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## True Beauty: A Self-Development Program for Urban Teenage Girls

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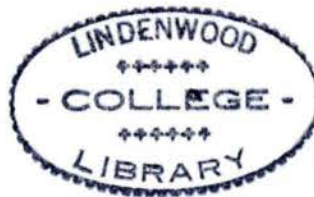
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**TRUE BEAUTY:  
A SELF-DEVELOPMENT PROGRAM FOR URBAN  
TEENAGE GIRLS**

**BY**

**MICHELLE HAMILTON MCPHERSON  
B.A. JOURNALISM/BROADCASTING**



**An Abstract Presented to the Faculty of the Graduate  
School of Lindenwood College in Partial Fullfillment of the  
Requirement for the Degree of Master of Science in Corporate  
and Industrial Communications**

**1996**

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### Abstract

This project will explore how to overcome barriers that seem to limit young girls from wanting to become young ladies. It will offer suggestions on how to assist young girls with identifying and interpreting internal barriers, e.g. low self esteem, peer pressure, failure to recognize their opportunities, or abilities to discern wrong from right. It will also offer suggestions on how to help young girls realize that beauty comes from within. It will discuss why it is important to provide a loving and safe environment where young girls are given opportunities to express themselves in an atmosphere that lends them support. The program this project describes will have an essential objective, helping young girls understand that they do not have to let their situation or location obscure their destination.

The program will be developed in the form of 14 activities reiterating that it is okay to be different because each participant has been given a special gift. The program will be an eight week event. The first four weeks will focus on the interior while the last four weeks will focus on the exterior. Self esteem is very important to the development of mankind. The author believes that the lack of self esteem is the cause for many women not working at their fullest potential. This harvesting experience will plant the seed that beauty is within, and as a result it will manifest itself in behavior and appearance.

The project will also include a review of literature pertaining to etiquette.

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**A Culminating Project Presented to the Faculty of the Graduate  
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1996**



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by  
Michelle Hamilton McPherson

**COMITTEE IN CHARGE OF CANDIDACY**

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**Adjunct Professor Joe Ancona**

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## DEDICATION

I would like to dedicate this project to my mother, Corean C. Hamilton and my sisters Vera, Renee and Regina as a token of my love for your support and faith in me.

## ACKNOWLEDGMENTS

My deepest gratitude goes to my advisor Dr. Michael Castro for his patience, support and willingness to avail himself during this time of need. I would also like to thank Adjunct Professor Joe Ancona and Dr. Betty Lemasters for serving on my committee as well as providing support and feedback in a timely manner.

I would like to thank my previous and current employers for their financial assistance.

Praise and thanks to God for giving me the mind and determination to pursue this degree. My love and thanks goes to my parents, Russell and Corean Hamilton, my beloved husband and friend, Richard J. McPherson, my immediate and extended family, my many mentors and friends for reminding me that, “the race is not given to the swift nor to the strong but to the one that endures until the end.”

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## CHAPTER I: INTRODUCTION

Etiquette is a logical method; it is a system of behavior that governs the daily contacts of civilized people. The essential element in etiquette is consideration.

Whatever happened to sugar and spice, and everything nice? Little girls are not the same as they used to be. Unfortunately, if you look around, you might see an overwhelming amount of girls acting and looking less than desirable.

I can recall growing up in a family of seven children. There were three boys and four girls. Looking back, I can reflect on how my mother always taught us to be the best we could be. She promoted and stressed the importance of spiritual nurturing, physical appearance and doing well academically. In essence, the three factors worked together to make one complete. It was not that long ago that I was a girl. My mother taught us to feel good about ourselves and to be independent. While I grew up in a household with a mom and dad, she reiterated the importance of taking care of ourselves. Proverbs 22:6 says, "train up a child in the way he should go and when he is old, he will not depart from it."

My parents made sure we attended Sunday School and Baptist Training Union every Sunday unless hindered by a reason approved by good conscience. Growing up I did not have any idea of the importance or the impact it would have on me as an adult. Church was definitely a positive outlet for me. Unfortunately, more and more children have not been taught that there is a higher being and that they are accountable for their actions. Proverbs 20:11 says, "even a child is known

by his doings, whether his work be pure, and whether it be right." We were blessed to have been raised in a home where decency, respect, responsibility and discipline were instilled in us.

"Let not yours be [merely] external adorning with [elaborate] interweaving and knotting of the hair, the weaving of jewelry or changes of clothes;" 1st Peter 3:3. Appearance is not what it used to be. We were taught to take pride in the way we looked because before we opened our mouths, there would be assumptions made merely based on appearance. Ninety percent of a person is below the surface. You do not have to wear designer clothes or the latest fashions to have a good appearance. The basic fundamentals of combing your hair, brushing teeth and wearing clean clothes are appropriate if resources are available to you.

One may say that beauty is beyond skin deep; there is truth in that statement. 1st Peter 3:4 says, "but let it be the inward adorning and beauty of the hidden person of the heart with the incorruptible and fading charm of a gentle and peaceful spirit, which [is not anxious or wrought up, but] is very precious in the sight of God." If you love yourself it will start inside and will show on the outside. Unfortunately, at times young people are turning to other things and the wrong people for love. They need to be taught to believe in and love themselves. Loving has been said to be the strongest human need, sometimes our teens look outside for love. What they may not realize is that they must first love themselves. If they do not love themselves they may never have the personal fulfillment that they are



searching for. It is impossible for anyone else to make them happy. Who knows better than they what they want or need? It appears that more teens are lacking in self-confidence. Quite a few of them do not have the guidance and support that was readily available years ago although yearning still for understanding, caring and genuineness. Wess Roberts, author of Leadership Secrets of Attila the Hun, listed "Responsibilities of a Chieftain;" While this book depicted leadership in corporate America, some of the same principles could apply to parents, teachers, responsible adults as well as family members. Just to name a few, they included:

- We are responsible for establishing an environment that is conducive to moral values and ethics; we should teach by actions and not words.
- We should establish the morale, integrity and sense of pride for our teens.
- We must establish a high spirit of mutual trust.
- We must provide direction for our teens.
- We must communicate with our teens on a regular basis what their goals are and how to attain them.
- We must never misuse our authority.
- We must sacrifice our time for our teens.
- We must practice what we preach (60).

Education can be instrumental in attaining self-confidence. Knowledge is power and although anybody can go to school, to actually excel is another story. Doing well in school is certainly an accomplishment, although the truth of the matter is that it takes a special person to excel. It takes an even more special

person to have the determination to endure. Oftentimes it is convenient to blame others for our predicament. Our youth need to realize that life offers infinite possibilities; they need to choose to do the work necessary to develop into a person that can be respected and admired. A minister, once said that achievers make time for critical thinking, then they plan and execute. Everybody can be knowledgeable if they dedicate themselves to learning. There is no dream too big to make real, no problem too complex to solve; Each individual has the capability to either be a hindrance or their own best supporter. It is crucial that our youth understand that listening to themselves is critical to their self esteem, and plays a role in how they value themselves. A minister once said, "wishbones, spend their time wishing; jawbones, talk too much; knucklebones, knock everything and everybody; backbones, do the work." It is essential that we remind our teens that they need to be responsible for their actions. Unfortunately, there seem to be so many unmotivated, nonchalant and carefree girls who accept anything.

Some children are often victims of circumstances. Indeed behind most victims there is a story of physical, psychological or financial obstacles. While children may be faced with obstacles, Steven Covey, author of Seven Habits of People Highly Effective, says, "you do not have to be the victim of conditioning. You can choose your response to any situation, to any person. Between what happens to you and your response is a degree of freedom. And the more you exercise that freedom the larger it will become"(70).

The history of customs, the do's and don'ts of society show that we have the same problems we have always had.

Aresty says in his book The Best Behavior that this ideal evolved from tribal law into religious, then civil teaching. In biblical times it was the righteous man who others were encouraged to model, righteous because he tried to display acceptable behavior. Back in medieval days it was the Man of Chivalry, then the Man of Courtesy. During the different periods they were often referred to by various names; the bottom line was that they were Gentlemen (10).

It is funny how things change and yet remain the same: For example, breaking bread. Today you do not find people who consider themselves civilized, biting into a slice of bread or roll; instead they break off a small piece to eat (10).

The elite were very adamant about maintaining this tradition. During the medieval times it was significant for the elite to break bread in order to give the poor the remaining portion. One may say that it doesn't matter to the poor whether the bread was broken or bitten into. The bottom line remains that it is just the principle of being thoughtful.

What was considered good behavior in medieval times and even earlier remains today if it is based on sound moral values. The guidelines of etiquette developed slowly; although they vary from generation to generation, the foundation remains the same.

Unless someone understands why a rule of etiquette began, it may be difficult to judge or decipher when you might disregard it. There are many customs that started originally for a good reason but later disappeared as the reason standing behind them had been forgotten.



There are some rules of etiquette that remain constant; for example, “you should stand as a sign of respect for an older person or a dignitary” is still appropriate. To show respect for age goes back to most ancient times. Respect for dignitaries has to do more with attention to the rules of precedence; they have an ancient history and for the most part imitated the medieval behavior. Reverence still remains constant in terms of the titles in England and is observed in Washington protocol (Aresty 12).

Other customs of precedence are practiced daily. The most honored position is still to the right of the host or hostess. This custom started centuries ago during medieval times when the right side was the position of honor. The significance of the right side can be traced back to a time when men were walking or riding and open space on their right side made it easier for them to draw their sword. There are various explanations for why it is customary for men to walk on the “outside” of a lady. The most common explanations are that the custom evolved from the need to protect women from the homeless, sewers and runaway horses (Aresty 12).

There has always been a difference in the fundamentals of true courtesy and good manners. The true polished, well mannered person is one who does not look down on a person who has not been taught good manners (Aresty 12). Such a person could be said to have “etiquette.”

Etiquette is a relatively new word in the English language and still has its original meaning of ticket, label or sticker in French. It came from the old verb *ESTIQUER*, to attach; it first became *L'ESTIQUETTE*, mostly referring to a list

of rules and regulations attached to a post in the courtyards of castles and palaces. The definition of L'ESTIQUETTE could change daily if need be. Etiquette is just as flexible: a rule today, outdated tomorrow. Yesterday's rules could even become today's bad manners (Aresty 13).

The Italians were the leaders in appropriate behavior during the western medieval era. While there were diverse groups of people in Italy, they shared common urban society. Italians lived in open cities and towns, each of which had their unique touch, as in Ancient Greece; people in European countries lived in gloomy castles surrounded by serfs. As far as social cultural experiences, the Italians set the pace. It has been said that Italy appeared to have been at least one hundred years ahead of France and two hundred years ahead of England in setting the stage for etiquette.

Today, etiquette almost seems to be a thing of the past. The simple act of kindness and thoughtfulness has disappeared. In this regard there are several factors that influence our youth; they include poor parent-child relationship, lack of family cohesion, poor relationship with family or peers, lack of models and teachers of good values, morals and ethics.

