

Etiquette 101: Manners, Messages, and Meaning (الدرس الأول في الإتيكيت: التعريف والقيمة)

Materials Needed

- Scenario Cards (Pre-written situations for practice)
- Chart paper or whiteboard/digital screen
- Markers or pens
- Printouts of "Magic Words" (Ages 5-7)
- Access to reference materials (physical or digital) for historical/cultural research (Ages 9-12)
- Notebooks or reflection journals

Learning Objectives

By the end of this lesson, learners will be able to:

Track A: Ages 5-7 (Nashwa's Track 1)

1. Define etiquette in simple terms as "good behavior and respecting others."
2. Identify and correctly use the four primary "Magic Words" (Please, Thank You, Excuse Me, Sorry).
3. Demonstrate respectful behavior in two common daily scenarios (e.g., asking for help, receiving a gift).

Track B: Ages 9-12 (Advanced Track)

1. Define etiquette formally as a social code and explain its significance in building relationships.
2. Trace the historical origin of the term "etiquette" and identify its parallel concept in Islam (Adab).
3. Analyze and articulate three specific reasons why learning and practicing etiquette is essential for personal success and community harmony.

Introduction (10 Minutes)

Hook: The Puzzle of People

Educator Prompt: Imagine you are building a giant LEGO castle with someone, and you need a specific piece they have. What is the difference between simply grabbing it, and asking them nicely for it?

- (Wait for responses focusing on feelings, conflict, and smoothness.)
- **Conclusion:** Good manners are the oil that keeps the gears of life running smoothly. They help us get along, even when we disagree.

Stating Objectives and Success Criteria

Today, we are starting our journey into Etiquette, which is simply the art of treating people well. By the end of this lesson, we will all know what etiquette is and why it helps us be happier, more successful people.

Success Criteria: You will know you succeeded if you can define etiquette and explain its importance to a friend or family member.

Body: Defining Etiquette and its Application

I Do: Modeling and Defining

Track A (Ages 5-7) - The Magic of Words

Concept Introduction: Etiquette is how we show respect. It's about being a super-friend and a super-helper. The most powerful tools we have are our **Magic Words**.

- **Educator Models:** Introduce and demonstrate the four key Magic Words:
 1. "Please" (The Asking Word)
 2. "Thank You" (The Gratitude Word)
 3. "Excuse Me" (The Interrupting Word/The Passing Word)
 4. "I'm Sorry" (The Fixing Word)
- **Example Modeling:** The educator intentionally bumps into something/someone and says, "Oh, I'm so sorry!" The educator asks for a marker: "Please may I use the blue marker?"

Track B (Ages 9-12) - History, Islam, and Significance

Concept Introduction: Etiquette is more than just saying 'please.' It's a sophisticated set of rules designed to make social interaction predictable, respectful, and dignified.

- **Formal Definition (I Do):** Etiquette comes from the French word "*estiquer*," meaning "to stick up." Historically, it referred to the placards or rules posted at royal courts to guide visitors on how to behave.
- **The Islamic Connection (Adab):** In Islam, this concept is known as **Adab (الأداب)**. Adab is the refined behavior and moral code rooted deeply in the Sunnah and the Qur'an. It covers everything from how we treat our parents to how we speak, and even how we eat.
- **Key Takeaway:** We follow etiquette not just because society demands it, but because Islam teaches us that good behavior is a form of worship (Ihsan).

We Do: Guided Practice and Exploration

Track A (Ages 5-7) - Scenario Role-Play

Activity: Magic Word Match-Up.

1. Provide simple scenario cards (e.g., "You want a cookie," "Someone gives you a toy," "You accidentally spill juice").
2. Learners (like Nashwa) pick a card and act out the situation, ensuring they correctly insert the appropriate Magic Word.
3. **Feedback Loop:** If the learner forgets, prompt them: "Which word helps you ask nicely?"

Formative Assessment Check: Are the learners using the words spontaneously and appropriately?

Track B (Ages 9-12) - The Importance Mapping

Activity: Why Bother?

1. Learners discuss/list the major areas where etiquette is crucial today (e.g., digital communication,

school interviews, family gatherings).

2. **Think-Pair-Share:** Why is etiquette important? (Focus on the three core areas):
 - **Trust:** It signals reliability and respect.
 - **Professionalism/Success:** It opens doors (jobs, opportunities).
 - **Harmony:** It minimizes conflict and builds stronger communities (as mandated by Adab).
3. **Guided Discussion:** How does following Adab (e.g., lowering one's gaze, speaking softly) help a Muslim embody good etiquette in the modern world?

You Do: Independent Application

Track A (Ages 5-7) - Daily Challenge

Task: The Magic Word Tracker.

The learner (Nashwa) receives a simple chart. The goal is to track how many times they successfully use each of the four Magic Words throughout the rest of the day. They should report back on which word was easiest to remember and which was the hardest.

Track B (Ages 9-12) - Research and Synthesis

Task: Etiquette Deep Dive.

Learners choose one specific area of etiquette (e.g., dining etiquette, phone manners, or the Adab of visiting the sick). They must research:

1. What are the core rules?
2. Where did these rules originate (historically/culturally)?
3. How does this specific etiquette rule reflect or align with Islamic principles of Adab?

Learners prepare a short summary (written or verbal presentation) to share in the next session.

Conclusion (10 Minutes)

Recap and Reflection

- **Educator Prompt (Universal):** Can someone define etiquette in their own words?
- **Key Takeaway Reinforcement:** Etiquette is not about snobbery or old-fashioned rules; it is a universal language of kindness and respect that makes life better for everyone involved. For us, it is also a path to fulfilling the teachings of our faith (Adab).

Summative Assessment

Track A (Ages 5-7)

"Tell the Puppet": The learner must teach a stuffed animal or doll (the "puppet") what the four magic words are and when to use them. (Assesses application and understanding of key terms).

Track B (Ages 9-12)

Exit Ticket: Write down two things you learned today about the *origin* of etiquette and one reason why Adab is more important than just following social rules. (Assesses comprehension of complex concepts).

Differentiation and Adaptations

Scaffolding (For struggling learners or younger learners)

- **Visual Aids:** Use large pictures or flashcards to represent the Magic Words and good/bad behaviors.
- **Simplified Scenarios:** Use only two-person role-plays with very clear outcomes.
- **Prompting:** Provide sentence starters for discussions (e.g., "I think etiquette is important because...").

Extension (For advanced learners or older learners who finish early)

- **Cultural Comparison (Track B):** Research etiquette rules in a non-Western culture (e.g., Japanese bowing, Gulf hospitality) and compare them to the general concept of Adab.
- **Create a Rulebook (Track B):** Design a modern 'Digital Etiquette' guide for their age group, justifying each rule based on respect and clear communication.
- **Creative Storytelling (Track A):** Draw a short comic or tell a story about a character who forgets the magic words and the problems that follow, then solves the problems by remembering them.