1985

4-H 166 The Road to Good Cooking: Leader Guide

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The Road To Good Cooking

Leader Guide

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Dear 4-H Leader,

Thank you for volunteering to lead "The Road to Good Cooking." We hope you and your 4-H'ers will enjoy this introductory food preparation project. Although it was written for 8- and 9-year-olds, it can be used with beginning cooks at any age.

This is the beginning project in the 4-H Foods & Nutrition curriculum. It emphasizes the basics of food preparation: identifying cooking utensils; correct measuring; reading recipes; preparing simple foods. What 4-H'ers learn in this project will be applied throughout the Foods & Nutrition projects.

Children love to prepare food, and studies have shown that they are much more likely to eat those foods they have helped prepare. In addition, those children who have cooking skills are more likely to eat a nutritious diet. They don't have to grab empty-calorie snack foods to satisfy their hunger.

The recipes in this project were chosen for their acceptability, variety and nutritional value. However, if you have a favorite recipe you'd like to use, do so!

We hope this guide will help you, whether you're a new 4-H leader or have years of experience. It lists the objectives for each lesson as well as more detailed instructions for leading each lesson. There's also information about 9-12 year-olds, how to organize a meeting and optional activities.

Remember, this is a guide, with suggestions for you. If you have additional ideas, feel free to use them.

Thank you again for volunteering your time, and good luck to you as you lead the way on "The Road to Good Cooking."

Laurel Branen
Home Economics Consultant
Planning—The Key to Successful Projects

The most successful results from projects often come about because of planning, both by the leader and the 4-H'ers. For beginning 4-H'ers, the leader's planning is especially important.

We suggest you consider the following points:

1. Do an overall examination of the leader guide and the member manual to see how the materials are organized and what the main topics are. Make plans for your first meeting. You may wish to invite parents or guardians to the planning meeting.

2. Before each project meeting, study the leader guide carefully, taking note of the key points you hope to stress. Feel free to make substitutions or add your own or your group's ideas of things to do. Planning ahead saves time and prevents confusion.

3. Look ahead to the outline for the next meeting so you can plan with your 4-H'ers what they will do, who will bring supplies, etc. Be sure that you will have the supplies and equipment needed.

4. Be flexible about your plans at the meeting. Encourage 4-H'ers to make suggestions, help with future planning and carry out some responsibilities. The more they can learn to make good choices and share responsibility for the group's success, the more interested, enthusiastic and competent they will become.

5. After the meeting is over, take time to reflect on how it went. What do you want to do differently another time? What ideas worked well? Make notes, for memories are less than perfect.

6. Above all, help each child feel welcome, wanted and successful. Encourage shy ones to participate. See that everyone has an opportunity to grow in knowledge, skills, and self esteem. Being successful in 4-H and learning good food habits are ways our children can grow into happy, healthy adults.

7. Encourage participation and a cooperative spirit by assigning duties, such as cleaning up or serving, or by giving responsibility. (Example: "Mary, can you bring a cereal box and bread wrapper for our next meeting?")

8. Include a few surprises for a change of pace now and then to "liven up" project meetings. How would your group like to take a food-related field trip or a tour? Orchards, bakeries, fruit packing plants, flour mills, dairy processing plants, meat markets, or the meat or produce sections of a large supermarket are all good possibilities.

4-H Philosophy

The mission of 4-H is to assist youth in acquiring knowledge, developing life skills, and forming attitudes which will enable them to become self-directing, productive and contributing members of society.

Knowledge. Through this 4-H project, members will be gaining knowledge of food preparation, nutrition, safety and sanitation. They will learn from the project manual and from you. The activities and food preparation will increase their knowledge and retention, since they will learn by doing.

Life Skills. Life skills include much more than the physical skills involved in cooking. The life skills developed through this project include: decision making; problem solving; communicating with others; cooperation; goal setting; evaluation. These life skills will be applied in all aspects of the members' lives, both now and when they are adults.

Attitudes. Through their accomplishments in 4-H projects, members develop self confidence and a feeling of self-worth. They also develop respect for others. A sense of community responsibility is also developed through projects and additional club activities.

