



## UNL Extension – Cedar County

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# Favorite Food Revue Procedures and Guidelines



The Favorite Food Revue is open to all 4-H members and clover kids. Participants need not be enrolled in a specific project to exhibit.

4-H aged participants select a theme and display one place setting; including table covering, dinnerware (plates, cups, saucers, and bowls), glassware (glasses of all shapes and sizes), flatware (forks, spoons, and knives), napkins, centerpiece, and one serving of your favorite food. The entry will also include the recipe of your favorite food and a menu of a meal with your favorite food included. Clover Kids need only to select a theme, set one place setting, and present their favorite food.

Why participate in the Favorite Food Revue? It is a fun way to learn how to:

- properly set a table
- plan nutritious meals
- express originality and creativity in choosing a theme
- present to the judge
- express knowledge of food, nutrition, and food safety

The contest is divided into four age divisions: Clover Kids (ages 5-7), Junior (ages 8-11), Intermediate (ages 12-13), and Senior (ages 14-18).

This is a county contest only. There is also a state Culinary Challenge (check rules for details for this contest and challenge ingredient).

## Pre-register

Participants must pre-register by date set by sending in the registration form or by contacting the extension office at (402) 254-6821. Information needed: Name and age of youth (by January 1 of the current year).

## Meal Themes

Think of an occasion you would like to plan a meal for: birthday, holiday, casual, formal, family supper, Sunday dinner, children's party, lunch with friends, picnic, etc. Then plan a menu for that occasion, and select your favorite food off of the menu to prepare for the contest.



Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture.

The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.

## Guidelines in Creating Your Table Setting

Do you know that you can be a designer each time you set the table? A designer chooses and arranges things according to a plan for beauty and order. A neat, interesting, clean and attractive table setting makes any meal more enjoyable.

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 Favorite Food Revue, one place setting is to be displayed; include table covering, dinnerware, stemware, flatware, centerpiece, menu, and the recipe of your favorite food. You **MUST** bring a card table for the display. Plate and utensils must be safe and sanitized (non-toxic) (for example, do not paint utensils or use a hub cap). Select and prepare one dish off of your menu and include the recipe. The favorite food may be displayed as the whole dish or as one serving

**Select a 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 would not be appropriate for a formal dinner. Flatware and dishware must be safe to eat from i.e., no glitter, glue, etc. is to be used on eating surfaces.

Here are some table appointment hints:

- Formal - use candles (not lit), more than three pieces of flatware, china (no stoneware), tablecloth and/or mats are acceptable and cloth napkins.
- Casual, Picnic, Birthday - be creative! Theme can be indoors or outdoors. Use any type of cover (tablecloth, blanket, paper, etc.) and any type of table service. Overall place setting should be an expression of the youth's creativity; homemade touches are encouraged! It should be evident which theme you have selected.

**Table Covering** — This is the background for the food and table appointments placed on it. It protects the table and muffles the noise of clanking glassware and dishes. 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.

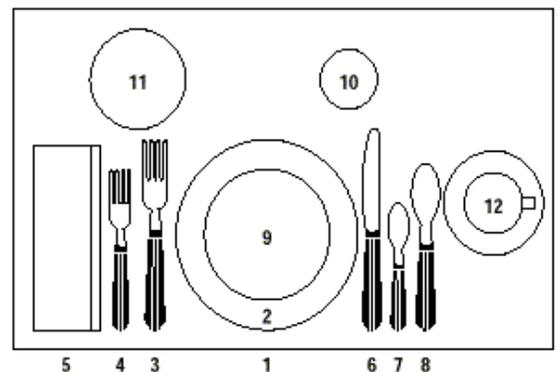
**Place Setting** — Allow at least 20 inches for each person's dishes. This is called a cover and each cover is set exactly the same. A cover contains the dinnerware and flatware for the meal served.

- Put the plate, china, pottery paper, glass, etc., in the center of the cover about one inch from the edge of the table.

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The following rules for setting a table correspond to the numbers seen in the table setting illustration below.

