



Girls Empowered
Through Mentoring
and Service

RESOURCES FOR FACILITATORS

Building self-esteem, promoting education and instilling leadership skills

OurGems Vision

OurGEMS organization is the premier source for girls and boys to reach their fullest potential by building self-esteem, promoting the value of education and instilling leadership skills by exposing them to diverse experiences and perspectives.

The facilitator’s goal as mentor/teacher is to foster a classroom climate in which your students feel free to contribute and discuss ideas. Your students will be more likely to participate in class settings if they perceive the classroom environment as fun, friendly and safe.

Please use these lessons as a starting point for class discussions. When leading a discussion, remember to follow up on student contributions. It is recommended to respond enthusiastically when your students are insightful (“That is a great point, Lisa; could you elaborate further?”)

It is important not only to get them talking, but to probe them for their reasoning; have them explore the implications of what they say and push them to think deeper about your topic.

We suggest the class be as interactive as possible. We have found it is important for students to be active in their learning process by interacting with you and with their peers. Encourage your students to interact with you and with their peers. When students are active in their learning process, they strengthen their knowledge base, listening skills, communication skills and interpersonal skills.

Remember, have fun with it!

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IMPORTANCE OF EMPOWERMENT

Lesson Aim:

This lesson will emphasize the importance of empowerment for your students. Your students will increase in their sense of empowerment. They will grow in ability, initiative and authority; learning to make decisions and implement what is best for them and their community. It is an attempt to educate your students to become aware of who they are as a person and what they can contribute to their community; it is shaping the next generation of leaders.

Facilitators are encouraged to raise the level of confidence in their students who embrace and celebrate their diversity, are comfortable in their own skin and aspire to be their very best.

Define: empower; empowerment.

FACILITATOR: Write or project onto a screen the word EMPOWER. Ask the your students to define (in their own words) empower. Ask these questions:

What is it? How do you get it?

FACILITATOR: Underline power in empowerment. Explain that at the core of the concept of empower/empowerment is the idea of **POWER**.

A brief exercise makes the importance of this discussion clear. Ask your students to quickly, list three words that immediately come to mind

Explain: For most people, words that come to mind when we think about power often revolve around control and domination. Explain that focusing on these aspects of power limit our ability to understand and define empowerment.

To empower means to give power or authority to; means to enable or permit. It means the ability to direct, take control or taking charge of one's own life.

Ask your students if they think power can change hands or be transferable?

It is important to understand that power can change. And if power can change, then empowerment is possible. You can take charge of your own life.

Sounds pretty simple, but how come most of us don't do it?

EMPOWERMENT MEANS:

- Being able to identify that we have choices vs thinking or believing we have no choices
- Moving from a chronic sense of hopelessness to feeling hopeful about life/future
- Identify as being whole and complete vs broken or "sick"
- Being able to actively engage in creating the life we want vs feeling powerless or unworthy to have anything different
- As people we understand that we have control over our physical body
- As people we can create financial stability vs seeing life and finances as "not enough" or needing someone to "take care of us"

How to Do It

Facilitator encourage your students to: Learn to build themselves up instead of tearing themselves down. Use positive self-affirming statements like "I CAN and I AM doing this or that" and "I AM amazing" to override and quiet the voices of those people in their deepest memories who told them otherwise.

Begin to separate, eliminate and remove themselves from relationships that put them down and are negative or doesn't add value.

Empowerment Around the World

In South Africa the word that is used for this form of empowerment is Ubuntu: “I am what I am because of who we all are.” Archbishop Desmond Tutu defines Ubuntu as a means of empowerment from which we can all learn:

“A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed.”

Our voice may sometimes seem small and insignificant but all over the world there are examples of young people who have managed to find opportunities for real transformation and growth not just for themselves but also for the community in which they live.

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“ It is important to understand that power can change. And if power can change, then empowerment is possible. You can take charge of your own life. ”

BECOMING AN EFFECTIVE COMMUNICATOR

Lesson Aim:

Your students will learn effective communication is an important aspect of life that will enhance their relationships, careers and help them become productive citizens. Your students will understand effective communication of their thoughts, ideas, needs and desires will not only grant them much more fulfilled lives; but it can often result in less conflicts, misunderstandings and lost opportunities.

FACILITATOR: Ask your students to list a few reasons/causes of ineffective or poor communication. Have them consider these possible reasons:

- Poor listening (i.e. when the receiver is not focused to what the sender of message is saying) also leads to ineffective communication.
- Emotions like anger, fear, anxiety (nervousness) and stress may also lead to communication breakdown as messages may be interpreted in a wrong manner when the speaker is angry, anxious, fearful or frustrated than when the speaker is relaxed.
- Linguistic differences and accents can be a great obstacle to effective communication. Sometimes words have different meanings regionally or culturally and can often confuse those who are not familiar with that particular usage.

Having good communication skills will enable them to get ahead in certain areas where others who are less assertive may not succeed. While practicing the fine art of communication, here are a few things they should keep their eyes on:

Body Language

Body language can help or hinder communication. Remind students to maintain a relaxed, but not slouching posture, regardless of whether they are the one speaking or listening. Other things that ensure good body language are:

- Making eye contact.
- Nodding occasionally to acknowledge a strong point in the conversation.
- No side-bar conversations.
- Standing with hands clasped in front of you, never crossing your arms.
- Not displaying nervous ticks such as wringing hands, picking at their nails, texting or anything that the person communicating with them will view as a distraction from their conversation.

Did You Know?

- 7% of what we communicate is based on vocabulary
- 38% of what we communicate is based on voice inflections
- 55% of what we communicate is based on nonverbal behavior

Ask your students if these statistics surprises them.

Speech and Attentiveness

Explain: When speaking, students need to be clear and concise. Speak on important matters directly and do not waste time with long, drawn out stories that will cause the listener's mind to wander. Periodically check to see if the listener understands what is being said and be willing to further explain any unclear points. Let students know they should not expect the listener to just "know" what they are saying, even if it is clear in their own mind.

FACILITATOR: Explain to the students one of the most important aspects of verbal communication is the ability to practice active listening. Help them to understand this is not just actively waiting to talk. Suggest they make mental notes of key points when someone is speaking to them. That way, once they are given a chance to speak, they can respond to the most vital issues being dealt with in the conversation. When others are speaking, try to think about the exact words that they are saying. If your students practice this, they will comprehend and retain 80 percent more of the information that they hear.

Patience

FACILITATOR: Explain to your students the importance of exercising patience in their conversations. During conversations with others always give the other person(s) time to communicate their issues as well. Sometimes we can become impatient and try to rush the conversation along. Remaining focused on what they are trying to communicate will show them that you are truly interested in what they have to say.

If they are confused as to what someone may be requesting, than repeat back to him or her what you think they said and ask if that is correct. Often this will inspire the speaker to be more in-depth about their needs, which will help you to understand them fully. will inspire the speaker to be more in-depth about their needs, which will help you to understand them fully.

GAMES TO PRACTICE EFFECTIVE COMMUNICATION

TITLE: Importance of Detailed Directions

This first exercise demonstrates the importance of detailed directions for ensuring consistent results (Silberman 2006). This is also a good icebreaker:

Give everyone one sheet of paper. Tell students to close their eyes and listen to your directions.

Give the directions as follows:

1. Hold the paper in both hands.
2. Fold the paper in half.
3. Tear off the lower left-hand side of the paper.
4. Fold it in half again.
5. Tear off the upper right-hand side of the paper.
6. Fold it in half again.
7. Tear off the lower right-hand side of the paper.

Then, say, "If you did a good job of listening and I was effectively communicating, all of our papers should look the same. Now, open your eyes." Inevitably, everyone's papers will look completely different, and this usually garners a few laughs. This will clearly illustrate that, without detailed directions, you cannot expect the same results from everyone. This is exactly why companies like McDonald's have systems for every aspect of their business. When we follow the system, consistent outcomes are achieved.

TITLE: Misunderstanding

This second exercise illustrates the importance of good communication (Garber 2008). This is also a good icebreaker.

Give the directions as follows:

- Have the group divide into pairs. Ask the pairs to sit back to back and designate themselves Person A and Person B.
- Give each Person A one paper bag with an object in it, and give Person B a paper, pencil and hard surface to draw on.
- Person A must verbally describe the object to Person B who has to draw it. Person B has no idea what the object is and must rely solely on how Person A describes it. Person A must use words that are descriptive

Have them compare the object with the picture drawn.

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THE IMPORTANCE OF INSPIRATION: WHO INSPIRED YOUR BIGGEST ACHIEVEMENT OF THE YEAR?

Lesson Aim:

Your students will learn about the importance of having someone in their lives that inspire them to accomplish their goals, to do better and be better individuals. Your students will increase their understanding of the importance having someone in their lives to motivate them to reach their short term and long-term goals and aspirations.

FACILITATORS: *This lesson is designed to be used at the end of a calendar year. It can be used to help your students reflect upon their successes and helps them set the tone for the new year.*

Ask students to **define inspiration?**

Inspiration: *Something that makes someone want to do something or that gives someone an idea about what to do or create something special.* (Online Merriam Webster Dictionary)

It is the process of being stimulated to do something special.

Ask: How important is it to you?

We all need inspiration, no matter who we are or what we do. Explain that everyone needs someone to be able to count on; someone they respect. Let them know that every person who “made it big” was most likely inspired by another person. Explain that inspiration has a major affect on important life outcomes. It has the ability to transform the way we perceive our own capabilities. People who inspire us contribute to our growth and success. They can motivate us to act, improve and change our lives and change our environment or community.

Ask: What was your biggest achievement this year and who inspired you to do it?

Have each student go to the white board and write down their biggest achievement, who inspired them to do it and sign their name to it. Discuss each one with the entire group and say how important each one is.

Follow-up Lesson:

Have your students choose a short story/article on someone they admire and a quality/attribute they possess, i.e. Taylor Swift’s persistence, etc. Reflection: How can I use this in my life now?

Take 15 minutes and have the your students gather in groups of three and discuss their choices. Each group will choose one person to share with entire class. At the end of the time re-gather the class and have one person from each group share.

MEDIA AND BODY IMAGE

Lesson Aim:

Your students learn about the media's influence on their lives; they will identify how the media influences their attitudes. Your students will learn about the purposes and uses of media and empower them to be able to use a variety of media sources which can allow them an outlet for expression. Your students will increase awareness about the source of beliefs regarding body size and shape. Facilitators should encourage an acceptance of self and others with regard to body size and appearance.

FACILITATOR ask students: What is media?

Remind participants what media is and what role it plays in their lives. Explain that everyone is susceptible to the influence of the media. Different types of media send us messages all the time. These images and messages influence how we think and feel about our bodies and ourselves.

Explain this may happen unconsciously: we may not pay attention to what an ad is for or we may think the picture looks silly, but the message is what is "beautiful" or "cool" gets transmitted to our brain anyway. When this influence gets combined with trying to fit in with our friends and worrying about what other people think, we get caught up in trying to fit these unrealistic ideals.

Ask: How do you get the news? How do you find out what's going on in the world?

Have participants brainstorm different forms of media as participants brainstorm. Media includes social media (Facebook, Twitter, Instagram, etc.), television, radio, music players (mp3 etc.), computers, billboard advertisements, magazines, books, camera (digital, film, movie camera), cell phones—text messages and newspaper.

Ask: What is body image?

Body image refers to the way we see our body when you look in the mirror or the picture we get in your mind. It is also the way we think that others see our body.

What are some of the factors that influence our body image?

Examples could include: media, culture, friends, parent or our own thinking (the little voice in our heads).

How does media influence your mind? How does media influence your body?

To a great extent they tell us who we are and who we should be. Inform participants that ads sell more than products. They often sell values and concepts (such love, sexuality and success). They sometimes shape our views of normalcy (what is considered normal and what is not).

WE ARE ALL UNIQUE

Remind your students that there is no one ideal body weight, shape or size. We come in different shapes and sizes and that doesn't mean if we are not model perfect we are fat, out of shape or physically unattractive. Most images in the media are changed to make them look perfect. The images are manipulated with special lighting, slimming camera angles or lenses, airbrushed photos and more.

Divide participants into small groups. Pass out advertisement and magazines images to each group. Ask the group to deconstruct or pick apart the image. Remind them to think about colors, positions, lighting ad all elements of the image.

Prompt them with questions:

What product is being sold?

Who is being portrayed in the picture?

Who is the ad aimed at?

Why is this picture being used?

What ideals are being promoted by the image?

Are those ideals realistic?

How does the image and/or words make you feel?

Consider this: Statistics tell us the average adult female in America is a size 14 or 16 (166 pounds). The average adult male in America is a size 44 (196 pounds).

Ask: Do you see men and women this size in media promoting products or services?

Follow Up Lesson:

Ask each student to look at advertisements next week. The advertisements can come from television, radio, the Internet, a magazine or any other source. They should describe the advertisement in detail in their notebooks or journals. Ask students if any particular biases stood out to them. For example, does the advertisement perpetuate a stereotype? Does the advertisement represent only certain people or certain body types? Give students a chance to share thoughts that emerged as they did this exercise.