In choosing learning experiences for 4-H members, the following are considered:

1. The experience gives the opportunity to practice the kind of behavior implied in the objective.
2. The experience provides the learner with satisfaction.
3. The behaviors desired are within the range of possibility for the learner—appropriate to age, interest and developmental stage.
## Understanding Children

### 9-to-12 age group

<table>
<thead>
<tr>
<th>Characteristics of age group</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite active, boundless energy.</td>
<td>Put emphasis on doing (making things that require using hands).</td>
</tr>
<tr>
<td>Like group activity.</td>
<td>Suggest small groups for project instruction.</td>
</tr>
<tr>
<td>Like to be with members of own sex.</td>
<td>Separate boys and girls for project work unless project is equally appealing to both.</td>
</tr>
<tr>
<td>Interests change rapidly, jump from one thing to another.</td>
<td>Suggest many different tasks of short duration.</td>
</tr>
<tr>
<td>Work must be entirely laid out and in small pieces.</td>
<td>Outline &quot;things to do&quot; in detail. Literature should be elementary and well illustrated.</td>
</tr>
<tr>
<td>Need much guidance from adults.</td>
<td>Suggest ways that parents can help. Important to have detailed materials for adult volunteer leaders (project and organizational).</td>
</tr>
<tr>
<td>Admire and imitate older boys and girls.</td>
<td>Suggest ways that teen leaders can help.</td>
</tr>
<tr>
<td>Normally have little formal leadership ability.</td>
<td>Must rely on adult leaders and teen leaders for leadership.</td>
</tr>
<tr>
<td>Are easily motivated, eager to try something new.</td>
<td>Suggest a variety of activities (tours to view others' projects, demonstrations, etc.).</td>
</tr>
<tr>
<td>Like symbols and regalia.</td>
<td>Make pins and medals available to those who earn them.</td>
</tr>
<tr>
<td>Need recognition and praise for good work.</td>
<td>Present pins and medals in front of peers and parents.</td>
</tr>
<tr>
<td>Do not like to keep records, do not see the value in them, need assistance and close supervision.</td>
<td>Make records as simple as possible, provide clear instructions, provide a place for parents and leader signatures and ask for a short narrative report (cause member to review what he or she has learned).</td>
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Objectives of Project

Through this project, 4-H members will be able to:
- identify the names and functions of the kitchen utensils used in this project.
- measure ingredients correctly
- read and follow recipes
- list the food groups and the main nutrients provided by each
- set the table for a family meal
- prepare foods for every meal
- apply principles of safety and sanitation while preparing foods
- choose and evaluate new recipes

Organization of Manual

"The Road to Good Cooking" is divided into lessons, or meetings. It is important to go through the lessons in the order in which they are given, since each lesson builds on what was learned in the previous lesson. For example, the first lesson teaches about kitchen utensils and kitchen rules. It is important that the 4-H'ers know this information before preparing the recipes found later in the manual.

Each lesson has new material, both cooking skills and additional information, as well as a review of previous material. Food is prepared in each lesson and it can be used as a snack. You may wish to add additional activities. You may also wish to spend two meetings for one lesson. You can adapt this project to the size, age level and skills of your group.

General Guide for Meetings

This is a general plan. You may want to adapt it to your own situation.

A. Using the Member Manual
   1. Go through the lesson with your members. You can read to them, have them read silently or take turns reading aloud. You'll probably want to vary the procedure.
   2. Demonstrate cooking tips and safety precautions to the group.
   3. You can have the members complete the quizzes and puzzles at the meeting or at home, depending on how much time you have.

B. Getting Ready to Cook
   1. Discuss what food preparation members have done since the first meeting. Give each member a chance to talk.
   2. Tell about what will be prepared during today's meeting and the principles which will be learned.
   3. Encourage volunteering for different tasks.
   4. Decide with the group if they will all work together on the recipe or if they will divide into two or three smaller groups. If two recipes are being prepared, will half the group work on each? Will they all complete one recipe before starting on the other?
   5. Give general directions and cautions.

C. Preparing Foods
   1. Remind the members of the "Before You Cook" rules in their manuals.
   2. During preparation, give hints on how to select and store food as well as nutrition information.

D. Serving the Food
   1. Encourage attractive table setting and manners.
   2. Have members evaluate the products they have made. (Starting with lesson 3 there are "scorecards" in the member manual.)
   3. Suggest activities for them to do at home.
   4. Make plans for the next meeting.
   5. Complete tests and puzzles, if time allows.
   6. Encourage them to keep a record of what they prepare at home—a little notebook, or a calendar.

E. Clean-up
   1. Be sure everyone helps clean up.
   2. Set standards and be sure they are met.

Introductory Meeting

Purpose: To introduce the project to the group and to make decisions about how the 4-H group will function.

