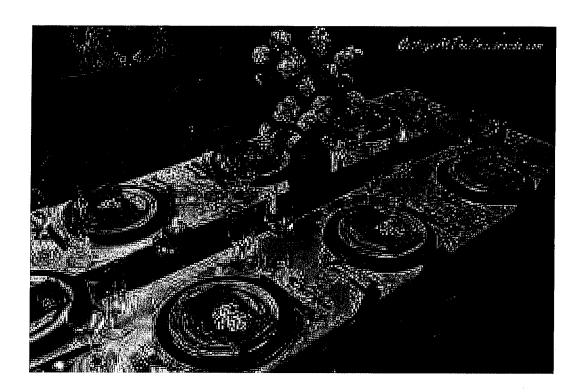
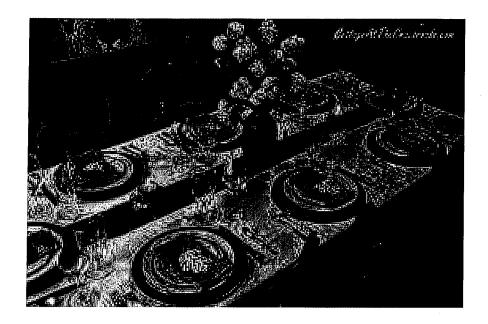
# UC CE

# Table Setting



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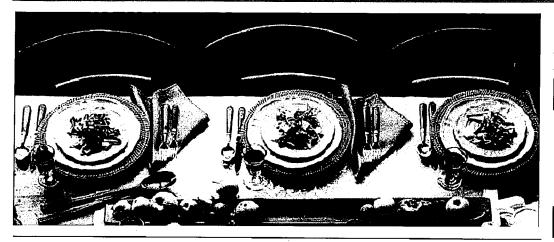


# This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members how to think, not what to think.

# 4-H TABLE SETTING PROJECT





To help young people understand the principles of correct table setting and etiquette that goes along with promoting a sense of confidence. Provide positive opportunities for a young person to develop the essential life skills of mastery, independence, generosity, and belonging through their own areas of interest and self-expression.

- Learn table etiquette and how to conduct ones-self publicly. Table manners are fundamental to every public dining situation and every essential skill has to be built on a solid knowledge base.
- Discover the benefits of organizing, planning, and following through on that vision.
- Explore table manners and utensil etiquette around the world.
- Identify general from formal table setting guidelines as well as the proper occasion to use them.

# Learn general table setting guidelines

- Reinforce positive table manners
- Discover proper utensil etiquette
- Learn to analyze and edit table setting decorations/ centerpieces
- Experience decorative napkin folding

- Explore ways in which you can bring service learning into this project
- Learn eating etiquette for International foods
- Create a holiday place setting complete with center piece
- Learn the 4 keys to dinner conversations: stop, look, listen, and watch
- Demonstrate your knowledge of healthy foods by designing a place setting for that special menu

- Learn dining out etiquette, terms ,and tipping rules
- Identify key components to a formal place setting.
- Plan and prepare a formal place setting complete with center piece to celebrate 100 years of 4-H
- Discuss the importance of good table manners while being interviewed or just in general
- Explore careers in the dinner/party planning industry

#### **4-H THRIVE**

Help youth:

# Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find how table setting excites them.

# Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

# Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a stepby-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you're having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

#### Reflect

Ask project members how they can use their passion for this project to be more confident, competent and caring. Discuss ways they can use their skills to make a contribution in the community, improve their character or establish connections.

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

Flex Your Brain

Reach Your Goal

Light Your Spark

Flex Your Brain

Reach Your Goals

# **Expand Your Experiences!**

# Healthy Living

- Design and create an exhibit featuring a formal place setting for a food and/or county fair.
- Track general observation of poor table manners in a journal. Review entries and set a goal
  that will help you introduce the proper way to use utensils, eat foods and have good conversations with friends and family.

# Science, Engineering, and Technology

- Youth can use research information to create slideshow/Powerpoint presentations for a project meeting, presentation day or county workshop.
- Demonstrate math skills when planning table settings in a confined/given dimension.
- Use variety of media to gather information concerning appropriate table settings.

