

LIFESTYLES OF THE POLITE AND CIVIL



**COMPETENCY
CATEGORY:** Life Survival Skills

**COMPETENCY
NUMBER:** G.51

COMPETENCY: Demonstrate politeness and civility.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate politeness and civility.



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INTRODUCTION

- Have written on the board the name of the module and the objective.

Note to Specialist: Demonstrate the various ways of being polite and civil listed below. Then have the students to tell you what they observed.

- Hold the door open for the students as they come into class.
- Greet the students with good eye contact, smile, nod, etc.
- Use the students' names as you say hello.
- Shake students' hands.
- Introduce yourself to some of the students.
- Say "please" and "thank you" in your conversations.
- Give compliments.
- State module topic and review module objective.
- Ask the students to identify what behaviors you were demonstrating and list these on the writing board.
- We will cover these behaviors and many others as we complete this module entitled - "Lifestyles of the Polite and Civil."

Administer Pre-Assessment

OUTLINE

A. Communication etiquette

1. When you meet someone (parent, potential employer, girl or boy you are interested in) for the first time, what would you like their first impression to be about you?
 - a. Confident?
 - b. Friendly?
 - c. Smart?
 - d. Likable?
 - e. Others?

2. In the first few seconds upon meeting someone, an opinion has been formed.
 - a. You can shape that opinion in a variety of ways.
 1. Through your eye contact
 2. The way you shake hands
 3. The way you introduce yourself
 4. Others?

Note to Specialist: Demonstrate the following as you cover each point.

3. Eye contact
 - a. Poor eye contact may be interpreted as:
 1. Untrustworthy.
 2. Low self-esteem.
 3. Shy.

- b. Is this an impression you want to portray?

Note to Specialist: Demonstrate the following as you cover each point.

- 4. How to shake hands
 - a. Elbow level
 - b. Straight arm
 - c. Firm but brief
 - 1. Not a power game of who can crush whose hand
 - d. Don't pump the hand up and down.
 - e. Don't have a "limp fish" hand shake.
 - f. Don't shake fingertips.

Note to Specialist: Have your students practice with each other a few times. Observe to see if they are following the suggestions above and if they are using good eye contact. Give feedback and ask them to give each other feedback.

- g. Ladies, your handshakes need to be as firm as the gentlemen.
 - 1. You will be respected for this in the working world.
- h. You may need to glance down to see where the other person's hand is so you can meet it comfortably.
- i. Either the male or female can initiate the handshake.

Note to Specialist: Demonstrate the following as you cover each point.

- j. Hands full?

1. If it is easy to shift the items, do so. If not, don't.
 2. You could say, "I would like to shake your hand, but my hands are full."
- k. Hands clammy?
1. Do a quick "swipe" on your pants or jacket, but be subtle.
5. It is wise to be aware of greetings in other cultures.
- a. As a rule, Asians avoid body contact. However, many Asian businesspeople have accommodated to the American handshaking tradition. When greeting an Asian, the safest form is to nod and give a verbal salutation (hello). Follow their lead as the relationship grows.
 - b. People from India, Sri Lanka, Bangladesh, and Thailand hold their hands together in front of their chins in a prayer-like position and nod their heads.
 - c. Most Latinos expect body contact. Hugging and kissing on the cheek are acceptable for men and women, women and women, and men and men.
 - d. Most people from France, Spain, Italy, Portugal, and other Mediterranean countries expect to be kissed on both cheeks.
 - e. When greeting most Middle Easterners, especially Muslims, avoid body contact with the opposite sex. However, men may embrace and kiss one another. Women may do the same. When the men shake hands, the handshake lingers longer than the American handshake.

6. Introductions

- a. Introducing yourself
- b. Which is correct?
 1. “Hi! What’s your name?”
 2. “Hi! My name is **first and last name**. What’s yours?”
- c. Put the other person at ease by introducing yourself first.

Note to Specialist: Demonstrate the following as you cover each point.

- d. Reintroducing yourself
 1. You met someone previously and you see them again. You are not sure if they remember your name or not. Plus, you don’t remember their name. What do you say?
 - a. “Hi! I met you Friday night at Jay’s house. I’m **first and last name**.” (At this point, they may tell you their name. If not...) “What was your name again?”
 2. This puts them at ease, reminds them where you met, and shows you are confident.
- e. Introducing two people who do not know one another
 1. Use first and last names.
 2. Use titles if appropriate or in a formal situation.
 - a. Dr., General, Mr.
 3. Make associations, HOW you know this person.

