

# *Etiquette Brunch Rubric*

## Requirements

Each table setting has—

- Base plate
- Soup bowl
- Bread plate
- Butter knife
- Soup spoon
- Drinking glass
- Parfait glass
- Dessert spoon

## Student Behavior

- Using appropriate words (please pass, excuse me, please, thank you...)
- Good posture
- No elbows on the table
- Drink soup from the side of the spoon, dip the soup away from the body
- Put the utensil down when talking
- Don't talk with food in your mouth
- Table is properly set (remember FORKS with B&D)
- Use napkin often
- Butter each piece of bread that they eat
- Courtesy
- Consideration of others

Grading scale: 5= Best behavior, 4=Quality, but not the best, 3=Average behavior, needs improvement, 2=Quite a few errors and things to improve, 1=Poor behavior and demonstration of etiquette

\*Indicate the grade (5-1) in the box for each category for each Table number.

\*Please indicate if any specific students need work (with a - sign) or indicate those who are exceptional (with a + sign).

	<b>Table Setting</b>	<b>Manners</b>	<b>Appearance</b>	<b>Behavior/Consideration to Others</b>
Table 1				
Table 2				
Table 3				
Table 4				
Table 5				
Table 6				
Table 7				
Table 8				

# 6th Grade FCS ~ Etiquette Unit

# Student Learning Map

**Class/Standards:**

FCS Standards:11.2.6.A,D,H

RWSL Standards:1.6.8.A,C

Math Standards: NA

Unit Essential Question(s):

Why is it important to study Etiquette?

Key Learning:

The sixth grade student will increasingly face social situations where they will need to use proper etiquette. This unit walks them through a number of case scenarios and gives them hints on what to do. They are also given a quick table setting lesson.

### Instructional Tools:

6<sup>th</sup> Grade Etiquette Unit  
"Etiquette Hotline: Table Manners" video  
dishes, cups, glasses, napkins & flatware

### Concept

Students will identify and discuss acceptable table manners used in social situations.

### Concept/Skill

Student will determine general rules for proper etiquette.

### Concept

Students will discuss and demonstrate correct table settings.

### Concept

Students will identify unique social situations in which proper etiquette would be most needed.

### Lesson Essential Questions:

What are some general rules for etiquette?

### Lesson Essential Questions:

Why is it important for you to know and practice good manners?

### Lesson Essential Questions:

What is a general rule for placing and using silverware?

### Lesson Essential Questions:

What are social situations where by good manners are extremely important?

### Vocabulary:

**Bread plate** – the small plate placed above the fork or to the left of the salad plate used for the bread, rolls or muffins.

**Cup & saucer** – the drinking vessel used for hot beverages such as coffee or tea, placed to the right of the spoon(s).

**Dinner fork** – the larger fork, placed to the left of the dinner plate.

**Dinner plate** – the main entrée plate, placed in the center of each place setting.

**Etiquette** – refers to accepted rules of behavior in a particular culture. It is based on courtesy and respect.

**Finger food** – foods such as celery sticks, crisp bacon and corn on the cob that are picked up to be eaten.

**Host/hostess** – one who entertains guests, in a restaurant, the individual who seats you.

**Knife** – placed to the right of the dinner plate with the blade facing the plate.

**Napkin** – cloth or paper, set either to the left of the forks, under the forks or if folded decoratively on top of the dinner plate.

**Place setting** – the arrangement of tableware that each person needs for a meal.

**Salad/dessert fork** – the smaller fork, placed to the left of the dinner fork.

**Salad plate** – placed above the forks.

**Social situations** – more formal dining situation where good behavior and manners are expected.

**Soup bowl** – served first, placed on plate in the center of the place setting.

**Soup spoon** – the larger bowlled spoon, placed to the right of the knife. The one used first goes on the outside.

**Tablecloth** – the covering on the table instead of a place mat

**Tip** – 15 to 20% of the bill, paid to the server for good service.

### Schedule:

Day 1 – Students take an etiquette pre-test, then watch the video, *Etiquette Hotline: Table Manners*  
Students self correct the pre-tests and discuss answers  
Students use the plates, cups, bowls, glasses and flatware to practice correct setting and identify incorrect settings

FACS Exploration  
Etiquette Lab  
1 Day (85 minutes)

**Class Code: 20.0101**

**State Standard: (Standard 5)**—Review the basics of lab management and safety procedures (d: table setting and mealtime manners).

