

# **ETIQUETTE**

**Knowing what  
is expected  
and what is  
acceptable  
behavior in  
social  
settings**



### **TEACHER BACKGROUND INFORMATION GUIDELINES FOR THE POLITE SOCIETY**

The Polite Society was started in 1986 by the Rev. Ian Gregory, a Congregational minister at Newcastle under Lyme, Staffordshire. He and several men at his church were concerned about the deterioration in considerate behavior among people at every level of society. They were distressed to hear people say that England was not the nation that they once knew.

They put together a simple code of courtesy which they undertook to try and maintain as the basis of their everyday behavior. The idea became known locally, and eventually letters were arriving from all parts of England. The Society drew up a constitution and became a registered charity in 1988. It holds a national day of courtesy, normally on the first Friday in October. The Society holds an annual meeting of members in May. It is managed by a council drawn from its membership and representing a wide range of business interests and ages.

Schools are registered with their own code of courtesy, drawn up from suggestions by more than 100 children in 1987. The Society is frequently asked for its views on current issues and matters of debate. It's primary concern is to promote the importance of considerate behavior, and affirms that people and organizations committed to good manners will be more successful in every way.

"We are not here to be an arbiter of morals, or to pass easy judgment on anybody or anything. We simply wish to encourage those who value good manners by showing that many others share their views. We are also concerned to assess what good manners might mean, and how they might be encouraged, at this time in the life of the nation and the world."

The Polite Society can be what you make it. You can adapt the rules to fit the needs of your school. You do not have to be affiliated with the mother society in England if you do not want to. If you choose to become affiliated, the cost is \$35.00 for a membership for your school. Send the money with your name, the school's name and address to:

**The Polite Society  
6 Norman Avenue,  
Henry on Thames  
Oxfordshire, RG91 5G, United Kingdom**

**TEACHER BACKGROUND INFORMATION  
GUIDELINES FOR THE POLITE SOCIETY - Page 2**

Dr. Gregory will send you a membership certificate with some additional information about the society. You will also receive a newsletter. There is no cost for the students to join--they just have to commit to being polite and sign the application form. The teacher can make cards that fit into a wallet stating that he/she is a member of the (school) Polite Society. The card is used in connection with the restaurant experience. The students cannot participate in the restaurant experience unless they are members of the society. A large poster displaying the rules of the society can also be placed in the room and referred to frequently.

I hold a weekly drawing for all members and the winner receives a prize. This gives the student an incentive to join. You could also have pizza parties, etc. for members. One school wanted to impress upon the students the importance of etiquette during lunch. A contest was held (which could be sponsored by the Polite Society) between the various tables at lunch. They were responsible for table cloths, plates, center-pieces, etc. placed on their table. Judges were used consisting of students, counselors, teachers, etc. They chose the table that was the most attractive and used the best manners. The winning table received a prize (could be a free Coke, lunch, etc.)

<p><b>Official Polite Society Membership Card</b></p> <p>The bearer of this card is an official member of the _____ Polite Society and will be courteous to those with whom he/she has personal dealings. The member also agrees to uphold and abide by the Courteous Code of Conduct.</p> <p>_____ Member's Name</p> <p>_____ Date</p>
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Sample Membership Card

### Polite Society Code of Courteous Conduct

So far as it is within my power, I will, at all times, be courteous to those with whom I have personal dealings. As a member of the Polite Society, I will uphold and abide by the following conduct:

- \* I will exercise self-control in all situations likely to test my patience and temper.
- \* I will treat others with kindness and courtesy.
- \* I will consider other people's feelings.
- \* I will refrain from using language that is obscene or abusive.
- \* I will participate in extracurricular activities that will advance my own personal growth free from obscene subjects.
- \* I will take pride in my school by not littering, vandalizing, or destroying school property.
- \* I will show respect for my administrators and teachers.
- \* I will use proper etiquette when eating.
- \* I will be honest.
- \* I will respect the personal property of others and ask before I borrow things.

I hereby agree to the following terms as stated above which will allow me to become a member of the Polite Society.

Signed:

\_\_\_\_\_  
Name

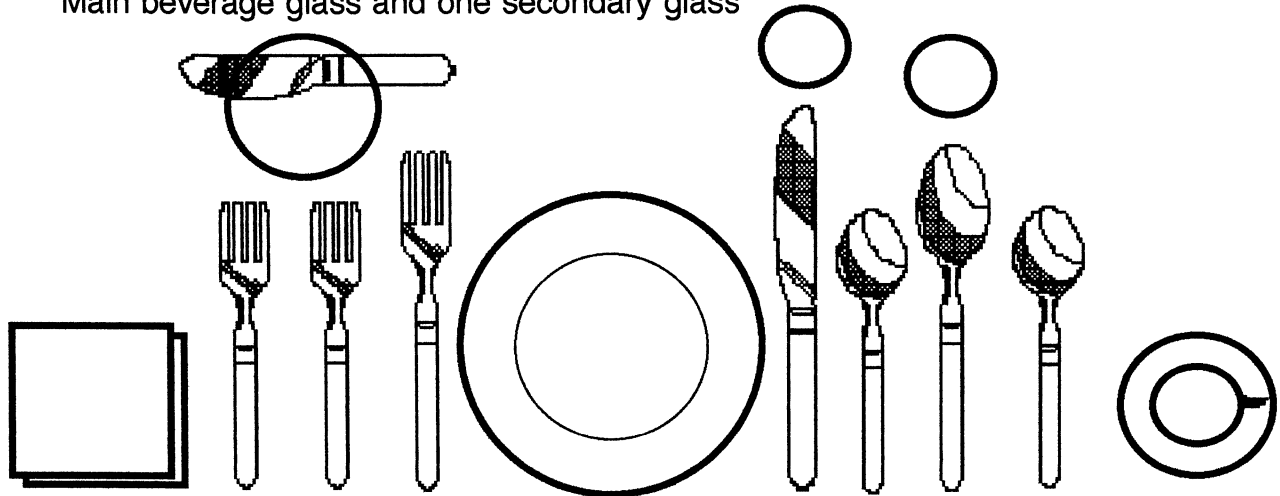
\_\_\_\_\_  
Date

## TEACHER BACKGROUND INFORMATION DINING OUT

### Advance Preparation:

Using the demonstration table so that everyone can see or a \*Hook and Loop Board, set a formal table using: (See diagram below)

Appetizer fork and spoon	Coffee cup and saucer
Dinner plate	Dinner knife, fork, and spoon
Bread and butter plate and knife	A napkin
Main beverage glass and one secondary glass	



Be sure to include a centerpiece and nice table cloth. When possible, try to obtain a menu from a restaurant.

### Activity Scenario:

Set the stage for the activity by using the following "pretend" strategy. Tell the students, "Today I am rich and will take all of you out to your favorite restaurant for dinner. Where would you like to go?" (Let them respond.)

"Who do you want to be your date for the evening?" (Let them respond.)

"Before we go, we need to review some standard restaurant terminology so everyone will feel comfortable and be aware of what's happening. Some of these terms are:

valet:	parks car (also needs to be tipped)
host/hostess:	male/female greeter-seater
server:	male/female order taker-server
busperson:	clears tables
coat check:	hangs (also needs to be tipped)

Review with the students things like how to sit in a chair, remove coats, open doors, etc. Mention that if girls want to remove their own coats, open their own doors, etc., boys should allow them that freedom. Both parties should feel comfortable during the evening.

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**TEACHER BACKGROUND INFORMATION**  
**DINING OUT - Page 2**

"Dates, how do you know what to order so that you don't spend too much?" (You ask: "What sounds good to you?" or "What are you going to order?")

Review some standard menu terminology, such as:

a la carte:	each item priced separately
entree:	main dish
gratuity:	tip
course:	successive parts of a meal

**Discuss the following:**

(Throughout the discussion, remove and add flatware, dishes, and glassware to the demonstration table or hook and loop board as each item is covered.)

