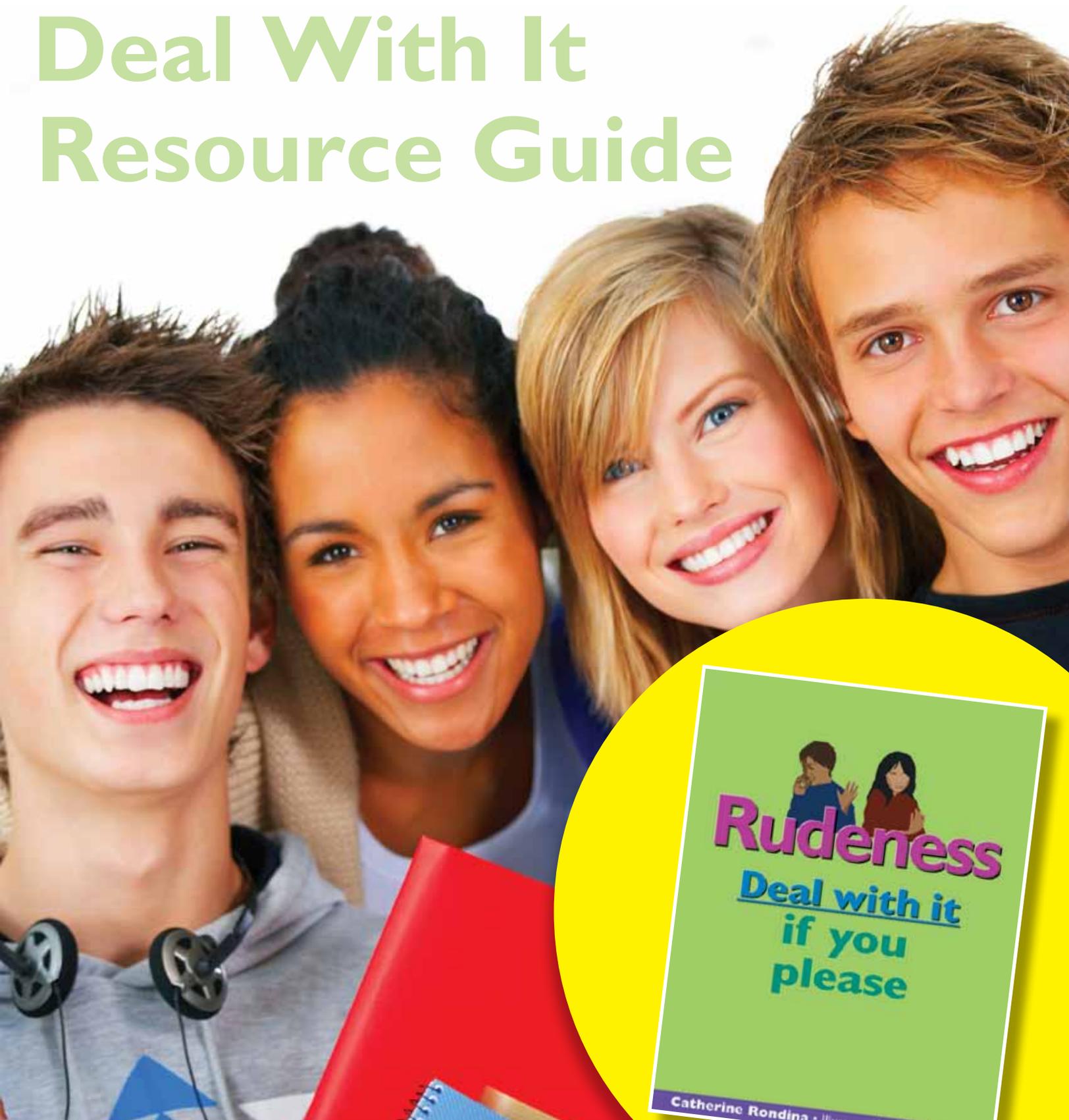


Rudeness: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Rudeness: Deal with it if you please

Rudeness is anything you say or do that offends or makes someone else feel uncomfortable or inconvenienced. Your behaviour should be appropriate to the social situation and the people around you. Rudeness might involve actions or speech that other people consider impolite, offensive, obscene, inconsiderate, or taboo. It is important for young adults to understand that their behaviour affects how other people see and treat them, and that being sensitive to other people's feelings can help them gain their respect.