In some cases it is unfortunate that the environment can be a strong influence on a teen. Poverty affects individuals differently. While some teens learn to adapt and accept it as a way of life, others look for a way out. However, they do not always turn to the right people or places for encouragement. A charm school would be a positive alternative for troubled teens because it could provide them with understanding and compassion. Understanding and compassion could

assist in breaking a cycle of despair and build confidence. A minister once said, "we were created on purpose with a purpose."

Societal reluctance to assist parents with the training of their children has definitely impacted today's family. According to Auletta, in his book The Underclass, poverty has been attributed to the rise of the matriarchal family. The Department of Health and Human Services National Center for Health Statistics estimated that in 1979 almost 55 percent of all black children in the United States were born to single mothers, while in 1940 the percentage was only about 15 percent (68). In some of the poverty stricken communities, the recent percentage was well above 70 percent. In 1979, 41 percent of black and 40 percent of mainland Puerto Rican families, versus 12 percent of white families were reared by a single mother (Auletta 68).

One in three single mother homes are poor, versus one out of ten headed by men and only one in nineteen headed by two parents. A large number of these single women become stuck at home in poverty. In 1979 the average income of African and Hispanic single mothers was 40 percent of what it was for two parent households of African and Hispanic families. Between 1970 and 1977 the percentage of those below the federally defined poverty standard declined by 8.2 percent while the poor single-father households decreased by 25 percent. Meantime, the percentage of single women households below the poverty line increased by 38.7 percent over a seven year period. According to the thirteenth annual report of the President's National Advisory Council on Economic Opportunity, published in September 1981: it states: "other things being equal, if



the proportion of the poor in female-house holder families were to continue to increase at the same rate as it did from 1967 to 1978, the poverty population would be composed solely of women and their children before the year 2000”(Auletta 69).

Approximately 50 percent of single mothers are teenagers and government statistics indicate that these teenage mothers are the most poverty stricken. In march 1981 the Urban Institute reported that more than 50 percent of all AFDC (Aid Family with Dependent Children) assistance in 1975 was paid to females who were or had been teenage mothers. An unpublished study was done in 1979 on the development and growth of a welfare-dependent underclass in New York City. It found that between 1964 to 1982, 75 percent, or 266,000 individuals were on AFDC. There were more than 560,000 babies in the United States; one out of six had a teenage mother and one out of four were black. Eighty-five percent of these black teenage mothers were single (Auletta 69).

According to Stanford University law professor Deborah Rhode, co-editor of *The Politics of Pregnancy: Adolescent Sexuality and Public Policy*, recent studies indicate that many teen mothers drop out of school when becoming pregnant, although most teen mothers who conceive while in school are encouraged to stay in school. Unfortunately, although these teens may attain a high school diploma, it does not equip them with the fundamental tools to be a productive citizen.

The overall assumption in the United States is that teen pregnancy is most prevalent in minority groups, but 68 percent of all adolescent births in the United



States and over half the unmarried mothers are white. However poverty and higher rates of teen pregnancies are present among African and Hispanic Americans. Statistics from studies on the United States and the United Kingdom show teen pregnancy to be the most prevalent in low-income communities while abortion is more common in higher social classes. Economics has made marriages less appealing because men no longer have the corner on financial stability. Years ago it was common for women to marry for financial stability.

Statistics on adolescent sexuality, pregnancy and childbirth show there is reason to be concerned. According to Rhode, some of those statistics reflect:

- Approximately 45 percent of all American female teenagers have premarital sex. Most are inconsistent with usage of contraceptive, which means about 40 percent become pregnant at least once before they are 20, and about 80 percent of these pregnancies are unplanned.
- Twenty percent of teenagers give birth to a child. This percentage of pregnancy and child birth are the highest among Western industrialized nations.
- Approximately 50 percent of those young women are single, and less than 5 percent give the baby up for adoption.
- Among families headed by 15 to 21 year old females, more than 80 percent of children are poor, where as 33.3 percent headed by a male are poor( 11).

According to Rhode, the statistical trends indicate less adults are giving birth and more of them are also single. Approximately 25 percent of all births in the United States are to single women (11).

There are several issues that teens are faced with today. Teen pregnancy is merely one of many. Teenage suicide is also on the uprise. It is common for

teenagers to feel down and out from time to time. However it is important for family and friends to be in tuned into what is going on with that teen.

The charm school the author proposes would teach teens that they have the ability to think critically, make decisions and make their dreams a reality. Their will, their mind is their power. They need to understand it is impossible to succeed if they are unwilling to change.

As mentioned previously the teen suicide rate is steadily increasing, indicative of the intense stresses teens experience. According to a poll that was taken in 1992, only about 40 percent of teenagers who were interviewed said they did not know anyone who had tried to commit suicide; 15 percent of those who did, knew someone who had successfully committed suicide. Today teens are challenged by numerous problems, such as sexual abuse, drug addicted parents and poverty, just to name a few. It can be very difficult for them to express their feelings about those matters. In addition it is not easy to acknowledge that you need help and have contemplated suicide.

It is really difficult to keep an accurate tally on deaths due to suicide. Not all who commit suicide leave notes or clues. There have been instances when a young person has been found dead with a gun laying in his or her hand; in most cases doctors are less prone to classify that death as suicide. It is more likely to be classified as an accident. There is controversy about the teenagers who die as a result of their carelessness, such as drunk driving and foolish stunts like jumping off a building while under the influence of drugs (Frankel and Kranz, bookjacket copy).

Though precise statistics may not be available, it is clear that the suicide rate for the youths between the age of 15 and 24 has increased. Often suicidal thoughts or acts may be due to a lack of self-esteem, as teens simply not believe in or accept themselves; as a result their depression limits their world. They need to know that they do not have to settle for and live life at half measure.

Over the last 45 years the suicide rate has increased by 300 percent for those between the ages 10 and 14: Health statistics do not acknowledge suicide in children under age 10. However, some psychologists are convinced that children between 3 and 9 have actually attempted suicide and succeeded (Frankel and Kranz 6).

The Center for Disease Control and Prevention reported in 1993 that the teen suicide rate increased between 1979 and 1988, with youths between 10 and 24 years old. The report also stated that suicide among youths between the ages 10 and 14 increased from 151 in 1979 to 237 in 1988 (Frankel and Kranz 7).

It has been said that the rate of suicide is probably two to three times higher than what is actually reported. It is believed that for every teenager who actually commits suicide, there are several who have contemplated or tried but did not succeed. Unfortunately this could ultimately result in those who did not at first succeed, trying to perfect the act (Frankel and Kranz 7).

When parents are not able to spend quality time with their children it can affect the way they feel about themselves; as a result, these children lack self confidence which may often be displayed in their attitude. It is important to provide teens with a safe nurturing family environment, irrespective of economic,



social or class setting. There are great differences, to be sure, in the way children are reared, but most of these differences are tolerated by the community.

The charm school proposed would provide teens a safe haven where they could express themselves. For some teens, it is easier to confide in a non-relative. Indeed the lack of availability of parents makes it crucial that teens be provided a wholesome environment.

This charm school will not heal all the woes of a hurting population but it could certainly serve as an alternative measure for those teens who are seeking help. It would not be a quick fix but it could definitely be a positive start to a much needed process.

This school would address the issues of recurring health, family, money or work problems that these teens' parents encounter. It would help them understand that they can choose to change the negative behavior that may be contributing to those problems. It could also reiterate the importance of believing in yourself because life offers infinite possibilities. It will encourage teens to do the work to develop into the person they would like to become. A teacher once said, "achievers make time for critical thinking, then they plan and execute." Everything that is knowable can be learned, if the time is taken to learn it.

Oftentimes when we think of charm schools, we think of a place that concentrates on the external being and not the internal. There is a need for a school that goes beyond the outer appearances and practices. Many of the students who would attend this type of charm school would be generally children of middle and upper class citizens. However this charm school would not be your

typical school. While all teens would be welcome to attend, the target audience would be those of the lower social class: that is, those teens who are normally deprived because their parents do not have the money or resources to send them to charm schools. There is a need for a school that goes beyond the surface and yet is affordable.

It is time to get back to the basics; one of the first steps would simply be to promote courtesy. A philosopher once said, "if a man be gracious, and courteous to strangers it shows he is a citizen of the world."

This project will explore barriers that seem to limit young girls from wanting to become young ladies. It will offer suggestions on how to assist young girls in identifying and interpreting internal barriers, e.g. low self esteem, peer pressure, failure to recognize their opportunities, or abilities to discern wrong from right. It will also offer suggestions on how to help young girls realize that beauty comes from within. It will discuss why it is important to provide a loving and safe environment where young girls are given opportunities to express themselves in an atmosphere that lends them support. The school that this project describes will have as an essential objective, helping young girls understand that they do not have to let their situation or location obscure their destination.

## CHAPTER 2: REVIEW OF LITERATURE

There are various influences that impact our youth. These characteristics can manifest themselves in many ways. Personal influences lay the foundation for our youth's values, beliefs, assumptions and, ultimately, their behavior. They also shape how they see themselves, others and the world.

Many authors have expressed what etiquette is and what it is not; while they all expressed it differently, the bottom line is they all agree that it starts at home. The common denominator is that parents should be an example for their children. While this charm school will focus on different aspects, it will concentrate on building the inner self and working its way to the exterior. Amazingly, there are common themes in each source and they all intertwine with one another.

After researching the topic, the author found that etiquette goes beyond manners; suprisingly, it has a ripple affect. Etiquette is more or less an equation and is comprised of various components. It starts with how individuals view themselves. Many times, the way individuals view themselves has to do with their environment. The sources that the author discusses includes a historical aspect, social aspect and tools for everyday living.

Aresty's, The Best Behavior (1970) was very informative in terms of the historical aspect of etiquette. It gave insight into etiquette and why and how it got started. It referenced customs that started a long time ago and amazingly are still being practiced, e.g., the honored position is still the right side of the host/hostess; I would suggest this book to anyone who is interested in the history of etiquette.



Kasson's, Rudeness Civility (1990) was very beneficial; it offered reasons on how etiquette came into play; going back as far as the medieval days. The book stated that etiquette should be second nature for everybody. It insinuated that etiquette is very flexible and forever changing. However the bottom line was that it started with each individual person being cordial and courteous. I would recommend this book to anyone who is searching for more insight on etiquette and how to understand that it just did not start today, but goes back to the medieval times.

Auletta's, The Underclass (1982) was resourceful for anyone inquiring about poverty statistics. It provided statistical information about the family, mainly those situations that had an underlying problem which ultimately stemmed from individuals not believing in themselves and who became complacent with a situation that was less than desirable.

Frankel and Kranz's, Straight Talk About....Teenage Suicide ( 1994) was instrumental in identifying common concerns that youth are confronted with today. It gave insight into how to detect when a teen is in trouble and advice on how to rectify the problems. I recommend this book to anyone who has an interest in some of the symptoms to look for when trying to determine if a child is crying out for help.