1. What are the courses of the meal and their sequence.
2. From which side the waiter serves food and pours beverages.
3. Where the bread plate is and how to butter bread.
4. How steaks are served and the difference between well done, medium rare, etc.
5. What to do if there is a problem with your food.
6. The appropriate styles of transferring food to your mouth--European and American.
7. What to talk about at the dinner table.
8. What is meant by "crumbing the table".
9. The various types of desserts that can be ordered, e.g., Cherries Jubilee, Baked Alaska, Chocolate Mousse, Bananas Foster, etc.
10. How much gratuity to leave.
11. How to eat soup.
12. Which is the drink glass and which is the water glass.
13. Which piece of flatware to use for each course.
14. Who should do the ordering.
15. Any other items that pertain to public eating.

\*Hook and Loop Boards can be ordered from NASCO. They run about \$125.00. They are worth it as they can be used for so many things including this activity.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**DINING OUT**

1. Match the word to the proper term:

- |                    |                                |
|--------------------|--------------------------------|
| _____ a la carte   | a. greeter/seater              |
| _____ valet        | b. successive parts of a meal  |
| _____ host/hostess | c. tip                         |
| _____ entree       | d. hangs coats                 |
| _____ server       | e. main dish                   |
| _____ gratuity     | f. parks car                   |
| _____ course       | g. each item priced separately |
| _____ coat check   | h. clears tables               |
| _____ attendant    | i. order taker/server          |

2. In the space provided, draw a formal place setting:

3. How do you know what to order with your date? \_\_\_\_\_

4. T F An appetizer comes at the end of the meal

5. T F An appetizer prepares the stomach for the main dish.

6. The server pours water on the \_\_\_\_\_ and serves on the \_\_\_\_\_

7. What is the proper way to butter bread? \_\_\_\_\_

Where is the bread plate located? \_\_\_\_\_

8. How do you properly eat soup? \_\_\_\_\_

**DINING OUT - Page 2**

9. What should you do if something is wrong with your food? \_\_\_\_\_  
\_\_\_\_\_
10. List the two styles of eating and the difference between them.  
\_\_\_\_\_: \_\_\_\_\_  
\_\_\_\_\_: \_\_\_\_\_
11. Describe how the following steaks would look when served:  
rare \_\_\_\_\_  
medium rare \_\_\_\_\_  
medium well \_\_\_\_\_  
well \_\_\_\_\_
12. What does the server do before serving dessert? \_\_\_\_\_
13. List two popular desserts served at restaurants:  
\_\_\_\_\_  
\_\_\_\_\_
14. What is a gratuity? \_\_\_\_\_ How much should it be? (What percentage?) \_\_\_\_\_
15. If your bill came to \$65.25, how much tip/gratuity should you leave? \_\_\_\_\_
16. The first course of a meal is called: \_\_\_\_\_
17. Who should do the ordering? \_\_\_\_\_
18. Where do you put the napkin if you must leave for a few minutes?  
\_\_\_\_\_
19. Where do you put the napkin when you leave at the end of the meal?  
\_\_\_\_\_
20. Does the boy need to rise when the girl excuses herself? \_\_\_\_\_
21. What should you do with your gum? \_\_\_\_\_
22. What should you do if you spill, break, or drop something? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**DINING OUT - TEACHER KEY**

1. Match the word to the proper term:

\_\_\_g\_\_\_ a la carte

\_\_\_f\_\_\_ valet

\_\_\_a\_\_\_ host/hostess

\_\_\_e\_\_\_ entree

\_\_\_i\_\_\_ server

\_\_\_c\_\_\_ gratuity

\_\_\_b\_\_\_ course

\_\_\_d\_\_\_ coat check

\_\_\_h\_\_\_ attendant

a. greeter/seater

b. successive parts of a meal

c. tip

d. hangs coats

e. main dish

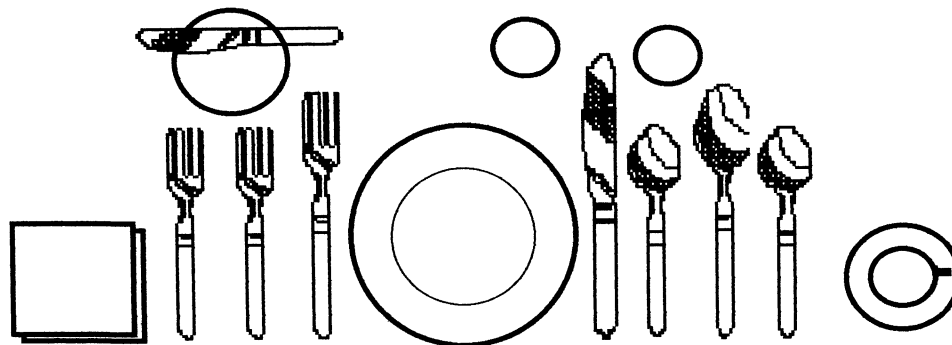
f. parks car

g. each item priced separately

h. clears tables

i. order taker/server

2. In the space provided, draw a formal place setting:

3. How do you know what to order with your date? ask date for suggestions

4. T F\* An appetizer comes at the end of the meal

5. T\* F An appetizer prepares the stomach for the main dish.

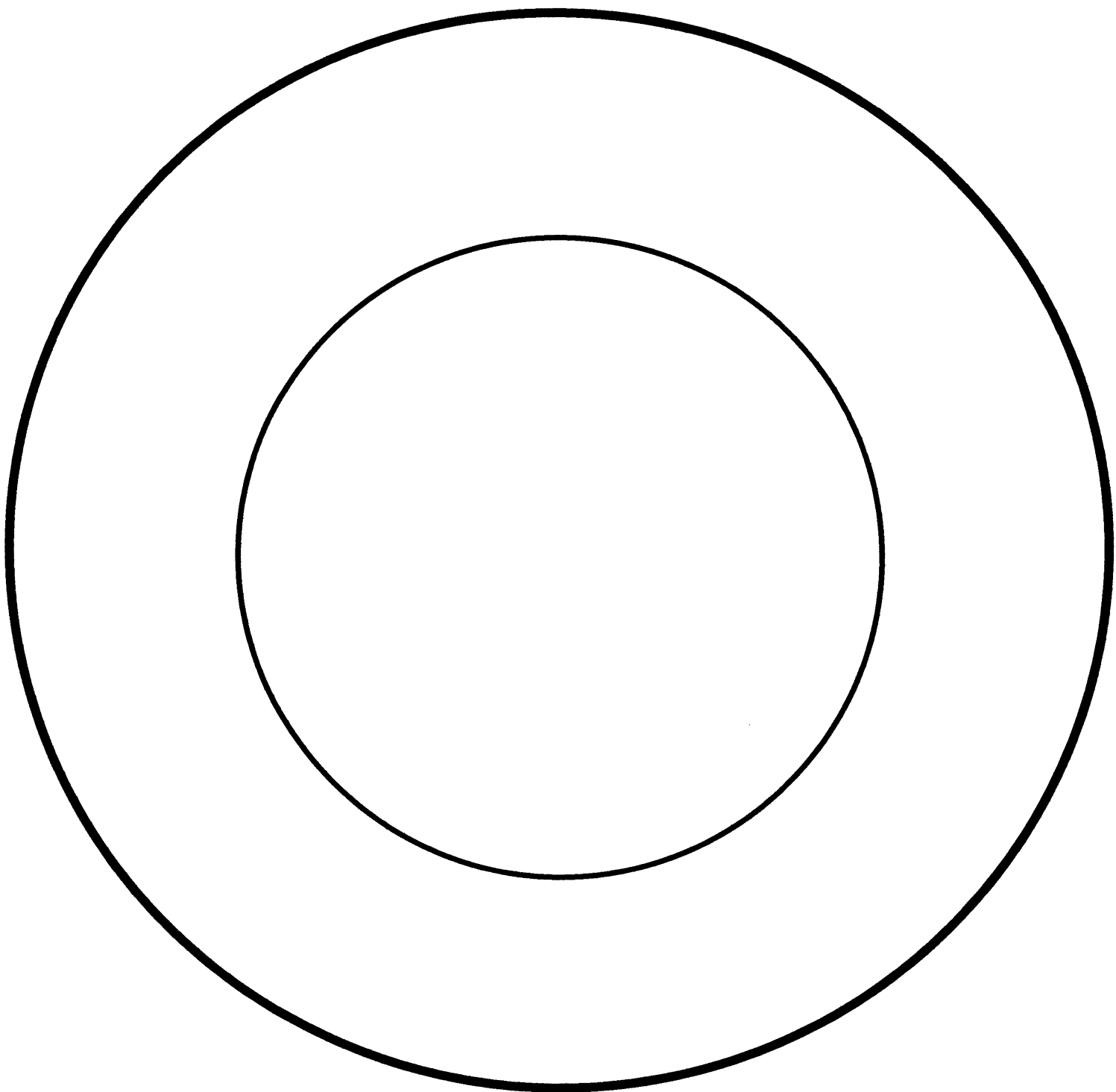
6. The server pours water from the right and serves from the left7. What is the proper way to butter bread? put a small amnt. of butter on bread plateWhere is the bread plate located? to the left of the main plate8. How do you properly eat soup? one spoonful at a time, slowly lifting the spoon  
away from you