Rudeness: Deal with it if you please gives students suggestions on how to handle diverse social situations and become more aware of social expectations. It helps them become aware of how their choices and actions affect others. This resource guide offers opportunities to explore rudeness within the context of the curriculum. It provides a variety of activities to help students reflect on their behaviour and think about how to be sensitive to other people. Discussing rudeness and giving students an opportunity to share their thoughts and opinions will help them make informed, considerate choices.

Before You Begin

Here are some tips and suggestions to help you plan your rudeness unit.

- Gather as much material as you can about rudeness, including ***Rudeness: Deal with it if you please***. (See More Help on page 32 of ***Rudeness*** for a listing of materials.)
- Consider personality types, interpersonal relationships and cultural issues that are relevant to your students, school, and community.
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Try to be aware of cultural differences in what is considered rude. You may wish to have students research to find out more about different cultural beliefs and customs involving manners.

Rudeness 101

Highlights

- Rudeness is when you do something that breaches social conventions and expectations without attempting to understand or apologize for your error in judgment. You might offend someone with what you say, how you present yourself, what you do, how you eat, or what you wear.
- Rudeness is more than not saying “please” and “thank you.” It is ignoring or purposefully hurting the feelings of others around you and not being respectful of what is important to them.
- Rudeness is viewed as being discourteous, foul, gross, ignorant, impolite, inconsiderate, offensive, negative, self-absorbed, unable to empathize, or vulgar.
- It is important to remember that nobody is perfect all the time, but you need to show people the same respect that you would like from them.

Discussion Questions

- Can you think of times when rudeness might be funny? Why might rudeness be acceptable on one occasion and not on another? Explain your thinking.
- What are manners? Why do you think manners are important? Where do we learn manners? Who decides what are good manners?
- Do manners apply differently in different situations? For example, do you use the same manners when you eat in a restaurant, or at home, or with friends at school, or when you are camping? Why might there be different rules for manners in different situations?
- Are different actions considered rude in different cultures? Can you think of any examples?
- How does it make you feel when someone is polite to you? How do you feel when someone is rude to you?
- Why do you think someone might be rude? Is it ever okay to be rude? Is ignorance of social conventions an excuse for being rude? Explain your thinking.
- Do you think rudeness is part of personality — who someone is — or that it is a way someone chooses to act? Explain your thinking.

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Media Literacy/ Language Arts (I/G)	Have students watch two of their favourite TV shows and record in a chart the number of incidents of rudeness they see, the reactions of the characters, and how they felt witnessing the rudeness. Encourage them to note the reaction to the rudeness: was it celebrated, was their laughter, did people cry? Have students discuss their findings as a class, encouraging them to think about why the producer might have wanted these reactions and how seeing rudeness on TV might influence their behaviour.
pp. 2–5	The Arts (drama)/ Guidance and Career Education (I/G)	Have students write down a situation in which someone was rude to them, including who, what, where, why, and how. Divide the class into three groups and ask each group to choose one of their member’s situations. Have each group dramatize the situation, including how they would solve it in a positive way.
pp. 2–5	The Arts (drama)/ Social Responsibility (G)	Write each of the bullets on a piece of paper and randomly distribute them to your students. Have them mime the situation, asking the other students to guess what they are doing. When someone guesses correctly, ask them to present an alternative that would not be polite.
pp. 6–7	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of 3–4 to make a tableau showing an example of a rude situation they have experienced. When the situation is established, ask the class for solutions, recording them in a T-Chart with the headings “Positive Solutions” and “Negative Solutions.” Ask the performing group to choose a solution and complete the dramatization. As a class, discuss the Pros and Cons of the chosen solution.
pp. 6–7	Language Arts (I)	Have students choose a character from one of the comics and write a journal entry from their character’s perspective. Encourage them to think about how their character felt during and after the scenes in the comic. Have them include ideas on how they might improve the situation in the future.
pp. 8–9	The Arts (visual)/ Social Responsibility (I)	Have students create posters, brochures, or a website encouraging other students to be polite. Ask them to think of simple ways that students can be polite and how they would encourage them to practice respect in order to get respect.
pp. 10–11	Language Arts (G)	Divide the class into six groups and assign each group one of the myths. Have members of each group debate whether or not the myth is true. Ask volunteers from each group to present their conclusions to the class and discuss.
pp. 12–13	Mathematics/ Guidance and Career Education (I/G)	Have students use the quiz to survey other classes. Have them tally and graph their results, and then present their findings to the class. As a class, discuss whether or not students think that politeness is important to their peers and what they might do to help them be more respectful and sensitive.

