



Middle School

National FFA Organization

Lesson MS.20

UNDERSTANDING COMMON ETIQUETTE

Unit. Stage One of Development—ME

Problem Area. What Foundational Skills Do I Need for Personal Growth?

Precepts. **H2:** Present self appropriately in various settings

National Standards. NL-ENG.K12.2 — Understanding the Human Experience — Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Discuss commonly accepted rules of etiquette.
- 2 Demonstrate proper etiquette in social settings.
- 3 Describe how to set and use informal and formal place settings.



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Time. Instruction time for this lesson: 50 minutes.



Tools, Equipment, and Supplies

- ✓ Gallon-size plastic bags
- ✓ Various plates, cups, silverware, and napkins
- ✓ Paper
- ✓ Movie clip
- ✓ MS.20.AS.A—one per student
- ✓ MS.20.TM.A
- ✓ MS.20.TM.B
- ✓ MS.20.TM.C
- ✓ MS.20.Test—one per student
- ✓ MS.20.Assess—one per student

*** Before this lesson, each student in the class should be assigned an ingredient for an ice cream sundae or banana split. If time does not allow, the instructor could provide them.*



Key Term. The following term is presented in this lesson and appears in bold italics:

▶ Etiquette



Interest Approach

Students will be given a survey that will provide information about where they eat meals outside of school. This will allow you to assess where their etiquette will be used. Pass out the survey to the students and allow three minutes for them to complete it.



Raise your hand and answer the following questions:

How many of you know how to make a nutritious meal. Keep your hand up if you always eat nutritious meals.

How many of you know that you should exercise regularly. Keep your hand up if you exercise regularly.

As you can see, just because you know how to do something does not mean you always do it. How many of you know what are considered common manners? Keep your hand up if you always use them.

Even though we know common manners, that does not mean we always practice them. Today we are going to review practices of common manners, or etiquette in the hope that this will help we will remember very simple etiquette practices and employ them on a daily basis.



First, let's discuss why you need to know etiquette. Any ideas?



It is important to know and, more importantly, to practice good etiquette because there will be times when we need assistance, are seeking a job, or meeting important people, and we will need to make a positive first impression. Practicing good etiquette is key to obtaining the services we desire, as well as securing a job and working in the professional world.

If you practice with me throughout the lesson, at the end of the lesson, we will apply the skills we learn toward ice cream sundaes! Are you ready to get started?

I will pass out a survey. Please complete it independently and turn it over when you are done. You have three minutes to complete the survey.

Time the students for three minutes.

Create a table on the board on which you can collect information about the places that the students dine.

Family Meal	Fast Food	Restaurant	Other



There is etiquette that is appropriate wherever you go, and there are etiquette practices that are unique to where you dine.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Discuss commonly accepted rules of etiquette.

The class will watch a movie clip that shows a scene of people having a nice meal in which some are using proper etiquette and others are not. Students will try to identify as many poor manners in the clip as possible.



We are about to watch a scene from a movie that will show people dining at a restaurant. Your challenge is to write down as many poor manners as possible that you witness in the movie. Please be quiet during the movie. We will discuss the points when the movie is over.

Show a movie clip such as “Griswald’s Family Christmas,” “Mrs. Doubtfire,” or “Pretty Woman.” Discuss with the class the examples of good and poor etiquette as seen in the movie.



Raise your hand if you have at least ten items, 15 items, etc.



Continue until you have determined the person who has the highest number.



Congratulations! Let's give them a round of applause for sharing.

Have the students clap while using a circular motion with their hands. Continue the discussion with the students over the positive and negative examples of etiquette as seen in the movie clip.

Share MS.20.TM.A.

Let's write the following thoughts in our notes.