**DINING OUT - TEACHER KEY - Page 2**

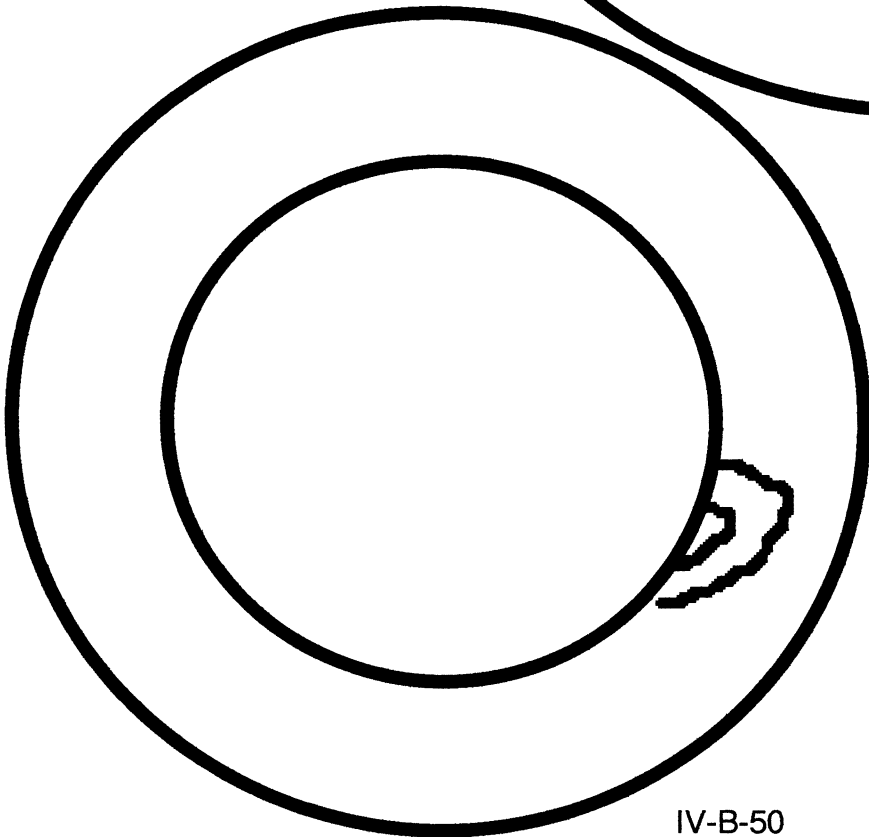
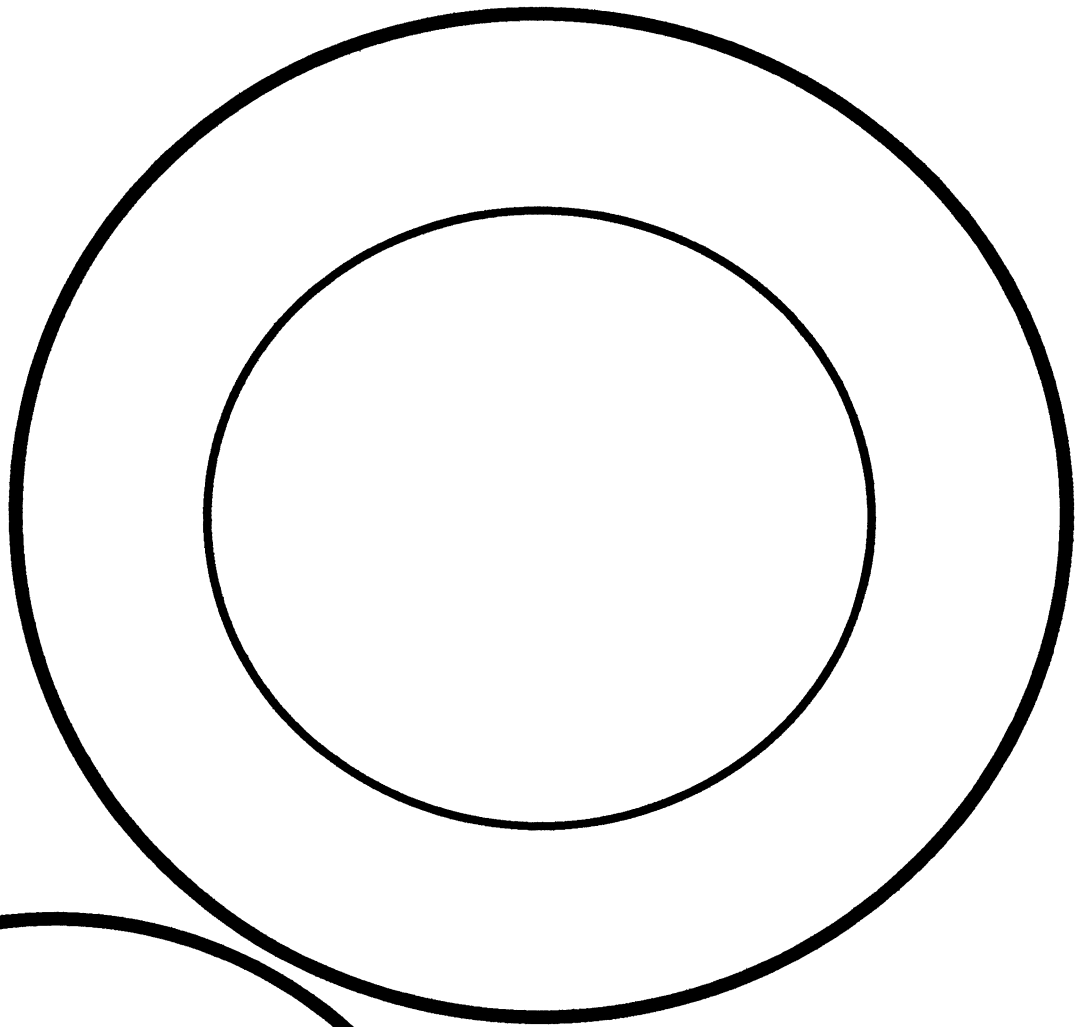
9. What should you do if something is wrong with your food? quietly and politely tell the server
10. List the two styles of eating and the difference between them.  
European : the fork is in the left hand, facing down  
American : the fork is in the right hand, facing up
11. Describe how the following steaks would look when served:  
rare fairly red inside; very juicy  
medium rare pink in color inside; still juicy  
medium well little pink inside; not so juicy  
well no pink inside; not juicy
12. What does the server do before serving dessert? clear the table
13. List two popular desserts served at restaurants:  
Baked Alaska Chocolate Mousse
14. What is a gratuity? a tip How much should it be? (What percentage?) 15%
15. If your bill came to \$65.25, how much tip/gratuity should you leave? \$10.00
16. The first course of a meal is called: an appetizer
17. Who should do the ordering? the male in the party
18. Where do you put the napkin if you must leave for a few minutes?  
on your chair
19. Where do you put the napkin when you leave at the end of the meal?  
to the left of the plate
20. Does the boy need to rise when the girl excuses herself? yes
21. What should you do with your gum? put it in a tissue/don't chew any to begin with
22. What should you do if you spill, break, or drop something?  
Contact the server for assistance