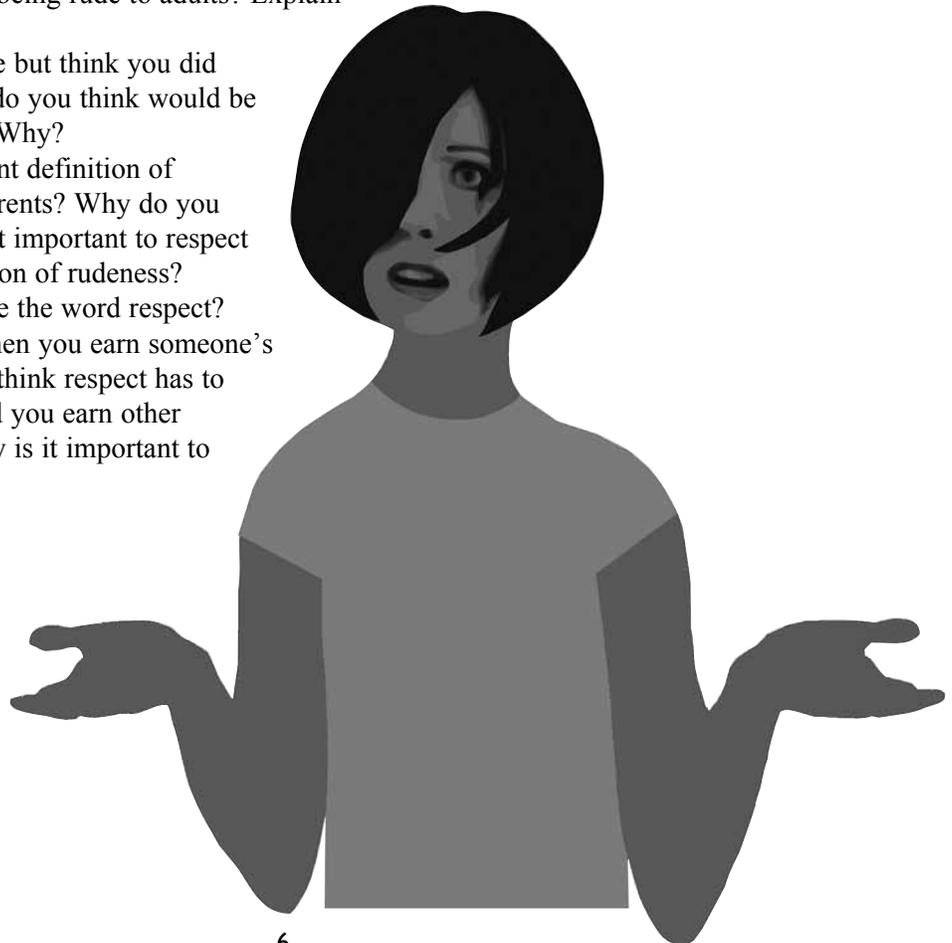
The Offender

Highlights

- The Offender is the person who is rude to others. It does not matter if he or she meant to be rude or not. What matters is that Offenders recognize that their actions and or lack of action hurts someone's feelings and apologize.
- The Offender might be rude because he or she:
 - has never been taught correct manners or does not realize that his or her behaviour is inappropriate in a particular situation
 - only cares about him- or herself and thinks that his or her feelings are more important than other people's
 - does not appreciate the differences of other people and cultures
 - does not value other people's time or efforts