1. The flatware, plate, and napkin should be one inch from the edge of the table.
2. The plate is always in the center of the place setting.
3. The dinner fork is placed at the left of the plate.
4. If a salad fork is used, it is placed to the left of the dinner fork.
5. 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.
6. The knife is placed to the right of the plate with the sharp blade facing in towards the plate.
7. The teaspoon is placed to the right of the knife.
8. If a soup spoon is needed, it is placed to the right of the teaspoon.
9. The soup bowl may be placed on the dinner plate.
10. The drinking glass is placed at the tip of the knife.
11. If salad, bread and/or dessert plate(s) — or bowl(s) — is used, place at the top of the fork(s).
12. The cup or mug is placed to the top right of the spoons.



*Note: Only the utensils needed are placed on the table.*

- Place the knives and spoons on the right side, the forks (silver, plastic, etc.) on the left about one inch from the plate and 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.
- Napkins folded into oblongs are placed next to the forks with the fold to the left so it opens like a book. Decorative and creative folds are encouraged. Placement of the napkin may vary.
- The first beverage glass is placed about one inch above the tip of the knife. If serving more than one beverage, place additional glass(es) to the right of 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 handle pointing to the right.
- Salad, bread and/or dessert plate(s) — or bowl(s) — may be placed at the top of the fork(s).
- When selecting your cover, include a dish for each course. Placement may vary according to how and when food is served.

**Centerpiece** - The centerpiece should be coordinated with the table appointment and be appropriate for the occasion. It should be colorful and blend with the tablecloth and the dishes; and be fresh and clean looking. Even though a single place setting is set, the centerpiece should be visible to all as if the entire table was set and should not obstruct anyone's view of each other. Simple centerpieces, such as fresh flowers, a plant, or fruit can be used. If candles are used, they should be of the length so that if they were lit, they would be above eye level. 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 My Pyramid 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 about MyPyramid, go <http://www.mypyramid.gov/>**

Write or type your menu on a 4 x 6 card, using a correct menu writing format. Contestants must do their own cards. *Note: The use of alcoholic beverages in any menu will disqualify entry.*

**Favorite Food** – Your favorite food is to be prepared at home and brought to the contest. It can anything from a snack to an entrée, depending on your occasion. If needed to be served warm, there will be a microwave available to heat your food prior to being judged. Your favorite food may be displayed as the whole dish or as one serving. You will dish up one serving to the judge in an attractive manner. Include the recipe, written or typed on a 4 x 6 card, of your favorite food in the table display.

## Attire

Participant's attire should correspond with the theme/occasion of their table setting. Participants may come dressed or change in one of the restrooms.

## At the Contest

**Registration & Set Up** - Please arrive 15-30 minutes prior to the contest to set up your table (set up is not timed, only time with the judge). You **MUST** bring a card table for the display.

When you arrive, check-in at the registration table. You will be assigned a specific area to set up. Areas are grouped by age divisions.

ONLY contestants will be allowed in the judging area. After registering, parents and leaders may assist in carrying in articles for display, but 4-H members are to set up the display themselves. No parents, family, or viewers are allowed in the judging area until all contestants have been judged. This is being courteous and respectful to all contestants and judges.

Participants must have their table setting ready by contest time. Once you have set your table, go to the participant waiting area. A microwave will be available to heat any food prior to being judged.

**Judging & Interview** - During judging, you present your table setting and favorite food to the judge. Each contestant will be interviewed by the judge for about five minutes. The judge may ask you questions concerning why you chose this particular theme, choice of menu, food preparation, food handling, nutrition information of your favorite food, etc. You should also demonstrate an understanding of table setting techniques. You should be able to describe the ingredients and preparation required for all menu items, as well as food safety.

After your interview, return to the waiting area, and be quiet and respectful of the other contestants being judged.

### Public Viewing

**& Awards** - After all contestants have been judged, all tables will be on view for the public. Ribbons are awarded at the end of the contest. Each division winner and the overall winner will receive special awards.

**After the Contest** - The top exhibit in each division will be asked to display their table setting (minus the food) at the Cedar County Fair July 13-18.