- a. Uncle, mother, history teacher, girlfriend, supervisor, etc.
- 4. Why make associations?
 - a. Helps people understand the relationship
 - b. Topic of conversation
- 5. Example: Katina, I would like you to meet my Uncle, Dudley Snyder. Uncle Dudley, this is Katina Spinagle. She is in the Career Association with me.
- f. Group introductions
 - 1. Introduce a person (first and last name and association to you) to other members in the group (first and last names only).
 - a. “I would like you all to meet Steve Guerrero. He is the guy I jog with after school. This is Melissa Miller, Annie Groveport, and Robbie Stone.”
 - g. It is polite to stand up when you are being introduced to someone.
 - 1. If it is awkward to do so, then remain seated.
 - h. Remove your sunglasses when being introduced to someone.
 - i. Wear your nametag on the right side of your chest.
 - 1. Makes it easier for the person to glance at your name while shaking your hand

COMPLETE LEARNING ACTIVITY G.51-1
“ROLE PLAY INTRODUCTIONS”

B. The basic courtesies

1. Please.
 - a. When do you say “please”?
 1. Whenever making a request, asking for something
 - b. Should you only say “please” with people you do not know very well?
 1. NO!
 2. Say “please” with family members, friends, everybody!
 3. Shows respect and general civility
2. Thank you.
 - a. Say “thank you” when someone has done something for you. It could be very simple!
 - b. Same rules apply
 1. “May I borrow a pencil please? Thank you.”
3. Thank you notes
 - a. What are situations where you might write a thank you note?
 1. Receive a present.
 2. After attending dinner at someone’s home
 3. Guest speaker comes to class
 4. After a job interview

5. Someone did something nice for you and you want to show appreciation.
 6. Others?
4. Responding to an invitation
- a. If you are invited to a party or a dinner function, “RSVP by (date)” may be written on the invitation. RSVP means “please respond.”
 1. You should respond by the date stated using the communication medium suggested by the person(s) extending the invitation. This may include returning an RSVP card, telephone call, fax, or e-mail.
 2. If no date is stated:
 - a. Respond as soon as you receive the invitation.
 - b. Respond no later than three days prior to the event.
 3. If you plan on going, say so.
 4. If you are not going:
 - a. Give a reason without hurting anyone’s feelings.
 - b. Thank them for the invitation.
 - c. Offer to bring something.
 1. It is polite to call and ask if there is anything you could bring.
 2. Example: Soda, chips, dip, vegetable platter, dessert, etc.

5. Apologies

a. If you know you are wrong:

1. Admit it.
2. You will gain more respect by admitting you are wrong.
3. Example: “In our Career Association meeting, I was too pushy in trying to get my idea accepted. I can see now that it wasn’t the best idea for the entire group.”

b. If you need to make an apology:

1. Say “I’m sorry.”
2. Give an explanation (not an excuse). Take responsibility for your actions.
3. Example: “I’m sorry I’m late for our meeting. I was talking with my math teacher and didn’t pay attention to the time.”

C. Giving and accepting compliments or praise

1. Accepting compliments

- a. Look the person in the eye and proudly say “thank you.”
- b. Don’t diminish the compliment after it has been given.
Example:
 1. “Oh this shirt? It is so old.”
 2. “No, I really didn’t do such a good job.”
- c. Do not automatically give a compliment back.

1. It may not be received as sincere.
- d. Bottom line, when receiving a compliment, proudly and sincerely say “Thank you!”
2. Giving compliments
 - a. Do you like to make others feel good?
 - b. Do you like to make others smile?
 - c. Secure people have no trouble giving others compliments.
 - d. Insecure people have difficulty expressing positive thoughts about somebody else.
 - e. When giving a compliment:
 1. Be sincere.
 2. Make good eye contact.
 3. Be specific as possible.
 4. Praise in public or private.

COMPLETE LEARNING ACTIVITY G.51-2
“THANK YOU!”

- D. Men and women interacting
1. Certain customs have changed or become more relaxed with the way men and women relate to each other **socially**.
 2. In **business**, women should not expect men to be “chivalrous” and follow the same traditional “male” roles.