**Enduring Understanding:** Students have previously learned the rules of table manners and etiquette, as well as the proper way to set an informal table (as well as other table settings). In this lab they will put their knowledge to practice by setting an informal table, preparing a light meal (soup, rolls and dessert parfait), and exercising proper etiquette and table manners.

**Essential Questions:**

1. How does your family eat at meals?
2. Where would proper table etiquette and manners be important?
3. What are the basic requirements for a proper informal table setting? A formal setting?
4. How will knowing proper table manners help you in your life?
5. How do you feel when you use good table manners and dress for the part? Does it affect the way you eat or feel about yourself?

**Learning Activities:**

1. Food Fact of the Day (if there is time)—3 minutes

*EQ: What are the basic requirements for a proper informal table setting?*

Food Fact is: In formal and informal dining settings, silverware is placed from first use to last use, from outside working in.

2. Napkin folding quick tip

- Teach students basic napkin fold (triangle stand-up that I learned in catering). They could also stuff the glass or practice a simple rectangle fold.
- #1 rule: napkin should never cover the silverware. You should never have to work through something to retrieve silverware (according to Dr. Moore).

3. Cream of zucchini soup/homemade parfaits lab

- In kitchen teams, students will make cream of zucchini soup and serve it with pre-purchased rolls (Costco) and make a small pudding/berry parfait.
- Students will set their table according to proper table settings.
- Students need to: prepare soup, set table, retrieve (pre-cut) lemon slices for the water, set rolls and prepare dessert parfait.

**Official Menu:** *Dinner roll (2), butter cubes, soup, and dessert parfait. Water with lemon to drink.*

Each group will need: 2 saucepans with lids, milk, butter, flour, chicken bullion, pepper, zucchini, water, rolls (2 each), extra butter, dinner plate (charger), soup bowl, roll plate, 1 fork, 1 spoon, 1 knife, butter knife, glasses, trifle glass, water pitcher, ice, vanilla pudding mix, Cool whip, assorted fresh/frozen berries.

4. Evaluation: assess the students sit-down manners by walking around, observing their passing and serving techniques and conversation (use of please, thank-you, may I, etc...). Give an extra grade based upon what I notice.
  - Have a parent volunteer or in-school sub (or Ann!) to help me grade.

- Students receive extra 5 points for dressing up (Sunday formal, or formal restaurant dress...no jeans, no shorts. They received notice about this last class period).

## CREAM OF ZUCCHINI SOUP

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### *Ingredients:*

¼ c. + 2 T. butter	3 c. chopped zucchini (with skin)
¼ c. + 2 T. flour	1/8 tsp. nutmeg.
3 tsp. chicken boullion granules	enough water to <b>barely</b> cover the zucchini
¼ tsp. pepper	
3 c. milk	

**Half of the group can be making the sauce while the other group is preparing and cooking the zucchini.**

### *Directions for sauce:*

1. Melt the butter in saucepan over **low** heat. Do not let it brown.
  2. Blend the flour, salt and pepper into the melted butter.
  3. Cook over **low** heat, stirring until mixture is smooth and bubbly.
  4. Remove the mixture from the heat and stir in the milk.
  5. Put the saucepan back on the heat, turn the heat to **medium high** and heat the mixture until boiling, stirring constantly with a whisk.
  6. Let the mixture boil for 1 minute (stir it while it is boiling).
  7. Turn the heat down to 1 or 2 (very low) and leave the saucepan to warm while you prepare the vegetables.
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### *Directions for zucchini:*

8. Dice the zucchini into small bite size chunks.
9. Place the zucchini in a small saucepan and add enough water to **barely** cover them.
10. Boil the zucchini and water (covered), about 10 minutes. Be careful that all the water does not boil out. If you think the pot is low on water, add a little more.
11. Add salt and pepper to taste.

12. Mix the zucchini to the sauce. Add the zucchini-water to the sauce mixture only to make the desired consistency. (Use less water if you want a thicker soup).

