



# FOOD REVIEW HANDBOOK



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### **Member Objectives**

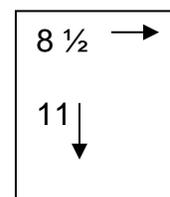
1. To provide the member an experience in planning, preparing and serving foods as part of a meal or snack.
2. To give the member an opportunity for self-expression both verbally and visually.
3. To provide members an opportunity to show what they have learned.

### **How to Prepare**

1. Plan a menu for your family for a meal or snack. A full menu should include: a main course, a salad or vegetable, bread, beverage and dessert. A snack is a combination of two or three items. Be sure to use the Food Guide Pyramid to aid in planning your menu.
2. Select a tested, favorite recipe from a cookbook, or other dependable source. It should be something you or your family like and that you have prepared before.
3. Practice preparing this food until it can be done easily and a good product is achieved.
4. You should be knowledgeable about the preparation of the food, the ingredients used, the nutrients contained in the food, and meal preparation time and sequence.
5. Plan your table setting for one person. Select a tablecloth or place mat, dishes, glassware and silverware. Add a unique centerpiece to finish it off. Don't go buy new dishes, tablecloth, etc. Be creative with what you have. The place setting only accounts for 10% of the score.

### **Getting Ready for Judging**

1. Put your menu on an 8 ½ x 11 sheet of paper/poster that will either stand-alone or be put in a picture frame.
2. From your menu, select one of the food items to make and use within your Food Review display. This recipe will be displayed during judging. Put the recipe on an 8 ½ x 11 sheet of paper/poster that will either stand alone or be put in a picture frame.
3. Guidelines for your menu and recipe:
  - a. Neatness is very important.
  - b. The paper should be white with black lettering or color coordinated to go with your display.
  - c. Put your name, club and county on back of posters.
4. Some members choose to bring a photo of their food to display as well. This is a nice addition to the project but is not required.
5. Displays will be set up on tables for judging.
6. The display must be no larger than 30" square.



## Table Settings

This handbook is going to focus on two types of table settings: Formal Setting and Family Setting.

In either setting, the table should have a centerpiece that performs a solely decorative function. Care should be taken to make the centerpiece not too large so that there will be sufficient room to place serving dishes. Centerpieces should be of low height, so as not to obstruct visibility of diners' faces.

In the Formal Setting, the forks, bread plate, spreader, and napkin are to the left, while knives, spoons, drinkware, cups, and saucers are to the right. Utensils are placed about one inch from the edge of the table, each one lining up at the base with the one next to it. Utensils on the outermost position are used first (for example, a salad fork and a soup spoon, then the dinner fork and the dinner knife). The blade of the knife must face toward the plate. The glasses are positioned about an inch from the knives, also in the order of use.

A Family Setting has fewer dining pieces. The napkin can be placed on the plate. There is usually only one fork, spoon and knife with the dinner fork on the left side of the plate, and the dinner knife and teaspoon to the right.

Here are some hints when remembering how to set the table:

1. Picture the word "FORKS." The order, left to right is: F for Fork, O for Plate (the shape!), K for Knives and S for Spoons. (Okay – you have to forget the r, but you get the idea!)
2. Holding your hands in front of you, touch the tips of your thumbs to the tips of your forefingers to make a lower case 'b' with your left hand and a lower case 'd' with your right hand. This reminds you that 'bread and butter' go to the left of the place setting and 'drinks' go on the right.

Napkin placement depends on your preference, and there are many folding variations. As a default, it can be placed in the water glass as shown, folded on the dinner plate, or beside the flatware on the left.