- a. Chivalrous comes from the word chivalry, which is the system of knighthood in medieval times. The qualities of a knight were dignity, courtesy, bravery, generosity, and gallantry.
- b. Examples of traditional American chivalrous deeds are: opening doors or helping a woman put on or take off her coat.
- c. Rules of basic etiquette are always guided by the two same principles:
 1. Do what is practical.
 2. Do what is considerate.
 3. Opening a door
 - a. It is acceptable for whomever gets to the door first to open it.
 4. Some modern women may be insulted if a man opens the door for them. They may think it suggests they are incapable of taking care of themselves.
 5. Other women may be charmed by this courteous gesture.
 6. Rule of thumb, it is practical and courteous for whomever gets to the door first to open it.
 7. Below are traditional, courteous American interactions of men towards women. These are seen more in social situations than in business.
 - a. Help a woman put on or take off her coat.
 - b. Going through a revolving door first, pushing it for the woman.

- c. If convenient, allow a woman to enter and exit an elevator first.
- d. Open a car door for a woman.
- e. Get into a taxi first (it can be difficult for a woman in a skirt to slide across the seat).
- f. Step on an escalator or stairs behind the woman.
- g. Walk closest to the curb (to protect the woman from being splashed by water kicked up by a car).
- h. Let the woman enter the row first (at a theater).
- i. Enter a dark room first, turning on the light.

COMPLETE LEARNING ACTIVITY G.51-3
“SETTING A TABLE”

E. Dining etiquette

- 1. Women should be seated first in both formal and informal settings.
 - a. Men, in formal situations, you may want to assist the ladies with their chairs. How?

Note to Specialist: Demonstrate the following as you review them.

- 1. Ladies:
 - a. Do not sit down all the way on the chair.
 - b. The back of one of your legs should touch the chair and your other leg (foot) is positioned a little in front.

- c. Grasp the seat of the chair with both of your hands.
 - d. Help the gentleman ease the chair under the table with your hands and the movement of your back leg forward.
2. Gentlemen:
 - a. Pull the chair out at a slight angle making sure there is enough room for her to get in between the table and the chair.
 - b. Stand behind the chair and gently push the chair under the table.
3. The lady should do the last bit of “scooting” up (if necessary) on her own.

COMPLETE LEARNING ACTIVITY G.51-4
“CHIVALRY IS NOT DEAD!”

Note to Specialist: Demonstrate the remainder of the module as applicable. Also, have the students practice as you demonstrate.

2. When do you begin eating?
 - a. Wait for the host or hostess to eat first (the person who has invited you to their home for dinner or out to eat dinner).
 - b. At a restaurant: When everyone receives their food
 - c. Buffet: Wait until two or three more people have joined you at the table.
 - d. Banquet seating six or more people: Wait until two or three more people have been served.

3. What do you do with your napkin?
 - a. Unfold it all the way and place it in your lap.
 - b. If it is an extra large napkin, fold it in half.
 - c. When leaving the table during a meal, leave it on your chair. Do NOT place it on the table.
 - d. When the meal is over, place your folded napkin beside your plate on the table.

4. Posture at the table
 - a. Sit up straight.
 - b. Your hands (at the wrist) may rest on the table top. However, the most acceptable is to eat with one hand while the other is placed on your lap, except to cut food, pass food, etc.
 - c. No elbows on the table except between courses or after the meal.
 - d. Do not push your chair back and cross your legs in a position of comfort during the meal until after dessert is finished.

5. Utensils/flatware
 - a. If you are unsure which utensil to use, start with the outside and work in.
 - b. Smaller fork (on the outside) is your salad fork, so you would start with it.

Note to Specialist: Distribute the forks and knives to the students and have them practice as you demonstrate the two styles of holding your fork and knife.

- c. Two styles on how to hold your fork and knife
 - 1. American.
 - a. Begin with the fork in your left hand or right hand depending on individual preference.
 - b. Cut one piece of meat.
 - c. Place your knife on the plate.
 - d. Switch the fork to your other hand.
 - e. Gently, spear the piece of meat.
 - f. Then eat it.
 - 2. Continental (used more throughout the world)
 - a. Cut one piece of meat with the fork in your left hand or right hand depending on individual preference.
 - b. Bring the food to your mouth.
 - c. The knife remains in the hand you cut the food with. It may be subtly used to get meat or other food onto your fork.
- d. Used flatware (utensils) is never placed on the table.
- e. To indicate you are finished eating:
 - 1. If a salad was served, place the salad fork across the center of the plate with the fork tines facing up.
 - 2. If soup was served and a saucer was placed under the soup bowl, place the used spoon on the right

side of the saucer. If a saucer was not used, leave the spoon in the bowl.

