

## Culture Lesson Planning Template

**Teacher:** Mark Cormier

**Course:** Culture and Second Language Acquisition

**Introduction and Context:** The topic of this lesson is to explore cultural practices and perspectives regarding the custom of tipping in the United States. Since tipping is not commonly practiced in Costa Rica, it is important for learners to know that tipping is not only a nice gesture in the US, in certain situations, it is a social requirement and failure to tip is a serious taboo which can lead members of the culture to view visiting foreigners in an extremely negative light. The tipping system is highly ritualized and there are no signs or written instructions indicating when a tip is expected or how to do it. This lesson will help learners understand who to tip, in what situations tips are expected, how to tip, the reasons why people tip, and conflicting opinions about the tipping system from members of the culture. This will help learners avoid embarrassment and the propagation of negative stereotypes. This plan was created for a group of 17 university students in Costa Rica. The group meets once a week for 90-120 minutes online using Microsoft Teams. They are all adult professionals with a high level of English proficiency.

### Culture Learning Outcomes

| Knowing About                                                                                                                                                                                                                                                                                                                                                                                                                 | Knowing How                                                                                                                                                                                                                                                                                                                                                  | Knowing Why                                                                                                                                                                                                                                                                     | Knowing Oneself                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students Learn:</p> <ul style="list-style-type: none"><li>• The different social interactions in which a tip is expected and ones in which it is considered customary but not required.</li><li>• The percentage of expected tips in restaurants and other social situations.</li><li>• The procedure for leaving a tip in cash and by debit card.</li><li>• A method for mentally calculating a tip percentage.</li></ul> | <p>Students Experience:</p> <ul style="list-style-type: none"><li>• A video in which an outsider has several encounters with tipping which lead to embarrassing social interactions.</li><li>• Audio recordings of several US citizens' discussing their advice for tipping.</li><li>• Using the quick tip method to calculate an appropriate tip.</li></ul> | <p>Students Explore:</p> <ul style="list-style-type: none"><li>• Possible historical roots of the tipping practice.</li><li>• The concept of being seen as "cheap" in US culture.</li><li>• Perspectives of several US citizens including service industry employees.</li></ul> | <p>Students Reflect Upon:</p> <ul style="list-style-type: none"><li>• Their experiences with tipping in the media and real life.</li><li>• How they feel about the practice of tipping.</li><li>• The pros and cons of eliminating the practice of tipping in the US.</li></ul> |