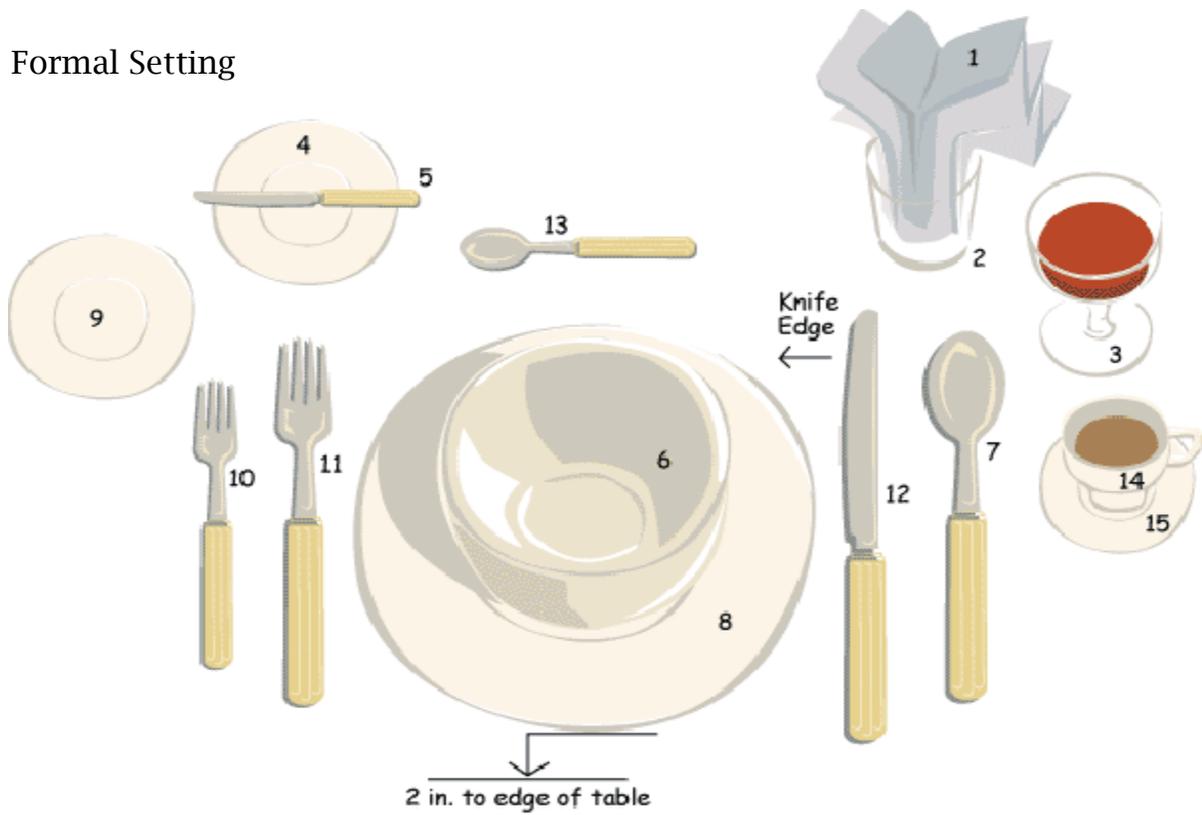
Salt and pepper shakers are placed in convenient places, spaced uniformly. In Formal Setting, plan 1 set for every 3 settings.

When using a bread and butter plate, be sure the cutting edge of the knife is toward the center of the plate.

Your table setting could be anywhere from Family Setting to Formal Setting. If you choose to offer additional settings than what is shown in Family Setting, use the Formal Setting diagram as a reference as to where to place them.

