

# TABLE OF CONTENTS

---

---

Book List.....	5
Introduction .....	6
Book Four: Readiness Assessment.....	8
Social Skills & How to Improve Them.....	9
Teaching Guidelines .....	11
<b>Week 1:</b> Healthy Eating, Manners in Everyday Life, <i>The Cabin Faced West</i> .....	14
<b>Week 2:</b> More Healthy Eating, More Manners in Everyday Life, <i>The Cabin Faced West</i> .....	16
<b>Week 3:</b> Review, <i>The Cabin Faced West</i> .....	18
<b>Week 4:</b> Everyday Habits, Manners at Home, <i>The Cabin Faced West</i> .....	20
<b>Week 5:</b> Everyday Habits, Manners at School, <i>The Cabin Faced West</i> .....	22
<b>Week 6:</b> Neatness and Personal Habits, Review, <i>The Sign of the Beaver</i> .....	24
<b>Week 7:</b> Gentle and Kind Words, Manners at Play, <i>The Sign of the Beaver</i> .....	26
<b>Week 8:</b> Mealtime Manners, More Manners at Play, <i>The Sign of the Beaver</i> .....	28
<b>Week 9:</b> Good Speaking Habits, Manners Out and About, <i>The Sign of the Beaver</i> .....	30
<b>Week 10:</b> Respect for Others, More Manners Out and About, <i>The Sign of the Beaver</i> .....	32
<b>Week 11:</b> Behavior in Public, Manners on the Go, <i>The Sign of the Beaver</i> .....	34
<b>Week 12:</b> Review, More Manners on the Go, <i>The Sign of the Beaver</i> .....	36
<b>Week 13:</b> Review Safety Habits, Manners for Special Occasions, <i>The Sign of the Beaver</i> .....	38
<b>Week 14:</b> Review, <i>The Sign of the Beaver</i> .....	40
<b>APPENDIX</b>	
<i>The Cabin Faced West</i> Discussion Questions.....	44
<i>The Sign of the Beaver</i> Discussion Questions .....	46
Visual Cues .....	52
Supplemental Reading .....	53

## DEDICATION

*This program is dedicated to all of the devoted mothers on our SimplyClassical.com forum who asked for help with teaching matters of social understanding, habits, and manners. Your diligence with your children inspires me.*

## ACKNOWLEDGMENTS

*Thank you to Jessica Phillips, whose lovely title, "Myself & Others," won our naming contest and our hearts. Thank you to Memoria Press, especially Brian Lowe and Tanya Charlton, for the continued willingness to create, promote, and distribute Simply Classical teaching resources for children with special learning needs. [ClassicalSpecialNeeds.com](http://ClassicalSpecialNeeds.com)*

# BOOK LIST

---

---

## CORE

- Healthy Happy Habits* (published by Schoolaid)

**Note:** In *Myself & Others Book Three*, we covered *Healthy Happy Habits*, Chapters One (health and safety) and Two (social skills, rules, and manners). In case you missed these or simply want to review, at the end of *Myself & Others Book Four*, we provide an opportunity to cover these first two chapters and then test knowledge of the content.

- Emily Post's The Guide to Good Manners for Kids*, by Peggy Post & Cindy Post Senning
- The Cabin Faced West*, by Jean Fritz
- The Sign of the Beaver*, by Elizabeth George Speare

# INTRODUCTION

---

Thank you for choosing this program. *Myself & Others* has a two-fold audience. First, our program is for anyone who wishes to ameliorate the lamentable condition of respect, manners, and appreciation demonstrated by many children today. As parents, grandparents, teachers, and onlookers, if you are appalled by the deplorable state of courtesy and civility in children and youth as a whole, we created this program to do our part toward restoring common decency.

Second, we know that some of our children—namely those with special needs\*—struggle with social understanding, good habits, and manners far more than other children do. Such children require explicit, bite-sized lessons in knowledge and skills that other children seem to absorb simply by residing in the homes of good families. Yet standard “social-skills” programs can be sterile, oddly self-centered, and uninspiring.

