

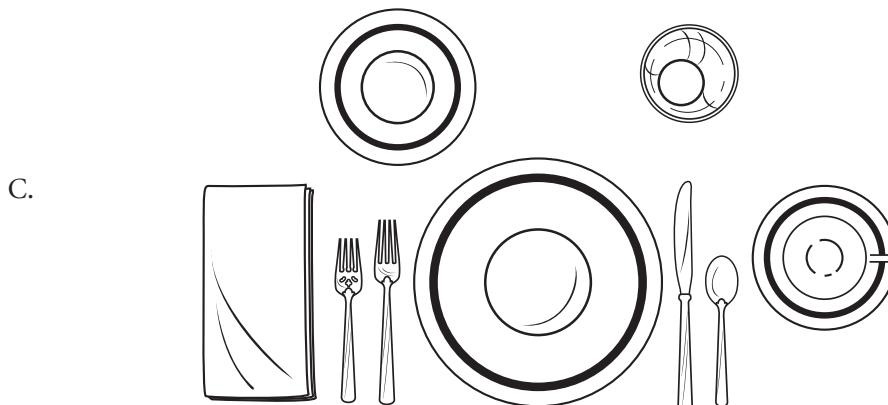
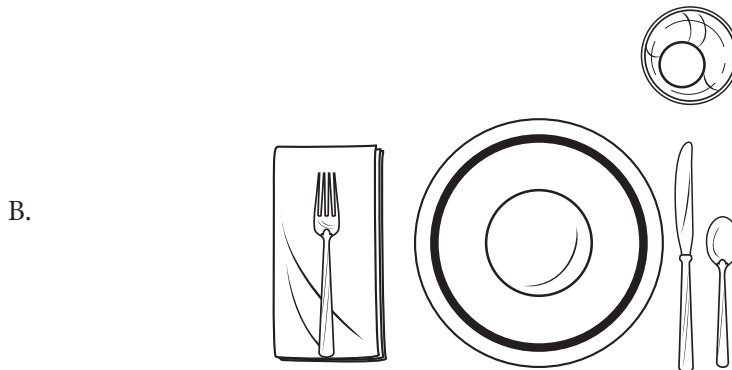
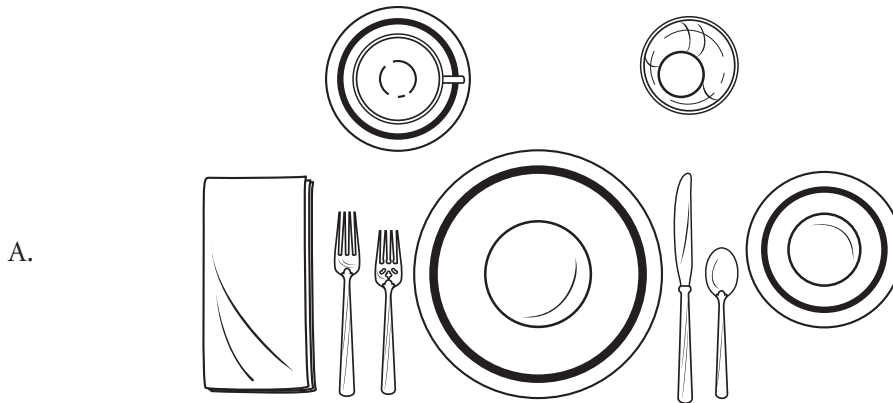
Activity 1

Serving Food

Setting It Right!

Purpose: To review how to properly set a cover.

Directions: Below are three covers, or place settings. Only one of them has been set correctly. Circle the letter of the correct place setting. Then correct the improperly set covers using arrows to show where you would move the items that are misplaced.



Activity 2

Serving Food

Comparing Types of Meal Service

Purpose: To compare different types of meal service.

Directions: Answer the questions below to identify the usefulness of various types of meal service. Write your answers in the space provided. If necessary, use an additional sheet of paper and attach it to this activity.

1. How is family service similar to and different from plate service?

2. How is plate service similar to and different from Modified English service?

3. How is family service similar to and different from buffet service?

4. If you were hosting a turkey dinner for twenty people in the average-sized home, which meal service would you use? Why?