**Additional Information** - If you have questions, call the extension office, (402) 254-6821.



## Writing the Menu

The menu should be displayed on a 4x6 or larger on your choice of medium (index card, ceramic tile, chalkboard, etc.) printed or typed by the participant. You may decorated and/or prop up the menu.

- 1) (a) List the foods in the order in which they are served.  
(Every menu will not include all the foods listed.)

Appetizer  
Main Dish  
Starchy Vegetable  
Other Vegetables  
Salad  
Bread  
Dessert  
Beverage

### Examples for a Formal Meal:

Boiled 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

- (b) Group foods served in one course. Use single line spacing between food items and a double line spacing between courses.

- 2) Use CAPITALS at the beginning of all words except articles, conjunctions, and prepositions. Correct spelling is important.

- 3) When an item on the menu has an accompaniment:

- (a) place the main item to the left and the accompaniment to the right,

**Braised Pork Chops                  Applesauce**

- (b) or you may center the main item and write the accompanying item underneath,

**Braised Pork Chops  
Applesauce**

- (c) if more than one accompaniment appears, place one at each side on the same line,

**Sesame Seed Wafers      Tomato Bouillon                  Saltines**

- (d) or place both on the same line below.

**Tomato Bouillon  
Sesame Seed Wafers                  Saltines**

- 4) 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.
- 5) 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.
- 6) List beverages last.
- 7) Plan the spacing and arrangement of the items on the menu so that the written menu is symmetrical.

## 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

### FLAVOR

- Need to keep hot foods hot and cold foods cold
- Food not stored at safe temperature (special consideration needed for picnics)
- 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

# How to Write a Recipe

## Characteristics of a Good Recipe

- 1) It should be accurate.
- 2) It should be complete.
- 3) It should be simple and clear.
- 4) It should list all ingredients in the order used.
- 5) It should give exact measurements in the easiest unit of measure (i.e., ¼ cup, not 4 Tablespoons).
- 6) If possible in space allowed, do not abbreviate.
- 7) Use weights for meat, when possible.
- 8) Use weight or fluid measure of canned foods (don't say "one can pineapple," say "one 12 ounce can of pineapple").
- 9) Use short sentences and clear, simple descriptions of methods.
- 10) Give word pictures, if possible (foamy, syrupy, lemon-colored).
- 11) Specify pan sizes.
- 12) Give 2 tests of doneness, if possible. For example, a thermometer reading and a cold water test for candy. Include baking temperature and baking time.
- 13) Give total yield of number of servings, and state serving size.

## Recipe Construction

### Standard Form

- 1) The most widely used and easily read form. Excellent for recipes containing many ingredients.
- 2) List all ingredients first, including any modifications of the ingredient. For instance, if your recipe requires 1 cup chopped nuts – the nuts should be measured after chopping. However, if the ingredients listed is 1 cup nuts chopped – the nuts are measured first, then chopped.
- 3) The method of combining the ingredients follows the listing. It may be stated in paragraph or numbered steps.

### *Example: Standard Form*

#### **Waffles**

1 ¾ cups sifted enriched flour	1 ¼ cups milk
3 teaspoons baking powder	½ cup melted shortening
½ teaspoon salt	2 stiff-beaten egg whites
2 beaten egg yolks	

Preheat waffle iron. Sift dry ingredients; stir in combined egg yolk, milk and shortening. Fold in egg whites. Bake in hot waffle iron. Makes 8.

OR

- 1) Preheat waffle iron.
- 2) Sift dry ingredients into bowl.
- 3) Combine egg yolks, milk and shortening.
- 4) Stir into dry ingredients.
- 5) Fold in beaten egg whites.
- 6) Bake in hot waffle iron.  
Makes 8 waffles.

### Action Form

- 1) Takes more space than the standard form, but is easy to follow.
- 2) The narrative description of the "action" of combining ingredients is included with the list of ingredients.
- 3) Ingredients are described the same way as the Standard Form.