For both the typical student and the student with special needs, we created this program, *Myself & Others*, with five components to help you teach all of the following:

1. **Rules:** basic social rules
2. **Health:** essentials for physical and mental health
3. **Safety:** cautions and habits for staying safe
4. **Manners:** instruction and practice with good manners
5. **Listening:** inspiring stories for delight and moral imagination with lessons in character and virtue

We do this in 14 manageable weeks per set, so that each set can be taught alongside a semester of school or as a summer course.

In *Book One* we teach all five components separately. In *Book Two* we combine Rules & Manners into one category and Health & Safety in another for more streamlined teaching. In *Books Three* and *Four*, for older students, we combine Rules, Health, Safety, & Manners into one set of daily lessons.

At all levels, feel free to add to the weekly lessons with more extended role-playing and practice. Reference the lessons in a spirit of coaching as needed. Consider this series as a springboard to further discussion and implementation of your own teachings. We appreciate your participation in our mission to teach, practice, and model good manners for all.

## ABOUT MYSELF & OTHERS

Both *Book One* and *Book Two* can be taught as stand-alone series for teaching social understanding, habits, and manners.

*Myself & Others, Book One* is designed for children with social maturity of ages 4-7 and coordinates well with these full-curriculum levels:

- Memoria Press Classical Core Curriculum Jr. K, K
- Simply Classical Curriculum Level C, Level 1.

*Book Two* is designed for children who have studied *Book One* or as a starting point for anyone with social maturity of ages 5-8.

*Myself & Others, Book Two* coordinates well with these full-curriculum levels:

- Memoria Press Classical Core Curriculum 1, 2
- Simply Classical Curriculum Level 2, Level 3

---

\*Special needs include all needs that require extensive instruction and extra practice. Special learning needs may result from autism, specific learning disabilities, Down syndrome, fetal alcohol syndrome, intellectual disability, sensory disturbances, environmental conditions including a challenging past, medical and other neurological conditions, hearing and language disorders, bipolar disorder and other mental illnesses, oppositional or conduct disorders, and difficulties with attention, concentration, or impulse control. For our full-year curriculum designed for children of all ages with special learning needs, see also the Simply Classical Curriculum, [ClassicalSpecialNeeds.com](http://ClassicalSpecialNeeds.com).

*Myself & Others, Book Three* is designed for children with social maturity of ages 7-10 and coordinates well with these full curriculum levels:

- Memoria Press Classical Core Curriculum 3, 4
- Simply Classical Curriculum Level 3, Level 4, Level 5

*Myself & Others, Book Four* is designed for children with social maturity of ages 9-13 and coordinates well with these full curriculum levels:

- Memoria Press Classical Core Curriculum 5, 6
- Simply Classical Curriculum Level 5, Level 6, Level 7

In *Book Four* we explore emotions and interactions more deeply and analytically. We emphasize the role of healthy habits, safe behaviors, and the beneficial consequences of good manners in everyday life. We continue to impart a generalized sense of social understanding, character, and virtue through the use of more advanced literature for young people.

*“Manners” comprehends all the habits of the mind. Love is the result of the affections; kindness of the manners. – Quintilian, ancient Roman orator, Institutio Oratoria, Book VI*

*Manners are a sensitive awareness of the feelings of others. If you have that awareness, you have good manners, no matter what fork you use. – Emily Post*

# BOOK FOUR: Readiness Assessment

Chronological or social/emotional skill level: ages 9-13 (corresponds to SC Level 4 & 5, MP 3rd & 4th)

Date of Pre-Test: \_\_\_\_\_

Date of Post-Test: \_\_\_\_\_

Yes, Emerging, or No?