Discussion Questions

- Have you ever been rude to someone on purpose? How did you feel? Why do you think you behaved this way? How did the other person react?
- What does rude behaviour look like? What examples can you give of rude behaviour? Why do you consider this rudeness?
- Is it ever cool to be rude? Why do people sometimes laugh when someone is rude to others? Can you think of any examples? Do you think this is acceptable?
- Is there a difference between adults being rude to children and children being rude to adults? Explain your thinking.
- If you offend someone but think you did nothing wrong, what do you think would be the right thing to do? Why?
- Do you have a different definition of rudeness than your parents? Why do you think this is? Why is it important to respect other people's definition of rudeness?
- How would you define the word respect? What does it mean when you earn someone's respect? Why do you think respect has to be earned? How could you earn other people's respect? Why is it important to do so?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	Social Studies/ Guidance and Career Education (G)	Have students work in small groups to discuss and define proper manners at home, at school, and (if age-appropriate) at work. Encourage them to think about how they behave in different situations (e.g., eating, being a guest, meeting new people, talking on the phone) and to come up with a list of top 10 tips for good manners. Have students create a brochure or poster to encourage others to follow their tips.
pp. 14–15	The Arts (drama) (G)	Ask students to read the letter from A Room of My Own and Dr. Shrink-Wrapped’s response. Have students work in groups of three or four to brainstorm a solution and act it out for the class. When each group is finished, encourage the class to ask each character to explain what they were thinking and feeling, and why they chose their way of solving the problem.
pp. 16–17	Mathematics/ Social Studies/ Language Arts (I/G)	Have students use the quiz questions to survey other classes. Ask them to graph and analyze their results. Based on their findings, students decide on three issues that could be addressed on a school-wide basis. Have students write a persuasive letter to the principal asking him to implement their suggestions to improve these three issues.
pp. 16–17	The Arts (visual)/ Social Responsibility (I)	Ask students to choose one of the fifteen situations from the quiz and create a “What To Do If ...” poster. Their posters should outline the situation and what they can do to deal with it positively. Display finished posters around the classroom and school.
pp. 18–19	Language Arts/ Social Studies (I)	Have students choose one of the statements from the Did You Know? section and ask them to research to find three sources that support the statement. Have them write a summary paragraph with an opening statement, supporting facts, and conclusion based on their research.
pp. 18–19	Language Arts (I/G)	Write all the “Do’s and Don’ts” from p. 19 on the board in no particular order, leaving off the Do or Don’t at the beginning. Have students record them in a Venn diagram with the headings “Do’s” and “Don’ts.” When they are finished, have them compare their diagrams against the list in the book and their classmates’. Encourage them to discuss why people might choose to ignore these rules and how they could help stop rudeness.