### *Example: Action Form*

#### **Waffles**

Preheat waffle iron  
Measure and sift together into mixing bowl:  
1 ¾ cups sifted enriched flour  
3 teaspoons baking powder  
½ teaspoon salt  
Mix together:  
2 beaten egg yolks  
1 ¼ cups milk  
½ cup melted shortening  
Stir liquid ingredients into dry ingredients.  
Fold in 2 beaten egg whites.  
Bake in hot waffle iron.  
Makes 8 waffles.

### Narrative Form

- 1) The most difficult to follow. Requires very little space. Suited to simple recipes with few ingredients.
- 2) Include the ingredients and amounts with the method in paragraph form.

### *Example: Narrative Form*

#### **Waffles**

Preheat waffle iron. Measure out 1 ¾ cups of sifted enriched flour. Add 3 teaspoons of baking powder and ½ teaspoon salt and sift again. Separate the yolks from the whites of 2 eggs. Beat the yolks slightly. Add to the yolks 1 ¼ cups milk and ½ cup of melted shortening. Stir the liquid ingredients into the dry ingredients. Beat the two egg whites until stiff but not dry. Fold the egg whites into the batter. Bake in a hot waffle iron. Makes 8 waffles.



## Favorite Food Revue Score Sheet

Name \_\_\_\_\_ Age \_\_\_\_\_

Division: **Junior** (ages 8–11)    **Intermediate** (ages 12-13)    **Senior** (ages 14-18)

	Comments
<p><b><u>Food Preparation</u></b> Appropriate for age, ability, interest. Knows procedures for preparing food. Understands principles of food preparation.</p>	
<p><b><u>Menu Planning</u></b> Food fits the meal/occasion. Variety in: texture, flavor, color, shape, temperature and Food Groups (nutrients).</p>	
<p><b><u>Meal Management</u></b> Understands time management of meal. Knows approximate cost of food and meal. Knows skills needed to manage this meal.</p>	
<p><b><u>Nutrition</u></b> Knows nutritional contribution of food choices in the meal. Understands how meal fits daily food guide. Knows ways to vary nutritional contribution.</p>	
<p><b><u>Table Setting</u></b> Attractive: appropriate for meal and occasion. Realistic: correctly arranged. Centerpiece and table covering appropriate.</p>	
<p><b><u>Food</u></b> Appearance – color, shape, flavor, texture. Recipe is included</p>	
<p><b><u>Display and Presentation</u></b> Overall effect coordinates with theme. Includes menu for meal.</p>	