	Yes	Em	No
<p><b>Rules:</b> Practices following the rules of basic games and practices good sportsmanship. Follows rules of the home or classroom, and rules of being in public most of the time. Infractions of rules are minor and infrequent, and remorse is expressed when they occur. Understands that different adults will have different rules, but all are to be followed. Understands that some rules will change in different settings (grocery store, church, park, playground), but all rules are to be respected and obeyed.</p>			
<p><b>Health:</b> Practices basic hygiene habits such as washing hands, brushing teeth, and showering. Makes a habit of good nutrition, adequate rest, and daily exercise. Understands generally the cause of many illnesses (obesity and health issues; germs and contagious diseases) and how to prevent them (eating right and exercising; washing hands and avoiding crowded areas of sick people). Understands that mental health is important and tries not to worry, become too angry, or be alone too much, and instead finds ways to calm his worries or frustrations and seeks healthy companionship in family or friends.</p>			
<p><b>Manners:</b> Practices basic manners, such as please, thank you, I'm sorry, excuse me. Practices basic table manners. Practices cheerfulness. Considers the needs of others in his thoughts and actions. Understands that manners can become good habits with practice. Understands that people appreciate children who are polite and well-mannered. Attempts to practice good manners without prompting.</p>			
<p><b>Safety:</b> Practices basic safety rules such as avoiding strangers, staying with an adult, wearing a seat belt, avoiding sharp or hot or electric objects. Knows what to do in an emergency and knows how to stay safe in a variety of settings. Does not wander but makes an effort to stay close to an adult for safety reasons without prompting. Understands that different situations call for different safety measures (threat of a tornado or hurricane, fire, crowded bus or subway). Does not become overly anxious about safety but takes reasonable precautions when needed.</p>			
<p><b>TOTAL – Score how many in each (Yes/Emerging/No).</b></p>			

If 80% (4 of 5) or more Yes/Emerging, proceed.

If 40-60% (2-3 of 5) Yes/Emerging, teach first from *Book Three*.

If 0-20% (0-1 of 5) Yes/Emerging, consider teaching from *Book Two*.

# SOCIAL SKILLS & HOW TO IMPROVE THEM

---

## BOOK FOUR: Ages 9-13

- Can perform all basic self-care habits (teeth brushing, dressing, tidying room).
- Perseveres through long-term projects, homework assignments, or math problems.
- Begins to set personal goals.
- Understands cause and effect respecting consequences to actions.
- Can analyze risk factors in determining what is safe behavior.
- Is beginning to control more difficult emotions such as fear, frustration, and rejection.
- Can express himself in respectful ways.
- Participates in a cooperative project with others (e.g., cleaning the garage, performing in a play).
- Begins to accept personal responsibility for failed or wrong actions.
- May begin to demonstrate leadership qualities.
- Is understanding that others have viewpoints that may differ from his own.
- Is able to show decorum in solemn situations, such as funerals or formal ceremonies.

## TIPS TO IMPROVE SOCIAL SKILLS & SOCIAL UNDERSTANDING:

- Read this Code of Conduct daily before or after beginning *Myself & Others, Book Four Code of Conduct\**
  1. We cheerfully and promptly obey the authority under which we are placed.
  2. We may appeal respectfully and courteously. We do not argue or negotiate.
  3. We love and honor one another.
  4. We give encouragement to each other.
  5. We do not point out the shortcomings of others in order to build ourselves up.
  6. We tell the truth.
  7. We do not disrespect the classroom and teacher by passing notes or otherwise interrupting.
  8. We do not spread rumors or gossip.
  9. We will not make excuses for our wrong actions, but will admit them.
  10. We avoid cliques, clubs, or games that exclude others.
  11. When others are sorry, we forgive them.
  12. When others are sad, we comfort them.
  13. When we have work to do, we do it without complaining.
  14. If we make a mess, we clean it up.
  15. We treat one another with respect and patience.

\*Code of Conduct from Highlands Latin School in Louisville, Kentucky.
- Model, model, model. Do what you need to do to be rested, well-nourished, exercised, and calm, so you can speak respectfully to the other adult(s) in the home and administer reasonable consequences for wrong actions in the child(ren) in the home. During these years you are setting the stage for communication patterns that will see you through later teen years.
- Insist on healthy ways of expending physical energy. Provide structured sports activities with a good coach or provide individual vigorous activity such as swimming, running, and climbing.