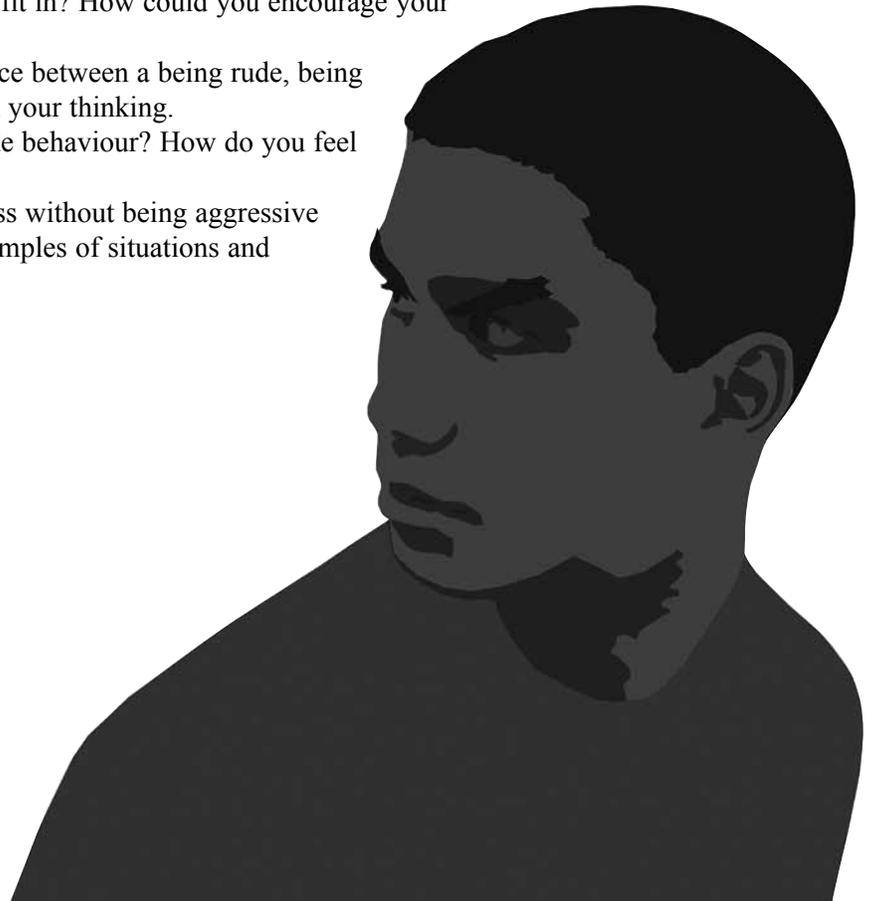
The Offended

Highlights

- The Offended is the person who feels that another person has been rude. They might feel hurt, angry, or sad because someone else did not consider their feelings.
- It is important for the Offended to try not to react out of hurt or anger. He or she should not be rude right back to the person who offended them.
- When someone is rude to you, think before you react and try to:
 - ☛ consider how the other person might react if you are rude to them
 - ☛ remember that the other person may not have meant to be rude
 - ☛ use good manners to stop rudeness from escalating and to set a good example
 - ☛ demonstrate common sense and respect for other people

Discussion Questions

- When is it important to stand up and tell someone that they are being rude? How could you do this without being rude back or causing a fight?
- How might you avoid being the target of rude behaviour? How might you encourage others to be polite?
- Are adults always polite? What might you do when an adult is rude to you?
- Imagine you are with a group of friends in a public place, like on a bus or at the mall, and they are being rude to people. How could you stay true to what you know to be polite and not become rude to fit in? How could you encourage your friends not to be rude?
- What do you think is the difference between a being rude, being mean, and being a bully? Explain your thinking.
- What offends you most about rude behaviour? How do you feel when you see this behaviour?
- How might you deal with rudeness without being aggressive yourself? Can you give some examples of situations and strategies you might use?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	The Arts (drama)/ Social Responsibility (P)	On self-stick notes or recipe cards, have students describe a situation they have been in where they were offended by someone else’s rudeness. Have students randomly draw one of their classmate’s descriptions and work in pairs to dramatize it using one of the “Don’ts” on p. 21. Discuss the consequences of this choice. Have each pair repeat the drama using one of the “Do’s” and discuss how making a positive choice helped resolve the situation.
pp. 20–21	Language Arts/ Social Responsibility (I)	Have students review the “Do’s and Don’ts” on p. 21. Ask them to look at the illustration of the book and to think about the title: How to Earn Respect by Giving Respect. Have students brainstorm a list of tips that might appear in this book. Assign each of the tips that they come up with to a small group of students and ask them to write out an explanation of this tip, including some examples of how someone might implement it. Collect all the tips into a book and keep it for reference in your classroom.
pp. 22–23	The Arts (drama)/ Guidance and Career Education (G)	Have students work in small groups to dramatize a situation in which someone is yelling and being rude to another person. Encourage them to demonstrate what might happen if they are rude right back, give up, or try being a cool communicator. Discuss whether or not the approach they used was effective and how they might handle the situation in a different way to achieve a positive outcome.
pp. 22–23	The Arts (visual)/ Guidance and Career Education (I)	Have students create three comic strips based on one of the situations in the quiz, showing how each reaction might play out. Ask students to present their comics to the class and explain their thinking.
pp. 24–25	Language Arts/ Health and Physical Education (G)	Ask a volunteer to lie down on a large piece of bulletin paper and trace his or her outline. Have students brainstorm a list of all the things you Think when someone is rude to you, and record them in the head section. Encourage them to include speech bubbles with things they can say when others are being rude. In the body section, write down everything you Feel when someone is rude to you. In the leg section, have students list the best actions to take when someone is rude to you. Encourage them to use the “Think Hard” and “Do Right” suggestions as a guide.
pp. 24–25	The Arts (visual) Language Arts/ Social Responsibility (I)	Ask students to review Dr. Shrink-Wrapped’s response to No Scars on the Inside’s letter. Have students work in small groups to brainstorm how they might apply these suggestions in different situations. Have them create a poster or collage encouraging others to follow these suggestions to deal with rudeness in a positive way.