3. After you complete the main meal, the fork and knife are placed across the center of the plate or on a diagonal slant.
 4. The sharp side of the knife blade should be facing in.
 5. The fork tines should be facing up and placed to the left of the knife.
6. When you are served
- a. Food is served from the left.
 - b. Plates are removed from the right.
 - c. Food is passed to the left.
 - d. Never serve yourself first, offer to others first.
 - e. Keep the salt and pepper together when passing.
 - f. When taking butter, take a “pat” and place on the side of your plate.
 1. Then pass the butter on.
 2. NEVER butter your bread with the butter knife.
 3. Also, break off a piece of bread and butter one piece at a time.
 - g. Ask for items to be passed to you. Do NOT reach.
7. Other do’s and don’ts with table manners

- a. DO eat with your mouth closed and don't talk with your mouth full.
- b. Don't eat with your fingers unless it is finger foods (fried chicken, corn on the cob, etc.)
- c. DO use a bit of bread to push food onto a fork.
- d. To remove a pit, seed, gristle, or some inedible object:
 - 1. Do not spit it into the napkin.
 - 2. Place your fork or a spoon up to your mouth and remove the inedible object.
 - 3. Place it on your plate.
 - 4. Bury it under some food so it is not visible.
- e. DO use a spoon to eat your soup.
- f. Do not stack your dishes.
- g. If something is too hot, quickly drink some water. Do not spit it out.
- h. DO keep a baked potato in the foil.
- i. If a stray bit of food flies off your plate onto the table, use your fork to pick it up and put it back onto your plate.
- j. Only cut one piece of meat at a time.
- k. If you do not drink coffee, turn the cup upside down on the saucer.

COMPLETE LEARNING ACTIVITY G.51-5
"LET'S REVIEW"

COMPLETE READING ACTIVITY G.51
“A NIGHTMARE TO REMEMBER”

COMPLETE MATH ACTIVITY G.51
“BUDGETING WITH A ROOMMATE”

Administer Post-Assessment

LEARNING ACTIVITY G.51-1
“ROLE PLAY INTRODUCTIONS”

OBJECTIVE: To demonstrate the ability to accurately and comfortably introduce yourself and other people

RESOURCES:

- Work Sheet—Learning Activity G.51-1
- Answer Key—Learning Activity G.51-1

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Break into pairs or triads.
2. Distribute the work sheet for Learning Activity G.51-1.
3. Read the instructions.
4. Monitor the introductions and give feedback.
5. Have each group do one scenario out loud for the entire class. This will help you check for understanding.
6. Distribute the copies of the answer key for Learning Activity G.51-1 and have students review the correct answers.

DISCUSSION QUESTIONS:

1. How was it helpful to write it out first?

2. Were you able to make the introductions without using your notes?

3. How will practicing introductions be beneficial for you?

LEARNING ACTIVITY G.51-1
“ROLE PLAY INTRODUCTIONS”
WORK SHEET

DIRECTIONS:

1. Based on the information in each scenario, write out the correct way to make introductions.
2. Practice saying the introductions out loud with the people in your group.

SITUATION ONE:

You have graduated from high school and haven't seen the person sitting to your right in five years. You remember his or her name. How do you reintroduce yourself to this person?

SITUATION TWO:

It is 10 years in the future and you're at a baseball game. You're sitting next to someone you know you worked with, but you're still not sure of his or her name. How do you introduce yourself to this person?

SITUATION THREE:

You are introducing your mother to one of your teachers.

SITUATION FOUR:

You are at the mall on break with one of your coworkers (Shelby) when your friend (Jack) from art class comes up and says “hi.”

SITUATION FIVE:

You are with your boyfriend/girlfriend. He/she is talking with another person and hasn't introduced you. You don't want to embarrass him/her by asking for him/her to introduce you. He/she may not remember the person's name. How do you introduce yourself?

SITUATION SIX:

Your local mayor came to your class as a guest speaker. You have the honor of taking him/her to the cafeteria to eat with you. You see your principal there. What do you say to introduce them to each other?

LEARNING ACTIVITY G.51-2
“THANK YOU!”

OBJECTIVE: To demonstrate ability to give compliments and accept compliments

RESOURCES: None

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Walk around the room and compliment your students.
2. Have them practice looking you in the eye and simply saying “thank you” with confidence.
3. Then have each person in the class GIVE a compliment to someone else.
4. Observe and coach.
5. Make sure good eye contact is occurring along with sincerity being practiced.
6. Also make sure people receiving the compliment are saying “thank you” with confidence.