“ We come in different shapes and sizes and that doesn't mean if we are not model perfect we are fat, out of shape or physically unattractive. ”

My notes:

- Most people could look like models in magazines.
 - Agree
 - Disagree
 - Don't Know

Point to Ponder

The majority of models in magazines are airbrushed to get rid of “imperfections” and to look more appealing. The current media ideal of thinness for women is achievable by less than 5% of the female population.

- All thin people are healthy and in good shape.
 - Agree
 - Disagree
 - Don't Know

Point to Ponder

For some reason, we tend to think the word “healthy” means thin in this context. Think about what “healthy” means to you. Is thin an important part? A lot of factors contribute to our all-around fitness and good health.

- All overweight people eat too much and do not exercise
 - Agree
 - Disagree
 - Don't Know

Point to Ponder

We are all born with a predetermined body shape. Society seems to be accepting of variations in height, so why don't we accept variations in weight? Many factors influence our body types, most importantly genetics.

- There is not one body size, shape or weight that people should attempt to achieve - we all have our own unique bodies.
 - Agree
 - Disagree
 - Don't Know

Point to Ponder

We are all born with a predetermined body shape. Only 10% of the population has the body type to look like models in magazines.

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RESILIENCE

Lesson Aim:

How your students respond to setbacks depends largely on how well they have developed the attitudes and the skills of resilience.

Students need a network of supporters: parents, family, mentors and friends. These relationships provide the emotional and moral support needed to develop resilience.

“We are all born with innate resiliency, with the capacity to develop the traits commonly found in resilient survivors: social competence (responsiveness, cultural flexibility, empathy, caring, communication skills, and a sense of humor); problem-solving (planning, help-seeking, critical and creative thinking); autonomy (sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions); and a sense of purpose and belief in a bright future (goal direction, educational aspirations, optimism, faith, and spiritual connectedness) (Benard, 1991).¹

¹Benard, B. (1991). *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. Portland, OR: Western Center for Drug-Free Schools and Communities.

BOUNCING BACK: Object Lesson

Take a rubber band and as you teach the students the definition of resilience use the rubber band to demonstrate an object's ability to maintain its original form even when it is stretched, bent, or compressed. Explain to students that a rubber band displays resiliency because it is able to adapt to the stressors placed on it by external forces.

Attitudes of Resilience

The original definition of the word resilience had to do with a material's ability to resume its shape or position after being bent, stretched, or compressed. Today we commonly use the word to describe our ability to bounce back from adversity.

Adversity

We know two things about adversity and resilience: First, there is always opposition. Second, obtaining anything of great worth often requires great sacrifice.

As people become resilient, they understand and accept these two facts. They see life as challenging and ever changing, but they believe they can cope with those challenges and changes. They view mistakes and weaknesses as opportunities to learn, and they accept that losing may precede winning.

As people develop resilience, they believe they can influence and even control outcomes in their lives through effort, imagination, knowledge, and skill. With this attitude, they focus on what they can do rather than on what is outside of their control.

Purpose and Meaning

Another mark of resilience is to see great purpose and meaning in life and people. A sense of purpose will help young people avoid giving up, in spite of setbacks and pressure to do so. If they are becoming more resilient, they will develop deep values that guide them: integrity, compassion, perseverance, work ethic/effort and responsibility. They will involve themselves in what is happening around them and opt for commitment to values rather than feel alienated and avoid struggle.

Question: Why is resilience important? Why do we need to be resilient?

- Reduces the urge to participate in risky behaviors such as excessive drinking, smoking or use of drugs
- Helps us make it through the hard times
- Makes us stronger (The old adage: “What doesn’t kill us makes us stronger”)

People can have different levels of resilience at different times and in different situations.

The first step to being resilient is to recognize your own resilience. As you build up your core of resilience, you will find that you can learn and grow from all your life experiences. When you make a mistake, you can choose to learn from it instead of making the same mistake again. It instead of making the same mistake again.

Equanimity: Having a balanced perspective

Equanimity is not getting too riled up over life's events. A resilient person is able to take things as they come instead of being caught up in the drama of a hard situation. They can find humor in a situation, and are able to see the bigger picture. Take a chill pill, take it down a thousand, have a sense of humor.

Purpose: Living a meaningful life

A resilient person knows what they value and has an idea of what they want out of life. Resilient people find meaning in their lives by doing what they love to do and what they do well. Have students give an example of purpose from their own lives.

Self-reliance: Depending on yourself

As we get older and have more experiences, we learn that we can depend on ourselves to make good choices most of the time. Resilient people are able to depend on themselves to act in a way that is congruent with what they value and their goals. Have students give an example of something so important to them that they know they can depend on themselves to continue doing it.

Self-acceptance: Accepting yourself, warts and all

Each person is unique and brings a unique set of talents and perspectives to the world. Resilient people value their uniqueness to the point that they will act in a way they know is right, even if no one else understands or accepts their actions. Have students give an example of a way they learned to accept something about themselves.

Perseverance: Never giving up

Everyone fails at times, and every person has to learn to keep going in order to achieve success. A resilient person sees a failure as just a setback—something to learn from—as they move toward their goal. Have students give an example of an area where they have needed to persevere.

“A setback is just a stepping stone to a comeback.”

Encourage your students to never, ever let a setback hold them back, allow it to become a stepping stone to their comeback (success).

“ Resilient people find meaning in their lives by doing what they love to do and what they do well. ”

RESPONSIBILITY

Lesson Aim:

Your students will learn the importance of becoming a responsible person and will gain a greater appreciation for responsibility in their lives. They will learn that responsible people accept the consequences of their actions and choices without making excuses or trying to shift the blame onto others. They will learn to take personal responsibility for the course of their lives and work to make changes in themselves and their community.

What does responsibility or being responsible mean?

Responsibility/Responsible is being accountable (deserve credit or blame) for your decisions and actions and for the consequences or outcome of those decisions and actions.

Responsibility means handling your business/taking care of your duties in a timely manner (not procrastinating).

Facilitator have students recite this quote: **“Handle your business or your business will handle you.”**

Responsibility means doing the right thing and apologizing when you are wrong or make mistakes.

Responsibility means answering for your actions, not making excuses or trying to shift the blame onto others (accountability)

Responsibility means trustworthiness and being dependable.

Why is being responsible important?

Responsibility is a core value for living a life of integrity and honor. Because irresponsible behavior and choices can have long-lasting effects. People who are irresponsible can bring harm to themselves and others.

Discuss how each choice has consequences and how people are responsible for the consequences of their choices.

Discuss how we sometimes use “excuses” to try to deny responsibility for our actions and for what is happening in our lives. Emphasize that we often try to project blame onto others, in an attempt to also deny our responsibility in fixing the situation. Discuss how repeatedly making these excuses can lead us to feeling powerless.

Ask your students to think of three “excuses” they have used recently and write each one down. When all have finished, ask volunteers to share some of the statements with the class.

Why do we use excuses?

Is it easier to make excuses or responsible statements? Why?

Is it better to take responsibility and accept consequences or make an excuse to avoid consequences? Why?

Have some of the young ladies tell about a time they made an excuse to avoid a negative consequence. What happened? Did it work?

MORAL RESPONSIBILITY to other people, animals, and the earth. This means caring, defending, helping, building, protecting, preserving, and sustaining. We are accountable for treating other people justly and fairly, for honoring other living things, and for being environmentally aware.

LEGAL RESPONSIBILITY to the laws and ordinances of your community, state, and country. If there is a law they believe is outdated, discriminatory, or unfair, they can work to change, improve, or eliminate it. They cannot simply decide to disobey it.

FAMILY RESPONSIBILITY means treating their parents, siblings, and other relatives with love and respect, following their parents' rules, and doing chores and duties at home.

COMMUNITY RESPONSIBILITY As a part of the community, we are responsible for treating others as we want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen. Encourage them to pick up trash to keep the community clean. Read local and community newspapers to stay informed. Vote in elections when they are old enough.

RESPONSIBILITY TO CUSTOMS, TRADITIONS, BELIEFS, AND RULES These may come from family, community, heritage, or faith. Encourage students to learn what they are and do their best to respect and follow them.

PERSONAL RESPONSIBILITY It is up to each of us to become a person of good character. Parents, teachers, religious leaders, scout leaders, and other caring adults may help to guide us, but only we can determine the kind of person we are and ultimately become. Urge your students to get organized, be punctual, and honor their commitments.

“ Handle your
business or your
business will handle
you. ”

TAKING RESPONSIBILITY

FACILITATOR: This is another lesson that may accompany Resource 6 entitled, Responsibility.

It is common for young people to try to avoid taking responsibility for their actions, especially when the outcome is a negative one. Often they believe that if they project blame onto someone or something else, this relieves them of the need to admit a mistake, as well as the need to solve the problem. Instead, making excuses takes power away from young people because it keeps them from owning problems and finding solutions.

Try this lesson plan to help your students focus on finding the power to make positive changes.

1. Discuss how we use “excuses” to try to deny responsibility for our actions and what is happening in our lives. Emphasize that we often try to project blame onto others, in an attempt to also deny our responsibility in fixing the situation. Discuss how repeatedly making these excuses can lead us to feeling helpless.
2. On the board, write the following six examples of “excuses”. Ask students to generate ideas for how these can be re-stated in a way that reflects taking responsibility for both the problem and the solution. Use the suggestions for changes listed below as a guide.
 - EXCUSE: It broke.
TAKING RESPONSIBILITY: I broke it. How can I fix it?
 - EXCUSE: I can’t find it
TAKING RESPONSIBILITY: I haven’t found it yet. I need to look harder.
 - EXCUSE: He started it.
TAKING RESPONSIBILITY: I chose to get involved in something I should have stayed out of.
 - EXCUSE: You made me do it.
TAKING RESPONSIBILITY: I caved in to peer pressure, and I shouldn’t have.
 - EXCUSE: She was doing it, so I did it, too.
TAKING RESPONSIBILITY: I won’t do it.
 - EXCUSE: I can’t do it.
TAKING RESPONSIBILITY: I choose not to do it. I need help to do it.
3. Ask students to think of three “excuses” they have used recently and write each one down. When all have finished, ask them to rewrite each one. Share some of the statements and their rewrites with the class.
4. Discuss how each choice has consequences and how people are responsible for the consequences of their choices. If time allows, have students work in small groups to complete the following statements. Have students brainstorm the various consequences that different responses might bring about.
 - When I get angry at my friend, I _____
 - When I am picked on, I _____
 - When I can’t have my way, I _____
 - When I get in trouble, I _____
 - When my parents won’t listen to me, I _____

5. As a group, process the following discussion questions:
- Why do we use excuses?
 - When you use a responsible statement, who is in control?
 - Tell about a time that you made an excuse to avoid a negative consequence. What happened?
 - Is it easier to make excuses or responsible statements? Why?
 - Is it better to take responsibility and accept consequences or make an excuse to avoid consequences? Why?
 - How can accepting responsibility help improve your schoolwork or your relationship with your friends?

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<http://character.org/lessons/lesson-plans/mixed/shades-cahaba-elementary-school/>

“ Making
excuses takes power
away from young
people because it
keeps them from
owning problems
and finding
solutions. ”

ETIQUETTE AND MANNERS

Lesson Aim:

Your students will learn that etiquette and manners are still relevant in today's society. They will learn the more they understand etiquette, the more it will enhance their professional career and image. Your students will learn that first impressions are important because getting a second chance at a first impression is difficult or nearly impossible.

FACILITATOR BEGIN WITH AN ICEBREAKER GAME

GAME: Thank You for My Lovely Brick!

In our lives, we all have received a gift that was not up to our satisfaction; however, we are still required to be gracious and polite to the gift giver.

FACILITATOR: Discuss the importance of being polite and gracious with your students. Then explain that you are going to give someone a present. Her job is to open the gift and to say something polite (nice) about the gift and then pass it on to another participant. (Limit the amount of active participants to 5 to 6 people). The process continues until active participants have received the present and have said something polite and gracious. You can either have the participants select their recipients at random or set the order ahead of time.

Example:

Facilitator: *Alexis, I have something that I think you are going to really like. Hand Alexis the wrapped (or gift bagged) brick.*

Alexis says something like: *What a fabulous gift! I just purchased a new desk. I can use it as my new paper weight.* She hands the brick to Sherry.

Sherry says: *How did you know I needed one of these? The leg on my sofa broke and I can prop it up with this! Thanks for being so thoughtful!*

The faster this goes, the more fun it is. The goal is not to wait too long before responding. You will be amazed at how creative people can get and how much the group can laugh.

Explain to the students the point of this exercise is: As long as the gift is not offensive or inappropriate, they should be gracious, regardless of whether they like it, can use it, or understand it.