- Point out the subtle ways you discern feelings in others. Show concern for those in ambulances or accidents as you drive by, or for neighbors or others who may be ill. Involve the student(s) in caring for those who are ill, affected by tragedy, or grieving.
- Point out character traits, virtues, and characters evidencing wisdom in literature and in life. Encourage the student(s) to interview an admired adult. Help with questions, setting up the interview, and guidance to encourage an interesting but thoughtful interview.
- Use the discussion questions provided in *Book Four* to prompt similar questions in other read-alouds, in movies, or in real life.
- Whether the student feels anxious or simply needs to learn to behave more acceptably, role-play before important or stressful social situations. Be his social coach. Use humor where helpful.
- Avoid sarcasm.
- Teach social understanding through literature. In the best literature, the authors do the work for you! See Supplemental Reading in the Appendix for suggestions.

# TEACHING GUIDELINES

---

**TEACHING:** We suggest that you teach *Book Four* in this order:

- A. *Rules, Manners, Health, Safety*
- B. *More Manners*
- C. *Listening*

**SPECIFICS:**

## A. *Rules, Manners, Health, Safety*

---

Read the notes “To the Teacher” at the beginning of *Healthy Happy Habits*. Then reread them. Whether you are teaching at home or in a school, use as many of these notes as seem helpful to you.

In *Book Four* of *Myself & Others: Lessons for Social Understanding, Habits, and Manners*, we teach Chapters Three, Four, and Five of *Healthy Happy Habits*. The pacing is scheduled for mastery and retention of the rules and concepts.

For anyone who missed Chapters One and Two, at the end of this program we review Chapters One and Two previously taught in *Book Three* of *Myself & Others*. Whether this is review or the first exposure, we provide an opportunity to teach and test the content of those chapters.

## B. *More Manners*

---

Each day read the lesson aloud. Pause to discuss topics as questions arise, or if you need to emphasize specific sections. These brief lessons are meant to be read and discussed.

If you find any of the lessons objectionable or irrelevant\*, simply omit them and review the prior chapters you prefer. The lessons are intended to provide a new context for teaching manners, visualizing examples, and starting instructive conversations about the formation of good social habits.

### *Special Tips About Teaching the Emily Post Guide:*

#### 1. **Always & Never**

In various sections in this *Emily Post* edition, you will find bullet points under the headings **ALWAYS** and **NEVER**. When reading these, insert the word before each item. Example:

**NEVER:**

- Fight—especially on the bus
- Throw things

**Read aloud this way:** “*Never fight—especially on the bus.*” “*Never throw things.*”

Otherwise the student may misinterpret the items under “Never” as instructions to do, rather than actions to avoid.

#### \*2. **Techno-Manners**

Some examples in this section are dated. Update the examples from your own home or school. This is a good time to point out that gadgets and devices may change, but manners do not.

#### \*3. **Online Etiquette**

If you do not allow your student to participate in Chat Rooms or Message Boards, omit those portions.

#### **\*4. The Challenge of Change**

Omit pp. 42-45 on divorce and remarriage if this does not apply.

#### **5. Why Manners?**

Read the Introduction entitled “Why Manners?” on pp. 9-11 to the student at the beginning and end of the course. This is an especially good summary. (One caution: Omit the example “They are yucky!” on page 11 if the student is prone to be imitative.)

### ***C. Listening***

---

In Listening, we seek only to have the student hear, read, and inwardly digest the wisdom found in two stories: *The Cabin Faced West* and *The Sign of the Beaver*. The first is a story of loneliness, hardship, and acceptance with a girl named Ann as the main character. The second features a 12-year-old boy named Matt and tells of survival, courage, and a surprising friendship.

Do not miss either of these books. They are meant to be read aloud and shared. The authors will do much of the work for you. If you find opportunities to discuss and ask questions along the way, even better. In your lessons you will find discussion questions for each chapter. Teach from these to promote social awareness and greater social understanding. See the Appendix for a complete list of questions for each book of literature.

**Note:** If the student needs a second reading of each chapter, assign independent reading for the same evening after reading the section together, so the student is ready for the next day. Each section is only 5-7 pages, so this is reasonable and will help comprehension tremendously.

## *More Suggestions*

---

See specific Teaching Guidelines after the list of Social Skills & How to Improve Them. We provide discussion questions for literature. These can be discussed orally and do not need to be written, unless the student prefers to reflect in writing. Some students will not need all of the questions. We have highlighted with bold italics the questions that lead to greater social understanding; however, if time permits, a discussion of all aspects will lead the student to truly feel a part of the story and its intended meaning.