## Learning Sequence

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Objectives:</b>              | <ul style="list-style-type: none"> <li>SWBAT describe the cultural phenomenon of tipping in the US by contributing to a group Padlet summarizing who is tipped, how to tip, and the reasons why people tip.</li> <li>SWBAT express their personal feelings about the practice of tipping by contributing to a group discussion on the pros and cons of the tipping system and comparing it to practices and perspectives in Costa Rica.</li> <li>SWBAT use the quick tip method to mentally calculate an appropriate tip for different restaurant bills provided by the teacher.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                          |
| <b>Time</b>                              | <b>Procedures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Materials</b>                                                                                                                                                                                                                                         |
| <b>3 minutes</b><br><br><b>2 minutes</b> | <p><b>Opener:</b> <i>Open the lesson in a fun way that activates students' background information about the topic to be studied.</i></p> <ul style="list-style-type: none"> <li><b>Guess the Price:</b> The teacher shows a list of restaurant menu items and elicits what students consider to be a good price for them.</li> <li><b>Goal Statement:</b> The teacher then shares the following goals for the lesson.               <ul style="list-style-type: none"> <li>Learn the situations in the US in which tipping is expected or considered to be a polite gesture.</li> <li>Listen to interviews with US citizens to hear their personal strategies for tipping in restaurants.</li> <li>Discuss the pros and cons of the practice of tipping in the US and the possible consequences of eliminating it.</li> <li>Use the quick tip method to mentally calculate the amount to tip depending on the price of the meal.</li> </ul> </li> </ul> <p><b>Knowing How:</b> <i>Provide a culture experience for the learners</i></p> | <p><b>I created a blog with all of the links to the materials: <a href="#">CLICK HERE</a></b><br/> <b>You do not have to do this. Simply write a brief description of the materials in this column or copy/paste links to content hosted online.</b></p> |
| <b>5 minutes</b>                         | <ul style="list-style-type: none"> <li><b>Video Clip:</b> The teachers plays a clip from the 90's sitcom 3rd Rock from the Sun that features scenes about tipping.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                          |
| <b>5 minutes</b>                         | <ul style="list-style-type: none"> <li><b>Reflection:</b> Students share their responses to the following questions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>5 minutes</p>  | <ul style="list-style-type: none"> <li>○ What happened in the first scene?</li> <li>○ Why did the man misunderstand?</li> <li>○ What happened in the final scene?</li> <li>○ How did the waitress probably feel? How did his partner feel?</li> <li>○ The man says that he is making the process more honest. Does he have a point?</li> <li>○ What happened to the woman's drink? Why? How might this reflect a cultural perspective about tipping?</li> </ul> <ul style="list-style-type: none"> <li>● <b>To Tip or Not to Tip:</b> Students open a Google Form where they will see a list of social situations and service providers. They need to quickly decide whether or not they think this person should be tipped in the US. At the end, the teacher will display the results.</li> </ul> <p><b>Knowing About:</b> <i>Help learners gather information about this cultural feature.</i></p> |  |
| <p>15 minutes</p> | <ul style="list-style-type: none"> <li>● <b>Jigsaw listening activity:</b> Students work in breakout rooms. They listen to an assigned audio interview with someone from the US and work together to complete a graphic organizer.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p>10 minutes</p> | <ul style="list-style-type: none"> <li>● <b>Whole Group Share:</b> Students return to the main room and the groups summarize the important details they learned with the rest of the class. The teacher can add details and clarify as needed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p>5 minutes</p>  | <ul style="list-style-type: none"> <li>● <b>Teacher Presentation:</b> The teacher explains the process of tipping in a restaurant. <ul style="list-style-type: none"> <li>○ Pay in cash: Ask for the bill, pay in cash, wait for your change, then put the tip on the table and leave. Put it in the sleeve or place a cup on top of the bills. Do not give the tip directly to the server unless it is a very busy restaurant or in a public location.</li> <li>○ Pay by card, wait for the server to bring you the bill, if it has a tip line complete it. If not, wait for the voucher. Fill in the tip/gratuity line with the amount and sign. Otherwise, cross out the tip line or write "cash" and leave the tip on the table.</li> </ul> </li> </ul>                                                                                                                                           |  |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|            | <p><b>Knowing Why:</b> <i>Help learners interpret the meaning(s), explanations, and perspectives of the cultural feature and compare it to their own culture.</i></p>                                                                                                                                                                                                                                                                                                                                                                |  |
| 5 minutes  | <ul style="list-style-type: none"> <li>● <b>Vocab Builder:</b> Students do a matching activity in Wordwall where they connect the following words with their definitions: <ul style="list-style-type: none"> <li>○ gratuity, cheap, get stiffed, service industry, server, patron</li> </ul> </li> </ul>                                                                                                                                                                                                                             |  |
| 10 minutes | <ul style="list-style-type: none"> <li>● <b>Reading:</b> Students read the article “This waitress got a \$0 tip and her Facebook takedown is going viral.” and discuss the following questions in breakout rooms. <ul style="list-style-type: none"> <li>○ What happened to the waitress?</li> <li>○ Why was she upset?</li> <li>○ Are customers obligated to leave a tip?</li> </ul> </li> </ul>                                                                                                                                    |  |
| 5 minutes  | <ul style="list-style-type: none"> <li>● <b>Teacher’s Anecdote:</b> The teacher shares two anecdotes about tipping, “Dining with Costa Ricans in North Carolina” and “Anthony’s big tip”.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |  |
| 10 minutes | <ul style="list-style-type: none"> <li>● <b>Perspectives Presentation:</b> The teacher continues with a brief presentation that explains the cultural perspectives behind the tipping practice.</li> </ul>                                                                                                                                                                                                                                                                                                                           |  |
| 10 minutes | <ul style="list-style-type: none"> <li>● <b>Alternate Perspectives:</b> Students then read about several criticisms of the tipping system by people from the culture and respond to them.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |  |
|            | <p><b>Knowing Oneself:</b> <i>Help learners reflect on this cultural feature and articulate a personal response.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 15 minutes | <ul style="list-style-type: none"> <li>● <b>Reflection:</b> Students discuss these questions in breakout rooms. <ul style="list-style-type: none"> <li>○ What did you learn about the practice of tipping the US that you did not know before?</li> <li>○ What is your personal reaction to this practice?</li> <li>○ As a Costa Rican, how do perspectives differ about money, abundance, and status?</li> <li>○ How do you feel about the underlying wage difference for employees in the service industry?</li> </ul> </li> </ul> |  |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>10 minutes</b></p> | <ul style="list-style-type: none"> <li>○ Do you think that the practice should remain or should it be abolished?</li> <li>○ How do you plan to handle this situation if you go to a restaurant in the US?</li> </ul> <p><b>Closure:</b> <i>Close the lesson in a fun way that highlights the key points of the lesson.</i></p> <ul style="list-style-type: none"> <li>● <b>The Quick Trick:</b> The teacher explains a trick to quickly calculate the amount for a tip and students use it to make quick mental calculations based on prices the teacher shows.</li> </ul> |  |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|