Telephone/Cell Phone Etiquette

Let the students know when they answer the telephone or call someone, it is important to remember the tips listed below:

- Never call before 7 a.m. on weekdays, before 9:30 a.m. on weekends, or after 9p.m. any day of the week to make sure they wake no one.
- Try to never call during dinner time.
- When calling up a friend and someone in their family answers the phone, remember to introduce themselves and say: "Hi, this is [insert your name here]. May I please speak to [insert the friend's name]?" Always say thank you!
- When leaving a message, make sure to leave name, phone number, and reason for calling.
- When accidentally dialing the wrong number, just say you dialed incorrectly and apologize; then hang up.
- Even though it seems funny and entertaining, don't make prank calls. They are disruptive and annoying to others.

- When answering the phone, just say, “Hello,” and wait for the speaker to introduce himself or herself.
- When answering the phone and no one else is home, do not tell the caller you are home alone. Simply say the person with whom they wish to speak cannot come to the phone.
- If the caller asks to speak to someone who is not home, ask to take a message or ask if he or she would like to be called back. If the caller asks to be called back, make sure to ask for his or her phone number.
- Don’t interrupt someone while they are talking. This goes for all conversations, not just on the phone.

Cell Phone Etiquette

Sometimes, people talking on cell phones forget they are around other people. The same guidelines for talking on a landline also apply to cell phone users. Below are some extra rules for talking on your cell phone.

- When going to a meeting or social event that requires quiet, set the ringer volume low or put phone on vibrate. Make every effort to turn off the phone; be in the moment.
- Turn phone off in classrooms at school; movie theaters, churches, etc.
- When expecting an important call, set the ringer on low or vibrate and politely excuse yourself when it rings. Explain that it is an important call, and apologize.
- Never shout into the phone. Not everyone needs to know that you are angry at the caller. Be respectful of those around you.
- When in the company of others, move away and take the call in private. No need to involve others in the call.
- When at home or with family, set boundaries for phone use. If at the dinner table, do not answer cell phone. When having a conversation with someone, put down the phone and make eye contact. Stay in the moment.
- Never take pictures of people without first asking for their permission.
- Don’t send picture messages before asking the recipient first.
- Always obey the instructions of the flight attendant regarding the use of the cell phone on an airplane. Cell phones search for a signal and can interfere with electrical equipment on the plane.

Etiquette in Public Places

Being “in public” means being anywhere not in your house. This includes being at school, out with parents, or just on the street.

- When with a group of people, don’t take up the entire sidewalk.
- If someone bumps into you or if you hit someone, say “Excuse me” or “Sorry.”
- Remember that everyone is different, and no one deserves to be made fun of, so never point or stare at people.
- Never throw your trash on the ground. Use the public trash and recycle bins.
- If someone says “Have a nice day,” respond with, “Thank you. You too.”
- When on a busy street and a need arises to stop for a moment, step off to the side so as to not impede the path others.
- If meeting someone for the first time, shake his or her hand and say “Nice to meet you.”

- When someone holds a door open, remember to thank him or her. It is also polite to hold doors open for others, especially people in wheelchairs, on crutches, or someone with a stroller.
- When on a bus and someone comes on who might need a seat (for example: if they have a baby, are elderly, or are injured), offer your seat to him or her.
- Before getting into an elevator, let the people who have arrived at their floor get off first.

Etiquette on the Computer

Remember when talking to someone in person or on the phone, they can usually see the emotion on your face or hear it in your voice. When typing, the person reading it does not know the attitude/emotions behind the words on the screen, so it is important to follow these e-mail guidelines:

- Typing in all capital letters means shouting or anger.
- Always proofread work to check for typos or grammar mistakes, especially if it is an important email.
- Be respectful. Do not share personal information or others’ personal information. Stay safe.
- Fill in the subject section at the top of the e-mail.
- When receiving junk email, just delete it. Do not forward it to others because it may be annoying and could contain viruses.
- Hand-written notes are much more personal than emails, if possible, do not use e-mail for thank you notes or formal invitations.

Etiquette for Thank You Notes and Invitations

Each time a gift is received, it is important to write a thank you note – the more personal the note is, the better.

- Write a thank you note as soon as possible after receiving a gift.
- Thank the person who gave the gift, even if it was not particularly liked. No need to lie, just thank the person for thinking of you.
- Always make the note personal. Start by thanking the person for the gift, and then mention why it was liked.

It is always better to mail the invites than to e-mail them.

- When thanking everyone from a party, do not write them all the same note. It is perfectly fine to repeat lines, but each person gave a different gift and deserves a personal note.
- Always include the following information in an invitation: the type of party (for example, a birthday or surprise party), who the party is for, when & where the party is taking place, and to whom & by when the invitee should RSVP. Also, include any other information the invitee might need to know – such as directions to the party.

Etiquette at the Table

Practice these tips at the dining table:

- Do not place elbows on the table.
- Help set the table. A traditional table setting has the napkin and fork to the left of the plate, and the knife (the blade facing the plate), the spoon, and the cup to the right of the plate.
- Fancier table settings can include many different forks, knives, and spoons for different courses. Just remember that the utensil furthest from the plate is for the first course, and moving towards the plate for the later courses.
- Finish chewing and swallowing before talking. Try not to chew with your mouth open.
- Use silverware, not your hands (unless it is finger food).

- If something can not be reached, politely ask someone else at the table to hand it to you – do not reach for it.
- Place the napkin on your lap.
- Do not play with your food.
- If you have to sneeze, cover your mouth with your napkin and say, “Excuse me.”
- If you notice someone has something in his or her teeth, let him or her know quietly, but do not make a big deal out of it.
- If you spill something, help clean it up.
- Sit tall and interact with the other people at the table.
- If you are at home or a guest at someone’s house, help clear the table once the meal is finished.
- Before you leave the table, make sure the meal is finished and it is appropriate to leave.

Etiquette When Playing Sports

Sports can bring out the competitive side of people. Manners are important in sports to make sure that no one’s feelings get hurt.

- Never be more aggressive than is necessary.
- If you hit someone during the game, apologize after the play is over and ask them if they are OK.
- If someone falls down, help him or her back up.
- Don’t be a sore loser. Think about what you could do differently next time, and stay calm and polite. Congratulate the other team or players, and tell them they played well.
- If you do win, don’t brag. It is fine to be happy that you won, but don’t celebrate in a way that hurts anyone’s feelings.
- Always thank your coach and the referees.
- Shake hands with your opponent at the end of the game.
- If the national anthem plays, stand up, take off your hat, and turn towards the flag.

Etiquette for Greetings or Introductions

A first impression is a lasting impression. Every time you greet adults, you should follow these rules:

- Look them in the eye.
- Stand up, even if it is not your first time meeting them.
- Shake their hand (always put out your right hand).
- Say some sort of greeting such as, “Nice to see you, [insert person’s name here (example: Ms. Smith)].”
- When introducing two people to each other, say the person’s name and how you know them. When addressing someone, call a man “Mr.,” a woman who is married “Mrs.,” and a woman who is not married “Miss.”
- Unless an adult tells you to call him or her by just his or her first name, address this person as Mr., Mrs., or Miss.

Etiquette at Other People’s Houses

Although your family may not be strict about manners, you never know how other families feel – follow these guidelines when you are not at home:

- (For men/boys) Take your hat off when you enter a house or building unless it is part of your outfit and is more formal & dressed-up.
- If no one else in the house is wearing shoes, take your shoes off, especially if they are really dirty or wet.
- When at a friend's house, don't leave your friend and go off on your own.
- Unless you know the family well, wait for them to offer you something to eat or drink; don't help yourself.
- After dinner, bring your plate into the kitchen. Always ask if they need extra help. When it's time to clean up, offer to help with the dishes. Remember to let the cook know how much you enjoyed the food.
- If you sleep over at a friend's house and you and your friend stay up late, keep quiet so you do not wake others in the house. If they hear you all night, they might not invite you back.

Etiquette in Other Parts of the World (Cultural Tips)

What is polite in your country may not be respectful in another country. Here are some world manners of which you should be aware:

- People always use silverware in Holland, sometimes even to eat bread.
- In Asia, instead of greeting people with a handshake, people bow to each other. The person with a lower status bows lower.
- In America, it is polite to look someone in the eye when they are speaking to you but, in some other countries, it is seen as rude to stare someone in the eye when they are speaking.
- In America, it is common to whistle while you are applauding but, in other parts of the world, this whistling is seen as rude and similar to booing someone.
- In America, nodding your head up and down means "yes" and shaking it side to side means "no." In parts of the Middle East, it is the other way around.
- In Japan, you are supposed to use chopsticks when you eat. Meals usually consist of several larger platters for sharing, instead of individual meals for each person. If you have used your chopsticks, serve yourself food using the opposite end from which you ate.
- It is considered rude to burp after your meal in Japan, but in different parts of Asia, it is not rude to burp.
- In England, people are more respectful of others in public. They do not push their way through lines and do not make rude comments about others. They also drive on the left side of the road, whereas in the United States, people drive on the right side of the road.
- In many societies, we are taught to not be so friendly with strangers. However, in Ghana, it is rude not to make contact with strangers. For example, in Ghana, it would seem rude if you did not greet and ask the person how they are doing.

Just remember: It takes a while to learn good manners, and no one expects you to be perfect and remember everything you are taught. Simply try to be on your best behavior and use good manners.

“ First impressions are important because getting a second chance at a first impression is difficult or nearly impossible. ”

STRETCH: REACHING BEYOND YOUR COMFORT ZONE

Lesson Aim:

Your students will learn the importance of stretching beyond their comfort zone (from time to time) to reach their full potential.

How do we stretch our boundaries?

Facilitator: Relate the story of the giraffe.

It is believed that giraffes didn't always have long necks. In fact, one of their closest relatives is the okapi, a short, horse-looking animal with zebra-striped legs that stands around 5 feet tall. So how did giraffes get their height and regal bearing? By stretching beyond their routine. According to Disney's Animal Kingdom, giraffes likely developed longer necks over time in response to fierce competition for food in the Savannah grasslands. The okapi didn't face such conditions in the rain forest and didn't grow over time.

Facilitator: Challenge your students to leave the familiar behind and reach for higher ground; pushing their boundaries to success. Explain to them in order to grow we sometimes must subject ourselves to something that makes us feel afraid or uncomfortable.

Egami Group CEO Teneshia Jackson Warner once said, *"The stretch is the distance between your comfort zone and your dream. It is on the other side of normal and required to fulfill your destiny."*

Sometimes discomfort is present for a good reason. It may warn us of potential danger ahead. More often than not, the fear and discomfort we feel doesn't signal any real danger at all. If we spend all of our time just doing the things that feel familiar and comfortable, we will probably miss out on countless opportunities to improve ourselves and try new things/experiences. If you want to get better at something, you are going to have to go through a period where you are not so good at it which will cause fear or discomfort.

This involves taking risks and stepping out of the box.

Facilitator: Ask your students these question: (have them give you a few answers)

What scares you?

What intimidates you?

What is the great unknown for you?

Ideas: Moving to a new city; public speaking; stage fright; new job; new school, etc.

Facilitator: Science says our comfort zone is a behavioral space where our activities and behaviors fit a routine and pattern that minimizes stress and risk. It provides a state of mental security. We benefit in very obvious ways: happiness, low anxiety and reduced stress.

What do you really get when you're willing to step outside of your comfort zone?

- Makes us more productive. It is said that comfort kills productivity because without the sense of unease that comes from having deadlines and expectations, we tend to do the minimum required to get by. We lose the drive and ambition to do more and learn new things.

- It becomes easier to push your boundaries in the future. Once you start stepping out of your comfort zone, it gets easier over time. Explain that pushing and expanding their comfort zone will one day feel natural and relaxing. The things that used to feel intimidating will become their new comfort zone.
- There's the overall self-improvement you get through the skills you're learning, the new foods you're trying, the new country you're visiting, and the new job you're interviewing for.

“ The stretch
is the distance
between your
comfort zone and
your dream.

It is on the other
side of normal and
required to fulfill your
destiny. ”

UNDERSTANDING & FOLLOWING DIRECTIONS:
QUIT TALKIN'! I KNOW WHAT TO DO!

Lesson Aim:

The purpose of this activity is to discuss the importance of understanding directions before you start a task. Participants will examine the pros and cons of different types of direction – and decide which type of direction they are most comfortable with and how to receive that type of direction as often as possible.

GAME: Just The Facts

Time: 15 minutes

Materials:

- One copy of the *Three Minute Quiz* for each participant
- Stop watch or watch with second hand

Directions:

This activity can either be completed independently or in groups of two.

Facilitator says: For this activity, you will have three minutes to complete a short quiz. I'm going to pass out these papers and ask you to not look at them until I say so.

When I say "go," you will have three minutes exactly to do what is asked of you on this paper. Ready, Get Set, Go!

Conclusion

Discuss with the group how they felt about this activity? Was it fun, frustrating, easy, or difficult? What aspects of the activity made it so? What is the moral or message of this lesson? How does this message relate to work?

Journaling Activity

Give an example of a time when you really thought you knew what you were supposed to do but did not. What happened?