DISCUSSION QUESTIONS:

1. How did you feel?

2. Did it get easier?

3. Why is it important to learn to give praise and compliments?

4. Why is it important to learn to accept praise and compliments?

LEARNING ACTIVITY G.51-3
“SETTING A TABLE”

OBJECTIVE: To set an informal table

RESOURCES:

- Table with table cloth
- Large dinner plate
- Small salad plate
- Small bread plate (optional)
- Salad fork
- Enough large forks for every student
- Enough knives for every student
- Spoon, napkin, and glass
- Coffee cup with saucer

SUGGESTED TIME: 15 minutes

Note to Specialist: You may consider bringing in plastic wear only. A knife may be considered a weapon.

DIRECTIONS:

1. Use this as an introduction to the section on dining etiquette.
2. Ask a student to come up and set the table with the various dishes.
3. If some things are incorrect, ask another student to come forward and make the changes to correct the table setting.
4. Do this until the table is set correctly.
5. Explain that the remainder of the lesson will be on dining etiquette.

PROPER SETTING:

1. Plate in the center.
2. Large dinner fork to the left of the plate.

3. Smaller salad fork to the left of the dinner fork.
4. Napkin folded and placed below the two forks.
5. Knife with the blade facing towards the plate to the right of the plate.
6. Spoon to the right of the knife.
7. Glass to the right of the plate above the knife and spoon.
8. The coffee cup and saucer to the right and down from the glass.
9. Salad plate may be in the center of the dinner plate. This is recommended if a bread plate is being used.
10. Bread plate is above and to the left of the dinner plate.
11. The bottoms of the handles on the forks and the bottoms of the knife and spoon should all line up equally.

LEARNING ACTIVITY G.51-4
“CHIVALRY IS NOT DEAD!”

OBJECTIVE: For males to practice seating females and for females to practice being seated

RESOURCES: Table with chair

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Utilizing the steps below, have female students practice being seated.
2. The male students will practice pushing the chair and helping the female students sit.

Male:

1. Pull the chair out at a slight angle making sure there is enough room for her to get in between the table and the chair.

Female:

1. Do not sit down all the way on the chair.
2. The back of one of your legs should touch the chair and your other leg (foot) is positioned a little in front.
3. Grasp the seat of the chair with both of your hands.

Male:

1. Stand behind the chair and gently push the chair under the table.

Female:

1. Help the gentleman ease the chair under the table with your hands and the movement of your back leg forward.
2. The lady should do the last bit of “scooting” up (if necessary) on her own.

DISCUSSION QUESTIONS:

1. How will you use this in the future?

2. Do you feel more confident now that you have practiced?

LEARNING ACTIVITY G.51-5
“LET’S REVIEW”

OBJECTIVE: To review the various rules of dining etiquette

RESOURCES: White board or flip chart, flip chart paper and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide the class into two teams.
2. Have each team come up with a team name.
3. This is going to be a team competition to review the various points we’ve discussed on dining etiquette.
4. It will be done in a round robin fashion.
 - a. For example: Ask the first person on team “A” a question. If he/she gets it correct, team “A” receives a point. If it is incorrect, the first person on team “B” has a chance to answer the question and earn a point.
 - b. The second question goes to the second person and so on.
5. To extend the learning, ask for demonstrations for various components of the entire lesson. Give 1-5 bonus points for the demonstrations.

QUESTIONS TO ASK:

1. If you are at a restaurant with four of your friends, when do you begin eating?
 - When everyone has received their food.

2. You are at a banquet for your Career Association. Eight people are sitting at your table. When can you begin eating?
 - When two or three more people have received their food.
3. What do you do with your napkin?
 - Place it in your lap. Fold it in half if it is extra large.
4. When the meal is over, where should the napkin be placed?
 - On the table, next to your plate.
5. When is it appropriate to place your elbows on the table?
 - Only between courses or at the end of the meal.
6. If there is more than one fork on the table, which should you use to eat your salad?
 - The one farthest from the plate.
7. Come and demonstrate how to place your fork and knife to indicate that you are finished with the meal.
 - Fork and knife placed across the center of the plate or diagonal. The sharp side of the knife blade facing in. Fork tines facing up placed to the left of the knife.
8. If someone asks you to pass the salt, what do you do?
 - Pass both the salt and pepper.
9. Should you pass food around the table to the left or to the right?
 - To the left.
10. When getting butter, what rule should you remember?