## **FRUIT PARFAIT**

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### *Ingredients:*

- 1 pkg. instant vanilla pudding mix
- 3 c. milk
- 1 ½ c. mixed berries
- 1 ½ c. cool whip
- 3 graham crackers, crumbled

### *Directions:*

1. Prepare the pudding mix according to directions. Refrigerate immediately so it can set.
2. Once the pudding has set (after 10 minutes), layer the ingredients in your trifle cups:
  - a. Graham cracker (crumbled)
  - b. Pudding (2 spoonfuls)
  - c. Berries
  - d. Cool whipREPEAT  
Garnish with a berry or two
3. Remember to set a dessert spoon at your place setting for dessert!

FACS Exploration  
Etiquette, Table Manners and Table Setting  
1 Day (75-85 minutes)

**Class Code: 20.0101**

**State Standard: (Standard 5)**—Review the basics of lab management and safety procedures (d: table setting and mealtime manners).

**Enduring Understanding:** Students will learn the rules of table manners and etiquette, as well as the proper way to set an informal table (as well as other table settings). Assessment in the form of questions and a graphic organizer for the information.

**Essential Questions:**

1. What are some general rules for etiquette?
2. Why is it important to know and practice good manners?
3. What are the general rules for placing and using silverware?
4. What are social situations whereby good manners are extremely important?
5. How will knowledge of table etiquette and manners affect you in your life?

**Learning Activities:**

1. Food Fact: (5 minutes)

Many U.S. Table manners started in Old England with the Anglo-Saxons, about 1000 A.D.

Materials: Powerpoint Slide

2. INTRO TO MANNERS VIDEO (50s style): <http://www.youtube.com/watch?v=wA5y3wEJ7pA>  
(10 minutes)
  - This video covers manners, table setting, purpose of eating together, digestion, enjoying the meal, hand placement, utensil placement, ALL IN 10 minutes!! And it's so great because of the really ugly sweaters!

Materials: Pre-downloaded video (make sure my projector is working! If not, get one from the media center)

3. What we Know About Manners: (10 minutes)
  - Did you know? Forks were first used in France in the 11<sup>th</sup> century, but were condemned because the Church clergy decided that since food was a gift of God, as were fingers, only the human hand was fit to touch it.
  - Kind of the opposite now, right? We look at cultures that eat with their hands as sometimes inferior or dirty. **DISCUSS.**
  - What are some cultural practices we know about eating? (In Japan, they sit on the floor to eat. Many Indians—as in India—refuse the first offer of tea or coffee or snacks. It is part of their manners protocol. Their food is often eaten with the fingers, the right hand only. In Singapore, the guest eats before the host. In the Philippines, the fork is used to scoop the food onto the spoon in the right hand. In Sweden, you do not discuss business at the table, because they are very guarded about separating their work and family life.)
  - List on the board or a butcher paper poster the cultural practices kids know here, in their families, or in their home countries.
  - Have they ever travelled to another country? What did you notice that was different? Even between homes of your friends?

4. What are some situations in which we need to have proper manners? (10 minutes)
- Here in the lab!
  - Visiting a friend's house
  - Grandparent/family members
  - A date
  - Business meeting
  - Scholarship meeting/internships—(Mention Dr. Moore's trip to Mississippi...the fried chicken story, the college contracted her to come and teach manners because their smart kids didn't know them and were not getting the necessary jobs)
  - Club functions (Kiwanis, Rotary)
  - Visiting another country
  - A mission (talk about my experiences in Guatemala)
6. What are the rules for place settings? (15 minutes)
- Showing a powerpoint slide with multiple place settings (formal, informal)
  - Never cover silverware with anything (including a napkin)
  - Turn off the slideshow and orally quiz the students on where different things are located: salad fork, butter knife, napkin, soup bowl, etc...)
  - <http://www.emilypost.com/everyday-manners/table-manners/71-table-setting-guides>
  - (Use the Emily Post side to download the table settings and descriptions)
- a. BASIC=Show diagram and the acronym: "FORKS"= from left to right it is F for fork, O=a plate (it's the shape of a plate), R=to the right we have...K=knife, S=spoon
- touch the thumbs and pointer finger together to make "b" and "d" to remember that "b" is on the left for Bread, and "d" is on the right for drinks
  - Knife blades face the plate, not the people
  - Napkin to the left of the fork, or on the plate
  - Bread and butter knife are optional
- b. INFORMAL=Soup course, salad or first course, entrée, dessert
- All the parts
- c. FORMAL=geometrically centered
- Appetizer, first course, fish course, entrée, salad
  - Dessert spoons and forks are brought in on the dessert plate just before serving
  - No more than three of any utensil (no more than 3 spoons or 3 forks, for example) should be used
7. Draw your own place setting and plan an informal meal menu (using a soup, salad, main course and dessert, special drink, coffee/tea/hot cocoa). (30 minutes).
- Must conform to MyPlate (show the posters!!!!) ½ of the plate is fruits/veggies, ¼ is protein, ¼ is grains, and a dairy product.
  - Use the provided cookbooks to search recipes

