



Lesson MS.21

TRAVEL AND DINING 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.K12.4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Identify basic travel etiquette.
- 2 Identify basic dining etiquette.
- 3 Identify areas to develop travel and dining etiquette.



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Time. Instruction for this lesson: 50 minutes.



Resources

National FFA Organization's "Essential Learnings," 2002.

Post, Peggy, "Emily Post's Etiquette," New York, NY, Harper Collins Publishers, 1997.

Young Stewart, "Commonsense Etiquette," New York, NY, St. Martin's Griffin Publishers, 1999.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Plates, knives, forks, spoons, glasses, and napkins—enough for entire class
- ✓ Photos of President Bush, Oprah Winfrey, and Nicole Kidman
- ✓ MS.21.TM.A
- ✓ MS.21.Test—one per student
- ✓ MS.21.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Doorman***
- ***Bellman***
- ***Maid***
- ***Valet***
- ***Room service waiter***
- ***Dining room staff***
- ***Dinner fork***
- ***Salad fork***
- ***Dinner knife***

- *Soup spoon*
- *Water goblet*
- *Dinner plate*
- *Bread and butter plate*
- *Napkin*



Interest Approach

Show pictures of elegant and professional celebrities, male or female. Examples: President Bush, Oprah Winfrey, Nicole Kidman



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When these famous people travel, what kinds of places do you suppose they stay?



Do they carry their luggage to their rooms themselves? Why or why not?

Possible answers: someone carries their luggage, because they are in a position of authority or wealthy enough to have help or to pay for assistants



What kind of restaurants do they frequent?

Possible answers: five-star restaurants; quality steakhouses; seafood restaurants



Describe what those meals must be like.

Possible answers: expensive; very nice; fancy; exotic food



How important is it for these individuals to act professional and have good manners? Why?

Possible answers: important because when you are famous, everyone is watching your every move



What would happen to them if they acted like complete buffoons?

Possible answers: the media would publish unattractive photos of them; people would write or talk about their poor behavior



With the press constantly following these people around, it is imperative that they exercise appropriate etiquette all the time, or they will receive bad publicity. While not on the scale of these celebrities, the same holds true for you. If you are in the cafeteria and are the sloppiest eater in the world, your friends will think you were raised in a barn! Instead, wouldn't you rather be known for your great personality than your unsightly table manners?

Challenge the students to be curious learners today, with open minds, as they figure out what it takes to exercise appropriate etiquette in both traveling and dining.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify basic travel etiquette.

Activity Set-up—Explain that the students will have a chance to travel anywhere in the world they desire. They will also have enough money to stay in the very best hotels! Have students work in partners. Give these instructions:





When you hear the word “Destination,” you will have five minutes to determine a place you would like to travel and give reasons why. Remember, it can be anywhere in the world.



Create a list that includes all the different people who are employed by the luxurious hotels where you will be staying. Create your list on the sheet provided. Be prepared to share your list when your time is up. What questions are there? Destination!

After the students have shared their destinations, ask them to respond to the following processing questions:



What were some commonalities on the list?

Possible answers: doorman; maid; bellman



Who might be missing from the lists you created?

Possible answers: valet; room service waiter



Why is it necessary to have all of these jobs in a hotel?

Possible answers: to accommodate all of the visitors; must have clean rooms



How much of a tip or gratuity do these folks deserve?

Possible answers: from \$1 to \$10

Capture answers on overhead projector or writing surface. Discuss the following with students to help rationalize and introduce the following key terms and concepts.



Let’s transfer the following guidelines into our notes as we discuss them:

I. Basic travel etiquette

A. Hotel employees

1. **Doorman:** person who takes luggage and turns it over to the bellman. Also obtains taxis for guests. Tip \$1 to \$2 for each piece of luggage and \$1 to \$3 for hailing a taxicab.
2. **Bellman:** person who carries or delivers luggage to your room. Tip \$1 per bag.
3. **Maid:** person who cleans the room. Tip \$2 per night.
4. **Valet:** person who sends out your clothes for pressing or cleaning. No tip necessary if they leave your clothes while you are not in your room. If you are present when

they deliver your laundry, tip \$1 for every one or two items.

5. **Room service waiter:** person who brings your room service order. Tip 15% of the bill.

6. **Dining room staff:** people who serve you in hotel restaurants. Tip should be 15–18% of the bill. In a more elegant restaurant, tip 18–20% of bill.



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Objective 2. Identify basic dining etiquette.



We have learned about travel etiquette in some detail, specifically about staying in hotels. However, there is more to etiquette than just that related to travel. Now we will go into the area of dining etiquette ... an area I am sure your mothers have tried to impress upon you.