# Citizenship

- Donate time to local lodges/organizations by helping decorate for their holiday dinner parties
- Work with your local Chamber of Commerce to organize a napkin folding contest for both youth and adults to enter at their next chili or BBQ cook off.
- Work with local senior center to help set tables for their next special event/dinner.

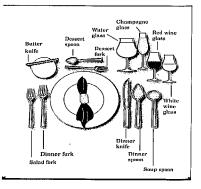
# Leadership

- Teach younger members how to set the table for their family.
- Develop judging classes on table setting or center piece/decoration guidelines.
- Become a role model for others by taking the position of junior/teen leader.

Connections & Events	Curriculum	4-H Record Book
Presentation Days – Share what you've learned with others through a demonstration on napkin folding or themed table setting ideas.		4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members docu- ment their personal experiences, learning and development.
Field Days — During these events, 4-H members may par- ticipate in a variety of contests related to their project area.		4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.
		To access the 4-H Record Book online, visit



- Napkin Folding Guide: www.napkinfoldingguide.com
- Etiquette Scholar: www.etiquettescholar.com
- Table Setting: www.brightsettings.com/ Setup-Guide.html
- Emily Post: www.emilypost.com



University of California Agriculture and Natural Resources

Light Your Spark

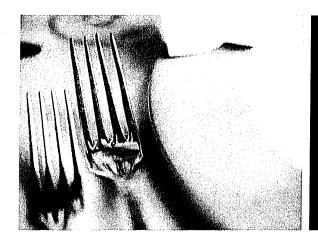
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Unua Region

Reach Your Goals



# **4-H Table Setting Activity**

# Why Should You Participate in the Table Setting Activity?

You can have fun learning how to:

- Express originality and creativity in choosing a theme
- Properly set a table
- Plan nutritious meals
- Choose a costume that fits your theme
- Use your skills for entertaining

Did you know that you can be a designer each time you set the table? A designer chooses and arranges things according to a plan.

Actually, there is more than one way to set a table. The usual way to set a table is to put all the dishes, flatware, and food on the table before anyone sits down.

When there is company or for a special meal, part of the food and dishes may be left in the kitchen and served later. Diners at a buffet or a picnic may fill their plates and glasses before they are seated. The way to set your table depends upon the way the meal is to be served. Be creative and have fun! Color, texture, design, and creativity are important.

For the Table Setting Activity, two place settings are to be displayed. These place settings will include:

- A table covering
- Dinnerware
- Stemware or glasses
- Flatware
- A centerpiece
- A menu of the food to be served
- DO NOT BRING FOOD
- You must furnish your own card table for the display unless it is a picnic where the table settings may be placed on an appropriate blanket or other covering on the floor.

The Table Setting Activity is open to all 4-H members enrolled in a Food and Nutrition project.

Participants select a theme and display two place settings. Entries are made by individuals only. They will be judged in Junior (Grades 3-5), Intermediate (Grades 6-8), and Senior (Grades 9-12) divisions. There will be two categories—informal and formal.

## **Table Setting Terms to Know**

What is **flatware**? Flatware includes knives, forks, spoons, and other eating utensils.

What is **dinnerware**? This includes the plates and possibly bowls used for eating.

What is **stemware or glassware**? These are the goblets, glasses, cups and saucers, or mugs used to drink liquids in the meal.

What is a **centerpiece**? This a decorative piece you choose to put in the center of your table to tie your theme together.

What is a **cover**? A cover is the space needed for each person's dishes and contains the dinnerware and flatware for the meal being served.

What are **table appointments**? These include any of the items used to set a table: tablecloth, placemats, dinnerware, glassware, flatware, and centerpiece.

Remember, be creative and have fun!

# **Activity Categories**

4-H members may enter casual or formal themed place settings.

Casual themed place settings could be planned for indoors, outdoors, use any type of cover (tablecloth, blanket or paper), and any type of table service.

Formal themed place settings include candles, more than three pieces of flatware, china, tablecloth and/or placemats, and cloth napkins. Formal themes are for occasions where you would dress up.