I. Etiquette

- A. Definition: Etiquette is the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life.
- B. Where is etiquette used. Etiquette is used all around us.
 - 1. When meeting people
 - 2. When dining
 - 3. Whenever we are around others
- C. Common etiquette practices
 - 1. Showing respect to others
 - 2. Removal of hats by males in public buildings
 - 3. Refraining from the use of cell phones in public
 - 4. Excusing oneself when leaving an individual or a group
 - 5. Dressing appropriately for the occasion

Review examples of common etiquette practices as they relate to the movie clip.

Objective 2. Demonstrate proper etiquette in social settings.



It is important to always follow the basics of etiquette. In dining situations, there are different expectations, depending upon the venue or setting.

Share MS.20.TM.B.



Please record the following information in your notes:

II. Dining etiquette

- A. Fast food
 - 1. Treat the employees with respect.
 - 2. Remove your trash from the table when you are finished.
- B. Full-service restaurant
 - 1. Order food you are comfortable eating among others.
 - 2. Wait until everyone is served his or her meal before beginning to eat yours.



3. Leave your waiter or waitress a tip or gratuity of at least 10 to 15 percent of the bill.

C. Family dining

1. Pass items to the right around the table.
2. Wait until everyone is served before beginning to eat your meal.
3. Place your napkin in your lap while eating and next to your plate when done.



Next we will use a Dickens Moment . You will need a sheet of paper and a writing utensil. Use the next three minutes to create a story demonstrating the information you just put in your notes. You may choose a partner from someone sitting close to you. Begin!

Time the students for three minutes.



What group would like to share their story with the class?

Call on a group and have them share.



Thank you for sharing. Let's give them a "standing O" for sharing.

All students stand and make an O shape with their hands.



Now that we know what is expected of us when dining, how do we prepare for a meal? Let's explore this topic!

Objective 3. Describe how to set and use informal and formal place settings.

Students will learn how a table should be set for both casual and formal dining situations, as well as the order and use of the utensils.



How many of you could set the table for a family dinner if you were asked to. How many of you could set the table for a formal dining restaurant. We are going to examine how to set and use the tableware for both casual and formal dining situations. Many of you probably believe you will not need to know how to dine formally; however, you never know when you may be faced with this situation.

Share MS.20.TM.C.



Let's transfer the following information in our notes. Even though there are variations to setting a table for different dining situations, here are the basics.

III. Setting the table for a meal

A. Casual dining

1. One plate, fork, spoon, knife, and glass
2. A napkin placed to the left; fork, plate, knife, then spoon; glass above the knife

B. Formal dining



1. Nicely folded cloth napkin, salad fork to the left of plate with tines facing up, dinner fork, plate, knife, and spoon
2. Bread plate above the forks, dessert spoon and knife above the plate, and the glass above the fork



Draw in your notes what the two table settings would look like. I will give you one minute to do this.

As the students are drawing, do the same activity on the board and time them for one minute.



Now, compare your drawing to the one I have made and make any corrections.

Next, add the names of the utensils. It is generally accepted to use the utensils from the outside in, and use the ones on the top last—for dessert.

Label the utensils with a letter in the order they should be used. There will be several A's, B's, and C's, because many of the items are used at the same time.

Now that you are comfortable using the utensils, let's practice with some food!



Review/Summary

Students were assigned to bring an item for the ice cream sundae meal. This meal will be used to practice the etiquette lessons taught today. Assign students to groups that will set the table and prepare the food to be placed in the center of the table and passed around family style. Assign a clean-up crew to clear or bus the table after the "meal."



We will now divide into three groups: Group One will be in charge of setting the tables; Group Two will prepare the food and place it in the center of the tables, ensuring that each dish has a proper serving utensil; and Group Three will be in charge of the clean-up after the meal.

Prior to the meal, you need to place five M&M candies at the top of each plate. Count off the students.



We have five minutes to complete our task with the materials provided.

Please stand at a place setting. You may be seated. You are going to practice etiquette by using the M&M's. Each time you observe a positive manner demonstrated, give an M&M to that person. You will spend ten minutes serving, preparing, and eating your ice cream sundaes while playing the M&M game. We will now begin the game. Please pass the ice cream.