- Take a pat and place it on the edge of your plate. Then pass the butter to the next person.
 - Also, break off a piece of bread and butter one piece at a time.
11. If you have an unpleasant item in your mouth (gristle), how do you take it out of your mouth?
- Bring a fork or spoon up to your mouth and remove the inedible object.
12. How many pieces of meat do you cut up at one time?
- Only one.

READING ACTIVITY G. 51
“A NIGHTMARE TO REMEMBER”

OBJECTIVE: To demonstrate recall and retention

RESOURCES: Reading Activity G. 51

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity G.51 and distribute to each student.
2. Have students read “A Nightmare to Remember.”
3. Have students complete Recall Questions and check their answers for accuracy.
4. Choose triads to do the role playing in “Correcting the Nightmare.”
5. Discuss with the students the effects of politeness in each of the given instances and in other social situations.

“A NIGHTMARE TO REMEMBER”

Recessed lighting gave the restaurant dining room a soft amber glow. Candles glimmered, casting reflections on the table settings and starched white linen. The feeling was elegant and Sarah, for one, was loving every minute of being there. Reaching across the table for Martin’s hand, her face split into a grin. “This evening is perfect. I can’t wait to meet your cousin Tom. You’ve talked so much about him that I know I’ll like him immediately.”

As if on cue, the waiter escorted a dark-haired young man to the table. Sarah smiled hoping to catch the newcomer’s eyes, but he kept them hidden behind his sunglasses. “Hi, Martin,” he mumbled, totally ignoring Sarah. Tom put his arm stiffly forward and vigorously shook Martin’s hand in greeting. Pulling out a chair, he plopped down and removed his sunglasses, stuffing them in his suit jacket pocket.

Martin decided to take the initiative on the introductions. “Tom, I’d like you to meet my girlfriend, Sarah.”

“Yeah,” Tom snorted, giving Sarah a quick wave. “I’m hungry. Let’s order.” Grabbing the linen napkin, he shook it grandly in the air and jammed one corner into the front of his collar.

“Waiter!” shouted Tom across the hushed room. “Over here, we’re ready to order.” Sarah flushed with embarrassment and Martin kept his eyes downcast.

“May I be of service, sir?” The solicitous waiter quietly appeared with order pad in hand.

“Yeah, gimme a burger and an order of fries. Make it quick too. I’m starved!” Tom then looked at his dinner companions with irritation. “Hurry up, you guys. Order already. Time’s wasting.”

Sarah and then Martin told the waiter their choices as a busboy placed a basket of warm rolls on the table. Almost knocking over the centerpiece in his rush, Tom reached across the table to snatch the basket. “Man, I’m hungry,” he mumbled biting a captive roll.

The time which elapsed until their dinners came seemed to creep by for Sarah. Try as she might, she could not draw Tom into conversation, as he was too intent on demolishing the remainder of the rolls.

“Finally, it’s here!” Tom enthused as the waiter set Sarah’s plate in front of her. His plate came next and he immediately set to eating, hunched over his dinner. “Pass the salt,” he ordered Sarah, his mouth bulging with food.

Eating as if there were no tomorrow, Tom wolfed down his dinner and was finished long before his companions. “I’ve gotta go. Here’s money for my dinner,” he said throwing down some bills on the table. “Good seeing you, Martin.”

As she watched Tom’s retreating back, Sarah’s face wore a stunned look. “Martin,” she whispered, “this dinner has been a nightmare. I was looking forward to meeting your cousin, but he was so **rude!**”

“Well, look at it this way,” Martin replied nodding in agreement to her statement. “It may have been a nightmare, but it’s been a memorable one. My cousin made such a first impression that you’ll never forget him.”

“That’s for sure!” Sarah laughed in agreement.

RECALL QUESTIONS

DIRECTIONS: Answer the following questions about Tom's behavior and the ways that he could have avoided being rude.

1. When Sarah first saw Tom as he approached the table, he had already made his first mistake. What was it?

2. How should Tom have handled the introductions?

3. What was wrong with Tom's handshake?

4. What would have been the proper way for Tom to handle his napkin?

5. Why was Sarah embarrassed when Tom called for the waiter?

6. Although hungry, Tom did not handle the ordering correctly. What did he do wrong?

7. What would have been the correct way for Tom to get the rolls?

8. When Sarah's and Tom's plates were set on the table, Tom began to eat. Why was this incorrect?

9. Tom made two mistakes when he expressed a need for the salt. What were they?

10. Even in saying goodbye, Tom made a mistake. What was it?

CORRECTING THE NIGHTMARE - ROLE PLAYING

DIRECTIONS: Choose students to role play the characters from the story in each of the following instances. Have students first act out the scene as it was in the story. Then have them act out the same scene with the characters making the appropriate behavioral changes.