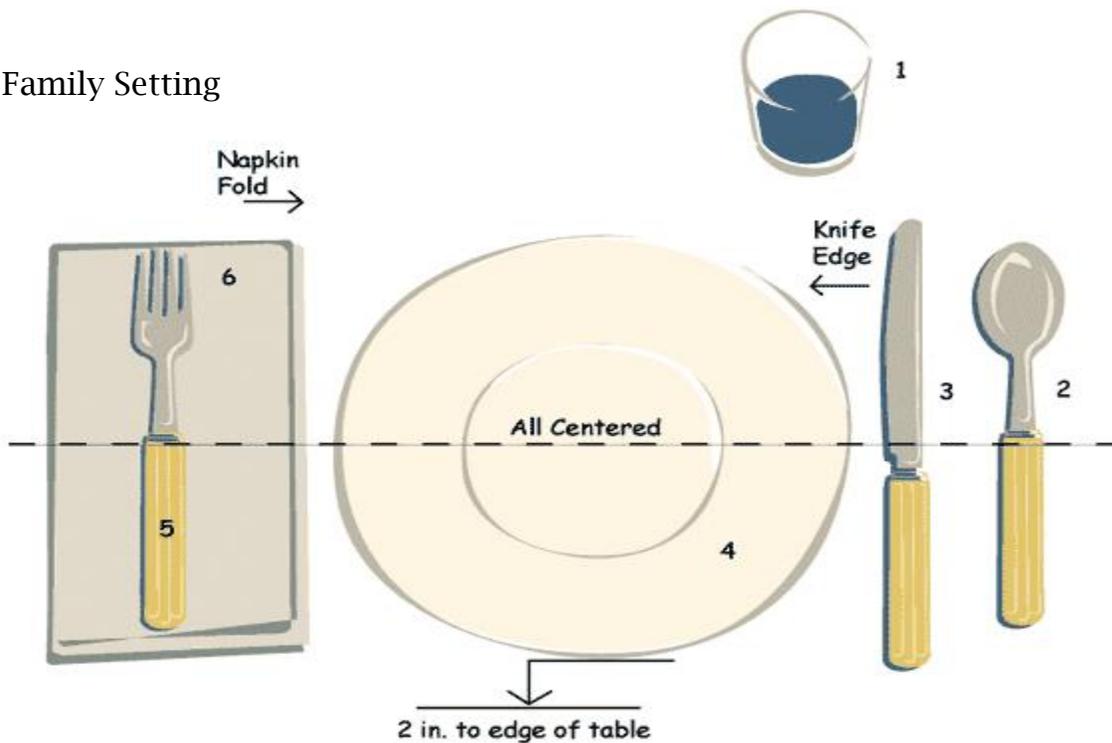
If you are serving salads and dessert, be sure to have a fork set for each!

## Formal Setting



- |                 |                  |                   |                |                |
|-----------------|------------------|-------------------|----------------|----------------|
| 1. Napkin       | 2. Water glass   | 3. Wineglass      | 4. Bread plate | 5. Bread knife |
| 6. Soup bowl    | 7. Soup spoon    | 8. Dinner plate   | 9. Salad plate | 10. Salad fork |
| 11. Dinner fork | 12. Dinner knife | 13. Dessert spoon | 14. Coffee cup | 15. Saucer     |

## Family Setting



- |                   |          |          |                 |         |           |
|-------------------|----------|----------|-----------------|---------|-----------|
| 1. Drinking glass | 2. Spoon | 3. Knife | 4. Dinner plate | 5. Fork | 6. Napkin |
|-------------------|----------|----------|-----------------|---------|-----------|

## **Suggestions for Choosing Your Favorite Food**

*These are just suggestions; you can bring a food item not listed in your age category.*

1. Cloverbuds should select an easy food item that they are able to prepare by themselves or with a little help from parents or older siblings.
2. Beginners (grades 3-5), select items like your favorite nutritious food, beverage, snack or appetizer.
3. Intermediates (grades 6-8), select items like a nutritious salad, soup, sandwich, yeast bread, vegetable or dairy food.
4. Seniors (grades 9+), select items like a nutritious main dish, meat, poultry, seafood, microwave food, ethnic food, low calorie food item or dairy product.

Remember, you select only ONE favorite food from your menu (not your entire meal) to display for judging!

## **Sample Food Review Ideas**

Note that not every display needs to be “formal”. Here are a few ideas of an informal meal.

### **Birthday Party Theme**

Something you would serve as the entrée at the birthday party

Balloons

Paper plates and napkins

Toys or presents as a centerpiece



### **Fishing Theme**

Fish dish

Fishing lures

Fish bait bucket

Tackle box as a centerpiece



### **Picnic Theme**

Favorite picnic food

Checkered table cloth

Paper plates and plastic silverware

Picnic basket as a centerpiece



### **Farm Theme**

Hearty meat dish

Stone wear dishes

John Deere memorabilia as a centerpiece



## **Day of the Judging**

What to bring:

- ☑ Recipe and menu posters. Mounted photo of display is recommended but not required.
- ☑ One serving of the favorite food for display on the table (not the entire menu). If the favorite food is to be served hot (like lasagna) it need not be at judging time.
- ☑ Table setting appropriate for menu.
- ☑ YOURSELF – as a neat and clean, well-groomed representative of your club and county.