Have students get into groups of four. Have students arrange tables or desks to be in a circle or square. To learn how to set an informal place setting, each group will need:

- *four large plates*
- *four small plates*
- *four knives*
- *four spoons*
- *eight forks*
- *four glasses*
- *four napkins*

Send one representative to the back of the room to collect all the plates. The groups must set the table for an informal meal and label each component.



Use the vocabulary list to determine the correct answers. Write one of the vocabulary words on a Post-It note and attach it to the appropriate component.

II. Basic dining etiquette

A. Vocabulary list

1. **Dinner fork:** innermost fork, used for main course
2. **Salad fork:** outer fork, used for salad

3. **Dinner knife:** knife used for meat and sometimes for spreading butter on bread
4. **Soup spoon:** spoon used for either soup or something in main course
5. **Water goblet:** water or iced tea glass, to the right of the plate
6. **Dinner plate:** largest plate, placed directly in front of person
7. **Bread and butter plate:** small plate placed to the left of the dinner plate
8. **Napkin:** cloth or absorbent paper used to protect the clothes or to wipe the lips and fingers while eating

Once students have properly labeled and set the table, put MS.21.TM.A on the overhead to ensure the table is set correctly.



Now that you understand how to properly set the table and use the appropriate tableware, let's move on to gaining more understanding about dining etiquette.

Use a Wanna' Be Letterman Activity to develop a Top 10 list of being an etiquette pro!



When you hear the word "Letterman," you will have five minutes to pair up with another student



and develop a Top 10 list of dining etiquette tips. You will share your list with the class at the end of the activity. What questions are there? Letterman!

Once students have shared their Top 10 lists, have them create a class Top 10 Etiquette List.

Ideas that may be included in Top 10 List:

- Say "please" and "thank you."
- Chew quietly with mouth closed.
- Keep elbows off the table.
- Don't cut the meat all at once. Cut one piece of meat at a time.
- Use butter knife to transport butter to bread plate, never to spread on bread. Use dinner knife to spread butter on bread.
- Break bread with fingers; do not cut with a knife.
- Don't butter entire piece of bread. Spread butter on bread one bite at a time.

- When using utensils, work from the outside-in.
- Pass salt and pepper shakers as a unit, not individually.
- Do not salt and pepper until you taste your food to determine if it needs salt and pepper.
- Sit up straight.
- Compliment the cook on the food.

Objective 3. Identify areas to develop travel and dining etiquette.

III. An activity that represents travel and dining etiquette

Mother Goose Moment: Set-up—Announce that it's time to demonstrate understanding of dining and travel etiquette. Divide the students into groups of three. Give the following instructions:



This activity is called a Mother Goose Moment. What are the names of common nursery rhymes you remember from your childhood?

As students call out some of their favorite nursery rhymes include write them on a surface so that all can see.



Now, let's recall some of the key content from today's lesson. I want everyone to tell me one things they learned today. When your name is called give your answer.

Ideally, you would randomly call on all students if time permits. List key content on a viewable writing surface as well.



Let's have each group select a rhyme and then take seven minutes to prepare a modified rhyme that reflects key content from today's lesson. The rhyme you develop needs to have the same rhythm and time as the popular nursery rhyme you selected.

Example:

Content: Tipping

Nursery rhyme: Little Jack Horner

*Little door man
Gets one to two
For each piece of luggage he hauls for you
Etc...*

Check with each group as the group develops its rhyme.

After each group presents its rhyme, ask the rest of the class clarifying questions and make sure they content presented is correct.

Celebrate the conclusion of all the presentations.



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Review/Summary

Have students answer the following question in their notebooks: What have I learned about travel and dining etiquette? Give them 45 seconds to respond. Ask a few to share their answers.



Application

►Extended Classroom Activity:

Have students teach the definition of travel and dining etiquette to three other people in school.

►FFA Activity:

Encourage students to consider attending the local FFA banquet. It will provide them an opportunity to practice their travel and dining etiquette as they enjoy the chapter banquet.

►SAE Activity:

None given.



Evaluation

A written test is provided to measure Objective 1. An assessment is included to measure student performance in Objective 2.

Answers to Test:

True/False

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

6. False
7. True
8. False
9. True
10. True



Matching

1. D
2. A
3. C
4. B

Answers to Assessment:

Napkin 1

Salad Fork 2

Bread and Butter Plate 10

Dinner Knife 7

Dinner Plate 6

Water Goblet 13

Dinner Fork 3



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MS.21.Test Name: _____

TRAVEL AND DINING ETIQUETTE

► True/False

Decide whether each statement is true or false. Write “True” or “False” next to each statement.