Letitia Baldrige's Complete Guide To The New Manners For The 90s (1990) was also a good source; she talked about the fundamentals of teaching wrong from right. Her book pointed out that children learn best by example. The book discussed creative ways of making rules that are reasonable and effective;



she talked about the parents' role in their relationship with their children.

Baldrige reiterated the importance of parents being able to communicate with their children. She offered suggestions to parents on how to detect if their child has an alcohol or drug problem. I would recommend this source to anyone who is interested in getting ideas on how to train a child.

Judith Martin's book, Miss Manners (1982) was a good source. She said that rudeness is not acceptable under any circumstances; Martin mainly spoke on behalf of children. Martin insisted that children should be talked to as respected human beings and not in a demeaning manner because they are children. She stressed that just because children are younger, adults do not have the right to be rude. Martin said often times when children imitate adults it is referred to as sassing but when adults do it, it is called discipline. She says humiliation is improper and is not a proper method of disciplining children. Martin says personal insults and public rebukes should always be avoided. This book was a beneficial source because she identified common methods that are used today to rear children that does more damage than help.

Emily Post's Etiquette A Guide To Modern Manners (1984), unfortunately, did not provide the information needed for this project. It mainly dealt with issues that are more prevalent to corporate America and adult relationships. I would recommend this book to adults who are interested in educating themselves on how to act in corporate America.

Judith Martin's, Miss Manners Guide To Rearing Perfect Children (1984) was very beneficial because she talked about what it means to be rude versus being

polite. She discusses the importance of teaching children manners. Martin says that when children are truly allowed to express their preferences, they all favor traditionalism. Children unconsciously accept the concept of right behavior or wrong behavior even if they cannot or do not care to sort the human possibilities into the power categories. She says manners need to be instilled in a child at birth; then it will be second nature to the child. Martin encourages parents to teach manners in a creative manner, not in a condemning manner. Parents should not use their frustration as a method of teaching. She says that from birth to marriage the entire household needs to conform to the practice of being civilized and courteous to one another. If the parent practices what he/she preaches it would be easier for the child to learn and adapt to the standards. Martin offers a curriculum for training children, she introduces her curriculum with a discussion of theory and skills. She was very informative. This book can serve as a good reference for adults who want to train children on how to be the most civil person they can be.

Post's, Talks With Teens About Manners And Etiquette" (1984), was a great help because it discussed the do's and don'ts in very simple words. The examples given were realistic and common. Post defined etiquette as knowing, "what to do when." She also defined courtesy as treating others kindly.

Herman's, You've Come A Long Way (1974) was resourceful because it included vital information in an easy to read context. I would recommend this book to young adults because it covered the fundamentals in a manner that would be understandable and fun to read. While this book was written for children, it offered solutions to youth on how to react when they encounter situations that

make them feel uncomfortable or awkward.

Hoke's, Etiquette Ticket To Good Manners (1970) was written in an interesting manner. It was written for young adults in a way they could relate to. I would recommend this book to any young adult who wanted to acquire knowledge on etiquette. This book could also be instrumental for a parent/adult who is trying to train a child in etiquette.

Carlson and Fitzgibbon's, Manners That Matter For People Under 21 (1983) was very useful because it had more detail. It was written for young adults and I believe they could comprehend it easily. This is certainly a plus because if they understand it, it would keep their interest and challenge them to put what they have learned into practice. This book could certainly assist adults as well as youth in getting a better understanding of what it means to have etiquette.

Bendick and Warren's, What to Do (1967) was very informative and thorough; it covered everyday situations that youth encounter. This book was written in a manner that would be easy to read and keep the interest of children. It covered topics, ranging from who need manners to encouraging youth to express when they are in need of assistance. I would suggest this book to any youths looking to improve their manners or to any adults who are seeking material for a rites of passage program.

Martin's, Guide To Excruciating Correct Behavior (1982) would definitely be an asset to anyone seeking advice on how to train children. It proposes simple solutions for common issues that parents encounter with youths. It does stress the importance of being able to communicate with children; the author, Judith Martin,



basically says that children learn best by example. She promotes honesty and consistency.

Berry's, Living Skills: Every Kid's Guide to Being a Communicator (1987) was written for young children. This book pointed out that children have various ways of expressing themselves. While they may not always verbalize what they are feeling, adults have to be able to discern what their facial or body language is conveying. The book encouraged children to express themselves to the right people, at the right time and in the right manner. Although this book was written for young children, it is very important that adults are able to read their children. I would recommend this source to anyone who wants to understand how to communicate with children.

Buscaglia's, Loving Each Other (1984) dealt with human relationships. It was beneficial in a different aspect; the author, Buscaglia made it apparent that before anyone can expect to be loved, they must love themselves first. He talked about the importance of being able to communicate. I would suggest this book to anyone who is trying to improve their inner self and self esteem.

Francis', Certain Something (1960) was helpful because it explained charm. It stated that charm is something that dwells within everybody to some degree. The author, Arlene Francis, basically defined it as an, "unmotivated interest in others"(13). I found that statement to be very profound; while other authors have expressed the same meaning, I think that Francis' definition is the most clear. I would recommend this book as encouragement for anyone lacking self esteem

because the author clearly explains that everybody possess charm; it is just a matter of enhancing or building upon what an individual has.

Brown's, Nobody's Perfect (1988) was instrumental in reiterating that everybody has shortcomings. It explained that having shortcomings is natural. It does not promote that shortcomings are something to be proud of but that they are something to work toward correcting; in doing that, it does not mean that an individual will be perfect but it says that there is an opportunity to correct something that is not complete. This book would be useful for anyone wanting to reiterate that there is always room for improvement.

Rae's, Positive Solitude (1982) was helpful in terms of encouraging self love and appreciation. It explores the concept of happiness starting with oneself. The author, Rae Andre did a great job stressing that it is not healthy to be codependent and true happiness is being comfortable with oneself. I would suggest this book to anyone who is struggling with being a loner or feels that their happiness has to revolve around someone else.

The Holy Bible, this book was very helpful because it offered good sound advice for everyday living. It provided suggestions on how to live each day to the fullest. I would recommend this source to anyone looking for wisdom.

I found all the aforementioned sources to be instrumental in acquiring information on etiquette and how to build on one's self esteem. It is my belief that if anyone truly desires to know more about etiquette whether it is the fundamentals or how to accept themselves, they can benefit from referring to the above books, based on their need.

### CHAPTER III: SELECTIVE REVIEW OF RESEARCH

While etiquette has different facets there have been a lot of similarities in the views and yet there have been differences. It has been agreed by several authors that beauty goes beyond skin deep. All agree that beauty starts from within and manifests itself. The person that truly possesses self esteem also has etiquette.

During my research on etiquette in terms of the do's and don'ts there are three authors that expounded or gave specific instructions on what is appropriate and inappropriate behavior. The three authors that I am speaking of, Letitia Baldrige, Judith Martin and Elizabeth Post influenced my own thinking more than the other sources. They not only offered advice but they also suggested methods on how to teach etiquette.

Letitia Baldrige's Complete Guide to the New Manners for the '90's (1990) gave much insight on how to rear children, how to teach a child wrong from right, fundamentals of behavior rules for children, adults roles in relationships with children, how to talk to children about subjects that can be embarrassing and uncomfortable for the adult and child. She also discussed preventive measures for shielding children from drugs, alcohol and keeping a relationship with children once they become adults.

Baldrige says, "teaching your children manners is also teaching them values, ethics and morals" (32). Although character stems from experiences, the environment and influences also mold the child into the person they become.



The citizens of the future are the children of today. Baldrige says, that in today's world there are various factors that contribute to the problems our youth encounter; a few of them included:

- Hostile stepparents and step-siblings
- Hostile in-laws in a new marriage
- Latchkey children left on their own too much
- Victims of drug and alcohol abuse by parents in the home
- Children with undiagnosed learning difficulties
- The bad influences of peer pressure (32)

The aforementioned problems most definitely can be overwhelming for a child, but if the child has at least one caring adult in their corner they can make it.

Baldrige defines character as being a combination of manners, ethics, values and morals. She says one is no good without the other three. It is the adults' responsibility to teach children discipline. Although adults play different roles for different children, it is important that no matter what hat they are wearing, it should be one of character and fashion.

Baldrige symbolizes hats as a means to express the different roles an adult needs to play in a child's life. She named two in particular: they were the hats of character and style. A hat of character is essential because in order to make a positive difference the adults should exemplify values, ethics, manners and morals. A hat of style is equally necessary because unless an adult can reach or appeal to a child, the child is like a boat without an oar. It is necessary for adults to have



themselves together before they can attempt to nurture a child. The child is more likely to want to listen or interact with an adult if they believe the adult can relate to them.

Oftentimes adults make the assumption that children can readily discern between good and bad people. Our children need to be taught the choices they make today should be based on good judgments because they can affect the rest of their lives. Baldrige says children learn by example and this process starts at birth. Adults tend to have selective vision. Oftentimes when children are not talked to about their bad habits, they continue to do them because they have never been reprimanded for it. Ignoring bad behavior is like condoning it and opens the door for even worse behavior(34).

Many times children are not recognized for being intelligent. Baldrige says, "A child learns to understand right from wrong at an early age-with the help of his or her parents--through words spoken in a conversation and words read in a book"(35).

Baldrige stated that children are very perceptive. They can pick up a lot from listening to adults, such as if a parent is treated unjustly (35).

Baldrige emphasizes that it is okay for a child to ask questions about why someone is different from them. Adults should encourage children to speak openly to them about concerns. But speaking openly includes the understanding that there is always a level of respect warranted, and that respect includes the sense of words chosen to express themselves, as well as their tone and volume.

Baldrige expressed that children are influenced by a combination of factors, ranging from their family and other adults to their peers. Parents can curtail the negative influences by exposing their children to positive influences. One method of accomplishing that would be for parents to take their children to a place of worship weekly. She said one of the best gifts a parent can give their child is a religious faith (37). She maintains that doing this could provide them with the positive support that they need; in addition, they would gain guidance that would forever be in their heart and the chance to learn wrong from right.

She proposes that it is worthwhile for parents to read Bible stories to their children frequently because it would teach them moral lessons. As a result the child would gain respect not only for God but for people; Baldrige said that such respect is what manners are in a nutshell (37).

Baldrige protests that by the time children turns ten, they should be well mannered. However there is always room for improvement. She says as the children grow older, particularly at preschool age, parents should inquire about books that teach manners, especially those books that present the subject in a fun and easy way. Baldrige also says it is helpful to make up quizzes that include common situations for that age level that may seem awkward for them to respond to properly.