1. Invite 4-H'ers and their parents or guardians to meet with you.
2. Discuss the objectives of this project which are listed in the leader guide and member manual.
3. Make decisions about:
   - where and when to meet
   - how often to meet
   - who will supply utensils and ingredients
   - how to cover costs
   - etc.
   (Be sure you make a list of points that need to be decided)
4. Plan your next meeting.
5. Play a game or do an activity, if you wish.
6. Serve a nutritious snack such as cheese and crackers or popcorn.
Lesson 1 - Getting Started

Objectives:
Members will be able to:
1. Identify the kitchen utensils used in this project.
2. State the rules of cooking and apply them while preparing food.
3. Explain how to keep bacteria out of food.
4. Prepare uncooked snacks: orange juice and stuffed celery.

Rationale:
The first lesson introduces members to the kitchen utensils used in this project. This will enable them to quickly and easily find and use the correct utensils, as described in the recipes. Cooking rules are also listed in Lesson 1. It will make your job easier if the members understand the rules before they begin preparing foods. You will want to refer back to these rules throughout the project. The rules should be habits by the end of the project.

The 4-H'ers will want to jump right in and start cooking. In the first lesson, food preparation is kept simple for your sake as well as theirs. During this first food preparation experience, you will be learning how many should be in a group, how long food preparation takes, who works well together, etc. The 4-H'ers will be learning how to work together, follow directions, and apply cooking rules while preparing food. Mixing orange juice and spreading filling on celery will prove to be challenging enough for this first lesson.

Suggested Outline:
A. Roll Call - Each member names a kitchen utensil.
B. Activity
   1. Read the first page of Lesson 1. Have members place a check next to the utensils they can identify.
   2. Divide the members into two teams. Have them sit in a semicircle on either side of you so that everyone can see you clearly. Play ten or twelve rounds, awarding one point for correctly naming the utensil and two points for correctly describing how the utensil is used.
   3. Flip a coin to decide which team will play the first round. Hold up a utensil and ask the first team member to name it. If he or she is correct, the second team gets a chance to describe how it is used. Should either person answer incorrectly, the other team gets a chance to finish the round. In other words, if the person cannot name the article, the other team can try to name it and describe its use. The second round is played by the team that lost the toss, regardless of whether it has had a chance to answer during the first round.
   4. If no one is able to identify the utensil or describe its use, do not go on to the next utensil. Instead, take a minute to show and tell the members how it is used.
   5. After the game is completed, give members a few minutes to look over the utensils.
C. Rules of the Road - Have members take turns reading the rules. Ask members why each rule is important.
D. Caution - Read the “Caution” about bacteria and discuss the many ways that bacteria can get into our food.
E. Demonstration - Demonstrate the correct way to use a paring knife, as described in the member manual.
F. Food Preparation - Divide the group and have the members prepare the orange juice and stuffed celery. Remind them of the cooking rules.
G. Plan for next time.

Lesson 2 - Measuring Methods

Objectives:
Members will be able to:
1. Measure ingredients correctly, as described in the member manual.
2. Explain why correct measuring is important.
3. Prepare fruit froth and cinnamon toast.

Rationale:
Careful measuring is essential to good cooking. Lesson 2 teaches the members how to measure ingredients. The experiments teach the member why measuring must be done as directed. The members will remember the directions better if they understand why the ingredients are measured as they are.

The recipes in Lesson 2 are more complicated than in Lesson 1, but little cooking is involved since use of the stove has still not been discussed and since they are still learning to work together.

Suggested Outline:
A. Roll Call - each member states one kitchen rule.
B. Activity
   1. Read through the section on how to measure. Demonstrate each method to the members.
   2. Experiments - divide members into 4 groups.
   - Have each group do one experiment while the others watch.
   - Discuss the results and record observations in the member manual.
C. Food Preparation - Have half the group prepare Fruit Froth while the other half prepares cinnamon toast. (If time is limited prepare just one of the recipes and have members prepare the other at home.)
   - Be sure members use correct measuring techniques.
   - If you have any old recipes that call for “a pinch of this and a handful of that” read them during the snack and discuss them.
D. Review - Have the 4-H'ers complete the “utensil matchup” (answers are in the member manual).
E. Plan for next time.
Lesson 3 - Recipes - The Cook's Roadmap

Objectives:
Members will be able to:
1. give the definitions of the cooking terms used in the project.
2. read and follow recipes.
3. prepare peanut butter squares.
4. evaluate peanut butter squares.
5. tell what the abbreviations “tsp.”, “t.”, “T.”, “tbsp.”, and “c.” stand for.