Look over each week's lesson before teaching and identify any vocabulary the student(s) may not know. Review these words before teaching. Then trust the process of teaching these lessons.

Use your teaching instincts and the needs of your student(s) to determine when to role-play the lesson or simply share it orally. By bringing these topics to the student's attention in a calm, instructive context, you provide a framework for thinking, behaving, and reacting in more respectful, kind, and considerate ways throughout his days.

Observe your student(s). We provide lines for note-taking each week. The first section allows for observed improvements. Note and record on the lines even the smallest improvements in the use of manners. Does he remember to say, "Excuse me," eat more neatly, or express appreciation? Is he thoughtful in a new or surprising way? Take notes as you teach and watch. The second section is not for complaining but for noting areas that could benefit from targeted instruction or practice. Plan to address these areas throughout your lessons.

<b>WEEK 1</b>	<b>MONDAY</b>	<b>TUESDAY</b>
<b>RULES, MANNERS, HEALTH, SAFETY</b> <i>Healthy Happy Habits</i>	<input type="checkbox"/> <i>Healthy Happy Habits</i> , p. 25 <input type="checkbox"/> <b>Chapter Three Overview: Healthful Eating Habits</b> <input type="checkbox"/> <i>Healthy Happy Habits</i> , p. 26 <input type="checkbox"/> <b>Healthy Eating: Milk and Milk Products</b>	<input type="checkbox"/> <i>Healthy Happy Habits</i> , p. 27 <input type="checkbox"/> <b>Exercises</b> (orally or written)
<b>MORE MANNERS</b> <i>Emily Post's Guide to Good Manners for Kids</i>	<input type="checkbox"/> <i>Emily Post's The Guide to Good Manners for Kids</i> , p. 9 <input type="checkbox"/> <b>Introduction:</b> Read this aloud to the student(s).	<input type="checkbox"/> <i>Emily Post's Guide</i> , pp. 13-17 <input type="checkbox"/> Chapter One, Everyday Life: <b>Winning with Words</b> <input type="checkbox"/> In this section, and all sections with ALWAYS & NEVER, say the heading word before you say each bullet point. Example: "Never talk just to hear yourself talk."
<b>LISTENING</b> <i>The Cabin Faced West</i>	<input type="checkbox"/> <i>The Cabin Faced West</i> <input type="checkbox"/> Read Chapter One <input type="checkbox"/> Review and Discussion Questions	<input type="checkbox"/> <i>The Cabin Faced West</i> <input type="checkbox"/> Read Chapter Two, pp. 18-22 (ending at "... down after it.")

<b>NOTES</b>
<p><b>Observed areas of improvement in social understanding, habits, or manners this week.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Observed areas in need of continued instruction, encouragement, or practice this week.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

WEDNESDAY	THURSDAY
<input type="checkbox"/> <i>Healthy Happy Habits</i> , p. 28 <input type="checkbox"/> <b>Healthy Eating: Whole-Grain Foods</b>	<input type="checkbox"/> <i>Healthy Happy Habits</i> , p. 29 <input type="checkbox"/> <b>Exercises</b> (orally or written)
<input type="checkbox"/> <i>Emily Post's Guide</i> , pp. 17-21 <input type="checkbox"/> <b>Everyday Life: The Written Word</b>	<input type="checkbox"/> <i>Emily Post's Guide</i> , pp. 21-22 <input type="checkbox"/> <b>Everyday Life: Thank You</b>
<input type="checkbox"/> <i>The Cabin Faced West</i> <input type="checkbox"/> Read Chapter Two, pp. 22 (starting with "Scared ya, didn't I?") - 28 <input type="checkbox"/> Review and Discussion Questions	<input type="checkbox"/> <i>The Cabin Faced West</i> <input type="checkbox"/> Read Chapter Three, pp. 29-35 (ending at "pleased about it.")

**NOTES**

**Observed areas of improvement in social understanding, habits, or manners this week.**

---

---

---

---

---

---

---

---

**Observed areas in need of continued instruction, encouragement, or practice this week.**

---

---

---

---

---