Baldrige says it is appropriate for a child to stand when an adult enters the room. If a parent introduces someone to the child for the first time, a handshake should accompany the greeting. She named additional behavior traits that should be exercised, such as:

- The child should stand until all adults are seated.
- The child should not eat until the guest and parents have been served and begun eating.
- The child should not interrupt adults when talking but should wait until there is a pause.
- The child should protect younger siblings.
- The child should have good table manners.
- The child should know how to talk to adults and serve as their parents' co-host.
- The child should know it is rude to be loud in public places with friends, e.g., movies, etc.
- The child should not yell in the house.
- The child should be respectful at all times.
- The child should speak when spoken to; should not ignore adults when they are talked to.
- The child should respect their home and see to it that their friends do the same: e.g., no horseplaying in the living room, etc.
- The child should adhere to family rules and be taught how to answer the phone and take messages.
- The child should know how to keep his room clean by the age of ten (41).



Again it is important to instill these rules when the child is old enough to understand. Adults have found when they have delayed such instruction, it was hard for them to enforce and difficult for the child because the habits it did not appear to have always been an issue. Baldrige went on to discuss dating manners. She said the same manners that apply to girls also apply to boys. The one doing the inviting should ask far in advance so that the invitee does not feel as though they were asked on the rebound. The details should be available at the time the invitation is made. It is important to be on time; otherwise the invitee may feel as though they are being stood up. When the boy is taking the girl home, he should make sure she has her key in hand prior to getting out of the car.

Both should be dressed appropriately so that no one is embarrassed or feels uncomfortable. There should not be any assumptions on who is paying. In other words the person doing the treating should already be established prior to the date. The parents should know their whereabouts and they should abide by the most stringent curfew. The youths should respect one another and not ignore their date. They should not change their plans from the initial agreement. They should not talk bad about their date. They should always thank the other person at the end of their date (Baldrige 41).

Baldrige says it is important to have rules and, more importantly, parents should enforce them. It is imperative that the children understand the rules and why they must abide by them. She said instead of just making them act in a particular manner, provide them with reasons, eg., "The reason you should stand

when Mrs. Davis enters the room because it is a sign of respect. Keep living and soon there will be someone to stand when you enter the room”(43).

Parents and their children should critique their children’s friends in private. They should always state what their inappropriate behavior entailed and offer suggestions on what they can do to display appropriate behavior. Baldrige encourages parents to listen to their children when they are adamant about something, e. g., curfews (44).

She urges parents not to compromise religious beliefs and values just to please their children; for example, do not allow your children to miss church to participate in an extra curricular activity (Baldrige 44).

Baldrige says, that parents should always offer support to their children; for example, when the child is disappointed because they did not make the drill team, she encourages them to continue striving to reach their goals (44).

It is beneficial to give children exposure to adults who are doing positive things; this opportunity would lend itself to allowing the child to develop a mentoring relationship with a positive adult (Baldrige 44). She says parents should encourage interaction between their children and grandparents. Grandparents can be instrumental in providing guidance and cross-generational influences (Baldrige 45).

When a child is participating in a special event, parents should attend if at all possible. If by chance the parent cannot attend they should ask a close family member or friend to represent them. Although the child may act as though having someone attend is not a big deal, it is important. The parent should attend as

many events as possible because it is an act of reinforcement for the child that the parent cares.

Parents should be creative when they are with their children. Time together should be enjoyable for all; for example, if you are reading the magazines in the same room, the parent and child should talk about who they are reading (Baldrige 45).

The issue of communication is important to Baldrige. Communication is a very important tool in any relationship, especially that of parent and child. Parents should ask their children how their day was to ensure that all is well. Failing to do so could cause a problem to escalate. Parents should also share how their day went as well. Often times children make the assumption that mom and dad do not have problems or do not encounter difficult situations. It is good to some extent for parents to share because it helps the child to understand that their parents are human and have similar concerns as they do (Baldrige 46).

Parents are not always up to date with the latest fashions. Children should be given some freedom in selecting their clothes. Many children become conscious of fashion in grade school. By the time they reach junior high, they want to keep up with the trends. It is natural for parents not to be in tuned with the fads but they should try to adapt within reason (Baldrige 45)

Baldrige explains what a parent's role consists of in a relationship with their child. She says parents should be instrumental in nurturing their children's relationships with one another. It is common for children not to get along as they



grow up. However parents do not need to condone foolishness. They should instill in their children:

- A respect for the other person's possession ("you leave my things alone and I won't touch yours").
- A polite way of borrowing (the child should ask nicely and return the item when it was promised and in perfect condition).
- A respect for his or her siblings' friends, whether referring to that friend in conversation or welcoming that friend to the family home.

The importance of family members, especially siblings acting as a support system for each other, to stand up for one another, to rise to the defense if one of them is maligned at school and to be loyal to one another inside and outside their home (Baldrige 46).

If these guidelines become part of a child's upbringing, their outlook on life can be impacted tremendously and will improve their household environment.

Often times there is a special child in a family, one that is mentally or physically challenged. When this occurs, more times than not parents tend to give that child extra attention because of their predicament. The parents should explain to the other child/children that they are not loved any less. It is imperative that parents teach their children that they have been blessed in a different way and should not take their bodies or minds for granted. They should encourage the other children to help in making the special child loved (Baldrige 47).

Baldrige says it is common for parents to be unsure about how their adult friends and family members should be addressed. In her opinion she thinks it is



best for adult family members to be addressed by their title and name; she also said parents' friends should be addressed as Mr. or Mrs. and their name. In recent years some parents allow their children to refer to them by their first name. Mom becomes *Michelle*, which could lead to a lack of respect for older adults because the assumption could be made that all adults are to be accessed based on the relationship that child has with their parents (47).

College age children should only be allowed to call their parents' friends by their first name if the friends request that they do. Many times it is uncomfortable for the young adult and for that reason should not be forced to do so.

Parents sometimes avoid discussing topics with their children because it is uncomfortable for them or because they do not feel knowledgeable enough to discuss it intelligently. As a result they run the risk of their child being ignorant or attaining incorrect information from somewhere else.

Baldrige encourages mothers to have a special bond with their daughters because in this day and age communication is essential. When mothers and daughters establish a bond it is easier for them to share their innermost feeling and thoughts. It is important that mothers/parents teach their children to avoid sexual activities especially with current dangers posed by all the sexually transmitted diseases. She says that in order to prevent resentment it is the parent's responsibility to explain why their children should refrain from sex, whether it be for religious reasons, values, health or safety reasons(48).

She says times have changed from when she was a youth. Growing up in *her* day children were encouraged to avoid sex because of their *reputation*.

Baldrige says that after 1965 it appears that morality's definition took on a different meaning. It does not carry the same importance as it did once upon a time. Baldrige says that unless *reputation* starts meaning something, parents will have to take the time to discuss sex although sometimes it is uncomfortable for some (48).

There are all kinds of things that parents should try to shield their children from. Sex is merely one of them. Drugs and alcohol are finding their way to the hands of youth at all ages. Baldrige says, there is no such a thing as socially acceptable drugs. She said oftentimes because users take them in small amounts they think there is no harm. She exclaims that children should be taught to appreciate their bodies and minds (50).

Baldrige admonishes parents to educate their children on drugs when they reach the age where they can understand. Oftentimes parents feel they are sheltering their children but are actually harming them when they are kept in the dark. Above all, she says parents should be an example for their children. It is not good to have the mentality, "do as I say and not as I do"(50).

Another beneficial source in my research was Judith Martin, she also emphasized the importance of parents being a good example for their children and others. Martin's Miss Manners Guide To Excruciating Correct Behavior talks about parental rudeness and insults; she also discusses how children should behave. Martin offers suggestions on how to train children to behave at the dinner table, how to respond to children that are guests, how parents should respond to their friends' children or children whose parents may not be known to the adult.

Martin says that a well-bred person always takes up for the underdog. She begins by saying that adults do not have the right to be rude to children. Some adults share the assumption that they can talk and treat children anyway they choose. Ironically, when children mirror such parents it is referred to as *sassing* but when parents act inappropriately it is often called *discipline* (49).

She promotes disciplining children. However like everything else there is a way to do it. *Discipline* is necessary in order to ensure civilized people. Martin recommends that ideally *discipline* should be done in private, although there are times when children act out or behave inappropriately out in public and their behavior warrants immediate attention. However, public confrontation should be avoided. She says, it is okay to address the problem but the parent must be selective in the style chosen. Martin encourages parents to have codes or signals that the child would understand without embarrassing themselves or the child (50).

She also addressed the insensitivity of adults. Oftentimes adults do not think before speaking. "Good grief! you're tall for your age" (Martin 50). As a result of that statement, it would be understandable if the child felt that there was something wrong with being tall. Ultimately the child could become insecure or have low self esteem.

Martin suggests that parents train their children how to respond to inappropriate comments in a polite manner; for example, "I see you're a nail biter." She suggests that children be taught to respond tactfully. Perhaps the child could respond by saying that his/her piano teacher prefers his/her nails be kept short (51). I believe that it is important to teach children that adults are human and



are subject to making thoughtless comments. When children understand that adults make mistakes too and know how to respond appropriately, it will give the adult an opportunity to rethink their comment and realize that children have feelings. She is cynical about the phrase, "children should be seen and not heard." Martins says that many children should not be seen either (52). The old adage refers to children having their place, in short, not having much to say. Martin's version refers to those children who lack good behavior; she says silence without good behavior is still a displeasure.

Martin expressed that the most common principles used in training children today go by or under the assumption that they are naturally good and creative. She disagrees and expressed that many children are lacking communication skills. Martin admonishes parents to insist on their children explaining themselves when they make sarcastic or flip remarks. Based on her experiences, in doing that, children learned to think before they spoke, which reduced the amount of those haphazard comments (52).

Family practices vary from household to household. Looking back, on my own upbringing, dinnertime was always a time for my family to talk and interact. Miss Manners addressed dinner table behavior and gave two main reasons for family dinner; the first one being an opportunity to share with the family about things that are going on in one's life or current affairs; the other reason would be to teach or train children on how to eat (Martin 52).

Martin expressed small children should be trained not to eat until their parents begin eating, to use their silverware properly, to not complain about what



they do not like on the menu. They should be encouraged to listen when others are talking and not to play in their food. Above all they should not be allowed to leave the table without permission. There should not be any comparison between older and younger children. Older children should work hard at exceeding their parents expectations (53).

Expectations are not always met. Martin is not suggesting that children should or will be perfect; however, it is the parents responsibility to remind them consistently of what is appropriate and unacceptable behavior. Parents may find if they practice what they preach, good behavior will become second nature for their children (53).

Parenting is not an easy task and warrants serious thinking if at all possible before people get in that situation. Unfortunately because children are not born with a manual, often times parents second guess themselves about decisions they make. Some parents have a difficult time rearing their own children, let alone someone else's. Many may find it uncomfortable to correct their children's friend. It is essential that parents meet this challenge head on because when they fail to do so, the child may interpret objectionable actions as appropriate behavior. The parent who is unwilling to correct their child's friend also runs the risk of causing their child to get mixed signals and it lessens the effect when they chastise or reprimand their own children. Of course the adult should not hit someone else's child or use a method that the guest's parents would not approve of; by the same token that parent has the right and an obligation to express their displeasure when a child is being disrespectful.