Rationale:
New cooks often find it difficult to follow recipes because they don't understand the cooking terms or abbreviations which are used. This lesson will enable the members to understand and follow the directions in recipes.

Peanut butter squares were chosen because children love them! They are a nutritious, good tasting snack. In addition, a variety of measuring techniques is used in their preparation. The 4-H'ers are asked to circle the words that tell how much of an ingredient to use and to underline the words that tell you how to assemble ingredients. This method makes it easier for them to follow the recipe. You may want to use this method throughout the project.

The concept of product evaluation is introduced in this lesson. The members are asked to judge their product and to make suggestions as how to improve. You will need to help them with these suggestions, especially at first.

Suggested Outline:

A. Roll call - State and demonstrate (pantomime) one cooking term.

B. Activity - Read the introduction to Lesson 3.
1. Ask the members to put a check next to the cooking terms they already know.
2. Demonstrate how to beat, cream, mix and stir, using a wooden spoon and a bowl.

Optional Activity - Cooking term charades
To play - have one 4-H'er act out one of the cooking terms, while the others try to guess what it is.
3. Read “A good recipe tells you” Optional Activity: Pass out a recipe to each of the members. Have members identify each of the 5 parts of a recipe. Were all recipes complete?
4. Have members read through the recipe for peanut butter squares, circling amounts of ingredients and underlining words that tell them how to assemble ingredients.
C. Food Preparation
1. Have members look through the directions on how to measure in Lesson 2.
2. Peanut butter squares need not be refrigerated if you are going to serve them immediately.
D. Evaluation
1. Have members evaluate the squares using the scorecard in the manual.
2. Compare and discuss their evaluations.
E. Look over the section on kitchen abbreviations and math.
F. Encourage 4-H'ers to make peanut butter squares for their families.
G. Complete the Safety First activity or do it next time.
H. Plan for next time.

Lesson 4 - Fuel for the Body's Engine

Objectives:
Members will be able to:
1. state the four food groups and explain what the caution group is.
2. list the two main nutrients from each of the first four food groups.
3. use the oven safely.
4. prepare fruit salad and toasted cheese sandwiches.
5. evaluate toasted cheese sandwiches.
6. use good table manners.

Rationale:
Good nutrition is important for our health and well-being. By learning the Daily Food Guide, 4-H'ers will be able to evaluate and improve their diets.

Fruit salad was chosen because it is a favorite dish for many children, it's nutritious and it gives the members additional practice in using a paring knife.

Toasted cheese sandwiches are prepared in this lesson to give the children experience in cooking in the oven.

Eating is a more pleasant experience when everyone uses good table manners. Knowing proper etiquette also increases a child's self-confidence.

Suggested Outline:

A. Roll call - State and demonstrate (pantomime) one cooking term.

B. Activities
1. Complete Safety First activity from Lesson 3.
2. Read the information on nutrition in the member manual.

Optional Activity:
1. Ask the 4-H'ers to divide a piece of paper into five sections, with the name of one of the food groups in each section:
   Fruits and Vegetables
   Breads and Cereals
   Milk and Cheese
   Protein
   Caution!
Lesson 5 - On the Road

Objectives:
Members will be able to:
1. demonstrate how to crack eggs.
2. prepare scrambled eggs and pancakes.
3. evaluate pancakes.
4. set the table correctly.

Rationale:
In this lesson 4-H'ers apply everything they have learned by preparing two cooked foods - scrambled eggs and pancakes.

It's important to serve food attractively, so a section on table setting is included.

Suggested Outline:
A. Roll call - Name a food and tell which food group it's from.

B. Activity - Have the 4-H'ers go through the two recipes, circling words that tell how much of an ingredient to use and underlining words that tell what to do with the ingredients.

Optional Activity - "Making Pancakes"
1. Ask the members to decide which pancake ingredient they want to be.
2. The first time, you be the cook, assembling the ingredients as directed in the recipe. The children can act out being added to the bowl, the action of the baking powder, etc.
3. Next have one of the children be the cook. Do this several times.

Children enjoy this activity and it helps them to prepare the recipe more easily.