Overall place settings should be an expression of your creativity; homemade touches are encouraged! It should be evident which theme you have selected.

## Set Up and Judging

You need a card table for the display (except for the picnic category, in which an appropriate blanket or other covering may be placed on the floor). Please make sure your card table is sturdy and can handle the weight of your table setting. Please check your fair Premium List to find out if you need to bring a table or if it will be provided.

Sanitation is important. You must wash your hands and sanitize the table before beginning. Linens should be clean and pressed. Glassware, flatware, and dinnerware must be clean, sparkling, and free of fingerprints. When setting the table, do not put your fingers on the bowls, tines, or blades of the flatware. Do not put your fingers inside the glassware. Make sure the dinnerware is free of fingerprints. Using a dishtowel helps keep all items clean and shiny.

During judging, you present your table setting to the judge by telling about your ideas and why you chose this particular theme. You should view yourself as a host and the judge as your guest. Extend a welcome to your guest and present your ideas behind your theme, choice of menu, food preparation, and food handling for your meal.

Following your presentation, be prepared to answer any questions your guest may have. Intermediate and Senior exhibitors should be able to describe the ingredients and preparation required for all menu items, as well as food safety and sanitation practices.

#### **How to Create Your Table Setting**

**Theme:** What is the occasion—a family dinner, a holiday, or lunch with friends? Select a theme which fits the occasion. Possibilities can run from a fishing party sack lunch to a formal Mother's Day Dinner.

**Table Appointments:** These include any item used to set a table: tablecloth, placemats, dinnerware, glassware, flatware, and centerpiece. Choose table appointments to fit the occasion and carry out the theme. Paper plates, plasticware, and paper napkins may be used for a picnic but they are not appropriate for a formal dinner. Flatware and dishware must be safe to eat from (i.e., no glitter, glue, etc. should be used on eating surfaces and chipped plates or glassware are never acceptable).

**Table Covering:** This is the backdrop for the food and table appointments placed on it. It protects the table and makes for less noise. Placemats and/or tablecloths may be used. Sometimes the table is left bare. Choose a covering which is appropriate for the occasion and the

other table appointments. You may match or blend colors and textures in the dishes—or use something quite different for contrast.

**Place Setting:** Allow at least 20 inches for each person's dishes. This is called a cover and each cover is set exactly the same. A cover contains the dinnerware and flatware for the meal being served.

- Put the plate, china, pottery, paper, glass, etc.
  in the center of the cover about one inch from
  the edge of the table. If a table is not used at the
  event, placement may vary.
- Place the knives and spoons on the right side, the forks on the left about one inch from the edge of the table. Turn the cutting edge of the knife towards the plate. If there is more than one piece in each cover, such as one dinner fork and a salad fork or one teaspoon and a soup spoon, place the one that will be used first outside the other.
- Traditionally folded napkins are placed next to the forks with the fold to the left so it opens like a book. Decorative and creative folds and placement are encouraged.
- The first beverage glass is placed about one inch above the tip of the knife. If serving more than one beverage, place the additional glass(es) to the right of the first glass in order served.
- If coffee or tea is served, the cup is placed on the saucer and set to the right of the spoon. Have the cup handle pointing to the right.
- Salad, bread, and/or dessert plate(s) or bowl(s) may be placed above the fork(s).

When selecting your cover, include a dish for each course. Placement may vary according to how and when food is served.

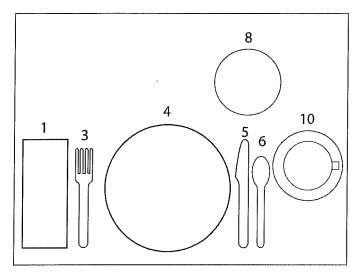
(See Table Setting Examples on page 3.)

# Checklist for Correct Placement of a Cover

- If placemats are used, the bottom edge of the placemats should be at the edge of the table and should be straight. A tablecloth should be straight and the overhang should be even on all sides.
- 2. The flatware, plate, and napkins should be one inch from the edge of the table.
- 3. The plate is always in the center of the place setting.
- 4. The dinner fork is placed at the left of the plate.
- 5. If a salad fork is used, it is placed to the left of the dinner fork.