Extension Activity

Consider all of the different ways directions can be offered and how they can be collected or received. Think about people who might have difficulty reading the English language or understanding the spoken word. What are some different ways the instructions could have been given to ensure EVERYONE understood? Next, have students think about how they learn best (if possible, complete a basic learning styles assessment). Are they primarily visual learners, auditory learners, or hands-on/kinesthetic learners? Consider ways in which you might let someone know what type of learner you are before getting information. Think about school or a job. How might you be proactive in helping a teacher or a supervisor understand how you need to be taught?

Share strategies with the group.

Three-Minute Quiz

1. Read everything before you do anything.
2. Write your name in the upper top left-hand corner of this page.
3. Circle the word “name” in sentence two.
4. Draw five small squares in the upper right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write, “yes, yes, yes.”
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. Stand up and (loudly) call out your first name.
13. On the back of this page multiply 5 times 4.
14. Draw a circle around the word “top” in sentence four.
15. On the reverse side of this paper add the numbers 25 and 100.
16. Count out in your normal speaking voice from one to 10.
17. If you are the first person to get this far, say, “ME, ME, ME!”
18. Using your pencil, punch three small holes at the bottom of this paper.
19. If you think you have carefully followed these directions, stand up, turn around and whisper, “I have carefully followed the directions.”
20. Now that you have finished reading the directions carefully, do only sentences one and two. Sit quietly until everyone else if finished.

My notes:

OurGEMS

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ETIQUETTE SCHOLAR:
100 DINING ETIQUETTE RULES

“ Good manners
are just a way
of showing other
people that we
have respect
for them. ”

Bill Kelly

- 1. Make Good Use of Your Napkin.**
Place your napkin in your lap immediately upon sitting down. Unfold it while it is in your lap.
- 2. Utensil Etiquette.**
In most situations, use the “outside-in” rule to tell which knife, fork, or spoon to use at the dinner table. Use utensils on the outside first and work your way in with each new course.
- 3. Removing Unwanted Food from your Mouth.**
Food is removed from the mouth in the manner in which it is put into the mouth. Food put into the mouth with a utensil is removed with a utensil. When fingers are used to eat food, the pit or bone is removed with fingers.
- 4. Excusing Yourself.**
Simply say “excuse me, please; I’ll be right back” when leaving for the restroom. Leaving without a word is rude.
- 5. Cutting Food.**
Cut your food into only one or two bite-sized pieces at a time.
- 6. Electronic Devices.**
Turn off or silence all electronic devices before entering the restaurant. If you forgot to turn off your cell phone, and it rings, immediately turn it off. Do not answer the call. Do not text and do not browse the Internet at the table.
- 7. Seasoning Food.**
When at a dinner party or restaurant, proper table manners dictate that you taste your food before seasoning it.
- 8. Speaking While Eating.**
If you have more than a few words to say, swallow your food, rest your fork on your plate, and speak before you resume eating.
- 9. Reaching.**
Items are within reach if they are within easy reach of your arm when you’re leaning only slightly forward. Don’t lean past the person sitting next to you (read more about passing etiquette).
- 10. Don’t Drink with a Full Mouth.**
To avoid leaving food on the rim of the vessel, make sure the mouth is free of food and blot the lips with a napkin before taking a sip of a beverage.
- 11. Holding a Wineglass.**
White wine glasses are held by the stem, not the bowl. Red wine glasses may be held by the bowl.
- 12. Unfamiliar Food.**
(1) Wait until someone else starts to eat and follow suit. (2) Ask how the food should be eaten (fingers or fork, for example). (3) Avoid the food altogether.

13. Eating Quietly.

Scraping a plate or loudly chewing is unpleasant to listen to and considered impolite. Smacking and slurping food are major mistakes and a sign of bad table manners.

14. Wayward Food.

In formal dining the knife is used to push food against the fork. At informal meals, a knife or a piece of bread is used as a pusher, for example, to push salad onto a fork.

15. Elbows.

The “no elbows on the table” rule applies only when you are actually eating. When no utensils are being used, putting your elbows on the table is acceptable.

16. Ordering Wine at the Right Price.

Start by selecting a wine in the category you are interested in and find a wine at the price point you are comfortable with. Show the sommelier your selection and ask for his opinion, but place your finger on the price, rather than the name.

17. Something Caught in your Teeth.

When food is caught between the teeth that is annoying or uncomfortable, wait to remove it privately.

18. Declined Credit Card.

Do not call attention to the situation

If your card continues to be declined, and you do not have enough cash to pay, ask to pay by check, visit the nearest ATM, or return the next day with cash.

If the restaurant declines these suggestions, you have no option but to return to the table and throw yourself on the mercy of your companions.

Repay their kindness within 24 hours, repaying them in cash.

19. Approaching the Table in a Restaurant.

When being seated, if the Maitre d’ leads the group to the table, the guests should follow the Maitre d’ and the host should follow the guests. If the Maitre d’ does not lead the group, the host should lead.

20. Sneezing, Coughing, Blowing your Nose.

When sneezing or coughing at the table is unavoidable, cover your nose or mouth with a napkin and proceed as quietly as possible. Except in an emergency, don’t use a napkin to blow your nose. Leave the table and use a handkerchief instead.

21. Reservations.

Call a day or two ahead; or a week or two ahead if the restaurant and day are popular.

Reconfirm the reservation by calling on the day of your visit.

Call the restaurant during meal hours to speak to the official reservationist.

22. Hot Beverages.

To test the temperature of a hot beverage, take a single sip from the side of the spoon. When an extremely hot beverage is sipped, take a quick sip of water to decrease the effect of the burn.

23. Finger Food.

When finger food is taken from a tray, place it on a plate. Don’t lick your fingers; use a napkin.

When in doubt about whether to use fingers or a utensil to eat a particular food, watch those about you and proceed accordingly. If you’re still in doubt, use a utensil, usually a fork.

24. Ready to Order.

To show you are ready to order, close your menu and place it on the table.

25. Paying the Check in a Restaurant.

If you are the host, inform the waiter or maitre d’ that you are to receive the check. Once the meal is finished, ask the waiter for the check.

If there is no established host at a business lunch or dinner, the most senior professional is generally responsible for the check.

26. Two Utensils.

Food served on a plate is eaten with a fork, and food served in a bowl is taken with a spoon. When two eating utensils or two serving utensils are presented together, such as a fork and spoon, the fork is used to steady the portion, and the spoon to cut and convey the bite to the mouth.

2. Tasting Another Person’s Food.

Either hand your fork to the person, who can spear a bite-sized piece from her plate and hand the fork back to you, or (if the person is sitting close by) hold your plate toward her so that she can put a morsel on the edge.

28. Dropped Utensils.

If you drop a utensil, pick it up yourself if you can and let the waiter know you need a new one. If you cannot reach it, inform the waiter and ask for a replacement.

29. One Thing at a Time.

Do one thing at a time at the table. If you want to sip your wine, temporarily rest your fork or knife on the plate.

30. What to do with your Hands.

When holding a utensil, rest your other hand in your lap. When not holding any utensils, both hands remain in the lap. Do not fidget, and always keep your hands away from your hair.

31. Eating Soup.

Spoon soup away from you towards the center of the soup bowl.

32. Spilled Food.

At an informal meal, the diner quietly and quickly lifts the food with a utensil and places it on the side of his plate. If food is spilled on another guest, apologize and offer to pay for cleaning (but let the other person wipe up the debris).

33. Garnish on a Platter.

When a platter contains a combination of foods, take a moderate serving of each, including the garnish. If a course is presented that contains another food underneath, such as toast or lettuce, take the entire portion.

34. Gesturing.

Do not gesture with a knife or fork in your hands.

35. Servings from a Platter.

When a platter of pre-sliced food is presented, take one serving. As a courtesy to the last guest, make sure to leave enough food on the platter so he or she has a choice from several portions.

Take the portion nearest to you.

36. Assisting with Service.

At an informal meal, the guests assist with service by passing the dishes nearest to them. To avoid congestion, serveware is passed to the right.

37. Thanking for Service.

Each time service is provided at a multi-course meal, verbal acceptance is not necessary. But to refuse service, a verbal rejection of "No, thank you," is given. At a simple meal when a serving bowl is passed upon request, say "Thank you."

38. Complimenting the Food.

A compliment on the cuisine is always appreciated.

39. Holding Dinner for a Late Guest.

Rather than delay dinner for everyone to accommodate the arrival of a late guest, dinner is held no longer than 15 to 20 minutes.

40. Cocktail Glasses at the Dinner Table.

A cocktail glass is not brought to the dinner table because water and several wines are served with a multi-course meal. Leave the cocktail glass in the room where cocktails are taken.

41. Guests Entering the Dining Room.

At an informal dinner, the guests enter the dining room in whatever order is convenient. When seating arrangements are not designated by place cards, usually the hostess enters the dining room first to tell everyone where to sit.

42. Posture.

Do not hunch your shoulders over your plate. Likewise, slouching back in your chair (which makes it look as if you're not interested in the meal) is bad table manners.

43. Place Cards.

Place cards identify the places people are to sit; they are used to eliminate confusion when more than six people dine together. At formal affairs, which usually involve a large group, individual places are always designated by place cards.

44. Place of Honor.

History accords the place of honor to the right side of the host because most people are right-handed.

45. A Purse at the Dinner Table.

Because a purse on the table crowds and disturbs the symmetry of the table setting, in a private residence it is left wherever the hostess suggests, such as in a bedroom or on a chair. In a restaurant or public place, it is held on the lap or placed close at hand.

46. Lipstick at the Dinner Table.

A lady should refrain from replenishing lipstick before coming to the table in order to prevent an imprint of lipstick on the rim of a glass or a napkin.

47. When to Begin Eating at a Banquet.

At a banquet, eating commences as soon as those on either side of you are served.

48. When to Begin Eating at a Buffet.

At a meal served buffet style, begin eating when you are ready.

49. Eat Slowly.

Savor the meal and eat slowly; it encourages conversation and conviviality.

50. Asking for a Second Helping.

The circumstances determine whether or not it is acceptable to ask for a second helping. It is not proper table manners at a formal dinner but is permissible at an informal one.

51. Smoking.

A lighted cigarette is never taken to the table. Smoking is offensive to nonsmokers and dulls the palate.

52. Hats and Caps.

Although frequently seen in casual restaurants, it is not proper table manners to keep a hat on when eating. Some etiquette experts may advise taking off a hat when eating outdoors, too. However, wearing any type hat is becoming more acceptable in fast food restaurants.

53. Doggy Bags.

It is acceptable table manners to take leftover food home from a restaurant, except if on a date or business lunch or dinner.

54. Food on Your Partner's Face.

Your dining partner has food on his face? If you notice a speck of food on someone's face, you're doing them a favor by subtly calling attention to it. You might signal silently by using your index finger to lightly tap your chin or whatever part of the face is affected.

55. Family Style Meals.

Often, "family style" means that the host or hostess serves the meat, but the other dishes are passed around with each diner helping himself. These dishes, too, are passed to the right.

At a family meal, plates may be served in the kitchen and brought out to the table. It is better not to do this when guests are present, however. Guests should have the prerogative of serving themselves. Exceptions: individually arranged dishes, such as eggs Benedict, that must be put together in the kitchen.

56. Soiled Utensils.

In a private residence, rather than embarrass the hostess by wiping a soiled utensil clean, suffer in silence. But in a restaurant, if a soiled utensil is laid on the table, ask the waiter for a clean one.

57. Be at Ease.

Being at ease at the table—whether for dinner, breakfast, or lunch—means being able to thoroughly enjoy the company and the cuisine.

58. Dignitaries Entering the Dining Room.

When the guest of honor is a high-ranking female dignitary, such as the prime minister of a country, she enters the dining room first with the host. The dignitary's husband follows with the hostess. If the guest of honor is a high-ranking male dignitary, he enters the dining room first with the hostess. The host enters the dining room second with the dignitary's wife.

59. Leaving a Spoon in Your Cup or Bowl.

Don't leave your spoon in your cup, soup bowl, or stemmed glass. Rest the spoon on the saucer or soup plate between bites or when finished.

60. Restaurant Buffets.

When you are dining at a restaurant buffet, never go back to the buffet for a refill with a dirty plate. Leave it for the waitperson to pick up and start afresh with a clean plate.

61. Sugar, Cracker, or Cream Packets.

If sugar, crackers, cream, or other accompaniments to meals are served with paper wrappers or in plastic or cardboard containers, the wrappers should be crumpled up tightly and either tucked under the rim of your plate or placed on the edge of the saucer or butter plate.

62. Coffee and Tea in a Restaurant.

If coffee or tea is placed on the table without first having been poured by the waiter, the person nearest the pot should offer to pour, filling his or her own cup last.

63. Selecting Wine in a Restaurant.

Remember the following food-friendly wines that will pair well with almost anything and are generally available in several prices:

If you'd like to order a red wine, choose a Pinot Noir. The Burgundy region of France and California produce quality Pinot Noirs. Pinots from Washington and Oregon are also good choices.

If you'd like a white wine, select a Riesling from Germany or the Alsace region of France. Drier Rieslings pair especially well with most foods.