The Witness

Highlights

- The Witness is the person who sees someone being rude to another person.
- The Witness can experience mixed feelings, including anger, anxiety, confusion, fear, and stress.
- When you see someone being rude, you can choose to:
 - ☛ say something (making sure to use your common sense, think about what you will say, and consider how people might react)
 - ☛ let the person who was offended know that you saw what happened and sympathize with him or her
 - ☛ walk away if you think the people can resolve the situation on their own
 - ☛ get help if you think that the situation might escalate to violence

Discussion Questions

- Have you ever seen someone being rude to another person? How did it make you feel? How do you think the Offender felt? How might the Offended have felt? How was the situation resolved?
- How might you tell if someone intends to be rude or if they did not mean to be impolite? Does their intention affect the way you respond to them? Why or why not?
- Do you think it is easy to stop someone from being rude? Why or why not?
- What might be the result if you stepped in and pointed out that someone was being rude? How might the Offender feel? How might the Offended feel?
- When is it appropriate to speak up about rude behavior? When might it be better to walk away when you see rude behaviour? How might you stand up to the Offender in a positive way?
- How might you offer support to the Offended? How do you think other people might perceive this action?
- If the Offender is being rude to get attention, how might the Witness respond in order to influence the Offender's behaviour?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Responsibility/ Language Arts (G)	Have students work in small groups to review your school’s Code of Conduct and highlight the items they think relate to rudeness. Ask groups to discuss how they might use the three options on p. 27 (say something, empathize with the Offender, or walk away) to help resolve rude conduct situations in a positive way.
pp. 26–27	Media Literacy/ Mathematics (I/G)	Have students use an online quiz generator such as QuizMoz, Zoomerang™, or SurveyMonkey to create their own etiquette survey based on the “Do’s and Don’ts” sections on pp. 19, 21, and 27. (Note: You may want to create the quiz yourself to prevent students from providing their personal information.) Encourage students to get their classmates, friends, and family to take the quiz and review the results. Have students present their findings to the class and suggest ways that they might encourage others to be more polite.
pp. 26–27	Guidance and Career Education/ Technology Education (I)	Have students research to find out more about proper etiquette in areas where they might not know correct behaviour, such as e-mail or cell-phone use. Have them present their findings to the class.
pp. 28–31	Language Arts (P/G)	Have students read the ten scenarios and decide which behaviours are rude and which are not. Encourage them to think about their reasons for their opinions. Have students use a Turn-and-Talk strategy to compare and debate their answers with another student. Repeat this with five rotations other students and then ask them to review their answers to see if they have changed their opinions. Discuss as a class.
pp. 28–31	The Arts (drama)/ Social Responsibility (G)	Divide the class into groups of three. Have students role-play the situations in the quiz, taking turns being the Offender, the Offended, and the Witness. Encourage them to think about how each person might feel in the different situations and to incorporate this into their role-play. Ask for different volunteers to present their role-plays to the class (ensuring a variety of situations are explored). After each presentation, discuss the outcomes as a class.
pp. 28–31	Canada and World Studies/ Social Studies (I/G)	Have students research to find out about different social conventions and what is considered rude in other cultures. Encourage them to think about how these conventions are the same or different from Canada. Have students present their findings to the same class.

Additional Resources

- www.kidsturncentral.com/links/mannerslinks.htm: The Kids Turn Central website includes an online resource for manners and etiquette.
- Eberly, Sheryl. *365 Manners Kids Should Know: Games, Activities, and Other Fun Ways to Help Children Learn Etiquette*. New York, NY: Three Rivers Press, 2001.
- Espeland, Pamela, and Elizabeth Verdick. *Dude, That's Rude! (Get Some Manners)*. Minneapolis, MN: Free Spirit Publishing, 2007.
- Packer, Alex. *How Rude! The Teenager's Guide to Good Manners, Proper Behaviour, and Not Grossing People Out*. Toronto, ON: Monarch Books, 2002.
- Thompson, Robin. *Be the Best You Can Be: A Guide to Etiquette and Self-Improvement for Children and Teens*. Pekin, IL: The Robin Thompson Charm School, 1999.

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Rachelle Duffus has been teaching in the greater Toronto area for over ten years. She has been a specialist in Reading and Special Education for both Behaviour and Learning Disabilities. Rachelle has designed several win-win programs including the inter-generational Adopt-A-Grandparent and MYIND: Mentoring Youth in New Directions, a program for at-risk students. She is currently an Itinerant Behaviour teacher for the Toronto District School Board.

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