**DINING OUT - TEACHER KEY - Page 2**

9. What should you do if something is wrong with your food? \_\_\_\_\_  
\_\_\_\_\_ quietly and politely tell the server \_\_\_\_\_
10. List the two styles of eating and the difference between them.  
\_\_\_\_\_ European \_\_\_\_\_ : \_\_\_\_\_ the fork is in the left hand, facing down \_\_\_\_\_  
\_\_\_\_\_ American \_\_\_\_\_ : \_\_\_\_\_ the fork is in the right hand, facing up \_\_\_\_\_
11. Describe how the following steaks would look when served:  
rare \_\_\_\_\_ fairly red inside; very juicy \_\_\_\_\_  
medium rare \_\_\_\_\_ pink in color inside; still juicy \_\_\_\_\_  
medium well \_\_\_\_\_ little pink inside; not so juicy \_\_\_\_\_  
well \_\_\_\_\_ no pink inside; not juicy \_\_\_\_\_
12. What does the server do before serving dessert? \_\_\_\_\_ clear the table \_\_\_\_\_
13. List two popular desserts served at restaurants:  
\_\_\_\_\_ Baked Alaska \_\_\_\_\_ Chocolate Mousse \_\_\_\_\_
14. What is a gratuity? a tip \_\_\_\_\_ How much should it be? (What percentage?) \_\_\_\_\_ 15% \_\_\_\_\_
15. If your bill came to \$65.25, how much tip/gratuity should you leave? \_\_\_\_\_ \$10.00 \_\_\_\_\_
16. The first course of a meal is called: \_\_\_\_\_ an appetizer \_\_\_\_\_
17. Who should do the ordering? \_\_\_\_\_ the male in the party \_\_\_\_\_
18. Where do you put the napkin if you must leave for a few minutes?  
\_\_\_\_\_ on your chair \_\_\_\_\_
19. Where do you put the napkin when you leave at the end of the meal?  
\_\_\_\_\_ to the left of the plate \_\_\_\_\_
20. Does the boy need to rise when the girl excuses herself? \_\_\_\_\_ yes \_\_\_\_\_
21. What should you do with your gum? \_\_\_\_\_ put it in a tissue \_\_\_\_\_
22. What should you do if you spill, break, or drop something? \_\_\_\_\_  
\_\_\_\_\_ Contact the server for assistance \_\_\_\_\_

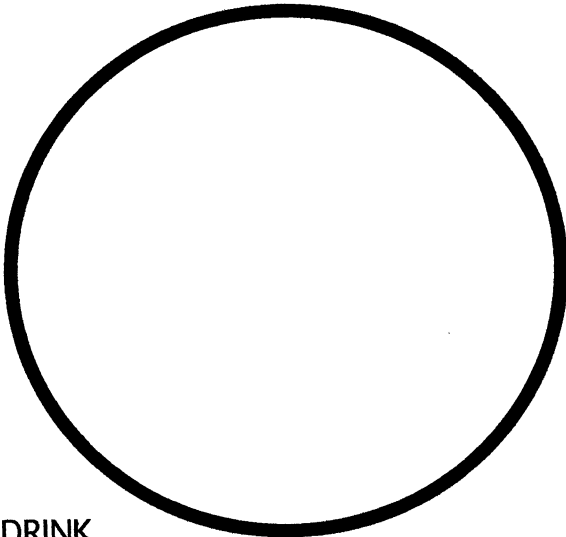
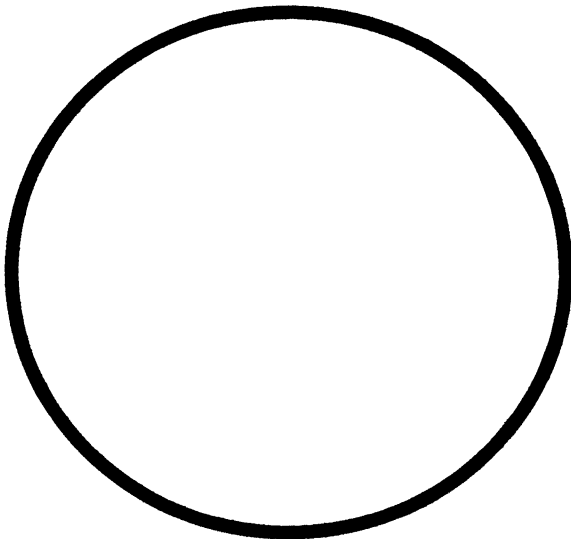
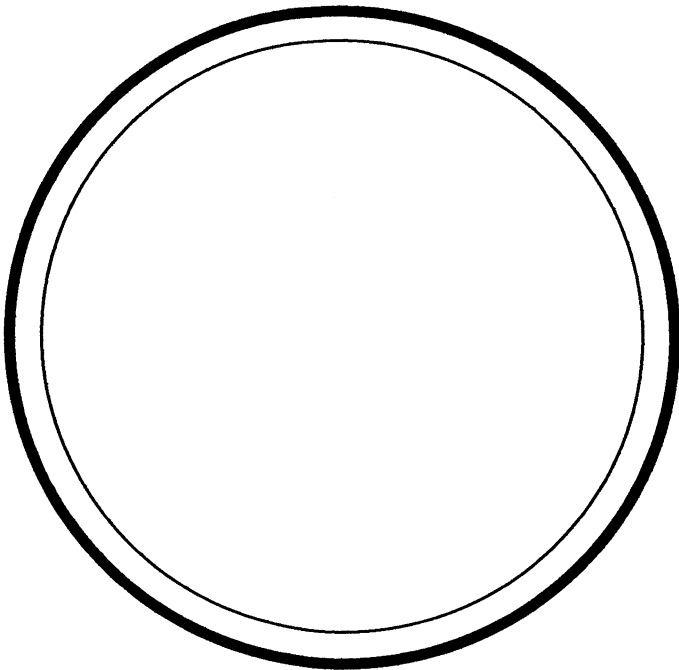