What to expect of the judging:

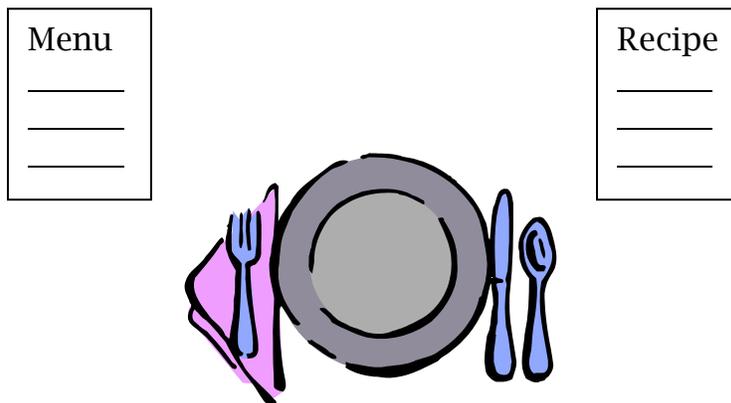
1. Set up the display up to ½ hour before judging begins.
2. Check program for judging times. When your time nears, please be at your table to wait for judging.
3. When not being judged, feel free to look at other food displays. Please do not distract or interrupt others who are judging at that time.

What the judge will be looking for:

1. Learning Involved (50% of score)
  - Food Knowledge
    - ✧ Knows procedures for preparing food
    - ✧ Understands principles of food preparation
    - ✧ Is appropriate to age, ability, interest, project
  - Management Knowledge
    - ✧ Understands time management of meal preparation
    - ✧ Knows approximate cost of food and meal
    - ✧ Knows skills needed to prepare the meal
    - ✧ Can share personal learning from their successes and challenges
  - Nutrition Knowledge
    - ✧ Knows nutritional contribution of food and meal
    - ✧ Understands how meal fits daily diet
    - ✧ Knows ways to vary nutritional contributions
  - Meal Planning Knowledge
    - ✧ Food fits the meal/occasion
    - ✧ Can describe alternatives for the meal/occasion
2. Workmanship & Techniques of Project (50% of score)
  - Food
    - ✧ Temperature
    - ✧ Appearance – color, shape
    - ✧ Flavor and texture
    - ✧ Recipe is included
  - Table Setting
    - ✧ Attractive in appearance
    - ✧ Appropriate to meal – casual or formal
    - ✧ Realistic
    - ✧ Correctly arranged

## Things to Remember

- ☐ Pick a recipe that is nutritious, fairly inexpensive plus is easy and fun to make!
- ☐ Be able to tell how your food fits into the food groups and to share other nutritional information.
- ☐ Make your table setting colorful and attractive. Be creative! Also, remember to display the complete place setting, but only show the food you made.
- ☐ Your posters should be two 8½x11” posters. One should have your menu on it, the other with your recipe. These should be typed in a print large enough to fill your entire poster.
- ☐ When setting up the posters, put the menu on the left side of the table and the recipe on the right. This is because people read from left to right.
- ☐ Most of all, smile and have fun!

