

Keep Off The Grass!

Classroom Grant

Billings Public Schools

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Application Form

Report Fields

Project Name*

Name of project

Keep Off The Grass!

Amount Requested

Amount requested on application.

\$1,000.00

Grade Level

Please select grade level below.

Intermediate (4-6)

Primary Subject Area

Please select the primary subject area of your grant.

Social Studies

School

Please select your school from the list below

Washington Elementary

Number of Students Served

Please enter the number of students that will be served by this grant.

55

Project Cost

What is the total cost of your project?

1600

Statement of Need

Please describe the need for this project. For example, how will this project impact student learning?

In her work *A Framework for Understanding Poverty*, Ruby K. Payne, Ph.D. discusses "Hidden rules". Hidden rules are the unspoken cues and habits a group of individuals use to indicate membership in the group.

She indicates that lack of knowledge of these cues can function as a type of glass ceiling that keeps people from progressing. With children raised in poverty it can lead to a repeating a cycle of behaviors that limits their progress, abilities and mobility.

These "miscues" can be as simple as poverty level students valuing possessions instead of work ethic or education. Similarly, middle class students may understand education and achievement but do not always understand the social networking and international relations valued by the wealthy class. The people within any class understand these rules but are blind to the rules of a different class.

We see an opportunity to teach children how to distinguish between appropriate and inappropriate behaviors and strengthen their ability to function in the world of work by instructing them in the basic rules of etiquette.

Etiquette is "the code of behavior that delineates expectation for social behavior according to contemporary conventional norms within a society, social class or group". In essence, we think we can improve the student's ability to find success in both school and future work by a better understanding of what to do, how to behave, and what is expected of them when in an unfamiliar situation.

The word etiquette literally translates into "little signs". Louis XIV of France first employed the term and the rules to teach appropriate behavior to his subjects who would destroy and trash his gardens and lawns when invited to an annual party. By employing a series of small instructional signs telling people where to walk, to stay off the grass, to stay out of the fountains and pick up their trash he improved their behavior, saved his gardens and home and formed the foundation for codes of behavior we still practice today.

European and Asian nations spend millions of dollars every year educating school children in international etiquette in order to enable them to function in an international work force. We see in our Title 1 students a great opportunity to improve their ability to function in society at large by giving them specific instruction in accepted behaviors allowing them to be successful in a larger community.

Primary Goal

Please describe the primary goal of the project and how it blends with School District 2 goals and curriculum.

The primary goal of this project is to teach "everyday etiquette for children" to our third and fourth grade Title 1 students in order to give them confidence to move comfortably in a wider community.

The specific skills targeted are hand shaking, eye contact, introductions, leadership voice, courtesy, talking with others and basic table manners.

This blends with district goals in multiple areas. It supports the social studies focus on community, the counseling goals of career preparedness and work readiness as well as IEFA by teaching students how to handle tricky situations - like what to do if it is considered disrespectful in your culture to make direct eye contact.

This program will benefit students from diverse backgrounds. The students involved include the neighborhood community as well as ESL students from a number of countries, SPED students from the Life Skills room and some students in the homeless program who are also part of the Washington community.

Project Description

Briefly identify the major activities and materials involved in your project.

We plan to have two training sessions for each of two classrooms with Treva Mayo.

Ms. Mayo is a certified etiquette consultant from the Protocol School of Washington (D.C.) and a certified international Butler. She is the only certified Butler living in Montana.

She will use materials produced by the Etiquette and Leadership Institute.

Session one is a two hour hands on training on meeting others. How to present yourself, shaking hands properly, eye contact, introducing yourself, introducing others, using a leadership voice, making conversation, handling compliments and how to be kind.

It contains a particularly compelling activity on how to handle eye contact for native american students who may have been taught that eye contact is disrespectful and for students with challenges like Asperger's that make eye contact very difficult at best.

Session two is devoted to the ABC's of table manners and how to present yourself in public. It also addresses how to handle awkward situations. It includes how to sit down and stand up from a table properly, how to use napkins, what to do with your hands, how to hold a knife and fork, how to cut food and eat in public as well as proper table conversation.

She also trains them to be "Ambassadors of Good Manners" in their schools and encourages them to go out and teach other students how to do these things correctly.

Ms. Mayo provides workbooks and materials for all sessions including food for practicing cutting and eating in session two. She is completely professional and teaches the classes in her Butler clothing commanding a great deal of attention from students. She has successfully taught these classes to a wide span of age groups in multiple schools in southeastern Montana and northern Wyoming.

Professional Development

If your project includes professional development how will it improve student performance?

None

Project Timeline

When will you implement your project?

We will implement as soon as we receive funding and are able to schedule Ms. Mayo for the classes.

Plan for Evaluation

How will you evaluate student outcomes for your project?

Ms Mayo provides a workbook that she also reviews and grades. In addition, adults at Washington will also be checking for continued use of these skills in the classroom, lunchroom and on the playground. Classroom teachers will be encouraged to include discussions of how they are using these skills during their morning meeting.

Ideally, down the road, we would like to take them out to an actual restaurant with a wait staff so they can have real world practice the skills they have learned.

Project Budget

Please explain how the funds from this grant will be spent to support your project goal. You can either type or upload a project budget to show how funds will be used. Please identify other funding sources if applicable.

We have two classrooms in evolved.

Each class would have two - 2 hr sessions with Ms. Mayo.

The cost for each session is \$400 and covers training materials and workbooks as well as instructional games and activities. It also covers food, plates, silverware and glassware.

Supervisor Approval*

I have received approval from my supervisor to apply for this grant.

yes

Attachment 1

Please attach any photos, pages from catalogs, or other documents below. This is completely optional.

Attachment 2

Attachment 3

File Attachment Summary

Applicant File Uploads