This short course was developed as a resource material for the trainer. The course developed is to assist small guest house operators in the rural areas or in the community and aims to provide opportunities for participants to acquire relevant knowledge and skills in table presentation and to be able to apply the napkin folding skills in their little set-up guest houses for their clients.

The development of this short course was sponsored by the ADB-PNG EMPLOYMENT ORIENTED SKILLS DEVELOPMENT PROJECT (EOSDP) and produced by curriculum officers at the SKILLS TRAINING RESOURCES UNIT (STRU)
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COURSE OUTLINE: Easy napkin folding

Program: TOURISM AND HOSPITALITY
Course: HOUSE KEEPING
Module code: TH025ii
Module name: Easy Napkin Folding

Module 1: Table setting
Module 2: Napkin fold
**COMPETENCY PROFILE: Easy napkin folding**

<table>
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<th>Task</th>
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<td>B1. Identify equipment and materials to use</td>
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<td></td>
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<td>B6. Standing fan fold</td>
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</table>
EASY NAPKIN FOLDING

Program: TOURISM AND HOSPITALITY
Course: HOUSE KEEPING
Module code: TH025ii
Module name: Napkin Fold

Nominal duration: The module will take approximately 3 hours to be completed.
Module Purpose: The purpose of the module is to impart and equip participants with essential skills and knowledge in napkin folding.
Prerequisites: There are no pre-requisites to this module.

Content:
B1. Equipment and materials
B2. Double storm
B3. Flag
B4. Candle
B5. Cockle shell
B6. Standing fan

Suggested delivery method: The short course will be delivered in a practical, hands-on manner.
1. Explanation (what we will do) 5%
2. Demonstration (how we will do it) 15%
3. Implementation (now you do it) 70%
4. Evaluation (how good did we do it) 10%

Instructor: The trainer preferred will be a recognized trainer from the community or a trained vocational teacher who has sewing skills.

Assessment condition: In a training hall with proper;
   • tables
   • chair
   • proper ventilation

Evaluation: The participant will be evaluated from the completed fold.

Reference:
Overview of Learning Outcomes

By successfully completion of the module the participants will be able to demonstrate all the five different skills in napkin folding:

B1. Equipment and materials
B2. Double storm
B3. Flag
B4. Candle
B5. Cockle shell
B6. Standing fan

APPENDIX 1: Training and Assessment Guide

<table>
<thead>
<tr>
<th>Task B1: Equipment and materials.</th>
<th>Suggested minimum instructional time: 30 minutes</th>
</tr>
</thead>
</table>

Learning outcome B1.1:  
• Identify equipment and materials to use.

Teaching Strategy:  
Learning activities for the trainee must include the instructor to;
1.1 Identify equipment and materials to use.  
1.2 Explain the use of each equipment and materials.

Assessment condition:  
In a classroom situation or a training hall where all participants are provided with a;
• Napkins  
• Table  
• Training notes  
• Sample

Assessment criteria:  
The trainee has;
1.1.1 Listed equipment and materials to use.  
1.2.2 Outlined use of each equipment and materials.

Assessment method:  
• Checklist  
• Observation  
• Practical demonstration

APPENDIX 2: Training and Assessment Guide

<table>
<thead>
<tr>
<th>Task B2: Double storm fold.</th>
<th>Suggested minimum instructional time: 30 minutes</th>
</tr>
</thead>
</table>

Learning outcome B2.1:  
• Fold the double storm fold following the demonstrated steps.

Teaching Strategy:  
Learning activities for the trainee must include the instructor to;
2.1 Identify the napkin fold.  
2.2 Explain and demonstrated double storm fold steps.

Assessment condition:  
In a classroom situation or a training hall where all participants are provided with a;
• Napkins  
• Table  
• Training notes  
• Sample

Assessment criteria:  
The trainee has;
2.1.1 Named the napkin fold: a; double storm fold.  
2.2.2 Practiced double storm fold.

Assessment method:  
• Checklist  
• Observation  
• Practical demonstration

APPENDIX 3: Training and Assessment Guide

<table>
<thead>
<tr>
<th>Task B3: Flag fold.</th>
<th>Suggested minimum instructional time: 30 minutes</th>
</tr>
</thead>
</table>

Learning outcome B3.1:  
• Fold the flag fold following the demonstrated steps.

Teaching Strategy:  
Learning activities for the trainee must include the instructor to;
3.1 Identify the napkin fold.  
3.2 Explain and demonstrated flag fold steps.
Assessment condition:
In a classroom situation or a training hall where all participants are provided with a:
- Napkin
- Table
- Training notes
- Sample

Assessment criteria:
The trainee has;
3.1.1 Named the napkin fold:
a; flag fold.
3.2.2 Practiced flag folding.

Assessment method:
- Checklist
- Observation
- Practical demonstration

APPENDIX 4: Training and Assessment Guide

Task B4: Candle fold.
Suggested minimum instructional time: 30 minutes

Learning outcome B4.1:
- Fold the candle fold following the demonstrated steps.

Teaching Strategy:
Learning activities for the trainee must include the instructor to;
4.1 Identify the napkin fold.
4.2 Explain and demonstrated double storm fold steps.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
- Napkin
- Table
- Training notes
- Sample

Assessment criteria:
The trainee has;
4.1.1 Named the napkin fold:
a; candle fold.
4.2.2 Practiced candle folding.

Assessment method:
- Checklist
- Observation
- Practical demonstration

APPENDIX 5: Training and Assessment Guide

Task B5: Cockle shell fold.
Suggested minimum instructional time: 30 minutes

Learning outcome B5.1
- Fold the cockle shell fold following the demonstrated steps.

Teaching Strategy:
Learning activities for the trainee must include the instructor to;
5.1 Identify the napkin fold.
5.2 Explain and demonstrated cockle shell fold steps.

