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

1. 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)

1. What we Know About Manners: (10 minutes)
* Did you know? Forks were first used in France in the 11th 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?
1. 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)
1. 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 ad 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
1. 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:

1. Basic
2. Informal
3. 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.

1. 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