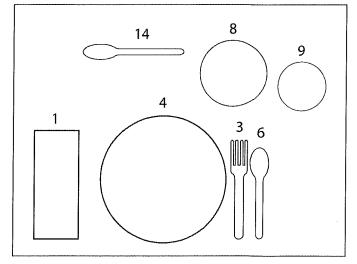
#### **TABLE SETTING EXAMPLES**

#### 1. Informal



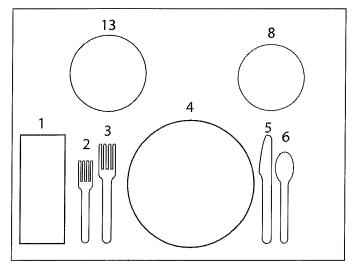
Napkins, utensils, and plate are lined up evenly about 1 inch from edge of table. Water glass is above the tip of the knife.

#### 3. Informal



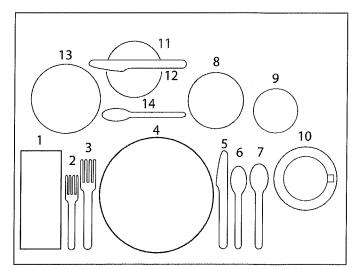
When no knife is needed, the fork may be placed to the right of the plate.

#### 2. Informal



A salad plate is placed above the fork and a salad fork to the left of the dinner fork.

# 4. Formal



With limited table space, the bread and butter plate and the salad plate can be placed above the napkin and forks. A soup spoon and a beverage glass are also added.

### Key to diagrams:

- 1. Napkin
- 2. Salad fork
- 3. Dinner fork
- 4. Plate

- 5. Knife
- 6. Spoon
- 7. Soup spoon
- 8. Water glass
- 9. Additional beverage glass
- 10. Cup & saucer/mug
- 11. Bread & butter plate
- 12. Butter spreader
- 13. Salad plate
- 14. Iced tea spoon

- 6. The napkin is placed to the left of the fork, with the fold on the left (unless a decorative/creative fold is used). The napkin may also go under a fork or on top of the plate.
- 7. The knife is placed to the right of the plate with the sharp blade facing in towards the plate.
- 8. The teaspoon is placed to the right of the knife.
- 9. If a soup spoon is needed, it is placed to the right of the teaspoon.
- 10. The soup bowl may be placed on the dinner plate.
- 11. The drinking glass is placed at the tip of the knife.
- 12. If salad, bread and/or dessert plate(s) or bowl(s) is/are used, place at the top of the fork(s).
- 13. The cup or mug is placed to the top right of the spoon(s). The handle points to the right.
- 14. If a knife is not needed, placing the fork on the right side is acceptable.

**Centerpiece:** The centerpiece should be coordinated with the table appointment and be appropriate for the occasion. The centerpiece should be visible to all as if the entire table was set and should not obstruct anyone's view of each other. You may select or make your centerpiece. Centerpiece candles are NOT to be lit. Points will be deducted for lit candles.

**Menu:** When planning a menu, first decide on the main dish. Select appropriate vegetables, appetizer, soup, or salad. Add a bread, dessert, and beverage, if desired. Use MyPlate to plan nutritious meals. Breakfast, party, and picnic menus should contain two or three food groups. Other meals should contain five food groups. Participants are encouraged to develop interesting and creative menus. For example, you might name a food to fit your theme. For more information on MyPlate, go online to: www.choosemyplate.gov.

Note: The use of alcoholic beverages in any menu will disqualify the exhibit.

What to Wear as a Participant: Participants should choose to wear clothing that will complement the theme/occasion of their table setting.

# Writing the Menu

The menu should be displayed a medium of choice (e.g., index card, ceramic tile, chalkboard, etc.) that is at least 4"x6" or larger, and printed or typed by the participant. The menu may be decorated and/or propped up, if desired.