- _____ 1. A doorman is the person who takes luggage and turns them over to bellman.
- _____ 2. The appropriate tip for a room service waiter is 10%.
- _____ 3. The salad fork is the innermost fork.
- _____ 4. Always pass the salt and pepper together.
- _____ 5. Only compliment the cook if the food is really, really good.
- _____ 6. Salt and pepper the food if it looks like it could use salt and pepper.
- _____ 7. When using utensils, work from the outside in.

- _____ 8. Cut the dinner roll in half with a knife.
- _____ 9. Spread the butter on the roll one bite at a time.
- _____ 10. Keep elbows off the table.

► **Matching**

Match the appropriate answer to each statement.

- A. Bellman C. Valet
B. Maid D. Dining Room Staff

- _____ 1. People who serve you food in hotel restaurants
_____ 2. Person who carries or delivers luggage to your room
_____ 3. People who send out your clothes for pressing or cleaning
_____ 4. Person who cleans the room



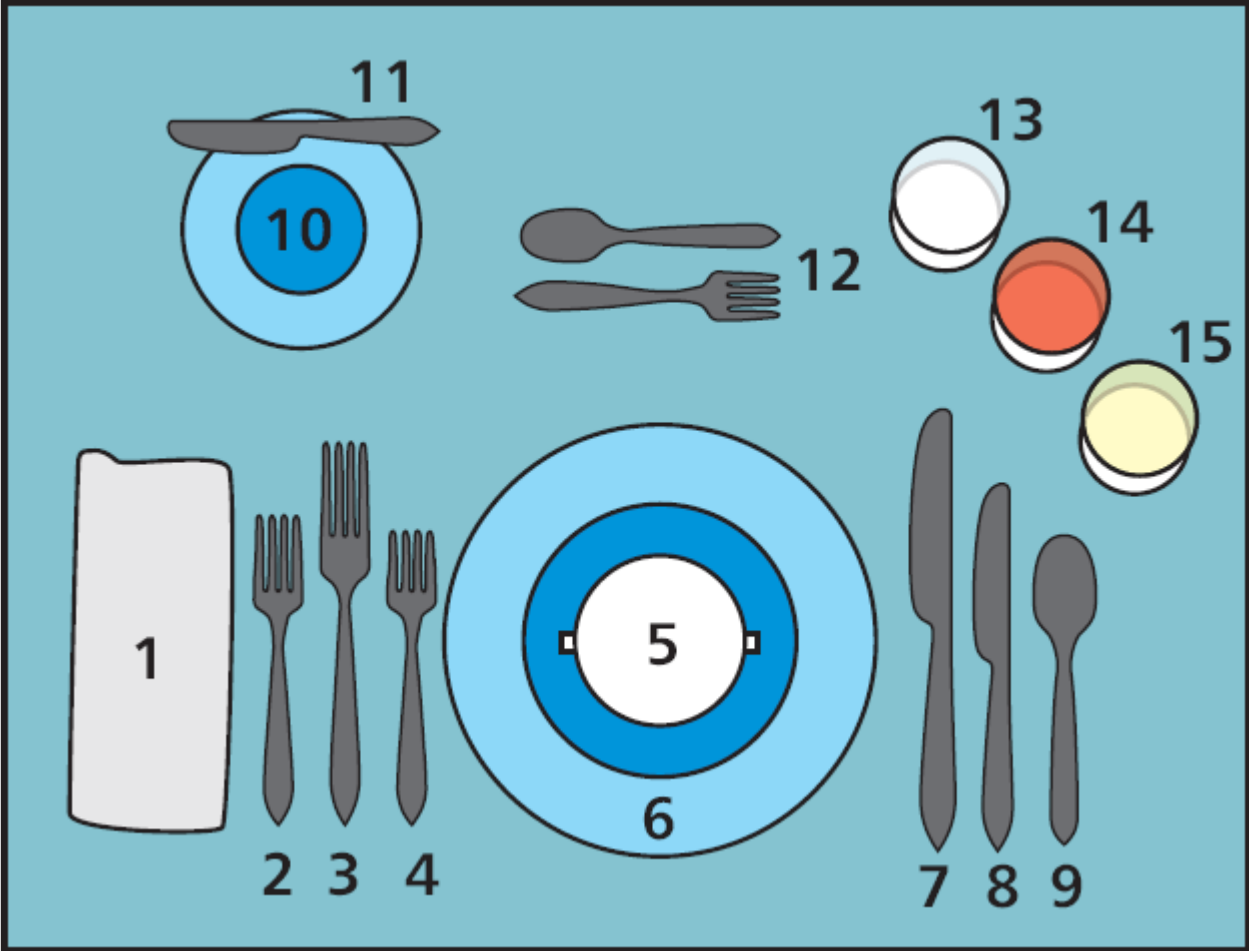
MS.21.Assess Name: _____

TRAVEL AND DINING ETIQUETTE

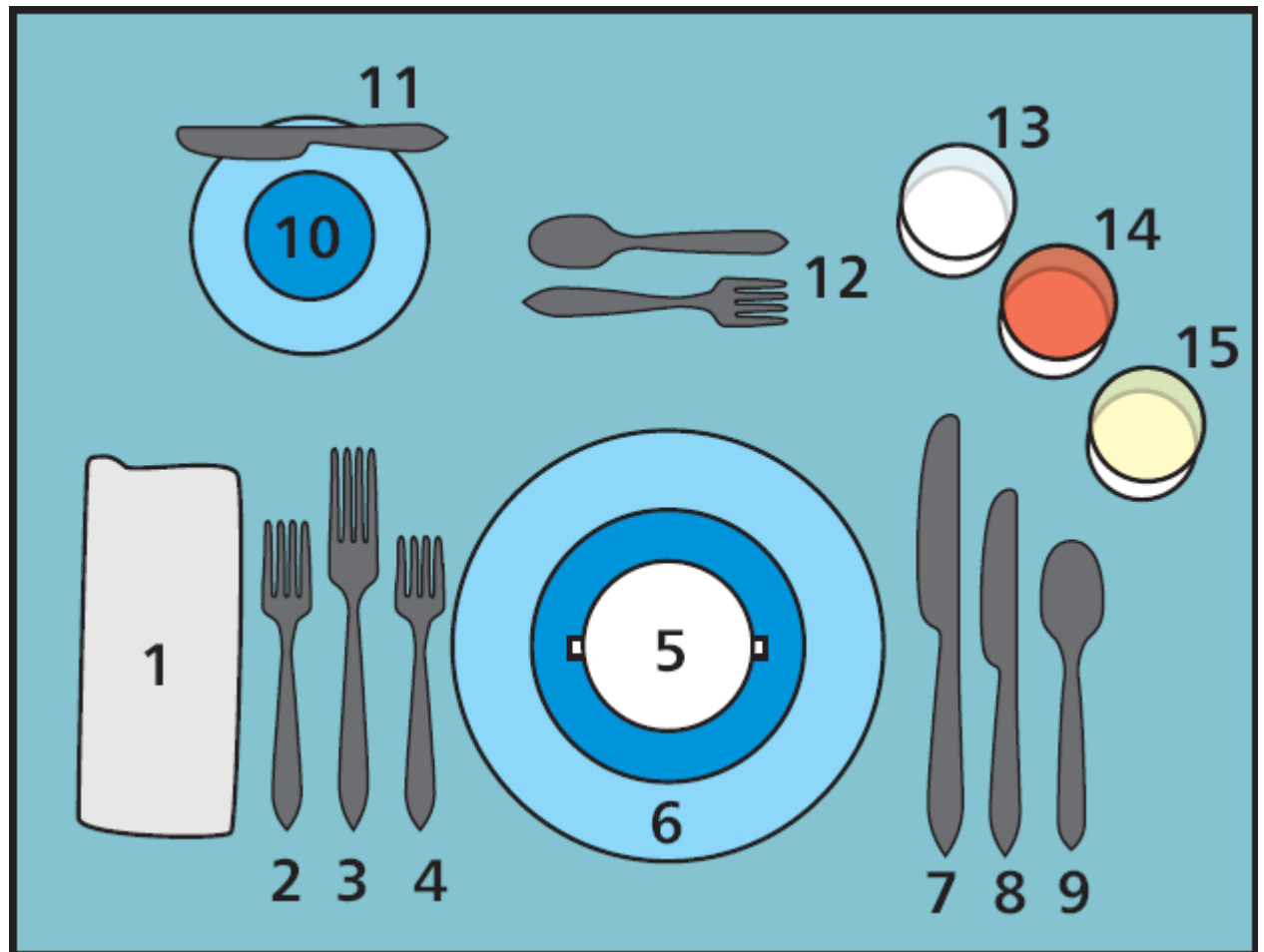
Using the word bank, identify the following utensils.