Materials: Colored Pencils, white paper, pencils, cookbooks

STUDENTS TOUR THE 3 PLACE SETTINGS:

- Basic
- Informal
- Formal

\*\*\*MAYBE I could get BYU catering to come in and show us a table setting?\*\*\*



**\*\*I COULD SET UP MY OWN TABLE SETTING...**I just need formal china for the formal setting. I have an informal table setting set. And I could set up a basic table setting with our own dishes.

8. Conclusion (5 minutes)

- Hand out the brunch invitations to each student
- Remind students of dress code option (it is highly urged)...they will receive 5 points extra credit for dressing up (no jeans, no shorts, no sandals: gentlemen in shirt and tie, jacket; ladies in nice slacks or dress/skirt)
- We will practice good etiquette (wait for host/hostess), gentlemen, wait until the lady is seated, etc...
- THIS IS GOING TO BE Fun!!

Materials: Printed invitations on cardstock, pre-cut, tied with the ribbon

FACS Exploration Extra Credit

**Student Name:**

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“This student was dressed in formal attire (slacks and collared shirt for boys; slacks or skirt or dress for girls, no t-shirts with printing) during the whole class.”

If you agree that the student was dressed formally, please sign for your class period.

B1: \_\_\_\_\_

B2: \_\_\_\_\_

B3: \_\_\_\_\_

B4: \_\_\_\_\_

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If you agree that the student was dressed formally, please sign for your class period.

B1: \_\_\_\_\_

B2: \_\_\_\_\_

B3: \_\_\_\_\_

B4: \_\_\_\_\_

## Cream of Anything Soup (Courtesy of BYU School of Family Life Food Labs)

Prepares: 3 cups MEDIUM white sauce

### Ingredients:

¼ c. + 2 T. butter	Vegetables
¼ c. + 2 T. flour	Spices
3 tsp (1 T) chicken bouillon granules (3 cubes)	
¼ tsp. pepper	
¼ tsp. salt (to taste)	
3 c. milk	

### Equipment:

1 medium saucepan  
1 medium or small saucepan (for vegetables)  
1 whisk  
1 wooden spoon (optional)  
Liquid measuring cup  
Tablespoon  
teaspoon

### Directions:

1. Melt margarine in saucepan over LOW heat
2. Blend in flour, salt and pepper, and chicken bouillon. Cook over LOW heat, stirring until mixture is smooth and bubbly (a runny paste)
3. Remove from heat and stir in the milk
4. Bring back to medium-medium high heat to bring to a boil, constantly stirring (with a whisk)  
Once boiling, allow to boil for only 1 minute.
5. Turn down heat to low and keep warm while you prepare the vegetables (stir often to prevent scalding on the bottom of the pan). The soup should be thick now.

### For the vegetables:

- Wash, peel and dice the vegetables to bite sizes.
- Place them in a saucepan with water just enough to cover the vegetables
- Boil in a saucepan until tender, about 10 minutes.
- Make sure the water does not boil out. Add more if necessary.
- Add salt and pepper to taste
- Mix the vegetables into your thick soup, and add the vegetable water to make the soup the consistency you want (more water=thin soup, less water=thick soup).\
- Add the spice that corresponds with the vegetable you are cooking (**see next page**).

This White Sauce is the basis for any creamy sauce—alfredo, mac-n-cheese, (any of the dishes at Cheesecake factory). You can vary it by taking out the chicken bouillon, sautéing garlic first and adding asiago cheese and parmesan to create a delicious Alfredo or Cheesecake Factory variation.

Add cheddar cheese (3 cups) to make a mac-n-cheese from scratch.

Experiment with other cheeses for great pasta sauces!