Assessment condition:
In a classroom situation or a training hall where all participants are provided with a;
- Napkin
- Table
- Training notes
- Sample

Assessment criteria:
The trainee has;
5.1.1 Name the napkin fold:
a; cockle shell fold
5.2.2 Practice cockle shell fold.

Assessment method:
- Checklist
- Observation
- Practical demonstration

APPENDIX 6: Training and Assessment Guide

Task B6: Standing fan fold.
Suggested minimum instructional time: 30 minutes

Learning outcome B6.1
- Fold the standing fan fold following the demonstrated steps.

Teaching Strategy:
Learning activities for the trainee must include the instructor to;
6.1 Identify the napkin fold.
6.2 Explain and demonstrated standing fan fold steps.
**Assessment condition:**
In a classroom situation or a training hall where all participants are provided with a:
- Napkin
- Table
- Training notes
- Sample

**Assessment criteria:**
The trainee has;
6.1.1 Name the napkin fold:
   a; standing fan fold
6.2.2 Practice standing fan fold.

**Assessment method:**
- Checklist
- Observation
- Practical demonstration

---

**APPENDIX**

**Samples of complete napkin folds**
1. Double storm

![Double storm](image)

2. Flag

![Flag](image)

3. Candle

![Candle](image)

4. Cockle shell

![Cockle shell](image)

5. Standing fan

![Standing fan](image)

---

**Introduction**
People who operate restaurant or guest houses must be able to acquire the basic skills in napkin folding to assist them in their restaurant/guest houses in preparing for service for the customers.
In hospitality services these are the things that will make your restaurant set-up the best place to be.
How well you present your services to customers will always attract more clients in your little layout so in learning basic napkin folding skills will make a difference in your establishment.
This module presents “Napkin folding-Easy folding”.

**Instructional Notes**

*Napkin folding - Easy folding procedures*

**B1: Double storm sail**

![Double storm sail](image)
**Easy napkin folding**

**Step 1:** Open the napkin so that it is folded in half.

**Step 2:** Hold a finger in centre of the upper edge, lift the bottom right-hand corner of the upper and fold right over to the left.

**Step 3:** Make sure that the fold of the upper edge lies over the centre fold.

**Step 4:** Lift and pull back the left-hand triangle so that they lie on top of each other. Do not flatten. Repeat the same procedure in the other direction (figures 2-4).

**B2: Flag**

**Step 1:** Open the napkin and fold into a triangle.

**Step 2:** Open the napkin so that it is folded in half. Fold the upper edge of one half of the napkin towards the fold in the centre without flattening the triangle.

**Step 3:** Hold on to the point, lift it and place it directly under the centre fold.
Step 1: Open the napkin and fold it into a triangle.

Step 2: Fold up an edge at the bottom.

Step 3: Turn the napkin upside down so that the folded up edge is on the outside and roll it up.

Step 4: Fold up the bottom edges of the napkin so that they are even and so it will stand.

Step 4: Tuck the point into the fold to hold the napkin upright and adjust it.

**B3: Candle**

**B4: Cockle shell**
Step 1: Open the napkin so that it is folded in half and place it with the short end towards you. Fold the napkin using narrow, even folds, like an accordion.

Step 2: Leave just over 1/3 unfolded. Place the napkin so that the unfolded section is to the right in front of you.

Step 3: Fold the folded section upwards from the middle.

Step 4: Fold the smooth section diagonally downwards.

Step 5: Fold the excess part under as support.

ATTACHMENTS

Terms and definitions

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Procedure</td>
<td>Way of performing a task.</td>
</tr>
<tr>
<td>Napkin</td>
<td>Piece of linen for wiping the lips.</td>
</tr>
<tr>
<td>Triangle</td>
<td>Any three thing not in straight line.</td>
</tr>
<tr>
<td>Edge</td>
<td>Boundary line of an area or surface.</td>
</tr>
<tr>
<td>Accordion</td>
<td>Folds like accordion (musical instrument).</td>
</tr>
<tr>
<td>Narrow</td>
<td>Small width.</td>
</tr>
<tr>
<td>Tuck</td>
<td>Fold together so as to be held.</td>
</tr>
<tr>
<td>Diagonally</td>
<td>Crossing a straight-sided figure from corner to corner.</td>
</tr>
<tr>
<td>Smooth</td>
<td>Having an even surface.</td>
</tr>
<tr>
<td>Section</td>
<td>Separated from something.</td>
</tr>
<tr>
<td>Excess</td>
<td>Amount by which one thing exceeds another.</td>
</tr>
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Assessment Checklist

The trainer can use the checklist to identify particular areas of weakness and strength of each participant.
Put a tick on the following Competent/Not Yet Competent.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Competent (C)</th>
<th>Not Yet Competent (NC)</th>
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<tr>
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<td></td>
<td></td>
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<tr>
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<tr>
<td>Candle</td>
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<tr>
<td>Cockleshell</td>
<td></td>
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</tr>
<tr>
<td>Standing fan</td>
<td></td>
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</table>
The short course module developed is based on the competency-base training (CBT) module document for trainers in Vocational Training Centres, Non Government Organisations, such as churches, youth groups, women’s groups etc.

The Skills Training Resource Unit (STRU) of Employment Oriented Skills Development Project (EOSDP) is proud to introduce this module for use by training providers for the informal sector. We hope that it will provide basic skills for the informal sector especially women and youth to be employed or self-employed through having better skills.

We would like to thank the people who have contributed in producing this module.
The development of this short course was sponsored by the ADB-PNG EMPLOYMENT SKILLS DEVELOPMENT PROJECT (EESDP) and produced by curriculum officers at the SKILLS TRAINING RESOURCES UNIT (STRU).