Napkin	Salad Fork	Bread and Butter Plate	Dinner Fork
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Dinner Knife	Dinner Plate	Water Goblet	
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FORMAL DINNER PLACE SETTING



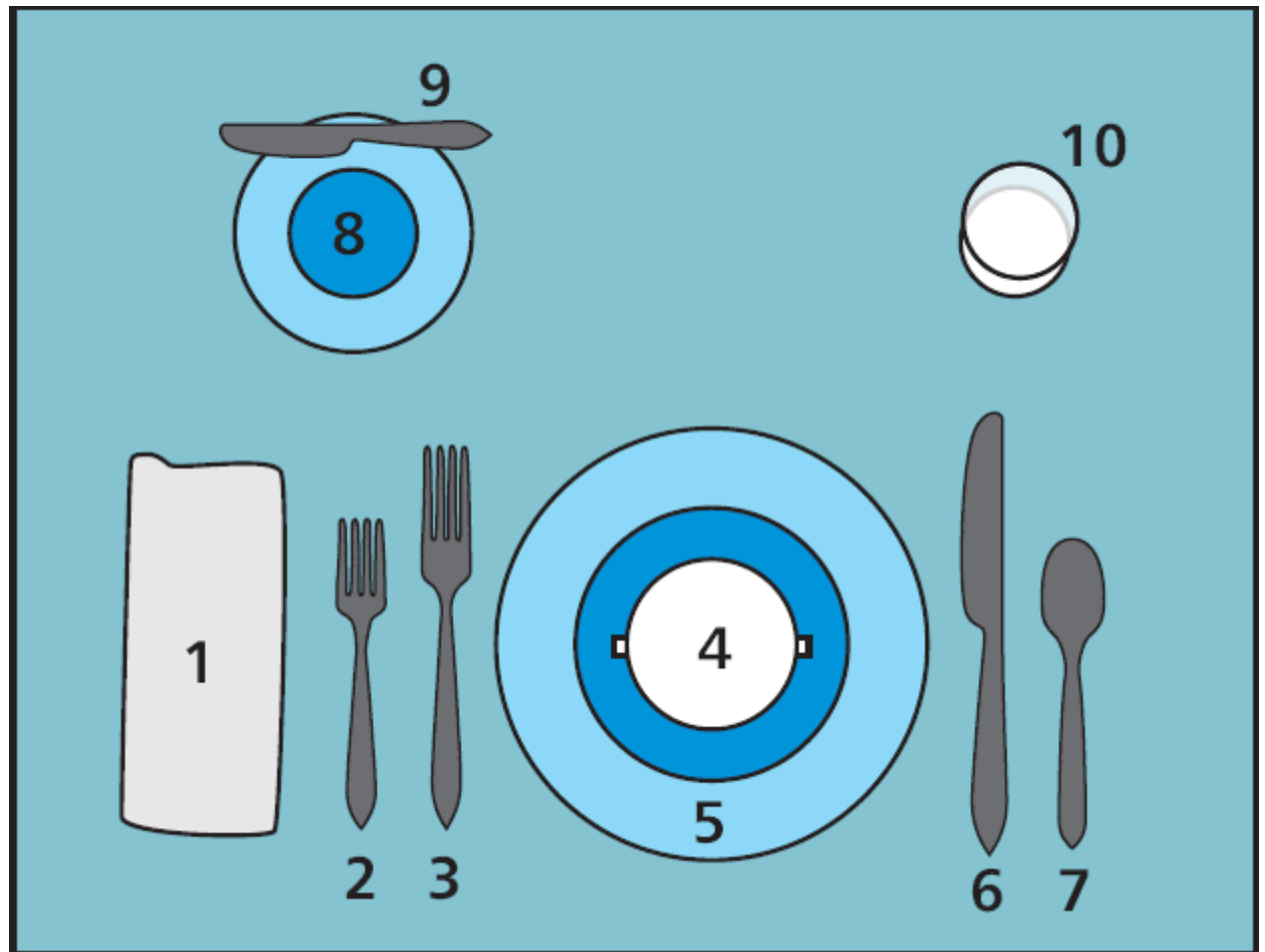
1. Napkin
2. Salad Fork
3. Dinner or Main Course Fork
4. Fish Fork
5. Soup Bowl & Plate
6. Dinner Plate
7. Dinner Knife

8. Fish Knife
9. Soup Spoon
10. Bread & Butter Plate
11. Butter Knife
12. Dessert Spoon and Cake Fork
13. Sterling Water Goblet
14. Red Wine Goblet

15. White Wine Goblet



INFORMAL DINNER PLACE SETTING



- 1. Napkin
- 2. Salad Fork
- 3. Dinner or Main Course Fork
- 4. Soup Bowl & Plate

- 5. Dinner Plate
- 6. Dinner Knife
- 7. Soup Spoon
- 8. Bread & Butter Plate
- 9. Butter Knife
- 10. Sterling Water Goblet