It is a challenge for an adult to be in the company of friends when their friends' children are lacking discipline. Martin says, it is twice the challenge when the adult is not a parent. She says that childless adults often expect children to behave as little adults (54).

Some of Martin's points are self-evident. Miss Manners exclaims the ideal entertainment for children is to permit them to play, whether it is outside or in a specific room inside. She says, if the adult is smart, they will try and tire the child out before dinner (Martin 54).

Martin suggests if childless adults want to have a positive impact on the wild children, those adults should take up time with them and train them on how to act. She offers advice, such as the adult inviting them over to their house and empathetically explaining the guidelines of the house when they demonstrate poor manners; inviting them out to a restaurant for exposure to public dining and to train them on how to behave in that type of setting. The opportunity to spend time with an adult other than their parents would warrant good behavior (54). I found that advice very helpful because I am not a parent and often find myself in similar situations. It is refreshing to know that I am not the only one who has that concern.

It is common for adults to be perplexed about how to respond to unmannerly and unrelated children. The adult is often concerned with how they can protect themselves and how to teach them how to act. At the same time, it is a shame that others are confronted or affected by ill-mannered children whose parents have failed to train them properly. Although the other two sources did not

cover this topic, it is relevant because children need to know that unrelated adults are due respect. Respect does not only apply to those that they know.

Martin encourages parents not to feel bad if they feel that they are being overprotective. It is terrible that the world is so corruptible that parents have to be increasingly careful about what they allow their children to do (56).

Miss Manners says that, unfortunately, children in grades kindergarten through 8th grades can be just as bad as those in the other grades. The assumption that she challenges are that children in those grades are better (Martin 56).

She faults parents for their irresponsibility. According to Martin most parents make excuses for their children's inappropriate behavior. "Oh, I'm sure it'll all be forgotten by tomorrow and you'll be as good friends as ever" (Martin 56).

Miss Manners says that children should be taught to have their own identity. They should not be concerned with how to make themselves become popular or well liked. They should be encouraged to have their own opinions and should not feel bad if someone disagrees with them (Martin 56).

Martin discusses how children will be faced with peer pressure but need to know that they are responsible for their actions. It may not be clear to them immediately but in time they will soon realize that they will be known for their individuality; she stresses impressing on children that being noted for such a thing is a great honor. Those children who are popular because they are academically smart, athletically inclined or those who have parents who are financially stable are not really worthy of being held in high esteem if they do not treat others the way



they want to be treated. Those who lack that attitude of respect for others often try to out do the next person.

Miss Manners admonishes youth to never boast or brag on themselves and above all never to make fun of those who are less fortunate (Martin 56). She exclaims that humbleness , sincerity and genuineness are undoubtedly characteristics of a special person. Valuing differences is a desirable attitude.

Martin emphasizes that children should be taught to respect and honor adults. Youths that are intuitive can help adults and console them when they need it; however, if the child is so self centered they may not recognize the adult's needs or too selfish to care.

Martin reiterated the importance of parents practicing what they preach. Often times adults are private about themselves but children are not supposed to want the same. "A child is expected to reveal his age and grade level whenever asked, and he is constantly asked" (Martin 57). Adults do not like to disclose age or income and the trained child knows they are expected to keep that information confidential regardless of what they think. Adults may think that their business is much more important and warrants a higher degree of privacy. A child equally could have that feeling; often it appears that the child's feelings are overlooked simply because they are not adults. The oversight may not be intentional, but children still warrant the same consideration as that of an adult's feelings.

Children are expected to avoid saying anything about their parents that would embarrass them (Martin 57). Ironically children are expected to protect or speak up for their parents even if they are confronted with the ugly truth.



Adults need to be respectful. Martin says, it is not complicated but warrants practice. The unique thing about courtesy is that if done frequently it will eventually be reciprocated.

My last but not least source was Emily Post. She did not have a designated chapter on etiquette for children; however, she did provide guidelines for everyday living. Many of her ideas can be related to working with teens. Emily Post's Etiquette A Guide To Modern Manners, dealt with common courtesies, posture, public cleanliness, consideration for those who serve you and table manners.

Post says thoughtfulness is the key characteristic of etiquette. She defines thoughtfulness as being sensitive to those who are around you. "Just by keeping this one injunction in mind, you can save yourselves and others embarrassment in many situations" (77).

Post also addressed the importance of appearance. It is important to realize that the clothes that an individual chooses to wear are a reflection of themselves. On that note, everybody cannot wear everything. In other words, just because one may like the looks of an item, that does not mean that their physique lends itself to compliment that item. Parents should make sure that their children are wearing the clothes and not the clothes wearing the children.

Post says it is impolite to stare or point at people. She exclaims it is rude to over project your voice to make personal comments that will attract attention. She advises that one should not discuss private affairs feelings or thoughts in public (77).

Post says, "Manners are made up of trivialities of deportment which can be easily learned if one does not happen to know them; manner is personality--the outward manifestation of one's own character and attitude toward life" (78).

She contends that etiquette is nothing without ethics and manners. Post says, of course what one is, is much more important than what one appears to be. "A knowledge of etiquette is of course essential to one's decent behavior, just as clothing is essential to one's decent appearance; and precisely as one wears the latter without self-consciousness of having on shoes and perhaps gloves, one who has good manners is equally unself-conscious in the observance of etiquette, the precepts of which must be thoroughly absorbed as to make their observance a matter of instinct rather than a conscious obedience" (Post 78).

Post admonishes parents to train their children to stand, walk and sit erect. Initially children may resent being told to do so but like so many other things, they will appreciate it when they become older.

It is easier for boys to sit correctly than girls because they are wearing pants, they have more flexibility that is providing they do not get carried away with reclining in a chair that was not designed to do so.

It is more challenging for a girl because they need to be concerned with keeping their legs closed. Parents should always be mindful when it comes to girls especially, because they are expected to exemplify appropriate behavior; boys however are almost always granted grace.

Parents should train their children to clean up behind themselves. Public restrooms are becoming more and more undesirable. Each individual has a

responsibility to do their part. If children are taught at an early age it would become a part of them as they grow older.

I agree that people are influenced by parents, other people, environment, etc., and for that reason, a child should be taught accountability. If they are not taught, how are they expected to know? When youngsters become older they have the choice to either accept or reject their conditioning. Unfortunately not all people elect to keep or hold on to the positive things they were taught. As a result there will always be inconsiderate people no matter what. Many times their behavior is not meant to offend, but is only because they are exercising their freedom.

Lack of appropriate conditioning often shows up, embarrassing in public places, in a restaurant or elsewhere. Post is convinced that those people who show discourtesy to someone serving them is an insecure person. If children are exposed to a restaurant atmosphere while growing up, it will make it easier for them to know how to act. If the child is trained early on, good behavior will be second nature for them.

Like Martin, Post addresses etiquette in eating. There is a time and a place for everything, she says in order to make eating at the table enjoyable, good table manners are essential. If everybody is cognizant of their behavior it would prevent or decrease the chance of aggravation. Post says, "to make noise is repulsive and to make a mess is disgusting. To saw away at one's meat, with rattling knives and forks against the plate or making other unnecessary noises is thoroughly annoying



to those nearby” (96). The bottomline, as in all things, is that one should be thoughtful.

Post discourages private discussions at the table. Oftentimes in doing so the adult runs the risk of having things repeated that they would prefer to keep private (96).

Post advises that it is inappropriate for parents to argue in the presence of their children; also parents should not allow their child to play one of them against the other. Parents should back one another up; for example, if mom tells the child they cannot do something, dad should not try and overrule mom's decision; “...but so long as parents are living under the same roof, that roof must shelter unity of opinions, so far as any witnesses are concerned” (Post 97).

Post says that mealtime is an important element of a wholesome family. During that time children can learn the fundamentals of good manners. It is a two fold opportunity: they can learn how to be thoughtful and the importance of participating which ultimately makes it a time to look forward to (97).

The table should be large enough to accommodate the family comfortably. The cosmetics are not as important as having one, but do make it appealing.

The three authors had common themes such as adults being the example, the importance of being able to communicate with children, training them on table manners and essentially challenging the adults to plant the seed. Planting the seed is only the first part; the adult will need to nurture that seed; and, if done properly, the adult will see that child blossom before their eyes.



## CHAPTER IV: RESULTS

The program will be developed in the form of 14 activities reiterating that it is okay to be different because each participant has been given a special gift. This program will be presented in two hour increments for eight consecutive weeks. The first four weeks will focus on the interior while the last four weeks will focus on the exterior.

This chapter will consist of the program outline. It is important that the presentation is designed in a manner that will be interactive to encourage participation.

Activity 1: Welcome to Etiquette, Manners & Charm Enrichment

Introductions

Purpose: To establish a rapport and to allow an opportunity for the participants to get acquainted. This activity will point out the importance of being aware of the impact of one's behavior.

Time: 15 minutes

Materials: Overhead

Equipment: Overhead Projector

1. Hello, I am \_\_\_\_\_, I will be the instructor for this program. We will start with introducing ourselves.
2. Show overhead #1
  - *Name*
  - *School*
  - *How many people do you interact with daily?*
  - *One unique thing about yourself*
  - *Your expectations for this program*
3. Allow the group to reflect on the previous questions (introductions).
4. Write the responses on the flip chart of their unique characteristics and expectations.
  - a. Ask, what is the importance of knowing how many people you interact with daily?

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4. Write the responses on the flip chart of their unique characteristics and expectations.
  - a. Ask, what is the importance of knowing how many people you interact with daily?



- b. Discuss whether there are any common themes in the unique characteristics or expectations?

Activity 2: Program Overview

Purpose: To present the program objectives and guidelines.

Time: 60 minutes

Materials: Overhead #2

Overhead #3

Overhead #4

Overhead #5

Equipment: Flip chart and Overhead Projector

1. Show overhead #2, "Etiquette, Manners and Charm Overview." Tell the group: This program will be presented in eight, one hour segments for eight consecutive weeks. The first weeks will mainly deal with developing an understanding of how you feel about yourself and the importance of loving yourself. Weeks five-eight will deal with the external You and behavior practices. We will concentrate on why we act the way we do and how we can improve ourselves.
  - a. Etiquette, Manners and Charm Overview:
    - *Develop an understanding of what it means to love yourself and why it is important.*
    - *Why do we act the way we do?*
    - *How can we improve ourselves?*
2. Show overhead #3, "Program Content." The program will challenge the participants to heighten their awareness about themselves.

a. Program Content:

- *Internal Beauty*
- *External Beauty*
- *Appropriate Behavior*

3. Show overhead #4, "Program Goals." The program goals for the Etiquette, Manners and Charm Enrichment is twofold. The first priority is to help teens realize that they should believe in themselves because life offers unlimited possibilities. It will encourage them to do critical thinking which will prepare them to plan and execute.

a. Program Objectives:

- *It will offer suggestions on how to identify and interpret internal barriers. e.g., low self-esteem.*
- *It will help you realize that beauty comes from within.*
- *It will provide a loving and safe environment where you can express yourself freely.*
- *It will offer support to reiterate that no goal is impossible to achieve.*

4. Show Overhead #5, "What The Program Is and What the Program Isn't." The reason to verbalize this is so that there aren't any assumptions made and secondly to encourage participation.

a. Workshop Is

Support

Awareness

Workshop Isn't

Judgmental

Pacifier



Educational

Dictionary Approach

5. Identify the Guidelines for Participation.
  - a. Ask: What guidelines for participation would you like to include?
  - b. Record feedback on flip chart.