64. Ordering Wine by the Glass.

Most restaurants offer a smaller selection of wines by the glass. When ordering wine by the glass, you should be aware that you may be getting wine from a previously opened bottle. You may want to ask the server when the bottle was opened. If it has been open for one or more days, you may want to make another selection.

65. Decanting Wine in the Bottle

Stand the bottle upright. Let it stand that way as long as possible so the sediment falls to the bottom of the bottle. A couple of days is ideal, but even thirty minutes is helpful. Remove the cork, let breathe, and pour without disturbing the sediment.

67. Sopping with Bread.

Sop up extra gravy or sauce only with a piece of bread on the end of a fork; the soaked bread is then brought to the mouth with the fork.

68. Burps.

When a burp is coming on, cover the mouth with a napkin, quietly burp, and say, "Excuse me." For an attack of hiccups, excuse yourself from the table until they have passed.

6. Yawns.

In some cultures, the breath is associated with man's spirit. To prevent the soul from escaping or an evil spirit from entering the body, the mouth is covered when a yawn cannot be suppressed. This custom prevails in our society today.

70. Hot Soup.

If soup is too hot, stir it, don't blow.

71. Napkin as a Signal at Meal's End.

The host will signal the end of the meal by placing her napkin on the table.

72. Orthodontic Appliances.

Keep braces clean. Watch what you eat. Bring brush and floss.

73. Dunking Food.

Dunked food leaves crumbs on the

rim of a cup or glass, and is frowned on at a private party or in a public place.

74. Asking Questions.

French, Italian, Chinese and other foreign restaurants may have menu items you are not familiar with. Unless you are fluent in these languages or have eaten at these types of restaurants before, you'll probably need to ask questions about items on the menu or about service.

75. Restaurant Ordering Sequence.

How to order will depend upon whether you're the host or guest, what type of meal you're going to be eating, how many people are at the table, and whether the guests are male or female. The host is the person that will be paying the check. His order is generally taken last. In a group, the server may decide how the ordering will proceed. Normally, women's are taken first.

76. Time a Meal in a Restaurant.

If attending diner before another engagement or are on a schedule, its okay to speed up the pace of the meal.

Let your server know you are on a schedule and ask him to recommend something that can be prepared quickly.

If you want to lengthen a meal, let your server know you'd like to finish drinks before you order your first course and that there is no need to rush between courses.

77. Ordering Cheese in a Restaurant.

If having cheese, ask the waiter if the cheese is currently in the refrigerator. If so, ask them to remove it at the beginning of the meal so that it will be at room temperature by the time you are ready to eat it.

78. Arriving at a Restaurant.

As the host, you should always try to arrive at the restaurant before your guests. You may wait for your guests in the foyer of the restaurant or at

your table, but if you choose to wait at your table, give the maitre d' a description of your guests and ask him to direct them to your table.

If one or more guests are ten minutes late, ask the maitre d' to seat the group and show the other guests to the table upon their arrival. Once seated, the punctual guests can order drinks and examine the menu. After waiting 15 or 20 minutes, the group should order their meals.

79. Guarding Your Food.

Don't encircle your plate with your arm.

80. Your Pinky.

Don't crook your finger when picking up a cup or glass.

81. Being Served in a Restaurant.

The waiter serves food from you left and beverages from your right side. When the waiter offers you a platter, help yourself with the serving fork in your left hand and the serving spoon in your right. Foods and beverages are passed to the right around the table.

82. When to Begin Eating.

At tables with eight people or fewer, begin eating only after all the other guests are served and the host or guest of honor has started to eat. If there is no guest of honor or host, begin eating after everyone has been served. At large events begin eating only when the guests on each side of you have been served.

83. Handling Bread.

If you find that the bread basket has been set close to your place setting, offer it to the table by passing it to your right. If the loaf is uncut, cut a few slices and return the loaf and slices to the basket. When slicing the bread, use the cloth in the basket to cover one end of the loaf before you grasp it.

84. Take Small Bites.

Take only enough food to chew and swallow in one easy bite.

85. Sorbet.

At some formal dinners, sorbet will be served after the first course or after the entrée. This is not dessert. It is a palate cleanser. Eat it before eating the next course.

86. Tipping.

Even if you receive a complimentary meal or wine, you should tip the staff. Base gratuities on the estimated dollar value of the complimentary meal or wine you receive.

There is no need to tip the owner or proprietor of the restaurant, even if he or she serves you. You also do not need to tip the Maitre d' unless they have done a special favor or arranged a special meal for you.

87. Problems with the Bill.

If there is a problem with the bill, quietly discuss it with the waiter. If the waiter is uncooperative, excuse yourself from the table and ask to speak to the manager.

88. Dropped Food.

If you drop food on the tablecloth or floor, discreetly use your napkin to retrieve it and ask the waiter for a new napkin. If you spill a glass of wine or water, use your napkin to clean up the mess.

89. Sending a Dish Back.

Sending a dish back is entirely appropriate if your dish is not what you ordered, if it isn't cooked to order, if it tastes spoiled, or if you discover a hair or a pest in

the dish. You should discreetly inform the waiter of the situation and ask for a replacement.

90. Dropping Your Napkin.

If you drop your napkin, retrieve it yourself if you can. If retrieval of the napkin would disrupt the meal, ask the waiter for a replacement.

91. Job Interview Tip.

On a job interview, follow the host's lead when ordering food or drink and avoid sloppy or difficult-to-eat dishes. Do not participate in unpleasant or controversial topics of conversation.

92. How Much Wine to Order in a Restaurant.

A good rule of thumb to determine how many bottles to order is to start with a half bottle per person. If the group includes at least three people, you may try ordering a bottle of red and a bottle of white.

93. Greeting a Butler or Maid.

When a guest knows a maid or a butler, rather than draw attention to the fact and interrupt conversation, give a brief greeting, such as "Nice to see you."

94. Lemons.

To keep from squirting your dinner companion in the eye when squeezing a lemon wedge, follow this method. First, impale the pulp of the lemon wedge on the fork tines. Next, cup your free hand over the lemon and gently squeeze the fruit.

95. Half a Duck.

When served a half duck or chicken, use your knife and fork to cut the wing and leg away from the breast before you start eating any of the meat.

96. Using a Finger Bowl.

If you encounter a finger bowl (used either after eating a hands-on meal such as lobster or at a more formal meal when dessert is served), dip your fingers into the water and then dry them with your napkin.

97. Hot Towels.

In some upscale restaurants, steamed hand towels are brought to diners at the end of the meal. Use the towel to wipe your hands and, if necessary, the area around your mouth. (Wiping the back of your neck or behind your ears is best not done in a restaurant.) Most waiters will take the towel away as soon as you've finished. If not, leave the towel at the left of your plate, on top of your loosely folded napkin.

98. Crackers in Soup.

Do not put crackers in your soup during a formal meal.

99. Passing Salt and Pepper.

When asked to pass the salt, pass both the salt and pepper.

100. Toasts.

When someone offers a toast to you, do not drink to yourself.

REFERENCE

Etiquette Scholar-www.etiquettescholar.com/dining_etiquette/table_manners/table_manner_tips.html

“Etiquette is the science of living.”

Emily Post

DINING ETIQUETTE QUESTIONS AND ANSWERS
FOR INTERVIEW MEALS

FACILATATOR: Explain to students sometimes meals are part of job interviews. Employers may want to see them in a more social situation to see how they conduct themselves, particularly if the job for which they are interviewing requires a certain standard of conduct with clients and superiors. They may be heavily scrutinized on their table manners and conduct. On a practical level, interviews that last for several hours may extend through mealtimes, and the employer is acting as a gracious host to provide a potential employee meals. Interview meals are a time to visit and interact, and they always more important than the function of eating.

The following questions are good discussion starters.

Q: Who should sit down first?

A: You should wait for your interviewer/host to ask you to sit down before taking your seat. If he/she doesn't ask you to sit, wait for him/her to be seated, then sit.

Q: Is it okay to sit with my legs crossed?

A: You should not push your chair back and cross your legs until the meal is completely finished. During the meal, sit up straight and keep your feet flat on the floor or cross your legs at the ankle. Crossing your legs during the meal can cause you to slouch, and looks too casual.

Q: Which fork is for what?

A: Always use your silverware from the outside in. Therefore, if you have two forks, the outside fork is for salad and the fork closest to the plate is for your main course. The silverware will be removed as you finish each course. There may be a third fork outside the salad fork for appetizers. Usually no more than three utensils are placed on each side of the place setting. If a fourth utensil is needed, it is placed above the plate and is usually for dessert and/or for coffee to be served with dessert. (When you are seated, do not play with your utensils or make them a topic of conversation.)

Q: What do I do with my napkin?

A: As soon as everyone is seated, unfold your napkin and place it across your lap, folded, with the fold toward you. Do this discreetly without flourish. If you need to leave the table, place your napkin on your chair, folded loosely (NEVER wadded). Only after the meal is over should you place your napkin on the table to the left side of your plate (NEVER on your plate!).

Q: How do you wipe your mouth with the napkin? Is it considered poor etiquette to wipe one's mouth with the napkin?

A: It is considered poor etiquette NOT to use your napkin. The purpose of the napkins is to keep food off your face. Use it frequently to discreetly dap or wipe (no ear to ear swiping, please) your mouth. Replace the napkin on your lap loosely folded, not wadded and not stuffed between your legs.

Q: What do you do if you drop your napkin on the floor?

A: If your napkin falls on the floor and it is within easy reach, retrieve it. If you are unable to retrieve the napkin without drawing attention to yourself, ask the server for another one.

Q: When is it okay to begin drinking and eating? Does one wait until the host/hostess starts eating his/her meal at a restaurant?

A: If water is on the table as you are seated, it is appropriate to sip your water after everyone is seated and after you have placed your napkin in your lap. For other beverages and foods, wait until everyone has been served, and do not eat until your host/hostess has begun; when your host picks up his/her fork, this is an indicator that you may do so. Do not help yourself to the breadbasket and other communal foods until your host has indicated you may do so. If you pick up the breadbasket,

hold the basket and offer to the person to your left, then serve yourself, and then pass the basket to the person on your right. (The same applies to butter, salad dressings, and other condiments that are passed.) The host/hostess may ask you to start eating and you should comply with the request.

Q: What do you do if your host/hostess uses the wrong utensil? Do you follow his/her lead?

A: You should eat correctly, but never point out errors of others. If you do not know how to eat a certain food, follow the lead of your host.

Q: What should I order to drink?

A: Water, juice, or iced tea are safe choices. It is best not to order alcohol even if the interviewer does. One glass of wine, sipped slowly, may be acceptable. Know your own limits. You want to remain sharp and responsive. Do not consume alcoholic beverages if you are under 21 years of age! Coffee or hot tea after the meal is okay if it is offered and if time allows.

Q: Is it rude or wrong to use multiple packets of sugar/sweetener in tea or coffee?

A: Limit yourself to one or two packets of sugar. Tear one or both at the same time $\frac{3}{4}$ of the way at the top of the packet, and leave the paper waste at the side of the plate. Using more than two packets of sugar or artificial sweetener may be seen as excessive.

Q: What is an appropriate way to explain a food allergy?

A: Refrain from talking about health during meals and in business situations. If you know the menu in advance, you can let your host know ahead of time that you cannot eat a certain food. Be pleasant about your request, and apologize for any inconvenience. This allows your host to make arrangements for you. If food you cannot eat is served to you at a meal, simply leave it. Be discreet and pleasant if you are asked why you are not eating. In a restaurant where you are ordering from the menu, you can explain any allergies discreetly to your server. Again, be pleasant and do not call attention to yourself or make this a topic of conversation.

Q: What do you do if the menu is fixed and you are served something you do not want?

A: Be polite and appreciative. Never criticize or state a dislike for a food that is served to you (something we all should have learned by age 5). This is insulting to your host. Simply eat foods you do like, and make an attempt to taste unfamiliar foods. If you are asked point blank if you like something, and it would be an obvious untruth to say you do, say something gracious like, "It's different," or "I'm not accustomed to this flavor, but I'm glad for the opportunity to try this." The job for which you are interviewing may involve business travel and dining in other cultures than your own. You could be evaluated for your grace in such situations.

Q: What if I order from the menu but served the wrong thing?

A: If it is a major mistake, you can discreetly mention this to the server immediately so that it can be corrected. If the error is small — you didn't want tomatoes, but they are served to you, or you received the wrong side dish — ignore it. Fussing over food can make you look childish, finicky and concerned with the wrong things (not assets in a job candidate). Your goal is to appear gracious.

Q: What is appropriate to order for dinner?

A: Simple foods that are easily eaten with a fork and knife (meats, simple salads and soups). Avoid spaghetti or other things with red sauce, huge deli sandwiches, greasy hand held items like pizza, and gassy foods like beans, broccoli, or cauliflower. Sometimes you may not have a choice. Follow your host's lead.

Q: Is it best to avoid ordering a food if you cannot pronounce its name?

A: No. If you would like, ask the server to describe the food, and point to it on the menu.