C. Food Preparation
1. Demonstrate how to crack eggs.
2. You may wish to prepare just one of the recipes.
3. Have the children make small, silver dollar pancakes which are easier to turn.
4. Ask members to prepare these recipes for their families before the next meeting.

D. Evaluation
Complete the scorecard and discuss the results.

E. Review
1. Discuss table manners as the members eat.

F. Table Setting
2. Have the members complete Road Test 1.

Lesson 6 - Browning the Ground Beef Trail

Objectives:
Members will be able to:
1. describe how to store and thaw meat.
2. safely cook on the range top.
3. brown ground beef.
4. prepare Sloppy Joes.
5. state at least three principles to apply when planning meals.
6. locate the list of ingredients and nutrition information on product labels.

Rationale:
Lesson 6 gives the members experience with cooking meat and teaches them about the special handling that meat requires.

The Sloppy Joe recipe is included since it is a tasty way to use the ground beef. The salt in the recipe has been kept to a minimum for nutritional reasons.

By this time the members are ready to start planning meals, so some principles are included. You may want to add to the list.

The label scavenger hunt is to make 4-H'ers aware of the information on a label.

Suggested Outline:
A. Roll call - Each member tells about one food preparation experience he or she has had since the last meeting.

B. Activity.

Label Scavenger Hunt. (This can be done before or after preparing the food.)
1. Place a variety of food products which have labels on a table.
2. Have the members complete the scavenger hunt page in their manual. Help them if they find this difficult.
Lesson 6 - "Desserting" the Road

Objectives:
Members will be able to:
1. prepare and evaluate oatmeal drop cookies
2. prepare coffee can ice cream

Rationale:
Children love to bake and eat cookies! But we have left them until the end of the project because they are fairly complex to make and because they are lower in nutritional value than the other foods in this manual.

The coffee can ice cream recipe is included because it's so much fun to make. Yes, it works. Really! You'll all enjoy making it and eating it.

Suggested Outline:
A. Roll Call - State one principle of planning meals.
B. Food Preparation
1. Demonstrate how to add and remove cookie sheets from the oven.
2. Discuss the correct creaming method.
3. Prepare the cookies.
4. You may want to prepare the ice cream at another meeting. Why not invite the other parents to come and share the fun?
C. Evaluation
1. Have the 4-H'ers evaluate the cookies and compare the results.
2. Since cookies are likely to be entered at the fair, spend enough time on this.
3. Help the 4-H'ers determine how they could do better.
D. Review
Have the members complete Road Test III.
E. Plan for next time.

Lesson 8 - Finding New Recipes

Objectives:
Members will be able to:
1. state at least 3 questions to ask when looking for new recipes
2. complete the calculations for doubling a recipe
3. start their own recipe file

Rationale:
This final lesson teaches the members how to evaluate new recipes by determining availability of ingredients, ease of preparation and so forth. It also introduces the idea of altering recipes.

To encourage 4-H'ers to use recipes not found in the manual, no recipe is included with this lesson.

A. Activity
1. Wordsearch
The wordsearch is a review of what 4-H'ers have learned in this project. Encourage them to work on it independently. If this is too difficult, have them do it together. The answers are in the member manual.

2. Finding new recipes
Read and discuss the questions to ask when looking for new recipes. If possible, have an assortment of cookbooks and magazines for them to look through. A children's cookbook would be especially helpful.

3. Help the 4-H'ers with the calculations for doubling a recipe. Use a calculator if one is available.
4. Discuss starting a recipe file.
B. Food Preparation
1. Make the coffee can ice cream from Lesson 7 if you didn't last time.

or

2. Share a recipe of your choice and have the 4-H'ers prepare it.
C. Complete the project
1. Decide if you wish to continue meeting to try new recipes or to start another 4-H project.
2. Plan a Party
It's fun to finish a project by planning a party and giving the 4-H'ers a chance to show what they have learned, including preparing food, setting the table and table manners. The group will need to decide
- who will be invited? when? where?
- what food will be served?
- who will do what?
- what activities will you include?

You may want to give some kind of recognition to the members at this party. You could have special awards for:

1. The one who made the most foods at home.
2. The member who attended every meeting.
3. The 4-H’ers who made the fewest messes.
4. The quietest member.

Use your imagination to add others. Be sure every member gets awarded for some success or contribution.

Leading a 4-H group is an exhausting but rewarding experience. The time you have invested in your children will pay dividends throughout their lives. They thank you...and we thank you.