Activity 3: Looking Back

Purpose: To point out situations when individuals have felt different and how the events impacted.

Time: 60 minutes

Equipment: Flip chart

- A. Divide the group into teams of two.
- B. Ask them to write an example of when they have felt different.
- C. Ask them to write an example of when they have perceived others as being different.
- D. Allow them to take five minutes to write their examples. Allow an additional 10 minutes for individual teams to share with one another.
- E. Then ask each person to share an example of either question and record the descriptor on the flip chart without labeling the columns.

Activity 4: The Real You

Purpose: To give Etiquette, Manners and Charm Enrichment's definition of a person.

Time: 10 minutes

Materials: Overhead #6

Equipment: Overhead Projector

Do you know who Emily Post is? She is an author noted for her books on etiquette.

**Post says,** *"A knowledge of etiquette is of course essential to one's decent behavior, just as clothing is essential to one's decent appearance and precisely as one wears the latter--without self consciousness of having on shoes and perhaps gloves, one who has good manners is equally unself-conscious in the observance of etiquette the precepts of which must be thoroughly absorbed as to make their observance a matter of instinct rather than conscious obedience."*

- A. Ask: What does that mean to you?
- B. Lead discussion based on responses.



Activity 5: Understanding What Really Counts

Purpose: To identify the characteristics that make up a person.

Time: 60 minutes

Materials: Overhead #7

A. Review Activity 3, **Looking Back**

B. What do the descriptors in column A have in common? answer: **more obvious**

C. What do the descriptors in column B have in common? answer: **less obvious**

D. Show an illustration of a book.



E. Ask: Does anyone know the saying about books? answer: **“you can’t judge a book by it’s cover.”**

F. Going back to the activity #3

G. Which column would go on the inside of the book? **column a**

which column would go on the outside of the book ? **column b**

- H. What other descriptors would you like to add?
- I. What is the importance of knowing more about the inside of the book or a person?
- J. In addition to the more obvious descriptors we have identified, can you name other phrases or analogies that stress you, “**can’t judge a book by its cover**”?
- K. Can you give an example of a time where you prejudged someone?
- L. If you answered yes, please share; how did you feel afterwards? Do you find that you try not to prejudge?

**One of the most important keys to a person is character.**

4. Show Overhead #7, Definition of character.

Does anyone know who Letitia Baldrige is? She is a famous author known for her books on etiquette. **Baldrige says**, “*Character is a combination of manners, ethics, values and morals. One is no good without the other three.*”

- a. Ask: What does that mean to you?
- b. Discuss their responses.

Activity 6: Take A Look

Purpose: To recognize that while many of the participants look different they share common themes.

Time: 60 minutes

Materials: Overhead #4

Equipment: Overhead Projector

Procedures: Welcome back to Etiquette Manners Charm Enrichment; are there any questions or comments about the previous module?

1. Show Overhead #4

- *It will offer suggestions on how to identify and interpret barriers. e.g. low self-esteem*
- *It will help you realize that beauty comes from within.*
- *It will provide a loving and safe environment where you can express yourself freely.*

*It will offer support to reiterate that no goal is impossible to achieve.*

2. Say to group: When you hear me say a group that you are a part of, please stand. Those of us who do not belong will remain seated. e.g., ***the oldest child in the family; the baby in the family, hobbies.***

- a. Ask: What was the purpose of this exercise?
- b. Ask: Were there any surprises?

Activity 7: Understanding Who You Are:

Purpose: To recognize those people, places and things that have helped shape and mold you.

Time: 60 minutes

Materials: Overhead #8

Equipment: Overhead Projector, Flip chart

Procedures: Ask: Have any of you ever heard of Steven Covey? Steven Covey is noted for his book entitled, The Seven Habits of Highly Effective People.

Covey says, that we have had many influences over the years. He says when we are confronted by different situations we have an opportunity to either respond as our influences have taught us or we can analyze the situation and respond as we think is fair or appropriate.

1. Show Overhead #8, "Steven Covey Influences."

**Covey says,** *"you do not have to be the victim of conditioning. You can choose your response to any situation, to any person. Between what happens to you and your response is a degree of freedom. And the more you exercise that freedom the larger it will become."*

a. Lead discussion on Overhead #8.

2. Draw a heart on a flip chart page with the word "YOU" in the middle. Ask participants:

a. Name the people, places or things that have influenced you

b. Record the responses as they identify their influences.



**After everyone has shared, ask the following:**

- c. What is the importance of this exercise?
- d. Where there any surprises?
- e. Would you say there where a lot of common themes?
- f. Is it important to realize those people, places or things that have influenced you? If so, why or why not?
- g. How does your conditioning show up at school?

**Take 10 minutes and ask the following questions.**

### 3. Personal Questionnaire

- a. Do you live with both parents?
- b. Where do you live and would you want to remain in that same neighborhood when you become an adult?
- c. What's your favorite holiday or family tradition?
- d. What are your career goals?
- e. What are the rules that you have to abide by that you don't like?
- f. Will you have those same rules when you become a parent?

Activity 8: Whose side Are You On?

Purpose: This exercise involves examining stereotypes in order to get beyond them.

Time: 60 minutes

Materials: None

Equipment: Flip chart

Procedure: Create four flip chart pages describing a person on each sheet. Tape each sheet in a different corner of the room.

- **Homeless, pregnant teenager recovering from drugs living in a shelter.**
- **Illiterate and working at 7-11.**
- **Overweight female with a GED working at McDonalds.**
- **Unemployed college graduate.**

2. Show the descriptors and read each flip chart. Ask the participants to think out the four individuals. After they have thought about them, ask them to stand beside the person they would most likely want to be if they had to be one.
  - a. After they stand beside that person ask them to discuss among themselves why they chose that person.
  - b. When everyone has discussed their reasons, ask each group why they chose that person.

- c. Then ask them to stand by the person they would least like to be; repeat steps a & b.
- d. How did you make your choice?
- e. Did any one of them make it easier than the other three?
- f. Do you know anyone who fit any of those descriptions?
- h. How does prejudging others affect your classroom?

Activity 9: Whose Side Are You On II

Purpose: To point out how assumptions impact behavior and how experiences dictate responses to different situations.

Time: 60 minutes

Materials: Post-its

Equipment: None

1. Ask participants to write stereotypes about each of the four people and post them on the corresponding flip chart. Then ask them the following questions:
  - a. How do you feel about what you have just heard?
  - b. Are you surprised?
  - c. What is your definition of stereotype?
  - d. How did stereotypes get started?
  - e. Where have you heard them?
  - f. Can you give an example of a stereotype?
  - g. Do you know any good stereotypes?



### Activity 10: Set It Straight

Purpose: To familiarize teens with place settings both formal and informal; secondly to teach them how to set the table, how to use each utensil and a few do's and don'ts at the table.

Time: 120 minutes

Materials: Illustration of a formal and informal place setting (handout); Overhead #9

Equipment: Overhead Projector

Procedures: Explain the difference between formal and informal place setting; distribute the handout #1. Lead discussion on both types of table settings to get an idea of how knowledgeable they are on the subject. After the discussion give a quiz asking them to identify the utensils used for both table setting and the use. The participant that answers all questions correctly win a gift certificate to a restaurant.

1. Where is the salad fork found?
2. Where is the dinner fork found?
3. Where is the napkin found?
4. Where is the butter knife found?
5. Where is the dinner knife found?
6. Where is the glass found?
2. Distribute handout #2 (an illustration of a formal & informal place setting)
  - a. Discuss each utensil's use.
  - b. Review the answers from handout #1.

3. Divide the participants into two groups. Have each group set the table, one group setting the table in a formal manner and the other informal.
4. Show Overhead #9, "*which is worse, talking when one's mouth is full or when one's head is empty?*"
  - a. Ask: What does this mean to you?
  - b. Ask: Can you think of any bad table practices that irritate you at the table?
  - c. Ask: Can you think of any good table practices?
  - d. Ask: What are some of the positive table practices that you do not see that often?
  - e. Ask: Why do you think they are good practices?
  - f. Ask: What are some of the undesirable practices? When you see people displaying these undesirable practices how do you respond?
  - g. Ask: Are there any do's and don'ts that I didn't address that you would like to discuss?

Activity 11: Do You Have The Look?

Purpose: To teach teens how to care for their skin and the importance of starting now.

Time: 120 minutes

Materials: Mirror, Cottonballs, Cleanser, Astringent/toner and Moisturizer

Equipment: Camera and Film

Procedure: Explain to the teens how to clean their face/neck & the importance of good personal hygiene. Discuss household products that can be substituted for cleanser, astringent/ toner and moisturizer for those times when money is tight. Demonstrate how to clean their face step by step using yourself as the model. Allow the participants to clean their faces using the method that was demonstrated.

PartII: Distribute quiz relating to topics covered in the discussion; allow 15 minutes on the multiple choice quiz. The winner will win a prize relating to skin care products.

Activity 12: Can You Walk The Walk ?

Purpose: Discuss the importance of the outer appearance. Identifying the things that the youth need to be cognizant of, such as the clothing they choose the way they walk. This exercise will give them a picture of how they look. This activity will give them an idea of how they look and will allow the other participants to offer suggestions on improvement.

Time: 120 minutes

Material: Paper, Pencil or Pen

Equipment: Video Recorder, Video Tape, Cassette Player and Tape

Procedure: Allow participants to model an outfit of their choice while being videotaped; review the tape asking them for feedback on what they saw; also ask that all constructive criticism accompany suggestions on how to improve.

Part II: Repeat exercise and compare and contrast the before and after tapes



Activity 13: Just Say It

Purpose: To present an opportunity to allow teens to recite a poem while being recorded. This activity will allow them to critique themselves and the other participants on their diction, rate of speed and tone.

Time: 120 minutes

Materials: Handout/Poem (Maya Angelou's **Phenomenal Woman**); Evaluation Form

Equipment: Tape Recorder & Tape

Procedure: Allow each participant to recite the poem while being recorded; distribute the evaluation sheet encouraging the listeners to be honest; the forms may be submitted anonymously to promote feedback. At the end of the activity give the evaluation forms to the teen being evaluated.