BREAD/BUTTER  
DESSERT

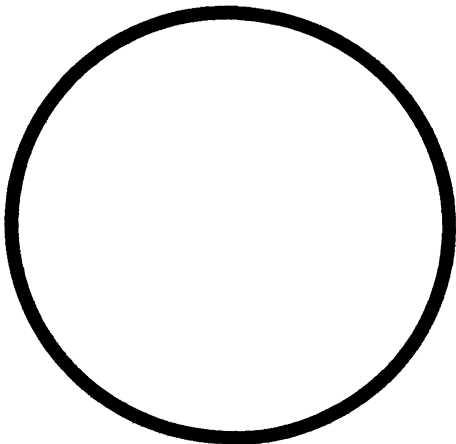


CUP AND  
SAUCER

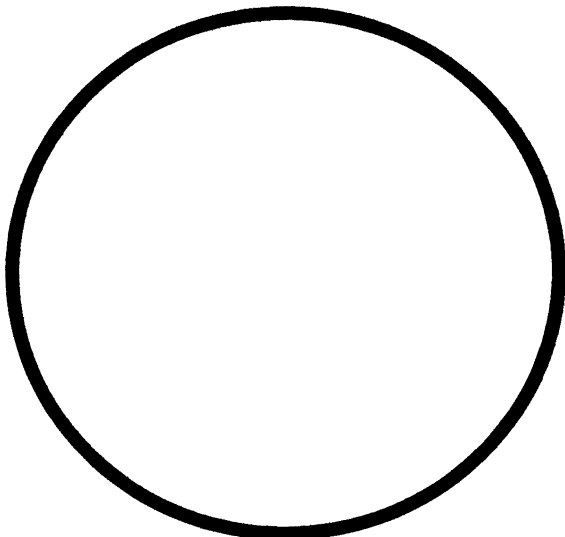
SMALL DESSERT DISH

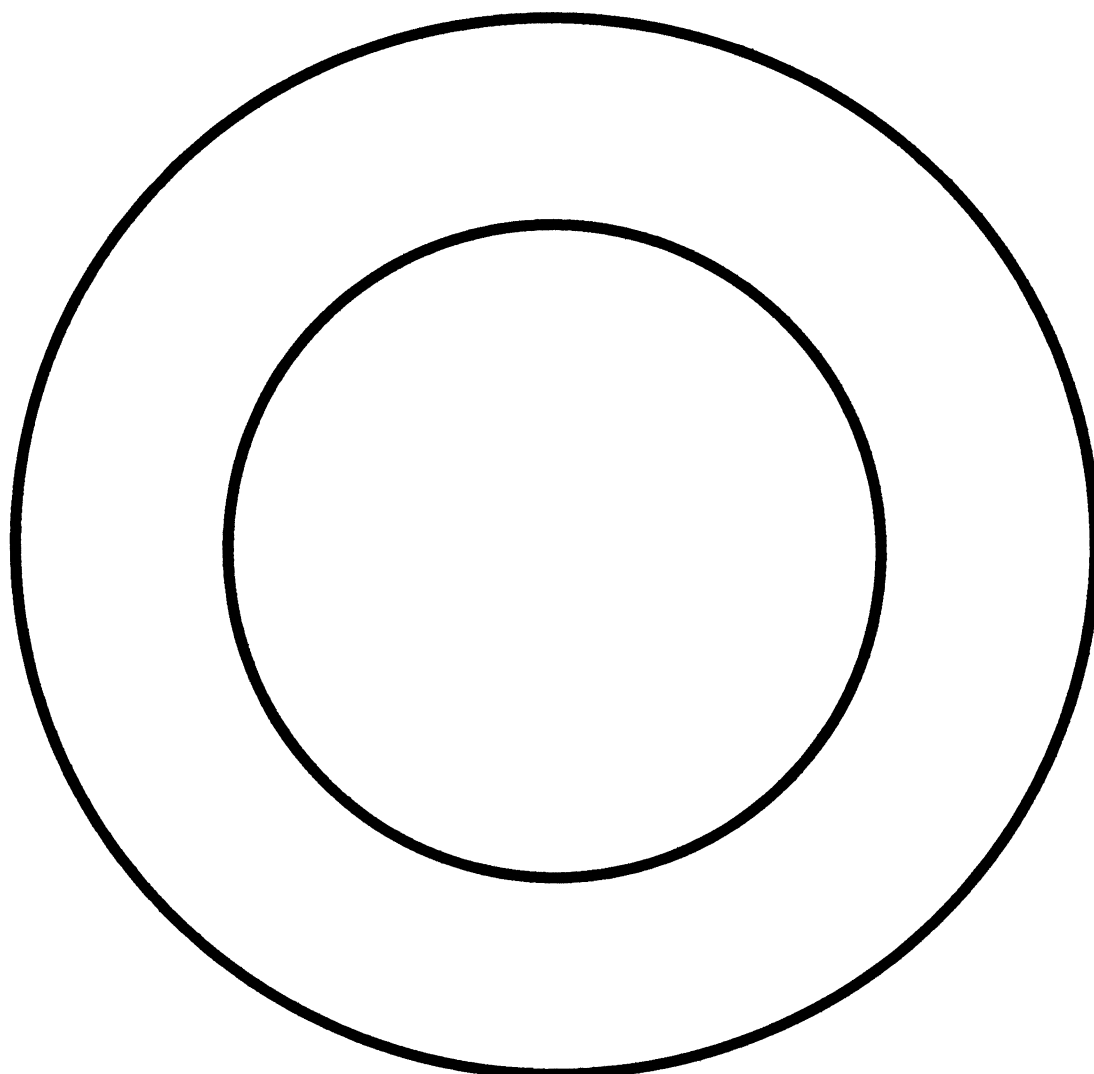


LIQUER GOBLET

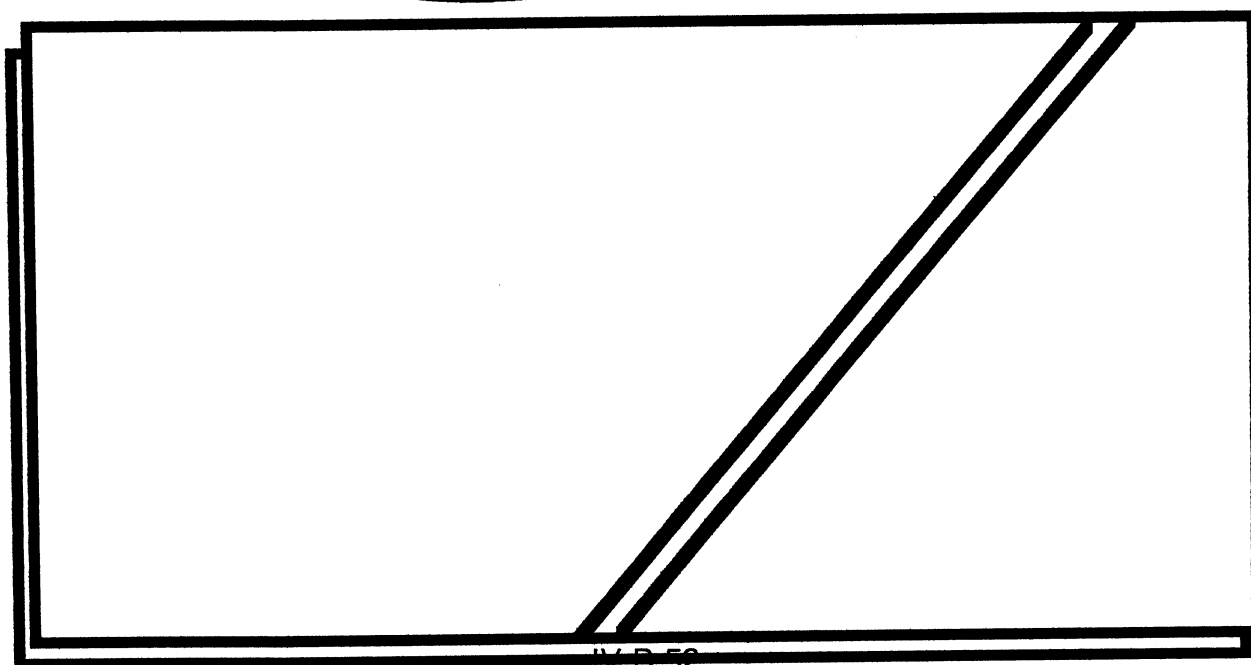


WATER, DRINK,  
OR WINE  
GOBLET

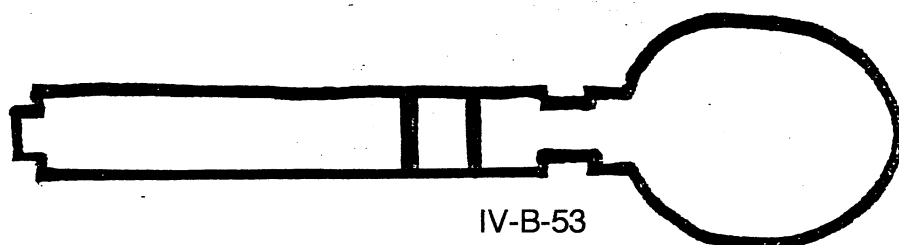
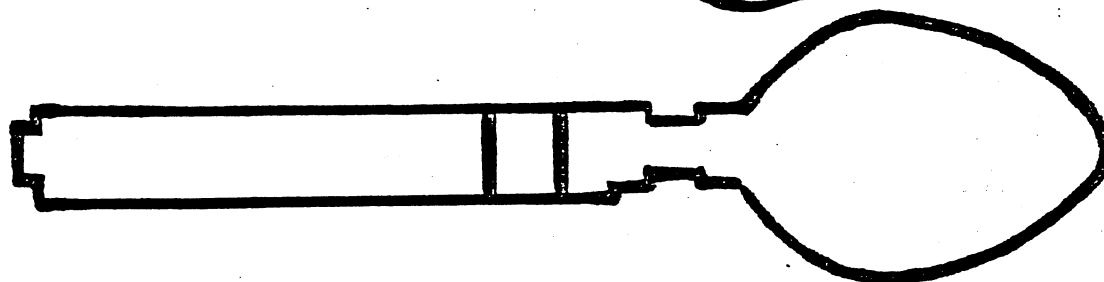
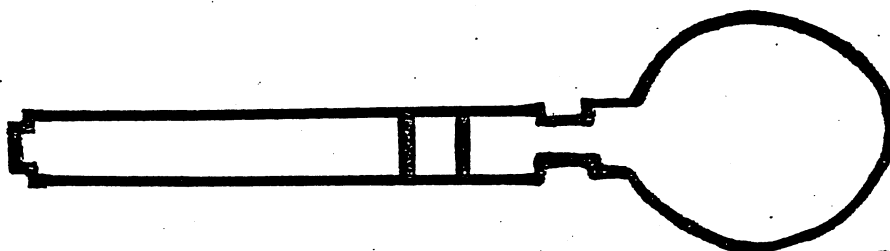
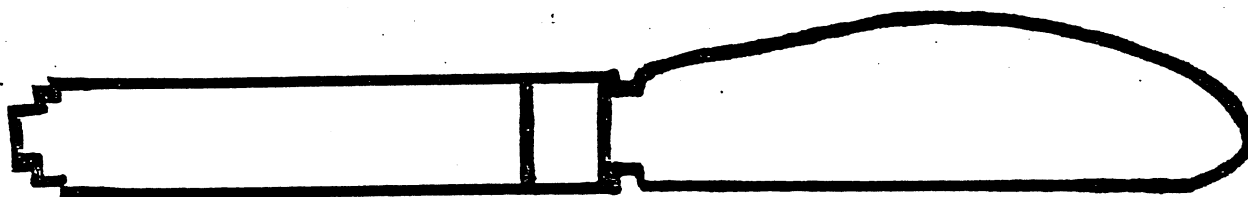
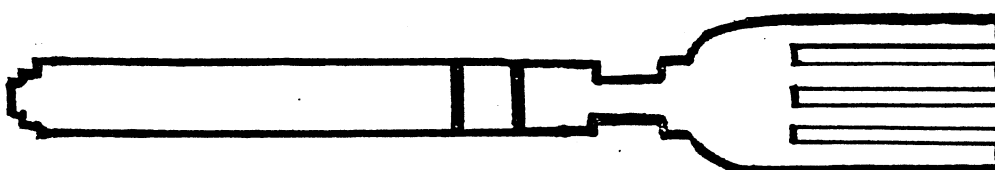
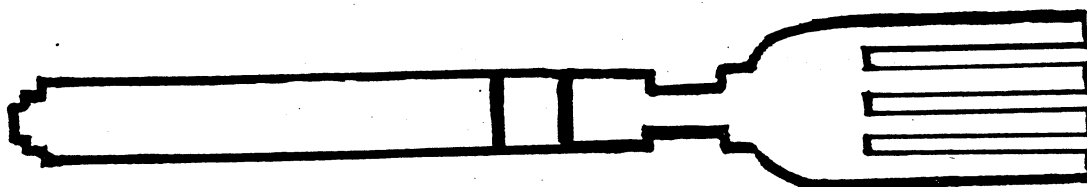
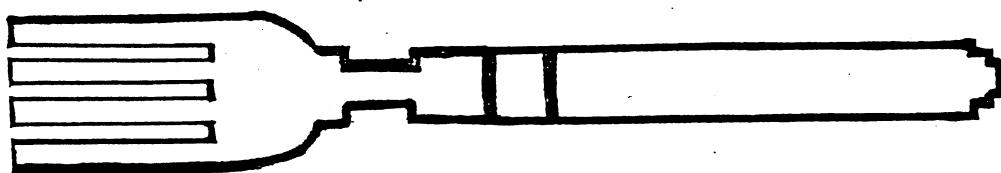




SALAD  
PLATE



NAPKIN



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**DINNER AT ANDRE'S**

**Directions:** Select the dinner that you would like to have at the famous **Andre's Fine Cuisine**. After making your selections, total the bill and figure a 15% gratuity.

**Andre's Fine Cuisine****Hors d' oeuvres**

Escargot (snails)	\$10.00
Chicken Pate	8.00
Lobster Bisque	15.00

**Beverages**

Mineral Water	\$3.00
Soft Drinks	3.00
Milk	2.50
Coffee or Tea	2.00

**Soups**

French Onion	\$ 5.00
Asparagus	5.00
Cream of Broccoli	3.00

**Salads**

Caesar	\$ 4.00
Palm Hearts	4.00
Wilted Spinach	3.50

**Entrees**

Filet Mignon	\$30.00
Lobster	50.00
Salmon en Filo	28.50
Rack of Lamb	40.00
Fresh Sea Scallops	35.00

**Desserts**

Baked Alaska	\$ 8.00
Chocolate Mousse	6.00
Creme Caramel	5.00
Crepe Suzettes	8.00
Trifle	7.00
Bananas Foster	7.50

**Write your order here:**

Item Selected:

Price:

Food Total:

Figure Gratuity Here:

Gratuity:

Total Costs:

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**TYLER'S PROBLEM**

**Directions:** Read the story below and underline all of the errors that Tyler made during his evening out. Correct the errors in the space provided above the story line.

Tyler took Andrea out for the evening to practice his manners that he had just learned in Teen Living. They arrived at a "posh" restaurant and he hoped that she could manage the door by herself. He went inside, spotted a table and sat down. Andrea had trouble with her coat and finally managed to remove it. Tyler told her to put her coat on the back of the chair. They each ordered.