Q: How are things like the breadbasket, butter and salad dressings passed?

A: When your host indicates ("Please help yourself to bread," or something similar), the person closest takes the service plate/basket, offers it to the person on his left, helps himself, and passes to the person on his right. Always include the service plate in passing; do not, for example, lift the salad dressing bowl off the service plate and pass the bowl by itself. Foods should go from the service plate to your plate, never to your mouth. Butter should be placed on your bread and butter plate, not directly on your bread. Do not touch other people's food, and never use your used utensils to obtain food from a service plate.

Q: Is it okay to spread butter on my entire roll at one time?

A: No. It is appropriate to break off a bite-sized piece of your roll, butter it and eat it, one bite at a time. If the piece you break off is slightly too big to make one bite, it is fine to eat it in two bites, and much better than stuffing a too large bite into your mouth.

Q: Is it okay to cut your salad if the lettuce pieces are too large?

A: Yes. Cut a few bites at a time; do not slice and dice the entire salad at once. It is preferable to cut large salad pieces than to attempt to stuff large bites of food in your mouth.

Q: How do I eat and answer questions at the same time?

A: By taking very small bites, so you can quickly finish and swallow the bite before speaking. Never speak with food in your mouth. You may not have much time to eat if you are being asked a lot of questions; remember that the main point of

the meal is to interact and eating is secondary. You can initiate asking your host questions so that the conversation is more balanced and you have more time to eat. Do not eat too quickly, and do not attempt to hurriedly scarf down all your food. A large, hurriedly-eaten meal can make you drowsy and uncomfortable; a disadvantage if you have interviewing after the meal.

Q: How should soup be consumed?

A: Dip your spoon away from yourself to fill your spoon with soup. Rest your spoon periodically. When a service plate under the soup bowl is provided, always place your spoon on the service plate behind the bowl. If no service plate is provided, obviously you rest your spoon in the soup bowl. Used utensils are never placed on the table. Sip quietly. To finish the last bit of soup, you may slightly tip your bowl to fill your spoon.

Q: Should one go out of his/her way to use utensils when he/she is eating finger food?

A: When in doubt, eat with a utensil rather than with your fingers, even those foods (like French fries) that you may eat by hand at home. If something is served on a plate, you should use utensils! Chicken, or any other meat with a bone, is not finger food; you should use the knife and fork.

Q: If you are wearing a nametag and are having problems with it, what is the appropriate course of action?

A: If the nametag is not sticky and keeps falling off on the table or on the floor, remove it. If the nametag is in your way, move it.

Q: Is it better to spear or scoop food?

A: Scooping or spearing depends on the type of the food. Do not jab at your food; try to scoop and spear in the same action.

Q: How does one indicate having finished an appetizer or soup? Should the fork or spoon be placed in or out of the bowl?

A: When a service plate is used under the food vessel, always rest your utensil on the service plate behind the food vessel. Obviously if there is no service plate, rest your utensil in the food vessel. Your utensil always rests with the handle to your right. Never place a used utensil on the table. If plates are being cleared and you are not finished, simply lift your utensil as though you are in the process of eating. However, do not lag behind the rest of the diners; if everyone else is finished, and you're not, simply leave the remaining food.

Q: Do you always pass the salt with the pepper, even if someone asks for salt only?

A: Yes, always pass the salt and the pepper together. It is also considered rude to use it first before passing it to the person who asked for it.

Q: Is it rude to season your food before tasting it?

A: Yes. This is an insult to the chef. You should not salt and pepper your food before tasting it. Try a bite first, then season if necessary. Do not over season; this can appear childish.

Q: What do you do if there is a hair in the food?

A: You have a few choices if you find hair in the food. You can discreetly remove it, eat around it, or politely ask the server to bring you another plate. In any case, do not cause a scene and do not spoil the appetites of others at the table.

Q: Do you announce to the table if you need to be excused? What is the appropriate way?

A: You can excuse yourself from the table by saying, "Excuse me"; you do not need to offer an explanation. If you must leave during the meal, you can indicate whether you are finished eating through proper placement of your utensils. Ten and four o'clock (handles at four, knife blade toward you) indicates you are finished. Three o'clock to center (handles at three) indicated you are not finished. Do not rest utensils or utensil handles on the table.

Q: If a lady were to get up during the meal, should all men get up too?

A: Yes, men should rise when a lady leaves the table. It is not necessary to completely stand for a temporary departure. Simply rise off the seat to acknowledge her leaving.

Q: Is it appropriate to put eye drops (for contact lenses) in my eyes at the table?

A: Absolutely not. No grooming of any kind should be done at the table. You should excuse yourself for this purpose.

Q: If you are a slow eater, should you finish completely or just quit when everyone else is finished?

A: Try to stay with the pace of the meal so that you do not hold up the remaining courses. If you are lagging behind, when the others are done eating, do not make them wait on you too long.

Q: Is it ever OK to remove your jacket for heat or other reasons? Is it appropriate to ask? Does this differ for males and females?

A: As a general rule, follow the lead of the host before removing your jacket. If the host keeps on his/her jacket, keep yours on. If it is unbelievably hot, it is appropriate to ask the host's/hostess' permission. This applies to both men and women. Keep in mind that some restaurants/clubs require customers to keep their jackets on during meals.

Q: What is the correct response to someone accidentally sneezing on the table (near the food)?

A: Respond by saying "Bless you," and continue with your meal. If the person sneezed on your meal, do not eat it, but do not make an announcement about it.

“ Remember the purpose of the meal.

Follow the lead of your host.

Be discreet. ”

Q: Where do you place the knife when you are eating?

A: Put the knife across the top of your plate when you are eating, blade facing toward you.

Q: What do you do with your soup spoon when you are momentarily not eating?

A: When you are resting, place the soup spoon on the service plate, or leave it in the bowl if there is not a service plate. When you are finished, place the spoon on the service plate.

Q: Is it okay to lick your fork/spoon before putting it down?

A: Absolutely not. Remove all food from your utensil when you remove the utensil from your mouth. Do not take partial bites off a utensil; so do not put more food on your utensil than you can place in your mouth with one bite.

Q: What if your dinner fork falls on the floor and you cannot get the server's attention?

A: Do not reach pick up dropped utensils. Wait until you get the server's attention and discreetly ask for a new utensil.

Q: How do I call the server if I need him/her?

A: You can usually catch her/his eye, but if not, you may ask a nearby server. If the matter is not urgent, wait until the server checks at the table to make sure everything is okay; be discreetly on the lookout for him/her to do so, so you won't be caught with your mouth full. Avoid getting up from the table to hunt someone down. Never snap your fingers or wave down your server. Remember the meal is not the main purpose for your being there.

Q: What do you do if a piece of food falls off your plate?

A: If the food falls on the floor, leave it and do not step on it. If the food falls on the table and it is a big piece, use your fork and move it to a corner of your plate. Otherwise, let it be.

Q: How do you let someone know he/she has something in his/her teeth?

A: Be subtle and quiet. Do not bring it to the attention of everyone at the table and do not embarrass the person. If it is someone of importance, you may not want to cause him or her any embarrassment; so let it go!

Q: What if I get something stuck in my teeth?

A: Try to remove the lodged item with your tongue. If this does not work, excuse yourself from the table and go to the restroom. It is a good idea to go to the restroom after the meal to check your teeth and freshen up. Toothpicks should be used discreetly and in private; never at the table.

Q: What do I do if I have a bone in my mouth?

A: If you have a bone in your mouth, remove it unobtrusively with your fork, and place it on the rim of your plate. Any time something needs to be removed from your mouth, remove it by the same means (fork, spoon, fingers, etc.) that it went in.

Q: What do I do when I do not want to swallow something I already have in my mouth (such as an olive pit or a piece of gristle)?

A: If it went in with your fork, it should come out with your fork and likewise with your hands. Move it to your tongue and onto the fork and deposit it on the rim of your plate. No one should notice you doing this, because the fork to mouth motion is a common one made by anyone who is eating.

Q: How do you avoid eating a certain food? (For example, onions on a salad)

- A: Discreetly eat around the food and/or move it carefully to the side of the plate or bowl. Do not make a fuss, and do not remove it from the plate.
- Q: What should I do if my food is cold or does not taste good?
- A: If your food needs to be warmer, but is not unbearable, you should just eat it and not call the server over to avoid a scene. However, if it is not edible, politely call the server over and explain.
- Q: What do you say when you really do not like your meal and someone asks, “How is your meal?”
- A: Be polite and say, “Fine, thank you.”
- Q: Is it OK to rest your wrists on the edge of the table in between bites?
- A: Yes, it is all right to rest your wrists on the edge of the table or place your hands in your lap, but no elbows on the table!
- Q: As a left-hander, is there anything one should do differently?
- A: If you are allowed to choose your seat, choose a seat where you do not hit any other person’s elbows.
- Q: Should you clean your plate in any particular way? (Push all uneaten food to one side?)
- A: You do not have to clean your plate. It is polite to leave some food on your plate. Do not push the remaining food around on the plate
- Q: What do I do to signal I am finished with my meal?
- A: Your silverware should be parallel to each other in the ten and four o’clock position (as on the face of a clock), with handles at 4:00 and tops of the utensils at 10:00. The knife blade points toward you. Never place or rest used utensils on the table.
- Q: What do I do when the check comes?
- A: Typically, in an interview, you are the guest and so the meal is paid for by the company. Your host will most likely pick up the check so you won’t have to deal with it. Remember to thank your host for the meal at its conclusion.
- Q: What should I do if I feel sick during the dinner?
- A: If you really cannot make it through the dinner, just excuse yourself and go to the rest room. Return when you are feeling better or have the server explain that you are not feeling well.

Key Points to Remember:

- Remember the purpose of the meal.
- Follow the lead of your host.
- Be discreet.

REFERENCE

Salisbury University; Retrieved from <http://www.salisbury.edu/careerservices/students/Interviews/DiningEtiquetteQuestions.html>

TABLE SETTINGS

FACILITATOR: Before class, make a copy of *Table Settings Hand-Out* for each of your students. Pass out a copy of *Table Settings Hand-Out* to each student and ask him or her to identify the pictured utensils and its use. See how many students correctly identified each item.

Basic Table Setting

Explain to students setting a table is not as difficult as it seems. The basic rule is: Utensils are placed in the order of use; that is, from the outside in. A second rule, with only a few exceptions, is: Forks go to the left of the plate, and knives and spoons go to the right. Finally, only set the table with utensils that are needed to consume the meal. No soup; no soup spoon.

Give the students this wonderful little tip to help them remember the boundary of their place setting. When looking at the place setting and trying to figure out/remember which glass is theirs, this statement is helpful: “Wet right, dry left.”

“Wet” means beverages, which will always be on the right. Therefore, their glasses and cups will always be to their right. “Dry” means bread, which will always be on the left. Therefore, their bread and butter plate will always be to their left.

Another good tip:

Have students hold their hands up in front of them. Tell them to touch the tips of their thumbs to the tips of their forefingers to make a lowercase ‘b’ with their left hand and a lowercase ‘d’ with their right hand. This also will remind them that bread plate “b” is to the left of the place setting and drinks “d” is to the right.

Some other things to know:

- Knife blades always face the plate
- The napkin goes to the left of the fork, or on the plate
- The bread and butter knife are optional

Formal Table Setting

Go through each item below and explain its use.

Our illustration shows how a table would be set for the following menu:

- Appetizer: Shellfish
- First Course: Soup or fruit
- Fish Course
- Entrée
- Salad

- (a) **Service Plate:** This large plate, also called a charger, serves as an underplate for the plate holding the first course, which will be brought to the table. When the first course is cleared, the service plate remains in place for any other courses, such as a soup course, until the plate holding the entrée is served, at which point the two plates are exchanged. The charger may serve as the underplate for several courses that precede the entrée.
- (b) **Butter Plate:** The small butter plate is placed above the forks at the left of the place setting.
- (c) **Dinner Fork:** The largest of the forks, also called the place fork, is placed on the left of the plate. Other smaller forks for other courses are arranged to the left or right of the dinner fork, according to when they will be used.

- (d) Fish Fork: If there is a fish course, this small fork is placed to the left of the dinner fork because it is the first fork used.
- (e) Salad Fork: If the salad is served after the entrée, the small salad fork is placed to the right of the dinner fork, next to the plate. If the salad is to be served first, and fish second, then the forks would be arranged (left to right): salad fork, fish fork, dinner fork.
- (f) Dinner Knife: The large dinner knife is placed to the right of the dinner plate.
- (g) Fish Knife: The specially shaped fish knife goes to the right of the dinner knife.
- (h) Salad Knife (Note: there is no salad knife in the illustration): If used, according to the above menu, it would be placed to the left of the dinner knife, next to the dinner plate. If the salad is to be served first, and fish second, then the knives would be arranged (left to right): dinner knife, fish knife, salad knife.
- (i) Soup Spoon or Fruit Spoon: If soup or fruit is served as a first course, then the accompanying spoon goes to the right of the knives.
- (j) Oyster Fork: If shellfish are to be served, the oyster fork goes to the right of the spoons. Note: It is the only fork ever placed on the right of the plate.
- (k) Butter Knife: The small spreader is placed diagonally on top of the butter plate, handle on the right and blade down.
- (l) Glasses: These are placed on the right, above the knives and spoons. They can number up to five and are placed in the order they will be used. When there are more than three glasses, they can be arranged with smaller glasses in front. The water goblet (la) is placed directly above the knives. Just to the right are placed a red (lc) or white (ld) wine glass. A sherry glass or champagne flute (le), to accompany a first course or for an opening toast, go to the right of the wine glasses. Glasses used for a particular course are removed at the end of the course.
- (m) Napkin: The napkin is placed on top of the charger (if one is used) or in the space for the plate. It can also go to the left of the forks, or under the forks if space is tight.