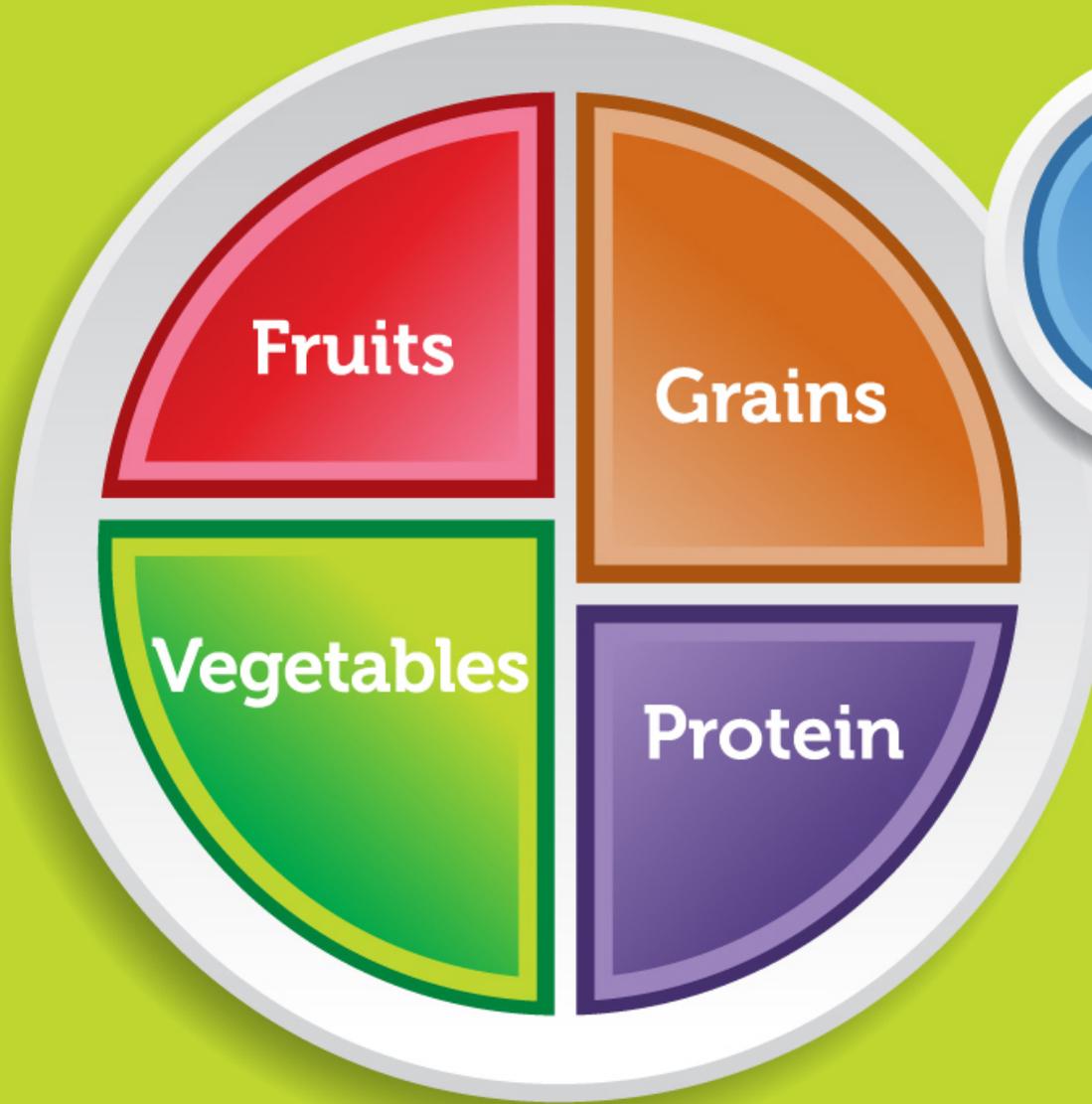
Cedar County 2011

Ribbon Placing \_\_\_\_\_



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The 4-H Youth Development program abides with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture.



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# Let's eat for the health of it



Start by choosing one or more tips to help you...



**Build a  
healthy plate**



**Cut back on  
foods high in solid  
fats, added sugars,  
and salt**



**Eat the right  
amount of  
calories for you**



**Be physically  
active your way**

## ► Build a healthy plate

Before you eat, think about what goes on your plate or in your cup or bowl. Foods like vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods contain the nutrients you need without too many calories. Try some of these options.

### Make half your plate fruits and vegetables.

- Eat red, orange, and dark-green vegetables, such as tomatoes, sweet potatoes, and broccoli, in main and side dishes.
- Eat fruit, vegetables, or unsalted nuts as snacks—they are nature's original fast foods.

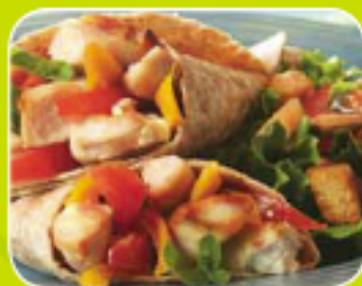
### Switch to skim or 1% milk.

- They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.
- Try calcium-fortified soy products as an alternative to dairy foods.



### Make at least half your grains whole.

- Choose 100% whole-grain cereals, breads, crackers, rice, and pasta.
- Check the ingredients list on food packages to find whole-grain foods.



### Vary your protein food choices.

- Twice a week, make seafood the protein on your plate.
- Eat beans, which are a *natural* source of fiber and protein.
- Keep meat and poultry portions small and lean.



Keep your food safe to eat—learn more at [www.FoodSafety.gov](http://www.FoodSafety.gov).