The first course was soup. Tyler didn't know which spoon to use so he just chose one of the spoons on the left. He didn't quite remember what his teacher said about eating soup. He tilted the bowl toward him as he tilted the spoon away from him. Yikes! The soup was so hot that he had to blow on it to cool it. That didn't help too much so he added ice chips from his water glass.

Caesar Salad was the second course. Tyler always had trouble with salad and thought he had better put his napkin on his lap to help him through the ordeal. He fastened it around his belt for extra security. He wasn't sure how to remove the olive pit, so he spit it into the napkin and placed it in his lap.

The chicken reminded Tyler of the dissecting project that his biology class had done today so he told Andrea all about it. She said she needed to be excused to the restroom. She left and was gone until the dessert arrived.

After dessert came the bill. Tyler wasn't sure how much tip to leave, so he just left a dollar. He asked Andrea if she was ready to cruise. She said, "Yes!" He wadded up his napkin, stuffed it in his sherbet glass, and they cruised!

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**TYLER'S PROBLEM - Teacher Key**

**Directions:** Read the story below and underline all of the errors that Tyler made during his evening out. Correct the errors in the space provided above the story line.

Tyler took Andrea out for the evening to practice his manners that he had just learned in Teen Living. They arrived at a "posh" restaurant and he hoped that she could manage the door by herself. He went inside, spotted a table and sat down. Andrea had trouble with her coat and finally managed to remove it. Tyler told her to put her coat on the back of the chair. They each ordered.