It's The Little Things that Count:

Salt and pepper: They should be passed together; even when only one is requested. Do not season your food before tasting it first.

Bread dish and butter knife: Tear bread into bite-sized pieces on the bread plate and butter each piece with butter knife just before you eat it. Do not butter entire roll and take bites out of it.

Cutlery: The rule is to use it from the outside in. Once a utensil has been used, it should not touch the table again.

Place card: Never switch or change seating arrangements already planned by a host.

Dessert spoon and fork: When dessert is served with both, the fork is the pusher and the spoon is used for eating.

Napkin: Once seated, the host takes his napkin, then guests follow and place them on their laps.

Flatware: The number of silverware pieces indicates the number of courses to be served. A formal dinner consists of seven courses, in this order; soup, salad, fish, sorbet (palate cleanser), a meat or fowl dish, dessert and coffee.

REFERENCE

The Emily Post Institute; Retrieved from <http://emilypost.com/advice/table-setting-guides/>

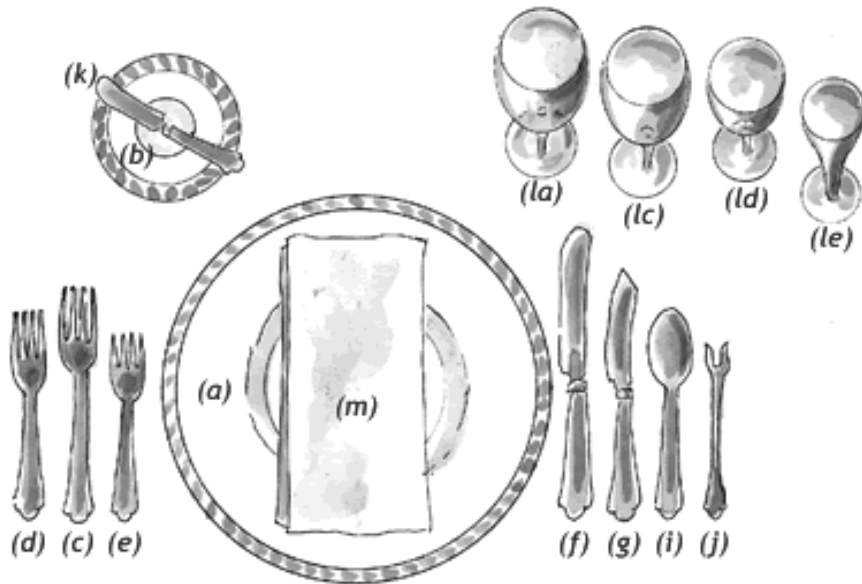
“Remember,
wet right,
dry left.”

My notes:

BASIC TABLE SETTING



FORMAL TABLE SETTING



OurGEMS

P.O. Box 1822
Silverdale, WA 98323
www.our-gems.org

EXERCISE: Setting the table

FACILATATOR: Here is another exercise for your students to learn how to properly set a table. The goal is to have their setting look like the picture to the right.

Each student is given a Dinner plate, Salad fork, Meat fork, Dessert fork, Dessert spoon, Meat knife, and Soup spoon, Bread plate, Napkin, and Water glass (actually it holds water or lemonade). Students will arrange each item in its proper place.



NEW YEAR ACTIVITY: GOAL SETTING AND ACTION BOARDS

Lesson Aim:

This lesson will emphasize the importance of goal and vision setting for your students. Students will understand the process of goal setting and create an action/vision board for personal and academic goals. Students will learn an action/vision board represents a collection of their dreams and desires. Students will learn how to move from dreams.

"You need a plan to build a house. To build a life, it is even more important to have a plan or goal."

– Zig Ziglar

Materials needed to create an action/vision board:

- Poster boards for each student
- Magazines (different types like O magazine, Instyle, Time, Money and/or Fortune, Essence and Seventeen, etc.)
- Glue sticks and tape
- Scissors
- Markers/Colored Pencils
- Photo of each student (optional)

What is a Goal?

FACILITATOR: We have such an awesome opportunity to empower students to set goals and celebrate with them when they reach their goals.

Ask your students to define **goal**. *It means what one intends to accomplish or attain.*

Ask the following questions of the group (allow a few students to answer aloud):

1. How many of you have set goals for yourselves?
2. Why do we need to set goals for ourselves?
It is the first step to successful goal achievement. It helps us to take responsibility for accomplishing achievements in our lives.
3. What happens when we neglect to set goals?
Nothing, which is what will happen when we neglect to set goals or fail to plan. We are not able to measure our achievements. We will lack focus and direction.

Dream + Action Steps + Target Date = Goal

Stress to the students that goals provide direction, a sense of accomplishment and they define growth and development.

Provide these two examples to drive home your point:

Roadmaps – Would you drive to Los Angeles without one (provided you do not know the way)?

Goals are roadmaps for a successful education and life. It is very important to write down your goal, action steps and target date. Urge students to use positive, action-oriented words – I can and I will in their goal statement and with their action steps.

Recipes – Would you make the Thanksgiving dinner without them?

Most of us rely on recipes for our Thanksgiving dinner. We have our favorite stuffing/dressing and cake recipes. The trick is figuring out how to get from a pile of raw ingredients – to a beautiful, delicious meal. Cookbooks usually have photographs, so we can see how the finished dish should look. Those recipes takes many steps and a lot of attention. Goal setting is just like following a recipe. It is the spectacular end product of many steps.

SMART GOALS:

SMART is an acronym that often stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound. Many corporations and organizations have used this concept to set actionable goals aligned to their corporation's vision and mission.

S—Specific: Be detailed or be clear about what you want to happen. Stay away from vague and confusing goals.

Example: I want to buy a new 32" LG smart TV.

M – Measurable: You should be able to track your goal. Give yourself a time-line. When do you want it?

Example: My goal six months from today is to buy a new 32" LG smart TV.

A – Action-Oriented: What small specific actions must you take to achieve this goal? What will you do? How are you going to get there?

Example: I will need to save \$200/month.

R – Realistic/Relevant: Check your goal. Can you really achieve this goal? Is it doable?

Example: How much do I earn? Do I receive enough allowance? Is \$200/month a realistic amount?

T – Timely: Set a timeframe/timeline for your goal. Give yourself enough time (but not too much!).

Example: Six months will give me \$1,800, enough for a quality television.

The difference between a dream and a goal is ACTION.

“Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making dreams come true.”

Define vision: *the ability to see or perceive.*

It is a picture of us in the future. It will become our inspiration, the framework for all our goal setting and future planning. It articulates our dreams and hopes for our future. It reminds us of what we are trying to achieve.

Ask your students if they have ever heard of an action/vision board?

Action/Vision boards are life goals in picture form. They are a collage of pictures, words, quotes that serve to remind us of our personal purpose and goals.

Making the Action/Vision Board

Before each student start cutting and pasting, have each of them identify down their goals, dreams and aspirations by writing them down on a piece of paper. Their list may look something like this:

My goals are:

- In six months, learn how to play tennis.
- To get a job as an instructor at youth camp this summer.
- To get an A in math this year.

My dreams are:

- To get a cat.
- To become a marine biologist after I graduate from college.
- To buy a huge mansion with a lake view by the time I turn thirty years old.

After they have made a list of their goals and dreams, have them flip through the magazines and photographs, cutting out images and words that relate to their goals and dreams. If they cannot find pictures or words relating to their goals and dreams,

have them draw their own pictures and write their own words of inspiration on the action/vision board.

Example: From the above lists, find and choose the following images and words:

Images: A tennis match or ball; a cat; a scuba diver; a mansion

Words: “cat”, “instructor”, “get good grades”

Once they have collected all the images and words they will use, have the students glue them onto the poster board in a manner they like. They can use pens and markers to draw and write extra images and words that will help inspire them to achieve their goals!

There are no limits when it comes to personal goals and dreams. With perseverance, hard work and dedication, any goal is doable, and any dream is achievable.

Remind your students to look at their action board every day. Think about, dream about it, envision how they will realistically do it or get it, and then get UP and make it happen!

THE IMPORTANCE OF FEMALE FRIENDS: THE SISTERHOOD BOND

Lesson Aim:

Young ladies will learn the importance of cultivating relationships with other women.

FACILITATOR: Ask the young ladies if they have ever heard of the old saying, “*Wounds from a friend can be trusted*”? Ask them to explain what this means?

Let them know, friends speak love to each other even when it is a hard or embarrassing truth, knowing that it is in their friend’s best interest.

Be honest, how many times have you looked in the mirror and realized...traces of lipstick on your teeth? A real friend tells you when you have lipstick on your teeth!

Each friendship matters and has a particular and unique place of value in our hearts. Sometimes a friendship does not support us in the ways that we need. When a friendship consistently leaves us feeling worse after spending time together, it might be time to reconsider the value of that relationship. Perhaps it makes sense to lessen contact with that person, or, in extreme cases, we may need to press the delete button. As difficult as that may seem, sometimes it offers the best alternative, and might just positively influence our self-esteem. The goal is to build a network of friendships that support us in the many ways in which we are unique and a part of a greater whole.

Ask the young ladies to consider this quote:

“Friendships can be for a reason, for a season and for a lifetime.”

Lead a discussion in what this means and if they believe it is true or not.

Explain the meaning of the quote:

1. When someone is in our life for a **REASON**, it is usually to meet a need. They have come to assist us through a difficult time, to provide us with guidance and support, to aid us physically, emotionally or spiritually. That person disappears from our life when the need is met or the assignment is completed.
2. Some friendships are for a **SEASON**. It is a season of peace, joy, laughter, learning and growing. Once the season is over, it is time to go, to move on. No wrongdoing, the season is simply over. Moreover, when one season is over, a new season always follows. Be grateful for the experience; it was great while it lasted.
3. Some friendships are for a **LIFETIME**. These permanent or long-term connections may begin at birth or anywhere along our life timeline. Lifetime friendships endure, despite challenges and they strengthen us.

Five Tips for a Good Friendship *By Mary Jedlicka Humston*

TAKE TIME

This seems so simplistic, but friends need to carve out time for each other. This is not inconsequential. Being together builds memories, and memories bind. Go out for lunch. Work in a quick visit to a coffee house. Shopping and going to movies are great bonding experiences. If exercise is your tie, then schedule that. Whatever activity that interests you both, do it.

If distance is problematic, then call, Skype, or write a “thinking of you” card or letter.

Taking time to stay in touch is a necessity, not a luxury.

BE THERE

When a friend goes through difficulty, find ways to be supportive. Do what you can to alleviate stress or add joy to a challenging situation. Send flowers. Scrub her kitchen floor. Take over a casserole or pie. Mail gift cards. Offer a listening ear.

Whatever can ease the burden, do it. If you don't know how to help, ask yourself: "What would I want if I was going through that same challenge?"

OVERLOOK THE SMALL STUFF

It is easy to focus on the trivial slights in a friendship. She didn't call me right back or doesn't she know how much that hurt? Multitudes of issues can crop up. Ones might even require deep conversations to resolve. So, don't waste those "we really need to talk" discussions by blowing little things out of proportion.

Cut her some slack. Forgive. Move on. Unless she consistently forgets lunch dates, fine, call her on it. However, if life overwhelmed her, and she forgot just once, then swallow the embarrassment of waiting alone at the bistro for what seemed like hours. Instead, contact her and reschedule. Laugh instead of fume. Truly, life's too short to dwell on the petty.

BE GENEROUS

Did you find an item at the craft show that your friend would love? Did you spy a book you know she would devour in one evening? Can you sacrifice watching a new episode of "Project Runway" to take a phone call when she's distraught?

A friendship should be give and take. A healthy mix enriches the relationship and makes you, the giver, feel good. Don't be stingy with your time. Give from the heart. It can be as simple as a handpicked bouquet from your garden or sharing oatmeal chocolate-chip cookies and tea.

And, don't forget to graciously receive the gifts she gives, too.

CELEBRATE UNIQUENESS

Each and every friend brings something unique and dear to your world. A wardrobe would become dull fast if you wore only monochromatic clothes. So, too, would friendships be dull if all were alike.

