Grace and Courtesy

Manners

- How to say “excuse me”
- What to do if someone says “excuse me”
- How to shake hands
- How to blow your nose
- How to wash your hands
- How to cover your mouth when you cough/sneeze

Class Management

- How to push in a chair
- How to carry a chair
- How to walk around a mat
- How to tell if someone is available
- What to do if someone interrupts your work
- How to walk in the classroom
- How to close/open a door
- How to wait patiently
- How to ask for help

Orientation

- How to clean up after eating
- How to apologise
- What to do if someone is hurt
- How to offer help
- How to speak kindly

And the list goes on and on.....

Remember

- Give lessons in a neutral time
- Protect and preserve dignity of all children
- Model grace and courtesy yourselves!
- Observe Observe Observe!

- Practice lesson ahead of time[1]
- You are never done. Grace and Courtesy can be done over and over and over again.

Steps to a Grace and Courtesy Lesson

1. Choose neutral time to gather wandering children
2. State what you will show them
3. Demonstrate lesson
4. Invite children to take turns individually
    a. Not everyone gets a turn every time
5. Restate what you have shown
6. Dismiss back to work
7. Repeat as much as you need to!

Motives for Activity

When confronted by situations which concern the child and seem difficult to solve, do not seek outside remedies but concentrate upon the nature of the child and the essential needs of his development.

The Human Tendencies and Montessori Education, Mario Montessori p. 2

Grace and Courtesy

Rather than try to correct the thousand and one visible signs of a deviation from normal development, the teacher needs only to offer, in an interesting form, means for the intelligent development of more harmonious movements.

The Absorbent Mind, Maria Montessori, p. 266

If (the child) is to adapt himself to the environment he ought to take part in public life and be a witness of the customs which characterise his race.

The Formation of Man, Maria Montessori, p. 67

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