Note to Specialist: As an option, you could have a table set for three diners to make role play more realistic.

1. Tom's entrance and introduction.
2. Ordering dinner.
3. Eating dinner.
4. Tom's exit.

Have the students act out Tom's next meeting with Martin and Sarah:

1. If Tom's behavior had not changed.
2. If Tom had behaved correctly the first time.

MATH ACTIVITY G.51
“BUDGETING WITH A ROOMMATE”

OBJECTIVE: To help students understand principles of budgeting

RESOURCES:

- The classified section of a newspaper
- Work Sheet—Math Activity G.51

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Ask students if they plan to eventually have a place of their own after graduation. (Ask for a show of hands.)
2. Quiz students on their knowledge of monthly rental rates for apartments. List responses on the writing board.
3. Explain to students that many people share apartment expenses by rooming together.
4. Write the module title on the board and review the Math Activities’ objectives.
5. Ask students to list things they have wanted that their parents said they could not afford. (Suggestions would be designer clothes, games, bikes, stereos, etc.) Explain what is meant by the “high cost of living.”
6. Divide class into pairs of “roommates.”
7. Give a copy of the classified section of the newspaper to each pair.
8. Students are to imagine that they are high school graduates who have chosen to live together for a while. (They plan to get jobs before deciding whether to go on to college.)

9. Using the work sheet, have the students establish salaries for jobs they might find in the newspaper. (If salaries are not listed, estimate salaries for the students.)
10. After the work sheets are completed, discuss the activity with the class.
11. What sum of money did each pair of roommates start out with?
12. How much was left at the end of the activity?
13. What could they not afford?
14. Did the roommates have disagreements about how to spend their money?

FOLLOW-UP ACTIVITY:

1. Ask students to think of ways to earn money (part-time jobs, babysitting, mowing lawns, etc.).

MATH ACTIVITY G.51
“BUDGETING WITH A ROOMMATE”
WORK SHEET

DIRECTIONS: Use the newspaper classified ads to answer the following questions. If you run out of money before number 5, start over!! Look closely at how you spend your money.

1. You and a friend want to share an apartment. Each roommate must find a job for a high school graduate. Look in the help wanted section of the newspaper classifieds. List name of the job and monthly salary.

Roommate 1: \$ _____ monthly
Name of Job: _____ income

Roommate 2: \$ _____ monthly
Name of Job: _____ income

Total Income
of two roommates \$ _____

Minus 25% for taxes \$ _____

Final Monthly Income \$ _____

2. Using the Final Monthly Income above as a guide, find an apartment you can afford. Look in the “real estate” or “apartment guides” section. List the number of bedrooms and monthly rent below.

3. Estimate the monthly utilities (water, electricity, and gas) costs. Estimate their cost as 10% of the rent money. Cost is \$ _____ a month.

4. You will probably want a telephone. Plan to spend a one-time fee of \$40 for a phone and the hook-up. How much will you allow yourselves to spend each month for phone calls? (Estimate a monthly phone bill of \$35.) What is the 12-month cost for a telephone with the \$40 phone and hook up fee?

5. Your apartment needs furniture. How many pieces will you buy with the money left over after paying the rent, utilities, and telephone? These are subtracted from the Final Monthly Income figure above. Buy pieces you can afford and list them with prices. What is the total amount of the furniture? (To save money, look at used furniture.)

\$ _____ \$ _____

\$ _____ \$ _____

\$ _____ \$ _____

Total for furniture

\$ _____

6. Do you have any money left over for food, entertainment and automotive expenses? If so, how much?

\$ _____

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability. A listing of points as opposed to writing sentences is suggested.

1. Give 3 examples of being polite.

2. If a person does not make good eye contact (has difficulty looking someone in the eye), how is this often interpreted?

3. What are 3 “rules of thumb” when shaking someone’s hand?

4. “Mom, this is Suzy. Suzy, this is my Mom.”
What would be a better way to introduce your mother to Suzy, your friend?

5. If you receive an invitation to a party and RSVP is written on it, what should you do?

6. If someone pays you a compliment, what is your response?

7. There are various American traditions that men do when interacting with women. For example: opening a car door and helping a woman put on or take off her coat. What are 4 others?