 List the foods in the order in which they are served. Every menu will not include all the foods listed below. Appetizer Main Dish Starchy Vegetable

Other Vegetables

Salad

Bread

Dessert

Beverage

- Group foods served in one course. Use single line spacing between food items and double spacing between courses.
- Use capital letters at the beginning of all words except articles, conjunctions, and prepositions. Correct spelling is important.
- When an item on the menu has an accompaniment:
  - Place the main item to the left and the accompaniment to the right.

# **Braised Pork Chops Applesauce**

 Or, you may center the main item and write the accompanying item underneath.

# Braised Pork Chops Applesauce

If more than one accompaniment appears, place one at each side on the same line.

#### Sesame Crackers Tomato Bouillon Saltines

~ Or place both on the same line below.

#### Tomato Bouillon

#### Sesame Crackers Saltines

- When a food is commonly prepared in more than one way, avoid confusion by describing the method of cooking, such as: Roast Turkey or French Fried Potatoes.
- List each food with the exception of butter, cream, sugar, or salad dressing, unless it is something special, such as Honey Butter or Poppyseed Dressing.
- List beverages last.
- Plan the spacing and arrangement of the items on the menu so that the written menu is symmetrical.
- Consider creativeness when choosing names of menu items (except for formal menus). Formal menus must use original names of items. Example: use Patriotic Punch for a 4th of July theme and Cherry Punch for a formal theme.

# **Examples for a Formal Meal**

Broiled Ham Grilled Pineapple Slices Cole Slaw

Hot Gingerbread with Applesauce

Coffee Milk

Cream of Broccoli Soup Curried Toast Fingers

Fresh Fruit Salad Plate with Lime Sherbet Crescent Rolls

Glazed Chocolate Roll Coffee Milk

## **Examples for an Informal Meal**

Hot Dogs Potato Chips Baked Beans Watermelon Slices Lemonade

#### **Space Adventure Birthday**

Countdown to Corn Dog
Astro Chips
Moon Pies
Taste of Mars Jello Jigglers
Milky Way Fudge Brownies
Out of This World Root Beer

#### **Common Errors in Planning Meals**

#### Preparation and Type of Food:

- No main dish
- More than one main dish
- Too many foods prepared in the same way, such as fried foods, creamed food, or foods with sauces
- Too many starchy foods
- Same fruit or vegetable more than once
- Too many high protein foods

#### **Nutrition:**

- Too many foods from one food group
- Missing food groups
- Contain a variety of foods not meeting the nutritional needs of those for whom it is planned

# Temperature:

- Too many foods of the same temperature
- Not enough time allotted for preparation
- Ignoring the need to keep hot foods hot and cold foods cold
- Food not stored at safe temperature (special consideration needed for picnics)

#### Flavor:

- All bland flavor
- Too many strong flavors
- Repetition of food or flavor
- No tart or acid-flavor
- Too many sweet or too many sour foods

#### Color:

- Too many foods of same color
- No contrast or variation
- Clashing or unpleasant color scheme

#### **Texture:**

- Too many soft foods
- Too many chewy foods
- Too many crispy or crunchy foods
- Lack of variety in texture

#### Size:

- Too many mixtures
- Too many small pieces of the same size and shape
- Too many similar shapes
- Lack of variety in shape



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C1075E

# I'm a 4-H Project Leader: Now What Do I Do?

#### How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

## How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leathercraft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

#### When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

#### How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

#### How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

## Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

#### What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

# How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

#### How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

### What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

## What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

#### Do

 Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

#### Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

#### Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

#### What resources are available to help me?

- 4-H Project Literature You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County There are a number of people in your county who
  would be willing to share project ideas and tips with you.

#### These include:

- Project leaders in other clubs
- County Staff
- Older youth who have been involved in the project
- Media Collection & Public Libraries Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website http://www.uwex.edu/ces/media/. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
- 4-H Website Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
- Volunteer Leaders Conferences Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
- Field Trips Youth always enjoy the opportunity to see firsthand how things are done
  and how they work. Consider taking your project group on a field trip or tour of a local
  business or company to enhance their project experience. An example would be taking
  your dairy members to a cheese factory or your foods group to a local bakery.
- Local Experts Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
- Magazines Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.