Poem Handout: Phenomenal Woman by Maya Angelou

*Pretty women wonder where my secret lies,  
I'm not cute or built to suit a fashion model's size  
But when I start to tell them,  
They think I'm telling lies.*

*I say,  
It's in the reach of my arms,  
The span of my hips,  
The stride of my step,  
The curl of my lips.  
I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.*

*I walk into a room  
Just as cool as you please,  
And to a man,  
The fellows stand or  
fall down on their knees.  
Then they swarm around me,  
a hive of honey bees.*

*I say,  
It's the fire in my eyes,  
And the flash of my teeth,  
the swing in my waist,  
And the joy in my feet.  
I'm a woman  
Phenomenally  
Phenomenal woman,  
That's me.*

*Men themselves have wondered  
What they see in me.  
They try so much  
But they can't touch  
My inner mystery.*

*When I try to show them,  
They say they still can't see.  
I say,  
It's in the arch of my back,  
The sun of my smile,  
The ride of my breasts,  
The grace of my style.  
I'm a woman  
Phenomenally.  
Phenomenal woman,  
That's me.*

*Now you understand  
just why my head's not bowed.  
I don't shout or jump about  
Or have to talk real loud.  
When you see me passing.  
It ought to make you proud.  
I say,  
It's in the click of my heels,  
The bend of my hair,  
The palm of my hand,  
The need of my care.  
'Cause I'm a woman  
Phenomenally  
Phenomenal woman  
That's me.*

### **Just Say It! Evaluation Form:**

1. Did the speaker speak clearly?
2. Did the speaker project?
3. How was the rate of speech?
4. Were you able to visualize an image?
5. Did the speaker keep your interest?
6. What were the speaker's strong points?
7. What does the speaker need to improve?



Activity 14: To Thyself Be True

Purpose: To give the teens a taste of what they can do for themselves. Pampering is often thought of as a luxury but it's really essential.

Time: All Day Affair

Material: None

Equipment: None

Procedure: Take a field trip to a hair salon to get facial, manicure, pedicure, and hair styling; after the day of beauty, refreshments will be served and the girls will be issued a certificate of completion.

**Etiquette, Manners and Charm Enrichment Evaluation:**

1. Were the exercises beneficial for the subject matter?
2. Would you recommend this program?
3. Did the instructor keep the discussion on track?
4. What topic would you expand?
5. What topic would you shorten?
6. Do you feel you have gained knowledge?
7. Was the program interesting?
8. Were your expectations met?
9. Were your needs met?
10. Do you have any suggestions for this program to improve it? If so, please explain on the back.

**A CREED TO LIVE BY\***

*Do not undermine your worth by comparing yourself with others.*

*It is because we are different that each of us is special.*

*Do not set your goals by what other people deem important.*

*Only you know what is best for you.*

*Do not take for granted the things closest to your heart.*

*Cling to them as you would your own life, for without them life is meaningless.*

*Do not let your life slip through your fingers by living in the past or for the future. By living your life one day at a time you live all the days of your life.*

*Do not give up when you still have something to give.*

*Nothing is really over until the moment you stop trying.*

*Do not be afraid to admit that you are less than perfect.*

*It is this fragile thread that binds us to each other.*

*Do not fear spending time alone.*

*When you are alone you have the time to be with the one person you need to understand better than anyone else.*

*Do not be afraid to encounter risks.*

*It is by taking chances that we experience the exhilaration of life.*

*Do not lose hope for love by saying it is impossible to find or sustain.*

*The quickest way to receive love is to give love, the fastest way to lose love is to hold on too tightly, and the best way to keep love is to give it wings.*

*Do not dismiss your dreams.*

*To be without dreams is to be without hope.*

*To be without hope is to be without any purpose.*

*Do not despair or become discouraged over the twists and turns in life.*

*It is these never ending changes that make life itself an adventure. Welcome changes with open arms because without them the adventure of life is gone.*

*Do not run through life so fast that you forget not only where you have been but also where you are going.*

*Life is not a race, but a journey to be savored each step of the way.*

*-unknown-*

**\*Each session will be closed by reciting this poem.**



## CHAPTER V: DISCUSSION

The activities chosen for this project were thought out carefully with the intent that they would be effective. In this chapter the author will discuss the activities in terms of their intended dynamics and objectives in more depth.

The introduction is important because it sets the stage for the program. It is the ice breaker. This is an opportunity for the participants to get acquainted in an informal yet structured manner. The overhead #1 presents specific facts that need to be addressed such as their name, a unique characteristic they possess and the amount of people they interact with daily in order to create an environment that will not be intimidating to the participants. Oftentimes when asked to introduce themselves, young workshop participants feel uncomfortable because they are not always sure what to say; however, providing a model gives them a sense of direction.

The reason for identifying the amount of people the participants interact with is to establish that they come in contact with many and that each contact is an important one. Through discussion, the leader should suggest the value of working hard at trying to make every encounter a positive one. The purpose of charting their unique characteristics and expectations is to establish that, although they may look different, they share common themes.

The program overview is to express what the objectives and guidelines of this program include. It is essential to present the program goals. When the goals are presented it leaves very little room for doubt or confusion and the participants get the feeling of knowing what to expect. Although some of the exercises may be

surprising, the underlying objectives would have already been expressed in the discussion leader's opening remarks. The program content is given to provide information to inform participants what the program's intent includes. The program goals are stated for the same reason and to allow the participants an opportunity to evaluate the program by expressing along the way and at the end whether or not the goals are being met; stating the program's goals at the outset also gives the instructor a chance to see if the program's goals are in line with the participants' expectations. Comparing the program goals and the participants' expectations is beneficial because it gives the instructor a chance to rethink and adjust, if appropriate, the goals if participants have identified expectations that were not included. The expectations of the participants could be very instrumental in incorporating other activities to address additional needs.

The reason for stating what the program is and what it is not is to avoid false pretense. It is to speak in layman terms of what can be expected and to establish an atmosphere of openness and concern for participants' needs, so that they are less likely to be disappointed with the program. Secondly, just in case their expectation is inconsistent with the program's realistic objectives, they would have a chance at the outset to rethink their expectation to avoid being disappointed at the end of the program.

During the discussion of guidelines like those provided in **Activity 2/5** such as confidentiality, it is important that the discussion leader stress the need to honor the guidelines because they set the ground rules for participation.

Activity 3, "**Looking Back**," is an exercise inviting participants to reflect on a time when they have felt different and when they have perceived others as being different. While it may sound relatively easy to do, some participants will find it challenging because their experiences could be embarrassing to admit. Oftentimes it is easy for people to blame others for their uneasiness. What may emerge in discussion of this issue is how, ironically, many times when they are experiencing discomfort it is because they feel as though they do not fit, but prefer to say it is because of others being different. This activity will allow the participants to characterize their feelings with descriptors. One topic that should emerge in discussion is how each participant defines *different*. Some experiences are often perceived as negative while others are perceived as positive. This exercise establishes that feeling *different* can reveal itself in various ways. More importantly this activity is to challenge participants to be mindful of those times in order to help them be sensitive to others. Peer pressure is often prevalent among teens and for that reason it can be healthy to remind them that they each have a mind of their own. This idea should emerge in discussion.

Activity 4, **The Real You**, provides a definition of etiquette according to Emily Post, an author known for her books on the subject. **Overhead #6** also expresses the importance to the individual of being knowledgeable about etiquette. The author found Post's definition to be such an effective description for use with young people that she will adopt it as her program's definition also. Many times it is easier for youth to remember principles or ideas if it is phrased in terms of something they can relate to, as Post does here by comparing etiquette to



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clothing. Clothing is an object that serves many purposes; it means different things to different people. Some people view it as a means to cover their bodies. Others view it as more than covering their bodies but also as a means of self-expression, projecting who they are and how they feel. The discussion leader should stress etiquette's self expressive quality, extending Post's comparison by proposing that some people are known by how they dress whether it be in good or bad taste. Clothing is often thought of as representing the person wearing them. The discussion leader should establish that people are also known by their knowledge or lack of knowledge on etiquette. The discussion can be broadened to explore how it is common for people to associate, refer and/or recognize an individual based on demeanor or behavior. Discussion should wind up reinforcing the introduction's theme: that each individual is accountable for his/her own behavior because they interact, impact and/or influence many daily.

Activity 5, **Understanding what Really Counts**, gives the participants an opportunity to reflect upon the descriptors in Activity 3, **Looking Back**, which involved discussion of a time when they felt different and when they perceived others as being different. In Activity 3, the instructor was asked to chart the participants responses based on the descriptors given; there were two columns, one including the **more obvious** descriptors and the other column consisting of the **less obvious** descriptors. In Activity 5, the participants are asked to explore differences between the two columns. The participants are then shown an illustration of a book that symbolizes a person. This exercise is to illustrate that, "**you can't judge a book by it's cover;**" and that there is more to a person than

what meets the eye. The goal of the discussion should be to recognize that it is human nature to make assumptions based on what can be seen, but also to encourage participants to challenge their assumptions and those of others by getting beyond surface judgments. Towards this end the participants are asked which descriptors go on the **outside** of the book and which descriptors go on the **inside** of the book to ensure that they did grasp what was being taught. This activity encourages participants to go beyond the exterior because it is not nearly as important as the interior. It should establish that unless they go beyond the exterior their analysis of a person could be incorrect, and that also by getting to the interior they can achieve a fuller, more true understanding of the person.

The discussion can be broadened to explore stereotyping; how it is so convenient to get caught up with making assumptions about an individual based on race, gender and other obvious descriptors but it is really irrelevant because these things do not totally define a person's being.

Overhead #7, presents Letitia Baldrige's definition of character as, "*a combination of manners, ethics, values and morals.*" Her definition highlights the interior characteristics of an individual. Discussion should stress how these characteristics are manifested in one's behavior, and how each involves choices, unlike things that one does not have control over such as race, age and gender. Teens need to be encouraged to be the best they can be. Discussion should explore how it is difficult for a person to display undesirable behavior in the presence of someone who is pleasant and just. The point can be made how usually the undesirable person will either turn from their wicked ways or will become

uncomfortable around the pleasant person. Teens can also be motivated to be on their best behavior at all times because they may be the only positive example that their peers will ever see.

Activity 6, **Take A Look**, will reiterate that although the participants look differently, they still share common themes. This exercise reinforces that, “**you can’t judge a book by its cover;**” that differences manifest themselves in various ways; that no one is any better than another; and everybody represents a variety of groups.

Activity 7, **Understanding Who You Are**, will identify those people, places and things that have help to shape the participants. Steven Covey, a motivational author, said that people do not have to accept their conditioning; it is their prerogative to respond to a situation the way they choose and making that choice is a sign of freedom. The exercise can establish that while many adults have their best interest at heart, they are still subject to error, especially in behaviors that result in negative conditioning. The teens have a responsibility not to second guess adults but to get an understanding of why they are being told to do different things.

Discussion leader should explore how, as Covey makes clear in his book, The Seven Habits of Highly Effective People, everybody has scripts that are the result of conditioning. He believes at the time an individual is confronted with a situation one of two things happens:

A person’s script takes over and dictates their reaction without the individual giving it much thought.



or

A person thinks about the situation and responds accordingly without depending on their scripts.