8. What are 6 rules on manners at the table?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are 3 examples of being polite?
 - Using people's names
 - Saying please
 - Saying thank you
 - Apologizing
 - Holding the door open for others
 - Shaking people's hand
 - Introducing yourself
 - Looking people in the eyes

2. If a person does not make good eye contact (has difficulty looking someone in the eye), how is this often interpreted?
 - Untrustworthy
 - Low self-esteem
 - Shy

3. What are 3 "rules of thumb" when shaking someone's hand?
 - Be firm and brief
 - Do not crush the other person's hand or have a limp handshake
 - Look the other person in the eye

4. "Mom, this is Suzy. Suzy, this is my Mom."
What would be a better way to introduce your mother to Suzy, your friend?
 - Suzy. I want you to meet my Mom, Mrs. Stephanowski. Mom, this is my friend Suzy.

5. If you receive an invitation to a party and RSVP is written on it, what should you do?

- Respond. Call the person who sent you the invitation and let them know whether you will be coming to the party or not.
6. If someone pays you a compliment, what is your response?
- “Thank you”
 - I would feel good about it
7. There are various American traditions that men do when interacting with women. For example: opening a car door and helping a woman put on or take off her coat. What are 4 others?
- Open doors
 - Let them sit down first when going to eat
 - Push the chair under them
 - Go through a revolving door first
 - Go up/down an escalator or stairs first
 - Walk closest to the curb (street)
 - Man gets into the taxi first
 - Man enters a dark room first
 - Woman enters the row of a theater first
8. What are 6 rules on manners at the table? (Below are just a few answers. There could be more)
- Don't chew with your mouth open
 - Don't talk with your mouth full
 - Keep your elbows off of the table
 - Pass both the salt and pepper
 - Wait until everyone has received their food before eating (there are exceptions)
 - Place your napkin in your lap
 - Pass food to the left
 - Do not reach for food, ask someone to pass it

ANSWER KEY
LEARNING ACTIVITY G.51-1

SITUATION ONE:

You have graduated from high school and haven't seen the person sitting next to you in five years. You remember his or her name. How do you reintroduce yourself to this person?

- Hi **the other person's name**. I was in your **specific class** five years ago. I'm **your name**.

SITUATION TWO:

It is 10 years in the future and you're at a baseball game. You're sitting next to someone you know you worked with, but you're still not sure of his or her name. How do you introduce yourself to this person?

- Hi. Didn't you work at **place you and he/she worked?** Well, my name is **your name**. What was yours again?

SITUATION THREE:

You are introducing your mother to one of your teachers.

- Mom. I want you to meet **teacher's name and subject matter**. This is my mother **first and last name**.

SITUATION FOUR:

You are at the mall on break with one of your coworkers (Shelby) when your friend (Jack) from art class comes up and says "hi."

- Hi Jack! I'd like you to meet someone I work with at **place you work**, Shelby. Shelby, Jack is a friend of mine from art class.

SITUATION FIVE:

You are with your boyfriend/girlfriend. He/she is talking with another person and hasn't introduced you. You don't want to embarrass him/her by asking him/her to introduce you. He/she may not remember this person's name. How do you introduce yourself?

- Extend your hand and say, "Hi, I'm **your name, your boyfriend's/girlfriend's name** girlfriend/boyfriend.

Example, "Hi, I'm Geneva, Billy's girlfriend."

Important point: you don't want to embarrass somebody by saying, "Why don't you introduce me?" They may not remember the person's name they are talking to.

SITUATION SIX:

Your local mayor came to your class as a guest speaker. You have the honor of taking him/her to the cafeteria to eat with you. You see your principal there. What do you say to introduce them to each other?

- **Principal's name**, I want to introduce you to our mayor. Mayor **last name**, this is our principal, **principal's name**. Mayor **last name** spoke in our JAG class today.

Example: Mrs. Currie, I want to introduce you to our mayor. Mayor Bush, this is our principal, Mrs. Currie. Mayor Bush spoke in our JAG class today.

ANSWER KEY
READING ACTIVITY G.51

1. Wearing sunglasses
2. He should not have ignored Sarah
3. Vigorously shook Martin's hand
4. Placed in his lap
5. Tom shouted across the room for the waiter
6. He should have allowed Sarah to order first
7. He should have politely asked for the rolls
8. He should have waited until everyone received their plates
9.
 - a. Talked with his mouth full
 - b. Should have asked politely for the salt
10. He did not ask to leave and he should have waited until everyone had finished their dinner

ANSWER KEY
MATH ACTIVITY G.51

- Answers will vary