Observe the students while participating in the game with them. Be sure that you also observe and reward those students demonstrating good manners.



► **Extended Classroom Activity:**

Have the students prepare a meal, set the table, and eat, applying the etiquette practices shared in this lesson.

► **FFA Activity:**

Have students conduct a workshop on proper etiquette and social conduct before the local FFA chapter banquet.

► **SAE Activity:**

Have the students invite those who have been vital in their SAE program's success to a meal at school or at a restaurant where they can practice the etiquette learned in this lesson.

Related Lesson: MS.21.

✓ **Evaluation**

A written test is provided along with an assessment tool.

Assessment:

Students will be given a gallon-size plastic bag that has various paper plates, tableware, napkins, and glasses. You should inform them whether this is a casual or a formal meal and how many place settings will be needed. Use the MS.20.Assess to evaluate the students.

Answers to Test:

Part One: True or False

1. True
2. True
3. False
4. False

Part Two: Short Answer

5. To the right
6. Ordering food you can eat easily, tipping at least 10–15%, waiting until everyone is served before beginning to eat
7. Items should be in order from left to right: napkin, fork, plate, knife, spoon. The glass should be placed above the knife.



UNDERSTANDING COMMON ETIQUETTE

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. At a fast food restaurant, you should remove your hat.
- _____ 2. A formal dinner setting includes at least two forks.
- _____ 3. Using your cell phone is appropriate in public settings.
- _____ 4. Silverware placed at the top of the plate should be used first.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

- 5. When dining family-style, how should food be passed.

- 6. What is considered appropriate etiquette at a restaurant.

- 7. Draw a casual place setting.



UNDERSTANDING COMMON ETIQUETTE

Assessment of Student Performance on Creating a Place Setting			
Component	Level of Performance	Points Available	Points Earned
Participation	Exceptional: the student was neat and made a proper setting for the situation. Satisfactory: the student was neat and made a good setting. Needs Improvement: the setting was disorderly and poorly done.	10	
Represents Definition of Personal Growth	Exceptional: the student included the proper setting and number for the situation. Satisfactory: the setting was complete. Needs Improvement: important setting or number was missing.	30	
Appropriateness and Originality	Exceptional: nothing questionable; shows very original thought. Satisfactory: nothing questionable; idea is modified. Unacceptable: inappropriate action or dialogue. Unacceptable: inappropriate action or dialogue.	10	
TOTAL POINTS			



ETIQUETTE

◆ What is etiquette.

→ *Etiquette is the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life.*

◆ Where is etiquette used.

→ Etiquette is used all around us—when meeting people, dining, and whenever we are around others.

◆ Common etiquette

- Showing respect to others
- Removal of hats by males in public buildings
- Not using cell phones in public
- Excusing oneself when leaving an individual or a group
- Dressing appropriately for the occasion



DINING ETIQUETTE

◆ Fast food

- Treat the employees with respect.
- Remove your trash from the table when you are finished.

◆ Full-service restaurant

- Order food you are comfortable eating among others.
- Wait until everyone is served his or her meal before beginning to eat yours.
- Leave your waiter or waitress a tip or gratuity of at least 10 to 15 percent of the bill.

◆ Family dining

- Pass items to the right around the table.
- Wait until everyone is served before beginning to eat your meal.
- Place your napkin in your lap while eating and next to your plate when done.



SETTING THE TABLE FOR A MEAL

◆ Casual dining

➔ One plate, fork, spoon, knife, and glass

➔ A napkin placed to the left; fork, plate, knife, then spoon; glass above the knife

◆ Formal dining

➔ Nicely folded cloth napkin, salad fork to the left of plate with tines facing up, dinner fork, plate, knife, and spoon

➔ Bread plate above the forks, dessert spoon and knife above the plate, and the glass above the fork



WHERE YOU DINE

Directions: In the last week, you have had seven evening meals. Write down the number for each category listed. The total should equal exactly seven.

Family Meal	Fast Food	Restaurant	Other