One of this program's focus is to encourage participants to think for themselves and to challenge their conditioned assumptions. When participants are able to understand themselves and identify those people places and things that have influenced them, they will have a better chance of making wise choices. This activity also serves to reiterate that while the participants look different they still share some common themes and unless they take the time to go beneath the exterior they would never know that they share commonalties. Moreover, the similar factors that have influenced them may be seen as positive for some while negative for others. The exercise also gives the participants a fuller understanding of why they act the way they do. This exercise will explore how their conditioning affects behaviors at school. For instance, the example might be used of giving the teacher their undivided attention because when they are at home, their parents require that they do.

The influences that are identified in this activity would certainly be a part of that individual. Influences are the core of one's values, beliefs and behavior. They are instrumental in how one sees oneself. The 10 minute questionnaire is to give the participants an opportunity to think about their present home situations and evaluate them in terms of if they would use them as models when they become adults. It asks, if they are not happy with their home situations, what changes would they make and how? The leader must be sensitive in leading discussion of



what may emerge and mindful of keeping the discussion focused on gaining positive understanding and not blaming.

Activity 8, **Whose Side Are You On**, involves examining stereotypes in order to get beyond them. Previous activities identified those people, places and things that have helped mold the participants into the people they are today. They also shared times when they felt different and when they have perceived others as being different.

Often times the more information known about an individual makes others feel sensitive or sympathetic to their needs; on the other hand, the less information known about an individual allows others to feel less accountable.

In this activity participants were asked to make a decision based on the limited information given about the four individuals. Although many would say the four individuals were undesirable types, the key to establish in discussion is that while each person had challenging situations, each still had hope; and, more importantly, they are real people, and complex, full of the potential and capacity to change, and worthy of respect. The participants are asked to stand beside the descriptor that they would want to represent if they had to choose between those four people. They were also asked to tell why they chose that individual following up on the previous discussion's emphasis on human capacity for change. For instance, the individual that chose, "**illiterate and working at 7-11,**" could have viewed him as the most determined because his illiteracy did not hinder him from having a good work ethic. On the other hand, others could say that person is who

they would least want to be because they viewed illiteracy as being the biggest challenge to overcome.

The discussion can lead to considering how it is human nature for individuals to make decisions based on values that they deem as important.

Activity 9, **Whose Side Are You On II**, establishes how assumptions impact behavior. Assumptions about people are made due to values that are deemed as important. Some participants may not have come in contact with any of those four people, but still feel able to make decisions about them. Choices and attitudes are often determined by what they have heard. The participants are asked to write their thoughts about each person on a post-it and place it on the corresponding flip chart.

Ironically, the responses for each person could include both positive and negative depending on the participant and how they perceive that individual. The participants are often surprised that some responded differently while others the same. The author suggests that stereotypes are discussed because people are frequently categorized based on commonalities. It is important for the discussion leader to discourage stereotyping because everybody deserves to be given a chance. Some stereotypes have been around for so long that they are assumed as facts. In discussing stereotypes the participants are challenged to identify those people, places and things that lend themselves to stereotypical thinking. This is another opportunity for the instructor to reiterate that everybody share common themes, yet are different and should be respected for their differences.

Activity 10, **Set It Straight**, will familiarize participants with place settings both formal and informal; secondly the exercise is intended to teach them how to set the table, how to use each utensil and a few do's and don'ts at the table. It can be frustrating and embarrassing to have dinner with someone who lacks appropriate table etiquette. While this may sound trivial, those that are ignorant in this area can literally spoil the experience for others. Inappropriate table manners are not necessarily anyone's fault because the parents, in a lot of cases, have never been taught themselves. The responsibility is assignable to that adult who is knowledgeable about etiquette who comes in contact with that child who needs to be educated. Learning appropriate behavior here as elsewhere can have a ripple affect because that child could in turn go home and teach his or her family based on what they have learned.

As with the other exercises this activity will be an enjoyable and yet educational experience for the participants. Discussion leader should establish that each participant will have an opportunity at some point to be in a environment where their table etiquette will be tested. Initially they will be asked a series of questions in Activity 10, to get an idea of their level of knowledge on table etiquette. A discussion will follow to either reiterate or educate them on table etiquette. Afterwards a quiz will be given to see how well they have grasped the information. Participants that answer all questions correctly will be given a gift certificate to a restaurant of their choice. The gift certificate is intended to reinforce the example of being rewarded for putting forth a good effort. This will illustrate that rewards come in various forms and that sometimes they come when



you least expect it. The participants will be divided into two groups. One group will set the table in a formal manner while the other group will use the informal manner. This activity will serve a dual purpose; the first one involves establishing the importance of listening and paying attention; the second is to promote team work. Discussion leader should establish that while it is good to be able to work independently, it is equally as good to be able to work with others.

Overhead #9, "*which is worse, talking when one's mouth is full or when one's head is empty?*" is intended to start dialogue on specific dinner table behaviors, including making conversation.

Participants will be given an opportunity to share their perceptions of these and other bad table practices. Perhaps some of the participants are guilty of doing some of the examples and, as a result of sharing how inappropriate they are, will stop. The good table practices that emerge in discussion should be stressed because it will be an educational opportunity for that participant who had not been taught. This discussion will also encourage participants to take responsibility when they witness bad table practices by viewing those experiences as an opportunity to educate their family members and or peers. How this might be done can be explored in discussion. Participants should be encouraged to share, with sensitivity, their knowledge so that that family member and or peer should be better off as a result of knowing them.

Activity 11, **Do You Have the Look?**, is to teach teens how to care for their skin and the importance of starting now. The first four weeks of this program dealt with the inner person and behavior. The remaining four weeks will deal more



with the outer appearance and behavior. The discussion explores how cleanliness is often misunderstood. One could introduce medically sound knowledge about skin care. For example: Oftentimes it is taken for granted if you wash your face with soap and water you have accomplished your goal. Unfortunately that is not true. Cosmetologists says, soap dries out your skin and therefore shouldn't be used on your face. Girls especially need to be mindful of this because they often wear make-up and other facial products such as lotion and over the counter products for acne and pimples. When it comes to products for their skin they should consult a dermatologist for sensitive skin and a cosmetologist for general information on proper skin care. Soap and water do not provide the deep cleansing that their skin need and deserve. Solid information like the above will enable this activity to provide them with a basic guide for proper skin care.

This discussion should advise participants that the face that they have should be handled with tender loving care. Skin treatment is very important and should be on the top of every girl's priority list. Minimally, the exercise's guidelines should include:

- Step 1: If participants wear make-up, they should remove it with a cleansing cream. They should use cotton balls and small motions to stimulate circulation in their skin. If they do not have a commercial cleansing cream they can substitute mayonnaise, baby oil, vegetable oil or Vaseline.
- Step 2: After the make-up is removed, it is important to use a skin freshener. The freshener will remove bacteria, oils pollutants without using soap and water. In order to apply the freshener cotton balls should be emerged in

the freshener and rubbed in an upward motion on the face. It will cleanse, close pores, and smooth the surface by taking away the dead skin cells which does not complement the complexion. If commercial cleanser is not available, lemon juice and water will do the job.

Weekly facials are beneficial for deep cleansing to pull out the impurities. The weekly facial should follow steps I and II. To deep cleanse, a masque is best. Apply the clay based to the skin and leave on the face for twenty minutes. Rinse off the masque with cold water to tighten pores. It is important to teach the teens to get in the habit of doing steps I and II daily. The facials should only be done weekly, otherwise you run the risk of lessening the effectiveness if done more frequently.

Activity 12, **Can You Walk The Walk?** will continue the discussion of the importance of the outer appearance. It will identify things that young people need to be conscious of, such as the clothing they choose and the way they walk. This exercise will allow them an opportunity to look at themselves via videotape.

They will have an opportunity to be videotaped while modeling an ensemble. After which will have a chance to view the tape with the other participants offering constructive criticism and suggestions on how to make improvements.

There is nothing like seeing yourself on tape; oftentimes people perceive themselves one way when they are actually viewed differently. This exercise will allow the participants to see themselves and decide whether or not they like what they see. If they are not happy with what they see, they will have a chance to work

toward changing. The second part of this exercise is to re-tape the participants and compare and contrast the before and after tapes to see what was done differently. Responses to before and after will be explored in discussion. This is an opportunity to reiterate that change is often viewed as negative, yet can be a positive. Discussion should stress that becoming aware of their posture and the way they walk can help exude the attitude of confidence and a successful person. In Activity 4, clothing was mentioned in terms of what it can represent; that portion of Activity 4 can be reviewed in this activity too.

Activity 13, **Just Say It**, will present an opportunity for the participants to recite a poem while being recorded. This activity will allow them to critique themselves and the other participants on their diction, rate of speed and tone.

The intent is to help recognize that they need to put forth an effort to pronounce their words. This is the first step to effective communication. Not everybody has the ability to speak clearly. Discussion should establish that if they make a conscious effort to speak clearly it will set them apart from those who do not, and that people take an interest or at least listen when they are speaking to an articulate person.

The author chose "**Phenomenal Woman**," by Maya Angelou as the poem for teens to learn and recite as the exercise for this activity because the poem speaks of a confident and beautiful woman who has herself together. Angelou pointed out while this woman did not resemble or have the common attributes that are associated with an attractive woman, she had inner beauty that manifested itself in the way she walked and carried herself.



The author felt that this poem was very appropriate and timely because it reiterated what this program is all about, which is helping youth realize that beauty comes from within. Secondly, the hope is that reciting it will embed its meaning in their consciousness and hopefully reinforce what they have learned in the previous weeks.

Activity 14, **To Thysell Be True** is a day of beauty. This activity will give teens a taste of what they can do for themselves. Pampering is often thought of as a luxury but it is really essential. The girls need the exposure to see that there is more to life than having a self pity party or trying to pursue a young man. This exercise's intent is to also allow teens to experience self happiness and to help them realize that it can be affordable. Often times this type of beauty maintenance is associated with rich females; but those females that love themselves and take care of themselves are rich as well, and for that reason deserve to take advantage of such a wonderful experience. This day of beauty will include a manicure, pedicure, facial and hair styling. What better way to end the program than to have each participant experience this celebration of loving themselves? The discussion leader should also encourage them in the meantime to give themselves manicures, pedicures, facials and to explore becoming hair styles. Once again the point of our capacity for positive change can be reinforced.

Providing the "day of beauty" should be budgeted into the program. A friendly beauty salon may be enlisted to donate or discount their services with the incentive of acquiring potential long-term customers. It should be understood and explained that this exercise is not trying to start something that parents can not



finish; those parents that do not have the funds to treat their teens on a frequent basis, can be creative and have their own day of beauty in the privacy of their home or the teens themselves can work on each other. The author merely wants to plant the seed to give the teens an incentive to want to grow and blossom, while understanding that beauty comes from within.

In conclusion, **“A Creed to Live By,”** was chosen as the benediction to encourage participation to be the best they could be, recognizing there is no need to compare themselves to others. The program’s overall intent is to reiterate that it is okay to be different and to encourage the participants not to, “let their situation or location obscure their destination.”

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