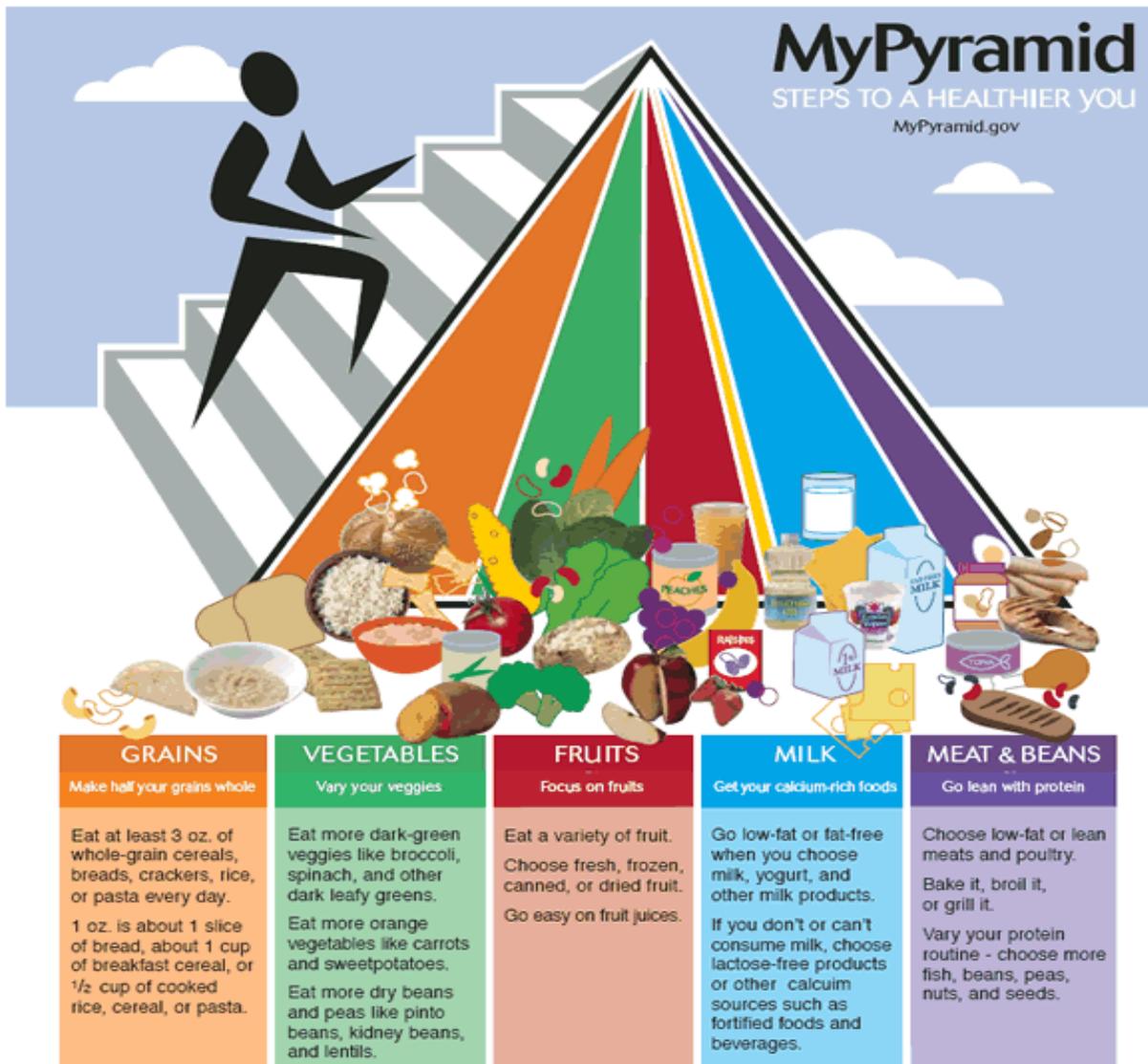


### Website Resources:

[www.choosemyplate.gov](http://www.choosemyplate.gov) USDA's website with MyPlate information.

[www.supertracker.usda.gov](http://www.supertracker.usda.gov) USDA's website allowing you to look up calorie and nutritional value on food items

<http://www1.extension.umn.edu/youth/mn4-H/projects/healthy-living/food-nutrition/index.html>  
Minnesota 4-H Food and Nutrition website



### Things to Think About

1. **COLOR** – pleasing color in meals stimulates the appetite and makes eating a greater pleasure.
2. **FLAVOR** – bland foods compliment tangy foods – have contrast. Avoid having more than one strong flavored food within a meal.
3. **TEXTURE** – this means the crispness, crunchiness, hardness, softness or chewiness of a food. Meals are monotonous when foods are all smooth or all crisp. A contrast in texture is a must in a well-planned menu.
4. **FORM** – combine foods of different sizes, shapes and proportions. The use of all small shapes in foods becomes unappetizing.
5. **TEMPERATURE** – contrasts in a meal must be considered regardless of the weather. Always serve hot foods hot and cold foods cold.

**VARIETY** – meals are most pleasing when a variety of foods are offered within the menu. Lunches and dinners offer the most opportunity for variety. Good menu planning usually does not allow for repeating foods and flavors within a meal (examples: tomato juice, tomato salad, tomato sauce, etc.)