Celebrate the differences. Have a bevy of friends from diverse groups and organizations. Look to your church, synagogue, or mosque. Find someone who shares similar political beliefs. Consider the women in the babysitting co-op or playgroup. At the local retirement community. A neighbor. A co-worker. The person next to you at yoga or Zumba. Like the variety of crayon colors in a 64 count box, celebrate the joys of individuality in your friends.

Friendships are gifts. They really are. So, treasure them.

“Wounds
from a friend can be
trusted.”

TRANSCRIPT ON JANE FONDA & LILY TOMLIN
(INTERVIEWED BY PAT MITCHELL)
IMPORTANCE OF SISTERHOOD/FEMALE FRIENDSHIPS

FACILITATOR: For use with Sisterhood Bond Lesson. Have young ladies watch the TED Talk Video of Jane Fond and Lily Tomlin's conversation on their long-time friendship and the importance of female friendships.

Pat Mitchell: So I was thinking about female friendship a lot, and by the way, these two women, I'm very honored to say, have been my friends for a very long time, too. Jane Fonda: Yes, we have.

0:22

PM: And one of the things that I read about female friendship is something that Cervantes said. He said, "You can tell a lot about someone," in this case a woman, "by the company that she keeps." So let's start with --

0:36

(Laughter)

0:39

JF: We're in big trouble.

0:40

Lily Tomlin: Hand me one of those waters, I'm extremely dry.

0:44

(Laughter)

0:52

JF: You're taking up our time. We have a very limited --

0:55

LT: Just being with her sucks the life out of me.

0:58

(Laughter)

1:01

JF: You ain't seen nothing yet. Anyway -- sorry.

1:04

PM: So tell me, what do you look for in a friend?

1:08

LT: I look for someone who has a sense of fun, who's audacious, who's forthcoming, who has politics, who has even a small scrap of passion for the planet, someone who's decent, has a sense of justice and who thinks I'm worthwhile.

1:27

(Laughter)

1:29

(Applause)

1:33

JF: You know, I was thinking this morning, I don't even know what I would do without my women friends. I mean it's, "I have my friends, therefore I am."

1:41

LT: (Laughter)

1:42

JF: No, it's true. I exist because I have my women friends. They -- You're one of them. I don't know about you. But anyway --

1:50

(Laughter)

1:51

You know, they make me stronger, they make me smarter, they make me braver. They tap me on the shoulder when I might be in need of course-correcting. And most of them are a good deal younger than me, too. You know? I mean, it's nice -- LT: Thank you.

2:05

(Laughter)

2:08

JF: No, I do, I include you in that, because listen, you know -- it's nice to have somebody still around to play with and learn from when you're getting toward the end. I'm approaching -- I'll be there sooner than you.

2:18

LT: No, I'm glad to have you parallel aging alongside me.

2:21

(Laughter)

2:23

JF: I'm showing you the way.

2:25

(Laughter)

2:26

LT: Well, you are and you have.

2:28

PM: Well, as we grow older, and as we go through different kinds of life's journeys, what do you do to keep your friendships vital and alive?

2:37

LT: Well you have to use a lot of --

2:38

JF: She doesn't invite me over much, I'll tell you that.

2:41

LT: I have to use a lot of social media -- You be quiet now. And so --

2:45

(Laughter)

2:47

LT: And I look through my emails, I look through my texts to find my friends, so I can answer them as quickly as possible, because I know they need my counsel.

2:56

(Laughter)

2:59

They need my support, because most of my friends are writers, or activists, or actors, and you're all three ... and a long string of other descriptive phrases, and I want to get to you as soon as possible, I want you to know that I'm there for you.

3:14

JF: Do you do emojis?

3:16

LT: Oh ... JF: No?

3:18

LT: That's embarrassing. JF: I'm really into emojis.

3:20

LT: No, I spell out my -- I spell out my words of happiness and congratulations, and sadness.

3:28

JF: You spell it right out --

3:29

LT: I spell it, every letter.

3:31

(Laughter)

3:32

JF: Such a purist. You know, as I've gotten older, I've understood more the importance of friendships, and so, I really make an effort to reach out and make play dates -- not let too much time

go by. I read a lot so, as Lily knows all too well, my books that I like, I send to my friends.

3:51

LT: When we knew we would be here today you sent me a lot of books about women, female friendships, and I was so surprised to see how many books, how much research has been done recently --

4:01

JF: And were you grateful? LT: I was grateful.

4:04

(Laughter)

4:09

PM: And --

4:10

LT: Wait, no, it's really important because this is another example of how women are overlooked, put aside, marginalized. There's been very little research done on us, even though we volunteered lots of times.

4:22

JF: That's for sure.

4:23

(Laughter)

4:25

LT: This is really exciting, and you all will be interested in this. The Harvard Medical School study has shown that women who have close female friendships are less likely to develop impairments -- physical impairments as they age, and they are likely to be seen to be living much more vital, exciting --

4:47

JF: And longer --

4:48

LT: Joyful lives.

4:49

JF: We live five years longer than men.

4:51

LT: I think I'd trade the years for joy.

4:53

(Laughter)

4:57

LT: But the most important part is they found -- the results were so exciting and so conclusive -- the researchers found that not having close female friends is detrimental to your health, as much as smoking or being overweight.

5:14

JF: And there's something else, too --

5:16

LT: I've said my part, so ...

5:17

(Laughter)

5:18

JF: OK, well, listen to my part, because there's an additional thing. Because they only -- for years, decades -- they only researched men when they were trying to understand stress, only very recently have they researched what happens to women when we're stressed, and it turns out that when we're stressed -- women, our bodies get flooded by oxytocin. Which is a feel-good, calming, stress-reducing hormone. Which is also increased when we're with our women friends. And I do think that's one reason why we live longer. And I feel so bad for men because they don't have that. Testosterone in men diminishes the effects of oxytocin.

6:00

LT: Well, when you and I and Dolly made "9 to 5" ...

6:03

JF: Oh --

6:04

LT: We laughed, we did, we laughed so much, we found we had so much in common and we're so different. Here she is, like Hollywood royalty, I'm like a tough kid from Detroit, [Dolly's] a Southern kid from a poor town in Tennessee, and we found we were so in sync as women, and we must have -- we laughed -- we must have added at least a decade onto our lifespans.

6:28

JF: I think -- we sure crossed our legs a lot.

6:31

(Laughter) If you know what I mean.

6:36

LT: I think we all know what you mean.

6:38

(Laughter)

6:40

PM: You're adding decades to our lives right now. So among the books that Jane sent us both to read on female friendship was one by a woman we admire greatly, Sister Joan Chittister, who said about female friendship that women friends are not just a social act, they're a spiritual act. Do you think of your friends as spiritual? Do they add something spiritual to your lives?

7:05

LT: Spiritual -- I absolutely think that. Because -- especially people you've known a long time, people you've spent time with -- I can see the spiritual essence inside them, the tenderness, the vulnerability. There's actually kind of a love, an element of love in the relationship. I just see deeply into your soul.

7:29

PM: Do you think that, Jane --

7:30

LT: But I have special powers.

7:33

JF: Well, there's all kinds of friends. There's business friends, and party friends, I've got a lot of those.

7:39

(Laughter)

7:41

But the oxytocin-producing friendships have ... They feel spiritual because it's a heart opening, right? You know, we go deep. And -- I find that I shed tears a lot with my intimate friends. Not because I'm sad but because I'm so touched and inspired by them.

8:05

LT: And you know one of you is going to go soon.

8:08

(Laughter)

8:13

PM: Well, two of us are sitting here, Lily, which one are you talking about?

8:18

(Laughter) And I always think, when women talk about their friendships, that men always look a little mystified. What are the differences, in your opinion, between men friendships and women friendships?

8:31

JF: There's a lot of difference, and I think we have to have a lot of empathy for men --

8:36

(Laughter)

8:37

that they don't have what we have. Which I think may be why they die sooner.

8:44

(Laughter)

8:46

I have a lot of compassion for men, because women, no kidding, we -- women's relationships, our friendships are full disclosure, we go deep. They're revelatory. We risk vulnerability -- this is something men don't do. I mean how many times have I asked you, "Am I doing OK?" "Did I really screw up there?"

9:10

PM: You're doing great.

9:12

(Laughter)

9:13

JF: But I mean, we ask questions like that of our women friends, and men don't. You know, people describe women's relationships as face-to-face, whereas men's friendships are more side-by-side.

9:26

LT: I mean most of the time men don't want to reveal their emotions, they want to bury deeper feelings. I mean, that's the general, conventional thought. They would rather go off in their man cave and watch a game or hit golf balls, or talk about sports, or hunting, or cars or have sex. I mean, it's just the kind of -- it's a more manly behavior.

9:47

JF: You meant -- LT: They talk about sex. I meant they might have sex if they could get somebody in their man cave to --

9:54

(Laughter)

9:57

JF: You know something, though, that I find very interesting -- and again, psychologists didn't know this until relatively recently -- is that men are born

every bit as relational as women are. If you look at films of newborn baby boys and girls, you'll see the baby boys just like the girls, gazing into their mother's eyes, you know, needing that relational exchange of energy. When the mother looks away, they could see the dismay on the child, even the boy would cry. They need relationship. So the question is why, as they grow older, does that change? And the answer is patriarchal culture, which says to boys and young men that to be needing of relationship, to be emotional with someone is girly. That a real man doesn't ask directions or express a need, they don't go to doctors if they feel bad. They don't ask for help. There's a quote that I really like, "Men fear that becoming 'we' will erase his 'I.'" You know, his sense of self. Whereas women's sense of self has always been kind of porous. But our "we" is our saving grace, it's what makes us strong. It's not that we're better than men, we just don't have our masculinity to prove.

11:17

LT: And, well --

11:18

JF: That's a Gloria Steinem quote. So we can express our humanity -- LT: I know who Gloria Steinem is.

11:23

JF: I know you know who she is, but I think it's a --

11:26

(Laughter)

11:28

No, but it's a great quote, I think. We're not better than men, we just don't have our masculinity to prove. And that's really important.

11:35

LT: But men are so inculcated in the culture to be comfortable in the patriarchy. And we've got to make something different happen.

11:44

JF: Women's friendships are like a renewable source of power.

11:48

LT: Well, that's what's exciting about this subject. It's because our friendships -- female friendships are just a hop to our sisterhood, and sisterhood can be a very powerful force, to give the world -- to make it what it should be -- the things that humans desperately need.

12:07

PM: It is why we're talking about it, because women's friendships are, as you said, Jane, a renewable source of power. So how do we use that power?

12:16

JF: Well, women are the fastest growing demographic in the world, especially older women. And if we harness our power, we can change the world. And guess what? We need to.

12:27

(Applause)

12:29

And we need to do it soon. And one of the things that we need to do -- and we can do it as women -- for one thing, we kind of set the consumer standards. We need to consume less. We in the Western world need to consume less and when we buy things, we need to buy things that are made locally, when we buy food, we need to buy food that's grown locally. We are the ones that need to get off the grid. We need to make ourselves independent from fossil fuels. And the fossil fuel companies -- the Exxons and the Shell Oils and those bad guys -- cause they are -- are going to tell us that we can't do it without going back to the Stone Age. You know, that the alternatives just aren't quite there yet, and that's not true. There are countries in the world right now that are living mostly on renewable energy and doing just fine. And they tell us that if we do wean ourselves from fossil fuel that we're going to be back in the Stone Age, and in fact, if we begin to use renewable energy, and not drill in the Arctic, and not drill --

13:31

LT: Oh, boy.

13:32

JF: And not drill in the Alberta tar sands -- Right. That we will be -- there will be more democracy and more jobs and more well-being, and it's women that are going to lead the way.

13:42

LT: Maybe we have the momentum to start a third-wave feminist movement with our sisterhood around the world, with women we don't see, women we may never meet, but we join together that way, because -- Aristotle said -- most people -- people would die without male friendships. And the operative word here was "male." Because they thought that friendships should be between equals and women were not considered equal --

14:11

JF: They didn't think we had souls even, the Greeks.

14:14

LT: No, exactly. That shows you just how limited Aristotle was.

14:17

(Laughter)

14:20

And wait, no, here's the best part. It's like, you know, men do need women now. The planet needs women. The US Constitution needs women. We are not even in the Constitution.

14:33

JF: You're talking about the Equal Rights Amendment.

14:36

LT: Right. Justice Ginsberg said something like -- every constitution that's been written since the end of World War II included a provision that made women citizens of equal stature, but ours does not. So that would be a good place to start. Very, very mild --

14:57

JF: Right.

14:58

(Applause)

15:01

And gender equality, it's like a tide, it would lift all boats, not just women.

15:05

PM: Needing new role models on how to do that. How to be friends, how to think about our power in different ways, as consumers, as citizens of the world, and this is what makes Jane and Lily a role model of how women can be friends -- for a very long time, and even if they occasionally disagree.

15:24

Thank you. Thank you both.

15:28

(Applause)

15:29

JF: Thanks.

15:34

LT: Thank you.

15:35

JF: Thank you.

15:37

(Applause)

“ We laughed,
we did, we laughed
so much, we found
we had so much in
common and we're
so different. ”