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## **TELEPHONE MANNERS**



Some guidelines for telephone use are given below to help promote class discussion:

1. The one closest to the phone should answer it.
2. Say, "Hello", with a clear and pleasant voice.
3. Give your name when you call someone. Say, "Hello, this is Brad, may I please speak to Sue?"
4. When you answer the phone and it is for someone else say: "Hold on a moment and I'll get him/her." Gently, put the phone down and go to the requested person to tell him/her. **YELLING FOR THEM IS BAD MANNERS!**
5. If the caller doesn't identify himself/herself, and the person he/she wants to talk to isn't home, ask first, "Who's calling please?" After you get a name, ask, "Would you like to leave a message?"
6. Never give a stranger your phone number. First ask what number he/she is calling. Then tell the caller if this is the right or wrong number.
7. If the call is for a parent and they are not home, never give out that specific information. Just say they are unable to come to the phone right now and ask if you can take a message.
8. Take and write down messages as requested and leave them where the person can find them!
9. Be respectful of other family members' rights to the phone.
10. Don't chew gum or eat while on the phone.
11. Don't keep the caller waiting too long.
12. Don't sing, hum or make distracting noises while on the phone.
13. Don't say, "Guess who?" You might be disappointed if they don't say your name!
14. Don't let small children answer the phone; it is annoying to caller.
15. Keep phone conversations short. You can wear out you welcome.

**A NOTE ABOUT THANK YOU NOTES!**

Always send a thank you note when:

1. you receive a gift (money, items, etc.)
2. you have been a guest at someone's home.
3. someone does a special favor for you.
4. you have gone on a job interview.



Thank you notes are best written on a piece of stationery. Hand written notes are best except when written for a business. A thank you note should be at least two paragraphs long.

A sample note is given for reference below:

**February 15, 1994** <--Date

Dear Brad,

<-----Greeting followed by a comma

State what you are grateful for----->

**I would like to thank you for the box of chocolates you gave me for Valentine's Day. How did you know that I like Laymond's Chocolates the best?**

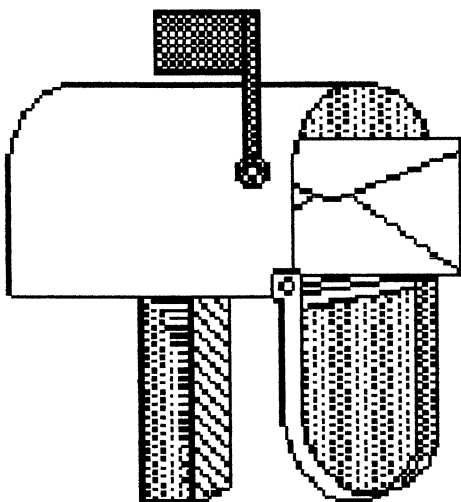
<---State something you liked or enjoyed about the gift

Add a closing remark----->

**I hope we can still get together at my house on Friday. I will make my favorite dish-- lasagna! We can have chocolates for dessert!**

**Gratefully,** <----- Closing

**Jennifer** <----- Your name



## TEACHER BACKGROUND INFORMATION THE RESTAURANT EXPERIENCE

by Chris Moore, Eisenhower Junior High

### The Ground Work!

Whether your students come from rural or city areas, the "Restaurant Experience" can be adapted to fit student needs. Most restaurants are very cooperative about allowing students in their establishment. Ask to speak to the owner or manager of the restaurant of your choice. Identify yourself and tell them about your program and how their restaurant will enhance student learning.

Monday evenings are generally the best for restaurants as this is a slow evening for them. Some schools have arranged for a luncheon where students are dismissed during school to help keep costs down. Give the restaurant about a one to two month notice before taking students. Some places like to limit the menu to two entrees from which the students choose. Choose foods that the student may not ordinarily experience. I generally choose one fish dish and one beef dish. Don't be afraid to ask the owner if the price can be reduced to accommodate the student budgets. A gratuity of 15 % should be part of the total price. As part of the "deal" I promise the owner that I will make sure this event is advertised with the restaurant getting full billing!

In rural areas where restaurants may not be available, the home economics department can be transformed into a restaurant. Food can be prepared by home economics students as part of the cuisine. Students can serve as waiters and waitresses and hosts and hostesses. Menus can be printed and students can practice ordering and serving food.

### The Transportation!

Transporting students to the restaurant can be handled in several ways. Parents can be used to transport students. I have found that the PTSA is more than willing to help with this experience. School buses can be chartered and private companies will also charter students. Our school has a tradition of using limousines. Limousines are the most expensive form of travel and must be used with caution because of the expense. We have compromised by having the students transported to the restaurant by limousine and returned to the school by chartered bus. Be sure that gratuities are also applied to the cost of the transportation. Companies will tell you how much is appropriate. Some of the companies used in the Salt Lake Area are:

Sterling Limousines (highly recommend--ask for James)

Salt Lake-967-5485

Provo- 224-2724

Bonneville Limousines

Salt Lake-364-6520

Lewis Brothers (Chartered Buses)

Salt Lake-359-8677

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## TEACHER BACKGROUND INFORMATION

### THE RESTAURANT EXPERIENCE - Page 2

The fewer the students going to the restaurant, the greater the cost of transportation since the cost is divided by all students attending. Also, the more limousines, the greater the cost. If you charter one or two limousines and make several trips, the cost will be less than ordering five (5) limousines with one trip each. The money for the transportation is collected in advance and is NON-REFUNDABLE. The students are transported in shifts. This helps the restaurant and the transportation company. Approximately 30 to 35 students can be transported in five (5) limousines. Each limo will hold about six (6) students. The groups leave and arrive at hour intervals.

Students are free to select their groups. The only requirement is that there be at least one boy per group so that both boys and girls will have the practice needed. I emphasize that I reserve the right to move students so the experience is most meaningful. Above all, this is a learning experience! A teacher chaperon should ride in the front with the driver to supervise the limousine. The drivers appreciate this courtesy.

#### **The Parents!**

Complete parental understanding is the key to a successful field trip! Field trip explanation and permission slips are handed out at least two (2) months in advance so that funds can be arranged. We emphasize that **the student is to earn all of the money for the trip**. Our trip costs approximately \$22.50 (which includes the tip) for the meal and \$13.50 (including the tip) for the transportation. (See sample sheet on page IV-B-62.) Creative ways for students to earn money that can't otherwise afford it can be developed. One principal had the student work after school to earn the money. Caution must be taken to consider the rules and guidelines for each district as to how students can earn money. Fund raisers have also been used.

#### **The Dress!**

Insist that each student wear best clothes. Boys should wear a tie. Suits are acceptable. If the boys cannot afford one, a clean shirt and slacks can be worn. Clean, new looking jeans without holes or stains, can be accepted. Bring extra ties for those boys who can't afford them. Sweaters and ties are appropriate.

Girls should wear best dresses. Sunday dresses are great! Some girls will borrow prom dresses that sisters or friends have worn. These are appropriate too. Emphasize that the students should not go out and buy special clothes as this adds to the expense of the evening and is not necessary.

Dress standards should fit within the context of the school. Strapless, plunging, tight, or see through clothing would not be appropriate. Have students check all seams to make sure they will not rip or tear!

## TEACHER BACKGROUND INFORMATION THE RESTAURANT EXPERIENCE - Page 3

### The Behavior!

Whether or not the evening is successful is determined as to how well the teacher has prepared the students. A teacher who gives a one day preparation or announces to the student as they are on their way to the restaurant to "Mind your manners!" is doing the experience and the restaurant a disservice. There have been incidences where students have gotten out of control in the restaurant and made messes in the restrooms and on the premises. Restaurant owners were wondering whether or not to allow these students back. It should be noted that many owners are somewhat reluctant to allow teenagers into the restaurant for this very reason. **Teachers must thoroughly review manners that are applicable in all areas of the experience.** The teacher might even give steps to follow: e.g., Step 1 = open door for girl, Step 2 = take coat off girl, etc.