5. Assume your family is small, and everyone has specific dietary needs. What meal service would be most useful for you?

6. In another family there are several teen boys. What meal service would be most useful for them?

7. If you were throwing a reception for your grandparents' 50th wedding anniversary, which meal service would be most useful for you? Why?

Activity 3

Serving Food

Party How-To

Purpose: To demonstrate an understanding of how to plan a party, including writing invitations and developing menus.

Directions: Read each statement below. Based on your text, write the answer or answers that best complete each statement in the space provided to the left of each statement.

- _____ 1. Generally, when planning a party, you should have a(n) ___?___ you are celebrating.
- _____ 2. The importance of the occasion tends to determine whether to serve a(n) ___?___ - ___?___ meal or soup and salad for a casual get-together.
- _____ 3. The first step in party planning is to check with the ___?___ in your home.
- _____ 4. Before making any major plans, you should check your ___?___ to see how much money is available for food and decorations.
- _____ 5. For inspiration when planning a party, consider a(n) ___?___ that is reflected in the menu, décor, and activities.
- _____ 6. When planning a party for a larger group, written ___?___ help guests avoid mix-ups on the time and the date and help you plan details.
- _____ 7. The invitations should include an R. S. V. P., ___?___, ___?___ ___?___ ___?___, or "Please Reply."
- _____ 8. When planning food, aim for ___?___ to ensure that every guest finds foods to enjoy.
- _____ 9. Prepare enough food so that guests don't feel ___?___ - ___?___ about how much they take.
- _____ 10. It is important to have a(n) ___?___ to keep track of the jobs that need to be done the day of the party and jobs that can be done in advance for the party.

Activity 4

Etiquette

Etiquette for Eating

Purpose: To review basic guidelines for etiquette at mealtimes.

Directions: Read each statement below. Write the answer that best completes each statement in the space provided to the left of each number.

- _____ 1. Unfold your ___?___ in your lap before you start eating. Don't tuck it under your belt or chin.
- _____ 2. ___?___ with your mouth closed.
- _____ 3. You may reach for serving dishes as long as you don't have to reach ___?___ your neighbor.
- _____ 4. ___?___ food before you speak.
- _____ 5. Use your ___?___ or dinner knife to help you get foods, such as peas, on your fork.
- _____ 6. Break your ___?___ into small pieces before buttering it.
- _____ 7. Follow the lead of your ___?___ if you don't know how to eat a food or which flatware to use.
- _____ 8. Cut each food into ___?___ pieces.
- _____ 9. Sit up ___?___ when you eat.
- _____ 10. If you need to sneeze or cough, cover your nose and mouth with a napkin or handkerchief and ___?___ away from the table.
- _____ 11. Never comb your hair or put on ___?___ at the table.
- _____ 12. Dip the soup spoon ___?___ from you in the soup bowl.
- _____ 13. Put your dinner fork and knife across your plate, side by side, pointing toward the ___?___ after you have finished eating.
- _____ 14. After stirring a beverage, place the spoon on the ___?___.
- _____ 15. To remove a(n) ___?___ part of food from the mouth, remove it as ___?___ as possible.

Activity 5**Etiquette**

Etiquette: Where Are You?

Purpose: To describe respectful attitudes toward cultural differences in table etiquette when eating at restaurants.

Directions: For each question below, determine the most respectful response and write it in the space provided.

1. When eating with someone that you are visiting from another culture, is it more important to uphold the table etiquette you were raised with or follow the practices of the host?

2. How would you hold your bowl to eat in China?

3. What can you do when eating a meal with people from a different culture?

4. Rather than using traditional utensils, what would you use to eat with in Ethiopia?

5. What does slurping while eating a soup indicate to Japanese people?

6. How do you compliment the cook at the end of a meal in Indonesia?

7. Why did the Chinese begin to use chopsticks?

8. How should you eat fried chicken in a fine restaurant?

9. When going to a formal restaurant, what should you do in advance?

10. When paying the bill at most restaurants, how much gratuity is expected?