## ► Cut back on foods high in solid fats, added sugars, and salt

Many people eat foods with too much solid fats, added sugars, and salt (sodium). Added sugars and fats load foods with extra calories you don't need. Too much sodium may increase your blood pressure.

### Choose foods and drinks with little or no added sugars.

- Drink water instead of sugary drinks. There are about 10 packets of sugar in a 12-ounce can of soda.
- Select fruit for dessert. Eat sugary desserts less often.
- Choose 100% fruit juice instead of fruit-flavored drinks.

### Look out for salt (sodium) in foods you buy—it all adds up.

- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Add spices or herbs to season food without adding salt.



### Eat fewer foods that are high in solid fats.

- Make major sources of saturated fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not everyday foods.
- Select lean cuts of meats or poultry and fat-free or low-fat milk, yogurt, and cheese.
- Switch from solid fats to oils when preparing food.\*

#### \*Examples of solid fats and oils

Solid Fats	Oils
Beef, pork, and chicken fat	Canola oil
Butter, cream, and milk fat	Corn oil
Coconut, palm, and palm kernel oils	Cottonseed oil
Hydrogenated oil	Olive oil
Partially hydrogenated oil	Peanut oil
Shortening	Safflower oil
Stick margarine	Sunflower oil
	Tub (soft) margarine
	Vegetable oil

## ► Eat the right amount of calories for you



Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. People who are successful at managing their weight have found ways to keep track of how much they eat in a day, even if they don't count every calorie.

### Enjoy your food, but eat less.

- Get your personal daily calorie limit at [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) and keep that number in mind when deciding what to eat.
- Think before you eat...is it worth the calories?
- Avoid oversized portions.
- Use a smaller plate, bowl, and glass.
- Stop eating when you are satisfied, not full.

Cook more often at home, where you are in control of what's in your food.

When eating out, choose lower calorie menu options.

- Check posted calorie amounts.
- Choose dishes that include vegetables, fruits, and/or whole grains.
- Order a smaller portion or share when eating out.



Write down what you eat to keep track of how much you eat.

If you drink alcoholic beverages, do so sensibly—limit to 1 drink a day for women or to 2 drinks a day for men.

## ► Be physically active your way

Pick activities that you like and start by doing what you can, at least 10 minutes at a time. Every bit adds up, and the health benefits increase as you spend more time being active.



### Note to parents

What you eat and drink and your level of physical activity are important for your own health, and also for your children's health.



You are your children's most important role model. Your children pay attention to what you *do* more than what you *say*.

You can do a lot to help your children develop healthy habits for life by providing and eating healthy meals and snacks. For example, don't just *tell* your children to eat their vegetables—*show* them that you eat and enjoy vegetables every day.

## Use food labels to help you make better choices

Most packaged foods have a Nutrition Facts label and an ingredients list. For a healthier you, use this tool to make smart food choices quickly and easily.

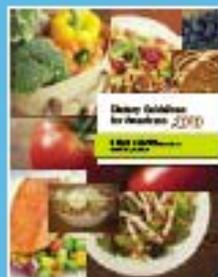
Check for calories. Be sure to look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories.

Choose foods with lower calories, saturated fat, *trans* fat, and sodium.

Check for added sugars using the ingredients list. When a sugar is close to first on the ingredients list, the food is high in added sugars. Some names for added sugars include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.



## Dietary Guidelines for Americans



The *Dietary Guidelines for Americans, 2010* are the best science-based advice on how to eat for health. The Guidelines encourage all Americans to eat a healthy diet and be physically active.

Improving what you eat and being active will help to reduce your risk of chronic diseases such as diabetes, heart disease, some cancers, and obesity. Taking the steps in this brochure will help you follow the Guidelines.

For more information, go to:

- [www.DietaryGuidelines.gov](http://www.DietaryGuidelines.gov)
- [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)
- [www.Health.gov/paguidelines](http://www.Health.gov/paguidelines)
- [www.HealthFinder.gov](http://www.HealthFinder.gov)



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