This learning experience has been so valuable for the students and schools who have participated in it that it would be a shame to have it discontinued anywhere because one teacher has failed to prepare his/her students adequately for the experience. It is absolutely critical that the teacher be diligent in teaching and preparing the students.

### The Restaurant!

I arrive with the first group of students and give the person in charge the grading sheets for the servers to use to grade each group. (See sample on page IV-B-63). This is an important part of the experience as the following day will be a processing day with the grading sheets as the focus. The grading sheets are collected after the last group leaves the restaurant.

Each student brings his or her own money for the cost of the meal on the night of the event. The girl gives her money to the boy in charge of the group. He keeps the money and is responsible for paying the waiter or waitress at the end of the meal. He makes sure that there is enough money, including the tip.

The next day, each student writes a thank you note to the restaurant thanking them for the experience. I mail them to the restaurant. If a student did not go, I have that student write a note to someone they know or a fictitious person thanking them for something as part of their assignment that day.



## RESTAURANT FIELD TRIP PERMISSION FORM SAMPLE

### THE POLITE SOCIETY SPONSORED LA CAILLE FIELD TRIP

On the evening of Monday, April 25, 1994 the Polite Society of Eisenhower Junior High School is sponsoring an *optional* etiquette field trip to the elegant LaCaille at Quail Run Restaurant in the Salt Lake Valley. You are invited to participate in this field trip; however, your parent or guardian must sign the appropriate spot at the end of this information sheet.

The cost is \$13.50 for the limousine transportation up and the bus ride back. **The \$13.50 is non-refundable** as it is needed to pay the set price of the transportation. The transportation money must be turned in to Mr. Brough or Mrs. Moore no later than **April 4, 1994**. Please make all checks payable to: **Eisenhower Junior High Polite Society**. You will need an additional \$22.50 for the four course meal at LaCaille which you will bring with you on the night of the field trip. The cost covers the meal and tip at the restaurant. You are expected to earn all the money for this field trip by performing extra household chores, babysitting, yard work, etc.

#### Purpose and Objectives of the Polite Society Etiquette Field Trip:

This field trip is to give you an opportunity to gain first-hand experience in applying social skills learned in your Teen Living Class through a realistic setting. The main objectives of this field trip are:

1. Demonstrate your knowledge of expected courtesies and proper dinner etiquette in several different situations.
2. Practice appropriate social interaction with peers, chauffeurs, waiter, hosts and adult observers.
3. Become familiar with courses served at an elegant restaurant and practice ordering from a sophisticated menu.
4. Calculate and present an appropriate gratuity to a chauffeur and waiter.

#### Requirements for Polite Society Etiquette Field Trip:

1. You must have a passing grade in the course in which the Etiquette Class is taught prior to going on the field trip.
2. You must not receive any referrals, detentions or ISS during the four week period prior to field trip.

#### Dinner Menu at LaCaille at Quail Run

Students will have their choice of a four course dinner of chicken or fish. Each entree includes a salad and assorted breads baked fresh daily at LaCaille. The students will select the salad and dessert.

### ----- THE POLITE SOCIETY SPONSORED LACAILLE FIELD TRIP

I give permission for \_\_\_\_\_ to go on the *optional* Etiquette Field Trip to LaCaille at Quail Run. He or she is expected to earn the money for the event and will bring at least \$22.50 to pay for the meal and tip on the evening of April 25, 1994. Enclosed is \$13.50 for my student's limousine and bus transportation to and from the restaurant. **I UNDERSTAND THAT THE \$13.50 IS NOT REFUNDABLE.**

-----  
Parent or guardian signature

-----  
Date signed

-----  
Home telephone number

-----  
Work or emergency phone number

**SERVER SCORECARD SAMPLE**

(This card is given to the server at the restaurant.)

**SERVER SCORECARD**

**Directions:** Please rank the students at your table using the following criteria:

**5=Great Job; 3= Average; 1=Unacceptable**

	5	4	3	2	1
1. Boy knew how to seat girls					
2. Boy ordered for girls					
3. Napkins were placed on lap					
4. Used proper etiquette when at the table					
5. Appeared to know what flatware to use					
6. Were courteous to restaurant staff					
7. Boy helped girls out of chair					
8. Napkins were neatly placed at the table when finished					
9. Knew how to pay the bill					
10. Overall ranking of the table					

Comments: (most helpful)

### **TEACHER BACKGROUND INFORMATION RULES FOR INTRODUCTION**

1. Students discuss the following procedure for making introductions:  
These categories of persons are introduced first (their name is said first):
  1. Dignitaries, e.g., President of U. S., generals, colonels, senators, ranking political officers, etc.
  2. Degreed persons, e.g., doctor degrees, reverends, bishops, etc.
  3. Women
  4. Older persons (including fathers)
  5. Teenagers

For example: When introducing your mother and grandmother to your friend, you would say, "Grandma (older woman), mom, this is Judy, my friend. Judy, this is my grandma, Sarah, and my mom, Cindy.

Be sure to acknowledge all introductions with, "Hello", or "How do you do?"

2. What to talk about after you are introduced:
  1. An amusing story or event
  2. Hobbies
  3. School
  4. Music groups
  5. Movies
  6. Your family
3. What NOT to talk about after an introduction:
  1. Weather
  2. Handicapping conditions
  3. Gossip about others
  4. Finances
  5. Politics
  6. Religion

### **AUNT JESSE**

**Directions:** Using old clothes and accessories, have the students role play the following characters: mother, father, Aunt Jesse, daughter, and date. The boy is coming to pick up the daughter for a date. The daughter answers the door and shows the date in; however, she is not quite ready and leaves the date alone with the family while she finishes. The date sits in the living room and has to carry on a conversation with the parents and the annoying Aunt Jesse who seems to be the matriarch of the family and can be hard of hearing at times (a boy can play Aunt Jesse if desired). Have students use the rules for introduction listed above.

### **RULES FOR INTRODUCTION**

- 1. These categories of persons are introduced first:  
(i.e., their name is said first):**
  - 1. Dignitaries, e.g., President of U. S., military officers, senators, ranking political officers, etc.**
  - 2. Degreed persons, e.g., doctors, reverends, professors, bishops, etc.**
  - 3. Women**
  - 4. Older persons (including fathers)**
  - 5. Teenagers**

**Be sure to acknowledge all introductions with:  
"Hello", or "How do you do?"**

- 2. What to talk about after you are introduced:**
  - 1. An amusing story or event**
  - 2. Hobbies**
  - 3. School**
  - 4. Music groups**
  - 5. Movies**
  - 6. Your family**
- 3. What NOT to talk about after an introduction:**
  - 1. Weather**
  - 2. Handicapping conditions**
  - 3. Gossip about others**
  - 4. Finances**
  - 5. Politics**
  - 6. Religion**

**UTAH DATING LICENSE**

Name \_\_\_\_\_

Date Issued \_\_\_\_\_

Birthday \_\_\_\_\_

Signature \_\_\_\_\_

Effective on 16th Birthday

**DATING RIGHTS**

As a date, you have the right to:

- Be yourself
- An enjoyable, safe date
- Have your values respected
- Care for and protect your body
- Establish and protect your reputation
- Be free from guilt and fear
- Say "NO"

**UTAH DATING LICENSE**

Name \_\_\_\_\_

Date Issued \_\_\_\_\_

Birthday \_\_\_\_\_

Signature \_\_\_\_\_

Effective on 16th Birthday

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**UTAH DATING LICENSE**

Name \_\_\_\_\_

Date Issued \_\_\_\_\_

Birthday \_\_\_\_\_

Signature \_\_\_\_\_

Effective on 16th Birthday

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- Be free from guilt and fear
- Say "NO"