***WHITE SAUCE is a great skill to be able to recreate. Be careful not to scald the bottom of the pan with milk. Always be stirring with a whisk***

**\*\*Cream of Potato\*\***

4 diced potatoes, washed and peeled  
2 stalks diced celery, washed  
¼ c. onion, finely chopped

**\*\*Cream of Asparagus\*\***

4 c. asparagus  
2 T. lemon juice  
Dash of ground nutmeg or mace

**\*\*Cream of Green Bean\*\***

3 c. green beans  
1 tsp. crushed savory

**\*\*Cream of Broccoli\*\***

4 c. broccoli  
½ tsp. thyme (dry) (or 1 tsp. fresh)  
1/8 tsp. garlic powder  
2 bay leaves

**\*\*Cream of Carrott\*\***

2 c. carrots (About 6 large)  
2 T. fresh parsley or 1 T. dry parsley  
1 tsp. fresh basil or ½ tsp. dry basil

**\*\*Cream of Cauliflower\*\***

4 c. cauliflower (about 1 head)  
½ tsp. curry powder  
¼ onion, finely chopped

**\*\*Cream of Zucchini\*\***

3 c. zucchini (about 4 medium)  
1/8 tsp. nutmeg

**\*\*Cream of Mushroom\*\***

3 c. mushrooms  
1/8 tsp. nutmeg

# *Vanilla Pudding Parfaits*

## **Ingredients:**

- 1 pkg. vanilla pudding (prepared according to directions)
- 2 c. milk (for the pudding)
- $\frac{3}{4}$  c. mixed berries
- $\frac{1}{2}$  c. whipped cream TOTAL (or enough for 1 dollop/spoonful per person in the group)
- 4 graham crackers, crushed

## **Directions:**

1. Prepare the vanilla pudding according to package directions: mix the pudding into 2 cups cold milk, stir a few minutes until it starts to thicken.
2. Put the pudding into the fridge until ready to make the parfaits.

## **Parfait Assembly:**

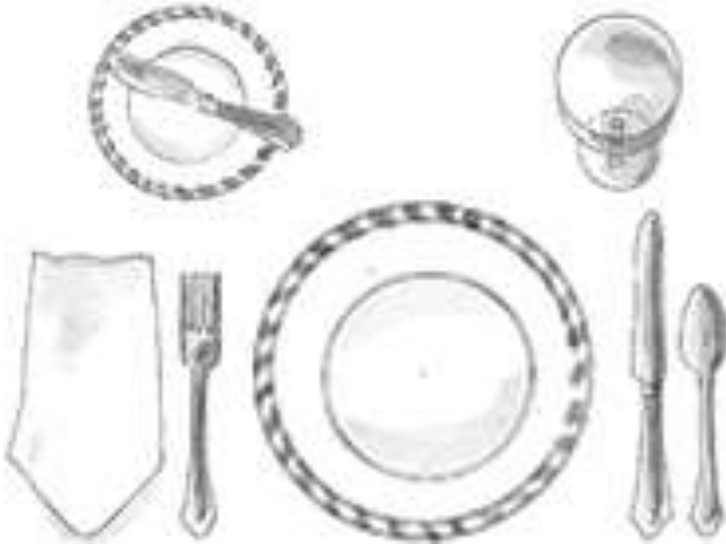
1. Crush the graham crackers and divide them among the parfait cups
2. Place a few spoonfuls of pudding
3. Add berries
4. More graham crackers (if you have them)
5. Vanilla pudding
6. Top with whipped cream

(You can layer your parfait any way you want it!)

## **\*\*Trick for mess-less pudding and whipped cream:**

- Using a sandwich bag, fill it with the pudding or whipped cream
- Cut a medium sized hole in the corner of the bag
- Squeeze the pudding or whipped cream out of the hole into the parfait glass (like using a frosting tube!)

## Your basic table setting will include:



- A base plate
- A soup bowl
- A bread plate
- Butter knife
- Soup bowl
- Soup spoon
- Dessert spoon
- Drinking glass (with lemon)
- Napkin
- Dessert glass (pre-made parfaits)
- Tablecloth
- Separate plate or bowl to hold the extra rolls

### Remember these rules:

Fork on the left  
Knife on the right  
Spoon on the right (after the knife)  
Bread Plate (top left)  
Drinking glass (top right)  
Napkin to the left of the fork or folded on the plate

\*Use your words! “please,” “thank you”

\*Eat soup by dipping the spoon in and away from you, and eating it from the side of the spoon

\*Use your napkin often

\*Butter each piece of bread you will eat

\*Be courteous to others